Hiring Manager's Guide

For

Faculty and Staff

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INTRODUCTION

Blinn College strives to provide diverse and highly qualified faculty and staff who are experts in their subject areas, skilled in teaching and facilitating learning, are able to serve the needs of varied student populations, will foster overall college effectiveness, and who will be sensitive to racial and cultural diversity, as well as to changes in the demographics of the student population.

This manual is a resource designed to guide you through each step of the hiring process and will also ensure compliance with applicable laws and regulations, as well as Blinn College goals, policies and procedures.

The Human Resources Department is committed to providing you with the tools, services and assistance needed to be successful. If you need assistance, please feel free to contact our department via the information below:

HUMAN RESOURCES STAFF

Marie Kirby	Vice Chancellor of Human Resources	(979) 209-7337
Sara Pohl	Compensation and Benefits Director	(979) 830-4065
Kelsie Austin	Assistant Director Human Resources	(979) 209-7546
Nicole Jones	Assistant Director Human Resources	(979) 209-7655
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Melissa Machac	Human Resources Payroll Coordinator	(979) 209-7572
Doris Bulanek	Human Resources Coordinator (Part-Time)	(979) 830-4121
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DIVERSITY

It is important for Hiring Managers to take steps to ensure a diverse applicant pool. Advertising in publications and on internet sites that target diverse populations will assist in enhancing the candidate pool and demonstrate Blinn College's commitment to diversity recruiting. Networking is one of the most successful practices for identifying qualified applicants. Ask internal and external professional contacts to recommend someone in the field. Identify potential candidates through networking factors including similar academic interests, graduate origin, research interests, professional organizations, etc. Look for candidates who hold similar positions at other colleges. Blinn College affirms its policy of Equal Employment Opportunity to all faculty and staff members, recruitment resources, and officials of affiliated bodies with the College.

Recruitment, hiring, promotions, training, lay off, termination, rate of pay and other forms of compensation shall be administered without regard to sex, race, color, gender, marital status, religion, age, national origin, disability or veteran's status.

It is the college's policy (Title VI Affirmative Action Plan, July 1, 1990) to provide Equal Employment Opportunity in full compliance with the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, the Rehabilitation Act of 1974 (Section 503, 504), the Vietnam Era Veterans Readjustment Assistance Act of 1974, Texas Statues 6252-14-V.A.T.S. and 6252-16-V.A.T.S., and Executive Orders 11246 and 11758 and the Americans with Disabilities Act. For more information, please visit http://www1.eeoc.gov/employers/poster.cfm. Review the Equal Employment/Affirmative Action memo to understand the responsibilities of managers and supervisors as outlined in our Affirmative Action Plan. See Blinn College's Board Policy.

Blinn College shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a), if applicable. These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.

Sexual harassment is a form of sex discrimination. The college shall investigate all allegations of such harassment and shall take appropriate disciplinary action against employees, officials, vendors, and contractors found to engage in such unlawful behavior.

The following steps are recommended when conducting specific searches:

- Establish a working relationship with similar departments or institutions with substantial numbers of diverse employees.
- Request the names of potential candidates from women and minorities, as well as other diverse employees at your institution.
- Contact individuals who have received significant professional recognition and ask for the names of promising diverse candidates.
- Consider going to the EEO office at other colleges. Some maintain a list of candidates who are looking for employment. For further assistance on how to increase diversity through advertising, please contact the Human Resources Department. According to the legal requirements, applicant specific EEO information collected during the application process is voluntary and confidential.

EMPLOYMENT LAWS

Hiring Managers and committee members should be aware of the basic federal equal employment opportunity laws. For additional information, please contact the Human Resources Office.

Equal Employment Laws:

- Title VII of the Civil Rights Act 1964
- Age Discrimination in Employment Act (**ADEA)** 1967
- Fair Labor Standards Act **(FLSA)** 1938
- Equal Pay Act 1963
- Americans with Disabilities Act **(ADA)** 1990
- Title IX of the Education Act 1972
- Vietnam Era Veterans Rehabilitation Assistance Act of 1974
- Pregnant Workers Fairness Act 2023

Title VII of the **Civil Rights Act of 1964** is a federal law that prohibits employers from discriminating against employees on the basis of sex, race, color, national origin, and religion. It generally applies to employers with 15 or more employees, including federal, state, and local governments.

The **Age Discrimination in Employment Act of 1967** (**ADEA**) protects certain applicants and employees 40 years of age and older from discrimination on the basis of age in hiring, promotion, discharge, compensation, or terms, conditions or privileges of employment.

The **Fair Labor Standards Act of 1938** (**FLSA**) establishes minimum wage, overtime pay, recordkeeping, and youth employment standards affecting full-time and part-time workers in the private sector and in Federal, State, and local governments.

Equal Pay Act of 1963 (EPA) as amended, is part of the Fair Labor Standards Act of 1938, as amended (FLSA), and which is administered and enforced by the EEOC, prohibits sex-based wage discrimination between men and women in the same establishment who perform jobs that require substantially equal skill, effort and responsibility under similar working conditions.

The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else. The ADA gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion.

Title IX of the Education Amendments to the Civil Rights Act of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to, discrimination under any educational program or activity receiving federal assistance." It has been used in conjunction with and is similar to Title VII of the Civil Rights Act of 1964.

Originally passed in 1974, the **Vietnam Era Veterans' Readjustment Assistance Act** (VEVRAA) aimed to provide assistance to returning Vietnam veterans and to protect them from employment discrimination. VEVRAA is one of two key federal laws prohibiting discrimination against returning veterans.

On September 24, 2013, the U.S. Department of Labor's Office of Federal Contract Compliance Programs published a Final Rule in the *Federal Register* revising the regulations implementing the Vietnam Era Veterans' Readjustment Assistance Act, as amended (VEVRAA) at 41 CFR Part 60–300. The regulations became effective on March 24, 2014.
VEVRAA prohibits federal contractors and subcontractors from discriminating in employment against protected veterans and requires these employers to take affirmative action to recruit, hire, promote, and retain these veterans. As revised, the regulations strengthen the affirmative action provisions of the regulations to aid contractors in their efforts to recruit and hire protected veterans and improve job opportunities for protected veterans.

Pregnant Workers Fairness Act (PWFA) 2023

The PWFA, which is administered and enforced by the EEOC, requires covered employers to provide reasonable accommodations to a worker's known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause the employer an undue hardship.

HIRING PROCESS

Use the Hiring Manager's Checklist along with this guide to successfully complete the hiring process.

OPEN POSITION PROCEDURES
It is the Hiring Manager's responsibility to submit a request for open position replacement using the Position Approval Form to the Vice Chancellor of Instruction for faculty positions or the Dean/ Director for all staff positions. All full-time positions must have Chancellor approval to post and Human Resources (HR) must have received a resignation letter, as well as a Termination/ Resignation Form if the position is a replacement.

