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Applicability

This process applies to managers at the College of Health Solutions who wish to hire staff, graduate and student workers. This process does not apply to hiring Faculty or to hiring graduate students into Faculty positions (e.g. Faculty Associate). Work with the CHS Faculty HR team on filling any Faculty positions.

Overview

The CHS HR team uses ServiceNow to process recruitment requests for staff, graduate and student worker positions. Recruitment requests will be updated at each step of the review process and requesters will automatically receive email notifications when there is a status update. Updates can also be viewed at any time on the ServiceNow Portal.

Before You Get Started

1. Identify your staffing needs
   A. Employee Class:
      i. Staff Jobs ([ASU staff job descriptions](#)) - ASURITE ID needed)
      ii. Student Worker job (hourly or stipend)
      iii. Graduate Student assignment
   B. Prepare business justification for the recruitment and whether it is a backfill or an additional headcount to your team

2. Work with your manager to determine
   A. the funding source
   B. other available staffing solutions and resources (especially important in case of TAs and GSAs for grader roles – you must work with your Program Lead, Program Coordinator prior to starting the hire process with CHS HR).

3. Additionally you will need
   A. For any open search recruitment:
      i. ASU job title and job code, identify a working job title if needed;
      ii. Job posting details.
   B. For any waiver of recruitment:
      i. ASU job title and job code, identify a working job title if needed;
      ii. Candidate’s resume;
      iii. Waiver of Recruitment Justifications
         a) Provide justification for and purpose of the waiver recruitment.
         b) Describe the scope of work to be performed by the individual hired.
         c) Describe how the selected individual meets the minimum qualifications for the position.
   C. For a Graduate Hire
      i. Graduate Student’s CV/resume (if new hire)
      ii. Assignment start and end dates
      iii. FTE
      iv. Total stipend amount covering the assignment period

4. Refer to the applicable recruitment sections in this guide to clarify any of the process steps or how to complete the form. You can also contact your CHS Recruiter for guidance.
STEP 1 – Submit Recruitment Request

A. Where to find the CHS HR Recruitment Request form?

1) Direct link on the CHS Employee’s site/Human Resources/Recruitment and Hiring
2) Through MyASU
   a. Click Service on the My ASU menu.
   b. Click the My Service Portal button in the IT Services section.
   c. Click on the College of Health Solutions departmental catalog.
   d. Click on CHS Human Resources Recruiting.

B. Complete the request form. General section of the form (applicable to any recruitment type).

"Requested for" – this field will automatically populate the name of the person creating the form. Please update this field to the name of the person who will work with the CHS Recruitment team on this recruitment or list the name of the manager to whom this position will report.

"Recruitment Type" selection (Open Search, Waiver, or Grad Hire) will populate additional fields pertaining to your recruitment type. Every recruitment type will be covered in sections below in a greater detail, but a brief description is provided here for your convenience:

- **Open/Competitive Search (posted)** – applicable to any staff or student worker open positions that you wish to fill through a competitive search. By selecting “Open/Competitive Search (posted)” the job opening will be posted for any interested persons to apply.
- **Waiver** of Recruitment is applicable to Staff or Student Worker IV-V positions. A Waiver of Recruitment hire is an exception to the advertised competitive recruitment policy and is used to hire individuals who have specific and unique skills, knowledge or education essential to the success of the job, or would bring particular distinction to serve the best interests of ASU. Additionally, candidates chosen for a Waiver should meet criteria for the opportunity in such a way that even if the job was posted, it would be somewhat difficult to find a candidate that meets the specific criteria as outlined. Refer to Appendix A for the additional waiver of recruitment best practices.
- **Grad Hire** – Graduate students may be appointed to assistantships or associateships. See further sections for more details.
“Employee class” – select as appropriate to your hiring needs.

“Employee type” (also see Appendix B, Employee Type Definitions)

- “Regular Employee”. Any university staff with a consistent work schedule for 90 days or longer, regardless of FTE. This status CANNOT be used for graduate and student workers.
- “Regular temporary (>90 days)”. Any university staff with a consistent work schedule for 90 days of longer but with an end date in mind. Please ensure to complete the “Assignment end date (applicable for Grant, Student/Grad, & Temp hires)” field. The end date must be outlined in the offer letter.
- “Regular PRN (>90 days)” and “Variable: PRN (<90 days) OR Student”.
  - PRN Employee – Must use a Job Code that specifically denotes PRN. A non-benefits eligible (some exceptions apply to the benefits eligibility status) position for unplanned, unscheduled and unexpected staffing needs that meets all of this criteria:
    - Is a non-recurring work schedule with no guarantee of continued employment
    - Has an inconsistent (no commitment) number of hours, and
    - Must be paid on an hourly basis
  - Variable Employee. Any employee that meets one or more of the following criteria:
    - Inconsistent weekly work schedule (i.e., PRN positions), See PRN Employee definition.
    - Short-duration positions less than 90 days, regardless of FTE, and
    - Graduate and student workers.

“FTE/Hours per week” Positions with planned work schedules or hours are either part-time or full-time depending on FTE or standard hours. Also see Appendix B, Employee Type Definitions.

- Full-time Employee. Any employee who works a planned and consistent work schedule at 1.0 FTE (40
hours per week)

- **Part-time Employee.** Any employee who works a planned and consistent work schedule less than 1.0 FTE (less than 40 hours per week)

**Important:** 41% – 49% FTE (16.4 – 19.9 hours/week) requires advanced approval from the Provost’s Office and the ASU ACA Compliance team

### Additional job/Multiple assignments for current employee?

- None

For additional pay, complete Sup Pay form, see CHS Intranet.

“Additional job/Multiple assignments for current employee?” Yes/No. Anyone may hold multiple jobs as long as cumulatively all jobs do not exceed 100% FTE (40 hours/week).

- Certain exceptions may apply for temporary projects which may be paid through supplemental/additional pay. For supplemental pay requests please complete a sup pay form (see the CHS Employee site/Position Changes for more information).
- If an employee (whether a staff hire, grad or student worker) already holds a part time job and wishes to retain it, the CHS Recruitment team must be made aware. Otherwise, we run a risk of terminating the existing job that should remain active.
  - This applies only to part time jobs with the combined FTE of 100% or less.
  - All jobs must be in the same employment category, e.g. a person may not hold a student worker and a staff job at the same time.

### * Backfill request?

- Yes

### * Name of employee being replaced

“Backfill request? Yes/No”, if “Yes”, then fill out “Name of employee being replaced”.

- Select whether you are replacing a person who is leaving or has left, even if you are backfilling with a different job (i.e. reclassification backfill). Then add their name in the field that will populate once you select “Yes”.
- If this position is an additional headcount, then please select “No”.

### Assignment start date/Proposed start date

“Assignment start date/Proposed start date”.

- Grad hires: both – assignment start and end – dates must be completed and must coincide with the payroll start/end dates. Refer to the ASU payroll calendar at [https://cfo.asu.edu/payroll-calendars](https://cfo.asu.edu/payroll-calendars).
- Waivers: provide proposed start date, i.e. when you wish for the candidate to start.
- Leave this field blank for all other recruitments.
 Assignment end date (applicable for Grant, Student/Grad, & Temp hires)

“Assignment end date (applicable for Grant, Student/Grad, & Temp hires)” This field must be completed for:
- Grad hires. Both – assignment start and end – dates must be completed and must coincide with the payroll start/end dates. Refer to the ASU payroll calendar at https://cfo.asu.edu/payroll-calendars.
- Any job that has an end date, e.g. all student worker jobs, a temporary staff job.
- Any job that is funded by sources other than the state appropriations and/or the funds that have an “expiration date”, such as grants, start-up funds, etc.

 HR department code and/or Program name

“HR department code and/or Program name” – complete to the best of your knowledge.

 Job code

 Job title

 Working title (if different than existing job code title)

“Job code”, “Job Title”, and “Working title (if different than existing job code title)”.
- Staff jobs: please use ASU staff job descriptions - ASURITE ID needed.
- Student Worker jobs
  - Make sure to revise the Working Title to reflect the actual job. Use Aide for SW I-II, may use Assistant for SW III-V.
  - For more details please refer to Appendix C

<table>
<thead>
<tr>
<th>Level</th>
<th>Job Code</th>
<th>Pay Rate Min</th>
<th>Pay Rate Max</th>
<th>Job Level Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>981000</td>
<td>$10.50</td>
<td>$11.07</td>
<td>Duties are of a routine and simple nature. Requires direct supervision with relatively specific instructions. Little or no training or experience is required.</td>
</tr>
<tr>
<td>II</td>
<td>982000</td>
<td>$10.65</td>
<td>$12.12</td>
<td>Duties are varied and less routine and involve a moderate degree of responsibility and judgment. May lead or coordinate activities of other student employees. Requires previous knowledge or skill and/or equivalent experience or training.</td>
</tr>
<tr>
<td>III</td>
<td>983000</td>
<td>$11.34</td>
<td>$14.22</td>
<td>Duties are technical and complex and involve a high degree of responsibility and judgment. May supervise or direct activities of other student employees. A significant amount of specialized training or experience is required.</td>
</tr>
</tbody>
</table>
## CHS Manager Recruitment Guide
For University Staff, Graduate and Student Worker Positions

<table>
<thead>
<tr>
<th>Level</th>
<th>Job Code</th>
<th>Pay Rate</th>
<th>Min</th>
<th>Max</th>
<th>Job Level Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>984000</td>
<td>$12.91</td>
<td>$12.91</td>
<td>$50.00</td>
<td>Duties are highly technical and/or complex and involve a significant degree of responsibility and judgment. This classification is limited to teaching/research aide type work or those positions requiring highly specialized skills and/or technical knowledge.</td>
</tr>
<tr>
<td>V</td>
<td>985000</td>
<td>STIPEND</td>
<td></td>
<td></td>
<td>Duties are highly technical and/or complex and involve a significant degree of responsibility and judgment. This classification is limited to teaching/research aide type work or those positions requiring highly specialized skills and/or technical knowledge.</td>
</tr>
</tbody>
</table>

Effective for all NEW hires with an effective start date on or after 11-FEB-2019.

