



**University
of Victoria**

Human Resources

RECRUITMENT HANDBOOK

University of Victoria

PEA, CUPE 951, CUPE 917, CUPE 4163

And

EXEMPT POSITIONS

Recruitment Handbook

Included in this handbook are the general recruitment and staffing procedures supported by the University of Victoria Human Resources Department. For any specific inquiries not covered in this handbook, please contact Human Resources at 721-8085, or your Human Resources Consultant

Table of Contents

Beginning the Process – Preparing To Hire	4
A. Filling Vacancies	4
Defining Job Requirements for New or Revised Positions.....	4
Top Ten Transferable Skills Most likely to be of Interest to Employers.....	5
Threshold/Essential Qualifications vs. “Nice to Have”	7
Guidelines on Preferential or Limited Hiring	8
B. Staff Requisitions & Postings	11
C. Publishing the Posting	13
Posting Options	13
D. Search Committees	14
Primary Screening and Short Listing	15
E. Developing the Questions	16
Types of Questions.....	16
Determining Criteria and Questions.....	17
Formulating Behaviour-Based Questions - Schematic	18
A Guide to Screening and Selection in Employment	19
Sample Questions For Management Positions.....	21
Sample Questions for Clerical Positions	23
Sample Rating Scale	25
F. Selection Process and Interviewing	26
The Interview	26
Listen Carefully to the Answers	28
Potential Barriers to a Fair Evaluation	29
Making the Decision	30
Checking References	31
Reference Check Guide For Employing Departments	32
Making the Offer	33
Sample Offering Letters	35
Protocol For Maintaining Records.....	37
G. After Hiring – Orientation	39
Sample Orientation Checklist.....	40
H. Term Appointments, Casual or Student Positions	42
Appendix #1 - Human Rights Issues and Accommodation.....	43
Appendix # 2 - Competency Based Behaviour Interviewing Questions	45
A. Core Competencies.....	46
B. Leadership Competencies	52
C. General Job Effectiveness.....	56
Appendix #3 Action Verbs for Job Descriptions	59
Action Verbs List - General	59
Action Verbs List - Trades.....	60

Beginning the Process – Preparing To Hire

A. Filling Vacancies

When there is a job vacancy, first assess the unit staffing needs to determine:

1. Is position to be disestablished? - existing staff levels are sufficient, and position is no longer required. Advise the Budget Office.
2. Is position still required with existing duties and responsibilities?
3. Is position still required but with revised duties and responsibilities? Human Resources will evaluate revised positions before posting through UHire requisition system.
4. Is a new position to be created? New positions need to be classified / evaluated and get budget approval before they can be posted. Please go to <http://web.uvic.ca/hr/jobevaluation/> to access the relevant Job Evaluation Questionnaire.

The process for creating a new position is:

- Writing a job description or completing a Job Evaluation Questionnaire, having it authorized by the relevant person in the department.
- Submission to the Human Resources Advisor Classification for rating.
- Initiating the electronic requisition process on the HR website.
- The position will then go to the Budget Office for approval and to be assigned a number before it is posted by Human Resources.

Six months after an incumbent is hired into this position on a continuing basis, the incumbent may complete a job evaluation questionnaire for rating by the JE Committee, to assess the ratings assigned.

Defining Job Requirements for New or Revised Positions

Review existing position description to ensure it continues to meet unit requirements. Position descriptions may be available from Human Resources if required.

- a) Clarify tasks, responsibilities and job expectations:
 - Identify core tasks, duties and responsibilities in order to meet job expectations.
- b) Review qualifications and/or competencies established for the job:
 - Identify skills, knowledge, experience, and qualities necessary to perform the core tasks & responsibilities to meet job expectations.

- Match the qualifications and/or competencies required to the tasks to be done.
- Identify interpersonal skills required to work in the workplace environment. (e.g. cooperative, team environment or hierarchical, as the case may be).
- Be careful not to inflate credentials or qualifications needed in the position.
- See Transferable Skills list following.

Top Ten Transferable Skills Most likely to be of Interest to Employers

1. Analytical/problem solving

- Anticipates problems before they become problems
- Recognizes need for more information before a decision can be made
- Clarifies problems or situations
- Gathers information from people by talking to them or interviewing them
- Breaks principles down into parts
- Reviews large amounts of material and extracts essence
- Sees & defines cause & effect relationships, traces problems to their source

2. Flexibility/Versatility skills

- Can improvise on the spur of the moment
- Creative, perceptive
- Willing to experiment with new approaches, ideas or procedures
- Derives things from other's ideas

3. Interpersonal skills

- Inspires trust in the mind of others
- Sensitive to the needs of others
- Listens intently & accurately
- Conveys understanding, patience, and fairness
- Tactful, diplomatic and discrete
- Effective in dealing with different kinds of people
- Easy to get along with

4. Oral/written communication skills

- Expresses self clearly & effectively
- Can explain difficult or complex ideas & concepts clearly
- Explicit and concise writing skills
- Flair for writing interesting reports
- Good listener
- Courteous & respectful of others

5. Enthusiasm/motivation

- Looks for more responsibility
- Ready to try new things
- Committed to personal growth & learning
- Learns from examples of others

6. Organization/Planning skills

- Organizes materials & information in a systematic way
- Brings order out of chaos
- Co-ordinates operations or details
- Handles several tasks at once
- Works efficiently and effectively under pressure
- Brings people together in a co-operative effort

7. Time Management Skills

- Sets goals systematically
- Sets priorities from competing requirements
- Meets deadlines

8. Leadership Qualities

- Takes the initiative in developing relationships
- Facilitates group discussion; gets diverse groups to work together
- Promotes ideas effectively without tearing down competing ideas
- Motivates others and stimulates them to action
- Adept at conflict management
- Mediates between groups or individuals
- Works without supervision
- Acts decisively

9. Self-Starter

- Performs with minimum supervision but knows when to ask questions
- Responds well to the unexpected
- Uses imagination and creativity
- Takes action to achieve a goal beyond what is called for

10. Team Player

- Able to put self in someone else's shoes
- Willing to share credit with others and express appreciation
- Collaborates with colleagues
- Sensitive and responsive to people's feelings

Threshold/Essential Qualifications vs. “Nice to Have”

It's not whether the applicant is ideal or perfect, rather does the applicant have the minimum qualifications necessary to do the work.

Threshold qualifications are those that are absolutely required to carry out the core duties and responsibilities of the position. An applicant without these qualifications would not likely be hired.

“Nice to have” are those extra skills not required to carry out the core functions of the position; they may be considered an asset.

- Consider**
- The job description of the position
 - The actual duties of the position
 - The minimum skill requirements

Review the unit equity plan

- Identify diversity status as one of the criteria where designated groups are under-represented, See Guidelines on Preferential or Limited Hiring.
- Decide whether a limited, preferential or equity planning position meets your needs.

Guidelines on Preferential or Limited Hiring

UNIVERSITY OF VICTORIA POLICY MANUAL

Number	HR6110
Approval Date	May/02
Last Amendment	
Authority	President

1. DEFINITIONS

- 1.1 Designated Group. Designated group members, as defined in the Employment Equity Act and Federal Contractors Program, are those who are aboriginal peoples, members of visible minorities, persons with disabilities, or women.
- 1.2. Preferential Hiring: A Preferential Hiring job competition gives preference to one or more of the designated groups. This means:
 - 1.2.1 Applications from members of that/ those group(s) are considered first;
 - 1.2.2 Only those applicants from designated groups are short-listed and assessed for the vacancy;
 - 1.2.3 If none of the preferred applicants is successful after the assessment process, applicants who are not members of the designated group(s) may be short-listed and assessed. The competition may, but does not need to, be re-posted.
- 1.3 Limited Hiring: A Limited Hiring job competition is limited to one or more of the designated groups. This means:
 - 1.3.1 Only applications from members of that/ those group(s) may be considered;
 - 1.3.2 If no applicant meets the qualifications for the competition, or if none are successful after the assessment process, the competition must be re-posted or the position not filled.
- 1.4 Under-represented: A designated group is under-represented if the representation of qualified members of the designated group is less than the available external workforce for that classification/level.

2. GUIDELINES

Preferential or Limited Hiring may be put into effect for job competitions at the University of Victoria if one or more of the following factors are present:

- 2.1 When the group(s) is seriously under-represented at that level or classification where limitation or preference is to be stated;
- 2.2 Where an employment equity plan, designed to increase designated group representation, has been in place for some time, and either progress has been too slow, or under-representation is severe;
- 2.3 Where a new program, or a program already in existence, requires the special expertise of members of any one of the four designated groups;
- 2.4 Where such hiring is necessary to build a critical mass of designated group members who will fulfill modeling and mentoring roles for students enrolled in a graduate or undergraduate program;
- 2.5 Where there is serious under-representation, and indications are that there will be few, if any, vacancies in the immediate or near future;
- 2.6 Where, in the opinion of the University, the severe under-representation in a unit could result in a claim of systemic discrimination.

