



EMPLOYEE  
S E R V I C E S

Quality - Innovation - Support

# Manager's Guide

New Hire Process



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## Purpose

The new hire process has been developed to standardize the staff hiring process ensuring that the University attracts, selects and retains long lasting productive employees. The success of meeting these goals is dependant upon the partnership between hiring managers and the Employee Services Department.

## Standards and Practices

The hiring process consists of five steps. Each step has been outlined with specific guidelines and provides a list of the required documents to complete the process. An overview of the five-step process is outlined below and is most effective when the hiring manager and Director of Human Resources work together throughout the staff hiring process.

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# Step I: Planning Process

## Planning/Attracting Candidates

The **Planning Process** is one of the most important parts of the hiring process. A solid plan lays the foundation for a successful hire.

### Identifying the Need for a New Hire or New Position

- The need for a new hire or new position usually is the result of attrition, consistent and sustained business growth, which results in increased workloads, and the need for different skill sets.
- If the need is a result of attrition or turnover, Employee Services and the hiring manager should determine if it is appropriate to merge the vacant position responsibilities into another position, or, if possible to eliminate the vacant position.
- When and if the workload of an existing position becomes too great or a new skill set is required, both Employee Services and the hiring manager should then determine if a new position is warranted.
- Once the hiring manager, Employee Services and appropriate Vice President, have evaluated the need for a new hire or new position they should work together to create a strategy to successfully fill the position.

### New Hire Requisition Form and Job Description Questionnaire

When a new position is being created or an existing position needs to be filled, the hiring manager should complete a **New Hire Requisition Form**. The next level supervisor must then approve the new position or request for a new hire.

- The approved New Hire Requisition Form is then forwarded to the appropriate VP for approval
- The approved New Hire Requisition is then forwarded to the VP of Finance for approval or notification.
- If a new position is being created the hiring manager should work with Employee Services to complete a **Job Analysis Questionnaire (JAQ)**.
- Should an existing position be changed significantly, a new JAQ should be created to ensure that the existing salary range is still appropriate.
- The Sourcing Process can now begin.

### Required for Planning Process

- New Hire Requisition
- Job Analysis Questionnaire (JAQ)

# Step 2: Sourcing Process

## Sourcing

During the **Sourcing Process** qualified and interested job candidates are identified through proactive recruiting.

### Recruiting Internally/Externally

- All positions below the Executive level should be posted internally.
- Employee Services and the hiring manager should discuss the alternatives and options to posting a position through Internet sites, local classifieds, or search firms and the cost associated with each recruiting option. All positions below the manager level must be posted with the State Employment Agency.
- If a search firm is required to fill an open position it must first be approved by the next level supervisor and the appropriate VP. Employee Services will have initial contact with the search firm to discuss placement fees, skill set requirements, and how candidates will be submitted prior to scheduling interviews.
- Classified advertisement can be placed in local and regional newspapers. The hiring manager should work with Employee Services on developing the advertisement copy to ensure that all advertisements truly reflect the job requirements and minimum qualifications, and are compliant with federal and state EEO requirements.

### Qualified Candidate Applications & Resumes

- All qualified applications and resumes must be Submitted to Employee Services for applicant tracking purposes

### Documents Required for Sourcing Process

- New Hire Requisition Form
- Job Analysis Questionnaire (JAQ)

# Step 3: Screening Process

## Screening

Once a position has been posted, regardless of sourcing method, applications and resumes of potential candidates are received. The purpose of the **Screening Process** is to narrow down the field to those candidates whom are considered, qualified and interested

### Screening Candidates

- Employee Services will paper screen candidates against the appropriate position profile and will submit those candidates who meet the minimum qualifications to the hiring manager. Any other applications/resumes received through other channels will be submitted to the Employee Services department for applicant tracking purposes.
- Candidates whose resumes do not reflect the minimum qualifications of skills and/or experience will be screened out. If a search firm submitted a candidate, Employee Services will contact the search firm and update them on the status of the candidate.
- Candidates whose resumes meet the qualifications of the position should then be phone screened by Employee Services or the hiring manager.
- If a candidate meets the position qualifications after a phone screen, an interview should be scheduled. Employee Services will send the candidate an application, consent form to conduct a background check and Voluntary EEO Survey and instruct the applicant to bring these documents with them to the interview.

