

# Heller Staff Recruitment and Onboarding Procedures:

**Policy #:** HS 12

**Issue Date:** May 27, 2020

**Subject:** Heller Staff Recruitment and Onboarding Policy

**Purpose:** To ensure equitable, inclusive and diverse recruitment of Heller Staff.

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## Cliff Notes

*Interested in hiring someone?*

- a. See Ron Etlinger, Chief Administrative Officer, CAO – funding for the position, title & compensation are discussed with Ron Etlinger, and follow the Brandeis Job Descriptions [for researchers Brandeis Job qualifications are posted on: <https://heller.brandeis.edu/policies/pdfs/Rights-Obligations-revised-January-2013.pdf>]
  - b. Contact Linda Purrini, Assistant Director of Operations  
– Linda provides form completion instructions for Fair Labor Standards Act evaluation, FLSA, & position review form. Return the completed forms to Linda who submits them to HR on your behalf for their review and approval. HR confirms equitable titles and compensation rates.
  - c. After HR confirmation and approval, Linda will advise the hiring manager to enter the job posting into Workday.
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## Objectives:

The value of a diverse workforce is replete throughout the literature<sup>1</sup>. Consistent with our mission and values we promote the following 7 principles to support equitable, inclusive and diverse staffing at Heller.

1. Become aware of unconscious biases
    - ☐ TRAINING & CHECKLISTS
      - ☐ <https://implicit.harvard.edu/implicit/uk/selectatest.jsp>
      - ☐ <http://shop.cookcross.com/docs/UnconsciousBiasWorkbookSample.pdf>
  2. Embrace a culture of diversity
  3. Write inclusive job descriptions
  4. Be proactive about salary parity
  5. Source candidates strategically. Sample places to consider include historically all-black or all-female colleges, small colleges in cities and towns you may not have thought of before, community colleges, veteran programs, and online referral platforms such as ReferralMob
  6. Train and retrain recruiters and hiring managers alike: there is no such thing as “one and done” approach to training.
  7. Focus on retention through effective onboarding.
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The principles, attachments and 14 steps below cover this Heller Policy.

## Attachments:

- A. Search Committee approval form
- B. Anti-Bias training slides (sample from HR; training ideally amended from DEI office)

## Heller Staff Recruitment and Onboarding Procedures:

- C. Exhaustive list of sourcing sites
  - D. Sample Interview Questions
  - E. Onboarding Checklist
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### Heller Strategic equitable, inclusive and diverse candidate recruitment and onboarding 14 steps

**Step 1:** Determine Heller Need and evaluate hiring options.

This is the responsibility of the Dean, relevant educational Program Committee(s) and relevant Center(s)/Institute(s), with consultation as relevant from the Educational Steering Committee & Research Steering Committee.

**Step 2:** Search Authorization Form

This is the responsibility of Department or Program Lead. [See **Att. A: Form**]

‘ Waiver of a formal committee: If a search committee is determined unnecessary, submit Att. A to Linda Purrini or Ron Etlinger.

**Step 3:** Form a Heller Search Committee

A committee of a minimum of 3 people is formed by the Hiring Manager.

All Heller search participants will receive training in diversity and recruitment. One member will be designated as the official Diversity Representative to sign off on the Brandeis search forms, **Att. A**. The Diversity Representative attends all search meetings and monitors the emerging applicant pool to assess its diversity and whether additional outreach efforts are necessary. Focus on retention. Participate in on-going multicultural anti-bias training.

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First anti-bias recruitment training is provided by a third party and covers bias triggers, best practices and resources. [Sample HR Slides **Att. B**]

Subsequent anti-bias recruitment training follows the “Recruiting with Intentionality” **RwI**<sup>iii</sup> approach.

Participants come to the first meeting with information<sup>iii</sup> on at least one potential candidate who they believe adds diversity to the applicant pool or source for diverse candidates. Participants will answer the following four questions:

1. *How did they define “diversity”*
2. *What aspect of diversity is represented by the individual(s) found*
3. *What search process was used to find the individual(s)*
4. Describe the individual(s)
5. Explain their qualifications (as a candidate or as a referral source)
6. Generate a matrix of the “Must, Should, and Nice to have” criteria

**Objective:** Commit to self-actualization & become aware of conscious and unconscious biases. **Biases of particular concern:**

# Heller Staff Recruitment and Onboarding Procedures:

## Potential Biases when determining selection criteria

- Publications
- Limiting to certain publications
- Setting a higher than necessary number of publications that might eliminate otherwise qualified candidates
  - Academic Institutions
- Determining that qualified candidates must have earned their undergraduate and/or graduate degrees from, or held faculty appointments at select universities Considerations when reviewing CVs:
- Looking at large numbers of CVs may put you in a position where you are susceptible to your implicit biases.
- Spreading the workload across multiple people – a diverse team of people screening CVs can help reduce implicit bias.
- Humans naturally tend to gravitate toward likeness; people “like me” or “like the majority in the organization.”
- Be mindful to review CVs based on the selection criteria.
- Question your assumptions. Be mindful of your own biases.

## Potential biases to be aware of during the interview First impression Bias:

The first information gained about a person can influence later impressions and evaluations about that person.

- **Confirmation Bias:** There is something that stood out to you about the candidate’s experience when you were reviewing their resume that made you think they were the best candidate over the others. With this bias you will look for evidence that supports that, and at the same time, not look for information that DIS-confirms that belief.
- **Recency Bias:** Putting more emphasis (positive or negative) on something that the candidate says at the end of the interview versus the beginning of the interview.
- **Halo Effect:** Ignore negative qualities because of one positive quality that the candidate displays in the interview. (Be aware of interpretation of behaviors and weighing observed behaviors as this may result in implicit bias.).
- **In group Bias:** Favor candidates because they perceive them to be within the same “group” as them. For example, graduated from same college.
- **Groupthink Bias:** (Bandwagon effect) When members of a committee set aside their own opinions, beliefs, or ideas to achieve harmony.

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### Step 4: Develop search plan, adding list of individuals garnered through the Anti-Bias Training, if Rwl.

The Heller Search Committee holds a first meeting to discuss the Search Plan and outreach for applicants. Attendees at this meeting will include the Search Chair, the Diversity Representative, and the Administrative Coordinator (who will maintain the search documentation).

The aim of the meeting is to arrive at a Search Plan that both the Search Chair and the Diversity Representative approve. *The search plan includes:* Composition of the search committee, Plans for outreach, Position description and draft advertisement, Recruiting letters, and Plans for evaluating candidates

### Step 5: Review and approve final job description.

## Heller Staff Recruitment and Onboarding Procedures:

- Review by Heller Search Committee. Consider decoders such as Textio.com <https://textio.com/>
  - The tool “reads” a submitted job description for bias and suggests alternate wording that is apt to appeal to a more diverse group of people. Additional helpful but imperfect sites include Sites such as Gender Decoder can be helpful but also sometimes misleading:
    - <http://gender-decoder.katmatfield.com/results/cc080ace-e707-4c06-aaca-2ead567a6a06> ○ <https://www.glassdoor.com/employers/blog/10-ways-remove-gender-bias-job-listings/>
    - <https://www.forbes.com/sites/forbescoachescouncil/2017/08/29/want-diversity-15-recruiting-tactics-to-attract-a-wider-range-of-candidates/#1ffc2b52144> ○
- Consider plans for recruiting from ‘protected class’ populations. Heller protected classes include:
  - National origin, ancestry, age, genetic information, disability, disabled or protected veteran, race/ethnicity, color, sexual orientation, gender identity, or religion.

Job descriptions generally include the following:

1. Name of title of the position (may be open to more than one title) 2. Institute/Program
3. Start date
4. Specific job duties
5. Degree requirement
6. Fields of study (if required) If other fields of study are acceptable, add “or related field”
7. Teaching and research requirements
8. Statement that salary is commensurate with education and experience/competitive
9. Required application materials
10. Duration of position (if applicable)
11. Indicate % time, (full time, 100% FTE; part-time, less than 100% FTE)
12. Deadline for receipt of application (indicate the preferred date for receipt of applications with a phrase like: “First consideration will be given to applications received by... “This will allow any late applications to be considered.
13. Name, title, address , email and telephone number of person receiving application materials
14. Equal Opportunity/ Affirmative Action statement
15. Review language & objectivity

*To indicate that Brandeis is an affirmative action employer, the following sentences are recommended:*

The Heller School for Social Policy and Management at Brandeis University is interested in candidates who are committed to the highest standards of scholarship and professional activities. We seek individuals who can contribute, through their research, teaching and/or public engagement, to the diversity of the academic community. Brandeis University is an equal opportunity employer, committed to building a culturally diverse intellectual community, and strongly encourages applications from women and minority candidates.

Consider including sample language about Brandeis and Heller:

**BRANDEIS UNIVERSITY**

# Heller Staff Recruitment and Onboarding Procedures:

Founded in 1948, Brandeis University is a private nonsectarian research university with a liberal arts focus situated 10 miles west of Boston. Its schools include a College and Graduate School of Arts and Sciences, the International Business School and the Heller School for Social Policy and Management, each welcoming students, STAFF and staff of every nationality, religion and political orientation. Brandeis has a long history of offering educational opportunities to foreign students since it pioneered the concept of an educational and cultural exchange program in 1958 with the establishment of the Wien Scholarship Program. Brandeis University is accredited by the New England Association of Schools and Colleges, Inc. Commission on Institutions of Higher Education.

## THE HELLER SCHOOL FOR SOCIAL POLICY AND MANAGEMENT

Since its founding in 1959, the Heller School at Brandeis University has been committed to developing new knowledge and insights in the field of social policy and in health and human services management. The Heller School is unique in its approach to the field of social policy. Through the graduate education of students, and the pursuit of applied interdisciplinary research and active public engagement in both the public and private sectors, the Heller School is constantly examining policies and programs that respond to the changing needs of vulnerable individuals and social groups in our societies. Over the last fifty years, the Heller School for Social Policy and Management has built an international reputation for professional leadership in many areas across the policy- development spectrum. The entire Heller School facility was recently expanded and renovated and is located near the center of the Brandeis campus adjacent to the main University Library.

### Additional considerations:

- Attend & /or host virtual career fairs for targeted minority student groups (a proven means for recruiting veterans, women, and people with disabilities for example).
  - E.g., CareerEco Bender Virtual Career Fair – a career fair for people with disabilities >1,000 registrants) ◦ E.g., Gettinghired through Brazenconnect, disabilities focus ◦ E.g., VeteranRecruiting
- Promote the job announcement throughout the Heller community: ◦ Heller websites including DEI page, for example ◦ Invitations to apply to those individuals who have already stated an interest in the position, and to others who have been identified by the Search committee as being of possible relevance to the position.
- Post through social media
- Engage philanthropic opportunities promoting DEI
- Engage with staff and student working groups
- Organize specific, short-term events for underrepresented groups

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### Step 6: Develop and Approve search budget

- Review by Heller Hiring Manager and approval by Heller Chief Administrative Officer.
- The budget Includes estimate of advertising and applicants' travel expenses – and may include travel of Search Committee chair/member to Professional Meeting with recruitment opportunities.
- The Search Chair should contact Ron Etlinger (ext 63901; [etlinger@brandeis.edu](mailto:etlinger@brandeis.edu)) Chief Administrative Officer, to discuss budgeting guidelines for searches.

# Heller Staff Recruitment and Onboarding Procedures:

## Step 7: Advertise, network and solicit applicants [See **Att. C Sourcing**]

- Post job description on Heller website and appropriate job listing sites in print and online as listed in the search plan. If multiple searches, coordinate the advertisements in major outlets (e.g., Chronicle of Higher Education) or websites. Involve the Administrative Coordinator, Heller Search Committee and Heller community in the recruitment process.
- One key juncture for a search that addresses diversity is a strategic, thought-out, deliberate outreach plan that targets organizations of minority scholars, lists within professional organizations, and personal contacts and networks. Beyond the members of the search committee, others at Heller should be asked to activate those networks through personal contacts.
- Draft advertisements for positions must be approved by the Heller Chief Administrator. **Core posting sites** are presented below with sample costs. All free sites should routinely be used:

Diversity Postings				
All	<a href="https://www.glassdoor.com/post-job?utm_source=adwords&amp;utm_medium=cpc&amp;utm_campaign=Search_Generic-Recruit_Search_Sourcing_Broad_Google-Ad-N">https://www.glassdoor.com/post-job?utm_source=adwords&amp;utm_medium=cpc&amp;utm_campaign=Search_Generic-Recruit_Search_Sourcing_Broad_Google-Ad-N</a>			
Asian	<a href="https://www.asiancareerweb.com/">Asian Career Web</a>	<a href="https://www.acareers.net/recruiters">https://www.acareers.net/recruiters</a>		
Blacks	<a href="https://www.bavstatebanner.com/">https://www.bavstatebanner.com/</a>			
Blacks	<a href="https://blacksinhighered.org/employer/pricing/">Blacks in Higher Education</a>	<a href="https://blacksinhighered.org/employer/pricing/">https://blacksinhighered.org/employer/pricing/</a>	\$199	30 days
Blacks	<a href="https://www.nuljobsnetwork.com/recruiters/products">National Urban League</a>	<a href="https://www.nuljobsnetwork.com/recruiters/products">https://www.nuljobsnetwork.com/recruiters/products</a>	\$250	60 days
Blacks	<a href="#">Black Career Women</a>	website in maintenance		
Disability	<a href="https://abilitylinks.org/">abilitylinks.org</a> (Disability focused)			
GSM	<a href="http://outandequal.org/lgbt-careerlink/">Lesbian, Gay, Bisexual, and Transgender (LGBT) Career Link</a>	<a href="http://outandequal.org/lgbt-careerlink/">http://outandequal.org/lgbt-careerlink/</a>	\$300	30 days
Indigenous	<a href="http://nativehire.org/">nativehire.org</a> (Native American focused)			
Latinx	<a href="http://LatinosinHigherEd.com">LatinosinHigherEd.com</a>	<a href="https://www.xyx.com/IMXdp8kx5hTAqAKE58Nf5r1ETBfKpZHEIXcUfxrsOkQ">XyX IMXdp8kx5hTAqAKE58Nf5r1ETBfKpZHEIXcUfxrsOkQ</a>		
Latinx	<a href="https://www.nationalhispanicprofessionals.org/">National Society of Hispanic Professionals</a>	Pricing and services: 9547273883 sales@latpro.com	for pricing	60 days
LatinX	<a href="https://www.aahhe.org/jobs/jobs.aspx">American Association of Hispanics in Higher Education</a>	<a href="https://www.aahhe.org/jobs/jobs.aspx">https://www.aahhe.org/jobs/jobs.aspx</a>		
Multicultural	<a href="https://www.indeed.com/q-Diversity-Boston-MA-jobs.html">https://www.indeed.com/q-Diversity-Boston-MA-jobs.html</a>	<a href="https://www.indeed.com/hire?hl=en&amp;cc=US">https://www.indeed.com/hire?hl=en&amp;cc=US</a>		
Multicultural	<a href="http://www.diversityjobsite.com">http://www.diversityjobsite.com</a>	<a href="https://hiring.nexxt.com/subscription-plans/">https://hiring.nexxt.com/subscription-plans/</a>	\$199	30 days
Multicultural	<a href="https://www.equalopportunitypublications.com/">Equal Opportunity Publications, Inc.</a>	<a href="https://careercenter.eop.com/employer/pricing/">https://careercenter.eop.com/employer/pricing/</a>	\$250	30 days
Native American	<a href="http://www.indiancountrytoday.com">Indian Country Today - http://www.indiancountrytoday.com</a>	<a href="https://www.indiancountrynews.com/index.php/job-listings">https://www.indiancountrynews.com/index.php/job-listings</a>	unspecified	
Veterans	<a href="http://www.militaryhire.com">http://www.militaryhire.com</a>	<a href="https://www.militaryhire.com/hire-vets/serviceservlet">https://www.militaryhire.com/hire-vets/serviceservlet</a>	\$150	30 days
Veterans	<a href="http://www.veteransenterprise.com">http://www.veteransenterprise.com</a>	<a href="https://www.equalitymagazines.com/index.php/services/rates/job-postings#pricing">https://www.equalitymagazines.com/index.php/services/rates/job-postings#pricing</a>	\$275	30 days
Veterans	<a href="https://veteranjoblistings.com/">veteranjoblistings.com</a> (Veteran focused)			
Veterans	<a href="http://hireveteransfirst.com/">http://hireveteransfirst.com/</a> (Veteran focused)			
Women	<a href="https://www.careerwomen.com/prices/">Career Women</a>	<a href="https://www.careerwomen.com/prices/">https://www.careerwomen.com/prices/</a>	\$349	30 days

Figure 1. Core Posting Sites (for the full list see **Attachment C**)

Keep track of postings through an advertising log.