3. THE PROCESS FOR APPROVAL OF PREFERENTIAL OR LIMITED HIRING

- 3.1 For any unit to receive approval for a preferential or limited competition, it should:
 - 3.1.1. Implement outreach recruitment to ensure that qualified designated group members have been informed and encouraged to apply;
 - 3.1.2. Provide training to administrators and management on employment equity issues so that there is a welcoming environment for members of all groups protected by the BC Human Rights Code;
 - 3.1.3. Review selection standards and assessment methods to make sure there are no systemic barriers.
- 3.2. A proposal for preferential or limited hiring must be submitted to the appropriate Vice-President. Such requests must include:
 - 3.2.1. A copy of the unit's Equity Plan,
 - 3.2.2. A comprehensive account of the current composition of the unit, showing the representation of designated groups amongst all employees,

- 3.2.3. A summary of recruitment and selection process used in recent competitions in the unit, and the result of such competitions,
- 3.2.4. The reasons the unit is requesting a preferential or limited hiring (see Section 2); and,
- 3.2.5 Any other relevant information.
- 3.3 Once the Vice-President has approved the proposal, the unit is encouraged to work with the Office of Equity and Human Rights in preparing its selection procedures for the position to be filled.
- 3.4 Where a preferential or limited hiring is requested and the provisions of a collective agreement apply, the request will be referred to the bargaining principals for approval if required.
- 3.5 Where a preferential or limited hiring is approved, a job advertisement will note this fact, and will also note that the preferential or limited hiring is being applied under Section 42 of the Human Rights Code for employment equity purposes, by the following statements:
 - 3.5.1 Preferential Hire: In accordance with the University's Equity Plan and pursuant to Section 42 of the BC Human Rights Code, preference will be given to [members of the following designated groups: aboriginal peoples, persons with disabilities, members of visible minorities, women]. Candidates from these groups/this group, who wish to qualify for preferential consideration, are encouraged to self-identify.
 - 3.5.2 Limited Hire: In accordance with the University's Equity Plan and pursuant to Section 42 of the BC Human rights Code, the selection will be limited to [members of the following designated groups: aboriginal peoples, persons with disabilities, members of visible minorities, women.] Candidates from these groups/this group are encouraged to self-identify.
- 3.6 Subject to Section 2.2, the University reserves the right to require a unit to undertake preferential or limited hiring where such a measure is required to meet University equity undertakings or to conform with human rights requirements.

B. Staff Requisitions & Postings

Staff Requisitions are accessed and processed on the web site at <http://web.uvic.ca/hr/employment/recruitmentlinks.html>

- Select the appropriate employee group (CUPE 951, CUPE 917, PEA, Exempt Support, and Management Excluded).
- Complete requisition as per uHire instructions/user manual.
- All requisitions for new or altered positions will first be directed by uHire to the Budget Office for budget approval and Human Resources Classification Advisor for review.
- The requisition must be printed, signed and sent to Human Resources. Postings will only be published after Human Resources has received a signed copy of the requisition.
- Human Resources must also receive a copy of the resignation letter from the incumbent employee before a position can be posted.
- Job posting website is updated daily.

Refer to the appropriate [collective agreement](#) for specific posting requirements. Positions in bargaining units include:

- 1) PEA
 - Administrative & Academic professional staff
- 2) CUPE Local 951
 - Includes office, technical and child care workers
 - Job families include Clerks, Secretaries, Library Assistants, Nurses, Technicians, Switchboard operators, Storekeepers, Printing operators and Computer Operators
- 3) CUPE Local 917
 - Trades, Grounds, Housing Food and Conference Services, Athletics and Recreation staff, and Campus Security Officers
- 4) CUPE 4163
 - Component One - academic support positions such as laboratory assistants, teaching assistants, etc.
 - Component Two - English and French language teachers in the Division of Continuing Studies.
 - Component Three - Sessional lecturers and Music Performance Instructors who teach and mark credit courses.
- 5) Exempt Support Staff
 - Secretarial and clerical employees exempt from Union membership based on the nature of their positions.

6) Excluded Management

- Executive and professional employees exempt from Union membership based on the nature of their positions.

On the requisition ensure you note:

- Banner position number. This will auto-populate salary, classification, etc. on the requisition.
- Reason for vacancy e.g. new, retirement, resignation, promotion.
- Budgetary requirements/changes approved by Budget Office.
- Scheduled working hours, including any modified work program, full-time, part-time, or sessional.
- A description of responsibilities and expectations.
- All of the essential qualifications plus other key evaluation criteria sought.
- Indicate whether the office area is accessible, (e.g. for wheelchairs).
- When this is an equity hire, invite designated group members to self-identify.
- Specify posting and/or advertising requirements.
- For full details please refer to uHire tutorials on <http://uhire.uvic.ca/docs/managecomp.html>

Human Resources reserves the right to edit postings in keeping with classification, employment equity and advertising standards/costs.

Print off the completed requisition, sign it, and send it to Human Resources for posting.

Send uHire requisition through the electronic system where appropriate.

C. Publishing the Posting

All job postings for PEA, CUPE 951, CUPE 917, Management Excluded, and Exempt positions will be published through the uHire system. Other postings may be accessed through the Career Opportunities page. Current job postings can be viewed at <http://web.uvic.ca/hr/postings/Careeropportunities.htm>

The job postings will automatically have a link to the appropriate department website. Potential applicants can access the vacancies:

- On the UHire website at: <http://uhire.uvic.ca> – career opportunities
- By job alerts on UHire system (set up by applicants).

Human Resources handles job postings and external advertising for all postings except faculty and CUPE 4163.

Postings for CUPE 951, Exempt Support Staff, and CUPE 917 usually run for 1 week (5 business days). All vacant PEA positions anticipated to be 7 months or more excepting leave replacements anticipated to be of no more than 12 months are posted on campus for 2 weeks (10 business days) however, if there is a strong internal pool of candidates they can be posted for 5 business days. Please note that such leave replacements shall be posted if extended more than 3 months beyond the original term.

Faculty postings may be accessed on: <http://opportunities.uvic.ca/>

Posting Options

1. Open competition:

- Anyone can apply.

2. Internal applicants only:

- For CUPE Local 951 postings. Only those currently working in CUPE Local 951 or 917 positions, or part of the exempt group may apply.

3. PEA internal pool clause:

- Used with PEA competitions where there is a qualified internal or pool of applicants identified.
- “Please note that, while the University does encourage and accept external applications for most vacancies, a strong applicant pool internal to the University has been identified for this specific opportunity.”

D. Search Committees

Human Resources best practices strongly recommend interviews be conducted by a search committee.

Search committees should consist of at least two people. For CUPE positions the Chair of the Committee must be outside the CUPE bargaining unit. It is highly recommended that the position's supervisor also participate. For PEA Competitions the University requires that 1 member of the selection panel be a member of PEA and is usually from the Department.

Ensure the search committee is representative of gender and other diversity groups if possible, and where appropriate include representation from outside the area.

Each committee should have at least one person who has taken training through Equity and Human Rights.

Committees with little experience in hiring may request assistance from Human Resources or the Office of Equity and Human Rights when appropriate.

All members of the panel must attend each interview or there is a risk the panel's decision may be declared invalid.

The Search Committee should:

- Review job description and job qualifications.
- Review the "duty to accommodate" - See Appendix #1 and consider how the job can be accommodated if necessary.
- This step is essential to successful candidate selections.
- Which are the most important qualifications to do the job if you have to choose between candidates?
- Rank your list of criteria based on your responses.
- Develop the interview questions based on hiring criteria.
- Many committees now use behavioural descriptive questions in the interview process. Sample questions based on competencies can be found in Appendix #2.
- Consider different evaluation methods to provide a more complete and accurate picture of the candidate's abilities, e.g. interview, work samples, job-related test (if appropriate). Testing must reflect duties carried out in the position.
- Come to agreement on the values of each question.
- Prepare rating sheets – see sample attached.

Primary Screening and Short Listing

Screening vs. Short Listing

- Screening is primary sorting out of candidates who clearly do not have the threshold requirements.
- Screening can be done by one designated panel member.
- Short-listing is selection of top candidates.
- Short-listing is done by the entire selection panel.
- Short-listing does not guarantee an invitation to an interview.

Internal Candidates

- Internal to specific employee group, not university wide.
- Must be given full consideration.
- If clearly do not have threshold requirements, may be excluded from shortlist.
- Phone call required by collective agreements. Consult Collective Agreement.

Equity Candidates

- Must be given appropriate consideration, dependent on type of equity hiring.
- At the very least, consider as you would an internal.
- Be sensitive to information provided.

Best Practice

- Ensure selection panel plans in advance who will be responsible for primary screening.
- Panel meet ahead to be clear on threshold and other selection criteria.

E. Developing the Questions

The purpose of asking questions is to allow the candidate to show how their skills match those required for the job. Make the most of the questions you ask.

- Match the question to the skill required.
- Make sure all the criteria are covered.
- Don't waste questions. Questions may test for more than one criteria at a time.
- Ask questions which will allow you to distinguish between candidates.
- Ask questions which are broad enough so everyone can give an answer but tailored to look for a specific skill set.

If you are using a test, follow the seven rules:

- Test for job requirements.
- Determine the right knowledge, skills and abilities required for the job.
- Select the best means of measurement.
- Use valid testing instruments.
- Use the scoring information appropriately - ensure the testing is non-discriminatory.
- Take advantage of new technologies.

Be sure you know what and why you are testing.

