PERSONNEL RECRUITMENT

AND SELECTION GUIDELINES
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INTRODUCTION

The Personnel Recruitment and Selection Guide is intended to be a useful tool in completing the employee search and conducting the interview. In the course of using the Guide, questions may arise that need further clarification. The Office of Human Resources should be consulted concerning applicable policies and procedures.

Interviewing, selecting, or recommending a qualified candidate is an important task to help ensure that the Monroe County Community College (MCCC) is successful. As you know, the process is not an overnight one, and it takes a true commitment of your time and attention. Since some of the search process may be new to you, this guide may be able to help you through – or just refresh your skills. Either way, I hope you will find this booklet informative and helpful.

Everyone involved with interviewing job candidates and/or making hiring decisions for the College, therefore, has critical responsibilities, namely:

- To review and understand the duties and qualifications of the vacant position.
- To screen applicant files and select those candidates to interview.
- To interview candidates in accordance with legal requirements and provide feedback regarding their interview performance and capability of performing the job.
- To select employees on the basis of job-related qualifications and experiences.
NON-DISCRIMINATION AND THE SEARCH

Since 1964, the federal government has passed legislation and issued executive orders designed to achieve equality of employment, end discrimination in hiring, and remedy the effects of past discrimination. MCCC has tried to comply with these measures and demonstrate its commitment to ameliorate the disabling effects of discrimination and to achieve the ideals of diversity.

There are four groups of people who, in terms of federal guidelines, are classified as racial minorities and are part of a protected class: African-Americans, Hispanics, American Indians and Alaskan Natives, and Orientals (Asians and Pacific Islanders). Definition of “protected class or employees” is a group that is covered by antidiscriminated or fair employment practices laws. Other groups who are considered protected classes include women, persons with disabilities, Vietnam-era veterans, disabled veterans, persons with religious affiliation, married individuals, and individuals age forty and older. In addition, in Michigan, persons with height and weight issues are in a protected class. The College also prohibits discrimination on the basis of sexual orientation.

The College has an Equal Opportunity Officer, who is responsible for assuring that federal, state, and local regulation and guidelines are followed. Although MCCC does not use quotas, we are committed to an annual review of our employee population. Questions regarding equal employment opportunity guidelines and/or any complaints or charges made by applicants should be referred to the Affirmative Action Officer. The Director of Human Resources is the Equal Opportunity Officer, and the ADA Coordinator and Compliance Officer of the College.
EMPLOYMENT LAW

The Equal Employment Opportunity Commission (EEOC) is the federal agency responsible for publishing guidelines, enforcing EEO laws, and investigating complaints of job discrimination based on race, color, religion, sex (including pregnancy), national origin, age, or disability. The EEOC has expressed guidelines, which are interpretations of Title VII, a provision of the Civil Rights Act, that does not have the force of law, but tend to be supported by the courts. These guidelines provide directives to the recruitment process, as well as, testing job applicants, and when considering employees for promotions, transfers, or any other employment related benefit or condition.

The EEO laws governing the interview and the selection process are not intended to restrict our ability to choose the most qualified person for a job. They are intended to ensure that we use criteria that are not discriminatory and that reasonably relate to successful job performance.

The hiring process today is very different from what it was years ago. Today, the following EEO federal laws govern us:

- **Equal Pay Act of 1963** – Prohibits wage discrimination between men and women in substantially equal jobs within the same establishment.

- **Title VII of the Civil Rights Act of 1964** – Prohibits discrimination based on race, color, religion, sex, national origin, or age.

- **Age Discrimination in Employment Act of 1967** – Prohibits discrimination against individuals who are 40 years and older. In order to comply with ADEA, employers must avoid basing employment decisions such as hiring, firing, or promotion on stereotypical beliefs about older workers.

- **Title IX of the Education Amendments of 1972** – Prohibits discrimination based on sex against students and employees of education agencies and institutions receiving federal funds.

- **Rehabilitation Act of 1973** – Prohibits discrimination against any qualified employee or applicant because of a physical or mental ability when their jobs require the use of electronic or information technology systems.

- **Vietnam Era Veterans Readjustment Act of 1974** – Requires employers with federal contracts to take affirmative steps to employ and advance in employment qualified disabled veterans and Vietnam era veterans.
• **Age Discrimination Act of 1975** – Bars employers who receive federal financial assistance from discriminating based on age. This law, unlike the Age Discrimination in Employment Act of 1967, does not have a minimum age requirement.

• **Pregnancy Discrimination Act of 1978** – An amendment to Title VII of the Civil Rights Act. It prohibits Discrimination based on pregnancy, childbirth, or related medical conditions and applies to all terms and conditions of employment including hiring, firing, promotion, leave, and benefits.

• **Americans with Disabilities Act of 1990** – Prohibits employment discrimination against qualified individuals with disabilities.

• **Civil Rights Act of 1991** – Amends Civil Rights Act of 1964, to strengthen federal discrimination laws by providing damages in cases of intentional employment discrimination. It also provides monetary damages.

• **Immigration Reform and Control Act of 1986** – Prohibits employers from discrimination in employment based on citizenship or national origin. It also requires employers to verify the identity and employment authorization of all employees.
DIVERSITY

Diversity should not be confused with passive compliance with regulations, tokenism, or good intentions. It is, instead, a proactive concept which implies initiating systematic activities to achieve equality and equity for all individuals. There is no single activity more essential to realizing a diverse workforce than the selection of new faculty and staff. It has been demonstrated that hiring qualified women and persons of color adds cultural richness to an organization and enhances its vitality and reputation by broadening planning, service, and operational efforts. A diverse faculty and staff presence as role models and their mentorship, increase the retention and development of students from these groups.