- **Grad hires:**
  - Please omit the working title,
  - The job codes and descriptions are in the tale below.
  - For more information refer to Appendix D.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Code</th>
<th>Job Description</th>
<th>CHS minimum hourly rate that is used to calculate the total stipend amount</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Service Assistant (GSA)</td>
<td>989004</td>
<td>A graduate services assistant (GSA) performs tasks within a specified unit in order to gain working knowledge and develop career-specific skills. GSAs provide professional-level support, performing various administrative tasks/projects that contribute to the mission of the unit. GSAs report to an administrator or professional member of the unit who will supervise and train them.</td>
<td>$10.50</td>
<td>NO medical or tuition benefits</td>
</tr>
<tr>
<td>Graduate Research Assistant (RA)</td>
<td>989002</td>
<td>A research assistant (RA) is an enrolled graduate student appointed part-time by the university whose primary responsibilities are research-related. A graduate research assistant may assist faculty members in research and creative activities, perform administrative or editorial duties directly connected to research and creative activities, develop and evaluate instructional materials and/or curricula, or assume responsibilities for a designated research area under the direct supervision of a faculty member.</td>
<td>$20.00</td>
<td>Eligible for benefits based on FTE</td>
</tr>
<tr>
<td>Graduate Research Associate (RA)</td>
<td>989557</td>
<td>A research associate (RA) is an enrolled graduate student appointed part-time by the university under the direct supervision of a faculty member whose primary responsibilities are research-related and who holds a master’s degree or its equivalent. The roles of a research associate are similar to a research assistant, but may differ in terms of responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Teaching Assistant (TA)</td>
<td>989001</td>
<td>A teaching assistant (TA) is an enrolled graduate student appointed part-time by the university whose primary responsibility is in an instructional capacity. A teaching assistant may lecture, lead discussion groups, serve as an assistant to laboratory classes, tutor students, proctor examinations, grade tests and papers, and provide general assistance in the instructional process under the direct supervision of a faculty supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Teaching Assistant (TA)</td>
<td>989556</td>
<td>A teaching associate (TA) is an enrolled graduate student appointed part-time by the university under the direct supervision of a faculty member whose primary responsibility is in an instructional capacity and who holds a master’s degree or its equivalent. The roles of a teaching associate are similar to those of the teaching assistant, but may differ in terms of responsibilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Campus**

Select the applicable campus. If the location is not listed, please select “other”. A text box will populate for you to type the location for this job.
“Funding Source”, “Cost center” and “Program/Grant”. Enter the accounting information for this position.
- If you do not know, please select “Other” and type the area that you believe should pay for the payroll expenses for this job.
- If the funding is split, please list all accounts and the percentage for the split.

“If 100% grant funded - Provide non-sponsored account”. If the position is 100% grant funded, you must list a non-sponsored account for any incidental charges that are not allowed on grants, e.g. MVD check.

“Do you want to advertise this position (staff hires only)?” Applies to staff open search jobs only. See Step 1, section E below for the additional details regarding the advertising charges.
“Fingerprint check requested?”, “Will the incumbent handle cash/human subjects/confidential information?”, “Will the incumbent drive an ASU vehicle, or drive as part of the job?”

- Answer “NO” to every question that does not apply to your job.
- Answer “Yes” to any question that applies. Charges will apply for any “Yes” responses: [https://www.asu.edu/hr/documents/hirerightpricing.pdf](https://www.asu.edu/hr/documents/hirerightpricing.pdf)
- Background check is standard for all staff jobs.
  - Offer letter will be extended and the finalist will be hired only after the background check comes back cleared.
  - Fingerprint check may be used in lieu of the background check option.
  - Background check may not be used in lieu of the fingerprint check if the fingerprint check is required by the job code or by [Policy ACD 126](https://www.asu.edu/hr/documents/hirerightpricing.pdf).
- Fingerprint check. The finalist for a security or safety-sensitive position at a university that is under the jurisdictions of the Arizona Board of Regents shall be fingerprinted as a condition of employment. The finalist shall submit a full set of fingerprints to the university for the purpose of obtaining a state and federal criminal records check pursuant to [ARS 15-1649 & 41-1750](https://www.azleg.gov/azsas/) and [Public Law 92-544](https://www.asu.edu/hr/documents/hirerightpricing.pdf).
  - Finalists may start the job while the fingerprint results are pending. The job is conditional based on the successful completion of the fingerprint check results.
- Motor Vehicle Report is required for any positions that are marked as optional or department required driving.

**Business justification for hire**

“Business justification for hire” must be included for every recruitment request.

**Reports to (who this position will report to)**

“Reports to (who this position will report to)”. Name the supervisor for the job opening you are trying to fill. The recruitment request will route for approvals to the person listed in this field after the HR Review step.

**Next level supervisor (director, required for all hires)**

“Next level supervisor (director), required for all hires”. Typically, this would be the manager of the person listed in the previous field, “Reports to (who this position will report to)”, OR the Program Lead/Area Director.

**C. Complete the request form:** “Grad Hire” section.

Please see [Appendix D](https://www.asu.edu/hr/documents/hirerightpricing.pdf) for any additional details pertaining to graduate hiring.
**Grad Hire**

- **Semester(s)** – Fall, Spring, Summer, or Full Academic Year.
- **Academic Year** – enter the year (e.g. 2019-2020).
- **Name** – type the graduate student’s name.
- **Student ID** – enter the graduate student’s ASU Affiliate ID.
- **International Student?** Yes/No – Please let us know if the student you are hiring is an international student: international students may require additional employment verification steps, and additional guidelines must be included in their offer letters.
- **Total stipend amount** – enter the total stipend amount. Please refer to the CHS minimum rates (see Appendix D).
- **Additional items required for NEW graduate hires: I have attached the resume/CV** – attach resume/CV for all new hires.
- **Add attachments** and **Submit**. Add any applicable attachments such as prior approvals or CV/resume. SUBMIT.

**D. Complete the request form: “Waiver” section.**

Please see Appendix A for any additional information pertaining to the Waiver of Recruitment best practices.

**Waiver**

- **Name of employee for waiver**

“Name of employee for waiver” – enter the first and last names of the person you wish to hire. If the person has an ASU Affiliate ID, please enter it in this field.
Pay rate

“Pay rate” – enter the pay rate you wish to pay the hire.
- Must be an hourly pay rate for any hourly or PRN job.
- If the job is paid on a salary and is part-time, i.e. less than 100% FTE (40 hours/week), please ensure to include a bi-weekly pay rate. Account for the appropriate FTE.

Provide justification for and purpose of the waiver recruitment

“Provide justification for and purpose of the waiver recruitment”. Explain why you are requesting to bypass the open search, what makes this position unique and hard to fill.

Briefly describe the scope of work to be performed by the individual hired

“Briefly describe the scope of work to be performed by the individual hired”. Explain in detail what the candidate will be doing and how they will be expected to complete the work. Include any special tasks required or machinery/tools/software that may be employed to accomplish the end goal.

Describe how the selected individual exceeds the minimum qualifications for the position

“Describe how the selected individual meets the minimum qualifications for the position”. Explain the Minimum Qualifications (MQs) needed for the position and how the chosen individual meets (and exceeds) them. The candidate’s qualifications should be listed in detail and should further support the scope of work and justification listed in the previous justification sections. MQs listed here should be verifiable on the individual’s resume/CV. Items such as a GPA or specific course taken, specific knowledge, skills or abilities, PhD student with exclusive skills or experience, etc. could all be valid.

Add attachments and Submit. Add CV/resume. SUBMIT.
### E. Complete the request form: “Open Search” section.

<table>
<thead>
<tr>
<th>Open Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Hourly pay/Salary range to post</td>
</tr>
<tr>
<td>Max cannot exceed the job code max, and must be within approved budget</td>
</tr>
</tbody>
</table>

- **Hourly pay/Salary range to post** - minimum must equal the minimum for the selected job code; the maximum cannot exceed the maximum for the selected job code, and must be within approved budget.

<table>
<thead>
<tr>
<th>* Number of hires</th>
</tr>
</thead>
</table>

- **Number of hires** – use this field if you plan on hiring more than one applicant from one job posting. The jobs must be identical and funded from the same source.

<table>
<thead>
<tr>
<th>* Contact person (the person who will be working on this opening with the CHS recruiter)</th>
</tr>
</thead>
</table>

- **Contact person (the person who will be working on this opening with the CHS recruiter)** – person listed here will be the point of contact if there are any questions about the submitted form and throughout the life of the recruitment. This person is typically the same as the submitter but may be different than the submitter and/or the person to whom this position reports to.

<table>
<thead>
<tr>
<th>* Hiring committee</th>
</tr>
</thead>
</table>

- **Hiring committee** – the list of people who will be on the interview panel and will weigh on the hiring decision. Do not include any members of the CHS Recruitment team unless they are on the interview panel.

<table>
<thead>
<tr>
<th>* Job description (general information about the position):</th>
</tr>
</thead>
</table>

- **Job description (general information about the position)**:
  - **FOR STAFF POSTINGS**: please Copy and Edit Job Description to meet your specifications using the Description section from the ASU Job Description as a starting point.
  - **FOR STUDENT WORKER POSTINGS**: please write one or two sentences to give an overall basic description of this job
Please check all that apply to the working environment for this position:

- Use basic math
- Handle petty cash
- Deliver presentations
- Supervise staff
- Activities are performed in an environmentally controlled office setting
- Required to stand for varying lengths of time and walk moderate distances to perform work
- Ability to clearly communicate verbally, read, write, see and hear
- Use office equipment, i.e. printers, copiers, fax machines, telephones, calculator
- Regular activities require ability to quickly change priorities, may include/subject to resolution of conflicts
- Use of software/computer equipment for extended periods of time
- Use critical thinking to make decisions and/or analyze and report data/results of tests conducted
- Use an ASU or personal vehicle to travel to different campuses
- Conduct lab tests using appropriate equipment and protocols
- Use (specify) lab equipment
- Work with (specify) lab chemicals
- Ability to lift and transport (specify) pounds
- Frequent bending, reaching, lifting, pushing and pulling up to (specify) pounds

* Specify limitations/Other working conditions:

“Please check all that apply to the working environment for this position” and use the “Specify limitations/Other working conditions” text box to list any additional requirement/limitations.