REVIEWING AND UPDATING THE JOB DESCRIPTION
During the initial stages of the search process, the hiring manager should review the current job description and revise if necessary. When a position becomes vacant, it offers the opportunity to re-evaluate the associated job functions. Things to consider:

- Is a new or replacement position warranted based on business needs and trends?
- Are all current employees working at full capacity?
- Has the job changed within the parameters of the current job description?
- Research reasons for turnover
- Identify possible new duties assigned to the position

It is vital to review the details of the position carefully since it will be used throughout the hiring process. The description will serve as the basis for preparing the posting, conducting the interviews, explaining the job to applicants, and communicating exact job expectations to the new employee.

Please ensure the job description reflects the college, division, and department mission, goals, and strategic initiatives. The job description should also include the position's principal accountabilities, minimum and preferred qualifications, and competencies. Significant changes to the job description may impact the position's title, salary, or minimum competencies and will require job evaluation and approval. Please refer to the Competence Based Job Description Guide for guidance in updating the job description.

Job descriptions must be entered using the hiring manager software through PeopleAdmin before creating a job posting. The position description can be created or updated in the Position Management section.

POSTING A VACANT POSITION
All positions are posted online at https://employment.blinn.edu/ for a minimum of five days; however, some positions may need to be posted longer. PeopleAdmin online allows a posting to be viewed 24/7 by anyone with access to the internet. The posting should mirror the approved job description and title assignment with respect to title, salary, job accountabilities, and minimum and preferred competencies. The Job Posting Guide is an available resource for completing this process.

<u>SUPPLEMENTAL QUESTIONS</u>
Supplemental questions can provide specific information about past work experience and help evaluate the applicant's qualifications and competencies. Hiring Managers can choose to submit additional questions during the posting process to better identify the most qualified applicants. **Developing good supplemental questions is essential and provides great assistance and guidance for creating the hiring matrix.** All supplemental questions are reviewed and approved by Human Resources before the posting is made available to applicants.

<u>GUEST USER ACCOUNT</u>
A Guest User Account should be enabled within the job posting to enable all committee members access to the applications, resumes, cover letters and any additional documents submitted by applicants.

INTERVIEW READINESS

<u>SEARCH COMMITTEE</u>

Interviewing and selecting the right candidate is the primary responsibility of the search committee and ensures the college reaches its goals by selecting the best fit for each position. For this reason, all search committee members must attend Hiring Guide Training before participating on a selection committee.

It is required that search committees consist of the following:

for <u>faculty</u> positions:

The Dean, Human Resource personnel, a non-administrative faculty member from outside of the division, and two or more (non-administrative) faculty members who will work closely with the open position, and are knowledgeable of the principal accountabilities, qualifications and competencies for the position.

for <u>staff</u> positions:

The Supervisor/ Dean/ Director, Human Resource personnel, a non-administrative staff member from outside of the division, and two or more (non-administrative) staff members who will work closely with the open position, and are knowledgeable of the principal accountabilities, qualifications and competencies for the position.

The Hiring Manager must send the composition of the committee to Human Resources for approval, <u>prior</u> to sending an invitation to committee members. Chosen committee members must have attended Hiring Guide Training to serve on a hiring committee and will not be approved to serve until such training has been completed.

Human Resources will assign an HR representative to every full-time search committee to assist with the hiring process and to ensure appropriate procedures and guidelines are followed. HR representation is not required for part-time hires.

The HR representative will assist in the development and approval of matrices, committee selections and interview questions, as well as participate in committee meetings and interviews (except for part-time hires) to ensure all applicants are treated in a fair and equitable manner throughout the hiring process. If a concern is raised at any point during the hiring process, the HR representative has the authority to suspend further activity until a resolution has been determined.

The Blinn College affirmative action plan and hiring goals will be reviewed by the HR representative as it pertains to the position being filled.

RESPONSIBILITIES OF HIRING MANAGERS

- Obtaining approval from HR for committee selections, matrices and rubrics, and interview questions
- Ensuring that every member of the committee has attended Hiring Guide Training and will be available to attend all meetings, including interviews at the scheduled time
- Scheduling and conducting committee meetings, as well as safeguarding all materials submitted by the applicants
- Maintaining effective communication with all members of the committee, as well as the applicants
- Submitting all finalized interview materials to Human Resources
- Providing search committee members with the following information:

1. Job Description
2. Outline of committee tasks and timelines
3. People Admin guest username and password
4. Hiring Matrix for individual scoring of applicants
5. The defined outcome of the committee decision
6. Affirmative Action/Equal Opportunity Statement

RESPONSIBILITIES OF COMMITTEE MEMBERS

1. Attends Hiring Guide Training before agreeing to serve on a hiring committee.
2. Demonstrates good judgment, personal integrity, independence of view, and a commitment to institutional goals
3. Commits to attending all scheduled meetings to assist in screening and interviewing during the hiring process
4. Signs and submits a **Confidentiality Statement** to HR prior to the beginning of each interview process
5. Informs the HR Representative and resigns from the committee immediately, if there is a conflict of interest which prevents an unbiased decision (based solely on the applicant's meeting of minimum qualifications and ability to perform the essential duties stated) or who is related to any member of the applicant pool.

6. Agrees and understands that all communication within the realm of the <u>entire</u> hiring process, written or otherwise, is subject to open records request, including all names, interview materials, matrix rankings, etc. All information is confidential and should not be discussed with anyone outside of selected and approved committee members, meetings and interviews. Failure to comply could lead to disciplinary action.

Military Preference (amendment to Gov't Code 657)

Senate Bill 805, 84th Legislature, Regular Sessions, Section 657.003 requires state agencies, including institutions of higher learning, to give employment preference when hiring for vacant positions. The following are entitled to veteran's employment preference in the following order:

1) A veteran, including a veteran with a disability;
2) A veteran's surviving spouse who has not remarried;
3) An orphan of a veteran, if the veteran was killed while on active duty;
4) The spouse of a member of the United States armed forces or the Texas National Guard serving on active duty; and
5) The spouse of a veteran if the spouse is the primary sources of income for the household and the veteran has a total disability rating

Supplemental questions have been added to every job posting to identify veterans and those entitled to claim a military preference in hiring. The questions allow applicants the opportunity to self-identify and opt for employment preference during the hiring process.

For posted vacancies, the hiring manager is responsible for identifying individuals within the applicant pool who have indicated interest in military employment preference. Committees must interview a certain number of veterans, <u>providing they meet the minimum qualifications for the position</u>. The goal for interviewing veterans is determined by the number of applicants to be interviewed.

