



## Human Resource Management

---

# Recruitment and Hiring Guide



# Recruitment and Hiring Guidelines

The Diversity Task Force has recommended the following mission statement for consideration in all hiring.

*In the pursuit of academic excellence, Delta State University is committed to creating and maintaining an inclusive academic community that fosters productive intellectual exchange while bridging gaps in the differences in the human experience. DSU's goal is to encourage the contributions of each individual in its learning community by providing venues for multicultural education and training in an environment of mutual respect. Through the recruitment and retention of a diverse student body, faculty, and staff, Delta State exemplifies its understanding and appreciation of the individual fabric that creates the rich tapestry our global community.*

By the time candidates reach the selection interview process, they have been screened and must meet or exceed the minimum requirements for the position. The purpose of the selection interview should be to **collect additional information on the candidate's job-related knowledge, skills, and abilities** that should be helpful in selecting the individual most likely to succeed on the job.

Interviewing candidates for a job vacancy is a very important task. Properly conducted interviews can insure that Delta State University will select the candidate who can best fulfill the responsibilities of a position. This guide is designed to provide some of the essential elements of successful selection interviewing.

## Recruitment and Hiring Planning

Successful selection starts with a conscious and deliberate hiring plan that considers the University's objectives for both excellence and diversity. Having a plan provides direction for reaching a nondiscriminatory selection decision by laying out the foundation for an open and consistent set of procedures. Elements of the selection plan include:

- a position description of the job responsibilities, duties and specification that has been supported by a current job analysis.
- a recruitment plan showing sourcing activities that would result in a skilled diverse pool.
- a nondiscriminatory selection process using clear measurable selection standards and a structured interview format conducted by well-informed interviewer(s).
- a willingness to invest resources (money, time and staff) to hire the right person for the job.

The goal of the interview is to gain the information needed to assess which candidate best meets the requirements of a position. By planning ahead and having a list of standard interview questions for each candidate you will insure that:

- you obtain critical job-related information,
- each candidate is treated fairly, and
- unconscious biases are minimized.

***The cardinal rule: Keep questions and request of information job-related.***

## ***Recruitment and Hiring Format***

**1. Establish Rapport.** Your first role is that of host. A warm greeting and a suitable introduction will help establish rapport and help create a pleasant atmosphere. A friendly exchange of comments creates an atmosphere that allows communication to develop more freely and rapidly than it would otherwise.

**2. Explain purpose, set agenda.** This will help put the candidate at ease by letting them know what is about to occur. It also puts **you** in control of the interview. Provided is a sample to explain the “road-map” to the candidate:

*Let me go over the agenda with you for today. We will have an hour for our meeting. We will begin by asking questions about your work experience. We will be concentrating on your work experience, knowledge and skills. As much as possible, please provide specific examples. So that we will not forget, we will take notes as we talk. Later, we will provide you with an opportunity to ask any questions you may have about the job or DSU and provide us with any additional information.*

**3. Gather information.** *Listen, listen and listen!* Ideally, the interviewer should talk no more than 20% of the time. The keys to effective interviewing are careful listening combined with good use of questions and comments. Remember that as long as you are talking, you are not learning about the candidate.

**4. Description of job.** A detailed description of specific duties should probably be saved until this stage of the interview. Describing the job in detail before this stage may inadvertently coach the candidate on how he/she should present his/her capabilities.

**5. Answer questions from candidate and allow additional information.** This stage lets the candidate gain the information he/she needs about the position and Delta State University. As a courtesy, ask:

- *“Is there anything else you would like to add or tell us about your qualifications?”*
- *“Is there anything else about Delta State or the position you would like know?”*
- *“What else should I know about your qualifications for this job?”*

**6. Conclude the interview.** Simply thank the candidate for their time. Outline what will happen next. Give the candidate a timeframe by which you plan to have completed the selection process.

## **Interview Questions**

When conducting job interviews, it is important to ask questions not only about an applicant’s job knowledge and skills, but also of past work experiences. In particular, it is valuable to gather information in order to know how the applicant performed in certain work situations. The applicant’s past actions will often predict how s/he will respond in similar future situations.

This information is important because how an employee performs is as critical as what the responsibilities are in the actual job. Identifying and assessing performance competencies will contribute to the overall success of selecting the right candidate for the position.

Prior to asking the interview questions, it is recommended to begin the interview with general introductory questions. The following are offered only as suggestions:

1. “I have reviewed your resume/application but would like to ask you to begin by giving me an overview of your education and experience as they relate to this position and why you are interested in this position.”
2. “Before we begin with specific questions regarding this position, provide me (or the committee) with an overview of your past jobs highlighting the employment dates of the universities/organizations you worked for and your job duties”(candidate should not have resume in hand, s/he should be able to recite from memory. If there are any gaps in employment, inquire about the situation).

**Job Competency.** Job competencies are key behaviors required for excellent performance. These competencies can assist an interviewer in evaluating the candidate against job qualifications. The Human Resource Department has identified three (3) core competencies that accommodate most positions:

- **Job Effectiveness;**
- **Making People Matter;** and
- **Organizational Success.**

Under each core competency are additional competency components. Utilize as many components as needed to allow you to effectively evaluate the candidate’s qualifications to the specific job position being sought.

*Sample questions for each competency are included in the appendix of this document on pages 9 - 26.*

## ***Legal Issues to Consider***

Various federal and state laws regulate the type of questions a prospective employer can ask a candidate. Acting on behalf of Delta State University, your focus must be: **“What do I need to know to decide whether this person can perform the functions of the job?”**

Discrimination problems usually develop not from the intent of the question, but rather from how it is asked. It is very legitimate to seek information regarding possible problems arising from job-related requirements. The laws are not intended to prohibit Delta State University from obtaining information about applicants as long as the questions do not elicit information that could be used for discriminatory purposes. Discrimination complaints often are filed because candidates do not see questions as being job-related, even if they really are.

**Example:** *When interviewing a female candidate for a recruiter position that requires frequent overnight travel, you have every right to be concerned about the candidate meeting the job requirements. However, if your concern leads you to ask questions about the candidate’s child or child-care arrangements, your questions are illegal. The same information can be obtained legally by asking the following question: “This position requires overnight travel two or three days a week during the spring term. Do you see any problems in meeting this job requirement?” The advantage is that this question avoids any illegal issues while still extracting the desired information.*

Sample legal questions are included in the appendix of this document on pages 27 – 30.

## **Reference Checks**

**Always** check references of your top candidates regardless of your impressions of the person's qualifications. A mistake is costly in time, energy, and money - take the time to check references before making a job offer.

Reference checking is an essential part of the selection process. References provide valuable information about a candidate's performance, helps you rank candidates, and assists in making your final decision. After completing all interviews, and prior to making a hiring decision and commitment, check the references of the final candidate(s). The following guidelines are offered to assist you in this process:

- You should state during the interview with a job applicant that references ***will be checked***. Do not only rely on letters of reference or personal references provided by the applicant.
- A telephone reference check takes less time than a written reference check and usually more information is gained. Forms may not uncover negative information and employers may hesitate to put into writing what they may say in a conversation.
- The hiring supervisor is usually the best one to make the call because he/she is most familiar with the information obtained from the candidate and the responsibilities of the job.
- Supervisors should be prepared with a written list of job-related questions and ***be consistent*** in the questions asked.
- When calling a candidate's reference, identify yourself and tell the reference about the position for which the candidate is being considered.
- To gain as much information as possible let the reference speak without interrupting. If the reference pauses in the conversation, it may mean he/she has other information they are hesitant to share. Get them to talk about everything that would be helpful, but only ask for information that will be used in the hiring decision.
- Ask only job-related questions and document all answers. Avoid questions that can be answered "yes" or "no." Ask for specific information - "Tell me about this person's attendance and punctuality."
- If the reference is reluctant to provide information, ask if he/she will verify the information read from the candidate's resume or employment application.
- ***One of the most important questions to get answered is if there is any reason the organization would not rehire the individual.***
- Check multiple references whenever possible.

Check references **after** you have interviewed the candidate. Checking references before the interview can create false expectations and affect your ability to evaluate the applicant's qualifications objectively. This includes Delta State University references.

***Again, advise the candidate in the interview process that you will be checking references.***

Search committees and all administrators responsible for reviewing and approving hiring recommendations should be particularly mindful of the need to conduct appropriate and thorough reference checks of any recommended job candidate. This should include, at a minimum, whenever possible, direct contact with the immediate supervisor of the recommended candidate in his or her previous place of employment. For many executive, administrative, and professional positions, contacting the next higher level of supervisor is also advisable.

Reference checks can reveal information about a candidate's behavior with prior employers, which could be critical to your decision, regardless of the candidate's skills, knowledge, and abilities. Failure to check references can also have serious legal consequences for Delta State University. If an employee engages in violent, harmful behavior similar to that which occurred during previous employment, and which would have been revealed in a reference check, Delta State University can be held legally responsible for "negligent hiring."

## Summary

*All search committees will have a member of Human Resources staff or a Human Resource trained individual in the expectations as outlined in the search committee document.* Because the university depends on the quality and talent of its employees, hiring decisions are among the most important choices you make. Delta State University is committed to recruiting, selecting, developing, and retaining a qualified and diverse workforce to promote and support the university's mission. At each stage of the employment process, from determining staffing needs through recruitment, interviewing, and selection, you have opportunities to make choices that will result in the effective management of this institution.

The Human Resources Department is available to advise and assist you in making these choices, but in the end, you are the person who knows which candidate best meets your needs.

Remember, it's important to:

- continue to value diversity in the workplace at all levels;
- comply with Equal Employment Opportunity and other federal employment laws and regulations;
- plan your staffing needs well in advance;
- recruit a qualified and diverse applicant pool, including targeted outreach to underutilized groups; interview the top candidates fairly and equitably; and ***select the best-qualified person for the position.***





# Recruitment and Hiring Guide

## Appendix



## Recruitment and Hiring Guide

### Appendix - Reference Materials/Forms

---

#### **Job Competencies – Permissible Questions/Inquiries**

Organizational Success  
Making People Matter  
Job Effectiveness  
Academic & Administrative Supervision Positions

#### **Legal Issues - Permissible Questions/Inquiries**

Relatives/Family/Marital Status	Citizenship
Residence	National Origin/Ancestry
Pregnancy	Race or Color
Physical Health	Religion
Name	Organizations
Sex	Military
Age	Height & Weight
Education	Arrests & Convictions

#### **Forms**

Sample Interview Guide  
Reference Check Release Form  
Reference Checking Form  
Documentation Checklist  
Letter of Offer – Faculty  
Letter of Offer – Executive, Administrative, Managerial, and Other Professional Staff  
Letter of Offer – Support Staff Employee  
Search Committee Code of Ethics





Human Resource Department  
Recruitment and Hiring Guide

## Job Competencies

### Organizational Success

- ◆ Teamwork/Cooperation (within and across units)
  - ◆ Commitment to Continuous Quality/Process Improvement
  - ◆ Creativity/Innovation
  - ◆ Continuous Learning/Development
  - ◆ Leadership/Initiative
  - ◆ Customer Orientation
  - ◆ Flexibility/Adaptability to Change
  - ◆ Displays Vision
- 

### Making People Matter

- ◆ Respect for Others
  - ◆ Supports Diversity and Understands Related Issues
  - ◆ Honesty/Fairness
  - ◆ Recognizes Others' Achievements/Contributions
  - ◆ Understands Others' Perspectives
  - ◆ Positive Attitude
  - ◆ Interpersonal Skills
  - ◆ Builds Trust
  - ◆ Resolves Conflicts Constructively
- 

### Job Effectiveness

- ◆ Planning/Organization
  - ◆ Makes Effective Decisions
  - ◆ Achieves Results
  - ◆ Dependability/Attendance
  - ◆ Productivity
  - ◆ Problem Solving/Judgement
  - ◆ Takes Responsibility
  - ◆ Communicates Effectively
  - ◆ Job/Organizational Knowledge
- 

### Academic & Administrative Supervision Positions

- ◆ Coaches/Counsels/Evaluates Staff
- ◆ Identifies Areas for and Supports Employee Development Opportunities
- ◆ Encourages Teamwork and Group Achievement
- ◆ Strives to Achieve Diverse Staff at all Levels
- ◆ Leads Change/Achieves Support of Objectives
- ◆ Understands Diversity Issues and Creates Supportive Environment for Diverse Employees
- ◆ Enables and Empowers Staff

The indicators of competency allow interviewers to integrate the knowledge, skills, attitudes, and actions that distinguish excellent performers. The indicators are provided in order to achieve consistency of understanding across the university and to enhance discussions about work performance factors.

