Hiring the Best & Providing a Good Start

Module Overview

Purpose

This module will help develop an understanding and awareness of effective recruitment, selection and orientation practices; learn the skills necessary for a successful hiring process; and available UMHS resources.

Learning Objectives

Through lecture, discussion and activities, participants will be able to:

- Analyze department needs
- Write accurate and up-to-date job descriptions
- Develop recruitment strategies which will produce diverse applicant pools
- Write effective interview questions which are fair and equitable
- Analyze and screen resumes in a fair and nondiscriminatory manner
- Conduct reference checks to produce useful information
- Develop an orientation plan

Agenda

I. Introduction to Employee Selection Process

II. Developing Position Requirements

III. Candidate Sourcing

IV. Reviewing the Candidate Pool

V. Interviewing Candidates

VI. Candidate Selection

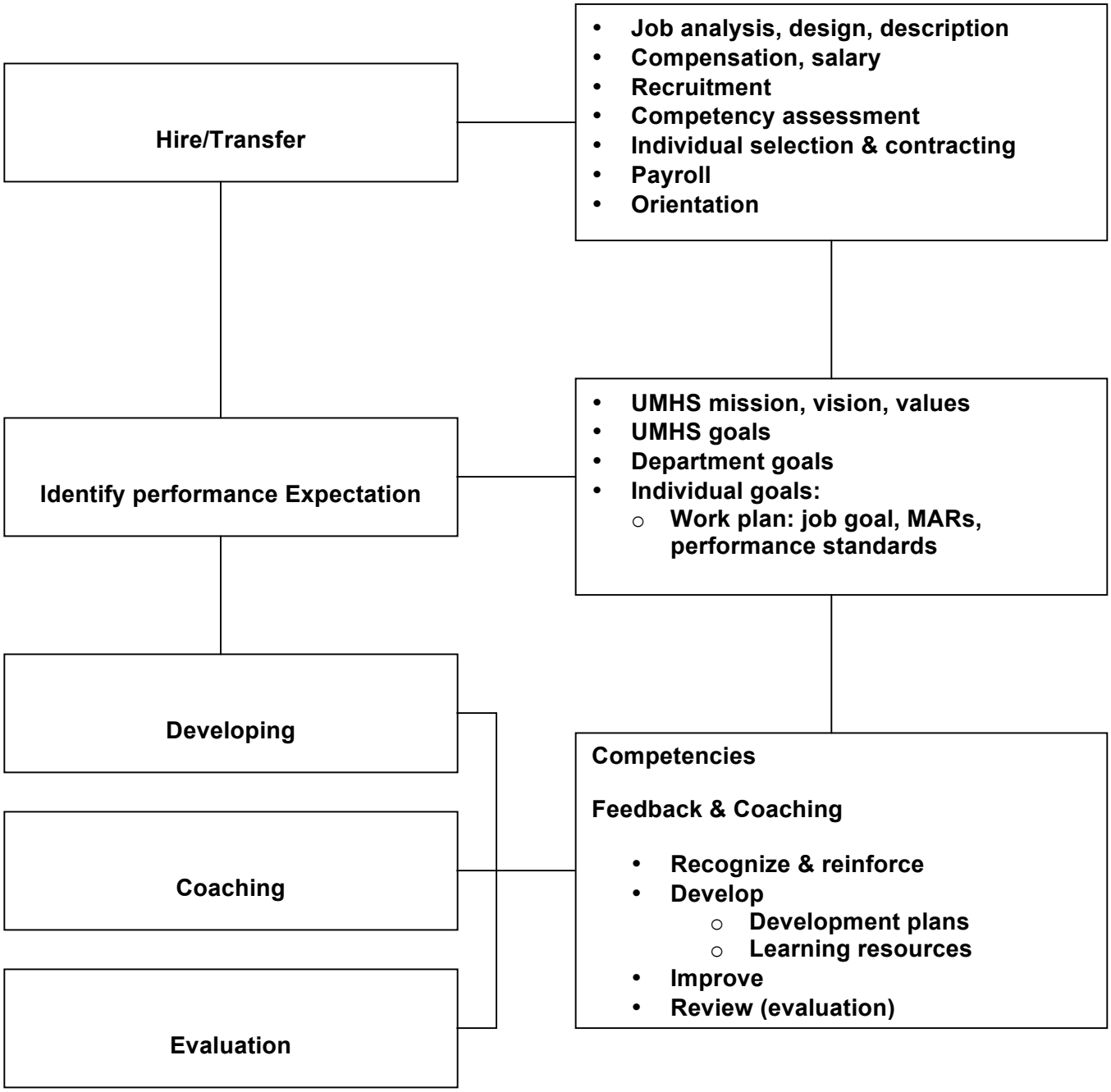
VII. Verifying Requirements

VIII. Making the Offer

IX. Orienting New Employees

X. Resources

UMHS Performance Development System



Key UMHS Human Resource Contacts

Employment Process Coordinators

- Primary contact for posting and filling positions
- Review and sign off on selected candidate and salary offer
- Leaves of absence
- Special placements (return from leaves, accommodations, dual career, RIF)
- Job classification/re-classification
- Salary levels/salary equity issues