The chart below should be used as a reference:

# of Individuals Selected for Interview	Minimum # of individuals to interview with Veterans Preference (required)
1-6	1
7	1 (20% of 7=1.4, round down to 1
8	2 (20% of 8=1.6, round up to 2
9	2
10	2

An individual who qualifies for a military employment preference is entitled to a preference in the interview process over other applicants for the same position who do not have a greater qualification. Please Note: The Military Preference statute does not guarantee the applicant a job. Vacancies at Blinn College are filled with the best qualified candidate, as an integral part of the hiring process.

FAQS

1. **Does military employment preference guarantee that if a veteran applies for a position, we are required to hire him/her?**

   No. We are required to interview at least one individual claiming military preference for each position, but only if the applicant meets the minimum qualifications for the position. The chart above can be used as a reference to determine the number of veterans to interview for each posting.

2. **Are we required to include an applicant claiming military preference in the interview pool, even if they score below the top tier of candidates on the matrix?**

   Yes. If there is an applicant that has identified as a veteran and/ or claiming military preference, who meets the minimum qualifications for the position, the interview pool must include at least one individual claiming military preference. The goal for interviewing these individuals is determined by the number of applicants you are interviewing. Please use the interview chart (above) as a reference for interviewing veteran preference applicants.

3. **If we are including a relatively low-scoring individual who claimed military preference in the interview pool in order to satisfy the preference requirement, do we also have to interview the candidates whose scores fell in between those of our veteran candidates and our top tier candidates?**

   No. Human Resources will assist hiring managers in identifying applicants whose scores are in the top tier on the matrix (according to the natural break in numbers) and extend the invitation to interview. Additional invitations to interview will only be extended to individuals claiming employment preference, and according to the reference chart for interviewing veteran applicants.

4. **If none of the applicants claiming military preference meet the minimum qualifications, are we required to extend an invitation to interview?**

   No. Only candidates who meet minimum qualifications should be invited to the interview process.

5. **Could we be required to interview more than one individual claiming military preference?**

   Yes. The Bill requires state agencies to interview a specified number of those qualified for employment preference when interviewing for open positions:

   Ex. If the total number of individuals interviewed for the position is six or fewer, at least one of those individuals should qualify for veteran's preference and

   Ex. If the total number of individuals to interview is greater than seven, then at least two should be individuals who qualify for military preference

6. **Will Human Resources tell the departments which candidates to interview?**

   No. Human Resources will provide guidance to hiring managers to assist in identifying applicants whose scores are in the top tier on the matrix (according to the natural break

in numbers); however, hiring managers are also responsible for identifying any individual(s) claiming military preference.

7. **If we have two candidates who are equal in education and experience, with one of those candidates being an individual claiming military preference, are we required to hire that candidate?**

   Possibly. If you have two candidates with equal educational credentials and years of experience, AND whose scores are equal after the interview process, then there is a very good possibility that you will extend the offer to the individual claiming military preference.

8. **What is the process to follow if anyone wants to file a complaint/ grievance regarding an employment or retention decision and/ or the hiring process?**
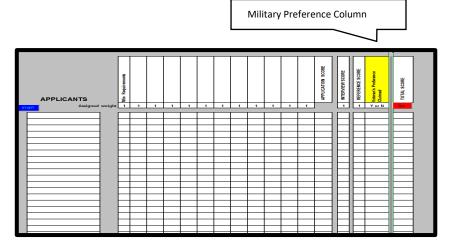
   Chapter 657 of the *Texas Government Code* provides that an individual entitled to a military employment preference who is aggrieved by a decision of a State agency or institution, relating to hiring or retention of the individual, may appeal the decision by filing a complaint with the governing body of the agency. Please visit www.texas.gov or email Blinn College Human Resources, Veterans Liaison at Nicole.jones@blinn.edu

HIRING MATRIX
All hiring matrices must be approved by HR before sending to committee members

The search committee should interview candidates who best meet the identified job criteria. A hiring matrix is an excellent tool the committee utilizes to identify the most qualified applicants. Each candidate is evaluated on qualifications and competencies, and scored in the context of the job requirements, driven by the supplemental questions of the job posting. A formal interview should be conducted with the applicants who rank highest on the Hiring Matrix, and according to the natural break in numbers.

❖ Please note: An individual entitled to military employment preference who otherwise is qualified for that position and who has met the minimum requirements for the position is entitled to have a service credit of at least **ten points** added to their overall matrix score. **Hiring Managers will add additional points to the combined matrix.**

Military Preference Column

PREPARING FOR THE INTERVIEW

The purpose of an interview is to obtain information about the applicant that allows an intelligent judgment to be made on the placement of the most suitable candidate for the position. A well-planned interview process will provide evidence about the applicant's ability to perform the job. To establish good rapport with the applicant, the interview needs to be conducted in a comfortable and private area, free from interruption. For faculty positions, the Dean must verify all teaching credentials of the applicant, prior to setting up an interview. All candidates interviewing for faculty positions must prepare and present a 10–15-minute teaching demonstration (on a pre-determined topic) as part of the interview process.

Please see Blinn College Faculty Credentialing Guidelines, Faculty Credentialing Form, and Board Policy for credentialing information. Scheduling interviews that allow adequate time, depends on the nature and scope of the position. Include time in the schedule to rate applicants independently, and without consultation from committee members. If a candidate has been previously employed with Blinn College, please verify re-hire status with HR before scheduling interviews. See Blinn College's Board Policy on Hiring Practices.

DEVELOPING QUESTIONS
All interview questions must be approved by Human Resources prior to the interview date.

All members of the search committee should collectively develop open-ended interview questions based on the job announcement. All candidates must be asked the same pre-approved questions throughout the hiring process; however, appropriate follow-up questions may be asked concerning education, training, experience, skills, and behaviors which are related to the principal accountabilities of the job. For assistance with developing questions, please refer to the list of Sample Interview Questions, as well as Questions to Avoid During an Interview.

EXAMPLES FOR STAFF

1. TELL US ABOUT A TIME YOU HAD TO ADAPT TO A DIFFICULT SITUATION?
2. TELL US ABOUT A TIME WHEN YOU HAD TO GO ABOVE AND BEYOND THE CALL OF DUTY IN ORDER TO GET A JOB DONE.
3. HOW DO YOU HANDLE DIFFICULTIES WITH CUSTOMERS? GIVE AN EXAMPLE.
4. WHAT HAVE YOU DONE IN PAST SITUATIONS TO CONTRIBUTE TOWARD TEAMWORK ENVIRONMENT?
5. HAVE YOU EVER BEEN CAUGHT UNAWARE BY A PROBLEM OR OBSTACLES THAT YOU HAVE NOT FORESEEN? WHAT HAPPENED?