Types of Questions

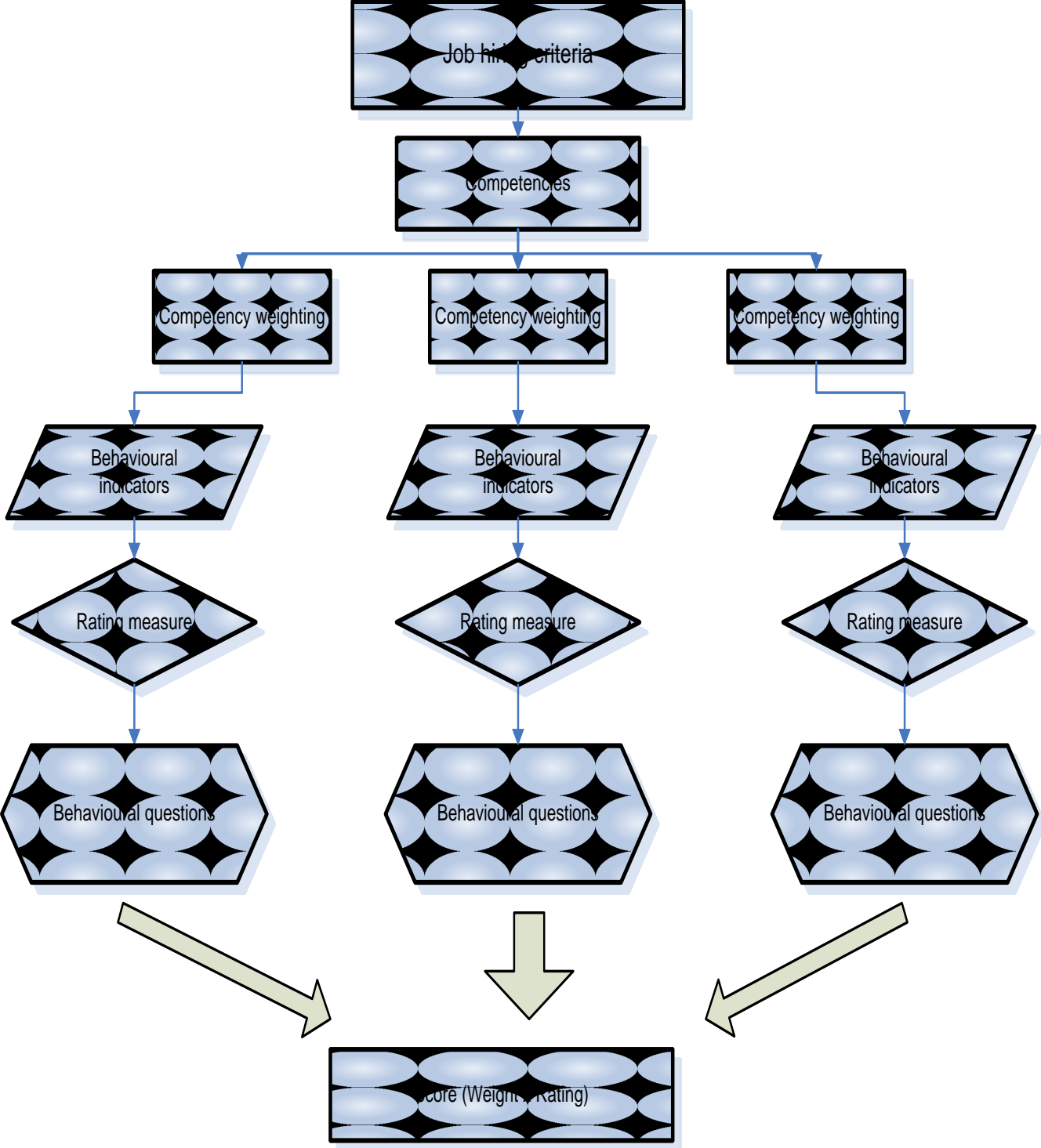
1. Open question - requires the candidate to develop an answer and provide details. Allow time for this.
2. Closed questions - require only a yes/no answer. Wastes a question.
3. Direct question - Use this only when seeking a specific piece of information.
4. Situational - tests ability to apply theoretical knowledge. No guarantee of what behaviour would actually occur.
5. Behaviour descriptive - Based on the concept that the best predictor of future behaviour is past behaviour. Seeks specific examples of behaviour. Can be verified through reference checks. Begin with phrases like "describe a situation when; tell me about a time when; give me an example of."
6. Unproductive questions - those which have obvious right answers or no purpose
7. Probing questions - flow from candidates responses and are used to obtain more details or clarify a situation:
 - * Includes informational probes - tell me more about;
 - * Reflective - I understood you to say;
 - * Redirect - when the candidate has gone off track; and
 - * Silence - to ensure the candidate has an opportunity to complete their answer if answer is incomplete or candidate appears unsure.
8. Leading questions - from question candidate knows what answer you are looking for.
9. Inappropriate questions - often discriminatory and in violation of Human Rights code.

Human Resources encourages you to use Behaviour Descriptive questions as they do provide the best indicator of how the person will act in a similar situation based on their past behaviour. This method is more reliable than situational questions where a candidate might be able to provide the "text book" answer but would respond differently in real life

Determining Criteria and Questions

1. Rank core competencies.
2. Create behavioral indicators for each competency.
3. Rank behavioral indicators.
4. Connect behavioral indicators to questionnaire.
5. Develop a ranking and weighting scale.
6. Transfer questions, indicator and scale to interview ranking template.

Formulating Behaviour-Based Questions - Schematic



A Guide to Screening and Selection in Employment

Subject	Avoid Asking	Preferred
Name	about name change: whether it was changed by court order, marriage, or other reason about maiden name	Use only that provided by the candidate. Ask after selection if needed to check on previously held jobs or educational
Address	for addresses outside Canada	Ask place and duration of current or recent address
Age	for birth certificates, baptismal records, or about age in general	Ask applicants whether they are eligible to work under Canadian laws regarding age restrictions, e.g. are you of legal working age? If precise age required for benefits plans or other legitimate purposes, it can be determined after selection.
Gender	males or females to fill in different applications about pregnancy, child- bearing plans, or child- care arrangements	During the interview or after selection, the applicant, for purposes of courtesy, may be asked which of Mr, Mrs, Miss, Ms is preferred. Ask applicant if the attendance
Marital Status	whether the applicant is single, married, divorced, engaged, separated, widowed, or living common law whether an applicant's spouse may be transferred about spouse's employment	Ask if transfer or travel is part of the job, the applicant can be asked if he or she can meet these requirements; or ask whether there are any circumstances that might prevent completion of a minimum service commitment. Information on dependants can be determined after selection if necessary.
Family Status	About number of children or dependants about child care arrangements	Ask if the applicant would be able to work the required hours and, where applicable, overtime. Contacts for emergencies and/or details on dependants can be determined after selection.
National or Ethnic Origin	about birthplace about nationality of ancestors, spouse, or other relatives whether born in Canada for proof of citizenship	Since those who are entitled to work in Canada must be citizens, permanent residents, or holders of valid work permits, applicants can be asked if they are legally entitled to work in Canada; e.g. are you legally able to work in Canada? Documentation of eligibility to work (papers, permits, visas, etc.) can be requested after selection.
Military Service	about military service in other countries	Inquiry about Canadian military service where employment preference is given to veterans by law.
Language	About mother tongue Or where language skills obtained	Ask if applicant understands, reads, writes, or speaks languages required for the job. Testing or scoring applicants for language proficiency is not permitted unless job related
Race or Colour	any inquiry into race or colour, including colour of eyes, skin, or hair	

Subject	Avoid Asking	Preferred
Photographs	for photo to be attached to applications or sent to interviewer before interview	Photos for security passes or company files can be taken after selection.
Affiliations	About political or other personal associations	May ask if applicant is a member of the job related professional association.
Religion	<p>about religious affiliation, church membership, frequency of church attendance</p> <p>if applicant will work a specific religious holiday</p> <p>for references from clergy or religious leader</p>	<p>Explain the required work shift, asking if such a schedule poses problems for the applicant. Reasonable accommodation of an employee's religious beliefs is the employer's duty.</p>
Height and Weight		No inquiry unless there is evidence they are genuine occupational requirements.
Disability	<p>for list of all disabilities, limitations, or limiting health/medical problems</p> <p>whether applicant drinks or uses drugs</p> <p>whether applicant has ever received psychiatric care or been hospitalized for emotional problems</p> <p>whether applicant has received workers' compensation</p>	<p>Ask if applicant has any condition that could affect ability to do the job;</p> <p>or ask if applicant has a condition that should be considered in selection.</p> <p>A disability is only relevant to job ability if it:</p> <ul style="list-style-type: none"> – threatens the safety or property of others – prevents the applicant from safe and adequate job performance even when
Medical Information	<p>if currently under physician's care</p> <p>name of <u>family</u> doctor</p> <p>if receiving counselling or therapy</p>	Medical exams should be conducted after selection and only if an employee's condition is related to job duties. In such case, offers of employment can be made conditional on successful completion of a medical exam.
Pardoned Conviction or criminal record	<p>whether an applicant has ever been convicted</p> <p>if an applicant has ever been arrested</p> <p>whether an applicant has a criminal record</p>	<p>Inquiries about criminal record or convictions are discouraged unless related to job duties.</p> <p>If bonding is a job requirement, ask whether the applicant is eligible.</p>
Sexual Orientation	any inquiry about the applicant's sexual orientation	Contacts for emergencies and/ or details on dependents can be determined after selection.
References		The same restrictions that apply to questions asked of applicants apply when asking for employment references.

Main source: Canadian Human Rights Commission, *A Guide to Screening and Selection in Employment*, (Ottawa: Canadian Human Rights Commission, 1999).
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Sample Questions For Management Positions

Asker	Question	Competency	Comments
	<p>1. We have received your resume but would like you to give us a brief summary of your experience and education as they relate to this position, why you think you would be a good fit for this role.</p>	<ul style="list-style-type: none"> • Fit and interest in job. 	
	<p>2. Managers and leaders often ask us for guidance and support as they improve their service, make changes in organization structure and plan their short and long-term staffing needs. Tell us about a specific situation where you were involved in a major organization design change initiative. What was your role, what value were you able to add and what was the outcome?</p>	<p><u>DISPUTE RESOLUTION/ CONFLICT MANAGEMENT</u></p> <ul style="list-style-type: none"> • Works with managers to resolve conflicts, confrontations and disagreements in a positive and constructive manner. 	
	<p>3. Describe a situation in which you were able to use persuasion to influence an outcome even though you had no formal authority.</p>	<p><u>COMMUNICATIONS</u></p> <ul style="list-style-type: none"> • Communicates effectively with a broad range of people. <p><u>PERSONAL EFFECTIVENESS</u></p> <ul style="list-style-type: none"> • Demonstrates self-awareness and personal capability. 	
	<p>4. In its strategic plan, the University has made a commitment to diversity. What have you done to further your knowledge or understanding about diversity? Tell us something that demonstrates how you applied your learning or new understanding?</p>	<p><u>BUILDING EQUITABLE RELATIONSHIPS</u></p> <ul style="list-style-type: none"> • Builds and maintains equitable relationships. • Respects and relates well to people with varied backgrounds and different perspectives. • Demonstrates sensitivity and appreciation for differences. 	
	<p>5. Describe the most effective team you have been part of. What was your role?</p>	<p><u>TEAMWORK</u></p> <ul style="list-style-type: none"> • Actively collaborates with others to produce desired results in a supportive environment. 	