- EEO limitations of the job, the core or required duties of a position as opposed to marginal responsibilities of the position.
- You may use the Working Environment section from the ASU job description, if one is provided.

* Essential duties:

“Essential duties”: duties and responsibilities.

- FOR STAFF POSTINGS: please Copy and Edit the essential functions of the job to meet your specifications using the Essential Duties section from the ASU Job Description as a starting point. If you find that the job duties of the ASU job description exceed or greatly differ from what you wish to post, please contact your CHS Recruiter. We may need to find a different job title/code or create a new job description/code.
- FOR STUDENT WORKER POSTINGS: list specific job duties for this opening.

* Desired qualifications:

“Desired qualifications” are either a refinement of some of the required qualifications or additional qualifications that better demonstrate an individual’s ability to perform the functions of the position. If the candidate has met
the minimum qualifications, these are the areas you will be using to rate and select the best candidates for interview. You want to make sure that your desired qualifications are easily measurable from a resume. Qualifications that are not measurable should be evaluated during the interview process. It is recommended to express qualifications as either “experience in/with”, “evidence of (skills/abilities)”, “knowledge (of a policy/process)”.

- FOR STAFF POSTINGS: copy and modify the Desired Qualifications to meet your specifications using the Knowledge, Skills and Abilities Section from the ASU Job Description as a starting point.
- FOR STUDENT WORKER POSTINGS: list mandatory qualifications (i.e. preferred academic unit/major, be very specific).

Department statement or statement about the grant:

“Department statement or statement about the grant”. The following College statement will be posted for all jobs. If you wish to add any specific statement for your area, grant, or project, please use this field.

The College of Health Solutions (CHS) is dedicated to translating scientific advances into practical interventions to improve health outcomes through education, research and service. We equip students with the knowledge and skills to influence healthier lifestyle choices; develop creative interventions to improve the health of people and populations; analyze and translate large amounts of health data into solutions; and maximize the technology, science, business and application of diagnostics. CHS research programs encompass basic/discovery science, clinical trials, intervention science and measurement of health outcomes. CHS takes an interdisciplinary approach to address the complex systems that underpin health problems. The college is highly collaborative, transparent and team-oriented with an innovative organizational structure that includes translational teams, affinity networks, and academic programs to improve the health of people and communities.

The current training programs include behavioral health, biomedical diagnostics, biomedical informatics, executive and continuing education, exercise science, health promotion, health sciences, kinesiology, medical studies, nutrition, population health, the science of health care delivery, and speech and hearing science. Our programs are offered at ASU’s Downtown Phoenix, Tempe, West and Lake Havasu campuses, as well as on Mayo Clinic’s Scottsdale campus.

For more information about ASU and the College of Health Solutions, visit http://about.asu.edu/ and https://chs.asu.edu

“Number of days for the requisition to be posted (min – staff 5 days, student 3 days)” Please enter how many days you would like the requisition to be posted, the standard for

- Staff postings - two weeks (the minimum is 5 days),
- Student postings - one week (the minimum is 3 days).

Gateway screening questions (Staff postings only):

“Gateway screening questions (staff postings only)”. Every applicant will have to answer these questions when applying for a position. The purpose of screening questions is to help the hiring team to filter or rank an applicant pool. These questions address the most critical components of the job, and the candidate’s experience and knowledge. All questions must mirror the desired qualifications and essential duties. Please keep it at 5 questions or less. Your CHS Recruiter will either find matching questions from the database or have a new question created, based on what you indicate here. Additionally all questions are ranked. Scoring Basics:

- Questions are answered as either “Yes” or “No”. Only “Yes” answers receive points.
- Default point value for Minimum Qualifications (MQ) question is 200.
  - The MQ question is predetermined and is based on the job code.
A “No” answer to the MQ question will result in the applicant being rejected.

- Default point values for Desired Qualifications (DQ) question is 10, but they can be weighted based on each question’s importance. If there is a DQ question (or questions) that is more important than others, you are encouraged to up the weight for it. 30 points per desired qualification question is the maximum point value.
- The total point value assigned to the MQs & DQs may not exceed 999 points.
- The total point value of all the DQs may not exceed 799 points.
- ALL responses must be validated. While the applicant’s responses give you information to work with, you are still required to ensure that they really do meet that requirement by review of the resume.

Advertising choice (Staff postings only):
- AZcentral.com
- Chronicle of Higher Education
- Craigslist
- Dice.com
- HigherEdJobs.com
- Jobing.com
- La Voz
- LinkedIn.com
- Monster.com

“Advertising choice (Staff postings only)”. Charges will apply. The overall advertising cost must be $320 or less.

<table>
<thead>
<tr>
<th>Job board/media outlet</th>
<th>Pricing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronicle of Higher Ed</td>
<td>$320 for 60 days online</td>
</tr>
<tr>
<td>Craigslist</td>
<td>$35 for 30 days online</td>
</tr>
<tr>
<td>Dice</td>
<td>$300 for 30 days online</td>
</tr>
<tr>
<td>HigherEdJobs.com</td>
<td>$125 for 30 days online</td>
</tr>
<tr>
<td>Jobing.com</td>
<td>$125 for 30 days online</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>$150 for 30 days online</td>
</tr>
<tr>
<td>Monster</td>
<td>$150 for 60 days online</td>
</tr>
<tr>
<td>AZ Central - Job Network</td>
<td>$125 for 30 days online</td>
</tr>
</tbody>
</table>

“Add attachments” and “Submit”. Add any applicable attachments. SUBMIT after completing all fields required for your recruitment type.

**STEP 2 – Receive Approvals**

**A. Recruitment Review**

The recruitment request will be assigned to a CHS Recruiter who will review the request and work with you on resolving any questions or concerns.
B. Approval process
After the review, the request will be automatically routed for internal college review and approvals:
1) Manager to whom this position reports ("Reports to" field on the request form).
2) Next level supervisor ("Next Level Supervisor" field on the request form).
3) Budget approval by the finance team in Business Solutions.

C. Next Steps
After internal college approvals are received, the CHS Recruiter will continue processing the request. This step will include review by university partners, including ASU HR and the Student Employment Office, and inputting data into our HR systems. The CHS Recruiter will update you on the next recruitment steps.

STEP 3 – Review Applicants and Interview Candidates

This step applies to any job which is going through an open search.
➢ For waivers, please skip to Step 4 – Offer the Job, section B.
➢ For Grad hires, please skip to Step 4 – Offer the Job, section D.

A. Applicant Review
1. Once the job posting closes, you will receive an email from your CHS Recruiter with the link to a DropBox folder. This folder will contain:
   • Applicant data (resumes, cover letters, and reference forms)
   • Applicant Evaluation Spreadsheet
   • Job posting
2. Review the applicants’ resumes and cover letters against the posted essential duties, minimum and desired qualifications. For the best practices on reviewing the applicant data, please refer to Appendix E, or meet with your CHS Recruiter.
3. Disposition applicants on the Applicant Evaluation Spreadsheet.
4. Once you are finished reviewing, please ensure to provide your CHS Recruiter with an update, so your CHS Recruiter can take a look at the completed applicant evaluation form prior to you scheduling any interviews.

B. Interview
1. Interviews may be scheduled after the posting close date and once the applicant evaluation form is finished and reviewed by a CHS Recruiter.
   • Interviews are typically conducted by the hiring authority (or search committee), other administrators inside and outside the hiring department, other campus peers or constituencies such as students.
   • Interviews may be held in person, by telephone or videoconference.
   • There is no minimum number of candidates who should be interviewed for a position.
2. Review Appendix F, Interview Guide, prior to meeting with the candidates.
   • You must make at least two invitation attempts before disqualifying an applicant for the lack of response. Ensure one of the communication means is email. It is recommended to indicate the date by which the applicant must respond to be considered for the next step. This will prevent any misunderstanding.
• All interview questions must be job relevant and must mirror the requirements in the job posting.
• Refrain from disqualifying applicants for the lack of skills/abilities/knowledge that were not in the job posting.

3. Provide interview notes to your CHS Recruiter for retention. Notes can be uploaded into the ASU Recruitment system (Kenexa BrassRing) for storage.

4. Complete an interview evaluation form for each interviewee for every conducted interview (your CHS Recruiter will send you eLinks to the interview forms):
   - Required fields:
     - Interview Date (Note: Day is first, then month, then year)
     - Technical Skills (Very Poor, Poor, Good, Very Good, Excellent)
     - Communication Skills (Very Poor to Excellent)
     - Applied Knowledge (Very Poor to Excellent)
     - Prior Experience (Very Poor to Excellent)
     - Overall Rating (Very Poor to Excellent)
     - Recommendation (Additional Interview, Process an Offer Request to HR)
     - Notes to Support Decision Important legal info: Detail why you are making the decision to move forward or reject the candidate. The notes must support the rating, e.g. giving an interviewee “good” rating for “Prior Experience” and noting that the interviewee’s experience is not relevant creates a contradiction.
   - Optional: Interview Team (identify members of the interview team)

C. Reference Check

Applicant references must be checked when all interviews are completed and the candidate is considered a finalist. When a candidate is a finalist they can be told that to be considered for the position their current supervisor would be contacted as a reference. A Hiring Team may use reference checks, ask for additional application material or conduct an initial phone screening to help determine if resume qualifications are valid.