TO SEE A COMPLETE LIST, PLEASE CLICK ON THE "BEHAVIORAL INTERVIEW QUESTIONS LINK"

EXAMPLES FOR FACULTY

1. WHAT IS YOUR PHILOSOPHY OF TEACHING AND LEARNING?
2. TELL US ABOUT YOUR VISION OF THE FIELD: WHERE DO YOU THINK THE FIELD IS HEADED IN THE NEXT FIVE YEARS? HOW DOES THAT RELATE TO THE PREPARATION OF PROFESSIONAL EDUCATORS?
3. HOW WILL YOUR TEACHING, PROFESSIONAL DEVELOPMENT AND SERVICE ACTIVITIES INTERRELATE, AND HOW WILL YOU WORK TO INTEGRATE THEM?
4. WHAT DO YOU LOOK FOR IN YOUR ACADEMIC COLLEAGUES?
5. WHAT EFFORTS HAVE YOU MADE IN THE LAST YEAR TO BECOME A BETTER FACULTY MEMBER?

TO SEE A COMPLETE LIST, PLEASE CLICK ON THE "SAMPLE INTERVIEW QUESTIONS LINK"

INTERVIEW PROCESS

TELEPHONE SCREENING (OPTIONAL)
The telephone screen allows the employer to determine if the candidate's qualifications, experience, workplace preferences and salary needs are congruent with the position and organization. The phone screen saves managerial time and eliminates unqualified candidates; however, a telephone screen does not replace the formal interview process. Documentation should be noted and included with interview materials. If the results of the telephone screening are positive, move forward by inviting the applicant for a formal interview.

ARRANGING INTERVIEWS
The hiring manager should compile matrix scores from each committee member and determine the candidates to be interviewed, according to the "natural break" in the numbers. HR will assist in this process, if needed. A formal interview should be conducted with the applicants who rank in the top tier on the hiring matrix, along with any applicant qualifying for military preference. Candidates should be given 3-5 days advance notice to prepare for interviews.

Please contact all internal candidates by telephone or in person if he/she will not be interviewed for the position, prior to any active interviews taking place. Thank the internal candidate for his/her interest in the position and encourage him/ her to apply for available positions in the future, as this

needs to be a positive and courteous conversation. External candidates will be notified via email when their status is changed in the PeopleAdmin system.

A successful practice includes waiting until the process is complete, and a candidate has been finalized, to correspond with any additional applicants who were not chosen.

DURING THE INTERVIEW

Throughout the hiring process, each search committee member is a representative of Blinn College. A committee member's demeanor and behavior is critical during the interview process. All candidates should be welcomed in a friendly and professional manner. Professional dress is required of all committee members and for all interviews, including those conducted on Fridays, during Summer, casual dress months, and when virtual.

When attending a virtual interview do not admit the applicant into the meeting until ALL committee members are present. Always remain professional. While the candidate may not always be able to hear you, they can always see you. Make sure to use proper posture, eye contact, and be mindful of background noise that could distract the candidate.

Please refrain from eating, drinking and/or chewing gum during an interview. Electronic devices should be turned off and not visible during interviews, except for timers used during faculty presentations. The interview should be viewed as an opportunity for the candidate to become actively engaged in the exchange and reveal the unique knowledge, competencies, and behaviors which would demonstrate his/her ability to perform well in the position.

The Hiring Manager should begin the interview with introductions of the applicant and committee members, provide a brief explanation of the purpose of the committee, as well as an understanding that the applicants will be evaluated based on their responses to the questions and their teaching demonstration. Each committee member will record the applicant's responses during the interview to ensure accuracy and transparency of the hiring process.

At the conclusion of the question segment of the interview, the Hiring Manger will describe the job and organization to the candidate and provide facts about the position, department, and college. Describing the job details too early in the process may unintentionally coach applicants on answering the questions. It is vital to avoid comments that might mislead the candidate into misinterpreting the information as a promise of employment. Time should then be given to the applicant to ask questions of the committee. Inform the applicant of the next step in the process and what to expect. Thank the applicant for his/her time and end the interview on a positive and collegial note. Remember, the applicant has just interviewed you and Blinn College as well!

Each interview should be scored utilizing the hiring matrix, and the average or total score of the interview and teaching presentation (for faculty hires) will be added to the existing application score. Search committee members can then review and discuss the total scores, identify the top

candidate, or decide whether a second interview is needed to make the determination. Document the questions, schedule, and process.

If there is a need for candidates to return for a second interview, feedback should be documented and additional interview questions must be submitted to HR for pre-approval, along with documentation supporting the need for second interviews. The score from the second interview will be added to the previous calculation to produce a complete score to determine a finalist.

AFTER THE INTERVIEW
When making the hiring recommendation, the committee should use the weighted job-related criteria. Gathering, integrating, and evaluating interview information includes identifying applicants' specific knowledge, skills, behaviors, and competencies. This information should create the foundation for appraisal in the context of the job requirements. Interview evaluations, in combination with other information gathered during the selection process, should form the basis for the recommendation. **Final decisions for hire are based on approval from the Dean or Director, Division Vice Chancellor, and/ or the Chancellor.**

SELECTING A FINALIST
Following a selection decision, the hiring manager contacts the selected applicant to communicate he/she has been selected as the finalist.

Please explain that the forthcoming offer is based upon successful completion of reference and background checks, and approval from the Chancellor. Finalists will receive an official offer letter confirming the salary and job title from Human Resources. **Only Human Resource representatives are authorized to have negotiation discussions with the finalist regarding compensation and benefits**.

Personally communicate a non-selection status to all internal candidates interviewed. She/he should hear it from the Hiring Manger first!   This should be a positive conversation. Please thank the employee for his/her interest and application. All other applicants interviewed should be contacted via telephone, rather than email, to communicate non-selection status.

Utilize the PeopleAdmin system to update the status to Finalist for the selected candidate and send an emailed request to HR to begin reference checks. Once references are successful, HR will advise hiring managers to complete the Hiring Proposal. This action will initiate the Background Check Request. Please use the "Not Interviewed, Not Hired (send email)" option for candidates that are no longer being considered. A successful practice includes waiting until the process is complete, and the candidate has been approved for hire to correspond with all applicants who were not chosen.

Once reference, background check and all approvals are obtained, Human Resources will change the selected applicant status to "Hire Approved" and send an email advising the Hiring Manager to

contact the finalist, inform him/ her of the start date, and offer HR contact information to schedule an appointment for completion of new hire paperwork.

No new employee will begin work without completing all the required paperwork with Human Resources. **Failure to comply will result in disciplinary action.**

Blinn College participates in E-Verify, an internet-based system used to confirm eligibility to work in the United States. The finalist should bring original documents that establish both identity and employment authorization. You may access the I-9's List of Acceptable Documents here.