	<p>6. What is the most complex project you have been responsible for? What were the challenges and how did you overcome them?</p>	<p><u>INITIATIVE</u></p> <ul style="list-style-type: none"> • Demonstrates initiative and resourcefulness to achieve desired goals and objectives. • Strives for excellence. 	
	<p>7. (a) Have you been involved in developing or doing a major revamp of a job evaluation system? What technical skills did you bring to the project? (b) Tell us your greatest technical skills and how you have brought them to bear on your current position.</p>		

Sample Questions for Clerical Positions

Asker	Question	Competency	Comments
	<p>1. Please tell us how your past experience prepares you for the kind of tasks that are an important part of this position.</p>	<ul style="list-style-type: none"> • Organized • Multi-tasking • Work with people • Diverse team • Multiple programs used 	
	<p>2. Please describe your understanding of this position based on what you have read or researched and tell us why you are interested in this position.</p> <p>What kind of orientation have you found useful in the past? What kind of orientation would you like to receive?</p> <p>What do you like about your current job?</p>	<ul style="list-style-type: none"> • Communication skills • Attitude • Basic mechanic vs. overview 	
	<p>3. Tell us what you did to prepare for this interview.</p>	<ul style="list-style-type: none"> • Interest • Research skills • Creative 	
	<p>4. Can you tell us about a database you were involved in establishing and what you felt were the important aspects to consider when maintaining such a database?</p>	<ul style="list-style-type: none"> • Experience with maintaining data bases • Filemaker pro/Access 	
	<p>5. Can you tell us about a situation where you were required to multi-task to meet specific deadlines and how you resolved any conflicting priorities?</p>	<ul style="list-style-type: none"> • Logical approach • Judgement • Prioritization • Time management • Negotiation 	
	<p>6. We'd like to hear about the most challenging communication situation you have ever come up against. Tell us what made it challenging, how you handled it, and what the outcome was.</p>	<ul style="list-style-type: none"> • Conflict resolution • Interpersonal skills • Quality of communication • Appropriateness • Negotiation skills • Diplomatic • Good listener 	
	<p>7. Tell me about a time when you went above and beyond the call of duty. What motivated you to make the extra effort?</p>	<ul style="list-style-type: none"> • Customer service • Initiative • Dedication • Self awareness 	

Sample Questions for Clerical Positions (Continued)

	<p>8. This will be a very busy position with multiple demands. Give an example of how you have organized your time to deal with a particularly difficult situation in this regard. How did you handle it? What were the results?</p>	<ul style="list-style-type: none"> • Plans • Sets priorities • Multi-tasker • Consultative • Works well under pressure • Thorough, accurate • Meets deadlines • Acts decisively 	
	<p>9. How do you feel about saying “no” to an impossible request? Give us an example of such a situation.</p>	<ul style="list-style-type: none"> • Experience • Comfort • Assertiveness • Customer service 	
	<p>10. What have you done recently to become more effective at your present position?</p>	<ul style="list-style-type: none"> • Lifelong learning • Open minded • Creativity • Innovative • Willingness to learn • Enthusiasm 	
	<p>11. Interruptions are a fact of life at work. What strategies have you used in the past for dealing with them?</p>	<ul style="list-style-type: none"> • Patience • Creativity • Communication • Customer service 	
	<p>12. We’d be interested to learn what influenced your decision to make a job change at this point in your career.</p>	<ul style="list-style-type: none"> • Career path • Coming “in” to something 	
	<p>13. Tell us about a situation where you used technology to make your work more efficient or effective.</p>	<ul style="list-style-type: none"> • Technology examples • Multiple systems • Automation • Non-tech language 	
	<p>14. How do you deal with change and ambiguity?</p>	<ul style="list-style-type: none"> • Flexibility • Adaptability • Agility • Creativity 	
	<p>15. The work in this office is involved and requires team work. What sort of working teams have you been involved in? What was the hardest part of working with colleagues in this context?</p>	<ul style="list-style-type: none"> • Team player • Collaborative • Sensitive & responsive to people’s feelings • Describes or explains information, ideas or instructions to others 	
	<p>16. Tell us about the most effective team you have been part of. What made it effective?</p>	<ul style="list-style-type: none"> • Awareness of own style • Understanding value of teamwork • Connectivity 	

Sample Rating Scale

◆ 5 EXCELLENT

- All major issues/criteria were addressed, answers were appropriate. Candidate surpassed your expectations.

◆ 4 VERY GOOD

- Most of the major issues were addressed, no major deficiencies exist in the areas assessed. Candidate demonstrated a consistently better than average level of performance.

◆ 3 GOOD

- Some of the major and minor issues were addressed, some deficiencies exist in the areas assessed, but none are of major concern.

◆ 2 WEAK

- Few issues addressed, some major deficiencies, some problems.

◆ 1 POOR

- None or few issues addressed, many deficiencies, a major problem exists. No answer or inappropriate.

F. Selection Process and Interviewing

On closing of competitions, Human Resources will review the applications for all competitions through UHire to remove duplicate and incomplete applications. Responsibility for reviewing and short-listing applications rests with the department.

After the initial review, the departments will be sent the applications via UHire or by email for short listing.

For internal applicants refer to provisions of the appropriate collective agreement for criteria on who must be interviewed. CUPE Local 951 collective agreement requires that committees interview all qualified internal candidates. Internal applicants deemed to be not qualified must be contacted and provided an opportunity to add any additional information desired before interviewing begins. Consult your HRC if assistance is required.

When designated group applicants have been invited to self-identify in their applications for an equity hiring, interview all self-identified designated group candidates who meet the threshold qualifications.

When reading resumes consider transferability of skills. A candidate needn't have done the same job. However, you will be looking to see if they have used similar skills to those that are necessary for this job. Assess the application to determine whether the minimum requirements are met. A list of transferable skills can be found on pages 3 and 4.

The Interview

Choose the location of interviews carefully to ensure confidentiality for applicants and the committee.

Contact candidates and set up interviews. For CUPE 951, 917, PEA, and Exempt support staff this may be done by phone and confirmed through uHire. Indicate the approximate length of the interview, number of people on the interviewing committee, and whether there will be a test. Let the candidates know they will be asked about their experience so they will need to think of examples of what they have done in the past. If relevant, applicants can be asked to bring examples of previous work.

Conduct the Interview

- Welcome the applicant
- Describe the job
- Ask prepared questions
- Ask specific questions regarding the applicant's resume/application
- Answer the candidate's questions
- Follow the 75/25 rule. You should take only 25% of the time and the candidate 75%

- Ensure the candidate is legally authorized to work in Canada. This can be a lengthy process if the applicant does not have a valid work permit. There is no guarantee of success.

During the selection process

- Assess the answers in relation to the criteria established for the position.
- Avoid assumptions and stereotyping which can lead to discrimination.
- Recognize that skills may have been developed in an unusual or non-traditional way
- Recognize that many skills are transferable
- Ensure that candidates have an opportunity to present their full qualifications for the job
- Recognize that body language or eye contact or manner of speaking may relate to cultural differences
- Ask the same questions of each candidate; probe further if necessary, to get the information you need to assess the candidate
- Document each candidate's responses. (See Protocols for Maintaining Records on the following pages)
- When developing questions beware of those which violate the Human Rights code, and must not be asked.

Listen Carefully to the Answers

a) For questions that ask for an example, listen for:

- Situation/Task - what was the situation?
- Action - what did the candidate actually do?
- Result - what happened?

You need to hear how they actually performed since this is how they are demonstrating their use of these skills.

b) Listen for non-answers that are vague and non-specific:

- “Normally I would...” - Ask: what did you do?
- “Usually in those situations...” - Ask: can you give a specific example?
- “We did ...” - Ask: what did YOU do?

c) Keep probing until you have a good idea whether the candidate has the skills you are looking for:

- Can you tell us more?
- I’m not sure I have a good sense of what you actually did in that situation?

d) If the example is off track:

- Have you another example of a situation where ...?

e) Be careful not to hand them the answer:

- Did you treat the student sympathetically?

f) If you are using a scenario ask for a follow up question:

- Can you give us an example of where you have actually done that?

Potential Barriers to a Fair Evaluation

ATTITUDES:

- We are all culture-bound.
- We tend to see what we expect to see.
- We all have biases.
- We tend to operate on the basis of stereotypes.

TYPES OF BIASES TO AVOID:

- Halo effect - tendency to generalize from one positive (or negative) quality to other assumed qualities.
- First impressions - tendency to arrive at a premature impression leading to snap judgments.
- Cloning – tendency to group people together based on oversimplified categories.
- Assumptions – taking for granted the attribution of characteristics and behaviour without evidence.
- Ethnocentrism – belief that your own culture and ethnic group provides the only right way and all others are inferior.