## **Job Competencies Permissible Questions/Inquiries**

### **Job Effectiveness**

#### **1. Planning/Organization**

##### **Questions to Ask**

- Give me a specific example of a time when you did not meet a deadline. How did you handle it?
- Using a specific example of a project, tell me how you kept those involved informed of the progress.
- Are you better at working on many things at a time, or are you better at working on and getting results on a few specific things? Please give me two examples that illustrate this.
- Name one of your best accomplishments, including where the assignment came from, your plans in carrying it out, how you eventually did carry it out, and any obstacles you overcame.
- 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? Tell me how you handled it. How would you assess your effectiveness?

##### **Indicators of Competency**

- Establishes priorities that address the details and timelines needed to achieve the intended results;
- Focuses on end result;
- Is flexible and utilizes resources;
- Updates staff regularly and communicates plans to those involved;
- Ensures projects are being completed according to plan and reevaluates if necessary.

#### **2. Problem Solving/Judgment**

##### **Questions to Ask**

- Describe an instance when you had to think quickly to free yourself from a difficult situation.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- How do you go about solving problems at work?
- Tell me about a specific time when you eliminated or avoided a potential problem before it happened.
- What types of problems do you most enjoy tackling? Give me some examples of such problems you faced. What did you enjoy about them?
- What types of problems do you least enjoy tackling? Give me some examples of such problems you faced. What was it about the problems that you least enjoyed?
- To whom did you turn for help the last time you had a major problem and why did you choose that person?

- In some aspects of work - it is important to be free of error. Can you describe a situation where you have tried to prevent errors? What did you do? What was the outcome?

#### **Indicators of Competency**

- Analyzes and solves problems by dealing with facts and not by blaming others;
- Seeks involvement from diverse perspectives and areas of the department and university “stakeholders” to solve problems;
- Understands the university and the affect decisions have on other parts of the institution;
- Proactively anticipates and addresses concerns of students, staff, faculty, Cabinet, and the general public;
- Formulates alternative/creative solutions to problems;
- Resolves sensitive issues without making the situation worse;
- Provides advice and/or information to individuals and department in a timely manner;
- Makes timely decisions with quality outcomes.

### **3. Makes Effective Decisions**

#### **Questions to Ask**

- Tell me about a decision you made but wish you had done differently.
- Tell me about an experience in which you had a limited amount of time to make a difficult decision. What was the decision and the outcome/result of your decision?
- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- Tell me about a time when you had to make an unpopular decision.
- Discuss an important decision you have made regarding work. What factors influenced your decision?
- In a current job task, what steps do you go through to ensure your decisions are correct/effective?

#### **Indicators of Competency**

- Gathers information on an issue, impartially considering all sides and makes logical decisions that are clear;
- Evaluates positive and negative alternatives within time and resource constraints;
- Uses agreed upon criteria for decision-making rather than hidden agendas;
- Delegates decision-making responsibility when appropriate;
- Considers the total organization when making decisions;
- Keeps the department's long-term goals in mind when addressing short-term issues and problems.

### **4. Takes Responsibility**

#### **Questions to Ask**

- Give me an example of something you’ve done in previous jobs that demonstrate your willingness to work hard.
- What is the biggest error in judgment or failure you have made in a previous job? Why did you make it? How did you correct the problem?
- Tell me about a time when your supervisor criticized your work. How did you respond?

- Tell me about a time when you took responsibility for an error and were held personally accountable.

#### **Indicators of Competency**

- Follows-through on commitments;
- Only makes promises that can be kept;
- Acts like an “owner”, taking care of the needs of the department;
- Takes responsibility for actions, results, and mistakes;
- Is willing to accept additional responsibility or authority.

### **5. Achieves Results**

#### **Questions to Ask**

- Describe a situation in which you were able to use persuasion to successfully convince someone to approach things your way.
- Give me an example of an important goal that you had set in the past, and tell me about your success in reaching it.
- What projects were accomplished during your previous job? How were these accomplished?
- What experiences did you have when meeting deadlines for project completion? Explain.
- Are you better at working on many things at a time, or are you better at working on and getting results on a few specific things? Please give me an example or two that illustrate this.
- What do you consider your greatest accomplishments in your current/previous position?

#### **Indicators of Competency**

- Gets the job done by doing whatever it takes, within an appropriate time frame;
- Handles and delivers multiple projects simultaneously;
- Implements plans and makes mid-course changes when necessary to achieve goals;
- Sets daily, weekly, monthly, quarterly and annual project goals, creating specific plans to meet them;
- Shows persistence in overcoming obstacles;
- Ensures follow-through to desired results.

### **6. Communicates Effectively**

#### **Questions to Ask**

- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
- Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have agreed with your perspective.
- Give me a specific example of a time when you had to handle an angry “customer”. What was the problem and what was the outcome?
- Tell me about a time when you and your current/previous supervisor disagreed but you still found a way to get your point across.
- How do you make your feelings known when you disagree with the views of your staff or peers in your department?

- What have you done to improve your verbal communication skills?
- What have you done to improve your listening skills?
- Tell me how you kept your supervisor advised of the status on projects.

#### **Indicators of Competency**

- Communicates in an open, candid and consistent manner;
- Explains concepts and procedures clearly and completely while maintaining attention and interest;
- Shows tact, diplomacy, and sensitivity in dealing with ethnic/gender issues in verbal and written communications;
- Keeps individuals well informed of key university/organizational issues/needs and issues that may affect them;
- Keeps others informed on the status of assigned work;
- Delivers information effectively in a variety of settings including one-on-one, department meeting setting, and university-wide presentations;
- Delivers information effectively in a variety of formats including letters, memos, analytical reports, and decision documents.

### **7. Dependability/Attendance**

#### **Questions to Ask**

- Give me a specific example of a time when you did not meet a deadline. How did you handle it?
- We all face times when issues pull us away from work responsibilities. If possible, tell me about a time when your dependability or attendance was challenged. How did you handle it and/or remain accountable or involved in work? How long did the situation last?

#### **Indicators of Competency**

- Is available for work on a consistent and timely basis with infrequent unplanned absences;
- Completes work in a timely manner;
- Meets commitments with minimal oversight;
- Meets commitments with others;
- Conscientious, accurate, and reliable when performing/completing job tasks.

### **8. Job/Organizational Knowledge**

#### **Questions to Ask**

- Describe how your position contributes to your organization's/university's goals. What are the goals and/or mission?
- Tell me how you keep your job knowledge current with the on-going changes in your field of study/discipline/expertise and/or industry.

#### **Indicators of Competency**

- Understands how to get things done in the organization/university;
- Possesses knowledge and skills necessary to perform job;
- Defines resources and actions to achieve objectives within constraints;
- Builds effective networks and alliances inside and outside the university, which benefit the department/university.

## **9. Productivity**

### **Questions to Ask**

- Give me an example of an important goal that you had set in the past, and tell me about your success in reaching it.
- Tell me about a time when you had to complete multiple tasks/projects within a tight timeline.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Give me a specific example of a time when you did not meet a deadline. How did you handle it?
- Give me two examples of things you've done in previous jobs that demonstrate your willingness to work hard.
- Describe a course, project, or work experience that was complex. What kind of follow-up did you undertake? How much time was spent on unexpected difficulties?

### **Indicators of Competency**

- Focuses time and resources on activities that will yield the greatest benefit;
- Gets work done within a given time frame;
- Sets realistic personal goals and work plans that are consistent with the academic and "business" needs and strategies of the department;
- Works effectively under pressure – balances multiple objectives;
- Obtains information and utilizes resources effectively.

#### **10. Respect for Others**

##### **Questions to Ask**

- Tell me about a time when you had to resolve a difference of opinion with a co-worker/peer/customer/supervisor. How do you feel you showed respect?
- Tell me about a time when you needed to give feedback to a co-worker with an emotional or sensitive problem. Without specifics, what was the outcome?
- Describe the way you handled a specific problem involving others with differing values, ideas and beliefs in your current/previous job.

##### **Indicators of Competency**

- Treats all people with dignity;
- Demonstrates compassion, consideration, and caring;
- Believes/assumes the best in others;
- Demonstrates care for health and safety of others;
- Values contributions of others;
- Works to build others' value with positive impact to all;
- Speaks up on behalf of others when differences are not respected.

#### **11. Interpersonal Skills**

##### **Questions to Ask**

- Give me a specific example of a time when you had to address an angry customer. What was the problem and what was the outcome?
- Tell me 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? What was the long-term impact of working with this person?
- Describe a work situation that required you to really listen and display compassion to a peer/co-worker.
- Describe the way you handled a specific problem involving people in your last job.

##### **Indicators of Competency**

- Attentive to and understands the views of others;
- Demonstrates an awareness of own style and how it affects others, and makes adjustments as necessary;
- Resolves interpersonal problems in the workplace;
- Responds positively to constructive suggestions;
- Displays objectivity in assessing situations;
- Develops and maintains positive work relationships with others.

#### **12. Supports Diversity and Understands Related Issues**

##### **Questions to Ask**

- Tell me about a time when you had to adapt to a wide variety of people by accepting/understanding their perspective.
- What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?



- Can you recall a time when a person's cultural background affected your approach to a work situation?
- Tell me about a time that you successfully adapted to a culturally different environment.
- Tell me about a situation in which you had to separate the person from the issue when working to resolve differences?
- How have you taken responsibility/accountability for an action that may have been offensive to the recipient?
- Tell me about a time that you had adapted your style in order to work effectively with those who were different from you.
- How have you reacted to conversations between co-workers that were clearly offensive to non-participants?
- How have you made your voice heard in a predominantly male or female-dominated environment?
- What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence?

#### **Indicators of Competency**

- Establishes and maintains effective working relationships with people from diverse backgrounds;
- Realizes differences in people as opportunities to learn;
- Contributes to an environment where differences are valued and encouraged.

### **13. Honesty/Fairness**

#### **Questions to Ask**

- Tell me about a specific time when you had to handle a tough problem which challenged fairness or ethical issues.
- Tell me about a tough decision you made. What steps, thought processes, and considerations did you take to make an objective decision?

#### **Indicators of Competency**

- Sets an example by consistently modeling high standards of performance, honesty, and integrity;
- Is willing to change his/her mind when given new information;
- Makes sure all ideas receive fair consideration.