REFERENCE CHECKS

Please notify Human Resources when a finalist has been identified. HR will conduct reference checks on all selected finalists for full-time and part-time candidates, to ensure compliance with federal and state laws. Reference checking is a valuable resource for gathering information on past work performance and behaviors. An investment in contacting previous employers can reduce cost and increase productivity by helping ensure successful hires.

Questions regarding marital status, religion, age, race, health-related issues, childcare, transportation, and any other non-job-related questions will not be asked.

Reference checks will be conducted and documented, using the Telephone Reference Contact sheet for assistance. Current and previous employers will be contacted.

- The applicant's electronic signature at the end of Blinn College's application provides consent for reference checks with previous employers and/ or supervisors. Current employers will not be contacted until a finalist status is confirmed.
- Finalists will also be required to sign an Authorization to Obtain/ Release Information
- If contact information is not specified on the application or resume, the hiring manager will be asked to request this information from the finalist.
- HR will communicate only that the applicant is "being considered".
- Committee members should avoid seeking information from social media websites or general internet searches. Sources may disclose information that is untrue, inappropriate, or illegal for consideration.
- Written recommendation letters may be attached to paperwork; however, they will not be substituted for telephone reference contacts.
- Previous employers may have policies regarding the release of information and may provide only position title and dates of employment. All information received will be documented.
- The reference form will document strengths, opportunities for improvement, and exact responses. No finalist will be approved without successful references from prior Supervisors and/ or Employers.

FOREIGN NATIONALS

Employers must verify that an individual whom they plan to employ or continue to employ in the United States is authorized to accept employment in the United States. The Human Resources Office will oversee the authorization and eligibility process.

RECORDS RETENTION

If a hiring decision is challenged and a designated governmental agency undertakes an investigation, Human Resources will be required to provide documentation of the hiring process to address the charge. The documentation will be reviewed to determine if the hiring process used to fill the vacancy involved any discrimination practices. In addition, the organization may be required to provide the same information for all hiring decisions covering a period the designated governing body regards as appropriate.

At the completion of the hiring process all documents should be sent to Human Resources, including matrices. See the Record Retention Checklist for Employment Files to view what documents are maintained by HR for all postings and by the hiring department for the Position File.

APPENDIX A

HIRING MANAGER'S CHECKLIST

INSTRUCTIONS This form is a checklist for the Hiring Manager. The HR Department recommends going through this checklist to ensure a smooth hiring process.

Hiring Manager	Date
Hiring Department	

☐ Full-time position replacement request submitted to Human Resources

☐ Full-time position has been approved by the Chancellor

☐ Review and update job descriptions on-line
- See Guide to Developing Competence-based Job Descriptions for steps to complete
- See Updating Position Descriptions

☐ Obtain matrix approval from HR before sending to committee members; position must remain open for a minimum of 5 days.
- See Job Posting Guide for steps to complete this process

☐ Organize Search Committee
- Proposed committee members must be approved by Human Resources
- All members must sign a Confidentiality Agreement for each interview
- Provide members with guest user access to the job posting to view applications/ resumes
- Communicate the following to the committee:
  - Job Description
  - Outline of committee tasks and timeline
  - Hiring Matrix
  - Defined outcome of the committee decision
  - Affirmative Action/Equal Opportunity Statement
  - Good Faith Memo

☐ Complete hiring matrix to include and weigh the qualifications and competencies for your job opening.

☐ The Dean must verify all qualifications for faculty positions prior to setting up an interview. See Blinn College Faculty Credentialing Guidelines and Faculty Credentialing Form. If finalist has worked with Blinn in the past, verify rehire status with HR

☐ Develop interview questions
- Click here to view Sample Interview Questions and Questions to Avoid Asking. Ask your committee to review the questions and ask for their input.

☐ Arrange interviews
- Schedule room locations & any technology being utilized; testing technology in advance is advised
- Contact interview candidates, allowing minimum of 5 days to prepare
- Send interview schedule to committee members

☐ Conduct interviews

☐ Committee review/ discuss interviews and total hiring matrix scores to identify top candidates. Determine next steps (second round interviews, re-open job posting, identify finalist, etc.)

☐ Maintain documentation
- Collect and send all committee members' interview notes and hiring matrices to Human Resources

☐ Contact Candidate
- Inform candidate they have been identified as the finalist, pending successful completion of references, background check and final approval from the Division Vice Chancellor/ Chancellor.
- Notify Finalist HR calls current/ previous employers and/ or supervisors and email the Authorization to Release/ Obtain Information form

☐ Inform HR of Finalist recommendation and request reference check from HR. The Finalist will be sent an authorization to release information

☐ After successful reference check, designate as Finalist in PeopleAdmin and complete the Hiring Proposal to submit forward. This action initiates the background check.

☐ Once successful background check is complete, Human Resources will change Finalist status to Hire Approved and send email to hiring manager; Finalist may be contacted to arrange a start date advised to:
- Contact HR to schedule a time for new hire paperwork either before or on the first day of employment.
- Bring original documents for I-9 verification

☐ HR will send employment offer letter to finalist

☐ The recommended practice is to wait until the background check process is completed for your finalist before contacting the other interview candidates.
- Contact all interviewed applicants personally. If applicant is internal, it is vital to contact by telephone or in person.

☐ Update all applicant statuses in PeopleAdmin.

- Use the "Not Interviewed, Not Hired (send email)" option to disqualify applicants that were not interviewed. This will prompt an email to the applicant thanking them for their interest. Choose a reason why they were not selected. See Updating Applicant Workflow for steps to complete.
- Use the "Interviewed, Not Hired" option for candidates which were interviewed. You should have already contacted them personally so you would not need to send another email. Keep in mind that once you have changed the applicant status that becomes visible to the applicant.