A FAIR PROCESS:

- Sets clear, job-related criteria.
- Measures the person against the criteria on the basis of demonstrated performance.
- Looks for Situation – Action – Results.
- Evaluates the person against the criteria in all methods of evaluation.
- Documents decisions.

TO BE FAIR:

- Be mindful of own biases and how these might affect judgment.
- Be mindful that others who are offering evaluations might also be operating under biases that are unfair to the candidate.
- Criteria should be stated and written for each method of assessment.
- Stick to Criteria throughout the evaluation stage.
- Ask probing questions, to avoid making assumptions which gloss over problems or ignore strengths.
- Ask for evidence – demonstrations.
- Better decisions are made when assumptions are tested!
- The panel members should talk about their reasons for eliminating applicants and address potential biases during the preparation process.
- Have full discussion and disclosure of reason for viewpoints and decisions.
- Keep good documentation of the process that stands up to scrutiny. Remember a candidate may request your notes under an FOI request. Be careful what you write.
- Not only conduct an equity process, but assess candidates on their own commitment and adherence to equity.

WHAT IS FAIR & GOOD FOR THE ORGANIZATION IS THAT:

- Candidates are assessed as objectively as possible on the basis of demonstrated skills and ability against the criteria.
- Candidates succeed or fail on the basis of their own skills and abilities and not because of someone else's bias.

Making the Decision

Document the reasons for the committee's decision in case the decision is challenged. All decisions must be made consistent with the relevant collective agreement. Review the collective agreement for those criteria.

Where candidates are relatively equal, choose the candidate who best matches the identified skills criteria. If this is an equity hire and the two candidates are comparably qualified, the designated group candidate should be chosen.

1.) For CUPE Local 951 competitions:

Article 16.01(a): In the appointment, transfer or promotion of employees, due and thorough consideration will be given to each of seniority, work performance, and qualifications pertinent to the requirements of the position.

Article 15.01: Both parties recognize that job opportunities should increase with length of service as an appointed employee and that security of employment will increase with length of service as a regular employee.

2.) For CUPE local 917 competitions:

Article 16.01: In the release, transfer or promotion of employees, due and thorough consideration shall be given to each of seniority, work performance and qualifications pertinent to the requirements of the position.

Article 15.01: Both parties recognize that job opportunities should increase with length of service as a regular employee and that security of employment shall increase with length of service as a regular employee.

3.) For CUPE local 4163 - Components 1 & 2 See the collective agreement for the appropriate component

4.) For CUPE Local 4163 - Component 3 positions:

Article 13.02: Each unit's assignment selection criteria will include the qualification and ability of the candidate(s) based on relevant education and professional experience and teaching effectiveness.

The unit administrator will be responsible for selection decisions. He or she will ensure selection decisions are consistent with the criteria set out above, and will ensure these decisions are not arbitrary, discriminatory, or in bad faith.

Employees who have previously taught the same or substantially similar course(s) for which they have submitted expressions of interest and are not re-assigned to teach that course may request an informal interview with the administrator to discuss the appointment decision. Any such meeting will be without prejudice to the employee, the administrator, and is intended to be problem solving in nature. Employees shall have the right to be accompanied by a Union representative.

5.) For PEA competitions:

Article 5.06(a): Selection of candidates. Except where appointments are made pursuant to an employment equity policy under section 42 of the Human Rights Code, or under the placement provision stipulated in Article 26, selection of candidates for bargaining unit positions shall be on the basis of qualifications and on the principle that the candidate whose qualifications best meet the requirements of the position shall be selected for appointment.

Checking References

Always do reference checks. Don't just accept letters of reference at face value. DO reference checks BEFORE making the job offer.

In the interview ask the applicant for permission to contact their references and track that in your interview notes. For example "You have given us three names as references. May we contact these individuals directly?"

Ask open ended questions covering the same area as in the interview. Compare the applicant and the referee response. Watch for misrepresentation of personal information, work experience etc.

Use a standard form or set of questions for all applicants, based on your original interview questions, and responses should be verified.

The bottom line question is "Would you rehire this person?" Probe for details if necessary. Ask why or why not would the person be rehired? What issues impacted on their employment? Listen for hesitations or indirect response.

Previous employers are not obligated to provide references but if they do, any information provided is confidential.

Sample forms follow.

Reference Check Guide For Employing Departments

Name of Applicant _____ Position applied for _____

Person contacted _____ Title _____

Working relationship to applicant _____

Firm _____ City _____ Phone _____

I wish to verify some of the information given to us by (name), who is being considered for employment at the University of Victoria as a/an (position/title):

1. What were the dates of his/her employment with your firm? From _____ to _____
 2. What was his/her job title and primary responsibilities when s/he started?
When s/he left your firm?
-

Build the rest of the questions from the questions used for the candidate during the interview. If you asked:

1. Interview - Tell me about a time when you were part of a team and contributed to a project.

Then the reference question might be:

Reference - Can you describe a situation when the candidate contributed to the effectiveness of a project while participating as part of a group or team?
2. Interview – Describe a time when you dealt effectively with a difficult client.

Reference – Describe a situation where the candidate had to establish a professional relationship with a difficult client.
3. Interview – Describe a time when you made suggestions to improve the work in your organization.

Reference – Does the candidate make suggestions? Please give an example.

Then:

Do you have any other comments to make on the candidates performance or attitude in the workplace?

Would you rehire this individual? At a different level? If no, please give reasons.

Remember to thank the referee for their time.

Note that information given in a reference check is confidential and need not be shared with the candidate.

Making the Offer

When the position is in the PEA:

- Before making an offer, consult with your HR Classification Advisor on the appropriate salary level.
- Draft an offer letter that includes title of position, department, start date, end date (for a term position), duration of probation period, salary and any specific terms and conditions (e.g. if there is to be any accommodation). Include in the offer letter a line for the applicant to sign acknowledging acceptance. See samples on pages 32 and 33.
- Phone the candidate with a verbal offer, as outlined in the draft offer letter.
- If the candidate accepts, arrange a start date, finalize and send the formal offer letter.
- Send to HRIS a Recommendation for Appointment Form with a copy of the candidate's resume and a copy of the signed and accepted offer letter.
- Follow up personally with unsuccessful interviewees. Internal applicants should be advised that they were unsuccessful and may be told who the successful applicant is.
- It is helpful for all candidates, but particularly for designated group candidates in an equity hiring, if you can offer to provide feedback that may assist in their application or interview for future jobs.

Keep your notes and all documents relating to the selection process for a one-year period due to FOI requirements. (See Protocols for Maintaining Records on pages 34 and 35).

Complete the uHire file by indicating the successful candidate.

It is an important goal of Human Resources to provide a service that support managers in attracting and retaining outstanding staff by offering competitive salaries while ensuring fairness and internal equity to our employees. **Before** making salary offers please consult The HR Advisor Classification.

Draft, check and deliver a letter of offer to successful candidate to ensure correct information. Indicate the title of the position, department, start date, salary, hours of work and any specific terms and conditions (e.g. if there is to be any accommodation).

If the candidate accepts, arrange the start date.

Please send HRIS/Payroll the Recommendation for Appointment form found at <http://web.finance.uvic.ca/forms/index.php>

Sample Offering Letters



Date

Candidate Name
Address

Dear (Candidate),

Re: (Department) – (Job Title)
Competition No: _____

On behalf of the selection committee, it is with pleasure that I confirm that you have been selected as the preferred candidate for the position of (job title) within the (Department).

I am pleased to offer a starting salary of \$ _____. The position will be a regular, full-time appointment. In addition to the base salary, you will be eligible for the full benefits' package available to members of (appropriate employee group). If you have any questions, please email the Benefits Manager Suzanne Helston at shelston@uvic.ca. The complete terms of employment will be as per the Collective Agreement between the (appropriate employee group) and the University of Victoria. Also, please note that the appointment is subject to the standard probationary period of (#) months.

In conclusion, I would like to express my pleasure that you have verbally accepted this offer and that you will be starting with us on (date). I am confident that you will find the position to be both challenging and rewarding.

Yours truly,

Name
Title
Department

I agree to the terms of this offer as stated:

Candidate's name

Date

Date

Candidate Name
Address

Dear (Candidate),

Re: (Job Title) _____

It is with pleasure that I make this offer of employment to you as (job title) for the University of Victoria.

As we discussed on the phone, I wish to confirm the following:

Start date: (day, month, year)

Salary: \$_____ gross annual

The enclosed (Handbook or Collective Agreement) for (appropriate employee group) describes the terms and conditions of your employment. Please note that a probationary period applies to this position. If you have any questions, please email the Benefits Manager Suzanne Helston at shelston@uvic.ca.

Please sign below and fax to (your fax number) to confirm your acceptance of this offer.

We look forward to you joining our team.

Sincerely,

Name

Title

Department

I agree to the terms of this offer as stated:

(Candidate's name)

Date: _____

Protocol For Maintaining Records

This protocol applies to records concerning hiring or hiring recommendations made by individual managers, selection panels, advisory selection committees, search committees or any other individual or group of people entrusted by the University to recommend, participate or make decisions with respect to hiring.

- 1) Records of a search or selection may include, but are not limited to, position descriptions, recommendations for reappointment, nomination memos, application forms, committee membership lists, candidates lists, curricula vitae and resumes, career dossiers, appraisal forms, reference letters, notes of telephone references, screening and interview notes, criteria for selection, list of standard questions addressed to candidates or applicants, search or selection committee minutes, notes and reports, and related documentation and correspondence. The file should not include telephone messages, notices of meetings or draft letters and draft reports. The latter documents are all transitory records and should be destroyed at the end of the search.
- 2) Search or selection records are considered confidential. In order to maintain their confidentiality these stored in secure cabinets (locked when not in use, not in a public area, limited access to staff);
 - Provided with a file/record cover when out of secure cabinet;
 - Returned to secure cabinet if employee/committee member is called away while working on record;
 - Search and selection records should only be reviewed on a need-to-know basis by individuals directly involved in the search;
 - Stored, destroyed or transferred according to instructions on approved retention schedules.