### **14. Builds Trust**

#### **Questions to Ask**

- Think of a situation where you distrusted a co-worker/supervisor, resulting in tension between you. What steps did you take to improve the relationship?
- If you can, tell me about a time when your trustworthiness was challenged. How did you react/respond?
- Give me examples of how you have acted with integrity (“walked the talk”) in your job/work relationship.
- Tell me about a time when you had to give feedback to an employee who displayed a lack of professionalism in their work relationships. What did you say? What was the outcome?
- Trust requires personal accountability. Can you tell me about a time when you chose to trust someone? What was the outcome?

- Tell me about a time when you had to give the “benefit of the doubt” to a co-worker/supervisor. What was the outcome?
- Give me an example of when you “went to the source” to address a conflict. Do you feel trust levels were improved as a result?

#### **Indicators of Competency**

- Actions support his/her words;
- Maintains a reputation for honesty, candor, confidentiality, fairness and reliability;
- Protects the interests of people who aren't present;
- Judges substance, not image;
- Follows-up on commitments made in a timely, accurate and complete basis;
- Makes position clear on difficult issues.

### **15. Recognizes Others' Achievements/Contributions**

#### **Questions to Ask**

- Give me an example of how you and your staff/peers have celebrated success in the past. What was the occasion?
- Tell me about a time when you were able to provide a co-worker/employee with recognition for the work they performed. What did you do?
- What consistent methods do you use to ensure that co-workers feel valued for their contributions?

#### **Indicators of Competency**

- Promotes systems and processes that encourage and reward the development of people at all levels of the organization;
- Says “thank you” and “great job” on a regular basis;
- Recognizes and/or rewards others for their contributions and commitment.

### **16. Understands Others' Perspectives**

#### **Questions to Ask**

- Gaining the cooperation of others can be difficult. Give a specific example when you had to do that.
- Tell me about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas. What was the difference in ideas? What was the outcome? What was the long-term impact on your ability to get things done working with this person?
- Tell me about a time when you felt your department was under too much pressure. What did you do about it?

#### **Indicators of Competency**

- Puts his/herself in “another's position” and demonstrates compassion, consideration, and caring;
- Understands all points of view with empathy.

### **17. Resolves Conflicts Constructively**

#### **Questions to Ask**

- Give me an example of a time when you were able to successfully communicate with another person even when you felt the individual did not value your perspective.

- Tell me about a time when you and your previous supervisor disagreed but you still found a way to get your point across.
- Describe a time when you facilitated a creative solution to a problem between co-workers.
- Tell me about a recent success you had with an especially difficult peer/co-worker.
- Thinking of the most difficult person you have had to deal with, describe an interaction that illustrates that difficulty. Tell me about the last time you dealt with him/her? How did you handle the situation?
- Describe a time when you took personal accountability for a conflict and initiated contact with the individual(s) involved to explain your actions.

#### **Indicators of Competency**

- Acknowledges personal responsibility in conflict situations;
- Directly communicates with persons involved in disagreements;
- Effectively manages conflict;
- Identifies and constructively addresses disagreements which undermine performance;
- Encourages people to bring difficult issues into the open;
- Uses the strength of the facts, rather than the loudness of argument;
- Resolves differences between people using persuasion, diplomacy and logic;
- Keeps conflict resolution professional and not personal;
- Manages conflict with others in ways that preserve good relations;
- Offers open exploration of differing ideas and solutions within the department.

### **18. Positive Attitude**

#### **Questions to Ask**

- What 3 specific things about your last job gave you the most satisfaction? Why?
- What have you done in your last job that makes you feel proud?
- Please think back to a time when setting a positive example had the most beneficial impact on people you worked with. How did you determine that a strong example was needed? What was the effect on the staff?
- Tell me about a time when you needed to address an employee's attitude. What did you say to that person? What was the outcome?
- Describe your best boss. Describe your worst boss.

#### **Indicators of Competency**

- Creates a "can-do" climate;
- Approaches others in a pleasant, happy and upbeat manner;
- Maintains enthusiasm despite criticism of ideas;
- Demonstrates support to unit/University mission;
- Demonstrates an "I care" attitude.

## Organizational Success

### Permissible Questions/Inquiries

---

#### 19. Teamwork/Cooperation (within and across departments)

##### Questions to Ask

- Gaining the cooperation of others can be difficult. Give a specific example of when you had to do that, and what challenges you faced. What was the outcome? What was the long-term impact on your ability to work with this person?
- Please give me your best example of working cooperatively as a department member to accomplish an important goal. What was the goal or objective? What was your role in achieving this objective? To what extent did you interact with others/peers on this project?
- Tell me about a time when your co-workers gave you feedback about your actions. How did you respond? What changes did you make?
- Describe a project you were responsible for that required a lot of interaction with people over a long period of time.
- How have you recognized and rewarded a “team player” in the past? What was the situation?
- Tell me about a course, work experience, or extracurricular activity where you had to work closely with others. How did it go? How did you overcome any difficulties?

##### Indicators of Competency

- Openly shares information, knowledge and expertise with the department and co-workers;
- Cooperates with other department members to achieve the workgroup's goals;
- Appropriately gives and is open to feedback from department co-workers;
- Puts accomplishing the interests of the university/department ahead of accomplishing individual goals;
- Actively works to remove barriers to team effectiveness;
- Utilizes co-worker/peers' skills to accomplish goals.

#### 20. Customer Orientation

##### Questions to Ask

- Give me a specific example of a time when you had to address an angry “customer” (student, staff, faculty, etc...). What was the problem and what was the outcome? How would you assess your role in defusing the situation?
- Give me an example of when you initiated a change in process or operations in response to faculty, staff, or student (“customer”) feedback.
- Tell me about an initiative or information dissemination you developed. How did it meet the “customer’s” need(s)?

##### Indicators of Competency

- Insists and/or provides high quality service for internal and external customers;
- Demonstrates customer focus by seeking out, understanding, and responding to the needs of both internal and external customers;
- Responds to customers' needs, questions and concerns in an accurate, effective, and timely manner; develops effective partnerships with customers;
- Effectively works with upset customers, solving their problems;

## **21. Commitment to Continuous Quality/Process Improvement**

### **Questions to Ask**

- Tell me about a suggestion you made to improve the way job processes and/or operations worked. What was the result?
- Tell me about one of your workplace improvements that another department now uses.
- Give me an example when you initiated a change in process or operations.
- In your last job, what problems did you identify that had previously been overlooked? Were changes made? Who supported the changes as a result of your ideas?
- Describe something you have implemented at work. What were the steps you used to implement this?

### **Indicators of Competency**

- Identifies and implements new processes and initiatives that help the customer (faculty, staff, student, public, etc...) and department accomplish its goals;
- Translates ideas into specific tasks/actions to improve operations;
- Actively seeks and suggests better ways of getting the job done, and learns from both successes and failures;
- Creatively applies and actively shares expertise and best practices with other departments.

## **22. Creativity/Innovation**

### **Questions to Ask**

- Describe the most significant or creative presentation/idea that you developed/implemented.
- Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.
- Tell me about a time when you created a new process or program that was considered risky. What was the situation and what did you do?
- Can you give me an example of how you have been creative in completing your responsibilities?
- Can you think of a situation where innovation was required at work? What did you do in this situation?

### **Indicators of Competency**

- Injects originality into daily work through research, personal knowledge, and networking relationships;
- Thinks “outside the box”;
- Brainstorms and encourages new ideas and solutions;
- Takes appropriate risks.

## **23. Flexibility/Adaptability to Change**

### **Questions to Ask**

- By providing examples, demonstrate that you can adapt to a wide variety of people, situations and/or environments.
- What do you do when priorities change quickly? Give me one example of when this happened.

- Tell me about a decision you made while under a lot of pressure.
- Tell me about a specific time when you were given new information that affected a decision that you had already made.
- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- When was the last time you felt pressure on a job? How did the situation come about? How did you react? What made you decide to handle it that way? What effect, if any, did this have on your other responsibilities?
- What are some of the things your last employer could have done to keep you?

#### **Indicators of Competency**

- Displays flexibility and openness in daily work and encourages others to stay open to change, improvements, etc.;
- Adapts own attitudes and behavior to work effectively with different people and situations;
- Accepts and readily adapts to changing priorities, better ideas, strategies, procedures, and methods;
- Maintains work effectiveness in new situations.

### **24. Continuous Learning/Development**

#### **Questions to Ask**

- Describe a decision you made or a situation that you would have handle differently if you had to do it over again.
- 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 me an example?
- Tell me about a time when your supervisor/co-workers gave you feedback about your work/actions. What did you learn about yourself?
- What have you done to further your own professional development in the last 5 years?
- Tell me about a job that you had which required you to learn new things.
- Tell me about a recent job or experience that you would describe as a real learning experience. What did you learn from the job or the experience?
- Tell me about a time when you were asked to complete a difficult assignment even though the odds were against you. What did you learn from that experience?
- Discuss the highlights of your most recent educational experience. Did you accomplish any special achievements? What were your most difficult challenges?
- I noticed on your resume that you attended \_\_\_\_\_ training program. Please describe the training program. How have you applied what you learned to your current job?

#### **Indicators of Competency**

- Takes the initiative to learn new skills that would benefit the position and operational objectives;
- Takes ownership of own professional development;
- Learns from and seeks others' ideas and perspectives;
- Acts as a mentor and/or encourages other employees to improve and develop individual skills;
- Seeks feedback on performance;

- Considers, evaluates, and incorporates others' suggestions about their own performance;
- Continuously looks for new or nontraditional ideas to improve personal, department and university operational effectiveness.

## **25. Displays Vision**

### **Questions to Ask**

- Describe what steps/methods you have used to define/identify a vision for your unit/position.
- In your current or former position, what were your short and long-term goals? How long ago did you set them? Who else was involved in setting them? Which ones were achieved?
- How do you see your job relating to the overall goals of your present/previous organization?
- Tell me about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs.

### **Indicators of Competency**

- Thinks and considers possible future change;
- Helps provide a clear customer-focused sense of direction for the department and co-workers to support the university's vision;
- Develops and/or explains strategic action plans for practical use;
- Inspires and energizes others to commit to vision;
- Develops and refines vision to reflect constant and accelerating change impacting DSU.

## **26. Leadership/Initiative**

### **Questions to Ask**

- What are 3 effective leadership qualities you think are important. How have you demonstrated these qualities in your past/current position?
- Describe a situation in which you were able to use persuasion to successfully convince someone to approach things your way. What level was the person you had to persuade?
- What risks did you take in your present/previous job? Tell me about it.
- Tell me about your efforts to "sell" a new idea to your supervisor.
- Describe a leadership situation that you would handle differently if you had it to do over again.
- What one experience proved to you that you would be a capable manager?
- What have you done to develop the skills of your staff?
- Tell me about a time when you were able to provide a co-worker with recognition for the work they performed. What did you do?
- Tell me about a time when you reached out for additional responsibility.
- What have you done in your present/previous job that goes beyond what was required?



**Indicators of Competency**

- Views him/herself as part of the DSU “team”, not above it;
- Is flexible and easy to approach;
- Builds positive working relationships with all staff;
- Provides recognition;
- Develops staff;
- Has personal credibility and high integrity;
- Utilizes internal organizational resources effectively;
- Anticipates and plans for future developments;
- Tackles difficult problems and decisions, when appropriate;
- Handles pressure and stress appropriately.