## INVITATION TO APPLY LETTER

Document on Heller Policies and Procedures Website <https://www.brandeis.edu/heller/heller/hellerpolicies/policies/staff.html>

## Step 8: Collect applications and distribute to Heller Search Committee Chair/ Committee

- Administrative Coordinator receives and catalogs applications on an ongoing basis as they are received. The Administrative coordinator starts and maintains a list of tracking numbers for the Applicant Register and sets up files for CVs and correspondence from applicants.

## Heller Staff Recruitment and Onboarding Procedures:

**Step 9:** E-Mail request for voluntary information on gender and race/ethnicity to all applicants

- Upon receipt of applications, the Administrative Coordinator e-mails each candidate an acknowledgement of receipt of the application and a form to collect voluntary information (marked with search number).

Documentation associated with this step include:

**SAMPLE LETTER REQUESTING RACE/ETHNICITY INFORMATION (UPDATED 1-7-11) APPLICANT SEARCH QUESTIONNAIRE**

Documents on Heller Policies and Procedures Website <https://www.brandeis.edu/heller/heller/heller-policies/policies/STAFF.html>

**Step 10:** Reports on the applicant pool

Administrative Coordinator keeps a spreadsheet including information on applicants' name, internal ID #, date of application, and disposition/remarks. This is periodically updated and distributed to committee chair and diversity representative. This information can be used to track process on the search and summary data will be needed at the end of the search for the report, "Description of the Applicant Pool."

Documentation associated with this step include:

**HELLER STAFF SEARCH APPLICANT REGISTER**

**HELLER STAFF SEARCH DESCRIPTION OF APPLICANT POOL**

Documents on Heller Policies and Procedures Website <https://www.brandeis.edu/heller/heller/heller-policies/policies/STAFF.html>

**Step 11:** Evaluate candidates [**Attachment D:** Sample Diversity Questions]

Heller Search Committee begins to evaluate candidates, with input from others if appropriate, with the goal of developing a list of finalists to schedule for in-person interviews. The evaluation process is based on written materials including reviewing application letters, CVs, and publications.

Based on qualifications and fit with the position, the Committee narrows the list to initial semifinalists for the position, who will be screened by phone. Committee members are assigned to conduct these interviews.

The committee uses an agreed upon list of questions standardized for consistency across all candidates.

The committee selects at least three diversity related questions, including examples provided in Attachment C.

The committee evaluates candidates across a rubric of core competencies, determined by the committee as consistent with the Job Description requirements.

The committee meets, discusses the interviews, and narrows the list to an initial list of finalists to be invited to campus. At least three letters of recommendation will be solicited from references submitted by these finalists.

The Chair informs applicants who did not make the list of initial semi- finalists or who are not qualified based on the phone interviews that their applications are no longer being considered.

# Heller Staff Recruitment and Onboarding Procedures:

Documentation associated with this step include:

**SAMPLE REFERENCE REQUEST LETTER SAMPLE REJECTION LETTER**

Document on Heller Policies and Procedures Website <https://secureweb.brandeis.edu/heller/heller/heller-policies/policies/index.html>

## **Step 12:** Ranking of top candidates

- ✓ Heller Search Committee deliberates on candidates' materials and performance makes a written recommendation. This report includes a statement of the criteria used to evaluate all candidates on the shortlist, a rank ordering of each shortlisted candidate, and the rationale for this ranking.
- ✓ Chair Heller Search Committee, Diversity Representative and Heller Dean sign the "Equal Employment Opportunity and Affirmative Action Fair Search Report Form."

Documentation associated with this step include:

**HELLER STAFF SEARCH EQUALITY OPPORTUNITY FAIR SEARCH FORM BRANDEIS STANDARDS FOR PROMOTION TO FULL PROFESSOR WITH TENURE BRANDEIS CONTRACT STAFF GUIDELINES**

Document on Heller Policies and Procedures Website <https://www.brandeis.edu/heller/heller/heller-policies/policies/STAFF.html>

## **Step 13:** Hiring Negotiation with top candidate

- ✓ Final negotiations on compensation and start dates are determined in collaboration with the hiring manager, program or department lead, and the Administrative Coordinator.

## **Step 14:** The Hiring Manager initiates the Heller New Hire Onboarding Checklist. [Att. E]



# Brandeis University

The Heller School for Social Policy and Management

i A valuable literature review and an extensive annotated bibliography of research on the impact of diversity on college campuses can be found in Daryl G. Smith, et al., *Diversity Works: The Emerging Picture of How Students Benefit* (Washington, D.C.: Association of American Colleges and Universities, 1997). See also:

- Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology (CAWMSET), *Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology* (Arlington, VA: National Science Foundation, September 2000), 1, 9–13; and Caroline Sotello Viernes Turner, *Diversifying the faculty: A Guidebook for Search Committees* (Washington, D.C.: Association of American Colleges and Universities, 2002), 1–2.
- Daryl G. Smith, et al., *Achieving Faculty Diversity: Debunking the Myths* (Washington, D.C.: Association of American Colleges and Universities, 1996).
- For a discussion of the potential negative consequences of “affirmative action” and how these can be eliminated by focusing on the centrality of merit in the decision-making process see: Madeline E. Heilman, Michael C. Simon, and David R. Repper, “Intentionally favored, unintentionally harmed? The impact of sex-based preferential selection on self-perceptions and self-evaluations,” *Journal of Applied Psychology* 72 (1987): 62–68 and Madeline E. Heilman, “Type of affirmative action policy: A determinant of reactions to sex-based preferential selection?” *Journal of Applied Psychology* 83 (1998): 190–205. See also Virginia Brown and Florence L. Geis, “Turning lead into gold: Leadership by men and women and the alchemy of social consensus,” *Journal of Personality and Social Psychology* 46 (1984): 811–824.
- Smith, *Achieving STAFF Diversity*, 4, 65–70.
- Joya Misra, Ivy Kennelly, and Marina Karides, “Employment chances in the academic job market in sociology: Do race and gender matter?” *Sociological Perspectives* 42 (1999): 215–247.
- Smith, *Achieving STAFF Diversity*, 4, 95.
- Turner, *Diversifying the STAFF*, 16. <sup>ii</sup> Created by Maria Madison, ScD, 2019. <sup>iii</sup> This does not have to be a CV.

**ATTACHMENT A SEARCH PLAN AUTHORIZATION**

**SEARCH NUMBER.....SEARCH TITLE..... DATE.....**

**SEARCH PLAN**

**Send to:** Dean of The Heller School for Social Policy and Management

Rank ..... Proposed Hiring Date .....

1) Names of Search Committee members, starting with the Chair

.....

.....

1a) Define and count demographics; How do you define and achieved heterogeneity in the search committee (e.g., gender, race or ethnicity, or any other defining characteristics)

.....

1b) List names of those who will interview candidates other than the Search Committee

.....

.....

2) Have any candidates been identified for the position prior to advertising?

.....

Names of individuals ..... Sources of referral .....

3) Where and when will interviews occur (e.g., on campus or identify off-campus location):

.....

4) Which resources will be used for outreach to attract women and minority candidates (e.g., professional associations' female and/or minority subgroups)? .....

4a) List the ways you plan to follow-up with these outreach resources .....

5) Where do you intend to advertise the position? (Please attach a copy of the advertisement.)

6) Please attach a copy of the job description

7) Please attach a copy of the recruiting letters and list the universities and individuals to which letters will be sent.

**Signatures:**

Search Committee Chair ..... Date .....

Search Committee Diversity ..... Date .....  
Representative

Associate Dean, Research, Heller ..... Date .....  
School for  
Social Policy and Management

..... Date .....

Dean of Heller School for Social ..... Date .....  
Policy and Management  
.....



**ATTACHMENT B\_ANTI-BIAS  
TRAINING**

# *Conducting a*

Office of Human  
Resources\_Amended -Heller

# ***Fair Search:***

## ***Examining the Impact of Implicit Bias on Decision-Making***

# **Agenda**

- ▶ Icebreaker ▶ Dimensions of Diversity
- ▶ Mental Processes and Implicit Bias
- ▶ Impact of Bias On Decision-Making Process ▶ Examining Our Own Implicit Biases ▶ Taking Action: Proactive Steps to Counter Implicit Bias During a Search
- ▶ Resources

# Touchstones

- ▶ Confidentiality
- ▶ Treat Each Other with Respect & Dignity
- ▶ Use “I” Statements
- ▶ Create Safe Learning Environment
- ▶ Other (s) \_\_\_\_\_

# Ice Breaker - Power - Privilege and Implicit Bias



# Dual Pathway: Why & How of Diversity

“ The mosaic of people who bring a variety of backgrounds, perspectives, values and beliefs as assets to groups and organizations in which they interact.”

Having a diverse faculty and staff benefits the college by:

- Fulfilling Brandeis' commitment to provide a more diverse and inclusive environment
- Providing role models for students and staff
- Changing the curriculum in important ways
- Offering different perspectives and ways of doing things

APA Evidence based research on the outcomes from a diverse environment (faculty, staff, researchers and students)

# Discrimination

Discrimination occurs when a person is treated as inferior due to a group membership or a specific characteristic

- A bias is an inclination towards or against something

categories:

- ▶ Race
- ▶ Color

## Brandeis University prohibits discrimination on the basis of the following protected class

- ▶ National origin
- ▶ Ancestry
- ▶ Age
- ▶ Genetic information
- ▶ Disability
- ▶ Disabled or protected

▶ Sex

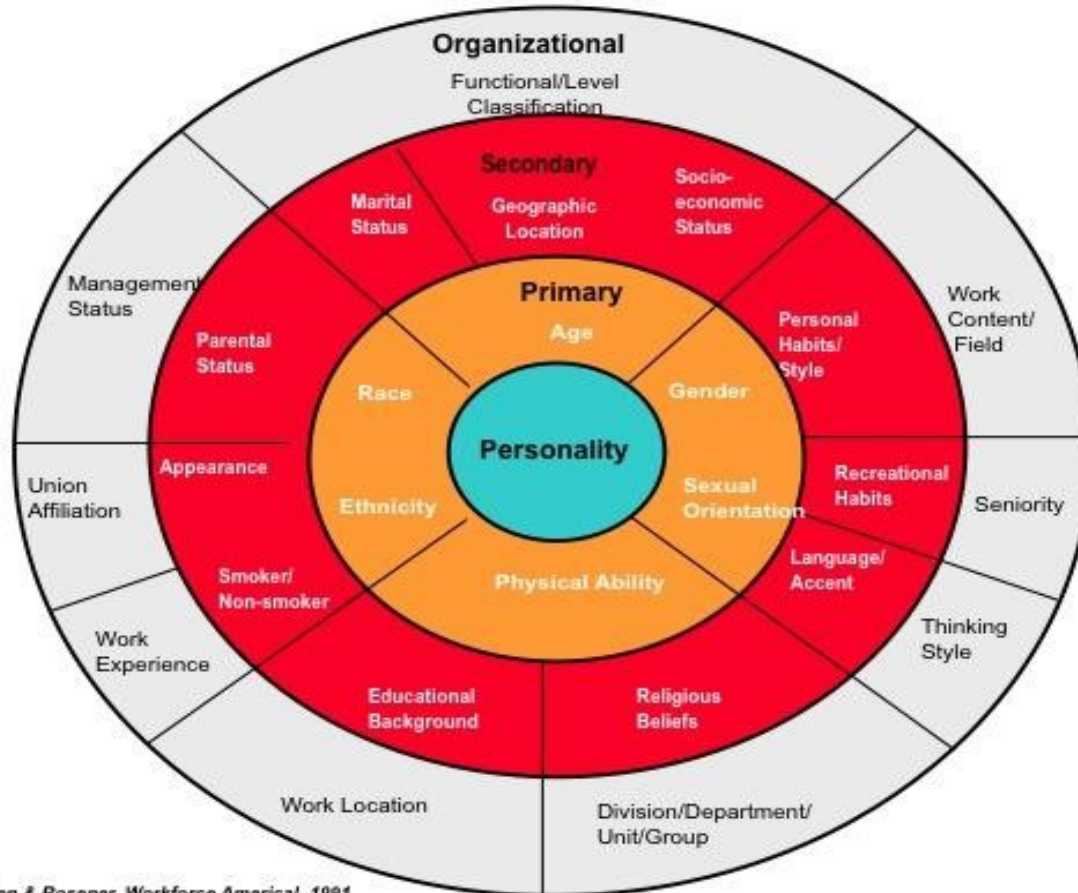
- ▶ Sexual orientation
- ▶ Gender identity
- ▶ Religion

veteran

- ❖ Retaliation is prohibited

# Dimensions of Diversity

## (Diversity Mixtures)



*Adapted from Loden & Rosener, Workforce America!, 1991*

# Power of the Unconscious

- The human brain can take in 11 million pieces of information at any given moment
  - We are aware of <40 pieces of information, in the best case
  - Our brains categorize and fill gaps
  - Biases are mental processes that operate without conscious awareness or conscious control (implicit social cognition) - Kang & Lane, 2010
  - Biases can affect both individual and social interactions

# Mental Processes

**Schemas: “templates of knowledge that help us to organize specific examples into broader categories” (Kang, 2008)**

These mental shortcuts allow us to:

- quickly assign objects, processes, and people into categories
- once assigned, any meanings associated with category become associated with the object, process, or person
- shapes social interactions

# Mental Processes

**Stereotypes:** “beliefs that are mentally associated with a given category” (Blair, 2002; Greenwald & Krieger, 2006)

Examples:

- Discuss examples - Entrenched - images through social media & the internet Associations - both positive and negative- are routinized, become accessed automatically (Rudman, 2004) Stereotypes are not necessarily accurate, may reflect associations

that we would consciously reject  
(Reskin, 2005)