Under the Freedom of Information & Protection of Privacy Act, a candidate/applicant in a search or competition may request access to the Committee's records. In such a case, the requester would have access to:

- Notes of the requester's interview (his or her personal information). These comprise the notes of each member of the search committee or selection group. Each person's notes become part of the file and everyone should be reminded to keep discreet notes on each applicant or candidate.
- The search committee's minutes or selection group's notes on the requester.
- References or notes of telephone references about the requester unless the information was provided in confidence. Referees should be made aware of the Freedom of Information & Protection of Privacy Act, particularly the sections relating to references (Para. 22(3)(g), 22(3)(h), 22(5)). If a reference has been supplied in confidence, in accordance with the Act, a summary of its contents must be made available to the requester if that can be prepared without identifying the referee. OR, the referee can be asked to reconsider release of the reference to the requester.

N.B. Any information about other candidates would be the personal information of each individual candidate or applicant and would not be released to another requester. The name of the successful candidate or applicant can be released because it relates to their position as an employee of the university.

- 3) The search or selection records should be kept in the office of the chair of the search/selection committee or manager responsible for the selection. At the end of the process, the interview & other notes of committee members for each candidate should be transferred to the primary file and kept for one year. In the case of competitions for staff positions, the original applications are returned to HR.
- 4) Notes of interviews should serve the following purpose:
 - As a reminder of the interview and information received;
 - To document information this might benefit the search process.

Notes should be:

Objective - avoid subjective comments;

- Factual - avoid personal opinion and irrelevant information;
- Individual - avoid combining personal information about various individuals in one report;
- Thoughtful - use common sense;
- Prepared with consideration of the Freedom of Information & Protection of Privacy Act.

Notes of interviews of each candidate should be kept separately from any notes taken to document the reasons for the decision.

G. After Hiring – Orientation

Plan a departmental orientation for the new employee. (See [Sample Orientation Checklist](#) on next page.)

Human Resources contacts the new employee to set up a Benefits appointment or arrange for documents and forms to be signed.

Human Resources will also contact the new employee to invite them to a University Orientation. These are generally held 3 times per year.



Sample Orientation Checklist

This form or a similar one may be used by your supervisor during your probationary period. The items on the checklist would normally be covered during the course of your orientation. You and your supervisor should initial each item to indicate that topic has been discussed or the appropriate document provided.

Orientation Item	--initial and make notes--		
	Within first week	Within ___ months	Within ___ months
University			
UVic Website Review			
UVic Strategic Plan			
UVic Organization Chart			
UVic Selective Policies & Procedures			
UVic Employee Handbook			
UVic Core and Leadership Competencies			
UVic Performance Development Process and Forms			
UVic Learning and Development Program			
UVic Orientation (session booked for newly hired staff)			
UVic uSource (A portal to the relevant online UVic information that you use every day)			
Benefits (arrange with Benefits office at 721-6522)			
Bus Passes			
Parking Permits			
Health & Safety (e.g. emergency procedures, accident prevention and reporting, building security, campus security, evacuation plans, ergonomics; first aid kit)			
Copy of Collective Agreement or Terms and Conditions			
SafeHaven/SafeWalk/Campus Alone			

Staff Faculty Discount Program			
Support for Students			
Department			
Introduction to Co-workers			
Employee Contact Lists			
Departmental Mission & Goals			
Departmental Policies and Procedures (including hours of work, vacation, overtime, etc.)			
Departmental Organization Chart			
Job Description			
Review of Tasks & Responsibilities, Performance Plan & Expectations with Supervisor			
Department Training			
Departmental Software			
Departmental Equipment: Fax Photocopier Keys Laptop Security			
Systems: Mail (incoming/outgoing) Security/Alarm Telephone & Voicemail Supplies Records & Files Safekeeping of belongings			
Vacation schedule/illness, etc. (entitlements – process)			
Cheque distribution / Direct Deposit Form			
Other:			

H. Term Appointments, Casual or Student Positions

Refer to the appropriate collective agreement for procedures for short-term appointments or casual employment.

Short-term/ temporary appointments are filled in the same manner as regular permanent positions, except the position has an end date.

Casual employment under CUPE 951 or 917 is restricted by the collective agreement to 21 days. If the job continues more than 21 days, it should be posted and an appointment made.

Note: “Administrative Services” is the casual pool for secretaries and is co-ordinated through Human Resources. However, there is no obligation to use “Administrative Services”. Units may obtain their own casual assistance.

Consider whether this position could be targeted to be filled by a designated group member. (e.g. Aboriginal person, person with a disability, member of a visible minority).

Contact Human Resources if you require assistance or would like more information about these types of appointments.

Appendix #1 - Human Rights Issues and Accommodation

The Human Rights Code requires employers to accommodate the needs of individuals or groups covered by the Code. The “duty to accommodate” arises where a workplace rule or job requirement, which is neutral and consistently applied, has an adverse impact on a person or group covered by the Code. The duty extends to the point at which further accommodation would cause the employer “undue hardship.” Generally, this applies to applicants or employees on the basis of a disability, religious observance or family responsibilities.

- The University’s duty to accommodate extends to the requirement to provide accommodation as needed for applicants for a position.
- It may be necessary to accommodate a person with a disability during the selection process by ensuring events are scheduled in accessible locations.
- Applicants with a disability must be assessed solely in terms of the qualifications required for the job and their ability to perform the job with or without accommodation.
- The fact that a qualified person requires some form of accommodation to perform the job cannot be held against him/her in the evaluation of candidates.
- There is an Accommodation Fund which can be used to assist in providing equipment or tools if a person with a disability is hired who requires this type of accommodation.
- Other types of accommodation may relate to flexible scheduling.
- Contact the Return to Work Coordinator in HR or the Office of Equity and Human Rights for more information.

Accommodation

- Means any temporary or permanent measure used to remove a barrier which prevents an individual from performing or fulfilling the substantive duties of the job.
- Will be provided for the identified needs of an individual in all employment areas including recruitment and retention, training, promotion, and any other condition of employment where the need for accommodation is demonstrated.
- Is based on individual circumstances and can include, but is not limited to technical aids, job redesign, workplace modification, work scheduling, employment policy and practice modification.

Undue hardship must be decided in the circumstances of each case, but would likely include:

- When there is a risk to the safety of others or a substantial risk of personal injury to the employee requiring accommodation when financial cost is such that a program or service would cease to exist due to the financial burden of the accommodation, or

other circumstances where it would be unreasonable to expect the University to bear the costs of accommodation.

- When accommodation alternatives would result in lowering standards or essential job requirements being unmet.
- When the accommodation would be unduly disruptive to a collective agreement

For further details refer to [Policy 1110. Policy Statement on Employment Accommodation.](#)

Appendix # 2 - Competency Based Behaviour Interviewing Questions

For details of competencies see: <http://web.uvic.ca/hr/managertoolkit/>

Introduction:

The Best Predictor Of What A Person Will Do In The Future Is What That Person Did In The Past In A Related Situation.

When conducting job interviews, it is important to ask questions not only about an applicant's job knowledge and skills but also of past work experiences. In particular, it is valuable to gather information in order to reveal how the applicant behaved in certain work situations. The applicant's past behavior often predicts how he/she will respond in similar future situations. This information is important because how an employee behaves in completing responsibilities is as critical as the responsibilities of the actual job. Identifying and assessing required key behaviours should contribute to the overall success of an employee in their position. In addition these questions allow the candidate to show how their knowledge, skills and abilities match those required for the job.

These questions are intended as guidelines. You may want to modify them to fit the competency requirements you are seeking. To keep your interview at an hour, choose 10 to 12 questions that cover a range of competencies. You must ask the same questions of all candidates. For more information on screening, selecting, interviewing, reference checking and orientation refer to the other chapters in the Recruitment Handbook on the HR Website.

Prior to asking behavioral interview questions, it is recommended that the interview begin with general introductory questions. The following are offered as suggestions.

General Introductory Questions

- I have reviewed your resume but would like to ask you to begin by giving me an overview of your education and experience as they relate to this position and why you are interested in this position.
- Please elaborate on one of the work experiences listed on your resume
 - What were your major responsibilities?
 - What were some of the most difficult duties of that job?
 - Who did you report to and who reported to you (title)?
 - What special skills and knowledge were needed to perform the duties in your previous jobs?
- Your resume/application lists many job changes. Tell me about that.

- How has your present/previous job changed while you've held it?
- What unique talent do you offer? Why do you feel it is unique?
- What else should I know about your qualifications for this job?
- What are some of the things your last employer could have done to keep you?

What follows is a list of behavioural based interview questions grouped by our UVic Core and Leadership Competencies. We have also included questions for general job effectiveness. These questions should assist the interviewer in identifying behaviours necessary for most positions. They may be used or modified as needed to yield information relating to the specific behaviours being sought.

A. Core Competencies

Personal Effectiveness; Commitment to Quality; Navigating Change; Communication; Building Equitable Relationships; Teamwork; University Community.

Personal Effectiveness - *demonstrates self-awareness and personal capability.*

- 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 me an example?
- Tell me about a time when your supervisor/co-workers gave you feedback about your work/actions. What did you learn about yourself?
- What have you done to further your own professional development in the last 5 years?
- Tell me about a job you had which required you to learn new things?
- Tell me 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 me about a time when you were asked to complete a difficult assignment even though the odds were against you. What did you learn from the experience?
- Discuss the highlights of your most recent educational experience. Did you accomplish any special achievements? What were your most difficult challenges?
- I noticed on your resume that you attended a training program. Please describe the training program. How have you applied what you learned to your current job?
- How have you assessed your behavioural messages and what have you learned about yourself as a result?
- In a current job task, what steps do you go through to ensure your decisions are correct/effective?