PEP (Pre-Employment Program, for Office, Service/Maintenance, Entry-Level Allied Health Positions, and Temporary Employees)

- Provide testing, references and screening
- Refer qualified candidates to hiring supervisors
- Screen all candidates before bids are accepted

Bernard Hodes Group for Recruitment and Advertising

- Advertising placements
- Recruitment outreach advice for hard-to-fill positions
- Recruitment strategy planning

Human Resource Consultant

- Organizational Consultants
- HR policy interpretation
- Departmental reorganizations
- Employee/supervisor concerns:
  - Discipline/terminations
  - Grievances
  - Union contract interpretation

Allied Health Recruitment and Retention

- Darci Hoag – darciw@umich.edu, 647-5798
- Jaime Palmby – jmtache@umich.edu, 647-1896

Fair and Equitable Hiring Practices

Fair and equitable interviews are achieved by using consistent, appropriate techniques and tools. Even if you conduct an interview appropriately, but you still do not follow this consistently, you can leave yourself open for legal action.

There are many ways to implement fair and equitable hiring practices. Some of these methods are:

- Include statements in your written announcements and advertisements that encourage diverse people to apply. Allow additional recruitment time, if necessary, to attract a diverse candidate pool. Use a variety of recruitment sources
- Provide reasonable accommodation
- Remove personal and institutional biases from interviewing methods (e.g., from questions, screening techniques). One way to do this is by using competency-based interviewing
- Keep your inquiries and questions to candidates and references job-related
- Be consistent in your practices toward all candidates
- Select the best qualified candidate

Activity

Hiring Process Exercise

Purpose: To become familiar with the steps of the hiring process.

Agenda:

In your table groups, sort the index cards in the appropriate order to describe the hiring process.

Limit: 5 minutes

Steps in the Process

1) Need to fill a position is identified

2) Posting Process

- Review job duties and requirements
- Create posting:
  1) Creating a posting and filling a job: MPathways is the system we use for all postings (access needs to be established) MAIS LINC is the training resource
  2) List the key responsibilities of the job
  3) Include information about special hours, work location, shifts, as appropriate
  4) Determine qualifications
  5) Make the job sound interesting–this is your advertisement of the position
- Develop selection criteria
- Develop interview guide

3) Candidate Sourcing

- Advertising
- Ensuring a diverse applicant pool

4) Candidate Selection

- Review resumes determining candidates to interview
- Reduction in Force (RIF's) and goals
- Conduct interview using behaviorally-based questions
- Compare candidates to selection criteria
- Identify top candidate(s)

5) Verifying Requirements

- Check references and review personnel file
- Determine an appropriate salary based on external market data and internal equity
- Complete Candidate Summary Form (CSF) and forward to Employee Process Coordinator for review and sign-off

6) Make the offer

7) Orient new employee

- Send new employee to *Michigan Traditions and Values*; New Employee Orientation

Determining Qualifications

Don't "Over qualify" Your Position

- May discourage good candidates from applying
- "Overqualified" does not mean best qualified

Department Minimum Qualifications

- Should include what the department needs to fill the job
- Usually no more than five (5)
- Use as a screening tool
- Must be closely aligned with the key functions of the position
- Provide the basis of your selection process in conjunction with University Minimum Qualifications
- Example: proficient word processing skills

Department Desired Qualifications

- Represents ideal candidate – wish list
- Consistent with generic job classification
- Use as many as you need
- Inclusive, not exclusive
- Nice to have, but not required
- Example: Microsoft Office experience desired

Developing Selection Criteria

Selection criteria are a necessary and critical tool in the faculty/staff selection process. Their primary function is to guide the hiring supervisor in determining which set of candidates meet the qualifications for the posted position. Selection criteria should be:

- Established before a position is advertised or posted
- Clearly defined and relevant to the position
- Used to evaluate applicants for the position after the initial screening
- Relevant, understandable and defensible
- Aligned with the department's needs
- Built on department minimum qualifications
- Expressed as "extent and relevance of..."
- Demonstrate and document how you will make your selection and determine the best qualified candidate

Successful candidates should be those clearly possessing the prerequisite skills and the strongest combination of strengths and the emphasis in screening applications should be on demonstrated performance.

Activity

Selection Criteria Exercise

Purpose: To understand how to develop selection criteria.

Agenda:

Review the sample criteria and the job posting for the Division Secretary from the handouts provided.

Develop additional criteria.

Limit: 10 minutes

Candidate Sourcing: Tips for Recruiting

Candidate Sourcing

1. Start thinking a bit like an athletic coach. Coaches go out and find the talent they need. They don't put ads in the paper and then sit back and wait.
2. Places to recruit: You need to continually recruit – not wait for searches for announced vacancies. This means establishing contacts and networking inside and outside the University for potential staff members.