# Common Types of Bias [Mental Processes]

**Attitudes:** “evaluative feelings, such as  
having a positive or negative feeling  
towards something or someone”  
(Greenwald & Krieger, 2006; Kang, 2009)

- **In-Group:** ‘One of us’ granted favoritism, seen as having positive traits/characteristics
- **Out-Group:** Different from ourselves, judged more harshly
- Bias towards In-Group is displayed even when group members are **randomly assigned** (Tajfel, Billig, Bundy, & Flament, 1971) or **fictitious** (Ashburn-Nardo, Voils, & Monteith, 2001)

## Mental Processes

- Bias is a good thing
- In-group and out-group bias (+/-)
- Can lead to cognitive error
- Bias filtering can be increased in some circumstances
- The Reality: At best, we may be able to minimize some of the errors we make during our evaluations of others

# Break



# Challenging the Myth of Non-Bias

Widely held self-view:

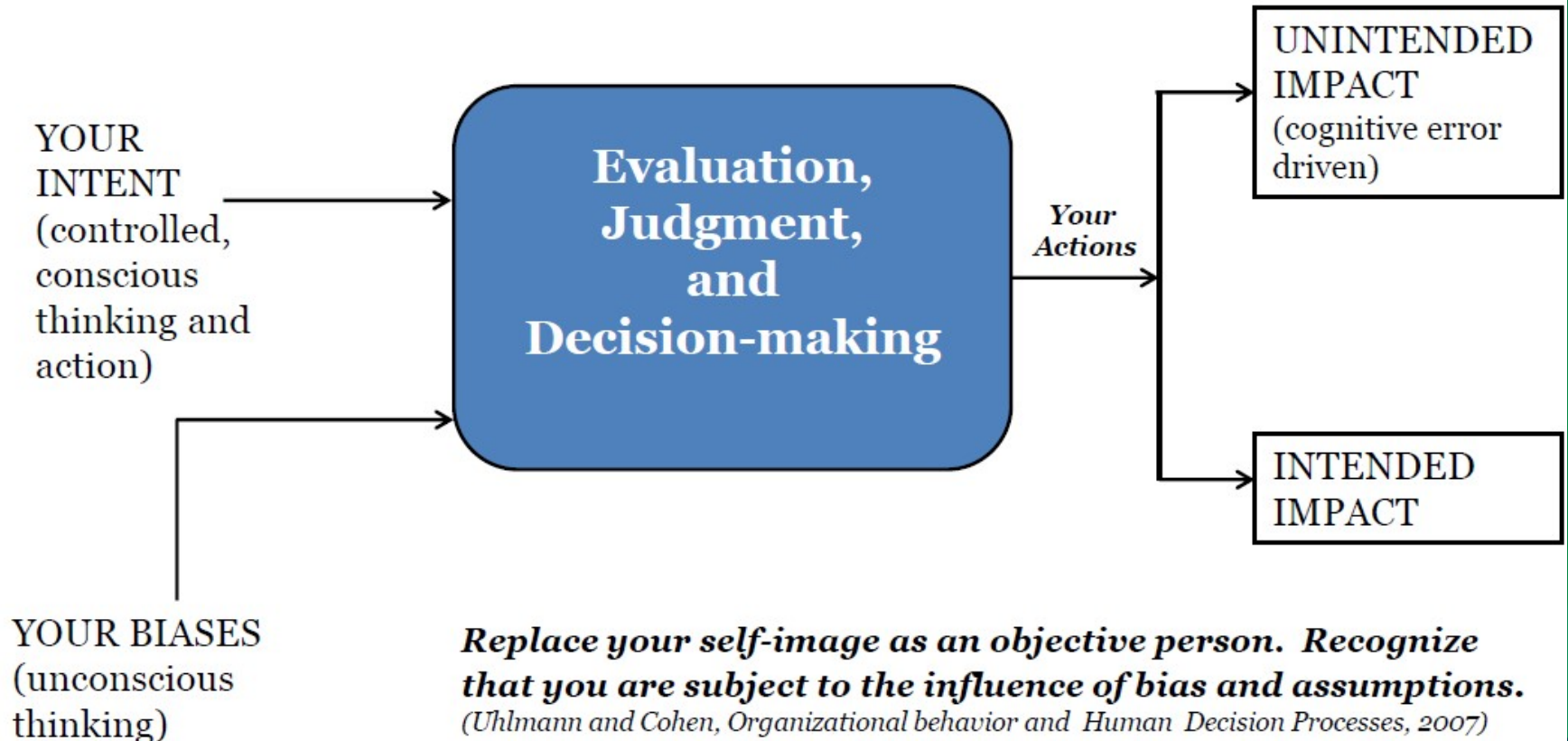
*“I am a fair, unbiased individual who treats all people in the same way.”*

Individuals who believe they are not biased may still unconsciously or inadvertently behave in a discriminatory manner (Dovidio et al. 2001)

- Presents as inequities in explicit and tacit evaluation of and socialization with others (i.e., sharing of information)

- Very small differences lead to major consequences in hiring, promotion, opportunities, mentoring, nominations, etc.

# Our Evaluation, Judgment, and Decision-making Engine



***Replace your self-image as an objective person. Recognize that you are subject to the influence of bias and assumptions.***  
(Uhlmann and Cohen, *Organizational behavior and Human Decision Processes*, 2007)

***Know your bias profile. (<https://implicit.harvard.edu/implicit>)***

# Universal Bias Triggers

- Visible/salient identity (e.g., age, gender, race) ▪ Time pressure and/or need for quick decision ▪ Cognitive overload ▪ Multi-tasking ▪ Ambiguity ▪ Lack of accountability ▪ Fatigue and/or stress
- *Cultural levers*

- Age
- National Origin
- Race

# Motivating Factors for Bias Filtering: Cultural Levers

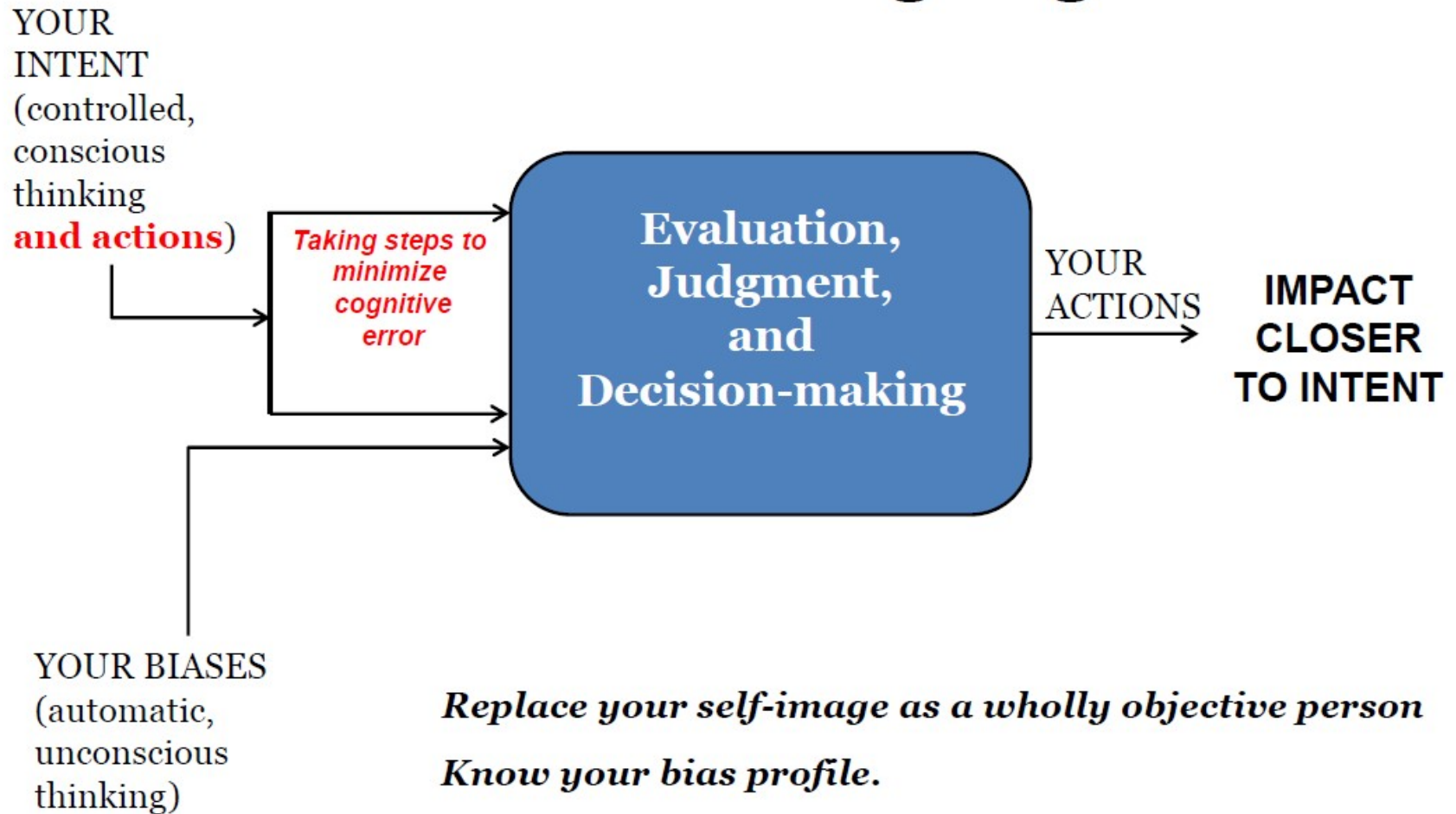
- Values
- Discipline
- Communication Style
- Economic Status
- Institution
- Language(s)

We all hold cultural-specific expectations,  
assumptions and generalizations

- Sexual Orientation

- Gender Identity
- Religion
- Disability

# Our Evaluation, Judgment, and Decision-making Engine



# Measuring Implicit Bias

Implicit Association Test  
(IAT)  
(<https://implicit.harvard.edu/implicit> )

- Tests for bias in race, weight, age, disability, sexual orientation, gender, ethnicity, religion
- Measures strength of association between concepts

## Real World Affects

IAT is highly predictive of people's behavior.

- ▶ Studies show:

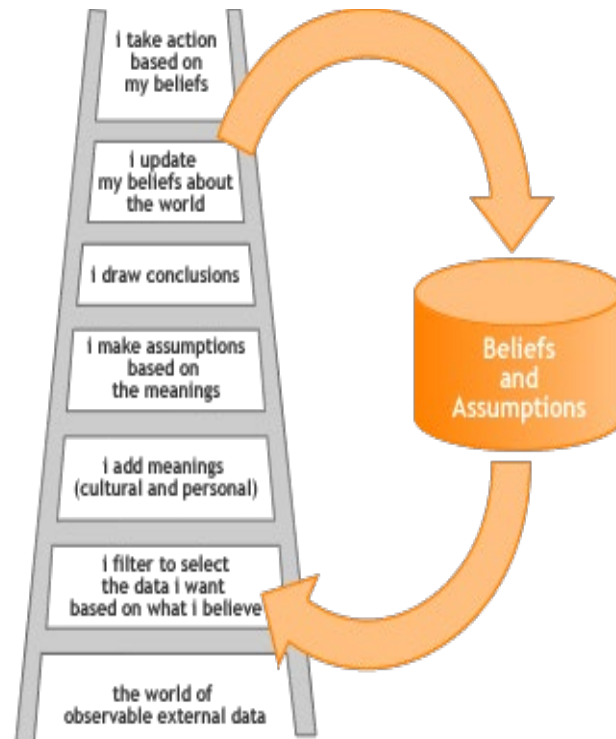
- ▶ Doctors are more likely to prescribe life-saving care to whites (*Harvard University*)
- ▶ Managers are more likely to hire and promote members of their own in-group (*Kalmar University, Sweden*)
- ▶ Referees in basketball are more likely to favor players with whom they share a racial identity (*Wharton School and Cornell University*)

# Candidate Evaluation

## Activity



# Ladder of Inference



# Culture & Communication Styles

Written/Phone/Skype Communication Factors:

- Level of self-promotion
- Word use: descriptions, active vs. passive voice, etc.
- Technical issues in Skype can unfairly affect impression of candidate

Non-Verbal Communication Factors:

- Personal space • Eye contact • Body language

## Proactive Steps Recommended During a Search

1. Evaluate resumes during initial review without identifying names and addresses
2. Meet as a committee before starting interviews and develop an evaluation grid and list of interview questions
3. When conducting interviews, keep implicit bias in mind and how you may be viewing candidates through the lens

of your own biases 4. Be open to discussing different points of view with other committee members 5. Remember—discomfort is good, it means you are doing your job and allows for more clarity of thought

# Take Aways

- ▶ Recognize that we all operate with personal biases, prejudices and stereotypes, so be aware of yours
- ▶ Assume all out-group members will trigger and intensify bias-filtering
- ▶ Consciously challenge your assumptions and beliefs
- ▶ Expose yourself to positive images and experiences of other cultures,

be open to discussing impact of negative messaging that can reinforce negative stereotypes

# Take Aways

- ▶ When voting as a search committee, use confidential ballots to avoid undue influence from other members
- ▶ Respect each person's individuality

- ▶ Set an example of professional behavior
- ▶ Recognize that being different has value

# Re- sources

A selection of resources about faculty recruitment:

## Recruiting Faculty from Underrepresented Minority Groups

- Gibbs Jr. KD, Basson J, Xierali IM, Broniatowski DA. Decoupling of the minority PhD talent pool and assistant professor hiring in medical school basic science departments in the U.S. *eLife*. 2016;5:e21393. <http://dx.doi.org/10.7554/eLife.21393>
- Peek ME, Kim KE, Johnson JK, Vela MB. "URM candidates are encouraged to apply": A national study to identify effective strategies to enhance racial and ethnic faculty diversity in academic departments of medicine. *Academic Medicine*. 2013;88:405-412. <http://dx.doi.org/10.1097/ACM.0b013e318280d9f9>
- Smith DG, Turner CSV, Osei-Kofi N, Richards S. Interrupting the usual: Successful strategies for hiring diverse faculty. *The Journal of Higher Education*. 2004;75(2):133-160. <http://dx.doi.org/10.1353/jhe.2004.0006>
- Williams WM, Ceci SJ. National hiring experiments reveal 2:1 faculty preference for women on STEM tenure track. *PNAS*. 2015;112(17):5360-5365. <https://doi.org/10.1073/pnas.1418878112>

## Science of Unconscious Bias

- Banaji MR, Greenwald AR. *Blindspot: Hidden Biases of Good People*. New York, NY: Delacorte Press; 2013.
- Dana, J, Dawes R, Peterson, N. Belief in the unstructured interview: The persistence of an illusion. *Judgment and Decision Making*. 2013;8(5): 512-520. <http://journal.sjdm.org/12/121130a/jdm121130a.pdf>
- Moss-Racusin CA, Dovidio JF, Brescoll VL, Graham MJ, Handelsman J. Science faculty's subtle gender biases favor male students. *PNAS*. 2012;109(41):16474-16479. <http://dx.doi.org/10.1073/pnas.1211286109>
- Trix F, Psenka C. Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse & Society*. 2003;14(2):191-220. <http://dx.doi.org/10.1177/0957926503014002277>

## Search Committee Training Tools

- Association of American Medical Colleges. What you don't know: The science of unconscious bias and what to do about it in the search and recruitment process. [https://www.aamc.org/members/leadership/catalog/178420/unconscious\\_bias.html](https://www.aamc.org/members/leadership/catalog/178420/unconscious_bias.html).
- Cahn PS. Recognizing and reckoning with unconscious bias: A workshop for health professions faculty search committees. *MedEdPORTAL Publications*. 2017;13:10544. <https://doi.org/10.15766/mep.2374-8265.10544>
- Fine E, Handelsman J. *Searching for Excellence & Diversity: A Guide for Search Committees*. Madison, WI: Women in Science & Engineering Leadership Institute and University of Wisconsin, Madison; 2012. <http://wiseli.engr.wisc.edu/searchguidebooks.php>
- McMurtrie B. How to do a better job of searching for diversity. *Chronicle of Higher Education*. <http://www.chronicle.com/article/How-to-Do-a-Better-Job-of-237750>. Published September 11, 2016.
- Vicker LA, Royer HJ. *The Complete Academic Search Manual: A Systematic Approach to Successful and Inclusive Hiring*. Sterling, VA: Stylus Publishing; 2006.