- What three specific things about your last job gave you the most satisfaction? Why?
- Please think back to a time when setting a positive example had the most beneficial impact on people you worked with. How did you determine that a strong example was needed? What was the effect on the staff?
- Describe your best boss. Describe your worst boss. Please give specific answers.

Commitment to Quality – *Improves work practices to achieve desired results and support productivity.*

- Tell me about a suggestion you made to improve the way job processes/operations worked. What was the result?
- Tell me about one of your workplace improvements that another department now uses.
- Give me an example when you initiated a change in process or operations.
- In your last job, what problems did you identify that had previously been overlooked? Were changes made? Who supported the changes as a result of your ideas?
- Describe something you have implemented at work. What were the steps you used to implement this?

Navigating Change – *Demonstrates adaptability and resilience in response to changing work environment and demands.*

- By providing examples, demonstrate that you can adapt to a wide variety of people, situations and/or environments.
- What do you do when priorities change quickly? Give me one example of when this happened?
- When was the last time you felt pressure on a job? How did the situation come about? How did you react? What made you decide to handle it that way? What effect, if any, did this have on your other responsibilities?

Communication – *Communicates effectively in conversation and writing with a broad range of people.*

Communicates Effectively

- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
- Keeping others informed of your progress/actions helps them feel comfortable. Tell me your methods for keeping your supervisor advised of the status of projects.

- Describe a work situation that required you to really listen and display compassion to a co-worker/employee who was telling you about a personal/sensitive situation.
- Describe the way you handled a specific problem involving people in your last job.
- Tell me about a time in which you had to use your written communication skills in order to get an important point across.
- Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have agreed with your perspective.
- Give me a specific example of a time when you had to handle an angry customer. What was the problem and what was the outcome?
- Tell me about a time when you and your current/previous supervisor disagreed but you still found a way to get your point across.
- Tell me about your efforts to “sell” a new idea to your supervisor.
- Give us an example of how you make your feelings known when you disagree with the views of your staff and/or management?
- What have you done to improve your verbal communication skills?
- What have you done to improve your listening skills?

Understands Others’ Perspectives

- By providing examples, convince me that you can adapt to a wide variety of people.
- Gaining the cooperation of others can be difficult. Give a specific example when you had to do that.
- Tell me about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas. What was the difference in ideas? What was the outcome? What was the long-term Impact on your ability to get things done working with this person?
- Tell me about a time when you felt your staff was under too much pressure. What did you do about it?

Resolves Conflicts Constructively

- Give me an example of a time when you were able to successfully communicate with another person even when you felt the individual did not value your perspective.
- Give me an example of when you ‘went to source’ to address a conflict. Do you feel trust levels were improved as a result?
- Tell me about a time when you and your previous supervisor disagreed but you still found a way to get your point across.

- Describe a time when you facilitated a creative solution to a problem between employees.
- Tell me about a recent success you had with an especially difficult employee/co-worker.
- Thinking of the most difficult person you have had to deal with, describe an interaction that illustrates that difficulty. Tell me about the last time you dealt with him/her? How did you handle the situation?
- Describe a time when you took personal accountability for a conflict and initiated contact with the individual(s) involved to explain your actions.
- We all come into conflict now and then. Tell me about a time when you had a conflict with someone at work; what was the problem? How did you handle it? What was the outcome?

Building Equitable Relationships – *Builds and maintains equitable relationships.*

- Tell me about a time when you had to resolve a difference of opinion with a co-worker/customer/supervisor. How do you feel you showed respect?
- Tell me about a time when you needed to give feedback to an employee with emotional or sensitive problems. What was the outcome?
- Describe the way you handled a specific problem involving others with differing values, ideas and beliefs in your current/previous job.

Builds Trust

- Think of a situation where you distrusted a co-worker/supervisor, resulting in tension between you. What steps did you take to improve the relationship?
- If you can, tell me about a time when your trustworthiness was challenged. How did you react/respond?
- Trust requires personal accountability. Can you tell me about a time when you chose to trust someone? What was the outcome?
- Tell me about a time when you had to give the “benefit of the doubt” to a co-worker/supervisor. What was the outcome?

Teamwork – *Actively collaborates with others to produce desired results in a supportive environment.*

- Gaining the cooperation of others can be difficult. Give a specific example of when you had to do that and what challenges you faced. What was the outcome? What was the long-term impact on your ability to work with this person?

- Please give me your best example of working cooperatively as a team member to accomplish an important goal. What was the goal or objective? What was your role in achieving this objective? To what extent did you interact with others on this project?
- Tell me about a time when your co-workers gave you feedback about your actions. How did you respond? What changes did you make?
- Describe a team situation you worked in where you had to contribute to the accomplishment of the team. What was the hardest part of working with colleagues? Give me an example of how you handled the problem.
- Describe a project you were responsible for that required a lot of interaction with people over a long period of time.
- How have you recognized and rewarded a team player in the past? What was the situation?
- Tell me about a course, work experience, or extracurricular activity where you had to work closely with others. How did it go? How did you overcome any difficulties?
- Describe a problem you had in your life when someone else's help was very important to you.
- Tell me 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? What was the long-term impact on your ability to get things done while working with this person?

Service Focus – *Effectively assists and serves members of the University community to meet their needs.*

- Give me a specific example of a time when you had to address an angry customer, client or student. What was the problem and what was the outcome? How would you assess your role in defusing the situation?
- Give an example of when you initiated a change in process or operations in response to customer feedback.
- Tell me about a marketing promotion/initiative or information dissemination you developed. How did it meet the customer's need?

University Community – *Values the diversity of the University's people and their cultures. Demonstrated an understanding of the University's vision, mission and goals.*

Equity and Diversity

- Tell me about a time when you had to adapt to a wide variety of people by accepting/understanding their perspectives.

- What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
- Can you recall a time when you gave feedback to a co-worker who was not accepting of others?
- Can you recall a time when a person's cultural background affected your approach to a work situation?
- How have you handled situations in which you could not understand a customer's strong accent?
- Tell me about a time when you successfully adapted to a culturally different environment.
- Tell me about a situation in which you had to separate the person from the issue when working to resolve differences?
- How have you taken responsibility/accountability for an action that may have been offensive to the recipient?
- Tell me about a time that you adapted your style in order to work effectively with those who were different from you.
- How have you reacted to conversations between co-workers that were clearly offensive to non-participants?
- Give examples of when your values and beliefs impacted your relationships with your co-workers.
- Tell me about a time when you evaluated your own beliefs or opinions around issues of difference.
- Tell me about a time when you avoided forming an opinion based upon a person's outward appearance.
- How have you made your voice heard in a predominantly male or female-dominated environment?
- What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable for them?
- Tell me about a specific time when you had to handle a tough problem which challenged fairness or ethical issues.

B. Leadership Competencies

Personal Insight and Impact; Strategic Focus; Investing in Our People; Building Our Culture; Creativity and Innovation; Problem Solving and Decision; Change Management; Achieving Results.

Personal Insight and Impact – *Strives to improve personal performance and achieve work goals through awareness of own attributes. Takes account of, and accepts responsibility for the impact of own decisions and actions on others.*

- Give me examples of how you have acted with integrity (walked your talk) in your job/work relationship.
- Tell me about a time when you took responsibility for an error and were held personally accountable.
- Describe a decision you made or a situation that you would have handled differently if you had to do it over again.
- Tell me about a tough decision you made. What steps, thought processes, and considerations did you take to make an objective decision?
- What are 3 effective leadership qualities you think are important? How have you demonstrated these qualities in your past/current position?
- Describe a leadership situation that you would handle differently if you had to do it over again.
- What is the biggest error in judgment or failure you have made in a previous job? Why did you make it? How did you correct the problem?

Strategic Focus – *Cultivates an environment in which sharing the University's vision is practiced by staff, faculty and others. Aligns work priorities, processes, and practices to achieve the desired vision.*

- Describe what steps/methods you have used to define/identify a vision for your unit/position.
- In your current or former position, what were your short and long-term goals? How long ago did you set them? Who else was involved in setting them? Which ones were achieved?
- How do you see your job relating to the overall goals of your present/previous organization?

Investing In Our People – *Demonstrates a commitment to developing, influencing and guiding others toward a high standard of performance. Creates an environment where professional growth and development is valued.*

- Tell me about a specific time when you had to handle a tough morale problem.
- Tell me about a time when you needed to address an employee's attitude. What did you say to that person? What was the outcome?
- Tell me about a time when you had to take disciplinary action with someone you supervised.
- Tell me about a time when you had to tell a staff member that you were dissatisfied with his or her work.
- Tell me about a time when you had to handle a highly emotional employee.
- Discuss a work situation in which you felt you successfully directed the work of others.

Developing Others

- Tell me about a time when you were responsible for hiring and orienting a new employee. What did you do to help them adjust?
- What have you done to develop the skills of your staff? How many of your employees have received training (any form) during the past year? What were the specific topic areas? Did they ask for the training or did you suggest it to them?
- Tell me 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? How long was the time-frame from start to finish? What was the outcome?
- Tell me about a time when you had to give feedback to an employee who displayed a lack of professionalism in their work relationships. What did they say? What standards did you set? What was the outcome?