At MCCC, a continuing effort to help students achieve learning outcomes, educators are challenged to involve students as active participants in a society that is becoming increasingly diverse and complex. Only in an environment that reflects our society can we competently achieve this goal.

New ideas and deviations from what is comfortable always raise some anxiety. To the degree that everyone in the MCCC community identifies the benefits and advantages of changes associated with diversity, will support and ultimate success occur. A vision shared among all of MCCC's stakeholders will provide the sustained energy, creativity and patience needed to fuel institutional change. The fruits of this labor can have a profound, positive, enriching impact on the lives of countless individuals both here at the College and the Monroe County community. Recruiting a diverse faculty and staff population has such an impact.
SEARCH PROCESS AS A COLLEGE REPRESENTATIVE

It is not unusual for MCCC to receive many applications for one job opening. Those of us, who are involved in the search process, being perhaps the only contact many of these individuals will have with MCCC, are in a unique position to enhance the reputation and image of the College. While we are evaluating an applicant, the applicant is also evaluating us, the program or department we represent, and ultimately, the organization.

Some of the applicants will eventually, in turn, work with our colleagues and our students sometime in the future. The impression that an applicant receives of the College will reach many individuals beyond the applicant and will influence our reputation and the success of our future searches.

If we have been candid and forthright with the applicant, if time lines have been met, if promises have been kept, if correspondence has been warmly professional, if telephone inquiries have been politely answered, if interviews have been probing yet cordial, if campus visits have been well planned and well executed; then we will have been viewed as professional, respectful, and sensitive, and the College will have been seen as a healthy, pleasant, and supportive place to work.
INITIAL STAGE OF THE SEARCH

Initially, the supervisor (search committee chair) should assess the issues facing their program, division, or department, including considerations emanating from program review or other strategic planning activities. Review regarding the nature and requirements of the position to be filled must also be performed. Such assessment will assist them in determining the qualifications and characteristics to be sought in an application. The supervisor and the Director of Human Resources will discuss recruitment plan/system.

Since a major element in conducting an effective search is to create a large and diverse pool of applicants, it is essential to plan how the recruitment process will take place, where the job advertisements will appear, and what strategies will be devised for enlarging the pool of applicants while avoiding cloning. The supervisor and Human Resources should also plan for methods to remove bias, prejudice, and stereotyping at all stages of the search.

Timelines and deadlines should be established and followed. Activities for which you may wish to establish dates and deadlines are:

- Securing all levels of approval (Cabinet) to fill the position
- Finalization of the job description
- Completion of internal posting
- Placing the advertisement
- When the search committee will begin reading resumes
- When the first screening meeting takes place
- When interviews take place
- When the final recommendations and selection will be made

At this initial stage, it is useful to review how records will be kept and how/where applicant files will be available for committee members to review.

The selection criteria and screening procedures should also be determined at this point. The qualifications applicants’ must possess and the standards for the judgment by you and a committee should be clearly understood and endorsed. The relative weight, for instance, given to previous work experience and background, education, teaching, service, community activities, letters of recommendation, transcripts, and the ability to enhance cultural diversity and richness should be thoroughly defined at the start of the search process. You must also determine how reference information will be collected (i.e., letters, telephone calls, and a combination of both).
SEARCH COMMITTEES

Search Committee Chair
As mentioned previously, the supervisor is usually the committee chair of the vacant position. The chair sets the tone and pace of committee work, facilitates the process, and is responsible for delivering recommendations. The qualities one wants in the chair are those sought for all committee members (e.g.: judgment, decision making, ethics, etc.). Other qualities include: good communication and conflict resolution skills, abilities to motivate and keep a group on track, and institutional advocacy. The chair also must be able to command respect from the other committee members.

Search Committee Members
A carefully constructed search committee contains an able group of representative individuals who can work together to accomplish an organizational task. At the College, a minimum of a five-member search committee is required. In selecting members of the committee, keep in mind the following criteria:

1. **Attributes.** The first thing an institution needs in all committee members is the quality that justifies a committee in the first place: good judgment. The best search committee members will be savvy about people. An institution needs committee members of personal integrity and independence of view, people devoted to the institution even if they are sometimes critical. Each should be willing and free enough to assume the committee assignment.

2. **Stakeholders.** The second criterion is that the committee’s composition reflects, as best as possible, the interest various constituencies have in the outcome. For example, faculty members are the chief stakeholders in academic appointments; they undoubtedly should comprise any committee charged with finding a dean or faculty member. In addition, the committee needs to be made up of a cross-section of employees.

Every committee needs to find a sense of itself, to develop a personality, to build dynamics of individual contribution toward agreed upon goals. Make time for committee members to get to know one another better, share the contributions each person hopes to make, and swap experiences from earlier searches. In setting the ground rules for action, make sure each committee member understands that it is their responsibility to bring all areas of difference immediately to the committee as a whole.

Search Committee Charge
The next step in the process involves orientation and planning. The committee will receive its charge, be oriented to institutional practices and legal requirements, and take a first pass at setting timelines.

The charge of the search committee is to ultimately fill the position with the most qualified candidate.
Search Committees (cont.)

Typically a search committee charge is to determine the following essentials:

1. The position responsibilities and qualifications, and also, the character of the position to be filled, as the College now views it, extending beyond a job description to a description of short and long-term needs/opportunities raised by the vacancy.