## **ATTACHMENT C: RECRUITMENT SOURCES**

Latino	pp 2-5 <a href="https://www.diversitybestpractices.com/news-articles/21-latino-organizations-youneed-know">https://www.diversitybestpractices.com/news-articles/21-latino-organizations-youneed-know</a>
African American	pp 6-8 <a href="https://www.monster.com/career-advice/article/african-american-networking-groups">https://www.monster.com/career-advice/article/african-american-networking-groups</a>
Asian American	p. 9
Native American	p. 9
Women's Organizations	p. 9
LGBTQ Organizations	p. 9
Disability Organizations	p. 10-12
Military/Veterans/Security Sites	p. 13
General (e.g., nonprofits; publications, etc.)	p. 14-18

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### **Other**

#### General References:

- UMKC pp  
[http://info.umkc.edu/hr/wp-content/uploads/2016/01/Diversity\\_Recruitment\\_Sources.pdf](http://info.umkc.edu/hr/wp-content/uploads/2016/01/Diversity_Recruitment_Sources.pdf)
- EOC  
[https://eoc.unc.edu/files/2015/05/Diversity\\_Recruiting\\_Sources.pdf](https://eoc.unc.edu/files/2015/05/Diversity_Recruiting_Sources.pdf)
- HBR  
<https://hbr.org/2017/06/7-practical-ways-to-reduce-bias-in-your-hiring-process>

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### **TRAINING & CHECKLISTS**

- <https://implicit.harvard.edu/implicit/uk/selectatest.jsp>
  - <http://shop.cookcross.com/docs/UnconsciousBiasWorkbookSample.pdf>
- 

## **Latino Organizations**

### **Association of Hispanic Advertising Agencies (AHAA)**

The Association of Hispanic Advertising Agencies aims to grow, strengthen and protect the Hispanic marketing and advertising industry by providing leadership in raising awareness

of the value of the Hispanic market opportunities and enhancing the professionalism of the industry.

**Association of Latino Professionals in Finance and Accounting (ALPFA)** The Association of Latino Professionals in Finance and Accounting is the leading professional association dedicated to enhancing opportunities for Latinos in accounting, finance and related professions. ALPFA is a not-for-profit entity registered with the Internal Revenue Service.

**The Committee for Hispanic Families and Children (CHFC)**

The Committee for Hispanic Families and Children aims to improve the quality of life for Hispanic children and families. CHFC has developed and implemented programs that meet the needs of low-income Hispanic families and children in such critical areas as youth development, child care, HIV/AIDS prevention and education, immigrant services, public policy and advocacy.

**Congressional Hispanic Caucus Institute (CHCI)**

The mission of the Congressional Hispanic Caucus Institute is to develop the next generation of Hispanic leaders. Its vision is an educated and civically active Hispanic community that participates at the local, state and federal policy decision-making levels. CHCI seeks to accomplish its mission by offering educational and leadership development programs, services and activities that promote the growth of participants as effective professionals and strong leaders. In the spirit of building coalitions, CHCI seeks to establish partnerships with other Hispanic and non-Hispanic organizations.

**Hispanic Association of Colleges and Universities**

The Hispanic Association of Colleges and University is a national organization representing the accredited colleges and universities in the United States where Hispanic students constitute at least 25 percent of the total student enrollment.

**Hispanic Association on Corporate Responsibility (HACR)**

The Hispanic Association on Corporate Responsibility (HACR) strives to ensure that participation of the Hispanic community in corporate America is commensurate with Hispanic purchasing power. Responsible corporations endeavor to include Hispanics in employment, procurement, philanthropy and corporate governance.

**Hispanic National Bar Association (HNBA)**

The Hispanic National Bar Association is the incorporated, nonprofit, national association of Hispanic attorneys, judges, law professors and law students committed to promoting the goals and objectives of the association. The HNBA has been the principal force behind the increased representation of Hispanics in all sectors of the legal profession, and has served as the legal voice for Hispanics for more than 20 years.

**Mexican American Legal Defense and Educational Fund**

The Mexican American Legal Defense and Education Fund is a national nonprofit organization with the principal objective of protecting and promoting the civil rights of U.S. Latinos through litigation, advocacy, educational outreach and the awarding of law scholarships.

**National Association for Hispanic Elderly (ANPPM)**

The National Association for Hispanic Elderly was founded to inform policy makers and the general public about the status and needs of elderly Hispanics and other low-income elderly. The organization provides direct social services and training and technical

assistance to community groups and professionals in the field of aging. It also produces and distributes bilingual information on the Hispanic elderly.

**National Association of Hispanic Journalists (NAHJ)**

The National Association of Hispanic Journalists is dedicated to the recognition and professional advancement of Hispanics in the news industry. The association strives to organize and provide mutual support for Hispanics involved in the gathering or dissemination of news, encourage and support the study and practice of journalism and communications by Hispanics, foster and promote the fair treatment of Hispanics by the media, further the employment and career development of Hispanics in the media and foster a greater understanding of Hispanic media professionals' special cultural identity, interests and concerns.

**National Association of Latino Elected and Appointed Officials (NALEO)**

The National Association of Latino Elected and Appointed Officials empowers Hispanics to participate fully in the American political process, from citizenship to public service. NALEO carries out this mission by developing and implementing programs that promote the integration of Hispanic immigrants into American society, developing future leaders among Hispanic youth, providing assistance and training to the nation's Hispanic elected and appointed officials and by conducting research on issues important to the Hispanic population.

**National Council of La Raza**

The National Council of La Raza, the country's largest national constituency-based Hispanic organization, was established to reduce poverty and discrimination and improve life opportunities for Hispanic Americans.

**National Hispanic Corporate Council (NHCC)**

The mission of the National Hispanic Corporate Council is to provide its member corporations with the resources, market intelligence, collective expertise, education and counsel to implement proven strategies for reaching the Hispanic community externally and leveraging Hispanic talent internally.

**National Hispanic Council on Aging (NHCOA)**

The National Hispanic Council on Aging addresses issues of health disparities, economic security, abuse and victimization of the elderly and their families and builds affordable housing for the elderly.

**National Hispanic Institute (NHI)**

The National Hispanic Institute targets top Hispanics in high school and college and conducts creative leadership training to develop students' self-marketing, networking, college planning and organizational development skills.

**National Hispanic Medical Association (NHMA)**

The mission of the National Hispanic Medical Association is to improve the health of Hispanics and other underserved populations. As a rapidly growing national resource based in the nation's capital, NHMA provides policymakers and health care providers with expert information and support in strengthening health service delivery to Hispanic communities across the nation. This organization represents 36,000 licensed Hispanic physicians in the United States.

**The National Institute for Latino Policy**

The National Institute for Latino Policy (NiLP) (formerly the Institute for Puerto Rican Policy) is a nonprofit and nonpartisan policy center established in 1982. One of the leading think tanks in the Latino community utilizing an action research model, NiLP is involved in a wide range of policy issues affecting the Latino community.

#### **National Society of Hispanic MBAs (NSHMBA)**

The National Society of Hispanic MBAs is a nonprofit organization that serves 28 chapters and 6,000 members in the United States and Puerto Rico. It exists to foster Hispanic leadership through graduate management education and professional development. NSHMBA works to prepare Hispanics for leadership positions so that they can provide the cultural awareness and sensitivity vital in the management of the nation's diverse workforce.

#### **Society of Hispanic Engineers (SHPE)**

The Society of Hispanic Professional Engineers (SHPE), founded in Los Angeles, California, in 1974 by a group of engineers employed by the city of Los Angeles, was formed as a national organization of professional engineers to serve as role models in the Hispanic community. Today, SHPE enjoys a strong but independent network of professional and student chapters throughout the nation.

#### **Tomas Rivera Policy Institute**

The Tomas Rivera Policy Institute was founded as an independent, nonprofit research organization to foster sound public policies and programs relevant to the Hispanic community.

#### **United States Hispanic Chamber of Commerce (USHCC)**

The United States Hispanic Chamber of Commerce is dedicated to bringing the issues and concerns of the nation's more than 2 million Hispanic-owned businesses to the forefront of the national economic agenda. Throughout its nearly 25-year history, the USHCC has enjoyed outstanding working relationships with international heads of state, members of Congress and the current White House administration. Through its network of more than 150 local Hispanic Chambers of Commerce and Hispanic business organizations, the organization effectively communicates the needs and potential of the Hispanic enterprise to the public and private sector.

#### **Hispanic-American Organizations**

1. ASPIRA Association – <http://www.aspira.org>
2. Association of Hispanic Advertising Agencies – <http://www.aaa.org>
3. Association of Latino Professionals in Finance & Accounting – <http://www.alpfa.org>
4. Hispanic Business.com – <http://www.hispanstar.com>
5. Hispanic Online – <http://www.hispaniconline.com>
6. Hispanic Public Relations Association – <http://www.hprala.org>
7. Latin American Management Association – <http://www.lamausa.com>
8. Latin Business Association – <http://www.lbausa.com>
9. League of United Latin American Citizens – <http://www.lulac.org>
10. Mexican American Unity Council – <http://www.mauc.org>
11. National Association of Hispanic Federal Executives – <http://www.nahfe.org>
12. National Association of Hispanic Journalists – <http://www.hahj.org>

13. National Association of Hispanic Public Administrators – <http://www.nahpa.org>
  14. National Association of Latin Elected & Appointed Officials – <http://www.maleo.org>
  15. National Association of Puerto Rican/Hispanic Social Workers Inc –  
<http://www.naprsw.org>
  16. National Coalition of Hispanic Health & Human Services Organization –  
<http://www.cossmho.org>
  17. National Council La Raza – <http://www.nclr.org> 3
  18. Hispanic Employment Program Managers – <http://www.hepm.org>
  19. National Hispanic Corporate Council – <http://www.nhcc-hq.org>
  20. National Hispanic Medical Association – <http://www.nhmamd.org>
  21. National Society of Hispanic Professionals – <http://www.hshp.org>
  22. National Society of the Hispanic Master of Business Administration (MBA) –  
<http://www.nshmba.org>
  23. Professional Hispanics in Energy – <http://www.phie.org>
  24. Society for Advancement of Chicanos & Native Americans in Science –  
<http://www.sacnas.org>
  25. Society of Hispanic Professional Engineers – <http://www.shpe.org>
  26. Job board for Hispanic & bilingual professionals – <http://www.latpro.com>
  27. Joining Hispanic bilingual professionals with companies – <http://www.saludos.com> 28.  
Bilingual job opportunities for English-Spanish speaking professionals –  
<http://www.hispanic-jobs.com>
-

**Top 21 African American professional groups [source: Monster] ....21**  
of the largest and oldest national groups:

- National Association of Black Accountants: Founded in 1969. Goal is to represent the than 200,000 African American professionals in accounting and finance.
- National Association of African Americans in Human Resources: A national organization of human resource professionals with 36 local chapters; includes consultants and students.
- National Black MBA Association: A 8,000-member professional organization made up of African American graduates with MBAs and advanced degrees. Established in 1970, its mission is to increase the number and diversity of African Americans in business.
- National Sales Network: An association of African American sales and sales management professionals. Organized in 1992, with more than 2,000 members in 16 chapters. Design
- Organization of Black Designers: Comprised of 10,000 design professionals in visual communications, as well as graphic, interior, fashion and industrial design. Engineering and science
- American Association of Blacks in Energy: Founded in 1977; 36 chapters. Specialties include energy policy, technology and the environment.
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers: Organized in 1972 to build a community of minority scientists and engineers; 39 professional and university chapters.
- National Society of Black Engineers: Started in 1975, it now has more than 35,700 members, more than 390 college, precollege and technical professional chapters nationwide and overseas. The group's mission is to increase the number of African American engineers, as well as help them succeed professionally and to give back to their communities.
- National Society of Black Physicists: The largest organization of African American physicists; 16 sections ranging from astronomy, astrophysics and nuclear physics to technology transfer, business development and entrepreneurship. Its mission is to promote the professional well-being of African American physicists within the international scientific community. Food services
- BCA: Incorporated as the Black Culinarian Alliance in 1998 and now known by its acronym. A national educational and networking organization that serves African American and other minority professionals working in hospitality and food services. General
- 100 Black Men of America: Founded in 1963; now 110-plus chapters with more than 10,000 members. Its mission includes leadership, mentoring, education, health and economic development. Government
- Blacks in Government: Members are civil servants at the federal, state, county and municipal levels. Founded in 1975; more than 50 chapters include the Departments of State and Homeland Security, the Coast Guard, and the National Institutes of Health. Healthcare
- National Black Nurses Association: Organized in 1971; 80 chapters represent more than 150,000 African American nurses in the US, Caribbean and Africa.

- National Medical Association: The oldest (founded 1895) and largest national professional organization for African American physicians. A leading force for parity in medicine, it provides educational programs and conducts outreach efforts.
- Student National Medical Association: The largest organization focused on the needs and concerns of African American medical students and residents. Law and criminal justice
- National Association of Blacks in Criminal Justice: Organized in 1974; state and local chapters across the US. Members include law enforcement personnel, corrections officers, court employees, social services workers, academics and clergy.
- National Bar Association: An advocate for social justice since 1925; promotes professional development for African Americans in the legal profession. More than 20,000 member lawyers, judges, educators and law students.
- National Organization of Black Law Enforcement Executives: Founded in 1976. Public service organization serves as the "conscience of law enforcement." Media
- National Association of Black Journalists: A professional organization for African Americans working in print, radio, television, new media and related areas; founded in 1975. Tech
- BDPA: BDPA (Black Data Processing Associates) was organized in 1975. More than 40 chapters. Open to African Americans in data processing and related fields.
- Blacks in Technology: A professional platform for PoC in technology, BIT serves to increase the visibility and participation of PoC in tech through community, media, mentorship, and stewardship.