### Documents Required for Screening Process

- Candidate Pre-Screen
- Application for Employment
- Background Check Release
- Voluntary EEO Survey

# Step 4: Interviewing/Assessing Candidate

## Interview Process

The **Interview Process** gives all parties the opportunity to converse and share information that will help each party to decide if the job/candidate is a good match.

### The Initial Interview

- Employee Services should conduct an initial interview with all candidates. If the candidate has not already completed an employment application and the Voluntary EEO survey, he/she should do so at the time of initial interview and be given a Benefits at a Glance pamphlet.
- After the initial interview Employee Services will complete an Interview Summary Worksheet. If Employee Services is not satisfied that the candidate meets the required qualifications for the position, the candidate will not move forward to the next step of the process.
- If Employee Services is satisfied that the candidate meets the required qualifications the candidate should be interviewed by the hiring manager. After this interview the hiring manager and Employee Services will meet to debrief on the information collected and determine if the candidate would be a good fit both from a skills perspective and behaviorally. If the hiring manager and Employee Services agree that the candidate is a fit, the candidate will move on to the next step of the interview process or the offer process.
- If the position being filled is staff level, non-exempt and both the hiring manager and agree the candidate meets the qualifications of the position no other interviews are required and the offer process can begin.

### The Second Level Interview

- If the position being filled is a staff level, exempt position the candidate should now interview with the next level of management. Once the hiring manager, Employee Services and second level management agree that the candidate is a fit the offer process can begin.
- Candidates interviewing for positions of VP level and above will be interviewed by a select group of executive level managers, which may include the President of the University. Once the executive management team has agreed that the candidate is a fit for the position, the offer process can begin.

### Documents Required for Interview Process

- Application for Employment
- Background Check Release
- Voluntary EEO Survey
- Interview Summary Worksheet

## Hiring Decision

Once the hiring decision has been made the Offer Process can begin. Prior to making an offer of employment to the desired candidate, the hiring manager must contact the professional references provided.

## The Reference/Background Check

- All offers are contingent upon a satisfactory completion of three (3) reference checks and a background check. The candidate should be made aware of this contingency during the initial interview. The reference and background checks must be completed before an offer is made.
- The hiring manager should contact up to (3) of the candidate's references and complete a reference check form on each. Reference check forms should be returned to Employee Services for filing.
- Employee Services will conduct a background check on the desired candidate. The hiring manager should allow 3 days for the results.

## Offer

The **Offer Process** is the final phase in the hiring process and should be executed after all prior steps have been properly followed. The process of executing an offer-for-hire should be as follows:

## The Verbal Offer

- After the reference and background checks have been completed satisfactorily, the hiring manager will make a verbal offer to the successful candidate.
- Should the candidate choose to negotiate the original salary offered the hiring manager must notify both the VP of Finance and Employee Services for approval of a new salary.
- Once the candidate accepts the verbal offer the hiring manager must complete and Employee Change Form with offer details (start date, salary, title) and two (2) levels of signature.

## The Offer Letter

- A new hire offer packet will be created and sent to the candidate by Employee Services prior to the first day of employment.
- The new hire will not start until the signed offer letter has been executed and returned to Employee Services.
- Once the candidate has accepted the offer of employment by signing and returning the offer letter, the onboarding process begins.
- Employee Services will send an applicant reject letter to all interviewed and unsuccessful candidate.

## Required Documents for Offer Process

- Employee Status Change Form (complete with offer details and 2 levels of signature)
- Reference Check Form (minimum 3)
- Offer Letter
- Applicant Reject Letter

## Forms

The following forms are for use during the New Hire Process.





## Job Analysis Questionnaire

### I. Position Information

Job Title: \_\_\_\_\_ Prepared By: \_\_\_\_\_  
Department: \_\_\_\_\_ Title: \_\_\_\_\_  
Reports to: \_\_\_\_\_ Date: \_\_\_\_\_

### II. Job Description

#### General purpose of the job:

Briefly describe the job's primary purpose or contribution to the department or the organization.

#### Essential duties and responsibilities:

List the job's essential or most important functions and responsibilities. Include all important aspects of the job - whether performed daily, weekly, monthly, or annually; and any that occur at irregular intervals (continue this list on another sheet if necessary).

### III. Supervisory Responsibilities

Does this job have supervisory responsibilities? ☐ Yes ☐ No

Are there subordinate supervisors reporting to this job? If yes, how many subordinate supervisors report to this job? ☐ Yes ☐ No

What are the names of the departments supervised by this job?