## Additional Factors for Academic & Administrative Supervision Positions

### Permissible Questions/Inquiries

---

#### **27. Coaches/Counsels/Evaluates Staff**

##### **Questions to Ask**

- Give me 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?
- Tell me about a specific time when you had to handle a tough morale problem.
- Tell me about a time when you had to take disciplinary action with someone you supervised.
- Tell me about a time when you had to tell a staff member that you were dissatisfied with his or her work.
- Tell me about a time when you had to handle a highly emotional employee.
- Discuss a work situation in which you felt you successfully directed the work of others.
- Tell me about a time when your department was going through long-term changes or working on a long-term project. What did you do to keep your staff focused?

##### **Indicators of Competency**

- Employs a leadership style based on assessing the needs of individuals;
- Addresses individual needs through coaching and teaching to improve learning and enhance performance;
- Provides productive feedback to employees, co-workers and senior management in a timely, direct and supportive manner;
- Coaches others on how to anticipate, define and solve problems;
- Openly shares information and resources;
- Evaluates performance regularly, accurately and fairly;
- Monitors staff work and follows-up appropriately;
- Deals with performance problems directly, fairly, and in a timely manner, providing current, complete and practical positive or corrective feedback.

#### **28. Identifies Areas and Supports Employee Development Opportunities**

##### **Questions to Ask**

- What have you done to develop the skills of your staff? How many of your employees have received training (any form) during the past year?
- What were the specific topic areas? Did they ask for the training or did you suggest it to them?
- Tell me 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? How long was the time frame from start to finish? What was the outcome?

##### **Indicators of Competency**

- Provides information, tools, resources, and opportunities to help others improve their abilities;
- Helps employees identify areas for development;

- Supports appropriate employee development opportunities;
- Gives people challenging assignments to develop their capabilities;
- Promotes systems and processes that encourage and reward the development of people at all levels of the organization.

## **29. Encourages Teamwork and Group Achievement**

### **Questions to Ask**

- Please tell me about your most successful attempt to encourage others to take action and get the job done. What led you to take these actions?
- Exactly how do you encourage others to take action or responsibility? What has the result of your efforts? Did anyone comment on your actions? Who? What was said? How often have you taken this type of action in the past six months?
- Tell me about a time when you needed to have co-workers working on a project who normally have different work styles/ideas. How did you pull them together?

### **Indicators of Competency**

- Creates a high performance work environment where others pull together to complete tasks;
- Encourages team members to discover the best ways to perform their jobs effectively;
- Actively promotes functional as well as cross-functional teams;
- Empowers teams to achieve goals by providing resources, training, responsibility and authority;
- Holds teams accountable for performance;
- Shares successes with team members;
- Monitors and evaluates team success and difficulty, and provides productive feedback.

## **30. Leads Change/Achieves Support of Objectives**

### **Questions to Ask**

- Tell me about a time when you were responsible for hiring and orientating a new employee. What did you do to help them adjust?
- Tell me about a time when your department was going through long-term changes or working on a long-term project. What did you do to keep your staff focused?
- Give me an example of a time when you helped a staff member accept change and make the necessary adjustments to move forward.

### **Indicators of Competency**

- Helps employees quickly and effectively understand and adjust to new roles, challenges and changes in the University environment and in their jobs;
- Stays up-to-date on key trends, and opportunities;
- Initiates change instead of reacting to external pressures for change;
- Makes sure technical/functional decisions are based on department priorities;
- Uses available resources (people, funds, time, material, support) and coordinates/manages these components, including those outside the institution.

### **31. Enables and Empowers Staff**

#### **Questions to Ask**

- Tell me about a time when you needed to delegate parts of a large assignment. How did you decide distribution? What problems occurred? What was the outcome?
- What specific information do/did you share with your staff, how often and why?
- Give me an example of how you empower staff to make independent decisions.
- Tell me about the expectations you create for staff. What are they? What factors do you consider in setting/communicating expectations?

#### **Indicators of Competency**

- Provides information and resources so staff can function independently;
- Enables staff to take appropriate risks;
- Encourages and promotes decision making and accountability at all levels;
- Organizes and structures work for others in a manner that encourages ownership and accountability.

### **32. Strives to Achieve a Supportive Environment for Diverse Staffing**

#### **Questions to Ask**

- Give me a specific example of how you have helped create an environment where differences are valued, encouraged and supported.
- Tell me about the specific talents and contributions of your team/staff and how you have utilized these qualities to increase the effectiveness of the unit.
- What have you done to support diversity in your unit?

#### **Indicators of Competency**

- Creates an environment where differences are valued, encouraged and supported;
- Actively supports individuals for key positions regardless of differences;
- Actively supports the development of others regardless of differences;
- Respects the talent and unique contributions of every individual, culture and ethnic group to increase effectiveness of the unit;
- Influences the culture in ways that value and support diversity.

### **Don't Be Fooled By The Following Phrases:**

- "I'm a people person."
- "I believe in keeping an open door policy."
- "I'm always the one that people seem to come to with their problems."
- "I'm a goal-oriented individual."
- "I'm not happy until the work is done."
- "I approach my work with a sense of urgency."
- "I'm not the type of person to let things fall through the cracks."
- "One of my strengths is project management."
- "You could call me a team player."
- "The term 'I' is not in my vocabulary."
- "Others have told me that I'm cool under pressure."
- "I don't get frustrated easily."

## Overview of Legal Issues

### Permissible and Non-Permissible Questions / Inquiries

Subject: **Relatives / Family / Marital Status**

**Unlawful Inquiries:**

Whether the applicant is married, divorced, separated, engaged, widowed, etc.

- “What is your marital status”?
- “What is the name of your relative/spouse/children”?
- “With whom do you reside”?
- “Do you live with your parents”?
- “How old are your children”?

**Permissible Inquiries:**

- “What are the names of relatives already employed by Delta State University”?

Other than that specific question, NONE.

Subject: **Residence**

**Unlawful Inquiries:**

- Names or relationship of persons with whom applicant resides.
- Whether applicant owns or rents a home.
- “Do you live in town”?

**Permissible Inquiries:**

Inquiries about address to the extent needed to facilitate contacting the applicant. (A post office box is a valid address.)

- “Will you have problems getting to work at 8:00a.m?”

Subject: **Pregnancy**

**Unlawful Inquiries:**

Any question relating to pregnancy and medical history concerning pregnancy.

- “Do you plan on having more children”?

**Permissible Inquiries:**

Inquiries to duration of stay on a job or anticipated absences that are made to males and females alike.

- “Do you foresee any long term absences in the future”?

Subject: **Physical Health**

**Unlawful Inquiries:**

Any general questions (“Do you have any handicaps”?) which would tend to divulge handicaps or health conditions which do not relate reasonably to fitness to perform the job.

- “What caused your handicap”?
- “Have you ever had any serious illnesses”?
- “Do you have any physical disabilities”?

**Permissible Inquiries:**

- Are you able to perform the essential functions of this job?

- Can you demonstrate how you would perform the following job-related functions? *The questions have to relate to the job.*

Subject: **Family**

**Unlawful Inquiries:**

Any question concerning spouse, or spouse's employment, salary, childcare, arrangements, or dependents.

- “How will your spouse feel about the amount of time you will be traveling if you get this job”?
- “What kind of childcare arrangements have you made”?

**Permissible Inquiries:**

Whether applicant can meet specified work schedules or has activities or commitments that may prevent him or her from meeting attendance requirements.

- “Can you work overtime”?
- “Is there any reason why you can't be on the job at 8:00 am”?

Subject: **Name**

**Unlawful Inquiries:**

Any inquiry about name that would divulge marital status, lineage, ancestry, national origin or descent.

- “If your name has been legally changed, what was your former name”?

**Permissible Inquiries:**

Whether an applicant has worked for the company or a competitor under any other name and if so, what name. Name under which applicant is known to references if different from present name. i.e.

- “What names are you known to the references you provided us”?

Subject: **Sex**

**Unlawful Inquiries:**

Any inquiry.

**Permissible Inquiries:**

None

Subject: **Age**

**Unlawful Inquiries:**

Any question that tends to identify applicants age 40 or older.

**Permissible Inquiries:**

- “Are you 18 years of age”? (*minimum age to hire at DSU*)
- “If hired, can you furnish proof of age”?

Subject: **Education**

**Unlawful Inquiries:**

Any question asking specifically the nationality, racial or religious affiliation of a school.

**Permissible Inquiries:**

All questions related to academic, vocational or professional education of an applicant, including the names of the schools attended, degrees/diplomas received, dates of graduation and courses of study.

Subject: **Citizenship**

**Unlawful Inquiries:**

Whether an applicant is a citizen. Requiring a birth certificate, naturalization or baptismal certificate. Any inquiry into citizenship would tend to divulge applicant's lineage, descent, etc.

- “Are you a citizen of the US”?
- “Are your parents or spouse citizens of the US”?
- “On what dates did you, your parents or your spouse acquire US Citizenship”?
- “Are you, your parents or your spouse naturalized or native-born US citizens”?

**Permissible Inquiries:**

Whether applicant is prevented from lawfully employed in this country because of visa or immigration requirements. Whether applicant can provide proof of citizenship (passport), visa, and alien registration number after hiring.

- “If you are not a US citizen, do you have the legal right to remain permanently in the US”?
- “What is your visa status (if no to the previous question.)”?
- “Are you able to provide proof of employment eligibility upon hire”?

Subject: **National Origin/Ancestry**

**Unlawful Inquiries:**

Everything.

- “What is your nationality”?
- “How did you acquire the ability to speak, read or write a foreign language”?
- “How did you acquire familiarity with a foreign country”?
- “What language is spoken in your home”?

**Permissible Inquiries:**

- “What languages do you speak, read or write fluently”? (If based on a job requirement).

Subject: **Race or Color**

**Unlawful Inquiries:**

Any question that directly OR INDIRECTLY relates to a race or color.

**Permissible Inquiries:**

None

Subject: **Religion**

**Unlawful Inquiries:**

Any question that directly or INDIRECTLY relates to a religion.

- “What religious holidays to you observe”?
- “What is your religious affiliation”?

**Permissible Inquiries:**

None except “Can you work on Saturday or Sunday”, and that’s *only if it relevant to the job*.



Subject: **Organizations**

**Unlawful Inquiries:**

- “To what organizations, clubs, societies and lodges do you belong”?

**Permissible Inquiries:**

- “To what **PROFESSIONAL** organizations do you belong”?

(Exclude names that indicate the race, religious creed, color, national origin or ancestry of its members. These inquiries must only relate to the applicants professional qualifications).

Subject: **Military**

**Unlawful Inquiries:**

Any question regarding the type or condition of military discharge. Applicant's experience in other than US armed forces. A request for discharge papers.

**Permissible Inquiries:**

Inquiries concerning education, training or work experience in the armed forces of the United States. (Note: veterans are viewed by EEOC as a protected class).

Subject: **Height & Weight**

**Unlawful Inquiries:**

Any inquiries not based on actual job requirements.

**Permissible Inquiries:**

Inquiries about the ability to perform a certain job.

Subject: **Arrests & Convictions**

**Unlawful Inquiries:**

All inquiries relating to arrests.

- “Have you ever been arrested”? (Note: Arrests are **not** the same as convictions. Remember - an innocent person can be arrested).

**Permissible Inquiries:**

- “Have you ever been **convicted** of any crime? If so, when/where/disposition of case”?
- “Have you ever been convicted under criminal law within the past five years (excluding minor traffic violations)”?