   Seize the opportunity to recruit at national meetings even if you don't have currently open positions. Post a generic advertisement on the recruitment board and collect resumes. You might even want to schedule interviews with candidates who look promising. Take the information back to the office and follow up with a friendly note. Then when openings occur, you will have a couple of pre-screened candidates to recruit more specifically.
3. Move qualified applicants to applicant list for future reference.
4. Create student internships and/or part-time positions for diverse people until regular positions open for which these individuals can be actively considered.
5. Write position descriptions to ensure that they attract the widest possible range of candidates. Think broadly rather than narrowly about the types of experiences candidates might bring to you.

   Treat every vacancy as if it is the only shot you'll ever get to find and hire a candidate who will increase your department's diversity.
6. Utilize faculty and staff to help with outreach efforts.
7. Keep a file of articles from publications which feature people in your field.
8. If you have actual open positions, follow up casual contacts at professional meetings with recruitment letters which describe your department and demonstrate interest in an individual's candidacy.
9. Contact EPC and ask them to search the candidate pool for you.

Recruiting Candidates

Recognize that candidates will probably need to be quite aggressively recruited. Competition can be intense and candidates must be "courted" as you would any other outstanding candidate.

People need to feel that they will be truly welcome at the institution; that they will find a place in the University community. Frequently it helps to have other similarly situated persons (who are not in a decision-making capacity in the search) meet informally with candidates to give them a sense of the institution. It also helps if higher-level administrators make themselves available to meet with candidates of during the recruitment process. The personal touch can make a great deal of difference in recruiting success.

Reviewing the Candidate Pool

Do you have a diverse pool? (Contact your EPC, HR Consultant, or Unit HR Consultant)

- If you don't...note efforts

Critical that job pools are as diverse as possible

Do you have any RIF candidates?

- Obligation to candidates who have been RIF'd
- Refer to job bids
- Seriously consider if they meet the department minimum qualifications
- If screened out, check with EPC

Screening Resumes

- Prepare thoroughly
- Think about ways the candidates can add to or enhance diversity within your department
- Identify key qualifications
- Focus on qualifications related to essential tasks
- Be wary of such things as gaps in employment, sloppiness
- Look for length of time in various positions
- Do not read anything into the resume
- System allows key word search to screen candidate pool
- Don't measure everyone against one old standard
- Screen to include, not exclude
- Assume a candidate is interested in a position for professional reasons. Any other assumptions on the part of the hiring supervisor are unprofessional and can lead to trouble

Affirmative Action and Diversity

- What does a goal represent?
- What should you do when you have a goal?
- What is the difference between Affirmative Action and Diversity?
- How to develop a diverse staff

www.med.umich.edu/umhshr/doc/Maximizing_Diversity_at_UMHS.pdf

From Affirmative Action to Diversity

EEO/Affirmative Action	***Workforce Diversity***
- Government Initiated	- Voluntary
- Legally-driven	- Productivity-driven
- Quantitative	- Qualitative
- Problem-focused	- Opportunity-focused
- Assumes assimilation	- Assumes integration
- Reactive	- Proactive
- Exclusive	- Inclusive

Activity

Would You Ask These Questions?

Purpose: To practice reviewing legal and illegal questions.

Agenda:

- Complete the "Would You Ask These Questions" worksheet in the Toolkit.
- Group debrief.

Limit: 15 minutes

Would You Ask These Questions?

	YES	NO
1. Confidentially, what is your race?		
2. Are there any holidays other than those usually observed which require you to be absent?		
3. What is the nationality of your parents?		
4. Would you like to be called Miss, Ms., or Mrs.?		
5. Do you have any disabilities?		
6. Have you ever been arrested?		
7. Whom should we notify in case of emergency?		
8. What kind of work does your spouse do?		
9. Where were you born and raised		
10. What was your maiden name?		
11. Are you a college graduate?		
12. What clubs, societies or organizations do you belong to?		
13. Are you single, married, or divorced?		
14. Do you plan to have a family?		
15. Of what country are you a citizen?		
16. What is your native language?		
17. Have you ever had a serious illness?		
18. What military experience have you had?		
19. How old are you?		
20. Do you have a good credit rating?		