• The applicant should be notified when the Hiring Team is going to conduct the reference checks.

• An applicant should be notified if the Hiring Team plans to contact references beyond those provided by the applicant.

• Social media is not intended to influence the hiring decision. ASU also strongly discourages the use of social media as a means to do any type of informal background check. Using this type of practice in the hiring process, the Hiring Manager places the authenticity of the applicant pool and the hiring process in jeopardy. Recruitment at ASU does not encourage the use of social media to validate any candidates within the hiring process.

• Reference check questions. The same basic job-related questions are asked of each reference.

• Reference check results should be documented in the ASU recruitment system, Kenexa Brass Ring, for every candidate whose references were contacted. Your CHS Recruiter will send you eLinks to the reference check results forms.
STEP 4 – Offer the job

A. Ask your CHS Recruiter for related job comparators if you need any guidance in determining the offer amount.
B. Work with your CHS Recruiter on the conditional (verbal) offer step. The conditional offer must be approved by the ASU’s Office of Human Resources (for staff offers) or ASU’s Student Employment Office (for student worker offers) before it can be extended to the finalist.
C. Extend the approved conditional (verbal) offer to the finalist. When the finalist accepts the offer, update your CHS Recruiter, who will then initiate a background or a fingerprint check if it is applicable. Otherwise, proceed to the next step.
D. Finalize the start date. Your CHS Recruiter will send the offer letter to the finalist. Once the offer letter is accepted, the onboarding teams will be automatically notified of your hire through ServiceNow. Proceed to the onboarding stage.

STEP 5 – Onboard

Work with your onboarding team to welcome your new hire to the College of Health Solutions. Refer to the CHS Employee site/Onboarding for the details.
Resources and Policy References:

Staff Personnel Manual (SPP)
ASU OHR, Recruitment
ASU OHR, Compensation
ASU Staff Job Code / Title Market Reference Zone Report – ASURite Sign-In Required

Student Services Manual (SSM)
Resources for Student Employers

Graduate College: Resources for Support Staff
Graduate College: Teaching Assistant/Research Assistant Handbook

Policy ACD 126

Arizona Board of Regents Policy Manual
Waiver of Recruitment, Staff and Student Worker IV-V

Purpose
It is the policy of ASU to promote open and competitive searches for all students and staff hires. ASU is an equal opportunity/affirmative action employer. Waiver of recruitments should be conducted only when special or unique circumstances exist. A Waiver of Recruitment hire is an exception to the advertised competitive recruitment policy and is used to hire individuals who have specific and unique skills, knowledge or education essential to the success of the job, or would bring particular distinction to serve the best interests of ASU.

Additionally, candidates chosen for a Waiver should meet criteria for the opportunity in such a way that even if the job was posted, it would be somewhat difficult to find a candidate that meets the specific criteria as outlined.

Waivers may not be used to fast-track candidates, in which a department or faculty member may already be familiar with, place the candidate into a position in which the department feels they would be suited for ... this bypasses EEO guidelines as they pertain to equal access to employment and is a violation of both federal law and university policy. You would need to consider all candidates who meet submitted criteria.

The Waiver of Recruitment should be initiated by the unit hiring authority or designee, and approved by the Program Head, Business Services/HR, Research Advancement team (for hires on sponsored accounts), and the College Leadership, unless noted otherwise. All Waivers will be reviewed carefully to determine if a waiver is appropriate to the situation.

- **Staff Hires**
  Staff positions should be filled through an open search recruitment. Waivers are an exception to the hiring process and allow for departments to hire an individual whose skills, knowledge or abilities exceed anything that may be found in a standard recruitment pool. Because Waivers bypass EEO requirements for equal access to jobs, Waivers must outline in detail the justification for bypassing the competitive recruitment process.

- **Student Hires**
  Student Hires should be posted as an open and competitive search. Waivers of Recruitment are exceptions; for example, utilizing students for a project that benefits their educational experience, including those who otherwise would be hired as a Research Associates/Assistants (RAs), but are not eligible for an RAship for various reasons (e.g. incoming PhD student).

- **Graduate Hires**
  Please use the Graduate Hire worksheet for all RA, TA and GSA Hires. The Waiver of Recruitment form should only be utilized for graduate students being placed in hourly student worker positions (non-benefits eligible).

General Guidelines
It’s probably NOT a Waiver if …
- If there are multiple candidates who could meet the qualifications for the position
- If the candidate has been ‘handpicked’ based on prior experience with the department or a personal preference (especially when there are others who may also meet the requirements)
- The department wants to hire ‘quickly’ (“the position must be filled fast” is not a waiver justification)
- Attempting to hire after work has already begun or been completed (all employees are required to have an active Job Data record for the respective position before they may begin work)

All waivers are subject to approval by CHS Business Services HR, CHS Research Advancement (for sponsored hires), and ASU HR/Student Employment.
Appendix B
Employee Type Definitions

Employment Type Status:

- **Regular Employee**
  Any university staff with a consistent work schedule for 90 days or longer, regardless of FTE. This status CANNOT be used for graduate and student workers.

- **Variable Employee**
  Any employee that meets one or more of the following criteria:
  - Inconsistent weekly work schedule (i.e., PRN positions), See PRN Employee definition.
  - Short-duration positions less than 90 days, regardless of FTE, and
  - Graduate and student workers.

Working Hours/FTE

*Important*: .41 – .48 FTE (16.4 – 19.9 hours/week) requires advanced approval from the Provost’s Office and the ASU ACA Compliance team

- **Full-time Employee** – Any employee who works a planned and consistent work schedule at 1.0 FTE (40 hours per week)
- **Part-time Employee** – Any employee who works a planned and consistent work schedule less than 1.0 FTE (less than 40 hours per week)
- **PRN Employee** – Must use a Job Code that specifically denotes PRN. A non-benefits eligible (some exceptions apply to the benefits eligibility status) position for unplanned, unscheduled and unexpected staffing needs that meets all of this criteria:
  - Is a non-recurring work schedule with no guarantee of continued employment
  - Has an inconsistent (no commitment) number of hours, and
  - Must be paid on an hourly basis

**Note**: Positions with planned work schedules or hours are either part-time or full-time depending on FTE or standard hours.

Benefits Eligibility Matrix

<table>
<thead>
<tr>
<th></th>
<th>Full-time = 1.0 FTE</th>
<th>Part-time =&gt; .5 FTE</th>
<th>Part-time &lt; .5 FTE</th>
<th>PRN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>Eligible</td>
<td>Eligible</td>
<td>ACA only, if applicable</td>
<td>N/A</td>
</tr>
<tr>
<td>Variable</td>
<td>ACA only, if applicable</td>
<td>ACA only, if applicable</td>
<td>ACA only, if applicable</td>
<td>If they average 30+ hours, cannot be PRN</td>
</tr>
</tbody>
</table>
Appendix C
Student Worker hourly jobs

For additional information visit: https://students.asu.edu/employment/employers

I. **Average hours per week:** Students may not work >20 hour per week. Please see the ACA student employment website at [https://cfo.asu.edu/hr-acafaq2#3](https://cfo.asu.edu/hr-acafaq2#3)
   - All undergraduate student workers are limited to a rolling average of <25 hours per week for the year. This maximum applies to the combined total of all jobs, including hours associated with stipends paid for services.
   - Student workers cannot average more than 25 hours per week beginning the first of the month following their date of employment and continuing for 12 months. After their initial measurement period following ASU employment, they will be measured during the standard Affordable Care Act measurement period - October through September each year.
   - International student workers with an F1 Visa are limited to 20 hours per week during the academic year and cannot exceed the rolling average of <25 hours per week for their 12-month measurement period.

II. **Student Worker hourly positions: job codes, pay ranges, and job description:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Job Code</th>
<th>Min</th>
<th>Max</th>
<th>Job Level Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>981000</td>
<td>$10.50</td>
<td>$11.07</td>
<td>Duties are of a routine and simple nature. Requires direct supervision with relatively specific instructions. Little or no training or experience is required.</td>
</tr>
<tr>
<td>II</td>
<td>982000</td>
<td>$10.65</td>
<td>$12.12</td>
<td>Duties are varied and less routine and involve a moderate degree of responsibility and judgment. May lead or coordinate activities of other student employees. Requires previous knowledge or skill and/or equivalent experience or training.</td>
</tr>
<tr>
<td>III</td>
<td>983000</td>
<td>$11.34</td>
<td>$14.22</td>
<td>Duties are technical and complex and involve a high degree of responsibility and judgment. May supervise or direct activities of other student employees. A significant amount of specialized training or experience is required.</td>
</tr>
<tr>
<td>IV</td>
<td>984000</td>
<td>$12.91</td>
<td>$50.00</td>
<td>Duties are highly technical and/or complex and involve a significant degree of responsibility and judgment. This classification is limited to teaching/research aide type work or those positions requiring highly specialized skills and/or technical knowledge.</td>
</tr>
<tr>
<td>V</td>
<td>985000</td>
<td>STIPEND</td>
<td></td>
<td>Duties are highly technical and/or complex and involve a significant degree of responsibility and judgment. This classification is limited to teaching/research aide type work or those positions requiring highly specialized skills and/or technical knowledge.</td>
</tr>
</tbody>
</table>

Effective for all NEW hires with an effective start date on or after 11-FEB-2019.

III. **Types of Student Employment Programs:** please see the student employment website at [https://students.asu.edu/employment/types](https://students.asu.edu/employment/types)
   a. Federal Work Study
   b. Student Engagement and Employment Development (SEED) Program
   c. ASU Hourly Employment Program
Appendix D
CHS Graduate Hires

For more details on the Grad Job Descriptions and any other additional information, please visit the ASU Graduate Employment website https://graduate.asu.edu/graduate-support-staff and https://graduate.asu.edu/ta-ra.