2. The tasks and role of the committee in the search, and of the chair.

3. Any institutional sense of scope of the search (e.g., internal, local, national).

4. A preferred time by which the appointment should be made.

5. Instruction as to the form in which the committee’s final recommendations are to be brought forward.

6. A sense of what steps (if any) the appropriate vice president or president desires to participate in or be consulted.

At the initial meeting, the committee should review thoroughly the charge. Now is the time to resolve ambiguities, and otherwise, build a base of common understanding for the work that will follow.

Regulations and Requirements

The next step for the new committee is the need to familiarize itself with the applicable legal and procedural requirements for the conduct of its work (see section Employment Law and Appendix A – Pre-Employment Inquires). Committee members are sometimes not aware of the legal and regulatory requirements that surround their work. Common sense most often does apply. If you learn what you can do (not just the do not’s), be as open, consistent, and fair as possible, and keep good records, then in most cases you will be fine.
MCCC RECRUITMENT/SELECTION SYSTEM

Below is a typical action plan for recruiting/selecting an employee. One objective in the process is to be as consistent as possible per each applicant and each search. This practice lends itself to objectivity and mitigating liability. The task and person(s) accountable are listed below:

Meet with Supervisor (Search Committee Chair) to discuss the recruitment plan (HR/Sup.)
- Update/revise job description (HR/Sup.)
- Discuss timelines, search committee, posting, and advertisement

Post internally
- Support Staff – 5 working days (per policies and procedures)
- Maintenance – 7 calendar days (per union contract)
- Faculty/Administrators – 30 calendar days prior to filling position (per union contract)

Write advertisement (HR) and review/approve by Supervisor
- Advertisement and posting usually done concurrently
- Advertise in appropriate newspapers (HR)
- MCCC Website (HR/Web Base Services Cord.)
- Notify Workforce Development (HR)

Form 5-member Search Committee (Sup.)
- Provide orientation/guidelines for conducting the search process (HR/Sup.)
- Director of HR on search committee

Design matrix of position qualifications to review application materials (HR/Sup.)

Review application materials and screen candidates for interviews (Search Committee). Items needed to complete an applicant file are as follows:
- Faculty/Administrators search
  - Letter of interest
  - Resume
  - Employment application
  - Official transcripts
  - 3 letters of recommendation
- Support Staff/Maintenance search
  - Letter of interest
  - Resume
  - Employment application
  - Official transcript (depending on position requirements)
MCCC RECRUITMENT/SELECTION SYSTEM (cont.)

Discuss appropriate interview questions and select interview dates (Search Committee)
- Contact candidate for interviews (HR/Dept. Adm. Asst.)

Conduct interviews (Search Committee)
- Faculty/Administrators
  - Search Committee interview
  - Teaching demonstration or presentation
  - Writing sample
  - Meet with area Vice President/President
- Support Staff/Maintenance
  - Search Committee interview
  - Computer competency test for appropriate Support Staff positions
  - Writing sample for appropriate Support Staff positions

Review/recommend top candidate for hire (Search Committee)
- Complete reference checks (HR/Sup.)
- Obtain approvals from Cabinet (HR/Sup.)

Obtain approval from Board of Trustees for full-time positions

Offer position (Sup.)
- Ascertain salary/state date

Provide benefit information (HR)

Send confirmation letter to new hire and Thank you letters to other candidates (HR/Dept. Adm. Asst.)

Notify: (HR)
- Controller/Payroll Clerk
- President’s Office (Board purposes)
- Administrative Assistant to Business Office (Insurance purposes)
- Information Systems
- All staff regarding new hire (HR/Sup.)
INDEX OF JOB-RELATED DIMENSIONS

Below are various job-related dimensions or characteristics that may be of assistance screening/interviewing candidates. What does a successful candidate/employee look like?

**Communications**
- Listening
- Oral Communication
- Oral Presentation
- Written Communication
- Technical Translation

**Decision Making**
- Analysis
- Judgment
- Decisiveness
- Oral Fact Finding
- Financial Analytical Ability
- Organizational Awareness
- Recognition of Employee Safety Needs
- Recognition of Health/Sanitation
- Innovativeness/Creativity
- Risk Taking
- Organizational Sensitivity
- Controlled Decision Making
- Problem-Solving

**Personal/Motivational**
- Job Motivation
- Work Standards
- Initiative
- Tolerance for Stress
- Administrative Orientation
- Management Identification
- Supervisor Identification
- Professional/Technical Interest
- Energy
- Enthusiasm
- Attention to Detail
- Vigilance
- Integrity
- Practical Learning
- Range of Interests
- Structure/Organization Demeanor

**Knowledge/Skills**
- Technical/Professional Proficiency
- Technical/Professional Knowledge
- Machine Operation
- Process Operation

**Management**
- Planning and Organizing
- Delegation
- Control
- Development of Staff
- Staff Coordination
- Self-organization
- Monitoring

**Interpersonal**
- Sensitivity
- Leadership
- Tenacity
- Persuasiveness
- Impact
- Rapport Building
- Behavioral Flexibility
- Staff Leadership
- Negotiation
- Independence
- Resilience
- Personable
- Mentorship
- Conflict Resolution
- Team-Player

**Self-Development**
- Career Ambition
- Self-Development Orientation
- Technical Development
- Professional Development
SCREENING APPLICANT FILES (GENERAL GUIDELINES)

Once the deadline for applications has passed, please allow time for the preparation of the applicant files. We permit materials posted on the deadline date to be considered, which usually arrive two to three days after the advertised deadline. In addition, time needs to be allotted for transcripts and letters of reference that arrive separately to be filed. Once the applicant files are ready (which do not need to be absolutely complete), search committee members will be contacted and may start screening the files in the appropriate department or division to protect their confidentiality and potential for loss. This practice also helps to assure that all applicants are treated fairly and equitably. Do not mark or write on the applicant’s original submitted materials, even if you see errors. It is most conducive to keep the files in alphabetical order.