How many employees, in total, report to the subordinate supervisors? \_\_\_\_\_

Are there non-supervisory employees who report directly to this job? If yes, how many employees are directly supervised by this job? \_\_\_\_\_ ☐ No



## Job Analysis Questionnaire

### IV. Education and/or Experience

*Select the level of education and/or experience needed to successfully accomplish the essential duties of this job.*

- ☐ **Level 1:** No prior experience or training.
- ☐ **Level 2:** Less than high school education; or up to one month related experience or training; or equivalent combination of education and experience.
- ☐ **Level 3:** High school diploma or general education (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.
- ☐ **Level 4:** One year certificate from college or technical school; or three to six months related experience and/or training; or equivalent combination of education and experience.
- ☐ **Level 5:** Associate's degree (A.A.) or equivalent from two-year college or technical school; or six months to one year related experience and/or training; or equivalent combination of education and experience.
- ☐ **Level 6:** Bachelor's degree (B.A.) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience.
- ☐ **Level 7:** Fifth year college or university program certificate; or two to four years related experience and/or training; or equivalent combination of education and experience.
- ☐ **Level 8:** Master's degree (M.A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.
- ☐ **Level 9:** Doctoral degree (Ph.D.) or equivalent; or more than 10 years related experience and/or training; or equivalent combination of education and experience.

### V. Mathematical Skills

*Select the level of mathematical skills and ability needed to successfully accomplish the essential duties of the job.*

- ☐ **Level 1: Minimum Skills:** Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume, and distance.
- ☐ **Level 2: Basic Skills:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio and percent and to draw and interpret bar graphs.
- ☐ **Level 3: Intermediate Skills:** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume. Ability to apply concepts of basic algebra and geometry.
- ☐ **Level 4: High Skills:** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- ☐ **Level 5: Very High Skills:** Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distributions, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
- ☐ **Level 6: Highest Skills:** Ability to comprehend and apply principles of advanced calculus, modern algebra, and advanced statistical theory. Ability to work with concepts such as limits, rings, quadratic and differential equations, and proofs of theorems.



## Job Analysis Questionnaire

### VI. Language Skills

*Select the level of language (ability to read, write and speak) needed to successfully accomplish the essential duties of the*

- ☐ **Level 1:** Ability to read a limited number of two and three syllable words and to recognize similarities and differences between words and between series of numbers. Ability to print and speak simple sentences.
- ☐ **Level 2:** Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.
- ☐ **Level 3:** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.
- ☐ **Level 4:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers and the general public.
- ☐ **Level 5:** Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
- ☐ **Level 6:** Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

### VII. Reasoning Ability

*Select the level of reasoning skills and abilities needed to successfully accomplish the essential duties of the job.*

- ☐ **Level 1: Minimum Skills:** Ability to apply common sense understanding to carry out simple one or two-step instructions. Ability to deal with standardized situations with only occasional or no variables.
- ☐ **Level 2: Basic Skills:** Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.
- ☐ **Level 3: Intermediate Skills:** Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- ☐ **Level 4: High Skills:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule forms.
- ☐ **Level 5: Very High Skills:** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram forms and deal with several abstract and concrete variables.
- ☐ **Level 6: Highest Skills:** Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.



## Job Analysis Questionnaire

### VIII. Physical Demands

How much on-the-job time is spent on the following physical activities? Show the time by checking the appropriate boxes below:

	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch, or crawl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taste or smell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job have any special vision requirements? Check all that apply.

- ☐ Close vision (clear vision at 20 inches or less)
- ☐ Distance vision (clear vision at 20 feet or more)
- ☐ Color vision (ability to identify and distinguish colors)
- ☐ Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- ☐ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- ☐ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- ☐ No special vision requirements

Make notes on the specific job duties that require the physical demands selected above.



## Job Analysis Questionnaire

### IX. Work Environment

How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near mechanical parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes or airborne particles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme cold (non-weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much noise is typical for the work environment of this job? Check the appropriate level below.

- ☐ Very quiet conditions (examples: forest trail, isolation booth for hearing test)
- ☐ Quiet conditions (examples: library, private office)
- ☐ Moderate noise (examples: business office with computers and printers, light traffic)
- ☐ Loud noise (example: metal can manufacturing department, large earth moving equipment)
- ☐ Very loud noise (examples: jackhammer work, front row at rock concert)

Make notes on the specific job duties that are affected by the environmental conditions selected above.