#### **African American Organizations**

1. Affirmative Action Register for Effective Equal Opportunity Recruitment – <http://www.insightintodiversity.com>
2. Association of Black Psychologists – <http://www.abpsi.org>
3. Black Data Processing Associates – <http://www.bdpa.org>
4. Black Career Women – <http://www.bcw.org>
5. Black Collegian online – <http://www.black-collegian.com>
6. Black Enterprise – <http://www.blackenterprise.com>
7. Blacks in Government – <http://www.bignet.org>
8. Blacks in Higher Education – <http://www.blacksinhighered.com>
9. Black Voices – <http://www.blackvoices.com>
10. Equal Opportunity Employment (EOE) Journal – <http://www.eoejournal.com>
11. Equal Opportunity Publications, Inc. – <http://www.eop.com/aacw>
12. National Association for the Advancement of Colored People – <http://www.naACP.org>
13. National Association of Black Accountants – <http://www.nabainc.org>
14. National Association of Black Journalist – <http://www.nabj.org>
15. National Association of Black Telecommunication Professionals – <http://www.nabtp.org>
16. National Forum for Black Administrators – <http://www.nfbpa.org>
17. National Organization for the Professional Advancement of Black Chemists & Chemical Engineers – <http://www.nobccche.org>
18. National Society of Black Engineers – <http://www.nsbe.org>
19. National Society of Black Master of Business Administration (MBA) Association – <http://www.nbmbaa.org>

20. National Urban League – <http://www.nul.org>
21. National Black Nurses Association – <http://www.nbna.org>
22. Student National Medical Association – <http://www.snma.org>
23. General online networks:  
<http://www.iminorities.com> <http://www.diversityjobsite.com>  
☐ <http://www.americandiversity.net> <http://www.diversityemployment.com>  
☐ <http://www.diversilink.com> <http://www.techwriterjobs.com>  
☐ <http://www.diversecandidates.com> <http://www.minoritycareer.com>  
☐ <http://www.engineer500.com> <http://www.minorities-jb.com>  
☐ <http://www.recruitersnetwork.com> <http://www.asne.org>
24. Job search portal – <http://www.worktree.com>
25. Develop and place talented minority youth – <http://www.inroads.org>

### **Historically Black Colleges & Universities (HBCU's) – U. S. News & World Report 2014 Best Colleges Rankings (\*notable programs)**

- Spelman College, Atlanta, GA (2nd largest producer of college graduates to go on to medical school) [www.spelman.edu](http://www.spelman.edu)
- Morehouse College, Atlanta, GA (“Black Ivy League”, First LGBT History in the Black Community Course) o [www.morehouse.edu](http://www.morehouse.edu) [www.msm.edu](http://www.msm.edu) - Morehouse School of Medicine

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- Howard University, Washington D.C. (Medical School, most concentrated group of black scholars in the world) o [www.howard.edu](http://www.howard.edu)  
[www.law.howard.edu](http://www.law.howard.edu) [www.healthsciences.howard.edu/education/schools-and-academics/medicine](http://www.healthsciences.howard.edu/education/schools-and-academics/medicine)
- Hampton University, Hampton VA (Nanoscience program) o [www.hamptonu.edu](http://www.hamptonu.edu)
- Fisk University, Nashville TN. (Natural Science Research) o [www.fisk.edu](http://www.fisk.edu)
- Tuskegee University, Tuskegee, AL (Nursing , College of Veterinary Medicine, Bioethics and Research programs) o [www.tuskegee.edu](http://www.tuskegee.edu)  
[www.onemedicine.tuskegee.edu/SVM/SVM.htm](http://www.onemedicine.tuskegee.edu/SVM/SVM.htm)  
[www.tuskegee.edu/academics/colleges/cvmnah/school\\_of\\_nursing\\_allied\\_health.aspx](http://www.tuskegee.edu/academics/colleges/cvmnah/school_of_nursing_allied_health.aspx)
- Xavier University of Louisiana, New Orleans, LA o [www.xavier.edu](http://www.xavier.edu) [www.xula.edu/cop](http://www.xula.edu/cop) (Pharmacy) • Claflin University, Orangeburg, SC (Music, South Carolina Center for Biotechnology collaboration) o [www.claflin.edu](http://www.claflin.edu)
- North Carolina A&T State University, Greensboro, NC, (Sustainable Infrastructure Materials (SIMS) Lab) o [www.ncat.edu](http://www.ncat.edu)
- Delaware State University, Dover, DE, (Neuroscience Research Center) o [www.desu.edu](http://www.desu.edu)

### **Asian-American Organizations**

1. Asian American Economic Development Enterprises, Inc. – <http://www.aaede.org>
2. Asian American Journalist Association – <http://www.aja.org>
3. Asian Avenue – <http://www.asianavenue.com>
4. Asian/Pacific American Librarians Association – <http://www.apalaweb.org>
5. Asian Women in Business – <http://www.awib.org>
6. Chinese American Librarians Association – <http://www.cala-web.org>
7. Japanese American Citizens League – <http://www.jaci.org>
8. Korea-America Finance Association – <http://www.nfbpa.org>

9. Korean-American Scientists & Engineers – <http://www.ksea.org>
10. Korean Women's Association – <http://www.kwaoutreach.org>
11. National Asian Pacific American Bar Association – <http://www.napaba.org>
12. National Association of Asian Professionals – <http://www.naaap.org>
13. National Federation of Filipino American Association – <http://naffaausa.org>
14. US Pan Asian American Chamber of Commerce – <http://www.uspaacc.com>
15. Asian Career Web – <http://www.intercareer.com>
16. Jobs for bilinguals who speak English & Asian languages – <http://www.asian-jobs.com>

### **Native-American Organizations**

1. American Indian Science & Engineering Society – <http://www.aises.org>
2. Native American Journalists Association – <http://www.naja.com>
3. Native American Public Telecommunications – <http://www.nativetelecom.org>
4. Indian County Today – <http://www.indiancountry.com>

### **Women's Organizations**

1. American Business Women's Association – <http://www.abwa.org>
2. American Society for Women Accountants – <http://www.aswa.org>
3. Association for Women in Science – <http://www.awis.org>
4. Financial Women's Association – <http://www.fwa.org>
5. National Women's Studies Association – <http://www.nwsa.org>
6. Society of Women Engineers – <http://www.swe.org>
7. Advocates for Women in Science, Engineering & Mathematics – <http://www.awsem.com>
8. Association for Women in Computing – <http://www.awcncc.org>
9. Women's Information Network – <http://www.winonline.org>
10. Women in Technology – <http://www.womenintechnology.org>
11. Association of Women in International Trade – <http://www.owit.org>
12. Women in Advertising and Marketing – <http://www.wamdc.org>
13. Career Women – <http://www.careerwomen.com>

### **LGBT Organizations**

1. International Gay & Lesbian Association – <http://www.ilga.org>
2. Lesbian, Gay, Bisexual, and Transgender (LGBT) Career Link – <http://www.LGBTCareerlink.com>

### **Disability Organizations**

1. Diversity Service – placement agency for individuals with disabilities – <http://www.diversity-services.com>
2. Disability Related Government Resources – <http://www.disabilityinfo.gov>
3. Vision Aid – <http://www.visionaid.org>

4. National Council for Support of Disability Issues – <http://www.ncsd.org>

5. National Federation of the Blind – <http://www.nfb.org> 4

### **Individuals with Disabilities**

[American Job Centers \(AJCs\) <http://www.askearn.org/topics/recruitment-hiring/finding-candidates-with-disabilities/>](http://www.askearn.org/topics/recruitment-hiring/finding-candidates-with-disabilities/) These centers are located in communities throughout the country offer centralized employment and training services to help people both with and without disabilities prepare for and obtain employment. AJCs also help businesses recruit and hire qualified people with disabilities.

### [Centers for Independent Living \(CILs\)](#)

The following community-based nonprofit agencies are run by and for people with disabilities. They provide a variety of services, including those related to employment. They can help employers find qualified candidates with disabilities and provide advice on employment supports, such as transportation and technology, that may impact an employer's ability to hire, retain and advance people with disabilities.

### [Disability and Veterans Community Resources Directory](#)

Maintained by the U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP), this directory provides a list of organizations that can assist with training, recruiting and hiring people with disabilities and veterans.

### [Employment Networks \(ENs\)](#)

ENs are private organizations or public agencies that have agreed to provide employment and vocational rehabilitation services and other types of support to beneficiaries with disabilities under the Social Security Administration's [Ticket to Work Program](#).

Employers can contact one or more ENs in their area to let them know they are interested in employing people with disabilities and discuss the skills they need.

### [Council of State Administrators of Vocational Rehabilitation/National Employment Team \(NET\)](#)

This is a nationwide network of business consultants that serve as employers' points of contact for vocational rehabilitation (VR), the primary system of services and resources that specifically addresses the employment needs of individuals with disabilities. The NET's focus is helping to ensure that the workforce needs of VR agencies' business customers are met.

### [Vocational Rehabilitation \(VR\) Agencies](#)

These state and federally-funded programs help people with disabilities find, secure and retain employment. They also accept job postings from employers interested in hiring people with disabilities.

### **Job Posting Websites & Other Recruitment Resources**

The following are job posting websites for employers interested in finding job candidates with disabilities.

#### [abilityJOBS](#)

Connects people with disabilities and employers. Employers must set up an account to create a company profile, post and manage job openings, and search for job candidates.

The cost to post is

\$125 for a single job posting for one month, and \$175 for two months. There are also several free options to access resumes and connect with prospective candidates.

#### [AbilityLinks.org](#)

A free job board for people with disabilities and employers. To access the job board and post positions, you must create a user account.

#### [The Arc](#)

This advocacy organization serving people with intellectual and developmental disabilities provides information on hiring people with disabilities. To post jobs, you must create an account. Job postings are free once you have an account

### [Association of University Centers on Disabilities \(AUCD\)](#)

This membership organization supports a national network of university-based programs for people with disabilities and their families. It also offers a free job board for employers interested in hiring people with disabilities. To post a job, email a one-page description of the position to Gwendolyn E. Clark at [gclark@aucd.org](mailto:gclark@aucd.org).

### [Bender Consulting Services, Inc.](#)

Provides recruiting support to connect employers with people with disabilities. Also offers training on disability employment strategy and accessible technology options. To speak with a representative, call 412-787-8567.

### [Disabled Person, Inc.](#)

Offers a job board for hiring people with disabilities and provides [tips](#) to employers on inclusive hiring practices. Account registration is free. The cost to post is \$50 for a single job posting and \$625 per month for unlimited job postings.

### [Diversity Jobs](#)

This is a job board for hiring minority groups, including people with disabilities and veterans. You must create an account to post a job. The cost is \$225 per job posting.

### [Getting Hired](#)

This job board is geared towards large employers interested in hiring people with disabilities, and offers training programs and accommodation solutions as part of its package. To access the job board and other resources, employers must sign up to become a partner. Partnership packages start at \$6,000 per year.

### [OurAbility Connect](#)

This job board connects people disabilities and employers. Employers can post positions and find resumes of qualified candidates by creating an account for \$200 per month.

### [RecruitDisability.org](#)

This job board for hiring people with disabilities partners with [OneMoreWay.org](#), which provides information to employers interested in creating an inclusive workplace. Basic packages to post a job start at \$99 per posting.

### [WRP.jobs](#)

A free job board for employers interested in hiring students and recent graduates with disabilities. Only candidates who previously participated in the Federal Government's [Workforce Recruitment Program](#) (WRP) have access to job postings. To post a job, please fill out this [form](#) with information on your company and job openings.

**Military/Veterans/Security Sites:**

1. <http://www.militaryhire.com>
2. <http://www.vetjobs.com>
3. <http://www.clearancejobs.com>
4. <http://www.defensecareers.com>
5. <http://www.intelligencecareers.com>
6. <http://www.defenseengineers.com>
7. <http://www.veteransenterprise.com>

**Hiring Resources for Veterans and Individuals with Disabilities****Veterans**

<https://www.dol.gov/vets/ahaw/>  
<https://www.dol.gov/veterans/employers/local.htm>  
<https://us.jobs/postajobpartner.asp?partner=dolvets>  
 Soldier for Life  
<http://soldierforlife.army.mil/employment>

**Mentorship**

- American Corporate Partners | <http://www.acp-usa.org> ○  
 The Mission Continues |  
<http://www.missioncontinues.org>

Translating military experience into credentials ○ Army |  
<https://www.cool.army.mil/> ○ Navy |  
<https://www.cool.navy.mil/>

Official Wounded Warrior Programs (email | phone) ○ Army |  
[AW2careerprogram@conus.army.mil](mailto:AW2careerprogram@conus.army.mil) |  
 800.237.1336 ○ Air Force |  
[afwounded.warrior@randolph.af.mil](mailto:afwounded.warrior@randolph.af.mil) |  
 800.581.9437 ○ Coastguard & Navy |  
[safeharbor@navy.mil](mailto:safeharbor@navy.mil) |  
 877.746.8563

Marines | [wwrtransition@usmc.mil](mailto:wwrtransition@usmc.mil) | 877.487.6299



### **General: Diversity Recruitment Sources**

- Florida A&M University, Tallahassee, FL (Largest producer of black college graduates with doctorates in Engineering & Natural Sciences) o [www.famu.edu](http://www.famu.edu) [www.eng.fsu.edu](http://www.eng.fsu.edu) [www.law.famu.edu](http://www.law.famu.edu)
- Dillard University, New Orleans, LA (Institute of Jazz Culture) o [www.dillard.edu](http://www.dillard.edu)
- Jackson State University, Jackson MS (Research Intensive University, biomedical and biological sciences, and teaching degrees) o [www.jsu.edu](http://www.jsu.edu)
- Tennessee State University, Nashville, TN (Largest producer of college graduates that go into the agricultural industry) o [www.tnstate.edu](http://www.tnstate.edu)

### **Publications**

- Diverse Issues in Higher Education – [www.diverseeducation.com](http://www.diverseeducation.com)
- EOP – Equal Opportunity Publications – [www.eop.com/mags-CD.php](http://www.eop.com/mags-CD.php) o Woman Engineer  
Minority Engineer  
Career & the disABLED  
Workforce Diversity  
Hispanic Career World  
African-American Career World
- Hispanic Outlook in Higher Education - [www.hispanicoutlook.com](http://www.hispanicoutlook.com)
- IMDiversity – [www.imdiversity.com](http://www.imdiversity.com)
- INSIGHT Into Diversity – [www.insightintodiversity.com](http://www.insightintodiversity.com)
- STEMconnector – [www.stemconnector.org](http://www.stemconnector.org)
- The Black Collegian - [www.blackcollegian.com](http://www.blackcollegian.com)
- Women in Higher Education - [www.wihe.com](http://www.wihe.com)

### **Diversity Recruitment Sources**

#### **Professional Organizations**

- Alliance of Black Women Attorneys - [www.msba.org](http://www.msba.org)
- Society of Health and Physical Educators – [www.shapeamerica.org](http://www.shapeamerica.org)
- American Assembly for Men in Nursing – [www.aamn.org](http://www.aamn.org)
- American Association of Black Psychologist - [www.abpsi.org](http://www.abpsi.org)
- American Association of Hispanics in Higher Education (AAHHE) - [www.aahhe.org](http://www.aahhe.org)
- American Association of University Women - [www.aauw.org](http://www.aauw.org)
- American Association of Women Dentists (AAWD) - [www.aawd.org](http://www.aawd.org)
- American Indian Science and Engineering Society - [www.aises.org](http://www.aises.org)