APPENDIX B

SAMPLE INTERVIEW QUESTIONS FOR FACULTY

1. What do you consider to be one of your greatest achievements? Why?
2. What is one of the more promising educational innovations of which you are aware? Why is it valuable, and what, if anything, have you done to adopt it?
3. What is the relevance of the liberal arts in the contemporary world?
4. What motivates you to do your best?
5. Please tell us your experience in developing programs and partnerships with external constituents and how you would apply that experience to Blinn.
6. Why did you choose to become a _____ professor?
7. Please describe an Institution you would consider an ideal match for your professional talents and interests?
8. If you could choose a course that you have always wanted to teach, what would it be and how would you teach it?
9. What do you consider to be your particular strength(s)?
10. What areas would you like to improve during the next couple of years?
11. Why are you interested in Blinn College? What specific things attracted you to apply for this position?
12. What types of resources would you require to successfully continue your teaching agenda?
13. How do you view your role in the faculty development process?
14. What is your philosophy of teaching and learning?
15. Please tell us about your Professional Development interests and how you see that fitting in with the department and college mission/direction.
16. Is there anything else you would like us to know? Do you have any questions of us?
17. How would you make the most of the opportunity to work on a developing campus?
18. What efforts have you made in the last year to become a better faculty member?
19. Faced with many competing demands of your time, how do you determine your priorities?
20. Tell us about your Professional Development interests and how you see your Professional Development evolving over the next few years.
21. In what areas would you like to work to improve (in Professional Development or teaching) during the next couple of years?
22. What specific Professional Development projects would you bring to Blinn? What types of Professional Development resources and support do you require? (e.g., computer, database, library, etc.)
23. What are your teaching interests? What is your "teaching philosophy"?
24. What do you see as the most important issue or challenge in your discipline within the next few years?
25. What specific skills and talents would you bring to Blinn?
26. Describe your ideal academic work environment (i.e. in what type of academic environment would you like to work?).
27. Have you taught courses before?
    a. What were they?
    b. What level?

     c.   Required or elective?

28. What specifically do you do in your classes to enhance student learning?

29. What content areas would you most like to teach in?

30. How do your personal and professional interests contribute to your teaching in multicultural/multilingual education?

31. If you had the power to effect one major change in the education of _____, what would that change be and how would you go about effecting that change?

32. Tell us about your vision of the field: where do you think the field is headed in the next five years? How does that relate to the preparation of professional educators?

33. What instructional strategies would you use in order to bring about the greatest understanding of multiculturalism/multilingualism among your students?

34. We encourage integration of a wide range of course content, including the broadest range of diversity issues, in our teacher preparation program. How would you integrate a multidisciplinary and multicultural focus in your courses? Especially courses in your area of specialty?

35. What do you consider your most profound reasons for wanting to join the faculty at Blinn?

36. What difference do you want to make through your professional work over the next five to ten years?

37. What do you consider to be the major issues and challenges facing public education in [insert year]? What are the issues and challenges just now beginning to emerge?

38. How would you describe the role of an effective faculty member in an department?

39. What are the most important skills and abilities _____ majors must take into their workforce?

40. What teaching strategies do you use in your college classes? Why? What are the intended outcomes of these strategies?

41. How do you assess the learning outcomes of your instruction?

42. Describe a successful team teaching experience you have participated in as either a K -12 or college teacher. What made it successful?

43. How will your teaching, Professional Development and service activities interrelate, and how will you work to integrate them?

44. Describe your ideal faculty colleague. In what ways do you fit the description, and in what areas do you have the most progress yet to make?

45. What do you need to know about us to make sure we're a good fit for you?

46. How do you view your role in the faculty development process?

47. What are your professional goals?

48. What is notable about your teaching?

49. What kind of teaching experiences, if any, have you had with computer technology?

50. What ways do you expect to interact with other faculty here who are in your department/college, but not in your specialty?

51. Service is important at Blinn because we are a growing college. How would you see yourself contributing to the development of the department and the college?

52. Share an example when you were successful in getting a student to work harder in a class.

53. Describe an instance in which you had to confront a difficult issue with a student. What was the outcome and what did you learn?

54. How would you encourage students to major in your discipline?

55. What is your experience with distance learning, on-line courses, and using technology in the classroom?

56. How do you incorporate course-based learning objectives into the design of your courses?
57. How do you align (or link) your course learning objectives with your course activities and assessments?

SAMPLE INTERVIEW QUESTIONS FOR STAFF

BEHAVIORAL INTERVIEW QUESTIONS

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

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

Analytical Thinking

1. Describe the project or situation which best demonstrates your analytical abilities. What was your role?
2. Developing and using a detailed procedure is often very important in a job. Tell about a time when you needed to develop and use a detailed procedure to successfully complete a project.
3. Give a specific example of a time when you used good judgment and logic in solving a problem.
4. Give me an example of when you took a risk to achieve a goal. What was the outcome?
5. Relate a specific instance when you found it necessary to be precise in order to complete the job.
6. Tell us about a job or setting where great precision to detail was required to complete a task. How did you handle that situation?
7. Tell us about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? What was your reasoning behind your decision?
8. Tell us/me about your experience in past jobs that required you to be especially alert to details while doing the task involved.

Building Relationships

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

Business Systems Thinking

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

Caution

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

Communication

1. Describe a situation in which you were able to effectively "read" another person and guide your actions by your understanding of their individual needs or values.
2. Describe a situation when you were able to strengthen a relationship by communicating effectively. What made your communication effective?
3. Describe a situation where you felt you had not communicated well. How did you correct the situation?
4. Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior.
5. Describe the most significant written document, report or presentation which you had to complete.

6. Give me an example of a time when you were able to successfully communicate with another person, even when that individual may not have personally liked you, or vice versa.
7. Have you ever had to "sell" an idea to your co-workers or group? How did you do it? Did they "buy" it?
8. How do you keep subordinates informed about information that affects their jobs?
9. How do you keep your manager informed about what is being done in your work area?

10. How do you go about explaining a complex technical problem to a person who does not understand technical jargon? What approach do you take in communicating with people?
11. What kinds of communication situations cause you difficulty? Give an example.
12. Tell us about a recent successful experience in making a speech or presentation. How did you prepare? What obstacles did you face? How did you handle them?
13. Tell us about a time when you and your current/previous supervisor disagreed but you still found a way to get your point across.
14. Tell us about a time when you had to present complex information. How did you ensure that the other person understood?
15. Tell us about a time when you had to use your verbal communication skills in order to get a point across that was important to you.
16. Tell us about a time when you were particularly effective in a talk you gave or a seminar you taught.
17. Tell us about an experience in which you had to speak up in order to be sure that other people knew what you thought or felt.
18. Tell us me about a situation when you had to speak up (be assertive) in order to get a point across that was important to you.
19. Tell us about a time in which you had to use your written communication skills in order to get an important point across.
20. What challenges have occurred while you were coordinating work with other units, departments, and/or divisions?
21. What have you done to improve your verbal communication skills?
22. How have you persuaded people through a document you prepared?
23. What are the most challenging documents you have done? What kinds of proposals have you written?
24. What kinds of writing have you done? How do you prepare written communications?

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

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

Decision Making
1. Discuss an important decision you have made regarding a task or project at work. What factors influenced your decision?
2. Everyone has made some poor decisions or has done something that just did not turn out right. Has this happened to you? What happened?
3. Give an example of a time in which you had to be relatively quick in coming to a decision.
4. Give an example of a time in which you had to keep from speaking or not finish a task because

you did not have enough information to come to a good decision.