It is permissible to inquire about convictions for acts of dishonesty or breach of trust. ***Must relate to fitness to perform the job.***

## Sample Interview Questions

Good interview questions can help you learn how well the candidate's previous experience and qualifications meet the requirements of the job. Some sample interview questions are:

1. Tell us a little more about your professional experiences, particularly those not mentioned on your resume.
2. Why are you interested in leaving your current assignment and why do you feel that this assignment would be better for you?
3. Do you feel this position is a promotion, a lateral move, a broadening of your professional experience, or just a change? Why do you think so?
4. How does this position fit into your overall career goals?
5. Describe the duties of your current job.
6. What is your favorite part of your current job and why is it your favorite part?
7. What are the three college courses that best prepared you for your current job?
8. What qualities or experiences make you the best candidate for this position?
9. Describe two or three major trends in your profession today.
10. On the basis of the information you have received so far, what do you see as the major challenges of this position and how would you meet them?
11. Describe a situation in which you did "all the right things" and were still unsuccessful. What did you learn from the experience?
12. Discuss the committees on which you have served and the impact of those committees on the organization where you currently work.
13. Why did you choose this profession/field?
14. What new skills have you learned over the past year?
15. Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?
16. Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?
17. Describe the best boss and the worst boss you have ever had.
18. Describe your ideal job.
19. What would your coworkers or your supervisor say about you?
20. Can you describe how you go about solving problems? Please give us some examples.
21. What is the biggest conflict you have ever been involved in at work? How did you handle that situation?
22. What new programs or services would you start if offered the position?
23. Please share with us your philosophy about customer service in an academic environment and give us some examples of service that would illustrate your views.
24. Tell us how you would learn your new job in the absence of a formal training program.
25. How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?
26. Think about a coworker from the present or past whom you admire? Why?

27. What are the characteristics that you prize most in an employee? What behaviors or characteristics do you find intolerable?
28. Can you share with us your ideas about professional development?
29. Describe some basic steps that you would take in implementing a new program.
30. What are one or two of your proudest professional accomplishments?
31. Do you have any knowledge of the unique role of a land grant university?
32. How do you feel about diversity in the workplace? Give us some examples of your efforts to promote diversity.
33. Tell us how you go about organizing your work. Also, describe any experience you have had with computers or other tools as they related to organization.
34. Please tell us what you think are the most important elements of a good \_\_\_\_\_.  
[service, activity, product, class, etc.]
35. What professional associations do you belong to and how involved in them are you?
36. Tell us about your preferred work environment.
37. What experiences or skills will help you manage projects?
38. Tell us how you would use technology in your day-to-day job.
39. In what professional development activities have you been involved over the past few years?
40. What volunteer or social activities have helped you develop professional skills?
41. What things have you done on your own initiative to help you prepare for your next job?
42. Do you have any concerns that would make you have reservations about accepting this position if it is offered to you?
43. What do you think most uniquely qualifies you for this position?
44. Do you have any additional information that you would like to share?
45. Do you have any questions for us?

## Interview Questions to Avoid Summary

<b>Inquiry Area</b>	<b>Illegal Inquiries</b>	<b>Legal Inquiries</b>
National origin/citizenship	Are you a U.S. citizen? Where were you/ your parents born? What is your “Native tongue?”	Are you authorized to work in the United States? What languages do you read, speak, or write? (This question is okay as long as it is relevant to the performance of the job.)
Marital status/ name changes/ spouse/ children	What is your marital status? Do you plan to have a family? How many kids do you have? What are your child care arrangements?  Any questions relating to these issues may be construed as discriminatory, especially against women—none are job- related.	Would you be willing to relocate? Travel? Have you worked under a different name?
Affiliations	What clubs or social organizations do you belong to? What are your political and religious beliefs?  This could reveal protected class information that is irrelevant.	List any professional or trade groups or other organizations that you belong to that you consider relevant to your ability to perform this job.
Disabilities	Do you have any disabilities? Any question on general medical condition.	Are you able to perform all of the duties outlined in the job description?
Military	Were you honorably discharged from the military?	In what branch of the Armed Forces did you serve? What type of training or education did you receive in the
Race or Color	Complexion, color of skin, or other questions directly or indirectly indicating race or color.	N/A
Sex	Any question related to sexual orientation if it is not based on a bona fide occupational qualification.	N/A
Age		N/A



Human Resources Management  
Professional and Administrative Exempt  
RECRUITMENT AND HIRING GUIDE

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ Interviewer: \_\_\_\_\_

**Rating Scale:**

- 1 Less than Acceptable:** The candidate demonstrated less than enough effective competencies on this criterion.
- 2 Acceptable:** The candidate demonstrated effective competencies on this criterion.
- 3 More than Acceptable:** The candidate demonstrated more than enough effective competencies on this criterion.

**Competency: Job Effectiveness**

**Rating**

**1. Problem Solving/Judgment**

**1      2      3**

- Describe an instance when you had to think quickly to free yourself from a difficult situation.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- How do you go about solving problems at work?
- Tell me about a specific time when you eliminated or avoided a potential problem before it happened.
- What types of problems do you most enjoy tackling? Give me some examples of such problems you faced. What did you enjoy about them?

**2. Makes Effective Decisions**

**1      2      3**

- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- Tell me about a time when you had to make an unpopular decision.
- Discuss an important decision you have made regarding work. What factors influenced your decision?
- What's the most difficult decision that you've made in the last year? What made it difficult?
- What decisions are the most difficult or easiest for you to make? Why?
- What's the best decision that you've made?

**Indicators of Competency:** \_\_\_\_\_

---

---

---

---

**Competency: Making People Matter****Rating****3. Builds Trust****1      2      3**

- Think of a situation where you distrusted a co-worker/supervisor, resulting in tension between you. What steps did you take to improve the relationship?
- If you can, tell me about a time when your trustworthiness was challenged. How did you react/respond?
- Give me examples of how you have acted with integrity (“walked the talk”) in your job/work relationship.
- Tell me about a time when you had to give feedback to an employee who displayed a lack of professionalism in their work relationships. What did you say? What was the outcome?

**4. Resolves Conflicts Constructively****1      2      3**

- Give me an example of a time when you were able to successfully communicate with another person even when you felt the individual did not value your perspective.
- Tell me about a time when you and your previous supervisor disagreed but you still found a way to get your point across.
- Describe a time when you facilitated a creative solution to a problem between co-workers.

**Indicators of Competency:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Competency: Organizational Success****Rating****5. Displays Vision****1      2      3**

- Describe what steps/methods you have used to define/identify a vision for your department.
- In your current or former position, what were your short and long-term goals? How long ago did you set them? Who else was involved in setting them? Which ones were achieved?
- How do you see your job relating to the overall goals of your present/previous organization?

**6. Customer Orientation****1      2      3**

- Give me a specific example of a time when you had to address an angry “customer” (student, staff, faculty, etc...). What was the problem and what was the outcome?
- Give me an example of when you initiated a change in process or operations in response to faculty, staff, or student (“customer”) feedback.
- Tell me about an initiative or information dissemination you developed. How did it meet the “customer’s” need(s)?

**Indicators of Competency:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SCORING****WEIGHT****RATING****SCORE**

1. Problem Solving/Judgment	.15	_____	_____
2. Makes Effective Decisions	.10	_____	_____
3. Builds Trust	.10	_____	_____
4. Resolves Conflicts Constructively	.10	_____	_____
5. Displays Vision	.15	_____	_____
6. Customer Orientation	.20	_____	_____
	1.00	<b>TOTAL SCORE</b>	_____



Human Resource Department  
Reference Checking Form

Candidate's Name \_\_\_\_\_

Reference's Name \_\_\_\_\_ Title \_\_\_\_\_

Organization/University \_\_\_\_\_

Dates of Candidate's Employment: From: \_\_\_\_\_ To: \_\_\_\_\_

Position(s) Held \_\_\_\_\_ Salary History \_\_\_\_\_

As a reference, you are a valuable source of information regarding various working conditions observed during your period of employment with the candidate. We hope you will be candid with your answers to the questions so we may learn from your experience. Verify that the applicant has provided permission before conducting the reference check.

1. What was (is) the nature of the candidate's work with your institution – specific duties and responsibilities? \_\_\_\_\_

2. How would you describe the applicant's relationships and attitude with coworkers, subordinates (if applicable), and with superiors? \_\_\_\_\_

3. Do you consider the candidate to be reliable in performing assigned tasks? Yes\_\_\_ No\_\_\_ . How would you describe the quantity and quality of output generated by the candidate? \_\_\_\_\_

4. What were (are) the candidate's strengths and/or weaknesses on the job? \_\_\_\_\_

5. Why did (is) the candidate leave (leaving) your institution (organization)? \_\_\_\_\_

6. What is your overall assessment of the candidate? Would you recommend him/her for this position? Why or why not? \_\_\_\_\_

7. Would this individual be eligible for rehire? Why or why not? \_\_\_\_\_

8. Is there anything else *job-related* you would like to tell me about the candidate? \_\_\_\_\_

The information you provided will be useful in our continuing efforts to make Delta State University a better place to work. We thank you for your candid answers to our questions and for taking time to assist us.





## Recruitment and Hiring Guide Documentation Checklist

Position Title: \_\_\_\_\_ Department: \_\_\_\_\_

The following documents are required to be compiled to document the search and selection process. Please forward the following documents to the Human Resources Department within two (2) weeks of the closing of the search. The hiring department should forward a copy of all selection documentation to Human Resources. Contact the Human Resources Department with any questions.

### Checklist

- Employment Action Form (EAF) \_\_\_\_\_
- Copy of Job Description \_\_\_\_\_
- Original curriculum vitas, resumes, and application forms of ALL candidates \_\_\_\_\_
- Copy of offer letter \_\_\_\_\_
- Search Committee notes and/or records \_\_\_\_\_
- Matrix or other evaluation tool(s) for evaluation of candidates \_\_\_\_\_  
(includes documents that reflect the evaluation process, including scoring mechanisms and ranking formulas)
- Records pertaining to reference checks and any rankings which compare candidates' recommendation or reference information \_\_\_\_\_
- Any letters of recommendation or reference \_\_\_\_\_
- Search Committee recommendation(s) to hiring authority \_\_\_\_\_
- Members of Search Committee (include ethnicity and sex of each member) \_\_\_\_\_
- Acceptance or declination letters \_\_\_\_\_
- Copy of advertisement submitted to HR – including specific publications, journals, newspapers, and web postings approved by the hiring authority \_\_\_\_\_

\_\_\_\_\_  
Hiring Authority / Supervisor's Signature

\_\_\_\_\_  
Date

### **Guidelines for Reimbursing Relocation Costs for New Employee**

Delta State University is authorized to reimburse relocation costs for a new contractual employee using any source of funds that is not otherwise restricted for this purpose. Reimbursement of relocation costs for non-contract employees is not currently allowed. The relocation costs for contract employees must be included as an attachment to the first year contract. The new employee cannot incur financial obligations on behalf of the university but may be personally reimbursed upon presentation of a receipt(s) for costs incurred under the following guidelines.

Moving expense reimbursement requires prior approval by the respective Vice President and the Human Resources Director. There will be no reimbursement in a situation of failure to secure these approvals.

In order for a new employee to be reimbursed for moving expenses, the following steps must be completed:

- The employee must obtain at least two written quotes from professional movers from which the lowest is chosen
- The department sends the quotes to the Office of Human Resources for review and/or approval
- Once Human Resources approves, the department will contact the employee and advise them that DSU will reimburse the amount of the lowest quote equivalent to one half of one month's salary not to exceed \$2,500.

Once the candidate has moved, he/she must provide the following documentation for reimbursement:

- Final invoice and proof of payment to moving company or rental truck company. This may be in the form of a credit card slip, printed receipt from moving company or a clear notation on the invoice that it was "paid in full".