- Asend - Pan-Asian Leaders - [www.ascendleadership.org](http://www.ascendleadership.org)
- Asian American Journalists Association (AAJA) - [www.aja.org](http://www.aja.org)
- Asian Pacific Islander American Association of Colleges and Universities (APIACU) - [www.apiacu.org](http://www.apiacu.org)
- Association for Asian Studies - [www.asian-studies.org](http://www.asian-studies.org)
- Association for Women in Communications - [www.womcom.org](http://www.womcom.org)
- Association for Women in Computing – [www.awc-hq.org](http://www.awc-hq.org)
- Association for Women in Mathematics – [www.sites.google.com/site/awmmath](http://www.sites.google.com/site/awmmath)
- Association for Women in Science - [www.awis.org](http://www.awis.org)
- Association for Women in Sports Media – [www.awsmonline.org](http://www.awsmonline.org)
- Association of American Indian Physicians – [www.aaip.org](http://www.aaip.org)
- Association of Black Nursing Faculty – [www.abnf.net](http://www.abnf.net)
- Association of Black Women Physicians - [www.blackwomenphysicians.org](http://www.blackwomenphysicians.org)
- College Language Association – [www.clascholars.org](http://www.clascholars.org)
- Institute for Diversity in Health Management – [www.diversityconnection.org](http://www.diversityconnection.org)
- MAES – Latinos in Science and Engineering – [www.mymaes.org](http://www.mymaes.org)
- National Alaska Native American Indian Nurses Association - [www.nanainanurses.org](http://www.nanainanurses.org)
- National Asian Pacific American Bar Association (NAPABA) - [www.napaba.org](http://www.napaba.org)
- National Association of Asian American Professionals – [www.naaap.org](http://www.naaap.org)
- National Association of Hispanic Nurses - [www.nahnnet.org](http://www.nahnnet.org)
- National Black MBA Association - [www.nbmbaa.org](http://www.nbmbaa.org), [www.rdumba.org](http://www.rdumba.org) (Raleigh/Durham)
- National Black Nurses Association – [www.nbna.org](http://www.nbna.org)

### **Websites specializing in openings in the nonprofit environment**

1. <http://www.ExecSearches.com>
2. <http://www.CEOupdate.com>
3. <http://www.idealists.org> (especially for job-seekers early in their career)
4. <http://www.PhillanthropyCareers.com>
5. <http://www.asaenet.org> (see Career Headquarters)
6. <http://www.associationjobs.org>
7. <http://www.cof.org> (see Job Bank; for jobs at grant making foundations)
8. <http://www.fdncenter.org/pnd/current/index.html> (see Job Corner)
9. <http://www.developpro.com>
10. <http://www.nonprofitcareer.com>
11. <http://nonprofitjobs.org>
12. <http://www.pnnonline.org>
13. <http://www.DotOrgJobs.com>
14. <http://www.helping.org/nonprofit> (see Nonprofit Jobs)
15. <http://www.npxpress.com>
16. <http://www.nassembly.org> (for jobs at health and human services organizations)
17. <http://www.NonprofitOyster.com>
18. <http://www.devnetjobs.org> (international)
19. <http://www.NPTimes.com> (see Employment Marketplace)
20. <http://OpportunityNocs.org>
21. <http://www.interaction.org> (for jobs in international relief and development)
22. <http://www.dev-zone.org> (international)
23. <http://www.ReliefWeb.net> (international)
24. <http://www.IntJobs.org> (international)
25. <http://www.nonprofitadvancement.org> (for jobs in Washington , DC )
26. <http://www.mdnonprofit.org> (for jobs in Maryland)
27. <http://www.DeepSweep.com>
28. <http://www.AllianceOnline.org>
29. <http://www.DevelopmentJob.com>
30. <http://www.internationaljobs.org/hotjobs.html>
31. <http://www.pnp-inc.com> (for jobs in New York City metro area)
32. <http://www.Craigslist.org>
33. <http://www.developmentex.com> (international)
34. <http://www.Bridgestar.org> 5
35. [http://www.sustainablebusiness.com/jobs/csrwire\\_jobs.cfm](http://www.sustainablebusiness.com/jobs/csrwire_jobs.cfm)
36. <http://www.nonprofitjobscoop.org>
37. <http://www.dcjobs.com/> (for jobs in Washington, DC, metro area)
38. <http://www.publicservicecareers.org>

39. <http://www.NonprofitJobMarket.org>
40. <http://www.WorkForNonprofits.org>

## ATTACHMENT C – SAMPLE DIVERSITY QUESTIONS

Each committee must determine job related questions and assign questions to search committee members. The committee can select 3-5 equity inclusion and diversity, EID, questions from among the numerous examples listed below. Note, all questions and answers in general provide insight into candidates' views on inclusivity and equity. Lists below are from various sources including NIU and Brandeis diversity offices:

Sample EID interview questions	p. 2
Hypothetical situations	p. 2
Performance or experience	p. 2
Samples amended from our Brandeis Chief Diversity Office	p. 3
Complete List of Behavioral Interview Questions	p. 4-17
<ul style="list-style-type: none"><li>□ Adaptability, Ambition, Analytical Thinking, Building Relationships, Business Systems Thinking, Caution, Communication, Conflict Resolution, Customer Orientation, Decision Making, Delegation, Detail-Oriented, Employee Development, Evaluating Alternatives, Flexibility, Follow-up and Control, Initiative, Interpersonal Skills, Innovation, Integrity, Introducing Change, Leadership, Listening, Motivating Others, Motivation, Negotiating, Organizational, Performance Measures, Personal Effectiveness, Persuasion, Planning and Organization, Presentation, Problem Solving &amp; Resolution, Project Management, Relate Well, Removing Obstacles, Resolving Conflict, Resource Management, Scheduling, Self- Assessment, Selecting and Developing People, Setting Goals, Setting Performance Standards, Setting Priorities, Sound Judgement, Strategic Planning, Stress Management, Teamwork, Time Management, Toughness, Variety, Values Diversity.</li></ul>	

### Sample EID interview questions:

1. Describe your understanding of diversity [inclusion] and why it is important to this position.
2. What is your definition of diversity and how or why do you think diversity is important?
3. In what ways do you think diversity is important to someone in the role of \_\_\_\_\_?
4. How are diversity [inclusion] issues and [leadership] [teaching or service] [customer service] related?
5. How would you describe your current thinking about diversity, and how has your thinking changed over time?
6. What does it mean for you to have a commitment to diversity? How have you demonstrated that commitment, and how would you see yourself demonstrating it here?
7. What are some concerns you have about working with diverse populations or communities?
8. To what extent do you believe there are significant differences in how one should work with diverse cultures?

### Hypothetical situations:

1. Pose a situation/scenario involving issues of diversity. Ask the applicant how she or he would respond in that situation.
2. In what ways can you imagine promoting Brandeis's nondiscrimination policy in your responsibilities in this position?
3. How would you [reach] [serve] diverse groups or traditionally underserved communities?
4. What challenges do you think you will face in working with a diverse population?
5. Why do you think it's important to address diversity and equity issues in this position, and what are some ways you might do that?
6. How would you advocate for diversity education and diversity initiatives with individuals who don't see its value?
7. Explain what you believe to be an effective strategy to introduce diversity to individuals who have only experienced a limited number of cultures.
8. Explain what you believe to be an effective strategy to diversify curricula
9. When dealing with a non-diverse environment or individuals with little experience with diversity, how would you approach making diversity relevant or valued?
10. How would you handle a situation in which someone made a sexist, racist, homophobic or otherwise prejudiced remark?
11. How would you respond to a conversation between [co-workers] [students] [colleagues] that was clearly offensive to others?
12. If you were hired, how would you use this position to increase or enhance diversity at Heller?
13. Sometimes there is a belief that a commitment to diversity conflicts with a commitment to excellence (i.e. we will have to lower our standards to achieve or accommodate diversity). How would you describe the relationship between diversity and excellence? What kinds of leadership efforts would you undertake to encourage a commitment to excellence through diversity?
14. In what ways do you feel it is appropriate to incorporate topics related to diversity and [your discipline] into the classes you teach? How would you do this?

### Performance or experience related to diversity (i.e. past experience or training that can be demonstrated)

1. How has your [education] [previous work experience] prepared you for [working with] [teaching] a diverse population?

2. How has your background and experience prepared you to be effective in an environment [that values diversity] [is committed to inclusion] [where we see awareness of and respect for diversity as an important value]?
3. What is your past experience or training in [working with] [teaching] \_\_\_\_\_ populations?
4. What specific experiences have you had addressing concerns of diverse [communities] [students] [populations] at your current or previous institution? What role have you taken in addressing those concerns?
5. Please tell us about an instance when you have demonstrated leadership or commitment to equity in your work.
6. What programs or initiatives have you been part of [work with diverse populations] [address diversity issues], and specifically what was your role in those efforts?
7. Heller, like many schools, is highly concerned with issues of diversity and equity. How has your past work demonstrated an active commitment to equity?
8. Can you describe an innovative [program] [activity] [teaching strategy] addressing diversity that you were an integral part of developing?
9. In what ways have you demonstrated commitment and sensitivity to the importance of diversity in your previous experience?
10. Describe a time when you worked to incorporate diversity issues or diverse communities into [a project or event you worked on] [a class you taught].
11. What training and experience do you have in developing and implementing [services and programs] [courses] [course objectives] [learning objectives] that incorporate diversity?
12. Describe your experiences in strategic planning related to diversity.
13. Describe your experiences in assessing diversity initiatives and their outcomes.
14. What experiences have you had with recruiting, hiring, training, and/or supervising a diverse workforce?
15. What is the most challenging situation dealing with diversity that you have faced and how did you handle it?
16. If we were to ask your colleagues or supervisor at your current position, what do you think they would say about your diversity background, experience and contributions?
17. What areas of diversity do you think you have to learn more about and how would you go about doing it?
18. What have you done to further your knowledge or understanding about diversity? How have you applied your learning?
19. How has your research incorporated diverse populations?
20. What role has diversity played in your work?
21. What kinds of experiences have you had in relating with people whose backgrounds are different than your own?
22. Have you ever realized you had said or done something that may have been offensive to a [colleague] [student] [co-worker]? How did you respond to that realization, and what was the outcome?
23. In your experience, what are the challenges faced by members of historically underrepresented groups [in the workplace] [in successfully completing their education]? What strategies have you used to address these challenges, and how successful were those strategies?

**Samples amended from our Brandeis Chief Diversity Office:**

1. [At Heller, social justice is central to our mission.](#) Tell us about your experiences with social justice as it relates to your research, teaching, service, or some other aspect of your work?

2. [At Heller, we are committed to analyzing and addressing the ways in which social and economic inequalities impact our community, the larger community, and our work.](#) Tell us about your experiences with addressing inequalities?
3. [We endeavor to foster a just and inclusive campus culture here at Heller.](#) Tell us about your experiences with inclusion?
4. [At Heller, we believe that diverse backgrounds and ideas are crucial to academic excellence.](#) What have you experienced related to learning about backgrounds and ideas that are different from yours?
5. [At Heller, we seek to build an academic community whose members have diverse cultures, backgrounds, and life experiences.](#) What are some of the ways you have considered or worked toward greater diversity and inclusion?
6. There is a growing [disability justice movement on campus.](#) Tell us about your experiences with disability justice and working with students and colleagues with disabilities.
7. What are some strategies you've used to encourage staff from different backgrounds to collaborate with one another inside and outside of work?

## Complete List of Behavioral Interview Questions

[Interviewing](#) {[Alex Rudloff](#) on May 21st, 2007}

Behavioral Interviewing, a style of [interviewing](#) that is increasing in popularity due to its effectiveness, can be an intimidating activity. We have assembled an exhaustive list of sample behavioral interview questions. This guide is intended to help job seekers and interviewers alike in their preparation for their upcoming interview.

Check out our guide on [how to answer behavioral interview questions](#), and then use this list as a "study guide" of sorts to make sure you are as prepared as possible!

### *Adaptability*

Describe a major change that occurred in a job that you held. How did you adapt to this change? Tell us about a situation in which you had to adjust to changes over which you had no control.

How did you handle it?

Tell us about a time that you had to adapt to a difficult situation.

What do you do when priorities change quickly? Give one example of when this happened.

### *Ambition*

Describe a project or idea that was implemented primarily because of your efforts. What was your role? What was the outcome?

Describe a time when you made a suggestion to improve the work in your organization. Give an example of an important goal that you set in the past. Tell about your success in reaching it. Give two examples of things you've done in previous jobs that demonstrate your willingness to work hard.

How many hours a day do you put into your work? What were your study patterns at school? Tell us about a time when you had to go above and beyond the call of duty in order to get a job done.

Tell us about a time when a job had to be completed and you were able to focus your attention and efforts to get it done.

Tell us about a time when you were particularly effective on prioritizing tasks and completing a project on schedule.

Tell us about the last time that you undertook a project that demanded a lot of initiative.  
 Tell us how you keep your job knowledge current with the ongoing changes in the industry. There are times when we work without close supervision or support to get the job done. Tell us about a time when you found yourself in such a situation and how things turned out.  
 What impact did you have in your last job?  
 What is the most competitive work situation you have experienced? How did you handle it?  
 What was the result?  
 What is the riskiest decision you have made? What was the situation? What happened? What kinds of challenges did you face on your last job? Give an example of how you handled them.  
 What projects have you started on your own recently? What prompted you to get started?  
 What sorts of things have you done to become better qualified for your career?  
 What was the best idea that you came up with in your career? How did you apply it?  
 When you disagree with your manager, what do you do? Give an example.  
 When you have a lot of work to do, how do you get it all done? Give an example?

### *Analytical Thinking*

Describe the project or situation which best demonstrates your analytical abilities. What was your role?  
 Developing and using a detailed procedure is often very important in a job. Tell about a time when you needed to develop and use a detailed procedure to successfully complete a project. Give a specific example of a time when you used good judgment and logic in solving a problem. Give me a specific example of a time when you used good judgment and logic in solving a problem.  
 Give me an example of when you took a risk to achieve a goal. What was the outcome?  
 How did you go about making the changes (step by step)? Answer in depth or detail such as "What were you thinking at that point?" or "Tell me more about meeting with that person", or "Lead me through your decision process".  
 Relate a specific instance when you found it necessary to be precise in your in order to complete the job. Tell us about a job or setting where great precision to detail was required to complete a task.  
 How did you handle that situation?  
 Tell us about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? What was your reasoning behind your decision? Tell us about your experience in past jobs that required you to be especially alert to details while doing the task involved.

### *Building Relationships*

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

### *Business Systems Thinking*

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

### *Caution*

Have you ever worked in a situation where the rules and guidelines were not clear? Tell me about it. How did you feel about it? How did you react?

Some people consider themselves to be "big picture people" and others are "detail oriented".

Which are you? Give an example of a time when you displayed this.

Tell us me about a situation when it was important for you to pay attention to details. How did you handle it?

Tell us me about a time when you demonstrated too much initiative?

### *Communication*

Describe a situation in which you were able to effectively "read" another person and guide your actions by your understanding of their individual needs or values.

Describe a situation when you were able to strengthen a relationship by communicating effectively. What made your communication effective?

Describe a situation where you felt you had not communicated well. How did you correct the situation?

Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior.