Appropriate Questions

The questions you outline in the interview guide and eventually ask in the interview must meet three criteria. They must be:

- **Legal** – Some questions should not be asked and are in violation of the law. For example, asking a candidate about his or her nationality is not acceptable
- **Job-related** – A question may be legal, but if it is not associated with the job, it is better not to ask
- **Objective** – Questions that you ask should be asked of all candidates, not just one or some. This does not pertain to questions you ask as a result of statements made by an interviewee. However, these questions still should be legal and job-related

Illegal Questions

You may not ask questions about the following:

- **Identity** – changing name by court order; relatives working with company, type of work done by relatives, maiden name
- **Race or national origin** – native tongue or language, method used to learn foreign language (e.g., college versus living in country), location of birth, nationality of spouse, heritage
- **Residence** – length of residence in the country, nature of relationship of people with which the applicant lives, residence outside of country
- **Citizenship** – citizenship, native-born or naturalized citizen, citizenship of relatives, when citizenship was acquired
- **Child care** – number and age of children, are children living with applicant, child care arrangements, intent to have children in the future
- **Disability** – receiving compensation for previous illness

The Interview Guide

The interview guide provides a framework so that you can interview completely and consistently, and focuses on job-related issues. It contains the following sections:

- **Opening -** This section lists a few guidelines for welcoming the interviewee.

- **Transition to interview** – This section moves the interview from the opening to the start of the interview. It is also used to make the applicant feel at ease. Normally, statements about the weather or about the interviewee's trip to the interview work well. You can also ask how the interviewee learned about the company and position. Make sure you introduce the interview team and tell candidate a little about team members' roles/responsibilities. Tell candidates that you are going to take notes as they talk so that you will have accurate information to refer to later. It is important to record actual answers to questions as opposed to evaluative or conclusive comments. You may record observations of non-verbal signals as long as they are recorded factually and not as conclusions

- **Overview** – This section outlines the frame of the interview. Generally, you want to list the purpose of the interview, re-state any requirements mentioned in the pre-screen interview, and outline the interview steps. If you describe the job, avoid giving too much information about the job.

- **Education, Experience, Knowledge, and Skills** – This section lists behavior-based questions that will help you collect information about how well interviewees meet the requirements for education, experience, knowledge and skills. Questions should be prepared to touch on all of the essential tasks of the job. Example: Tell me about a time when you were required to schedule patients.

- **Behavior** – This section lists behavior-based questions that help you collect information about whether or not interviewees possess behaviors that are important to the job. Questions should be prepared to touch on all of the essential behaviors of the job. Example: Describe a time when you had to interact with an unpleasant person. What did you do?

- **Interests** – This section outlines questions to collect information on interests or activities the interviewee does that may demonstrate he or she can handle the job. Your question should be phrased so that the interviewee understands that you only need information that would demonstrate ability or willingness in the context of the job. For example, you might ask, "Are there any interests, activities, or professional organizations with which you are involved that demonstrate that you would be successful at this job?"

- **Strengths and areas for improvement** – This section lists questions used to get the interviewee to summarize or highlight strengths that would benefit the job and in what ways, as well as areas of development and how they have been dealing with them.

- **Sharing** – This section outlines the information you would like to share about UMHS, your department, and the job.

- **Transition to close** – This section outlines how to approach the close of the interview. It is usually just enough to ask the interviewee if he or she would like to add anything about themselves that would help in your decision-making. It is always good to ask if the interviewee has any additional questions.

- **Close** – This section focuses on thanking the interviewee for coming and reviewing next steps.

Hiring the Best Online Wiki

What is a Wiki?

A Wiki is a website that allows multiple users to create, modify and organize web page content in a collaborative manner. Wikipedia is a well known example of a Wiki.

What is Confluence?

Confluence is a wiki designed to make it easy for you and your team to share information. It is available to all University employees. https://wiki.umms.med.umich.edu

What is the Hiring the Best Wiki?

Purpose:

To promote hiring best practices within the organization through use of a wiki. To engage the hiring community to share and contribute best practices to further enhance the organizational knowledge.

How to use:

Go to:
https://wiki.umms.med.umich.edu/display/UMHSHBP/Hiring+Best+Practices+%28Staff%29
In this space, you will find a set of steps for the hiring of staff. These steps represent the general process for hiring new staff. You may use it to help guide you with your own process. If you have a question or have something to share, feel free to make a comment. Over time, we want the content on this space to adapt and improve based on the community's input.

Activity

Using the Interview Guide

Purpose: To become familiar with the Interview Guide on the following two pages.

Agenda:

1. Review the Interview Guide.
2. Discuss these questions with your tablemates:
   - Is anything missing (What would you add?)
   - Is anything wrong or questionable?
3. Debrief as a whole class

Limit: Review guide 5 minutes

Discussion at tables 10 minutes

Debrief 5 minutes

Activity Part 1: Interview Guide

(Note that this is an abbreviated Interview Guide)

1. Greeting
   - 1.1 Welcome the applicant by shaking hands.
   - 1.2 Indicate where the applicant should be seated.

2. Transition to Interview
   - 2.1 Ask applicant if he or she had any difficulty getting here today.
   - 2.2 Ask applicant about the weather today.
   - 2.3 Ask applicant how he or she learned about the company and the position.

3. Overview
   - 3.1 Review the purpose of the interview. Indicate that you will explore the applicant's education and experience, knowledge, skills and suitability as it pertains to the Accounts Receivable Clerk position.
   - 3.2 Ask the applicant if he or she has any questions about the process. [Applicant's response and my comments.]