The following moving expenses are not reimbursed by the Office of Human Resources:

- Meals and lodging expenses incurred during the move
- Transportation costs for employee and family (mileage)
- Expenses incurred for transportation of vehicles
- Moving costs for items other than household goods
- Temporary living expenses
- Car rental costs

## **SAMPLE NON SELECTION LETTER**

[Date]

Dear :

We appreciate your interest and your time in interviewing for the [Job Title] position at Delta State University. After careful consideration, however, we have selected another candidate for this position whose background and experience more closely match our needs at this time.

If you wish to pursue other employment opportunities at Delta State University, please visit the Human Resources website at <https://deltastate.peopleadmin.com/> for a list of current vacancies. We would welcome your applying for any future openings that may occur in this area.

Sincerely,

[Hiring Supervisor]  
Director



## Search Committee Code of Ethics

Position: \_\_\_\_\_

All search committees will have a member of Human Resources staff or a Human Resource trained individual in the expectations as outlined in the search committee document.

As members of this search committee, we accept our responsibility to protect the integrity of every candidate. Accordingly, each of us pledges to adhere to these principles:

- I acknowledge that only the Chairperson is authorized to speak to the media on behalf of the institution.
- I certify that I am personally not a candidate for the position.
- I subscribe to the principle that any appearance of real or potential conflict of interest in the relationship between me and a candidate should be avoided and that its occurrence will be disclosed promptly to the committee.

I will follow the principles below for the management of information about the work of the committee. This work includes what is developed and received about candidates and their employing institutions. I understand this effort is necessary to attract excellent candidates, to avoid putting their current positions in jeopardy, and to maintain my institution's professional image. Specifically, I will adhere to the following code of responsibility, accuracy, and integrity:

- I pledge to respect the absolute confidentiality of all candidates. I will not reveal the name of or any information about any candidates before or after the committee completes its work.
- I will adhere to the highest standards of ethical and professional conduct.
- I will be fair, accurate, honest, responsible, and decent in my management of information.
- I will avoid practices that would conflict with my ability to be fair and unbiased.
- I will guard against inaccuracies, carelessness, bias, and distortion made through either emphasis or omission of information.
- I will not permit personal interests to distort or misrepresent the facts.
- I will give reports on candidates to the Chair of the Search Committee for determining their accuracy before the Chair shares the information with others.
- I understand that no code of ethics can prejudge every situation.
- I will use common sense and good judgment in applying ethical principles to search work.
- I consider the content and intent of this statement to be a matter of personal responsibility.

\_\_\_\_\_  
Search Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, Search Committee

\_\_\_\_\_  
Date

## Quick Reference to the Interview Process

### **FACULTY**

#### **Tips for Conducting the Interview**

##### **Before the Interview**

- Book an appropriate location
- Review the job description
- Draft and agree upon the interview questions to be asked
- Review the applicant's resume, references, and other materials
- Agree on a format for the interview
- Ensure that you know and can identify the indicators of the applicant's ability to perform the job.

##### **During the Interview**

- Introduce committee members
- Describe the format of the interview
- Ask open-ended information, situational, and behavioral questions
- Let the applicant do most of the talking
- Keep the interview on track
- Observe nonverbal behavior
- Take notes
- Leave time for the applicant to ask questions
- Ask if you can check references and pursue references not listed on the resume
- Describe the remainder of the search process and the time it will take
- Thank applicant for his or her time.

##### **After the Interview**

- Give the candidate a brief overview or written synopsis of DSU Employee Benefits
- Answer any questions related to salary
- Evaluate the candidate
- Document the Interview

##### **Interview Preparation Checklist**

- Send Welcome Package to interviewee

## **FACULTY**

### **Tips for Conducting the Interview**

#### **Interview Preparation Checklist (continued)**

- Confirm travel and lodging arrangements
- Arrange transportation from airport or other location
- Arrange tour of local community (if appropriate)
- Arrange campus tour
- Arrange meeting with hiring authority
- Arrange meeting with chief executive, provost, vice president as appropriate
- Arrange meeting with any appropriate standing committee or group
- Arrange meeting with HR representative to discuss benefits
- Arrange interview by search committee
- Schedule candidate's presentation
- Schedule meals and breaks as appropriate

#### **Sample Interview Questions for Faculty**

- Describe your teaching style.
- Describe your teaching philosophy.
- What technology applications have you utilized in the classroom.
- How do you engage students, particularly in a course for non-majors?
- Share your ideas about professional development.
- In your opinion, how should the workload of a faculty member be split and into what areas?
- What changes have you brought to the teaching of \_\_\_\_\_?
- How would you go about being an advocate and resource for the use of technology in the teaching and learning process?
- What courses have you created or proposed in the past five years?
- What do you think are the most important attributes of a good instructor?
- Where would this position fit into your career development goals?
- How do you define good teaching?
- What do you think are your greatest strengths as an instructor? In which areas do you feel you can use some further development?
- How do you feel your teaching style can serve our student population?
- In what professional development activities have you been involved over the past few years?
- What pedagogical changes do you see on the horizon in your discipline?
- How would your background and experiences strengthen this academic department?
- How do you adjust your style to the less-motivated or under-prepared student?
- Have you involved your students in your research?
- What are your current research interests?
- What books and articles have you read recently?

## **SUPPORT STAFF**

### **Tips for Conducting the Interview**

#### **Before the Interview**

- Book an appropriate location
- Review the job description
- Draft and agree upon the interview questions to be asked
- Review the applicant's application
- Agree on a format for the interview
- Ensure that you know and can identify the indicators of the applicant's ability to perform the job.

#### **During the Interview**

- Introduce committee members
- Describe the format of the interview
- Ask open-ended information, situational, and behavioral questions
- Let the applicant do most of the talking
- Keep the interview on track
- Observe nonverbal behavior
- Take notes
- Leave time for the candidate to ask questions
- Ask if you can check references and pursue references not listed on the application
- Describe the remainder of the search process and the time it will take
- Thank candidate for his or her time

#### **After the Interview**

- Give the candidate a brief overview or written synopsis of DSU Employee Benefits
- Answer any questions related to salary
- Evaluate the candidate
- Document the Interview

#### **Conducting the Background Check**

When hiring, it is important to request and obtain records that help determine the accuracy of the application and assist in making the employment decision. The information obtained through reference checking is confidential and should be used for business purposes only.

#### **Background Check Checklist**

- Ask if there is anyone you should not contact and why you should not contact that person.
- Ensure that all references are individuals who have worked with the applicant in a professional capacity and are not relatives or friends of the candidate.

## **SUPPORT STAFF**

### **Tips for Conducting the Interview**

#### **Background Check Checklist (continued..)**

- Ensure that at least one reference is a former or current supervisor of the applicant.
- Ask the applicant if he or she is professionally acquainted with any of your school's employees.
- Ask the applicant if he or she worked under any name other than the one given you.
- Verify dates of employment, titles, and periods of time in each position.
- Verify salary (if applicable). Verify education and licenses.
- Identify strengths and weaknesses.
- Ask for copies of past performance evaluations.
- Ask references how well the applicant works with others.
- Obtain opinions about how the candidate would perform in your position.
- Ask about the applicant's work ethic.
- Ask whether the applicant was the subject of any disciplinary action.
- Ask the candidate's former supervisor if the applicant is eligible for rehire.
- Ask why the applicant left the position in question.
- Compare the information you receive with the information on the application.
- Document all reference-checking activities.



# **EXECUTIVE, ADMINISTRATIVE, MANAGERIAL, AND OTHER**

## **PROFESSIONAL**

### **Tips for Conducting the Interview**

#### **Before the Interview**

- Book an appropriate location
- Review the job description
- Draft and agree upon the interview questions to be asked
- Review the applicant's resume, references, and other materials
- Agree on a format for the interview
- Ensure that you know and can identify the indicators of the applicant's ability to perform the job.

#### **During the Interview**

- Introduce committee members
- Describe the format of the interview
- Ask open-ended information, situational, and behavioral questions
- Let the applicant do most of the talking
- Keep the interview on track
- Observe nonverbal behavior
- Take notes
- Leave time for the applicant to ask questions
- Ask if you can check references and pursue references not listed on the resume
- Describe the remainder of the search process and the time it will take
- Thank applicant for his or her time

#### **After the Interview**

- Give the candidate a brief overview or written synopsis of DSU Employee Benefits
- Answer any questions related to salary
- Evaluate the candidate
- Document the Interview

#### **Interview Preparation Checklist**

- Send Welcome Package to interviewee
- Confirm travel and lodging arrangements
- Arrange transportation from airport or other location
- Arrange tour of local community (if appropriate)
- Arrange campus tour
- Arrange meeting with hiring authority
- Arrange meeting with chief executive, provost, vice president as appropriate
- Arrange meeting with any appropriate standing committee or group

## **EXECUTIVE, ADMINISTRATIVE, MANAGERIAL, AND OTHER PROFESSIONAL**

### **Tips for Conducting the Interview**

#### **Interview Preparation Checklist (continued..)**

- Arrange meeting with Office of Diversity and Equity Programs representative
- Arrange meeting with HR representative to discuss benefits
- Arrange interview by search committee
- Schedule candidate's presentation
- Schedule meals and breaks as appropriate

#### **Sample Interview Questions**

Good interview questions can help you learn how well the candidate's previous experience and qualifications meet the requirements of the job. Some sample interview questions are:

- Tell us a little more about your professional experiences, particularly those not mentioned on your resume.
- Why are you interested in leaving your current assignment and why do you feel that this assignment would be better for you?
- Do you feel this position is a promotion, a lateral move, a broadening of your professional experience, or just a change? Why do you think so?
- How does this position fit into your overall career goals?
- Describe the duties of your current job.
- What is your favorite part of your current job and why is it your favorite part?
- What are the three college courses that best prepared you for your current job?
- What qualities or experiences make you the best candidate for this position?
- Describe two or three major trends in your profession today.
- On the basis of the information you have received so far, what do you see as the major challenges of this position and how would you meet them?
- Describe a situation in which you did "all the right things" and were still unsuccessful. What did you learn from the experience?
- Discuss the committees on which you have served and the impact of those committees on the organization where you currently work.
- Why did you choose this profession/field?
- What new skills have you learned over the past year?

**EXECUTIVE, ADMINISTRATIVE, MANAGERIAL, AND OTHER**  
**PROFESSIONAL**

**Tips for Conducting the Interview**

- Think about an instance when you were given an assignment that you thought you would not be able to complete. How did you accomplish the assignment?
- Have you ever had a great idea but been told that you could not implement it? How did you react? What did you do?
- Describe the best boss and the worst boss you have ever had.
- Describe your ideal job.
- What would your coworkers or your supervisor say about you?
- Can you describe how you go about solving problems? Please give us some examples.
- What is the biggest conflict you have ever been involved in at work? How did you handle that situation?
- What new programs or services would you start if offered the position?
- Please share with us your philosophy about customer service in an academic environment and give us some examples of service that would illustrate your views.
- Tell us how you would learn your new job in the absence of a formal training program.
- How would you characterize your level of computer literacy? What are some of the programs and applications with which you are familiar?
- Think about a coworker from the present or past whom you admire? Why?
- What are the characteristics that you prize most in an employee? What behaviors or characteristics do you find intolerable?
- Can you share with us your ideas about professional development?
- Describe some basic steps that you would take in implementing a new program.
- What are one or two of your proudest professional accomplishments?
- Do you have any knowledge of the unique role of a land grant university?
- How do you feel about diversity in the workplace? Give us some examples of your efforts to promote diversity.
- Tell us how you go about organizing your work. Also, describe any experience you have had with computers or other tools as they related to organization.
- Please tell us what you think are the most important elements of a good \_\_\_\_\_.  
[service, activity, product, class, etc.]
- What professional associations do you belong to and how involved in them are you?