Describe the most significant written document, report or presentation which you had to complete.

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. 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.

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

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

How do you keep subordinates informed about information that affects their jobs?

How do you keep your manager informed about what is being done in your work area? How do you go about explaining a complex technical problem to a person who does not understand technical jargon? What approach do you take in communicating with people?

What kinds of communication situations cause you difficulty? Give an example.

Tell us about a recent successful experience in making a speech or presentation. How did you prepare?

What obstacles did you face? How did you handle them?

Tell us about a time when you and your current/previous supervisor disagreed but you still found a way to get your point across.

Tell us about a time when you had to present complex information. How did you ensure that the other person understood?

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

Tell us about a time when you were particularly effective in a talk you gave or a seminar you taught. Tell us about an experience in which you had to speak up in order to be sure that other people knew what you thought or felt.

Tell us me about a situation when you had to speak up (be assertive) in order to get a point across that was important to you.

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

What challenges have occurred while you were coordinating work with other units, departments, and/or divisions?

What have you done to improve your verbal communication skills?

How have you persuaded people through a document you prepared?

What are the most challenging documents you have done? What kinds of proposals have you written? What kinds of writing have you done? How do you prepare written communications?

### *Conflict Resolution*

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

### *Customer Orientation*

How do you handle problems with customers? Give an example.

How do you go about establishing rapport with a customer? What have you done to gain their confidence? Give an example.

What have you done to improve relations with your customers?

### *Decision Making*

Discuss an important decision you have made regarding a task or project at work. What factors influenced your decision?

Everyone has made some poor decisions or has done something that just did not turn out right.

Has this happened to you? What happened?

Give an example of a time in which you had to be relatively quick in coming to a decision. Give an example of a time in which you had to keep from speaking or not finish a task because you did not have enough information to come to a good decision. Give an example of a time when there was a decision to be made and procedures were not in place?

Give an example of a time when you had to be relatively quick in coming to a decision. Give me an example of a time when you had to keep from speaking or making a decision because you did not have enough information.

How did you go about deciding what strategy to employ when dealing with a difficult customer?

How do you go about developing information to make a decision? Give an example.

How do you involve your manager and/or others when you make a decision?

How have you gone about making important decisions?

How quickly do you make decisions? Give an example.

In a current job task, what steps do you go through to ensure your decisions are correct/effective? Tell us about a time when you had to defend a decision you made even though other important people were opposed to your decision.

What kind of decisions do you make rapidly? What kind takes more time? Give examples. What kinds of problems have you had coordinating technical projects? How did you solve them?

What was your most difficult decision in the last 6 months? What made it difficult?

When you have to make a highly technical decision, how do you go about doing it?

### *Delegation*

Do you consider yourself a macro or micro manager? How do you delegate?

How do you make the decision to delegate work?

Tell us how you go about delegating work?

What was the biggest mistake you have had when delegating work? The biggest success?

### *Detail-Oriented*

Describe a situation where you had the option to leave the details to others or you could take care of them yourself.

Do prefer to work with the "big picture" or the "details" of a situation? Give me an example of an experience that illustrates your preference.

Have the jobs you held in the past required little attention, moderate attention, or a great deal of attention to detail? Give me an example of a situation that illustrates this requirement.

Tell us about a difficult experience you had in working with details.

Tell us about a situation where attention to detail was either important or unimportant in accomplishing an assigned task.

### *Employee Development*

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

### *Evaluating Alternatives*

Have you ever had a situation where you had a number of alternatives to choose from? How did you go about choosing one?

How did you assemble the information?

How did you review the information? What process did you follow to reach a conclusion?

What alternatives did you develop?

What are some of the major decisions you have made over the past (6, 12, 18) months? What kinds of decisions are most difficult for you? Describe one? Who made the decision?

### *Flexibility*

Have you ever had a subordinate whose performance was consistently marginal? What did you do?

How have you adjusted your style when it was not meeting the objectives and/or people were not responding correctly?

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

### *Follow-up and Control*

How did you keep track of delegated assignments?

How do you evaluate the productivity/effectiveness of your subordinates?

How do you get data for performance reviews?

How do you keep track of what your subordinates are doing?

What administrative paperwork do you have? Is it useful? Why/why not?

### *Initiative*

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

Give me examples of projects/tasks you started on your own.

Give some instances in which you anticipated problems and were able to influence a new direction.

How did you get work assignments at your most recent employer?

What changes did you develop at your most recent employer?

What kinds of things really get your excited?

What sorts of projects did you generate that required you to go beyond your job description? What sorts of things did you do at school that were beyond expectations?

### *Interpersonal Skills*

Describe a recent unpopular decision you made and what the result was.

Describe a recent unpopular decision you made and what the result was.

Describe a situation in which you were able to effectively "read" another person and guide your actions by your understanding of their needs and values.

Tell us about the most difficult or frustrating individual that you've ever had to work with, and how you managed to work with them.

What have you done in past situations to contribute toward a teamwork environment? What have you done in the past to contribute toward a teamwork environment?

### *Innovation*

Can you think of a situation where innovation was required at work? What did you do in this situation?

Describe a situation when you demonstrated initiative and took action without waiting for direction. What was the outcome?

Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.

Describe something that you have implemented at work. What were the steps used to implement this?

Describe the most creative work-related project which you have carried out.

Give me an example of when you took a risk to achieve a goal. What was the outcome? Sometimes it is essential that we break out of the routine, standardized way of doing things in order to complete the task.

Give an example of when you were able to successfully develop such a new approach.

Tell us about a problem that you solved in a unique or unusual way. What was the outcome?

Were you satisfied with it?

Tell us about a suggestion you made to improve the way job processes/operations worked. What was the result?

There are many jobs in which well-established methods are typically followed. Give a specific example of a time when you tried some other method to do the job.

There are many jobs that require creative or innovative thinking. Give an example of when you had such a job and how you handled it.

What have been some of your most creative ideas?

What innovative procedures have you developed? How did you develop them? Who was involved?

Where did the ideas come from?

What new or unusual ideas have you developed on your job? How did you develop them? What was the result? Did you implement them?

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

### *Integrity*

Describe a time when you were asked to keep information confidential.

Give examples of how you have acted with integrity in your job/work relationship. If you can, tell about a time when your trustworthiness was challenged. How did you react/respond?

On occasion we are confronted by dishonesty in the workplace. Tell about such an occurrence and how you handled it.

Tell us about a specific time when you had to handle a tough problem which challenged fairness or ethical issues.

Trust requires personal accountability. Can you tell about a time when you chose to trust someone? What was the outcome?

### *Introducing Change*

Have you ever had to introduce a policy change to your work group? How did you do it? Have you ever met resistance when implementing a new idea or policy to a work group? How did you deal with it? What happened?

When is the last time you had to introduce a new idea or procedure to people on this job? How did you do it?

### *Leadership*

Give an example of a time in which you felt you were able to build motivation in your coworkers or subordinates at work.

Give an example of your ability to build motivation in your co-workers, classmates, and even if on a volunteer committee.

Have you ever had difficulty getting others to accept your ideas? What was your approach? Did it work?

Have you ever been a member of a group where two of the members did not work well together?

What did you do to get them to do so?

What is the toughest group that you have had to get cooperation from?

What is the toughest group that you have had to get cooperation from? Describe how you handled it.

What was the outcome?

### *Listening*

Give an example of a time when you made a mistake because you did not listen well to what someone had to say.

How often do you have to rely on information you have gathered from others when talking to them? What kinds of problems have you had? What happened?

What do you do to show people that you are listening to them?

When is listening important on your job? When is listening difficult?

### *Motivating Others*

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

How do you deal with people whose work exceeds your expectations?

How do you get subordinates to produce at a high level? Give an example.

How do you get subordinates to work at their peak potential? Give an example. How do you manage cross-functional teams?

### *Motivation*

Describe a situation when you were able to have a positive influence on the actions of others.

Give an example of a time when you went above and beyond the call of duty.

Give me an example of a time when you went above and beyond the call of duty.

How would you define "success" for someone in your chosen career?

Tell us me about an important goal that you set in the past. Were you successful? Why?

### *Negotiating*

Describe the most challenging negotiation in which you were involved. What did you do? What were the results for you? What were the results for the other party?

Have you ever been in a situation where you had to bargain with someone? How did you feel about this?

What did you do? Give an example.

How did you prepare for it?

How did you present your position?

How did you resolve it?

Tell us about the last time you had to negotiate with someone. What was the most difficult part?

### *Organizational*

Describe a time when you had to make a difficult choice between your personal and professional life.

Give me an example of a project that best describes your organizational skills.

How do you decide what gets top priority when scheduling your time?

What do you do when your schedule is suddenly interrupted? Give an example.

### *Performance Management*

Give an example of a time when you helped a staff member accept change and make the necessary adjustments to move forward. What were the change/transition skills that you used? Give an example of how you have been successful at empowering either a person or a group of people into accomplishing a task.

How do you handle a subordinate whose work is not up to expectations?

How do you coach a subordinate to develop a new skill?

How do you handle performance reviews? Tell me about a difficult one.

How often do you discuss a subordinate's performance with him/her? Give an example. Tell us about a specific development plan that you created and carried out with one or more of your employees. What was the specific situation? What were the components of the development plan? What was the outcome?

Tell us about a time when you had to take disciplinary action with someone you supervised. Tell us about a time when you had to tell a staff member that you were dissatisfied with his or her work. Tell us about a time when you had to use your authority to get something done. Were there any negative consequences?

There are times when people need extra help. Give an example of when you were able to provide that support to a person with whom you worked. What have you done to develop the skills of your staff?

When do you give positive feedback to people? Tell me about the last time you did. Give an example of how you handle the need for constructive criticism with a subordinate or peer.

### *Personal Effectiveness*

Give an example of a situation where others were intense but you were able to maintain your composure.

It is important to maintain a positive attitude at work when you have other things on your mind.

Give a specific example of when you were able to do that.

Keeping others informed of your progress/actions helps them feel comfortable. Tell your methods for keeping your supervisor advised of the status on projects.

Tell us about a recent job or experience that you would describe as a real learning experience?

What did you learn from the job or experience?

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

Tell us about a time when your supervisor criticized your work. How did you respond?

Tell us about some demanding situations in which you managed to remain calm and composed. There are times when we are placed under extreme pressure on the job. Tell about a time when you were under such pressure and how you handled it.

What have you done to further your own professional development in the past 5 years? When you have been made aware of, or have discovered for yourself, a problem in your work performance, what was your course of action? Can you give an example?

### *Persuasion*

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

Describe a situation where you were able to use persuasion to successfully convince someone to see things your way.

Describe a time when you were able to convince a skeptical or resistant customer to purchase a Project or utilize your services.

Have you ever had to persuade a group to accept a proposal or idea? How did you go about doing it? What was the result?

Have you ever had to persuade a peer or manager to accept an idea that you knew they would not like?

Describe the resistance you met and how you overcame it. How do you get a peer or colleague to accept one of your ideas?

In selling an idea, it is sometimes useful to use metaphors, analogies, or stories to make your point. Give a recent example of when you were able to successfully do that.

Tell us about a time when you had to convince someone in authority about your ideas. How did it work out?

Tell us about a time when you used facts and reason to persuade someone to accept your recommendation.

Tell us about a time when you used your leadership ability to gain support for what initially had strong opposition.

Tell us about a time when you were able to successfully influence another person.

### *Planning and Organization*

Describe how you develop a project team's goals and project plan?

How do you schedule your time? Set priorities? How do you handle doing twenty things at once? What do you do when your time schedule or project plan is upset by unforeseen circumstances?

Give an example.

What have you done in order to be effective with your organization and planning?

### *Presentation*

How do you prepare for a presentation to a group of technical experts in your field?

How would you describe your presentation style?

Tell us about the most effective presentation you have made. What was the topic? What made it difficult?

How did you handle it?

What kinds of oral presentations have you made? How did you prepare for them? What challenges did you have?

### *Problem Solving*

Describe the most difficult working relationship you've had with an individual. What specific actions did you take to improve the relationship? What was the outcome?

Give me an example of a situation where you had difficulties with a team member. What, if anything, did you do to resolve the difficulties?

### *Problems Solving*

Have you ever been caught unaware by a problem or obstacles that you had not foreseen? What happened?

Tell us about a time when you did something completely different from the plan and/or assignment. Why? What happened?

What are some of the problems you have faced; such as between business development and project leaders, between one department and another, between you and your peers? How did you recognize that they were there?

When was the last time something came up in a meeting that was not covered in the plan? What did you do? What were the results of your judgment?

### *Problem Resolution*

Describe a situation where you had a conflict with another individual, and how you dealt with it.

What was the outcome? How do you feel about it?

Describe a time in which you were faced with problems or stresses which tested your coping skills. What did you do?

Describe a time when you facilitated a creative solution to a problem between two employees.

Give a specific example of a time when you used good judgment and logic in solving a problem.

Give an example of a problem which you faced on any job that you have had and tell how you went about solving it.

Give an example of when you "went to the source" to address a conflict. Do you feel trust levels were improved as a result?

Problems occur in almost all work relationships. Describe a time when you had to cope with the resentment or hostility of a subordinate or co-worker.

Some problems require developing a unique approach. Tell about a time when you were able to develop a different problem-solving approach.

Sometimes the only way to resolve a defense or conflict is through negotiation and compromise. Tell about a time when you were able to resolve a difficult situation by finding some common ground.

Sometimes we need to remain calm on the outside when we are really upset on the inside. Give an example of a time that this happened to you.

Tell us about a recent success you had with an especially difficult employee/co-worker. Tell us about a situation in which you had to separate the person from the issue when working to resolve issues. Tell us about a time when you identified a potential problem and resolved the situation before it became serious.

There is more than one way to solve a problem. Give an example from your recent work experience that would illustrate this.

### *Project Management*

Tell us about a time when you influenced the outcome of a project by taking a leadership role.

Using a specific example of a project, tell how you kept those involved informed of the progress.

### *Relate Well*

Describe a situation where you had to use conflict management skills.

Describe a situation where you had to use confrontation skills.

Give me an example of a time when a company policy or action hurt people. What, if anything, did you do to mitigate the negative consequences to people?

How do you typically deal with conflict? Can you give me an example?

Tell us about a time when you were forced to make an unpopular decision.

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

### *Removing Obstacles*

Have you ever dealt with a situation where communications were poor? Where there was a lack of cooperation? Lack of trust? How did you handle these situations? What do you do when a subordinate comes to you with a challenge?

What have you done to help your subordinates to be more productive?

What have you done to make sure that your subordinates can be productive? Give an example.

### *Resolving Conflict*

Have you ever been in a situation where you had to settle an argument between two friends (or people you knew)? What did you do? What was the result?

Have you ever had to settle conflict between two people on the job? What was the situation and what did you do?

Tell us about a time when you had to help two peers settle a dispute. How did you go about identifying the issues? What did you do? What was the result?

### *Resource Management*

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

### *Scheduling*

Describe the most difficult scheduling problem you have faced.

How did you assign priorities to jobs?

How did you go about making job assignments?

When all have been over-loaded, how do your people meet job assignments?

### *Self-Assessment*

Can you recall a time when you were less than pleased with your performance?

Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.

Give me a specific occasion in which you conformed to a policy with which you did not agree. Give me an example of an important goal that you had set in the past and tell me about your success in reaching it.