FTE: Graduate students may work up to 20 hours per week (0.50 FTE) during the fall and spring semesters. Graduate students may work up to 40 hours per week (1.00 FTE) during summer session and semester breaks (GSA only).

Enrollment: To be eligible for graduate employment, a student must be enrolled to a graduate degree program at ASU. Eligible graduate students are required to enroll for a minimum of 6 credit hours during each fall and spring semester. Eligible graduate students are required to enroll in a minimum of 1 credit hour during the summer semester.

Pay: There are 10 pay periods each in the fall and spring semesters (20 for the academic year). There are six pay periods during the summer semester. ASU Academic Pay Schedules can be located at https://cfo.asu.edu/fs-academicpay. Stipend positions must start on the first day of the pay period.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Code</th>
<th>Job Description</th>
<th>CHS minimum hourly rate that is used to calculate the total stipend amount</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Service Assistant (GSA)</td>
<td>989004</td>
<td>A graduate services assistant (GSA) performs tasks within a specified unit in order to gain working knowledge and develop career-specific skills. GSAs provide professional-level support, performing various administrative tasks/projects that contribute to the mission of the unit. GSAs report to an administrator or professional member of the unit who will supervise and train them.</td>
<td>$10.50</td>
<td>NO medical or tuition benefits</td>
</tr>
<tr>
<td>Graduate Research Assistant (RA)</td>
<td>989002</td>
<td>A research assistant (RA) is an enrolled graduate student appointed part-time by the university whose primary responsibilities are research-related. A graduate research assistant may assist faculty members in research and creative activities, perform administrative or editorial duties directly connected to research and creative activities, develop and evaluate instructional materials and/or curricula, or assume responsibilities for a designated research area under the direct supervision of a faculty member.</td>
<td>$20.00</td>
<td>Eligible for benefits based on FTE</td>
</tr>
<tr>
<td>Graduate Research Associate (RA)</td>
<td>989557</td>
<td>A research associate (RA) is an enrolled graduate student appointed part-time by the university under the direct supervision of a faculty member whose primary responsibilities are research-related and who holds a master’s degree or its equivalent. The roles of a research associate are similar to a research assistant, but may differ in terms of responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Teaching Assistant (TA)</td>
<td>989001</td>
<td>A teaching assistant (TA) is an enrolled graduate student appointed part-time by the university whose primary responsibility is in an instructional capacity. A teaching assistant may lecture, lead discussion groups, serve as an assistant to laboratory classes, tutor students, proctor examinations, grade tests and papers, and provide general assistance in the instructional process under the direct supervision of a faculty supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Teaching Assistant (TA)</td>
<td>989556</td>
<td>A teaching associate (TA) is an enrolled graduate student appointed part-time by the university under the direct supervision of a faculty member whose primary responsibility is in an instructional capacity and who holds a master’s degree or its equivalent. The roles of a teaching associate are similar to those of the teaching assistant, but may differ in terms of responsibilities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prior to starting this process with HR, work with your Program Lead and Program Coordinator, your manager, and CHS Business Solutions to determine the funding source, the existing needs, and available solutions, such as other grads who are already hired and may be available to support your needs (especially important in case of TAs or GSAs for grader roles).

For additional information on pay, benefits and mark-up percentages, please contact your Business Operations Specialist or Post Award Research Advancement Administrator.
Appendix E
Applicant Review Best Practices

I. Required Information to Determine Qualifications

Review the posted criteria (minimum and desired qualifications, essential duties, and working environment) to determine what information applicants must provide to demonstrate the qualifications have been met.

- We may not hire an applicant who does not meet the minimum qualifications.
- The desired qualifications should further aide you in identifying the most qualified applicants.

Qualification Interpretation

Experience

- Years of experience are based on full-time (i.e. 40 hours/week).
- Volunteer experience must indicate hours/week to be counted toward meeting experience requirements.
- Titles without an explanation of duties are unacceptable in determining whether an applicant has specific experience (e.g. the title of Director does not indicate someone has supervisory experience).

ASU’s Equivalency Phrase:
(“any equivalent combination of education and/or experience from which comparable knowledge, skills and abilities have been achieved”)

- This can only be interpreted as one year of experience is equal to one year of education or vice versa.
- When a degree is counted as the equivalent of experience, the degree must be in a discipline relevant to the experience; when experience is counted as equivalent to a degree, the experience must be relevant to the discipline(s) of the required degree.
  - One year of education is equal to 24 credit hours.
  - Certifications and trainings can be considered equivalent up to six months’ total experience. Whether they have four certificates or just one, it is considered only a total of six months.
  - A bachelor’s degree is equal to four years of experience.
  - A master’s degree is equal to six years of experience.
  - A juris doctorate is equal to seven years of experience.
  - A doctorate is equal to eight years of experience.
- “Administrative experience” relates to coordinator-type, project lead-type experience not administrative support work.
- Dates of attendance at a post-secondary institution do not indicate whether the applicant meets the equivalency interpretation unless credit hours earned are provided or an earned degree is identified.
- Degrees, Certifications and Trainings must be complete at the time of application for a staff or administrator position if a degree is a required qualification.

NOTE: Direct knowledge of an applicant’s qualifications may NOT be used to determine whether an applicant meets qualifications. When evaluating applicants to interview, only the information provided in the application materials may be used to determine whether an applicant meets advertised qualifications.

Example

Posted
- Required Qualifications:
Bachelor’s degree in related field; OR Any equivalent combination of education and/or experience from which comparable knowledge, skills and abilities have been achieved. Related fields - English, Communication, journalism or related field.

- **Equivalency:**
  Four years of experience relevant to the position in which English, communications, journalism or related disciplines may be applied; OR Associate’s degree in English, communications, journalism or related field AND two years relevant applied experience.

- **Desired Qualifications – Experience in:**
  - Maintaining databases and developing reports
  - Scheduling meetings
  - Monitoring budget expenditures
  - Using MS Office applications

**Consider:**

- Do the applications of persons recommended for interviews explicitly demonstrate that the required qualifications are met?
- Evaluators must be sure all of the required qualifications are evident on the application material. For example, has the number of years of experience required been checked on the application material? If supervisory experience is required, does the application explicitly indicate supervision? Have they conducted a performance evaluation?
- When a specific number of years of work experience are required, it means full-time work experience.
- Evaluators must remember graduate assistant and student work experience is usually not full-time experience.
- Personal knowledge of an individual’s work/educational experience may not be used to qualify the person for an interview; the qualifying information must be evident on the application.
- Has the evaluator changed the rules of the process (e.g., the application material required or the required/desired qualifications) based on what the applications are actually like? For example, if the advertisement requires e-mail addresses for three references and none of the applicants provide this information, then none of the applications are complete and must not be reviewed until they are complete. It is inappropriate to decide in the middle of the process that a qualification or some part of the application material is no longer relevant just because it will exclude an otherwise excellent candidate from consideration.

II. “Declined” dispositions – application review

- **Declined-Min qualifications not met** - Applicants who answered “No” to the Minimum Qualifications screening question will be automatically assigned this HR Status.
  - Upon review of the applicants’ resumes, if you determine the candidate does not meet the minimum qualifications in the job posting, you will manually assign them the HR Status of “Declined-Min Qualifications Not Met”
  - **Declined-Min qualifications not met - Student development**. Applicants will receive additional employment resources referring them to Career Services for assistance in preparing future applications materials.

- **Declined-Min qualifications met but fewer desired qualifications** – although the applicant meets the minimum qualifications; the lack of desired qualifications excludes him or her from further consideration.
• **Declined-Min and desired qualifications met but not top tier** – although the applicant meets the minimum qualifications; the lack of desired qualifications excludes him or her from further consideration.
• **Declined-Incomplete application** – used when instructions to apply are not met
• **Declined-Unable to determine qualifications** – used when cover letter & resume do not provide adequate information to know if the applicant met both the minimum and desired qualifications
  o **Declined-Unable to determine qualifications - Student Development**. Applicants will receive additional employment resources referring them to Career Services for assistance in preparing future applications materials.
• **Declined-Interviewed in past six months same title** – used when the applicant was previously interviewed in the past 6 months for the same job responsibilities in the same department
• **Declined-Applied to wrong requisition** – determined from cover letter
• **Declined-Ineligible for position - ABOR.** Applicable only to searches limited to ABOR employees
• **Declined-Ineligible for position – VISA.** Apply to if the candidate not eligible to work in the U.S.
• **Declined-Lower TG score** - Not reviewed. Applicable if the Hiring Manager is using the TG score to determine the applicants to be reviewed (For example, if the max TG score applicants can obtain is 400 and the Hiring Manager is only reviewing candidates with a TG score greater than 350).
• **Declined-Hire made prior pool** - Rolling deadlines. Applicable only to searches with rolling deadlines, in which the application was received after the last close date before a hire was chosen
• **Declined-Position Cancelled** - No Hire Made. Applicable only if the recruitment is being cancelled no candidates have been hired
Appendix F
Interview Guide

I. Interviewing – Best Practices

Interviews may be scheduled after the posting close date and once the applicant evaluation form is finished and reviewed by a CHS Recruiter. Interviews are typically conducted by the hiring authority (or search committee), other administrators inside and outside the hiring department, other campus peers or constituencies such as students. Interviews may be held in person, by telephone or videoconference. There is no minimum number of candidates who should be interviewed for a position.

- If a candidate requests a disability accommodation to participate in an interview, contact your CHS Recruiter who will work with the Office of Equity & Inclusion for assistance before agreeing to or declining the requested accommodation.

- Departments are not obligated to pay any travel or other expenses associated with the interview. If expenses are paid by the department, they should pay all candidates’ travel expenses. Usually, comments regarding covering travel expenses are stated in the instructions to apply on the job posting.

- The interview agenda and questions should be the same for all candidates. Internal candidates should be treated the same as external candidates.