As you begin screening, the search committee may use a matrix, which identifies position qualifications based on the job description. Subjectively, rank the applicants, given their education and experience. Do not use a numerical rating system to rank applicants. Prior to an interview, and as long as the minimum qualifications are met, each applicant is equally qualified. We could get into legal problems if we rank the candidates. Applicants should be compared to the job – not one against the other. After you have reviewed the files, you will most likely have your most and least favorite (unranked!) candidates.

As the screening process begins, it is helpful to take notes on each of the candidates. If a discrimination suit should arise from the search process, courts will look at the review of credentials and notes may become the determining factor in a decision. The notes should be turned into the Office of Human Resources or shredded at the completion of the search. The college must be able to demonstrate that all candidates for a position were evaluated on the same basis and also show criteria used were directly job-related. If requested, Human Resources and the committee chair will produce the supporting documentation.

The candidates will be rejected if they do not qualify for the position or are no longer under consideration. The committee will meet to select the top, usually 4-5 candidates, to interview. Some searches may necessitate “going back” to the original pool for a secondary selection when the top candidate decides not to pursue employment.
PREPARING FOR THE INTERVIEW

The interview should be as structured as possible in its format. This helps to ensure consistency and comparability of your information on each candidate. An interview that follows a fairly standard outline will produce more reliable and valid information and is less likely to be problematic of laws and regulations governing the selection process. It is also helpful in maintaining control of the interview and turning an overly talkative applicant back to the “interview track.” As with the screening process, applicants should be evaluated against the job description and not against each other.

1. **Review the job description.** You need to learn as much as possible about the requirements of the job to be filled, the specific demands of the job, and the working conditions, in order to adapt the interview to obtain relevant information. Determine which of the tasks are critical to performance in the position.

2. **Specify information predictive of each area of performance.** Identify the specific knowledge, skills and abilities required to perform these tasks. Determine what dimensions were found to be essential to success on the job. What dimensions did unsuccessful employees lack? How much of the job did successful employees learn and develop while on the job?

3. **Develop a set of relevant questions to obtain job-related behavior.** Questions should be formulated to help reveal those areas of knowledge, skills, and abilities required for a new employee to be successful on the job. Questions should center on the situations which require a specific task or action and the results achieved. A discussion centered on the action taken and the results derived from the action will give you predictors about the future behavior of the applicant. For example, if organization is an important dimension of the job, formulate at least one question that will give you a good idea about the candidate’s organizational skills, such as describe a project/program that you worked on that reflects your organizational skill.

4. **Review the resume and application, making note of areas to explore.** A thorough review of the application, resume, and any attached correspondence should be completed ahead of time so that this information will not have to be referred to constantly during the interview. Referring to the resume only duplicates what is already a matter of record and limits the range of topics covered and the kind of information elicited.

5. **Remember, most applicants are well-prepared for the interview.** In addition to outplacement services and college courses, the marketplace is full of how-to books on career development and finding the right job. Do not disappoint these well-prepared prospective new employees by not doing your own homework.
CONTACT WITH APPLICANTS

Every faculty and staff member who comes in contact with the job candidates, before or after the hiring decisions, must be aware of areas, in which apparently innocent questions or comments can leave the College open to legal action. Even those questions and comments made in good faith may be construed as discriminatory. You should observe the following guidelines if you have contact with applicants:

- Ask the same general questions and require the same standards for all applicants. Treat all applicants with fairness, equality, and consistency.

- As a general rule, applicants who do not qualify should be referred to the Office of Human Resources for response.

- Applicants should not be told how they ranked in terms of most favorite to least favorite (See page 9). Do not volunteer the number of people who applied or who were interviewed.

Questions related to sex, age, color, race, religion, national origin, marital status, height, weight, veterans status, or disability are inappropriate when interviewing candidates for positions.

Questions centered on the following areas are appropriate and are necessary in your efforts to obtain the best person for the position.

- The applicant’s qualifications, abilities, experience, education, and interest in the position
- The duties and responsibilities of the job
- The organization’s mission, programs, and achievements
- Career possibilities and opportunities for growth, development, and advancement
- Where the job is located, travel, and resources available

The most important concept to keep in mind is that whatever you ask a female applicant, you must ask a male applicant. If something pops into your mind during the conversation that is not job-related, do not mention it!
INTERNAL CANDIDATES

Current employees have every right to apply for a position. Internal candidates are to be treated the same as external candidates. All inquiries about specific job vacancies are to be referred to the Director of Human Resources. Employees must submit the posting, letter of interest, updated resume, and employment application in order to be considered for the position. Transcripts may be requested, as well, based on the qualifications of the position. The Search Committee may seek references from the current supervisor and co-workers in order to obtain a complete picture.

There may be instances when committee members may know more about an internal applicant than external applicants. We should only bring forth information that is relevant to the position for which the candidate is seeking and of which we have personal knowledge.

Internal applicants will be given equal consideration to the other applicants in the search. If the internal applicant meets the minimum qualifications of the position, they are granted an interview.