**EXECUTIVE, ADMINISTRATIVE, MANAGERIAL, AND OTHER**  
**PROFESSIONAL**

**Tips for Conducting the Interview**

- Tell us about your preferred work environment.
- What experiences or skills will help you manage projects?
- Tell us how you would use technology in your day-to-day job.
- In what professional development activities have you been involved over the past few years?
- What volunteer or social activities have helped you develop professional skills?
- What things have you done on your own initiative to help you prepare for your next job?
- Do you have any concerns that would make you have reservations about accepting this position if it is offered to you?
- What do you think most uniquely qualifies you for this position?
- Do you have any additional information that you would like to share?
- Do you have any questions for us?

## **Tips on Telephone Interviews**

### **Planning and Arranging the Interview**

- Schedule a call of no more than 30 minutes with interviewee and interviewers.
- Review interviewee's application materials.
- Prepare questions.
- Determine the order in which the interviewers will ask questions.
- Test speaker-phone and teleconferencing equipment and procedures.

### **Conducting the Interview**

- Introduce the individuals participating in the interview and describe how the interview will be conducted.
- Ask questions pertaining to the resume (for example, questions about gaps in employment, special training, or a change of professions).
- Ask why the person is interested in leaving his or her current position.
- Ask one or two technical questions about the job.
- Ask one or two questions that will help you determine the interviewee's "fit" to your campus (for example, "What is your philosophy of \_\_\_\_\_?").
- Ask follow-up questions as appropriate.
- Ask the interviewee if he or she has any questions.
- Explain to the interviewee the next step in the selection process.
- Thank candidate for his or her time.

### **Conducting the Reference Check**

When hiring, it is important to request and obtain records that help determine the accuracy of the application and assist in making the employment decision. The information obtained through reference checking is confidential and should be used for business purposes only.



---

## Sample Telephone Reference Questions

---

**Step 1:** Identify your name, department or unit from Delta State University, reason for calling, and the position for which the applicant is applying for.

**Step 2:** Complete the table below and ask the appropriate questions related to the job.

**Step 3:** Sign the form and indicate the date the telephone reference was completed.

Applicant Name:			
Position Applying For:			
Person Called:			
Person's Position:			
Company:			
Phone Number:			
Dates of Employment at Previous Job:	To:		From:

1. In what capacity do you know (candidate's name)?
2. Were you his/her immediate supervisor? (If no) What is your professional relationship to this individual?

What was the nature of his/her job?

3. How would you describe his/her performance in this position?
4. What are his/her strong and weak points?

5. How would you describe the quality and quantity of \_\_\_\_\_'s work?
6. Can you comment on:
- a. Attendance:
  - b. Dependability:
  - c. Ability to take responsibility:
  - d. Ability to take instruction:
  - e. Abuse of sick or vacation time:
7. Why did he/she leave the position? Would you re-employ? Why or Why not?
8. Is there anything else you would like to comment on regarding (applicant's) employment or job performance?

---

Signature

---

Date



# Types of Employment

---

## Administrative Transfer

The transfer of an employee may be made administratively from one position to another position within a unit when it is considered to be in the best interest of the University, or for better utilization of the employee's skills and abilities.

Required Forms:

1. Letter of Justification - required for all requests to include background and justification for the request. **(Must include signature lines for the appropriate channels up to the final administrative authority and the Director of Human Resources.)**
2. Job Description
3. Resume





# Types of Employment

## Employment Requiring IHL Approval

The University adheres strictly to Board of Trustees, Institutions of Higher Learning (IHL), State of Mississippi, [Policies and Bylaws policy 401.0102](#), which requires Board approval of University appointments to specified positions.

IHL Board Policy 401.0102 states:

### ***DELEGATION OF AUTHORITY***

*Acting under appropriate statutory authority, the Board of Trustees hereby empowers the Commissioner and the Institutional Executive Officers of the several institutions to make all appointments and promotions of faculty and staff except as otherwise noted below:*

- a. Board approval shall be required for creation, appointment, elimination, or significant modification of the position of Vice Chancellor, Provost, Vice President, Dean, or Associate/Assistant Provost, Vice President or Vice Chancellor who supervises Deans.*
- b. Board approval shall be required for the award of tenure, the final, involuntary separation of an employee to be effective during the term of an employment contract, and where applicable creation, elimination, or modification of categories of appointments as approved by the Board.*
- c. Acceptance of the resignation of an employee with a written contract on behalf of the Board may be made by the Commissioner for the System Office and the Institutional Executive Officers of the several institutions.*
- d. In accordance with Miss. Code. Ann., § 37-101-7, as amended, the Board delegates to the Commissioner the authority to approve the quarterly reports of employment from the several institutions.*

The effective appointment date associated with an offer of employment for any position covered by this policy must be after the date of Board approval, and is contingent upon such approval.

No public announcement of hiring decisions requiring Board approval may be made in advance of Board action.

Required paperwork for Board consideration of approval includes:

- Employment Action Form (EAF)
- Letter of Waiver Justification, if applicable
- Letter of offer endorsed by the responsible administrative channels



# Types of Employment

## International Employment

The International Employment information is designed to serve DSU departments in providing additional resources for work authorization, in compliance with federal laws and regulations, specifically for H1B and Permanent Residency.

### H1B Information

#### **General Information**

- An H-1B visa allows an employer to temporarily employ a foreign worker in the U.S. on a non-immigrant basis in a specialty occupation. A specialty occupation requires the theoretical and practical application of a body of specialized knowledge and a bachelor's degree or the equivalent in the specific specialty sciences, medicine and health care, education, biotechnology, and business specialties, etc.
- To hire a foreign worker on an H-1B visa, the position must be a professional position that requires, at a minimum, a bachelor's degree in the field of specialization. The occupation for which the H-1B classification is sought must also normally require a bachelor's degree as a minimum for entry into the occupation.
- Under current law, an alien may be in H-1B status for a maximum period of six years (may only apply for three years at one time). After that time an alien must remain outside the United States for one year before another H-1B petition can be approved.
- Therefore, it is advantageous to the beneficiary to submit an application for permanent residency prior to the fifth [5<sup>th</sup>] year of H-1B status. By doing so, the beneficiary is able to obtain an extension of H-1B status in one year increments until the final approval of the permanent residency application.

**Hiring Department Checklist** - The following are the forms to be submitted to the Department of Human Resources Management to process an H1B petition.

### H1B

1. Job Description
2. Letter of Offer
3. H1B Information Form

4. Attestation of Labor Condition Application
5. Visa History (**2 originals**)
6. Resume
7. Clear copy of unexpired passport to include biographical page, expiration date, and original visa stamp
8. Clear copy of I-94
9. Clear copy of transcripts
10. Clear copies of diplomas
11. Clear copies of other previous immigration documents (i.e. I-797 and/or I-20)
12. If the employee had an H1B at another employer and we are processing an H1B at DSU, pay stubs will be required for the last six months



## Types of Employment

### Permanent Residence Information

In order to begin the permanent residency case, the employer must conduct a recruitment procedure to determine if any qualified U. S. Citizens or Lawful Permanent Residents would be willing to accept the subject position at DSU for the salary offered. Once it is determined by the university and the employee to pursue PERM status, legal council will be obtained. Legal council will then prepare a letter of instruction which details the requirements for the PERM recruitment procedure.

In some instances, the employee would be able to submit a permanent residency case based upon a request for classification as an outstanding professor. The USCIS guidelines for the procedure are very strict, and not all employees are able to submit evidence to qualify for this classification. Legal council may review the employee's resume and material to determine the feasibility of submitting this petition to the USCIS for adjudication.

### SPECIAL NOTE REGARDING LABOR CERTIFICATION EXPENSES

Please note that on May 16, 2007, the U.S. Department of Labor issued a new final regulation regarding certain anti-fraud measures related to applications for alien labor certification. Those regulations require that effective July 16, 2007, all expenses related to the preparation and filing of an application for labor certification, including attorney fees, must be borne by the employer.

Additional attorney fees will be incurred at later stages in the overall immigration process, but these will be for legal services rendered in connection with a petition and an application filed before the U.S. Citizenship and Immigration Service. Therefore these additional fees will not be affected by the USDOL regulation referred to above and these fees may be paid by you.

Any other expenses incurred in the preparation of the application for labor certification, such as advertisement costs, or other recruitment costs, and specifically those incurred on or after July 16, 2007, will be required to be paid by the employer, not the employee. The USDOL regulation also prohibits re-couplement of expenses by the employer, from the employee.

The total attorney's fee for this process is \$8,000. The initial retainer is \$3000, and this fee must be paid by the employer. Also, this initial retainer is non-refundable.

The second portion of attorney's fee is \$2500. This fee will be due upon certification of the application for permanent employment by the U. S. Department of Labor. The balance of \$2500 will be due once we submit the I-485 applications and receive the I-797 filing fee receipts generated by the USCIS.

Please be advised that for each dependent family member [i.e. spouse and children] for whom we prepare an adjustment application, there will be an additional attorney's fee of \$500 per person. This fee will be due prior to the preparation of the I-485 application for signature by the applicant.

All expenses will be billed at the conclusion of the case. It is further agreed to and understood by the client that the stated amount for legal fees does not include additional out-of-pocket expenses. These expenses may include, but are not limited to, the following:

Advertisements; computerized research fee; long distance telephone calls; education evaluations; translations (in-house and outside companies); postage; certified/special handling mail; filing fee(s) [filing fees are set by the BCIS and are subject to change without notice]; messenger service; fax/telex; photocopies; mileage charges; out of town trip charges; travel expenses; bank charges (returned checks).



## **Delta State University Citizenship and Immigration Service Agreement**

**H1-B Status** (Maximum of 3 years)

Delta State University will pay 100% of the administrative and attorney fees for said employee.

**H1-B Extension** (Additional 3 years of non-immigrant status)

Delta State University will pay 100% of the administrative and attorney fees for said employee.

## Permanent Residency

The fee to apply for and obtain permanent residency is \$8,000.00. Delta State University will pay the initial \$3,000; however, the employee is responsible to pay the remaining \$5,000.00 in two installments of \$2,500.00 to Walker and Ungo.

I have read and agree to the payment terms listed above.

---

Applicant Printed Name
Date

---

Applicant Signature
Date

Human Resource Representative \_\_\_\_\_ Date \_\_\_\_\_



### **Attestation for Labor Condition Application**

I understand that a Labor Condition Application (LCA) must be filed with the U.S. Department of Labor prior to filing an H1-B petition. I certify that this department/unit will comply with the following requirements during the validity period of the H-1B petition:

- The H1-B employee will be paid the higher of either: (a) the wage/salary paid to the other DSU employees in the same occupation who have similar experience, qualifications, and responsibilities, or (b) the prevailing wage for the occupation as determined by the Mississippi Employment Security Commission.
- The employment of this H1-B non-immigrant will not adversely affect the working conditions of employees in similarly employed in the area of intended employment.
- The department of Human Resources Management will be notified immediately should the terms of the H1-B non-immigrant's employment change during the validity period of the petition.
- The reasonable cost of the H-1B non-immigrant's return trip home will be paid by the department/unit should his/her employment be terminated before the expiration of the petition's validity period.