- Interview questions and other methods to assess applicants during interviews. Interview methods should be the same for all candidates. First interviews are usually phone interviews and additional interviews are usually in person. For candidates who have stated they cannot attend an in-person interview due to location issues, the Hiring Team may offer a videoconference line as an alternative. A follow-up email should be sent to the candidate acknowledging that they were given the opportunity to interview in person but they chose a videoconference type interview. Develop a variety of methods to assess candidates during interviews in addition to or instead of question/answer sessions. For example, consider requesting short presentations when appropriate.

  - If a search committee is used, members should make every effort to attend all interviews. In the case of an absence or illness, those members who conduct the interview may share their assessment with the absent member(s). In the case of an absence or illness, those members who conduct the interview may share their assessment with the absent member(s). At least one member of the search committee should be certified in recruitment by receiving training from the ASU Recruitment and Selection Department. cfo.asu.edu/hr-recruitment – Online workshops > “Recruitment certification training registration”

  - We recommend you do not interview a candidate one on one. Please invite another ASU employee to participate with you even if they do not participate in asking questions.

  - Public forums or department/college open forums for candidates may have different individuals attending for each applicant without creating inequities in the search. The hiring official is responsible for assuring that the questions and comments at public/open forums are appropriately job-related.
Tests may not be used as an evaluative tool unless that test has been validated for the position in accordance with the federal Uniform Guidelines on Employee Selection. Contact your CHS Recruiter to ensure the test, as a selection tool, is approved by the Office of Equity & Inclusion. The Office of Equity & Inclusion must maintain a copy of the test used to select candidates for employment.

Interview questions

- Interview questions should be behavioral based (see Appendix F, section III), which shows that past behavior is the best predictor of future behavior. Ask the applicant how a scenario in a past job was handled and what was the outcome? The scenario should relate to the current minimum or desired qualification of the job requisition.
- Do not ask questions regarding age, marital status, disability, ethnicity, gender, gender preference, arrest record or religion. Interview notes should be professional and kept for three years.
- Provide interview notes to your CHS Recruiter for retention. Notes can be uploaded into the ASU Recruitment system (Kenexa BrassRing) for storage.
- Complete an interview evaluation form for each interviewee for every conducted interview (your CHS Recruiter will send you eLinks to the interview forms):
  - Required fields:
    - Interview Date (Note: Day is first, then month, then year)
    - Technical Skills (Very Poor, Poor, Good, Very Good, Excellent)
    - Communication Skills (Very Poor to Excellent)
    - Applied Knowledge (Very Poor to Excellent)
    - Prior Experience (Very Poor to Excellent)
    - Overall Rating (Very Poor to Excellent)
    - Recommendation (Additional Interview, Process an Offer Request to HR)
    - Notes to Support Decision
  - Important legal info: Detail why you are making the decision to move forward or reject the candidate. The notes must support the rating, e.g. giving an interviewee “good” rating for “Prior Experience” and noting that the interviewee’s experience is not relevant creates a contradiction.
  - Optional: Interview Team (identify members of the interview team)

II. “Declined” dispositions – interviews

- Declined-first Interview – applicable if you are not moving forward with the candidate after the first interview o Declined-first Interview - Student Development. Applicants will receive additional employment resources referring them to Career Services for assistance in preparing future applications materials.
- Declined-second Interview – applicable if you are not moving forward with the candidate after the second interview
- Declined-third Interview – applicable if you are not moving forward with the candidate after the third interview
- Declined-No show – applicable if the candidate didn’t appear for a schedule interview
- Declined-No response to two+ invitations – applicable if the candidate didn’t reply back after two or more invitations for an interview. Ensure one of the communication means is e-mail. It is recommended to indicate the date by which the applicant must respond to be considered for the next step. This will prevent any misunderstanding.
III. Complete List of Behavioral Interview Questions

**Adaptability**
Describe a major change that occurred in a job that you held. How did you adapt to this change?
Tell us about a situation in which you had to adjust to changes over which you had no control. How did you handle it?
Tell us about a time that you had to adapt to a difficult situation.
What do you do when priorities change quickly? Give one example of when this happened.

**Ambition**
Describe a project or idea that was implemented primarily because of your efforts. What was your role?
What was the outcome?
Describe a time when you made a suggestion to improve the work in your organization.
Give an example of an important goal that you set in the past. Tell about your success in reaching it.
Give two examples of things you've done in previous jobs that demonstrate your willingness to work hard.
How many hours a day do you put into your work? What were your study patterns at school?
Tell us about a time when you had to go above and beyond the call of duty in order to get a job done.
Tell us about a time when a job had to be completed and you were able to focus your attention and efforts to get it done.
Tell us about a time when you were particularly effective on prioritizing tasks and completing a project on schedule.
Tell us about the last time that you undertook a project that demanded a lot of initiative.
Tell us how you keep your job knowledge current with the on-going changes in the industry.
There are times when we work without close supervision or support to get the job done. Tell us about a time when you found yourself in such a situation and how things turned out.
What impact did you have in your last job?
What is the most competitive work situation you have experienced? How did you handle it? What was the result?
What is the riskiest decision you have made? What was the situation? What happened?
What kinds of challenges did you face on your last job? Give an example of how you handled them.
What projects have you started on your own recently? What prompted you to get started?
What sorts of things have you done to become better qualified for your career?
What was the best idea that you came up with in your career? How did you apply it?
When you disagree with your manager, what do you do? Give an example.
When you have a lot of work to do, how do you get it all done? Give an example?

**Analytical Thinking**
Describe the project or situation which best demonstrates your analytical abilities. What was your role?
Developing and using a detailed procedure is often very important in a job. Tell about a time when you needed to develop and use a detailed procedure to successfully complete a project.
Give a specific example of a time when you used good judgment and logic in solving a problem.
Give me a specific example of a time when you used good judgment and logic in solving a problem.
Give me an example of when you took a risk to achieve a goal. What was the outcome?
How did you go about making the changes (step by step)? Answer in depth or detail such as "What were you thinking at that point?" or "Tell me more about meeting with that person", or "Lead me through your decision process".
Relate a specific instance when you found it necessary to be precise in your in order to complete the job.
Tell us about a job or setting where great precision to detail was required to complete a task. How did you handle that situation?
Tell us about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? What was your reasoning behind your decision?
Tell us about your experience in past jobs that required you to be especially alert to details while doing the task involved.

Building Relationships
Give a specific example of a time when you had to address an angry customer. What was the problem and what was the outcome? How would you assess your role in diffusing the situation?
It is very important to build good relationships at work but sometimes it doesn’t always work. If you can, tell about a time when you were not able to build a successful relationship with a difficult person.
Tell us about a time when you built rapport quickly with someone under difficult conditions.
What, in your opinion, are the key ingredients in guiding and maintaining successful business relationships? Give examples of how you made these work for you.

Business Systems Thinking
Describe how your position contributes to your organization’s/unit’s goals. What are the unit’s goals/mission?
Tell us about a politically complex work situation in which you worked.

Caution
Have you ever worked in a situation where the rules and guidelines were not clear? Tell me about it. How did you feel about it? How did you react?
Some people consider themselves to be "big picture people" and others are "detail oriented". Which are you? Give an example of a time when you displayed this.
Tell us about a situation when it was important for you to pay attention to details. How did you handle it?
Tell us about a time when you demonstrated too much initiative?

Communication
Describe a situation in which you were able to effectively "read" another person and guide your actions by your understanding of their individual needs or values.
Describe a situation when you were able to strengthen a relationship by communicating effectively. What made your communication effective?
Describe a situation where you felt you had not communicated well. How did you correct the situation?
Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior.
Describe the most significant written document, report or presentation which you had to complete.
Give me an example of a time when you were able to successfully communicate with another person, even when that individual may not have personally liked you, or vice versa.
Give me an example of a time when you were able to successfully communicate with another person, even when that individual may not have personally liked you.
Have you ever had to "sell" an idea to your co-workers or group? How did you do it? Did they "buy" it?
Have you had to "sell" an idea to your co-workers, classmates or group? How did you do it? Did they "buy" it?
How do you keep subordinates informed about information that affects their jobs?
How do you keep your manager informed about what is being done in your work area?
How do you go about explaining a complex technical problem to a person who does not understand technical jargon? What approach do you take in communicating with people?
What kinds of communication situations cause you difficulty? Give an example.
Tell us about a recent successful experience in making a speech or presentation. How did you prepare?
What obstacles did you face? How did you handle them?
Tell us about a time when you and your current/previous supervisor disagreed but you still found a way to get your point across.
Tell us about a time when you had to present complex information. How did you ensure that the other person understood?
Tell us about a time when you had to use your verbal communication skills in order to get a point across that was important to you.
Tell us about a time when you were particularly effective in a talk you gave or a seminar you taught.
Tell us about an experience in which you had to speak up in order to be sure that other people knew what you thought or felt.
Tell us about a situation when you had to speak up (be assertive) in order to get a point across that was important to you.
Tell us about a time in which you had to use your written communication skills in order to get an important point across.
What challenges have occurred while you were coordinating work with other units, departments, and/or divisions?
What have you done to improve your verbal communication skills?
How have you persuaded people through a document you prepared?
What are the most challenging documents you have done? What kinds of proposals have your written?
What kinds of writing have you done? How do you prepare written communications?

**Conflict Resolution**
Describe a time when you took personal accountability for a conflict and initiated contact with the individual(s) involved to explain your actions.

**Customer Orientation**
How do you handle problems with customers? Give an example.
How do you go about establishing rapport with a customer? What have you done to gain their confidence? Give an example.
What have you done to improve relations with your customers?