If there were one area you've always wanted to improve upon, what would that be?

In what ways are you trying to improve yourself?

Tell us about a time when you had to go above and beyond the call of duty in order to get a job done.

What do you consider to be your professional strengths? Give me a specific example using this attribute in the workplace.

What goal have you set for yourself that you have successfully achieved? What was the most useful criticism you ever received?

### *Selecting and Developing People*

How do you coach an employee in completing a new assignment?

What have you done to develop your subordinates? Give an example.

What have you done to improve the skills of your subordinates?

What was your biggest mistake in hiring someone? What happened? How did you deal with the situation?

What was your biggest success in hiring someone? What did you do?

### *Setting Goals*

Did you have a strategic plan? How was it developed? How did you communicate it to the rest of your staff?

How do you communicate goals to subordinates? Give an example.

How do you involve people in developing your unit's goals? Give an example.

What company plans have you developed? Which ones have you reached? How did you reach them?

Which have you missed? Why did you miss them?

What goals did you miss? Why did you miss them?

What goals have you met? What did you do to meet them?

What were your annual goals at your most current employer? How did you develop these goals? What were your long-range plans at your most recent employer? What was our role in developing them?

### *Setting Performance Standards*

How do you go about setting goals with subordinates? How do you involve them in this process?

How do you let subordinates know what you expect of them?

What performance standards do you have for your unit? How have you communicated them to your subordinates?

### *Setting Priorities*

Have you ever been overloaded with work? How do you keep track of work so that it gets done on time?

How do you manage your time?

How do you schedule your time?

When given an important assignment, how do you approach it?

### *Sound Judgment*

Describe a situation when you had to exercise a significant amount of self-control.

Give me an example of a time in which you had to be relatively quick in coming to a decision. Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.

Give me an example of when you were responsible for an error or mistake. What was the outcome? What, if anything, would you do differently?

If you were interviewing for this position what would you be looking for in the applicants? We work with a great deal of confidential information. Describe how you would have handled sensitive information in a past work experience. What strategies would you utilize to maintain confidentiality when pressured by others?

When have you had to produce results without sufficient guidelines? Give an example.

### *Strategic Planning*

Describe what steps/methods you have used to define/identify a vision for your unit/position.

How do you see your job relating to the overall goals of the organization?

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

### *Stress Management*

How did you react when faced with constant time pressure? Give an example.

People react differently when job demands are constantly changing; how do you react?

What kind of events cause you stress on the job?

What was the most stressful situation you have faced? How did you deal with it?

### *Teamwork*

Describe a situation in which you had to arrive at a compromise or help others to compromise.

What was your role? What steps did you take? What was the end result?

Describe a team experience you found disappointing. What would you have done to prevent this?

Describe a team experience you found rewarding.

Describe the types of teams you've been involved with. What were your roles?

Describe your leadership style and give an example of a situation when you successfully led a group.

Give an example of how you have been successful at empowering a group of people in accomplishing a task.

Give an example of how you worked effectively with people to accomplish an important result. Have you ever been a project leader? Give examples of problems you experienced and how you reacted.

Have you ever been in a position where you had to lead a group of peers? How did you handle it?

Have you ever participated in a task group? What was your role? How did you contribute? Please give your best example of working cooperatively as a team member to accomplish an important goal. What was the goal or objective? To what extent did you interact with others on this project?

Some people work best as part of a group - others prefer the role of individual contributor. How would you describe yourself? Give an example of a situation where you felt you were most effective.

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

Tell us about a work experience where you had to work closely with others. How did it go? How did you overcome any difficulties?

Tell us about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas? What was your role in achieving the work objective? Tell us about the most difficult situation you have had when leading a team. What happened and what did you do? Was it successful? Emphasize the "single" most important thing you did? Tell us about the most effective contribution you have made as part of a task group or special project team.

Think about the times you have been a team leader. What could you have done to be more effective?

What is the difficult part of being a member, not leader, of a team? How did you handle this? What role have you typically played as a member of a team? How did you interact with other members of the team?

When is the last time you had a disagreement with a peer? How did you resolve the situation? When working on a team project have you ever had an experience where there was strong disagreement among team members? What did you do?

### *Time Management Schedule*

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 determine priorities in scheduling your time? Give an example.

How do you typically plan your day to manage your time effectively?

Of your current assignments, which do you consider to have required the greatest amount of effort with regard to planning/organization? How have you accomplished this assignment? How would you assess your effectiveness?

### *Toughness*

On many occasions, managers have to make tough decisions. What was the most difficult one you have had to make?

Tell us about setbacks you have faced. How did you deal with them?

What has been your major work related disappointment? What happened and what did you do? What is the most competitive situation you have experienced? How did you handle it? What was the result? What was your major disappointment?

### *Variety*

How many projects do you work on at once? Please describe.

When was the last time you made a key decision on the spur of the moment? What was the reason and result?

When was the last time you were in a crises? What was the situation? How did you react? Which of your jobs had the most rapid change? How did you feel about it?

### *Values Diversity*

Give a specific example of how you have helped create an environment where differences are valued, encouraged and supported.

Tell us about a time that you successfully adapted to a culturally different environment. Tell us about a time when you had to adapt to a wide variety of people by accepting/understanding their perspective.

Tell us about a time when you made an intentional effort to get to know someone from another culture.

What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?

What have you done to support diversity in your unit?

What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence?

(Source: Kansas Department of Administration)

## New Hire Onboarding Checklist *{See & Use Electronic Form: Heller Policies}*

**Onboarding:** A long-term process that begins before an employee's start date and continues for at least six months. The hiring manager may add additional activities that are relevant to the new employee's area.

**Onboarding Peer:** A peer to the new employee who can assist in the Onboarding process and be a "go-to" person as directed by the manager  
**Logistics** are traditionally overseen by Linda Purrini or Ron Etlinger, LP/RE.

PRIOR TO START DATE							
Human Resources HR		Hiring Manager/ Administrator		Onboarding Peer		Logistics LP/RE	
<input type="checkbox"/>	Send out Offer Package	<input type="checkbox"/>	Set up Arrival Time	<input type="checkbox"/>	Arrange a first week plan	Office door key, update office door name plate, add name to mailbox slot	
<input type="checkbox"/>	Process New Hire Form	<input type="checkbox"/>	Arrange for an Onboarding Peer	<input type="checkbox"/>	Clean and prepare work area, including basic office supplies	Computer set up (order new computer, if applicable)	
		<input type="checkbox"/>	Coordinate computer set-up with LTS	<input type="checkbox"/>	Contact employee and introduce self	IT: Phone, voicemail, email, printing, shared drive access, phone pin code	
FIRST WEEK OF EMPLOYMENT							
Human Resources LP/RE		Hiring Manager/ Administrator		Onboarding Peer		Logistics LP/RE	
<input type="checkbox"/>	Assist employee with new hire paperwork on first day	<input type="checkbox"/>	Check in with new hire during and at end of first day to make feel welcome	<input type="checkbox"/>	Introduce to all department staff	Add to all Heller email list, add to building contact list (note: process not clear)	
<input type="checkbox"/>	Sign up for benefits and new hire orientation	<input type="checkbox"/>	Complete any department documents	<input type="checkbox"/>	Prepare and discuss first week scheduled activities	Access to shared drive and departmental folders	
<input type="checkbox"/>	Provide instructions for parking sticker	<input type="checkbox"/>	Review work hours and building hours	<input type="checkbox"/>	Arrange a welcome brunch, lunch or snack break with staff	Share Heller contact list (photo copy second side of this page), provide org. chart for Heller	
<input type="checkbox"/>	Provide instructions for picture ID	<input type="checkbox"/>	Review requests for leave and reporting time off	<input type="checkbox"/>	Give department tour including restroom, kitchen, supplies, etc.		
		<input type="checkbox"/>	Schedule a 10 – 15 minute meet and greet with Senior Manager	<input type="checkbox"/>	Provide information about Unet ID, campus safety, calendar, phone conference svc, copier, printers, mail, ordering supplies, IT Desk – (Ext 67782 or <a href="mailto:itservice@brandeis.edu">itservice@brandeis.edu</a> ), etc.		
			Email about new hire to all staff		Share Heller & departmental resource list		
FIRST SIX MONTHS OF EMPLOYMENT							
Human Resources		Hiring Manager/ Administrator		Onboarding Peer			
<input type="checkbox"/>	Check in with employee around 30 days	<input type="checkbox"/>	Review Job Description with employee and set goals	<input type="checkbox"/>	Discuss office etiquette		
<input type="checkbox"/>	Check in with manager and employee around 60 days	<input type="checkbox"/>	Assess performance during 6 month review period	<input type="checkbox"/>	Arrange a campus tour		
<input type="checkbox"/>	Check in with manager before 6 months	<input type="checkbox"/>	Plan and arrange for training/development	<input type="checkbox"/>	Introduce to employees in other work areas		

**Contacts/Resources, Also See the Heller Website for Staff Policies & Procedures**

UNIVERSITY DEPT.	Extension	Details	Email/Weblink
<b>Accounts Payable -</b> consultant payments, prizes, awards, W9s, vendor payments	6-4483/ 6-4475	Paola Briamonte, Katie Gagnon; James Munger	<a href="mailto:accounts payable@brandeis.edu">accounts payable@brandeis.edu</a> Brandeis Marketplace via : <a href="http://www.brandeis.edu/businessfinance/procurementbusiness/">http://www.brandeis.edu/businessfinance/procurementbusiness/</a>
<b>Brandeis Box</b>		Dropbox – for document sharing	<a href="https://brandeis.account.box.com/login">https://brandeis.account.box.com/login</a>
<b>Business Cards &amp; Stationery</b>	6-4200	Office of Communications – see Services (special login required)	<a href="https://www.brandeis.edu/communications/index.html">https://www.brandeis.edu/communications/index.html</a>
<b>Computer, Phones, Copier Connection</b>	6-7782	Call for tech support and set up	<a href="https://help.brandeis.edu/">https://help.brandeis.edu/</a> Complete Request Form
<b>Conference &amp; Events</b>	6-4300	Brandeis (beyond Heller) room reservations, oncampus catering	<a href="http://www.brandeis.edu/ces/">http://www.brandeis.edu/ces/</a> <a href="mailto:ces@brandeis.edu">ces@brandeis.edu</a>
<b>Copiers</b>		Ricoh Copiers (visit myricoh.com for machine supplies & service)	<a href="http://www.brandeis.edu/businessfinance/procurementbusiness/">http://www.brandeis.edu/businessfinance/procurementbusiness/</a>
<b>Copy Center</b>	6-4530	located in Usdan Student Center, Lower Level) printing, copies, signs	<a href="http://www.brandeis.edu/services/copycenter/index.html">http://www.brandeis.edu/services/copycenter/index.html</a>
<b>External Relations (Media, etc)</b>		Max Pearlstein	<a href="mailto:irajackson@brandeis.edu">irajackson@brandeis.edu</a> <a href="mailto:maxp@brandeis.edu">maxp@brandeis.edu</a>
<b>Facilities</b>	6-4385	Building supplies & issues (i.e., room temp, clean up, maintenance)	<a href="http://www.brandeis.edu/facilities/">http://www.brandeis.edu/facilities/</a> Complete Work Order request online/Call and indicate location
<b>Faculty Club</b>	6-4820	Reservations required for groups of 6 or more	Call – Provide reservation name, date, number of guests, your extension
<b>Tech Help Desk</b>	6-4357	Computer or tech help	
<b>Mail Room</b>	6-4236	Mailing questions (located in Usdan Student Center, Lower Level)	<a href="mailto:mailcenter@brandeis.edu">mailcenter@brandeis.edu</a>
<b>Media Tech Services</b>	6-4632	Eli Jacobson (also Dan Jennings)	<a href="http://its.brandeis.edu/courses/classroom_instructions.html">http://its.brandeis.edu/courses/classroom_instructions.html</a>
<b>Procurement (Purchasing)</b>	6-4500	Courtney Sampson, Ellie Hunter or Mark Jay	<a href="mailto:procurement@brandeis.edu">procurement@brandeis.edu</a> Brandeis Marketplace via : <a href="http://www.brandeis.edu/businessfinance/procurementbusiness/">http://www.brandeis.edu/businessfinance/procurementbusiness/</a>

<b>Zoom Web/Phone Conference</b>		Up to 1K participants (voice&video) – Use UNET ID for access online	<a href="https://brandeis.zoom.us/">https://brandeis.zoom.us/</a>
<b>HELLER DEPT.</b>	<b>Extension</b>	<b>Details</b>	<b>Email/Weblink</b>
<b>Accounts Payable (Grants)</b>	6-3908	Elaine Kennen	<a href="mailto:kennen@brandeis.edu">kennen@brandeis.edu</a>
<b>Alumni/Development</b>	6-3808	Kate Kaplan	<a href="mailto:katekaplan@brandeis.edu">katekaplan@brandeis.edu</a>
<b>Communications</b>	6-3961	Bethany Romano	<a href="mailto:bromano@brandeis.edu">bromano@brandeis.edu</a>
<b>Computer Security</b>	6-3889	David Reynolds (also Ron Etlinger)	<a href="mailto:reynolds@brandeis.edu">reynolds@brandeis.edu</a> ( <a href="mailto:etlinger@brandeis.edu">etlinger@brandeis.edu</a> )
<b>Dean's Office</b>	6-3939	Dean's Office Staff	<a href="http://heller.brandeis.edu/events/">http://heller.brandeis.edu/events/</a> <a href="mailto:hellerevents@brandeis.edu">hellerevents@brandeis.edu</a>
		also faculty/staff/student listservs	
<b>Heller Events Room Reservations</b>		Use online form & Consult Dean's Office*	<a href="http://heller.brandeis.edu/events/requestform/index.html">http://heller.brandeis.edu/events/requestform/index.html</a> <a href="mailto:HellerEvents@brandeis.edu">HellerEvents@brandeis.edu</a>
<b>Workday: Timesheets</b>	6-3980	Linda Purrini	<a href="mailto:purrini@brandeis.edu">purrini@brandeis.edu</a>
<b>Notary Public</b>	6-3819	Amy AbuShanab, Lurie Staff	<a href="mailto:agulliksen@brandeis.edu">agulliksen@brandeis.edu</a>
<b>Operations</b> – Heller Directory, Employee Updates/New Hires	6-3930	Linda Purrini - also bldg. master key, Heller storage management & office set up questions	<a href="mailto:purrini@brandeis.edu">purrini@brandeis.edu</a>
<b>Websites/Newsletters</b>	6-3927	Alex Rubington	<a href="mailto:arubingt@brandeis.edu">arubingt@brandeis.edu</a>

*\*There are many ways to book rooms: room 101, 201, 147, Those booked through Heller events team, Alumni Lounge and Zinner.*

**Campus Emergency:** x6-3333 (Faster response than 9-1-1, same service); **Non-Emergency/Public Safety:** x6-5000

**Building Evacuation Meeting Location:** Usdan Student Center, Levin Ballroom (or T Lot across the street from Heller)

Additional on boarding resources can be found at

[https://www.brandeis.edu/humanresources/employee\\_relations/forEmployees.html](https://www.brandeis.edu/humanresources/employee_relations/forEmployees.html) including *the exit interview questionnaire.*