### X. Additional Information

Certificates, Licenses, Registrations required to perform the essential duties of this job.

Include any other information that will aid in the preparation of an accurate description of this job. Include any skill, ability or qualifications .

Basis for knowledge of job:

- ☐ Hold job now      ☐ Supervise job      ☐ Other \_\_\_\_\_



## New Hire Requisition

### I. Position Information

Position to be Filled: \_\_\_\_\_

☐

New

(This form must be accompanied by a Job Analysis questionnaire)

☐

Replacement \_\_\_\_\_

Name of Employee Being Replaced \_\_\_\_\_

Is a search firm required to fill the position? \_\_\_\_\_

☐

Yes

☐

No

Unless otherwise specified, all positions will be posted on the Lynn web site ([www.lynn.edu/jobs](http://www.lynn.edu/jobs)) and our contracted online job board (i.e. [www.careerbuilder.com](http://www.careerbuilder.com)).

Position posting special requests: \_\_\_\_\_

### II. Manager Information

Hiring Manager: \_\_\_\_\_

Title: \_\_\_\_\_

Department: \_\_\_\_\_

Ext: \_\_\_\_\_

List all employees involved in the hiring/interview process

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is the position in the current budget: \_\_\_\_\_

☐

Yes

☐

No

Budgeted Salary: \$ \_\_\_\_\_

### III. Business Justification

For new positions, explain how this will add value, increase revenue or decrease expenses

### VI. Authorization of Changes

Hiring Manager

Print Name \_\_\_\_\_

Date \_\_\_\_\_

Vice President

Print Name \_\_\_\_\_

Date \_\_\_\_\_

Vice President Finance

Print Name \_\_\_\_\_

Date \_\_\_\_\_

### V. For Employee Services Use Only

FLSA Status: \_\_\_\_\_

☐

Exempt

☐

Non-Exempt

Salary Range:

Min \_\_\_\_\_

Position Grade \_\_\_\_\_

Mid \_\_\_\_\_

Max \_\_\_\_\_



# EMPLOYEE S E R V I C E S

## Candidate Pre-Screen

This questionnaire is for use in screening prospective candidates over the telephone. This document should be attached to the resume when completed.

### I. Personal Information

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

Position Applied For: \_\_\_\_\_ Screener: \_\_\_\_\_

### II. Review the Candidate's Resume

Using the candidate's resume, review their credentials and verify that the candidate meets the following profile

1.) Has the candidate held 3 or fewer jobs in the last 5 years?

☐

Yes

☐

No

2.) Has the candidate held the last 3 jobs for at least 2-3 years?

☐

Yes

☐

No

3.) Does the candidate meet the minimum education requirements for the position?

☐

Yes

☐

No

4.) Is the candidate education related to the position applied for?

☐

Yes

☐

No

5.) Does the candidate meet the minimum experience requirements for the position?

☐

Yes

☐

No

6.) Is the candidate's experience related to the position applied for?

☐

Yes

☐

No



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## Candidate Pre-Screen

### III. Conduct a Phone Screen

1.) Are you presently employed

☐

Yes

☐

No

If no, what is the reason for leaving the last employer?

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2.) How does your current (or last position held) relate to the position applied for?

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---

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3.) Why are you interested in this position?

---

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4.) What are you currently earning (What did you earn in your last position held?)

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---

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5.) Does that include any bonuses/incentives

☐

Yes

☐

No

If so, how much?

---

6.) What level of compensation are you looking for in this position

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### IV. Overall Evaluation

7.) Should this candidate be invited in for a personal interview?

☐

Yes

☐

No

Why or why not?

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---

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## Reference Check Form

### Candidate Information

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Position Applied For: \_\_\_\_\_ Screener: \_\_\_\_\_

### References Contact Information

Contact Name & Title \_\_\_\_\_ Company: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Working/reporting relationship to  
employee: \_\_\_\_\_