**Decision Making**
Discuss an important decision you have made regarding a task or project at work. What factors influenced your decision?
Everyone has made some poor decisions or has done something that just did not turn out right. Has this happened to you? What happened?
Give an example of a time in which you had to be relatively quick in coming to a decision.
Give an example of a time in which you had to keep from speaking or not finish a task because you did not have enough information to come to a good decision. Give an example of a time when there was a decision to be made and procedures were not in place?
Give an example of a time when you had to be relatively quick in coming to a decision.
Give me an example of a time when you had to keep from speaking or making a decision because you did not have enough information.
How did you go about deciding what strategy to employ when dealing with a difficult customer?
How do you go about developing information to make a decision? Give an example.
How do you involve your manager and/or others when you make a decision?
How have you gone about making important decisions?
How quickly do you make decisions? Give an example.
In a current job task, what steps do you go through to ensure your decisions are correct/effective?
Tell us about a time when you had to defend a decision you made even though other important people were opposed to your decision.
What kind of decisions do you make rapidly? What kind takes more time? Give examples.
What kinds of problems have you had coordinating technical projects? How did you solve them?
What was your most difficult decision in the last 6 months? What made it difficult?
When you have to make a highly technical decision, how do you go about doing it?

**Delegation**
Do you consider yourself a macro or micro manager? How do you delegate?
How do you make the decision to delegate work?
Tell us how you go about delegating work?
What was the biggest mistake you have had when delegating work? The biggest success?

**Detail-Oriented**
Describe a situation where you had the option to leave the details to others or you could take care of them yourself.
Do you prefer to work with the "big picture" or the "details" of a situation? Give me an example of an experience that illustrates your preference.
Have the jobs you held in the past required little attention, moderate attention, or a great deal of attention to detail? Give me an example of a situation that illustrates this requirement.
Tell us about a difficult experience you had in working with details.
Tell us about a situation where attention to detail was either important or unimportant in accomplishing an assigned task.

**Employee Development**
Tell us about a training program that you have developed or enhanced.

**Evaluating Alternatives**
Have you ever had a situation where you had a number of alternatives to choose from? How did you go about choosing one?
How did you assemble the information?
How did you review the information? What process did you follow to reach a conclusion?
What alternatives did you develop?
What are some of the major decisions you have made over the past (6, 12, 18) months?
What kinds of decisions are most difficult for you? Describe one?
Who made the decision?

**Flexibility**
Have you ever had a subordinate whose performance was consistently marginal? What did you do?
How have you adjusted your style when it was not meeting the objectives and/or people were not responding correctly?
What do you do when you are faced with an obstacle to an important project? Give an example.
When you have difficulty persuading someone to your point of view, what do you do? Give an example.

**Follow-up and Control**
How did you keep track of delegated assignments?
How do you evaluate the productivity/effectiveness of your subordinates?
How do you get data for performance reviews?
How do you keep track of what your subordinates are doing?
What administrative paperwork do you have? Is it useful? Why/why not?

**Initiative**
Give me an example of when you had to go above and beyond the call of duty in order to get a job done.
Give me examples of projects/tasks you started on your own.
Give some instances in which you anticipated problems and were able to influence a new direction.
How did you get work assignments at your most recent employer?
What changes did you develop at your most recent employer?
What kinds of things really get your excited?
What sorts of projects did you generate that required you to go beyond your job description?
What sorts of things did you do at school that were beyond expectations?

*Interpersonal Skills*
Describe a recent unpopular decision you made and what the result was.
Describe a recent unpopular decision you made and what the result was.
Describe a situation in which you were able to effectively "read" another person and guide your actions by your understanding of their needs and values.
Tell us about the most difficult or frustrating individual that you've ever had to work with, and how you managed to work with them.
What have you done in past situations to contribute toward a teamwork environment?
What have you done in the past to contribute toward a teamwork environment?

*Innovation*
Can you think of a situation where innovation was required at work? What did you do in this situation?
Describe a situation when you demonstrated initiative and took action without waiting for direction.
What was the outcome?
Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.
Describe something that you have implemented at work. What were the steps used to implement this?
Describe the most creative work-related project which you have carried out.
Give me an example of when you took a risk to achieve a goal. What was the outcome?
Sometimes it is essential that we break out of the routine, standardized way of doing things in order to complete the task. Give an example of when you were able to successfully develop such a new approach.
Tell us about a problem that you solved in a unique or unusual way. What was the outcome? Were you satisfied with it?
Tell us about a suggestion you made to improve the way job processes/operations worked. What was the result?
There are many jobs in which well-established methods are typically followed. Give a specific example of a time when you tried some other method to do the job.
There are many jobs that require creative or innovative thinking. Give an example of when you had such a job and how you handled it.
What have been some of your most creative ideas?
What innovative procedures have you developed? How did you develop them? Who was involved? Where did the ideas come from?
What new or unusual ideas have you developed on your job? How did you develop them? What was the result? Did you implement them?
When was the last time that you thought "outside of the box" and how did you do it?

*Integrity*
Describe a time when you were asked to keep information confidential.
Give examples of how you have acted with integrity in your job/work relationship.
If you can, tell about a time when your trustworthiness was challenged. How did you react/respond?
On occasion we are confronted by dishonesty in the workplace. Tell about such an occurrence and how you handled it.
Tell us about a specific time when you had to handle a tough problem which challenged fairness or ethical issues.
Trust requires personal accountability. Can you tell about a time when you chose to trust someone? What was the outcome?

*Introducing Change*
Have you ever had to introduce a policy change to your work group? How did you do it?
Have you ever met resistance when implementing a new idea or policy to a work group? How did you deal
Leadership
Give an example of a time in which you felt you were able to build motivation in your co-workers or subordinates at work.
Give an example of your ability to build motivation in your co-workers, classmates, and even if on a volunteer committee.
Have you ever had difficulty getting others to accept your ideas? What was your approach? Did it work?
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 is the toughest group that you have had to get cooperation from?
What is the toughest group that you have had to get cooperation from? Describe how you handled it. What was the outcome?

Listening
Give an example of a time when you made a mistake because you did not listen well to what someone had to say.
How often do you have to rely on information you have gathered from others when talking to them?
What kinds of problems have you had? What happened?
What do you do to show people that you are listing to them?
When is listening important on your job? When is listening difficult?

Motivating Others
Have you ever had a subordinate whose work was always marginal? How did you deal with that person?
What happened?
How do you deal with people whose work exceeds your expectations?
How do you get subordinates to produce at a high level? Give an example.
How do you get subordinates to work at their peak potential? Give an example.
How do you manage cross-functional teams?

Motivation
Describe a situation when you were able to have a positive influence on the actions of others.
Give an example of a time when you went above and beyond the call of duty.
Give me an example of a time when you went above and beyond the call of duty.
How would you define "success" for someone in your chosen career?
Tell us me about an important goal that you set in the past. Were you successful? Why?

Negotiating
Describe the most challenging negotiation in which you were involved. What did you do? What were the results for you? What were the results for the other party?
Have you ever been in a situation where you had to bargain with someone? How did you feel about this?
What did you do? Give an example.
How did you prepare for it?
How did you present your position?
How did you resolve it?
Tell us about the last time you had to negotiate with someone.
What was the most difficult part?

Organizational
Describe a time when you had to make a difficult choice between your personal and professional life.
Give me an example of a project that best describes your organizational skills.
How do you decide what gets top priority when scheduling your time?
What do you do when your schedule is suddenly interrupted? Give an example.

Performance Management
Give an example of a time when you helped a staff member accept change and make the necessary adjustments to move forward. What were the change/transition skills that you used?
Give an example of how you have been successful at empowering either a person or a group of people into accomplishing a task.
How do you handle a subordinate whose work is not up to expectations?
How do you coach a subordinate to develop a new skill?
How do you handle performance reviews? Tell me about a difficult one.
How often do you discuss a subordinate’s performance with him/her? Give an example.
Tell us about a specific development plan that you created and carried out with one or more of your employees. What was the specific situation? What were the components of the development plan? What was the outcome?
Tell us about a time when you had to take disciplinary action with someone you supervised.
Tell us about a time when you had to tell a staff member that you were dissatisfied with his or her work.
Tell us about a time when you had to use your authority to get something done. Where there any negative consequences?
There are times when people need extra help. Give an example of when you were able to provide that support to a person with whom you worked.
What have you done to develop the skills of your staff?
When do you give positive feedback to people? Tell me about the last time you did. Give an example of how you handle the need for constructive criticism with a subordinate or peer.

Personal Effectiveness
Give an example of a situation where others were intense but you were able to maintain your composure.
It is important to maintain a positive attitude at work when you have other things on your mind. Give a specific example of when you were able to do that.
Keeping others informed of your progress/actions helps them feel comfortable. Tell your methods for keeping your supervisor advised of the status on projects.
Tell us about a recent job or experience that you would describe as a real learning experience? What did you learn from the job or experience?
Tell us about a time when you took responsibility for an error and were held personally accountable.
Tell us about a time when your supervisor criticized your work. How did you respond?
Tell us about some demanding situations in which you managed to remain calm and composed.
There are times when we are placed under extreme pressure on the job. Tell about a time when you were under such pressure and how you handled it.
What have you done to further your own professional development in the past 5 years?
When you have been made aware of, or have discovered for yourself, a problem in your work performance, what was your course of action? Can you give an example?

Persuasion
Describe a situation in which you were able to positively influence the actions of others in a desired direction.
Describe a situation where you were able to use persuasion to successfully convince someone to see things your way.
Describe a time when you were able to convince a skeptical or resistant customer to purchase a project or utilize your services.
Have you ever had to persuade a group to accept a proposal or idea? How did you go about doing it?
What was the result?
Have you ever had to persuade a peer or manager to accept an idea that you knew they would not like?
Describe the resistance you met and how you overcame it.
How do you get a peer or colleague to accept one of your ideas?
In selling an idea, it is sometimes useful to use metaphors, analogies, or stories to make your point. Give a recent example of when you were able to successfully do that.
Tell us about a time when you had to convince someone in authority about your ideas. How did it work out?
Tell us about a time when you used facts and reason to persuade someone to accept your recommendation.
Tell us about a time when you used your leadership ability to gain support for what initially had strong opposition.
Tell us about a time when you were able to successfully influence another person.