5. Give an example of a time when there was a decision to be made and procedures were not in place?
6. Give an example of a time when you had to be relatively quick in coming to a decision.
7. Give me an example of a time when you had to keep from speaking or making a decision because you did not have enough information.
8. How did you go about deciding what strategy to employ when dealing with a difficult customer?
9. How do you go about developing information to make a decision? Give an example.
10. How do you involve your manager and/or others when you make a decision?
11. How have you gone about making important decisions?
12. How quickly do you make decisions? Give an example.
13. In a current job task, what steps do you go through to ensure your decisions are correct/effective?
14. Tell us about a time when you had to defend a decision you made even though other important people were opposed to your decision.
15. What kind of decisions do you make rapidly? What kind takes more time? Give examples. What kinds of problems have you had coordinating technical projects? How did you solve them?
16. What was your most difficult decision in the last 6 months? What made it difficult?
17. When you have to make a highly technical decision, how do you go about doing it?

Delegation

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

Detail-Oriented

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

Employee Development

1. Tell us about a training program that you have developed or enhanced.

Evaluating Alternatives

1. Have you ever had a situation where you had a number of alternatives to choose from? How did you go about choosing one?
2. What are some of the major decisions you have made over the past (6, 12, 18) months?
3. What kinds of decisions are most difficult for you? Describe one?

Flexibility

1. Have you ever had a subordinate whose performance was consistently marginal? What did you do?
2. How have you adjusted your style when it was not meeting the objectives and/or people were not responding correctly?

3. What do you do when you are faced with an obstacle to an important project? Give an example.
4. When you have difficulty persuading someone to your point of view, what do you do? Give an example.

Follow-up and Control

1. How did you keep track of delegated assignments?
2. How do you evaluate the productivity/effectiveness of your subordinates?
3. How do you get data for performance reviews?
4. How do you keep track of what your subordinates are doing?
5. What administrative paperwork do you have? Is it useful? Why/why not?

Initiative

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

Interpersonal Skills

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

Innovation

1. Can you think of a situation where innovation was required at work? What did you do in this situation?
2. Describe a situation when you demonstrated initiative and took action without waiting for direction. What was the outcome?
3. Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.

4. Describe something that you have implemented at work. What were the steps used to implement this?
5. Describe the most creative work-related project which you have carried out.
6. Give me an example of when you took a risk to achieve a goal. What was the outcome?
7. Sometimes it is essential that we break out of the routine, standardized way of doing things in order to complete the task. Give an example of when you were able to successfully develop such a new approach.
8. Tell us about a problem that you solved in a unique or unusual way. What was the outcome? Were you satisfied with it?
9. Tell us about a suggestion you made to improve the way job processes/operations worked. What was the result?
10. There are many jobs in which well-established methods are typically followed. Give a specific

example of a time when you tried some other method to do the job.

11. There are many jobs that require creative or innovative thinking. Give an example of when you had such a job and how you handled it.
12. What have been some of your most creative ideas?
13. What innovative procedures have you developed? How did you develop them? Who was involved? Where did the ideas come from?
14. What new or unusual ideas have you developed on your job? How did you develop them? What was the result? Did you implement them?
15. When was the last time that you thought "outside of the box" and how did you do it?

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

Introducing Change
1. Have you ever had to introduce a policy change to your work group? How did you do it?
2. Have you ever met resistance when implementing a new idea or policy to a work group? How did you deal with it? What happened?
3. When is the last time you had to introduce a new idea or procedure to people on this job? How did you do it?

Leadership
1. Give an example of a time in which you felt you were able to build motivation in your co-workers or subordinates at work.
2. Give an example of your ability to build motivation in your co-workers, classmates, and on a volunteer committee.
3. Have you ever had difficulty getting others to accept your ideas? What was your approach? Did it work?

4. Have you ever been a member of a group where two of the members did not work well together? What did you do to get them to do so?
5. What is the toughest group that you have had to get cooperation from? Describe how you handled it. What was the outcome?

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

Motivating Others
1. Have you ever had a subordinate whose work was always marginal? How did you deal with that person? What happened?

2. How do you deal with people whose work exceeds your expectations?
3. How do you get subordinates to produce at a high level? Give an example.
4. How do you get subordinates to work at their peak potential? Give an example.
5. How do you manage cross-functional teams?

Motivation

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

Negotiating

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

Organizational

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

Performance Management

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

Personal Effectiveness

1. Give an example of a situation where others were intense but you were able to maintain your composure.
2. It is important to maintain a positive attitude at work when you have other things on your mind. Give a specific example of when you were able to do that.

3. Keeping others informed of your progress/actions helps them feel comfortable. Tell your methods for keeping your supervisor advised of the status on projects.
4. Tell us about a recent job or experience that you would describe as a real learning experience? What did you learn from the job or experience?
5. Tell us about a time when you took responsibility for an error and were held personally accountable.
6. Tell us about a time when your supervisor criticized your work. How did you respond?
7. Tell us about some demanding situations in which you managed to remain calm and composed.
8. There are times when we are placed under extreme pressure on the job. Tell about a time when you were under such pressure and how you handled it.
9. What have you done to further your own professional development in the past 5 years?
10. When you have been made aware of, or have discovered for yourself, a problem in your work performance, what was your course of action? Can you give an example?

Persuasion
1. Describe a situation in which you were able to positively influence the actions of others in a desired direction.
2. Describe a situation where you were able to use persuasion to successfully convince someone to see things your way.
3. Describe a time when you were able to convince a skeptical or resistant customer to purchase a project or utilize your services.
4. Have you ever had to persuade a group to accept a proposal or idea? How did you go about doing it? What was the result?

5. Have you ever had to persuade a peer or manager to accept an idea that you knew they would not like? Describe the resistance you met and how you overcame it.
6. How do you get a peer or colleague to accept one of your ideas?
7. In selling an idea, it is sometimes useful to use metaphors, analogies, or stories to make your point. Give a recent example of when you were able to successfully do that.
8. Tell us about a time when you had to convince someone in authority about your ideas. How did it work out?
9. Tell us about a time when you used facts and reason to persuade someone to accept your recommendation.
10. Tell us about a time when you used your leadership ability to gain support for what initially had strong opposition.
11. Tell us about a time when you were able to successfully influence another person.

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

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

challenges did you have?

Problem Solving

1. Describe the most difficult working relationship you've had with an individual. What specific actions did you take to improve the relationship? What was the outcome?
2. Give me an example of a situation where you had difficulties with a team member. What, if anything, did you do to resolve the difficulties?
3. Have you ever been caught unaware by a problem or obstacles that you had not foreseen? What happened?
4. Tell us about a time when you did something completely different from the plan and/or assignment. Why? What happened?
5. What are some of the problems you have faced; such as between business development and project leaders, between one department and another, between you and your peers? How did you recognize that they were there?
6. When was the last time something came up in a meeting that was not covered in the plan? What did you do? What were the results of your judgment?