4. Knowledge and Skills
   - 4.1 "This position requires prior experience or education related to account receivables procedures. Describe how your education and experience have prepared you for this responsibility." [Applicant's response]
   - 4.2 "Do you know double-entry bookkeeping?" [Applicant's response]
   - 4.3 "This position requires that you be able to type 40 words per minute. How would you describe your skill in this area?" [Applicant's response]

5. Behavior
   - 5.1 "Often you may come into contact with irate patients, members or families. How would you respond in a situation like this? Can you give me an example of how you handled a situation like this in the past?" [Applicant's response]

6. Interests
   - 6.1 "What are your outside interests?"

7. Strengths and Areas for Development
   - 7.1 "What strengths do you possess that would help you be successful in this job?"
   - 7.2 "What areas do you feel that you need to develop regarding the responsibilities of this job? How do you see yourself addressing these areas?"

8. Sharing
   - 8.1 Give an overview of an Academic Health System to candidate.
   - 8.2 Give an overview of department to candidate.
   - 8.3 Give an overview of working conditions, including benefits, to candidate.

9. Transition to Close
   - 9.1 "Thank you for sharing your qualifications for this job. Is there anything you would like to add at this time?" [Applicant's response and my comments]

10. Close
   - 10.1 "We will be making a decision in a few weeks. After that, it will take us a week to contact all candidates either by phone or mail. Do you have any additional questions?" [Respond to any questions from the applicant]
   - 10.2 Thank the applicant for coming and say goodbye.

Things to keep in mind while interviewing

1. Develop a high tolerance for silence. Give candidates a chance to think and develop thoughtful answers to your questions.

2. Keep candidates informed: give the candidates an idea of what stage the search is in, what the next steps will be, and when they can expect to hear from you. If delays occur, you should call candidates and let them know where things stand.

3. Keep your notes on the all the candidates.

4. If a team is interviewing candidates, and there is time, debrief with your teammates. It is best to save definitive evaluations of candidates until you have seen them all, but it often helps in the consensus building process to compare notes as to reactions to particular candidate responses, behaviors, etc. immediately after the interview.

Additional Interview Questions

Listed are some retention or "stay" questions to ask candidates during the interview:

1. What are some of the key factors that would keep you here if you got the job?

2. What might entice you away?

3. What would keep your energy up?

Tips to Prepare for the Interview

1. Decide on the overall structure of the interview process including norms.

2. Follow the process uniformly for all candidates, even those who are from your own department or otherwise "known" to the interviewer(s).

3. You may want to ask candidates to bring work samples with them and/or ask them to be prepared to create a work sample in your office before or after the interview.

4. Give the interview adequate time.

5. Selection criteria should be developed and reviewed before interview questions are written and should be based on the job description.

6. Interview questions should be written ahead of time so that you will cover the same ground with each candidate. It is important that all candidates be asked the same list of questions, even though you may have varying follow-up and probing questions.

7. When interviewing in a team, one person should be designated as the team leader. Interview teams should have three (3) to six (6) members which may include customer or constituent representatives and/or HR personnel. Make sure interviewers are diverse.

8. If teams are being used for interviews, it is desirable for them to be trained and involved in the initial resume screening phase and any other screening techniques, such as telephone interviews.

9. Consider the reasonableness of the process from the candidates' viewpoints.

10. All questions should be job-related and legal. Consult the handout on appropriate and inappropriate questions to ensure that you are not asking ones which are potentially discriminatory. Ask yourself what do we want to know and are we asking it in the best way possible?

11. You can fit five (5) to seven (7) fairly "meaty" questions into a 30-minute interview. Prepare interview sheets for each team member listing the questions and providing a space for recording candidate responses.

Interviewing Questions

Use a minimum of Closed Ended questions

"Did you like your last job?"
"Was your supervisor helpful?"
"Is this enjoyable work?"
"How many years did you work there?"

Open Ended questions allow you to gather more information

"Tell me about your last job."
"What was your supervisor like?"
"Describe specific problems you handled and how you handled them."
"What kinds of work do you enjoy most?"

Behaviorally-Based Question Starters

"Describe a time when..."
"Give an example of..."
"Tell me about..."
"Describe the most significant..."
"Tell me about a specific occasion when..."
"How did you respond..."
"What would you do if..."

Activity

Developing Behaviorally Based Interview Questions

Purpose: To allow participants to practice developing behaviorally based interview questions.

Agenda:

1. Refer to job description duties, selection criteria, and Interview Guide for Administrative Assistant.
2. At your tables, develop a few well thought out behaviorally based interview questions to ask a candidate:
3. Share with the larger group.

Limit: 30 minutes

Activity

Behavioral Based Interview Practice

Purpose: To practice conducting behavioral-based interviews.

Agenda:

1. Form triads and select an interviewer, interviewee and an observer.

2. Conduct a mock interview using the behavioral-based interview questions developed (3-4 questions total)

3. Debrief as a large group. Share observations and response to the following question:

   - What would you do differently?