---

Name of Faculty Sponsor

---

Signature of Faculty Sponsor

---

Date

---

Name of Department/Unit Head

---

Signature of Department/Unit Head

---

Date



## **Exceptions to Recruitment and Selection Procedures**

### **(Waiver Process)**

Delta State University, in accordance with federal and state law and IHL policies, is committed to providing equal opportunity in employment through nondiscriminatory open recruitment and hiring practices. Occasionally, such factors as financial constraints, program continuity, the unavailability of a reasonable number of qualified applicants, or the existence of highly specialized qualifications and requirements for a particular position, require making an exception to the University's normal employee recruitment and selection procedures.

#### **Waiver – Types of Exceptions:**

- **Business or Instructional Necessity** - Conducting a full recruitment effort would have a seriously negative impact on the operational effectiveness of a department/unit or would violate a formal contractual obligation of the University. The waiver request must specify the business necessity reasons and the qualifications of the recommended candidate.
- **Internal Recruitment Only** - Under certain circumstances, a department/unit may desire to limit a recruitment effort to qualified applicants within the University and/or hiring unit. Internal recruitment efforts will be open to all permanent DSU employees and layoff applicants exercising preferential re-hire rights. Positions restricted to internal recruitment shall follow the same recruitment, referral and selection process as an external recruitment effort.
- **Qualified, Diverse Applicant Pool** (from a previous posting) – A department/unit has recently conducted a full search that yielded a diverse applicant pool. A second opening in the same job title within a 60-day period would allow the department to make a selection from the original applicant pool. Human Resources will review the demographic profile of the interview pool from the prior search and the qualifications of the recommended candidate.
- **Diversity Opportunities** - A waiver to achieve diversity may be granted to a department /unit based upon its capacity to recruit qualified people of color and/or women candidates, where there is under-representation of people of color and/or women in the department/unit workforce profile.

#### **Required Forms:**

1. **Letter of Justification** to include circumstances necessitating the request, type of exception (from list above), including the title/rank/classification of the position, the identity of the candidate, and the candidate's race and gender (if applicable). Information detailing the length and terms of the appointment and how the candidate was identified should also be provided. **(Must include signature lines for the appropriate channels up to the final administrative authority, and Director of Human Resources.)**
2. **Job Description**, if appropriate



3. Application for employment or resume/curriculum vitae, if appropriate

Procedure:

- The request should be submitted through the appropriate channels up to the final administrative authority for approval and forwarded to HRM for review.
- HRM will make a recommendation and send back to the final administrative authority for approval.

## Posting Procedures and Hiring Checklists

Required hiring procedures and paperwork by type of hire

### **Regular Staff**

- Definitions
  1. Regular Full-time Staff -employees who are regularly scheduled to work full-time (100%) and whose positions are expected to be active for more than four and one-half months.
  2. Part-time Staff - Employees who are regularly scheduled to work less than full-time (less than 100%) and whose positions are expected to be active for more than four and one-half months.\*

\*Employees who are regularly scheduled to work one-half time or more (50% time or greater) and whose positions are expected to be active for more than four and one-half months are benefits eligible. Employees who are regularly scheduled for less than one-half time (49% or less) and whose positions are expected to be active for more than four and one-half months are not benefits eligible.
- Recruitment
  1. Positions must be filled by posting on the DSU Online Employment System or by submitting a waiver request (See Exceptions to the University's Recruitment and Selection Process).
- Posting Requirements by Type of Position (through the DSU Online Employment System)
  1. Executive/Administrative/Managerial and Other Professional (non-faculty)
    1. HRM procedures must be followed when establishing a new position or changing a vacant position.
    2. Positions must be posted for a minimum of five (5) calendar days.
    3. Executive/Administrative/Managerial positions – applicant materials must be submitted online. If materials are received by mail without submission of an online application, applicants must be contacted and asked to apply online to ensure complete search records. Applicants will not be considered without an online application.

4. Other Professional (non-faculty positions) – A professional application is required. Applicant must submit cover letter and resume by online attachment.
  5. A minimum of three (3) applicants should be interviewed either by phone, video conferencing, or in person. If the applicant pool is less than three qualified applicants, then all applicants should be interviewed.
2. Support Staff
1. HRM procedures must be followed when establishing a new position or changing a vacant position.
  2. Positions must be posted for a minimum of five (5) business days.
  3. A support staff application is required. Applicants will submit a cover letter and/or resume by online attachment, if requested by hiring department.
- Required Paperwork
    1. Employment Action Form (EAF)
    2. Copy of approved waiver, if applicable
    3. Signed Offer Letter
      1. Offer Letter - Executive, Administrative, Managerial, and Other Professional Staff
      2. Offer Letter - Support Staff Employee
    4. Salary offer approval documentation from HRM, if applicable
    5. I-9 with corresponding documentation
    6. Employee Information Form
    7. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employee's Withholding Exemption Certificate
    8. Online Application
    9. Resume or Curriculum Vitae, if appropriate
    10. Official transcript(s) (if the position requires a bachelor's degree or above)
    11. Verified Credentials Form - Background Screen Authorization (This policy excludes current University employees who are moving to a new position within the University.)
      1. Related Policy: University Policy, Pre-Employment Background Checks
    12. PERS 4A Non-Covered Employment Acknowledgement Form (only if the employee's FTE is less than 50%) - unless the employee is employed and

contributing to the Public Employees' Retirement System with another covered employer.

### 13. Direct Deposit Form

## **Faculty**

- Definitions
  1. Regular Full-time Faculty - employees who are regularly scheduled to work full-time (100%) and whose positions are expected to be active for more than four and one-half months.
  2. Regular Part-time Faculty - Employees who are regularly scheduled to work less than full-time (less than 100%) and whose positions are expected to be active for more than four and one-half months.\*

\*Employees who are regularly scheduled to work one-half time or more (50% time or greater) and whose positions are expected to be active for more than four and one-half months are benefits eligible. Employees who are regularly scheduled for less than one-half time (49% or less) and whose positions are expected to be active for more than four and one-half months are not benefits eligible.
- Recruitment
  1. Positions must be filled by posting on the DSU Online Employment System or by submitting a waiver request. (See Exceptions to the University's Recruitment and Selection Process.)
  2. Tenure-track faculty positions must be advertised in a national professional journal. An electronic or web-based national professional journal may be used.
- Posting Requirements
  1. Department is responsible for posting the position through the DSU Online Employment System, which includes the job description.
  2. Positions must be posted for a minimum of five (5) calendar days.
  3. Applicant materials must be submitted online. An application is required for applicants. If materials are received by mail without submission of an online application, applicants must be contacted and asked to apply online to ensure complete search records. Applicants will not be considered without an online application.
  4. A minimum of three (3) applicants should be interviewed either by phone, video conferencing, or in person. If the applicant pool is less than three qualified applicants, then all applicants should be interviewed.
- Required Paperwork
  1. Employment Action Form (EAF)

2. Approved waiver letter, if applicable.
3. Signed Offer Letter – Faculty Positions
4. I-9 with corresponding documentation
5. Employee Information Form
6. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employee's Withholding Exemption Certificate
7. Online Application
8. Resume or Curriculum Vitae
9. Two (2) Letters of Recommendation
10. Official transcript for each degree earned (The official transcripts must be issued by the degree-granting institutions directly to the DSU hiring department.)
11. Verified Credentials - Background Screen Authorization (This policy excludes current University employees who are moving to a new position within the University.)
  1. Related Policy: University Policy, Pre-Employment Background Checks
12. PERS 4A Non-Covered Employment Acknowledgement Form (only if the employee's FTE is less than 50%) - unless the employee is employed and contributing to the Public Employees' Retirement System with another covered employer.
13. Direct Deposit Form

## **Intermittent Employees**

- Definition

Employees who are regularly scheduled to work full-time or part-time on an intermittent or sporadic basis and whose positions are expected to be active for a period up to, but less than, four and one-half months or 720 hours in a fiscal year. This category includes those hired to work on temporary basis for the same period of time. Please note that if the individual is already in a covered position under the Public Employees' Retirement System (PERS), either with the same or other covered agency, they will be covered by PERS.

- Posting Requirements

Most temporary positions are not required to be posted; however, Human Resources reserves the right to require certain temporary positions to be posted due to EEOC regulations.

- Required Paperwork

1. Employment Action Form (EAF)
2. Online Application (Required for non-exempt positions)
3. Resume (Required for exempt positions)
4. Signed Offer Letter
  1. Offer Letter - Intermittent
5. I-9 with corresponding documentation
6. Employee Information Form
7. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employee's Withholding Exemption Certificate
8. Verified Credentials - Background Screen Authorization (This policy excludes current University employees who are moving to a new position within the University.)
  1. Related Policy: University Policy, Pre-Employment Background Checks
9. PERS 4A Non-covered Employment Acknowledgement Form – unless the employee is employed and contributing to the Public Employees' Retirement System with another covered employer.
10. Direct Deposit Form

## **Rehired Retiree**

- Definition

Individuals who have retired from Delta State University or other State of Mississippi service. Related Policy - [Public Employees' Retirement System of Mississippi Regulation 34, Reemployment After Retirement](#)

- Posting Requirements

1. The position will not be posted online. The link to apply to the position will be sent via the hiring department to the PERS Retiree so that an application can be submitted online.
2. If the employee is continuing employment, the hiring department is required to send an EAF form and the [PERS: 4B Certification/Acknowledgement of Reemployment of Retiree](#) by the beginning of each fiscal year (July 1).

- Required Paperwork

1. Employment Action Form (EAF)
2. Online Application (Required for non-exempt positions)
3. Resume/Curriculum Vitae (Required for exempt positions including Instructors)
4. If Faculty, official transcript for each degree earned (The official transcripts must be issued by the degree-granting institutions directly to the DSU hiring department.)
5. Signed Offer Letter
  1. Offer Letter - Faculty Lecturers, Rehired Retiree Lecturers
  2. Offer Letter - Rehired Retiree - Staff
6. I-9 with corresponding documentation
7. Employee Information Form
8. Tax documents, Form W-4 Employee's Withholding Allowance Certificate and Mississippi Employee's Withholding Exemption Certificate
9. Verified Credentials Form - Background Screen Authorization
  1. Related Policy: University Policy, Pre-Employment Background Checks
10. PERS: 4B Certification/Acknowledgment of Reemployment of Retiree - using the approved title and salary listed on the EAF form must be completed and submitted at hire and each fiscal year.
11. Direct Deposit Form

## **Interim Appointment**

- Definition

An employee may receive a salary increase for assuming a position on an "interim" basis. For an active, vacant position, an employee may be designated and compensated as "interim."

- Upon completion of the interim assignment, the employee's salary shall return to the employee's regular salary plus any performance based (merit) increases earned during the interim assignment.
- Interim assignment terms shall not exceed a period of twelve (12) months in duration. Requests for extensions must be approved by the President.

- Required Paperwork

1. Employment Action Form (EAF)
2. Signed Offer Letter (Interim appointments may require additional approvals by the President and/or the Institutions of Higher Learning (IHL) Board of Trustees. Please see Employment Requiring IHL Approval.)

The appropriate offer letter should be used and modified to include the following information:

1. Description of the interim appointment, including title and pay
2. Duration of the interim appointment, including start date and anticipated end date
3. Conditions affecting employment at the end of the assignment, including title and salary
4. Conditions affecting tenure, if applicable
5. A statement indicating whether the employee is eligible to apply for the position and participate in the search process to fill the position.