### Employment Information

- 1.) What position did applicant hold with your company?  
\_\_\_\_\_  
\_\_\_\_\_
- 2.) What were the dates of employment?  
\_\_\_\_\_ To \_\_\_\_\_
- 3.) What was the reason for leaving?  
\_\_\_\_\_  
\_\_\_\_\_
- 4.) In what capacity did you know or work with the applicant?  
\_\_\_\_\_  
\_\_\_\_\_
- 5.) Can you describe the applicant's overall performance and professionalism?  
\_\_\_\_\_  
\_\_\_\_\_
- 6.) How would you describe the applicant's ability to build and maintain relationships?  
\_\_\_\_\_  
\_\_\_\_\_
- 7.) How are their follow up skills?  
\_\_\_\_\_  
\_\_\_\_\_
- 8.) What are the applicant's job-related strengths? Weaknesses?  
\_\_\_\_\_  
\_\_\_\_\_
- 9.) Other Comments?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Verified By

\_\_\_\_\_  
Screener Signature Title Date



**Candidate Information**

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

Date: \_\_\_\_\_

Position Applied For: \_\_\_\_\_

Screeners: \_\_\_\_\_

**Attribute - Adaptability**

Tell me about a situation in which you have had to adjust to changes over which you had no control. How did you handle it?

Tell me about a time when you had to adjust to a classmate's or colleague's working style in or to complete a project or achieve your objective

How was your transition from high school to college? Did you face any particular problems? How did you handle them?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

- 1 Skills are clearly not present  
2 Skills are present

- 3 Strong skills are evident  
4 Very strong skills are evident



**Attribute - Analytical Skills / Problem Solving**

Describe the project or situation that best demonstrates your analytical abilities. What was your role?

Tell me about a time when you had to analyze information and make a recommendation. To whom did you make the recommendation? What was your reasoning. What kind of thought process did you go through? Why? Was the recommendation accepted? If not, why?

Tell me about a situation where you had to solve a difficult problem. What did you do? What was your thought process? What was the outcome? What do you wish you had done differently?

What steps do you follow to study a problem before making a decision? Why?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

- |   |                                |   |                                |
|---|--------------------------------|---|--------------------------------|
| 1 | Skills are clearly not present | 3 | Strong skills are evident      |
| 2 | Skills are present             | 4 | Very strong skills are evident |



### Attribute - Communication

Tell me about a recent successful experience in making a speech or presentation? How did you prepare? What obstacles did you face? How did you handle them?

Have you ever had to "sell" an idea to your classmates or co-workers? How did you do it? Did they accept your idea?

Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have personally liked you (or vice versa). How did you handle the situation? What obstacles or difficulties did you face? How did you deal with them?

Tell me about a time in which you had to use your written communication skills in order to get an important point across.

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

### Rating Scale

Use the following scale for rating each category:

- |   |                                |   |                                |
|---|--------------------------------|---|--------------------------------|
| 1 | Skills are clearly not present | 3 | Strong skills are evident      |
| 2 | Skills are present             | 4 | Very strong skills are evident |



### Attribute - Creativity

When was the last time you thought "outside the box" and how did you do it? Why?

Tell me about a problem that you've solved in a unique or unusual way. What was the outcome? Were you happy or satisfied with?

Give me an example of when someone brought you a new idea that was odd or unusual. What did you do?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

### Rating Scale

Use the following scale for rating each category:

- |   |                                |   |                                |
|---|--------------------------------|---|--------------------------------|
| 1 | Skills are clearly not present | 3 | Strong skills are evident      |
| 2 | Skills are present             | 4 | Very strong skills are evident |



**Attribute - Decision Making**

Tell me about a time when you had to make a decision without all the information you needed. How did you handle it? Why? Were you happy with the outcome?

Give me an example of a time when you had to be quick in coming to a decision. What obstacles did you face? What did you do?

What is the most difficult decision you've had to make? How did you arrive at your decision? What was the result?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

- |   |                                |   |                                |
|---|--------------------------------|---|--------------------------------|
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**Attribute - Goal Setting**

Give me an example of an important goal which you have set and tell me how you reached it. What steps did you take? What obstacles did you encounter? How did you overcome the obstacles?

Tell me about a goal that you set that you did not reach. What steps did you take? What obstacles did you encounter? How did it make you feel?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

- |   |                                |   |                                |
|---|--------------------------------|---|--------------------------------|
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| 2 | Skills are present             | 4 | Very strong skills are evident |



**Attribute - Teamwork**

Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?

Tell me about a time when you worked with a classmate or colleague who was not doing their share of the work. How did you handle it?

Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the result?