Limit: 20 minutes

Interviewing Techniques and Tools

Information you should supply to the candidate:

Whether or not you contribute to the development of the job description, you should be able to provide the following information about the job to the candidates:

- Manager and supervisor(s) names – The employee may report to you, but there could be other supervisors. For example, nurses report to both a nursing manager and administrative supervisor. You need to inform the candidate of multiple supervisors

- Job location and working conditions – You should know in which facilities the job seeker will normally work, (i.e., hospital or outpatient clinics). Identify the environment in which the employee will work (i.e., noise, temperature, with the public, emotional patients, work load, work hours)

- Supervisory role – Identify for which job titles the employee will supervise (if applicable)

- Job tasks – Identify both essential and non-essential tasks. Essential tasks are those that are critical or take up more than 20% of an employee's time

- Education, experience, knowledge and skills needed – Identify what the employee needs to possess in terms of education, experience, knowledge, and skills to be successful at the job. You should be able to distinguish between required and desirable items. In addition, you should identify the minimum factors you would accept in an employee. Note that these factors should be objective and job-related

- Behaviors needed – Identify behaviors an employee needs to be successful at the job. Again, these behaviors must be objective and job-related. An example of a job-related behavior is that an employee "must handle multiple tasks at one time."

- Benefits to employee – Identify key things that would attract a candidate to your organization and job (i.e., employee benefits, culture)

- How many interviews will they have to go through?

- When will they hear back?

Selection Guidelines

The guidelines for selection include:

- Base your selection on objective, job-related requirements
- Select the candidate that has complementary experiences, perspectives, interests, etc.
- Review your reasons for choosing and not choosing candidates to make sure that your perceptions of that person did not taint your decision
- Take a few days to consider and reflect on your decision. It is better to change your mind at this time than hire someone who ends up not working out
- Before your final selection, or as part of a conditional offer, make sure you and the candidate have completed all activities required by UMHS, such as reference checks and pre-employment testing
- Consider not only skills directly related to the job, but also those that are transferable
- Apply a standard method for selection and reference checking to all candidates
- Reflect on biases that you have and how they may have influenced the process
- Document the entire process
- Conduct reference checks after the interview. If you receive a negative reference check for someone, give the candidate an opportunity to respond

Inclusionary Selection Techniques

Key items to remember when looking for candidates:

1. Creating a diverse workplace means practicing inclusion. Race and ethnicity should be considered as positive qualities which enhance a candidate's opportunity to be considered for a position. It may mean broadening the concept of the "best" candidate.

2. Search committee chairs should resist strongly the impulse to label one or more candidates the "most promising" because this may make it difficult for other candidates to be fully considered.

3. Do not make assumptions about candidates. Assumptions that a member of a particular group would not feel welcome in the community, or would not be able to relate well to others of different groups are damaging and will work against your diversity efforts. Also, do not make assumptions about a person's willingness to move; their spouse's willingness, etc. Let candidates decide these issues for themselves.

4. Committee members need to examine continually whether their judgments on a person's character, types of experience, or accomplishments are being affected by subjective factors, stereotypes, or other assumptions.

5. Candidate "fit"–into the campus and into the community–in the past has meant finding a person who will blend in easily with the existing structures, someone who will not dramatically alter the status quo. Candidates should not only have the capability and willingness to meet the requirements of the job, they should also be a good match for the workplace culture. The most successful candidates are those that will "fit" with the culture. "Fit" is defined as having the experiences, interests, values and dimensions of diversity.

   Diverse people who come from different socio-economic and cultural backgrounds may be presumed not to "fit" as well as candidates from the dominant culture. Beware of these sorts of presumptions; make every effort to show candidates that they WILL fit, and then let them decide for themselves.

6. Be aware of the trap of measuring everything against one standard. Candidates who got their degrees later in life or from historically Black institutions, candidates who worked part-time when their children were young, or whose experience is off the beaten path may bring rich experience and diverse background.

7. Screen to **include** candidates. Screening with the primary purpose of narrowing the pool may cause you to miss very attractive candidates.

8. Do your homework. Read the files of candidates thoroughly before offering opinions.

9. Think about the new dimensions that diverse candidates will bring to the department.

10. Other than professional reasons, a candidate's motivation for applying for a position is simply not the business of the committee–neither a screening committee nor an interviewing committee. Unless a candidate offers other reasons in a letter of interest, the committees should operate with an understanding that professional interests motivate the application. To go further invites assumptions and those assumptions frequently lead to negative judgments.

Adapted from:

Achieving Faculty Diversity: A Sourcebook of Ideas and Success Stories, U. of Wisconsin, 1988

The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity, U. Cal. 1987

Toward a Re-Vision: Examining Old Patterns and Practices in Screening and Hiring, (Trainer's Manual) University of Wisconsin Centers, 1989

S. Rasmussen
Affirmative Action Office/OIE
UM-Ann Arbor
3/94 rev. 2/95, rev. 3/04

Selling the Job

Interviews are a two-way street. You want to learn as much as possible about the candidate's skills, abilities, knowledge and behaviors on the job. The candidate wants to learn about what it would be like to work here and to work for you.

Some things to tell candidates:

- Summary of paid benefits
- Generous time off and retirement package – 2 to 1 matching after one year
- Benefits of working at UMHS
- Fast paced environment
- Leaders in healthcare
- Large, diverse place where a career can be built
- Team environment
- How the department is unique

Tell them a little about you and your department and what makes it unique.

A Few More Things to Remember

You are not Hiring:

- For yourself
- For individual faculty members
- For a research grant
- For a friend

You are Hiring:

- To fulfill a University need
- To meet Federal/State guidelines
- To meet University needs today and in the future

"Great recruiting is not about hiring a large number of people or hiring them cheaply; it's about hiring individuals who become top performers and who stay with the organization."

~Dr. John Sullivan

Prospective Employee References

A. Why Do Reference Checks?

1. The University has an obligation not to "negligently hire." It is essential that we not hire people who might endanger our employees or students.
2. People sometimes falsify their credentials and backgrounds, especially in times of economic hardship, so it is important to check them out.
3. People sometimes interview well but have a record of not actually performing as well as they have led you to believe.
4. It is important to check out any areas in which you have doubts or uncertainties. Often reference checks will dispel these or give you information which will help you be a more effective supervisor of the new employee.
5. Reference checks are a form of insurance. The time used to conduct reference checks are FAR LESS than the time it will take, down the road, to deal with performance, attitude or behavior problems.
6. References are also helpful in understanding a candidate's strengths and areas for growth. This information can form the basis for performance management should you select the candidate.

B. How Do I Do It?

1. For candidates who are current University of Michigan/UMHS employees, obtain the person's personnel file. Your department's Employment Process Coordinator can arrange this for you.

   a. Read it carefully, especially evaluations.
   b. Talk to ex-supervisors.
2. To get more detailed information about outside candidates, you usually need to call former supervisors, people whose names the candidate has given as work references, people you know personally who have worked with the candidate, or other people recommended by any of the above who are said to know the candidate's work.
3. People and organizations are sometimes reluctant to provide truthful references, but Michigan law on this is evolving in the direction of giving more protection to employers who give out information on current and former employees that is in their personnel files.
4. To gain the confidence of the reference person:

   a. Introduce yourself and your department.
   b. Say that the candidate has applied for a position in your department and that you'd like to ask them a few questions about the candidate.

c. Check to see if reference person has time to talk to you now or if you should call back.

5. Ask straightforward questions.
   a. Ask about the relationship of the reference person to the candidate. "In what sort of capacity do you know Ms. Jones?"
   b. Ask how long the reference person has known/worked with the candidate.
   c. Say something to the effect that this is very helpful information and that now you'd like to talk with them in a bit more detail about the person.
   d. Tell reference persons that you hope they'll be as open with you as they feel comfortable being.

6. Go for it.
   a. Give the reference person a brief description of the duties and responsibilities of the position. Describe special needs that the position has, for example, being able to juggle multiple priorities, being able to write well, etc. and then get their opinion of how good a fit that might be for the candidate.
   b. Ask how the reference person would evaluate the candidate's ability to do this job.
   c. Ask follow-up questions to clarify responses. Obtain as much information as possible.
   d. Ask if there's anything the reference person would like to tell you that you haven't already asked.
   e. If reference person says that they cannot speak about a particular facet of the candidate ask them if they can recommend someone who can.
   f. If reference person is a former supervisor, ask them if they would rehire the person for that position. A "No" answer, without extenuating circumstances, should raise a warning about this candidate, no matter how glowing the recommendation.

7. At the end of the conversation, thank the reference, no matter what the quality of the reference or conversation.

8. If references on a candidate are problematic, you should check with other sources to confirm. You want to ensure that one person is not purposely and perhaps falsely giving a poor reference.

Candidate Is Selected

1. Choose the best qualified candidate

2. Affirmative Action Goals

3. Departmental Diversity

4. Salary is set

- Before you make an offer,
  1. Obtain approval from the Employment Process Coordinator.
  2. The Employment Process Coordinator will review salary, goals, RIF's and make sure all is ready to go so you can avoid any potential pitfalls.