For internal candidates, many times supervisors and co-workers are requested to write letters of recommendations. If supervisors and co-workers write a letter, they will not be able to serve on search committees for positions for which the internal candidate has applied.
TELEPHONE INTERVIEW OPTION

While obtaining the best person for the job is the primary goal, keeping costs in line should be a concern as well. It is highly recommended that phone interviews be conducted with candidates a long distance away before they are brought to campus. Arrange a convenient time in advance to allow the candidate to prepare, and find a speakerphone and room comfortable enough for all committee members. Make sure the candidate knows ahead of time that they will be talking to a committee.

At the beginning of the conversation, introduce all committee members, and identify the person who will be asking the questions. To make it easier on the interviewee, try to limit the number of “talkers.” It is suggested that only one or two members, located close to the phone, ask the questions.

Be sure to screen well during the initial (pre-screening) telephone interview. Obtain enough information to confirm your initial interest in the applicant or eliminate them as a candidate. Try to discern their motive for applying to MCCC and relocating to Monroe if they are an out-of-town/state applicant.

Also, make sure that the candidate’s issues and concerns are addressed. Advise the applicant what is expected of the incumbent and the opportunity the position offers. Pay attention the candidate’s questions, as well. Are they prepared? Skeptical? Indecisive? Only concerned with a good benefits package?
CONDUCTING THE ON-CAMPUS INTERVIEW

1. **Greet the applicant and establish rapport.** Make the interviewee feel comfortable and use “small talk” to help relax the candidate. The search committee chair facilitates the interview, and as such, has the committee members introduce themselves.

2. **Set the agenda for interview and follow the schedule.** Also, use the first few moments of the conversation to set the agenda. This will help relax the applicant, as well as, allow you to maintain control of the interview. Inform the applicant if you will be taking notes and why, and then offer applicant the opportunity to take notes, also. Note-taking can be helpful, especially if you have several interviews scheduled. It helps ensure accuracy and often reassures the applicant that you are interested in them as an individual. The interview script should be followed as strictly as possible. The questions will have been written in a way that is in nature, objective, lawful, and job-related.

3. **Gather predictive information.** The way to maintain control of the interview is through careful listening combined with a good use of questions. Ideally, you should talk no more than 20 percent of the time. Ask open-ended questions that encourage the applicant to express ideas and information. Avoid asking leading questions. Remember, the use of words or phrases such as “why, how, what, describe, or tell me about” will yield more complete answers than leading questions such as “do you...” Do not be afraid of silence. When not obtaining requested information, a short period of silence will sometimes generate results.

4. **Answer questions and allow the applicant to add information.** The applicant’s questions can tell you a great deal about them. Are their questions appropriate? Are they prepared? What is their motive for applying to our College?

5. **Describe the job and tell them about MCCC.** A detailed description of specific duties should probably be saved until this stage of the interview. By describing the job in detail before this stage, the interviewer may inadvertently be coaching the applicant.

**EXERCISE EXTREME CAUTION:** Discussion of salary, promotional opportunities, or job security must be carefully worded. If it is not carefully worded, the person interviewed/hired for the job may interpret this information as an implied employment contract. We can be held liable for any information given in an interview.

6. **Conclude the interview.** Thank the applicant for their time and outline what will happen next. This is an honest and comfortable way to end the interview. Give the applicant an appropriate date by which you will make your decision as to the successful candidate. Tell the applicant they should contact the Office of Human Resources with any questions.

Today, because of all the laws governing the hiring of applicants, it is important to be consistent with each applicant. Be careful not to draw assumptions about the applicants before gaining enough information to be knowledgeable. And do not be swayed toward an applicant because of personal similarities when, in fact, the applicant may not be the best one to meet the needs of the College.
LEGAL OBLIGATIONS FOR INTERVIEWING PERSON WITH DISABILITIES

Persons with disabilities must be treated as equally as all other applicants to a position. The following are some basic guidelines to avoid discrimination in the hiring process:

- Provide an equal opportunity for an individual with a disability to participate in the job application process and to be considered for a job.

- May not make any pre-employment inquiries regarding disability, but may ask questions about the ability to perform essential job functions and may, with certain limitations, as an individual with a disability to describe or demonstrate how they would perform these functions.

- A test that screens out or tends to screen out a person with a disability, on the basis of the disability must be job-related and consistent with business necessity.

- A test must reflect the skills and aptitudes of an individual rather than impaired sensory, manual, or speaking skills, unless those are job-related skills, the test is designed to measure.

When interviewing people with disabilities, make sure to put the person first, and focus on abilities, not limitations. It is very important to treat the person as any other individual would be treated. When in doubt as to whether to help an individual around the limitation caused by their disability, the questions, “May I be of assistance?” or “Is there anything I can do to make your visit more pleasant?” should help break the ice and allow the applicant to tell you if they need anything.

If the applicant has a hearing limitation, and Search Committee members do not have experience in sign language, look at the individual, speak in your regular tone of voice, and be prepared to exchange information in writing. If the applicant has an interpreter, talk to the applicant. The interpreter should sit next to you to allow for better exchange.