Teamwork and Group Achievement

- Please tell me about your most successful attempt to encourage others to take action and get the job done. What led you to take these actions? Exactly how did you encourage others to take action or responsibility? What was the result of your efforts? Did anyone comment on your actions? Who? What was said? How often have you taken this type of action in the past six months?
- Tell me about a time when you needed to have co-workers working on a project who normally have different work styles/ideas. How did you pull them together?

Enables and Empowers Staff

- Tell me about a time when you needed to delegate parts of a large assignment. How did you decide whom to distribute them to? What problems occurred? What was the outcome?
- What specific information do/did you share with your staff, how often do/did you share this information and why?
- Give me a specific example of how you have empowered your staff to make independent decisions.
- Tell me about the expectations you create for staff. What are they? What factors do you consider in setting/communicating expectations?

Building Our Culture – *Fosters an environment where excellence is encouraged and supported. Creates a positive, dynamic, productive, and open-minded institution that values fairness, inclusiveness and diversity.*

Strives to Achieve Diverse Staff at all Levels

- Give me a specific example of how you helped create an environment where differences are valued, encouraged and supported.
- What have you done to support diversity in your unit?

Understands Diversity Issues and Creates Supportive Environment for Diverse Employees

- Tell me about the specific talents and contributions of your team/staff and how you have utilized these qualities to increase the effectiveness of the unit.
- What have you done to support diversity in your unit?
- Can you recall a time when you gave feedback to an employee who was unaccepting of others?

Creativity and Innovation – *Encourages and supports innovative ideas and appropriate solutions to enhance results.*

- Describe the most significant or creative presentation/idea that you developed/implemented.
- Describe a time when you came up with a creative solution/idea/project/report to a problem in your past work.
- Tell me about a time when you created a new process or program that was considered risky. What was the situation and what did you do?
- Can you give me an example of how you have been creative in completing your responsibilities?

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

Recognizes Achievements / Contributions

- Give me an example of how you and your staff have celebrated success in the past. What was the occasion?
- Tell me about a time when you were able to provide a co-worker/employee with recognition for the work they performed. What did you do?
- What consistent methods do you use to ensure that staff feel valued for their contributions?

Problem Solving and Decision Making –

Takes a broad (big picture) approach when making decisions and solving problems. Makes connections between current actions and future consequences.

- Describe an instance when you had to think quickly to free yourself from a difficult situation.
- Tell me about a politically complex work situation you were involved with.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when there was a decision to be made and procedures were not in place? What was the outcome?
- How do you go about solving problems at work?
- Tell me about a specific time when you eliminated or avoided a potential problem before it happened.
- What types of problems do you most enjoy tackling? Give me some examples of such problems you faced. What was it about the problems that you least enjoyed?
- To whom did you turn for help the last time you had a major problem and why did you choose that person?
- In some aspects of work it is important to be free of error. Can you describe a situation where you have tried to prevent errors? What did you do? What was the outcome?
- Tell me about a decision you made but you wish you had done differently.
- Tell me about an experience in which you had a limited amount of time to make a difficult decision. What was the decision and the outcome/result of your decision?
- Tell me about a time when you had to make an unpopular decision.

- Discuss an important decision you have made regarding work. What factors influenced your decision?
- Tell me about a specific time when you were given new information that affected a decision that you had already made.

Change Management – *Engages the university community to build understanding of and support for necessary change. Leads staff through change and transition.*

- Tell me about a time when your department was going through long-term changes or working on a long-term project. What did you do to keep your staff focused?
- Give me an example of a time when you helped a staff member accept change and make the necessary adjustments to move forward.
- Tell me about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs.

Achieving Results – *Demonstrates initiative and resource fullness to achieve desired goals and objectives. Strives for excellence.*

- Give me a specific example of a time when you did not meet a deadline. How did you handle it?
- Using a specific example of a project, tell me how you kept those involved informed of the progress.
- Are you better at working on many things at a time, or are you better at working on and getting results on a few specific things? Please give me two examples that illustrate this.
- Setting high expectations implies you believe the employee can deliver. Give me an example of having done this.

C. General Job Effectiveness

Initiative; Planning/Organization; Takes Responsibility; Dependability/Attendance; Job/Organizational Knowledge; Productivity.

Initiative

- Describe a situation in which you were able to use persuasion to successfully convince someone to approach things your way. At what level was the person you had to persuade?
- What risks did you take in your present/previous job? Tell me about it.

- Tell me about your efforts to “sell” a new idea to your supervisor.
- Tell me about a time when you were able to provide a co-worker with recognition for the work they performed. What did you do?
- Tell me about a time when you reached out for additional responsibility.
- Tell me about a project/suggestion that you initiated. Explain how you communicated the project/suggestion.
- What have you done in your present/previous job that goes beyond what was required?

Planning / Organization

- Give me a specific example of a time when you did not meet a deadline. How did you handle it?
- Using a specific example of a project, tell me how you kept those involved informed of the progress.
- Are you better at working on many things at a time, or are you better at working on and getting results on a few specific things? Please give me two examples to illustrate this.
- Name one of your best accomplishments, including where the assignment came from, your plans in carrying it out, how you eventually did carry it out, and any obstacles you overcame.
- 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? Tell me how you handled it. How would you assess your effectiveness?
- This is a very busy position with multiple demands. Give me an example of how you have organized your team to deal with a particularly difficult situation in this regard. How did you handle it?

Takes Responsibility

- Give me an example of a time when you did not meet a deadline. How did you handle it?
- We all face times when personal issues pull us away from work responsibilities. If possible, tell me about a time when your dependability or attendance was challenged. How did you handle it and/or remain accountable or involved in work? How long did the situation last?

Job / Organizational Knowledge

- Describe how your position contributes to your organization's/unit's goals. What are the unit's goals/mission?
- Tell me how you keep your job knowledge current with the ongoing changes in the industry.

Productivity

- Give me an example of an important goal that you had set in the past, and tell me about your success in reaching it.
- Tell me about a time when you had to complete multiple tasks/projects within a tight timeline.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Give me a specific example of a time when you did not meet a deadline. How did you handle it?
- Give me two examples of things you've done in previous jobs that demonstrate your willingness to work hard.
- Describe a course, project, or work experience that was complex. What kind of follow-up did you undertake? How much time was spent on unexpected difficulties?
- Give me an example of an important goal that you had set in the past, and tell me about your success in reaching it.
- What projects were accomplished during your previous job? How were these accomplished? What experiences did you have when meeting deadlines for project completion? Explain.
- Are you better at working on many things at a time, or are you better at working on and getting results on a few specific things? Please give me two examples that illustrate this.
- What do you consider your greatest accomplishments in your current/previous position?

Appendix #3 Action Verbs for Job Descriptions
Action Verbs List - General

Accommodated	Delegated	Kept	Selected
Administered	Delivered	Listed	Sold
Adjusted	Dealt	Located	Sourced
Advised	Demonstrated	Maintained	Specialized
Aided	Designed	Managed	Specified
Allocated	Determined	Manipulated	Supervised
Analyzed	Developed	Marketed	Transcribed
Answered	Directed	Mediated	Treated
Applied	Distributed	Met	Taught
Appraised	Documented	Modified	Typed
Approved	Edited	Monitored	Verified
Archived	Educated	Motivated	
Arranged	Employed	Negotiated	
Assessed	Entered	Notified	
Assigned	Ensured	Organized	
Assisted	Established	Oversaw	
Attached	Explained	Performed	
Attended	Figured	Placed	
Audited	Filed	Planned	
Authorized	Formatted	Practiced	
Balanced	Formulated	Prepared	
Began	Found	Presented	
Budgeted	Gathered	Promoted	
Cared for	Grouped	Proofread	
Calculated	Handled	Provided	
Checked	Hired	Published	
Collected	Identified	Raised	
Command	Illustrated	Read	
Communicated	Improved	Received	
Compacted	Implemented	Recommended	
Complete	Increased	Recruited	
Conducted	Initiated	Required	
Controlled	Informed	Relayed	
Consulted	Instructed	Reported	
Coordinated	Insured	Represented	
Counseled	Interacted	Researched	
Couriered	Interpreted	Responsible	
Created	Interviewed	Reviewed	
Customized	Investigated	Scheduled	
	Invoiced		

Action Verbs List - Trades

Adjusted	Filtered	Overhauled	Steamed
Altered	Fished	Placed	Stored
Anchored	Fitted	Planted	Straightened
Arranged	Formed	Plastered	Tailored
Assembled	Framed	Positioned	Tested
Attached	Grinded	Poured	Trained
Balanced	Hammered	Pumped	Transferred
Blasted	Handled	Raised	Transported
Bore	Harvested	Recharged	Traveled
Brazed	Helped	Reconditioned	Troubleshoot
Brushed	Hoisted	Recovered	Unloaded
Built	Inspected	Refinished	Upholstered
Calibrated	Installed	Regulated	Verified
Catered	Invented	Removed	Washed
Caught	Jumped	Renovated	Welded
Cemented	Organized	Repainted	Weighed
Checked	Laid	Repaired	Worked
Cleaned	Landed	Replaced	
Closed	Led	Replenished	
Command	Leveled	Rescued	
Compacted	Lifted	Restored	
Conducted	Loaded	Rigged	
Connected	Logged	Rotated	
Constructed	Lubricated	Safely	
Controlled	Made	Salvaged	
Cooked	Maneuvered	Sanded	
Customized	Manufactured	Sawed	
Cut	Measured	Served	
Drafted	Mended	Serviced	
Dredged	Mixed	Set-up	
Drilled	Modified	Sewed	
Drove	Mopped	Sharpened	
Dug	Mounted	Shipped	
Dumped	Moved	Smoothed	
Estimated	Nailed	Soldered	
Evaluated	Navigated	Sorted	
Examined	Opened	Sourced	
Fabricated	Operated	Spread	
Filmed	Ordered	Sprayed	