5. Extending the Offer

- Get right to the point!
- Be enthusiastic about the position but don't oversell
- Give the candidate time to consider offer; don't let candidate string you along, but a few days to consider is acceptable
- Send to orientation

Orientation Plan

Before the New Employee's Arrival

- Send the new employee a communication of next steps and expectations of the employee after orientation (what to wear, what time and where to report, etc.)
- Advise all concerned of the new employee's anticipated arrival via email or in person
- Arrange for an Orientation Buddy to be available when the new employee arrives; the Buddy's job is to assist the new employee become acquainted with UMHS or the department
- Determine what supplies (pager, lab coat, computer, keys, etc.) the employee needs and make arrangements for them to be available on the appropriate date
- Set up a timetable for the first month (See New Employee Calendar on page 43)
- See that the new employee's work area is clean and supplies are present
- Set up a blue folder including Orientation Checklist. See URL for further information:

http://www.med.umich.edu/mchrd/policy/performance/Employee%20File%20Contents.pdf

Within the First Month

On the first day:

- Welcome the new employee with enthusiasm
- Introduce him or her to their Orientation Buddy and to their new colleagues
- Make sure all paperwork has been completed (emergency forms, other departmental forms)
- Give the employee a tour of the work area (restrooms, lunch areas, first aid supplies, fire exits, employee entrances, other important areas for him or her to know)
- Explain departmental policies and practices including work schedules, break times, timesheets (provide timesheets), dress policy, use of telephone and computers, informal customs (birthday celebrations, etc.) and other important "daily-living" items
- Reintroduction to the function of the department, key people, team assignments, which other departments are key partners, etc.
- Orient employee to his or her key assignments
- At the end of the day, check back to see if there were unanswered questions, problems, confusion and to generally encourage the new employee

During the rest of the month:

- Arrange for appropriate training
- Introduce new employee to key people they have not yet met
- Review performance standards
- Check back on an ongoing basis for problems, to note successes, to answer questions that have arisen, inquire about employee's impressions of job, answer questions
- Follow-up with the new employee; the following questions were developed by the School of Business Administration to assist supervisors in giving new employees feedback:
    - In what job areas do you feel the new employee is especially strong?
    - How well is the new employee functioning thus far, compared to how you expect a new employee to function at this point?
    - What suggestions do you have to assist the new employee?
    - Ask if there are things the department could do to assist the new employee.
    - Ask if there are areas of the new employee's job that need additional clarification.

Orientation Toolkit

http://www.med.umich.edu/umhshr/supervisor/orienting.html

Blue Folder Requirements

Why do we have them?

The Blue Folders are a standard set forth by The Joint Commission. Based on the contents, we know whether we are in compliance or not come survey time.

How are they different from Personnel Files?

Human Resources maintains the official University record. The Blue Folders do not contain all the same information as Personnel Files.

How do you get a Blue Folder?

All new hires must have a Blue Folder purchased for them.
Transfers from one Health System department to another keep their same Blue Folder.

What is the importance of completing when first on the job?

If UMHS is audited by the Joint Commission, surveyors will NOT accept any "late" completions. The reason for this is because we cannot duplicate the environment or learning experiences of someone when they first start.

What's in it?

Front Cover:

- Employee Name
- Job Classification Title
- Date of University Hire

Inside - Left:

- Job Description
- Licensure or Certification
- Orientation Checklist if hired after 1993. Prior to 1993 it was not a standard policy.

What isn't in it?

- HR transactions (hour changes, salary increases, etc.)
- Supervisor notes (discipline, attendance, etc.)
- Medical Information (TB Test Results, doctor's notes, etc.)

Note: New Hire Survey

- All new hires receive survey
- Survey asks questions about on-boarding and orientation (they are different)
- Survey sent via email at 90 days
- Encourage employees to fill out

Encouraging Career Development

Encouraging career development is a shared responsibility between the employee, management, and the organization.

- Role of the supervisor

- Develop in or out of role

- Why people come here

- Resources Available
    - Careen Navigator
    - Career Development Website (VOICES)

www.hr.umich.edu/career

Encouraging Career Development

The University of Michigan Staff Development Philosophy:

The University of Michigan Executive Officers have formally adopted the following statement:

The University of Michigan recognizes that people are our most important resource for sustaining excellent teaching, research and services.

To enhance the ability of staff members to contribute to their departments and to provide career satisfaction for productive employees, we are committed to supporting ongoing staff development for any staff member. Staff development is defined as growth in an individual's knowledge, skill, and personal effectiveness.

Our goal is for all staff members to make the maximum contribution to their departments, while having opportunities to develop their talents, to acquire and use new skills, and thus to achieve greater career effectiveness and satisfaction. Career development opportunities include mentoring as well as informal and formal training.

The role of staff members is to pursue growth by:

- Sharing responsibility for their development
- Developing, with their supervisors, plans to acquire or enhance skills, assume responsibilities, and prepare for future opportunities

The role of management is to encourage and be supportive of staff development by:

- Providing ongoing training needed for current and newly assigned responsibilities
- Designing jobs which are challenging
- Providing candid feedback on performance
- Encouraging staff to learn and grow throughout their careers, and to pursue appropriate career goals
- Offering or supporting education and training opportunities to enhance an individual's performances and capacity, even beyond their current position
- Publicizing job opportunities so that individuals can pursue positions which they believe will advance their development

Resources:

- Career Path Navigator - careernavigator.umjobs.org
- Career Development Website (VOICES) - hr.umich.edu/career