If the applicant has a visual limitation, identify yourself, shake hands, and offer the applicant the option of taking your arm if you need to go to another location. Let the applicant feel the back of the chair where they are to sit. If a guide dog is present, let the dog do what it is trained to perform.
# Appendix A

## Pre-Employment Inquires

<table>
<thead>
<tr>
<th>Category</th>
<th>Lawful Question(s)</th>
<th>Unlawful Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Do you meet the state minimum age requirement for work? Are you over 18? 16?</td>
<td>How old are you? What is your date of birth? What year did you graduate from school?</td>
</tr>
<tr>
<td>Arrests and convictions</td>
<td>(In cases of business necessity only) Have you ever been convicted of a crime?</td>
<td>Have you ever been arrested?</td>
</tr>
<tr>
<td>Availability for work on particular days</td>
<td>The regular hours for this job are Wednesday through Sunday (or this job requires that you work every other weekend, etc.) Can you work such a schedule?</td>
<td>Can you work Friday evenings? Saturdays? Sundays?</td>
</tr>
<tr>
<td>Birthplace, citizenship</td>
<td>Are you legally authorized to work in the U.S.?</td>
<td>Where were you born?</td>
</tr>
<tr>
<td>Clubs and associations</td>
<td>Do you want to provide any additional information that relates to your ability to perform the job such as professional and other organizations that are directly job related?</td>
<td>To what organizations do you belong?</td>
</tr>
<tr>
<td>Educational level</td>
<td>The job requirements for this position require a college degree. Do you meet those requirements?</td>
<td>(Where not justified by business necessity) do you have a college degree?</td>
</tr>
<tr>
<td>Financial status</td>
<td>This job requires you to make deliveries by automobile. Do you have a valid driver's license and access to an automobile?</td>
<td>Have you ever filed for bankruptcy? Do you own a car? Do you own a house?</td>
</tr>
<tr>
<td>Gender/ family status/ family plans</td>
<td>This job requires extensive travel/extensive overtime. Can you meet those requirements?</td>
<td>Are you pregnant? Do you have children? Do you plan to have children? Are you married? What sort of daycare arrangements do you have?</td>
</tr>
<tr>
<td>Language skills</td>
<td>This job requires public speaking/extensive writing. Can you meet those requirements?</td>
<td>What is your first language?</td>
</tr>
<tr>
<td>Medical conditions/disabilities</td>
<td>Can you perform the essential functions of the job for which you are applying either with or without reasonable accommodation?</td>
<td>Do you have a disability? Do you have any health problems? Have you ever filed for workers' compensation? How much sick leave did you use at your old job? Have you ever been hospitalized?</td>
</tr>
<tr>
<td>Military record</td>
<td>Have you ever served in the military? If so, what were your dates of service and what sort of skills/training did you receive?</td>
<td>What sort of discharge did you receive after your military service?</td>
</tr>
<tr>
<td>Name</td>
<td>Is there any additional information we need about your name to verify your employment/ education record?</td>
<td>Have you ever had your name changed? What is your maiden name?</td>
</tr>
<tr>
<td>Physical attributes</td>
<td>None, except in those very limited circumstances in which height and weight constitute a BFOQ (i.e.: weight for firefighters)</td>
<td>What is your height? Weight? Dress size?</td>
</tr>
<tr>
<td>Race</td>
<td>None.</td>
<td>All questions regarding race are impermissible.</td>
</tr>
<tr>
<td>Relatives</td>
<td>Is there someone we should notify in case of emergency? (best asked after hire) Do you have any relatives who work for this company?</td>
<td>Who is the relative to be notified in case of emergency?</td>
</tr>
<tr>
<td>Religion</td>
<td>None.</td>
<td>Unless a BFOQ for the job requires membership in a particular religion (i.e.: for a minister or a professor of theology at a religiously affiliated school), questions about religion are impermissible.</td>
</tr>
</tbody>
</table>
APPENDIX B

SAMPLE BEHAVIORAL-BASED INTERVIEW QUESTIONS

Typically, a wide variety of questions can be used to gain information about a candidate’s job skills. Use these behavioral-based questions as guides to help you develop questions that target specific job skill requirements.

1. Describe a time when you were faced with problems or stresses at work that tested your coping skills. What did you do?

2. Give an example of a time when you had to be relatively quick in coming to a decision.

3. Tell me about a time when you had to use your spoken communication skills in order to get a point across that was important to you.

4. Can you tell me about a job experience in which you had to speak up and tell other people what you thought or felt?

5. Give me an example of when you felt you were able to build motivation in your coworkers or subordinates.

6. Tell me about a specific occasion when you conformed to a policy even though you did not agree with it.

7. Describe a situation in which you felt it necessary to be very attentive and vigilant to your environment.

8. Give me an example of time when you used your fact-finding skills to gain information needed to solve a problem; then tell me how you analyzed the information and came to a decision.

9. Give me an example of an important goal you had to set and tell me about your progress in reaching that goal.

10. Describe the most significant written document, report, or presentation that you have completed.

11. Give me an example of a time when you had to go above and beyond the call of duty in order to get a job done.

12. Give me an example of a time when you were able to communicate successfully with another person, even when that individual may not have personally liked you.
13. Describe a situation in which you were able to read another person effectively and guide your actions by your understanding of his/her individual needs or values.

14. What did you do in your last job in order to be effective with your organization and planning? Be specific.

15. Describe the most creative work-related project you have completed.

16. Describe a time when you felt it was necessary to modify or change your actions in order to respond to the needs of another person.

17. Give me an example of a time when you had to analyze another person carefully or a situation in order to be effective in guiding your action or decision.

18. What did you do in your last job to contribute toward a teamwork environment? Be specific.

19. Give me an example of a problem you faced on the job, and tell me how you solved it.

20. Describe a situation in which you were able to positively influence the actions of others in a desired direction.

21. Tell me about a situation in the past year in which you had to deal with a very upset customer or coworker.

22. Describe a situation in which others within your organization depended on you.

23. Describe your most recent group effort.

24. Describe the worst customer or coworker you have ever had and tell me how you dealt with him or her.

25. Give an example of a time when you could not participate in a discussion or could not finish a task because you did not have enough information.
APPENDIX C

Administrative Assistant Interview Script
Upward Bound Program (Part-time Position)

Candidate: ________________________________________________________________

Date: _____________________________________________________________________

Chair facilitates:
Introductions by Committee Members

1. (Chair) Why are you interested in this position?