Tell me about a time when you had to work on a team that did not get along. What happened? What role did you take? What was the result?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

- |   |                                |   |                                |
|---|--------------------------------|---|--------------------------------|
| 1 | Skills are clearly not present | 3 | Strong skills are evident      |
| 2 | Skills are present             | 4 | Very strong skills are evident |





**Attribute - Initiative**

Describe a project or idea (not necessarily your own) that was implemented primarily because of your efforts. What was your role? What was the outcome?

Describe a situation in which you recognized a potential problem as an opportunity. What did you do? What was the result? What do you wish you had done differently?

Tell me about a project you initiated. What did you do? Why? What was the outcome? Were you happy with the result?

Tell me about a time when your initiative caused a change to occur.

What was the best idea you came up with during your professional or college career? How did you apply it?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

- |   |                                |   |                                |
|---|--------------------------------|---|--------------------------------|
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| 2 | Skills are present             | 4 | Very strong skills are evident |



**Attribute - Integrity / Honesty**

Discuss a time when your integrity was challenged. How did you handle it?

Tell me about a time when you experienced a loss for doing what is right. How did you react?

Tell me about a business situation when you felt honesty was inappropriate. Why? What did you do?

Give a specific example of a policy you conformed to with which you did not agree. Why?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

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| 2 | Skills are present             | 4 | Very strong skills are evident |



**Attribute - Interpersonal Skills**

Give an example of when you had to work with someone who was difficult to get along with. How/why was this person difficult? How did you handle it? How did the relationship progress?

Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?

Describe a recent unpopular decision you made. How was it received? How did you handle it?

What, in your opinion, are the key ingredients in guiding and maintaining successful business relationships? Give me examples of how you have made these work for you.

Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have personally liked you (or vice versa). How did you handle the situation?

Tell me about a time when you had to work on a team with someone you did not get along with. What happened?

Describe a situation where you had a conflict with another individual, and how you dealt with it. What was the outcome? How did you feel about it?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

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**Attribute - Leadership**

Tell me about a team project when you had to take the lead or take charge of the project? What did you do? How did you do it? What was the result?

Describe a leadership role of yours. Why did you commit your time to it? How did you feel about it?

What is the toughest group that you have had to get cooperation from? What were the obstacles? How did you handle the situation? What were the reactions of the group members? What was the end result?

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

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|---|--------------------------------|---|--------------------------------|
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**Attribute - Planning and Organization**

Describe a situation that required you to do a number of things at the same time. How did you handle it? What was the result?

How do you prioritize projects and tasks when scheduling your time? Give me some examples.

Tell me about a project that you planned. How did you organize and schedule the tasks? Tell me about your action plan.

Situation Described (the specific task, assignment, opportunity or issue the candidate has faced):	
Action Taken (What the candidate thought, said and did in that specific situation):	
Results (The impact on others and the outcomes of the candidate's actions):	

**Rating Scale**

Use the following scale for rating each category:

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|---|--------------------------------|---|--------------------------------|
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| 2 | Skills are present             | 4 | Very strong skills are evident |



## Interview Summary Worksheet

### I. Candidate Information

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

Date: \_\_\_\_\_

Position Applied For: \_\_\_\_\_

Screeners: \_\_\_\_\_

### II. Rating Scale

Use the following scale for rating each category:

1 Skills are clearly not present

3 Strong skills are evident

2 Skills are present

4 Very strong skills are evident

### III. Candidate Rating

Rating	Category	Description
	Adaptability	Can vary behavior according to the situation, successfully with stress, reassess priorities and come up with new ideas when needed; learns from success and adversity.
	Analytical Skills/Problem Solving	Can troubleshoot organizational problems; identify correctly and respond appropriately to key people and key issues; define problems and identify central issues; sort out and weigh consequences of alternatives.
	Communication	Expresses ideas clearly, concisely, and logically; is able to gain acceptance for own ideas; perceives and reacts sensitively to the needs and actions of others; can relate to diverse people including faculty, students and people of varied ethnic backgrounds.
	Creativity	Is imaginative and inventive generates ideas and alternatives, is creative in the presentation of in solving problems; thinks out of the box.
	Decision Making	Able to make sound decisions with limited data; Shows ability to make quick decisions; hold to decision once it has been made; can change a decision when appropriate; does not vacillate.
	Goal Setting	Has solid life goals. Defines a plan to reach goals; Has a balanced attitude on achieving aspirations.
	Initiative	Seeks new experiences; comfortable with taking appropriate risks; assumes leadership roles; Starts and completes self generated tasks; does things without being asked or reminded.
	Integrity/Honesty	Has a reasonably developed moral code which is consistently practiced; Has a code of honor and does not compromise it; follows through on commitments.
	Leadership	Has held leadership positions in college; has a motivational presence and attitude; Likes working on teams.
	Interpersonal skills	Deals positively and effectively with others on a collaborative basis.
	Planning and Organization	Can establish and prioritize tasks and objectives; Has a system to help meet deadlines; adaptable to changes in priorities