Problem Resolution

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

Project Management

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

Relate Well
1. Describe a situation where you had to use conflict management skills.
2. Describe a situation where you had to use confrontation skills.
3. Give me an example of a time when a company policy or action hurt people. What, if anything, did you do to mitigate the negative consequences to people?
4. How do you typically deal with conflict? Can you give me an example?
5. Tell us about a time when you were forced to make an unpopular decision.

6. What would your co-workers (or staff) say is the most frustrating thing about your communications with them?

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

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

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

Scheduling
1. Describe the most difficult scheduling problem you have faced.
    a. How did you assign priorities to jobs?
    b. How did you go about making job assignments?
2. We all have been over-loaded a time or two, how do you meet your job assignments?

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

10. What was the most useful criticism you ever received?

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

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

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

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

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

Strategic Planning
1. Describe what steps/methods you have used to define/identify a vision for your unit/position.
2. How do you see your job relating to the overall goals of the organization?

3. In your current or former position, what were your long and short-term goals?
4. Tell us about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs.

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

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

22. When working on a team project have you ever had an experience where there was strong disagreement among team members? What did you do?

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

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

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

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

APPENDIX C

QUESTIONS/ TOPICS TO AVOID DURING INTERVIEWS

There are many laws governing employment and for maintaining equal opportunities for all applicants. Below are questions/ topics to **NEVER** discuss during a job interview.

QUESTIONS ON AGE

How old are you?

When did you graduate from High school? College?

QUESTIONS ON SEX

Are you married?

Do you intend to get married?

Do you have children?

Are you a single parent?

Do you practice birth control?

Do you live by yourself?

How many people live in your household?

Do you have someone who can take care of a sick child?

What is your sexual orientation?

Are your straight?

Do you have a maiden name?

Where does your spouse work?

QUESTIONS ON ETHNIC ORIGIN/RACE

What is your nationality?

Where are your parents from?

What languages do you speak?

Are you bilingual? (unless job related)

What language do you speak at home?

What's the origin of your name?

QUESTIONS ON RELIGION/POLITICAL BELIEFS

What church are you a member of?

Are you a member of a religious group?

With what political party are you affiliated?

QUESTIONS ON DISABILITIES

What health problems do you have?

Do you have any back problems?

When were you in the hospital last?

APPENDIX D

Interview Questions Guide   Interviewer's Name:_____

INSTRUCTIONS This form is used by hiring committees to develop interview questions. The same questions will be asked of all the applicants interviewed. Record the questions and the anticipated answer(s) before the interview begins. Make sure to document all answers. This needs to be done by all committee members. After the interview is conducted, score each question and calculate the overall score. It is important to maintain documents in accordance with the respective retention periods.

Applicant's Name	Date
Job Title	Score

Question 1:

Applicant's Answer:

Score: ☐ 5 = Outstanding   ☐ 4 = Excellent   ☐ 3 = Good   ☐ 2 = Fair   ☐ 1 = Poor   ☐ 0 = No Answer

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Question 2:

Applicant's Answer:

Score: ☐ 5 = Outstanding   ☐ 4 = Excellent   ☐ 3 = Good   ☐ 2 = Fair   ☐ 1 = Poor   ☐ 0 = No Answer

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Question 3:

Applicant's Answer:

Score: ☐ 5 = Outstanding ☐ 4 = Excellent ☐ 3 = Good ☐ 2 = Fair ☐ 1 = Poor ☐ 0 = No Answer

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Question 4:

Applicant's Answer:

Score: ☐ 5 = Outstanding ☐ 4 = Excellent ☐ 3 = Good ☐ 2 = Fair ☐ 1 = Poor ☐ 0 = No Answer

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Overall Score (to be completed upon close of interview):

1 = Poor

2 = Fair

3 = Good

4 = Very Good

5 = Excellent

APPENDIX E

INSTRUCTIONS This form is used by the hiring department as a record retention checklist for Blinn College position files. **All original interview documents must be sent to Human Resources at the completion of the hiring process.**

Position Posting Name:	Date:
Posting #:	
A. Documents Maintained by Human Resources in PeopleAdmin Job Postings: Position Posting All Applicants (referred and not referred) All attached documents (resumes, cover letters, test scores, and other attachments) Criminal Background Check (maintained on vendor site) Position Description Selective Service Form (if applicable) Other Documents	
B. The Hiring Department should maintain a hard copy Position File of postings that consist of the following items: Position Description Position Posting Hiring Matrix from all committee members Interview Question/Answers (All) Reference Checking Materials (All) All notes, e-mails, etc.	

NEED HELP?
Contact Blinn HR at
979.830.4128 or 979.209.7546

APPENDIX F

<u>Moving/Relocation Expenses</u>

Blinn College District, at the discretion of the District President or designee, may reimburse reasonable and eligible moving/relocation expenses for newly hired Executive Council employees. **All moving and relocation expenses require preapproval from the Chancellor.** Failure to obtain preapproval may nullify payment.

The College reserves the right to nullify or amend these procedures as needed.
The total value of the moving/relocation allowance shall not exceed the following: Vice Chancellor Level - 6% of base salary. Payments of expenses in amounts exceeding this schedule may be granted upon recommendation of the District President or designee.

Deductible expenses related to moving/relocation are not reported as taxable income in the employee's W-2 form. Deductible expenses may include the following up to the pre-approved maximum level: packing of household goods at the former residence and unpacking at the destination; transportation of household goods and personal effects by a professional moving company; mileage allowance at the allowable rate; rental of a truck and expenses incurred in moving/relocating household goods by the individual; full transit protection of household goods, temporary storage cost for a period not to exceed 30 days; and/or disconnection and installation of moved appliances.
Non-deductible expenses are considered additional income to the employee and are subject to Federal, Social Security, and Medicare taxes.

The following are expenses which will NOT be reimbursed by the College District: removal and installation of drapes, carpeting, lights, etc.; maid service, childcare, etc.; moving of animals, plants, or any other property not usually defined as household goods; movement of perishable food products; cleaning, repair, renovation or lawn expenses at former or new residence; and buy-out of unexpired leases.

Travel Expenses for On-site Interview Candidates
Blinn College District may pay a qualified applicant approved travel expenses related to an on-site interview for certain exempt level positions. **Preapproval from the Human Resources Department is required.** The Human Resources Department should be contacted to obtain approval for reimbursement of expenses <u>prior</u> to the interview and before discussing with candidates. Failure to obtain preapproval may nullify payment.

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