2. What qualifications do you have that indicate you will be successful in this position / field?

3. Tell us about your past work experience. Do you have specific experience dealing with high school or college students?

4. In your current (last) position, what do/did you like best? Like least?

5. What do you think your co-workers/supervisor would say about you?

6. What are your strengths and weaknesses? Give examples.

7. Give us an example of when you had to deal with a difficult/irate customer/client or student, and how you handled the situation.

8. Give us an example when you had to use your own judgment.

9. Give us an example of a project, program, or task which reflects or organizational skills.

10. What management style do you prefer?

11. What do you know about the Upward Bound Program?
12. Describe the computer programs/systems that you have a working knowledge.

13. Give us some examples that would show us your initiative and willingness to work? Demonstrate how you have gone the extra mile for the organization or students?

14. Describe three things that are most important to you in a job.

15. Have you been in a position that requires confidentiality? Describe your capability in dealing with confidential information.

16. How will employment with us contribute to your career plans?

17. What experience have you had in maintaining an office manager’s work schedule?

18. In an educational setting, what does diversity mean to you?

(Chair) Conclusion
This position requires occasional weekend and evening work. Would this be conducive to your schedule?

Any other questions from Committee Members?

Do you have any questions for us?

If selected for this position, when would you be available to start?

Search status/timelines.
APPENDIX C

Director of Upward Bound Program
Interview Script

Candidate: ________________________________________________________________

Date: ___________________________________________________________________

Chair facilitates
Introductions by Committee Members

Understanding of Position
The search team has reviewed your application materials. However, please bring to life your application materials by telling us how your experience and education make you the ideal candidate for this position?

Why this position?

What Upward Bound or TRIO experience do you have?

Do you have experience with grant programs, management, and reporting outcomes?

Leadership
Please describe the role of an Upward Bound Director/Program.

Why should we have an Upward Bound program in Monroe?

What are some key indicators of a successful Upward Bound program?

Describe the strategies you would use to facilitate good working relations with Upward Bound students/Monroe High School staff.

Provide an example of a working relationship you have had with a local school outside of the classroom.

Parental support plays a very important role in the success of the Upward Bound program. How will you build and maintain parental support in our Upward Bound program.

Management & Supervision
Describe the skills, qualities, and/or management style of a supervisor you admire.

Describe your supervisory experience.
Give us an example of a challenging decision you have had to make or problem you have had to solve?

How do you motivate people?

Describe your approach to budget development/management/continuation.

**Program Management**
Describe a plan or project you have worked on that did not turnout as you would have hoped? What do you think were the reasons? What would you have done differently?

What intervention strategies will you use to enhance student interest, commitment, and retention of the Upward Bound program?

What would be an appropriate summer activity outside of the classroom for the Upward Bound participants?

**Interpersonal**
How would your current/last supervisor describe you?

What has been a memorable learning experience, and why.

In an academic setting, what does diversity mean to you?

**(Chair) Conclusion**
*Clarifying questions from committee – specific to candidate.*
Do you have any questions for us?

If you were hired for this position, when would you be available to start?

Describe search status/timeline.
APPENDIX D

TEACHING DEMONSTRATION
CANDIDATE RATING SHEET

Candidate’s Name: _____________________________________________

Please Rate Each Statement Using the Following Scale:
4 = Excellent  3 = Good   2 = Acceptable
1 = Needs Improvement  0 = Poor   NA = Not Applicable

_____ Goals for the presentation were outlined as part of the introductory remarks.

_____ The presentation was organized and presented in a logical sequence.

_____ The candidate appeared to be comfortable with the subject matter.

_____ Eye contact and verbal presentation was to the entire class.

_____ Effective use was made of the chalkboard and/or other audio-visual mediums.

_____ Voice volume and inflection were appropriate.

_____ The candidate seemed enthusiastic about the subject matter.

_____ The candidate involved the class in the presentation by asking questions of them during the observation.

_____ The candidate responded appropriately to student questions.

_____ Key points covered during the presentation were summarized.

_____ Overall, the candidate was poised and contributed to a positive environment in which to learn.

_____ Would you look forward to taking a class from this person? (Answer yes, no, or maybe)

How would you classify your knowledge of the topic covered in the teaching demonstration prior to the presentation?

_____ Little or No Background
_____ Some Knowledge of the subject
_____ A Fairly Strong Background

Are you: ___ Faculty ___ Administrator ___ Support Staff ___ Maintenance  ___Student

Please write any additional comments on the back of this sheet.
## APPENDIX D

### PRESENTATION

#### CANDIDATE RATING SHEET

Candidate’s Name: _____________________________________________

Please Rate Each Statement Using the Following Scale:

- 4 = Excellent
- 3 = Good
- 2 = Acceptable
- 1 = Needs Improvement
- 0 = Poor
- NA = Not Applicable

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation was organized and presented in a logical sequence.</td>
<td></td>
</tr>
<tr>
<td>The candidate appeared to be comfortable with the subject matter.</td>
<td></td>
</tr>
<tr>
<td>Eye contact and verbal presentation was to the entire group.</td>
<td></td>
</tr>
<tr>
<td>Effective use was made of the audio-visual and/or technical equipment.</td>
<td></td>
</tr>
<tr>
<td>Voice volume and inflection were appropriate.</td>
<td></td>
</tr>
<tr>
<td>The candidate seemed enthusiastic about the subject matter.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>them during the observation.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Key points covered during the presentation were summarized.</td>
<td></td>
</tr>
<tr>
<td>Overall, the candidate was poised and contributed to a positive environment in which to learn.</td>
<td></td>
</tr>
<tr>
<td>Would you look forward to taking a class from this person? (Answer yes, no, or maybe)</td>
<td></td>
</tr>
</tbody>
</table>

How would you classify your knowledge of the topic covered in the teaching demonstration prior to the presentation?

<table>
<thead>
<tr>
<th>Knowledge Classification</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or No Background</td>
<td>☐</td>
</tr>
<tr>
<td>Some Knowledge of the subject</td>
<td>☐</td>
</tr>
<tr>
<td>A Fairly Strong Background</td>
<td>☐</td>
</tr>
</tbody>
</table>

Are you: ___ Faculty ___ Administrator ___ Support Staff ___ Maintenance ___ Student

Please write any additional comments on the back of this sheet.
APPENDIX E

Coordinator for Teaching and Learning
Writing Sample

Name: ________________________________ Date: ______________

**Directions:** Pick two of the three questions below. You have 45 minutes to write 2-3 paragraphs in response to each of the two questions. *(Hint: Please consider starting with an outline or bulleted list of ideas in case your time runs out before you have completed full paragraphs)*.

1. You have been charged with working with faculty and staff to develop a five year strategic plan for on-line learning at Monroe County Community College. Please list and describe what you consider to be the most important components of the plan.

2. You have been charged with establishing a center for teaching excellence. Describe the purpose of the center and what you would hope to achieve in the first year of operation.

3. Describe the impact of at least three trends in instructional technology on student learning.
APPENDIX F

Public Services/Reference Librarian
Telephone Interview Script

1. Please bring your resume to life by summarizing your credentials and describing how and why these credentials make you the right candidate for the Librarian position.

2. Based on what you know and/or have learned about College and Monroe County, please tell us why do you want to work at MCCC?

3. Please describe your approach/philosophy to reference service including research education and public service.

4. Describe what you consider to be your most outstanding achievement in relationship to students/library patrons.

5. Do you have anything to add and/or questions for us?
MONROE COUNTY COMMUNITY COLLEGE

Policy Statement on Affirmative Action

Preface

“Voluntary affirmative action” has been the subject of continuous review and concern during the past decade by Monroe County Community College administrators, legal counsel and elected trustees. Monroe County Community College has been deliberately cautious and mindful of the tensions between the 14th Amendment’s guarantee of equal treatment to all citizens and the voluntary use of minority-conscious measures to ameliorate the effects of past discrimination on the opportunities enjoyed by members of minority groups in our society.

Since 1976, Monroe County Community College has had a formal policy statement expressing its commitment as an equal opportunity institution prohibiting discrimination against any qualified person because of race, color, religion, national origin or ancestry, age, sex, marital status, or physical handicap. Monroe County Community College further notes that in addition to the 14th Amendment, it is subject and committed to principles of non-discrimination set forth in Title VII of the Civil Rights Act of 1964 and Michigan’s Elliott-Larsen Civil Rights Act.

Monroe County Community College further commits itself to race-neutral devices to increase the accessibility and awareness of employment opportunities at Monroe County Community College to all qualified individuals. Monroe County Community College adopts this policy statement on affirmative action as consonant with its educational objectives, as an expression of its commitment to fostering opportunities for individuals of minority status and as an affirmation that attributes of national origin, race, sex, religion, color and marital status are celebrated features of cultural diversity but irrelevant to individual merit and achievement.

Affirmative Action Plan

Monroe County Community College declares and reaffirms its commitment as an educational institution to the legal and moral principles of equal opportunity in employment and educational opportunity and of non-discrimination, on the basis of race, color, religion, sex, national origin or physical handicap, in the provision of services to the public.

Monroe County Community College, consistent with existing state and federal law, adopts an affirmative action plan designed to promote, first, the employment of the
Monroe County Community College
Policy Statement on Affirmative Action – Policy 1.64, page 2

best qualified candidate and, secondarily, where legally permissible, the recruitment, hiring, retention and promotion of individuals of minority status.

Monroe County Community College, to promote diversity in the composition of its work force will:

1. Review, identify and use recruitment sources and publications specializing in or likely to yield applications from individuals of minority status;

2. Reaffirm its policy of equal opportunity and affirmative action in announcements, advertisements, recruitment materials, student orientation, faculty orientation and any other sessions calculated to acquaint newcomers to the campus;

3. Transmit copies of this policy statement on affirmative action, together with copies of MCCC’s policies on “Non-Discrimination and Sexual Harassment” and “Credo Regarding Handicapped Persons” to all administrators and supervisor employees and all other appropriate College personnel.

This plan shall be of limited duration and will be periodically reviewed to ensure that there is no legal impingement upon the rights of any citizens and to ensure that this plan is in compliance with controlling law, particularly U.S. Supreme Court decisions addressing the permissible parameters of voluntary affirmative action. Nothing in this policy statement on affirmative action shall be construed to modify or diminish Monroe County Community College’s commitment to employ the best of qualified candidates from its applicant pool without regard to race, creed or religion, color, sex, national origin, age physical handicap, or other factors which cannot lawfully be used as the basis for employment.