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Refer candidate for second interview

Refer candidate for second interview with reservations

Do not consider further

LYNN UNIVERSITY  
BOCA RATON, FLORIDA

Any Candidate  
123 Main Street  
Any Town, FL 33442

August 12, 2008

Dear Candidate:

Thank you for applying and interviewing for the position of Career Development Coordinator. Although your qualifications are admirable, the university has chosen a candidate who best meets the qualifications for this position. The decision was a difficult one, as there were many well-qualified individuals who applied.

We encourage you to check the Lynn University web site ([www.lynn.edu/jobs](http://www.lynn.edu/jobs)) for a listing of current employment opportunities. If you wish to apply for another position at Lynn University, please submit a new cover letter and resume or employment application.

We appreciate your interest in employment at Lynn University and wish you success in your career choices.

Sincerely,

Carole Dodge  
HR Manager  
Lynn University

August 12, 2008

Any Candidate  
123 Main Street  
Any Town, FL 33414

Re: Offer of Employment

Dear Candidate:

We are extremely pleased to extend to you this offer of employment with Lynn University. The terms of this offer are set forth below.

*Positions* - Your initial position will be \_\_\_\_\_ reporting to the \_\_\_\_\_.

*Hire Date* - Your first day of employment is July 21, 2008.

*Salary* - Your initial biweekly salary will be \$3,346.15, less withholdings.

*Vacation* – You will accrue 5.38 hours biweekly with a maximum of 140 hours per year.

*Initial Probationary Period* - All new employees are subject to a ninety (90) day orientation period during which time either the employee or the University may terminate the employment without notice. At the discretion of the employee's supervisor, the orientation period may be extended for a definite period of time not to exceed an additional ninety (90) days. The employee shall receive a written notice of an extension of the orientation period (if applicable) at the time of his/her evaluation prior to or after the end of the initial ninety (90) day orientation period. Reasons for the extension shall be provided.

*Employee Benefits* – A summary of our benefits are listed on the website: [www.lynn.edu/benefits](http://www.lynn.edu/benefits). You should review this information before reporting to work so that you can make informed judgments on the benefits you elect. Healthcare benefits take effect on the first day of the month following your first day of service providing you elect coverage within thirty-one (31) days from your hire date.

*Immigration Requirements* - The law requires all employers to verify the immigration status of all persons they hire. On your first day of employment, please bring with you the appropriate documentation such as driver's license, social security card, passport, certified copy of birth certificate, voter registration card or unexpired employment authorization document issued by the INS.

*At-Will Employment* – Lynn University hopes that you will find the employment relationship satisfactory and rewarding in all respects. At the same time, it recognizes that relationships are not always mutually satisfactory. Thus, our employment relationship will be



based on mutual consent. You are free to end this employment relationship at any time, with or without cause, for any reason or no reason. Lynn University, naturally, reserves the same right.

Please note that no Lynn University official has the authority to modify this at-will relationship, except its President, who is authorized to do so only in writing. Accordingly, this document constitutes a final and fully binding integrated agreement with respect to the at-will nature of our employment relationship.

*Post Employment Agreements* - This offer is extended to you based on the understanding that you will not bring with you any trade secrets belonging to any prior employer or entity with whom you may have an obligation to maintain the confidentiality of such trade secrets. In addition, it is understood that the scope of your responsibilities with Lynn University will not conflict with or violate any obligation you may have to your prior employer.

This offer of employment, which is subject to satisfactory reference and background checks, is valid through July 16, 2008.

Please acknowledge your understanding of this letter and your acceptance of our offer by signing in the space provided below and returning to me. You specifically agree that you have not relied on any other representations not included in this letter about Lynn University or terms of employment. You should keep copies for your files.

We very much look forward to your joining the Lynn University team.

Very truly yours,

Carol Dodge  
HR Manager

Acknowledged and understood:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date