Planning and Organization
Describe how you develop a project team's goals and project plan?
How do you schedule your time? Set priorities? How do you handle doing twenty things at once?
What do you do when your time schedule or project plan is upset by unforeseen circumstances? Give an example.
What have you done in order to be effective with your organization and planning?

Presentation
How do you prepare for a presentation to a group of technical experts in your field?
How would you describe your presentation style?
Tell us about the most effective presentation you have made. What was the topic? What made it difficult?
How did you handle it?
What kinds of oral presentations have you made? How did you prepare for them? What challenges did you have?

Problem Solving
Describe the most difficult working relationship you've had with an individual. What specific actions did you take to improve the relationship? What was the outcome?
Give me an example of a situation where you had difficulties with a team member. What, if anything, did you do to resolve the difficulties?

Problems Solving
Have you ever been caught unaware by a problem or obstacles that you had not foreseen? What happened?
Tell us about a time when you did something completely different from the plan and/or assignment. Why? What happened?
What are some of the problems you have faced; such as between business development and project leaders, between one department and another, between you and your peers? How did you recognize that they were there?
When was the last time something came up in a meeting that was not covered in the plan? What did you do? What were the results of your judgment?

Problem Resolution
Describe a situation where you had a conflict with another individual, and how you dealt with it. What was the outcome? How do you feel about it?
Describe a time in which you were faced with problems or stresses which tested your coping skills. What did you do?
Describe a time when you facilitated a creative solution to a problem between two employees.
Give a specific example of a time when you used good judgment and logic in solving a problem.
Give an example of a problem which you faced on any job that you have had and tell how you went about solving it.
Give an example of when you "went to the source" to address a conflict. Do you feel trust levels were
improved as a result?
Problems occur in almost all work relationships. Describe a time when you had to cope with the
resentment or hostility of a subordinate or co-worker.
Some problems require developing a unique approach. Tell about a time when you were able to develop a
different problem-solving approach.
Sometimes the only way to resolve a defense or conflict is through negotiation and compromise. Tell
about a time when you were able to resolve a difficult situation by finding some common ground.
Sometimes we need to remain calm on the outside when we are really upset on the inside. Give an
example of a time that this happened to you.
Tell us about a recent success you had with an especially difficult employee/co-worker.
Tell us about a situation in which you had to separate the person from the issue when working to resolve
issues.
Tell us about a time when you identified a potential problem and resolved the situation before it became
serious.
There is more than one way to solve a problem. Give an example from your recent work experience that
would illustrate this.

Project Management
Tell us about a time when you influenced the outcome of a project by taking a leadership role.
Using a specific example of a project, tell how you kept those involved informed of the progress.

Relate Well
Describe a situation where you had to use conflict management skills.
Describe a situation where you had to use confrontation skills.
Give me an example of a time when a company policy or action hurt people. What, if anything, did you do
to mitigate the negative consequences to people?
How do you typically deal with conflict? Can you give me an example?
Tell us about a time when you were forced to make an unpopular decision.
What would your co-workers (or staff) stay is the most frustrating thing about your communications with
them?

Removing Obstacles
Have you ever dealt with a situation where communications were poor? Where there was a lack of
cooperation? Lack of trust? How did you handle these situations?
What do you do when a subordinate comes to you with a challenge?
What have you done to help your subordinates to be more productive?
What have you done to make sure that your subordinates can be productive? Give an example.

Resolving Conflict
Have you ever been in a situation where you had to settle an argument between two friends (or people
you knew)? What did you do? What was the result?
Have you ever had to settle conflict between two people on the job? What was the situation and what did
you do?
Tell us about a time when you had to help two peers settle a dispute. How did you go about identifying
the issues? What did you do? What was the result?

Resource Management
Tell us about a time when you organized or planned an event that was very successful.

Sales
Describe how you prepare for a sales call for a new client.
How do you go about making cold calls?
How have your sales skills improved over the past three years.
Tell us about your most difficult sales experience. 
Tell us about your sales volume over the past three years. What have you done to influence it?

**Scheduling**
Describe the most difficult scheduling problem you have faced.
How did you assign priorities to jobs?
How do you go about making job assignments?
When all have been over-loaded, how do your people meet job assignments?

**Self-Assessment**
Can you recall a time when you were less than pleased with your performance?
Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
Give me a specific occasion in which you conformed to a policy with which you did not agree.
Give me an example of an important goal that you had set in the past and tell me about your success in reaching it.
If there were one area you've always wanted to improve upon, what would that be?
In what ways are you trying to improve yourself?
Tell us about a time when you had to go above and beyond the call of duty in order to get a job done.
What do you consider to be your professional strengths? Give me a specific example using this attribute in the workplace.
What goal have you set for yourself that you have successfully achieved?
What was the most useful criticism you ever received?

**Selecting and Developing People**
How do you coach an employee in completing a new assignment?
What have you done to develop your subordinates? Give an example.
What have you done to improve the skills of your subordinates?
What was your biggest mistake in hiring someone? What happened? How did you deal with the situation?
What was your biggest success in hiring someone? What did you do?

**Setting Goals**
Did you have a strategic plan? How was it developed? How did you communicate it to the rest of your staff?
How do you communicate goals to subordinates? Give an example.
How do you involve people in developing your unit’s goals? Give an example.
What company plans have you developed? Which ones have you reached? How did you reach them?
Which have you missed? Why did you miss them?
What goals did you miss? Why did you miss them?
What goals have you met? What did you do to meet them?
What were your annual goals at your most current employer? How did you develop these goals?
What were your long-range plans at your most recent employer? What was our role in developing them?

**Setting Performance Standards**
How do you go about setting goals with subordinates? How do you involve them in this process?
How do you let subordinates know what you expect of them?
What performance standards do you have for your unit? How have you communicated them to your subordinates?

**Setting Priorities**
Have you ever been overloaded with work? How do you keep track of work so that it gets done on time?
How do you manage your time?
How do you schedule your time?
When given an important assignment, how do you approach it?

**Sound Judgment**
Describe a situation when you had to exercise a significant amount of self-control.
Give me an example of a time in which you had to be relatively quick in coming to a decision.
Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
Give me an example of when you were responsible for an error or mistake. What was the outcome?
What, if anything, would you do differently?
If you were interviewing for this position what would you be looking for in the applicants?
We work with a great deal of confidential information. Describe how you would have handled sensitive information in a past work experience. What strategies would you utilize to maintain confidentiality when pressured by others?
When have you had to produce results without sufficient guidelines? Give an example.

**Strategic Planning**
Describe what steps/methods you have used to define/identify a vision for your unit/position.
How do you see your job relating to the overall goals of the organization?
In your current or former position, what were your long and short-term goals?
Tell us about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs.

**Stress Management**
How did you react when faced with constant time pressure? Give an example.
People react differently when job demands are constantly changing; how do you react?
What kind of events cause you stress on the job?
What was the most stressful situation you have faced? How did you deal with it?

**Teamwork**
Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the end result?
Describe a team experience you found disappointing. What would you have done to prevent this?
Describe a team experience you found rewarding.
Describe the types of teams you've been involved with. What were your roles?
Describe your leadership style and give an example of a situation when you successfully led a group.
Give an example of how you have been successful at empowering a group of people in accomplishing a task.
Give an example of how you worked effectively with people to accomplish an important result.
Have you ever been a project leader? Give examples of problems you experienced and how you reacted.
Have you ever been in a position where you had to lead a group of peers? How did you handle it?
Have you ever participated in a task group? What was your role? How did you contribute?
Please give your best example of working cooperatively as a team member to accomplish an important goal. What was the goal or objective? To what extent did you interact with others on this project?
Some people work best as part of a group - others prefer the role of individual contributor. How would you describe yourself? Give an example of a situation where you felt you were most effective.
Tell us about a time that you had to work on a team that did not get along. What happened? What role did you take? What was the result?
Tell us about a work experience where you had to work closely with others. How did it go? How did you overcome any difficulties?
Tell us about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas? What was your role in achieving the work objective?
Tell us about the most difficult situation you have had when leading a team. What happened and what did you do? Was it successful? Emphasize the "single" most important thing you did?
Tell us about the most effective contribution you have made as part of a task group or special project team.
Think about the times you have been a team leader. What could you have done to be more effective?
What is the difficult part of being a member, not leader, of a team? How did you handle this?
What role have you typically played as a member of a team? How did you interact with other members of the team?
When is the last time you had a disagreement with a peer? How did you resolve the situation?
When working on a team project have you ever had an experience where there was strong disagreement among team members? What did you do?

Time Management Schedule
Describe a situation that required you to do a number of things at the same time. How did you handle it?
What was the result?
How do you determine priorities in scheduling your time? Give an example.
How do you typically plan your day to manage your time effectively?
Of your current assignments, which do you consider to have required the greatest amount of effort with regard to planning/organization? How have you accomplished this assignment? How would you assess your effectiveness?

Toughness
On many occasions, managers have to make tough decisions. What was the most difficult one you have had to make?
Tell us about setbacks you have faced. How did you deal with them?
What has been your major work related disappointment? What happened and what did you do?
What is the most competitive situation you have experienced? How did you handle it? What was the result?
What was your major disappointment?

Variety
How many projects do you work on at once? Please describe.
When was the last time you made a key decision on the spur of the moment? What was the reason and result?
When was the last time you were in a crises? What was the situation? How did you react?
Which of your jobs had the most rapid change? How did you feel about it?

Values Diversity
Give a specific example of how you have helped create an environment where differences are valued, encouraged and supported.
Tell us about a time that you successfully adapted to a culturally different environment.
Tell us about a time when you had to adapt to a wide variety of people by accepting/understanding their perspective.
Tell us about a time when you made an intentional effort to get to know someone from another culture.
What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
What have you done to support diversity in your unit?
What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence?