Pepperdine University
ON-BOARDING KIT

HIRING AT PEPPERDINE

INTERVIEW GUIDE

VETTING FINALISTS & RESPONSIBLE HIRING PRACTICES

ON-BOARDING CHECKLISTS

HIRING AT PEPPERDINE

Introduction

Pepperdine University is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, services, and leadership. Pepperdine expresses this mission and its Christian principles through all aspects of academic life and administrative policy. The University welcomes individual employees who actively support the University's Christian mission, and while the members of the Pepperdine community represent many religious backgrounds, the University reserves its right to favor co-religionists in order to preserve its ability to live out and fulfill its mission

Supervisor's Hiring Responsibility

At Pepperdine, individual supervisors collectively share the responsibility for selecting employees to join the community and contribute to the University's mission and strategic plan. The following should be considered in preparation for the hiring and selection process.

- It is important to hire individuals who are a best fit for the position and for the University.

    » We want to provide Pepperdine employees with great career opportunities. This is best achieved by hiring individuals who have the skills, experience, and attributes to perform well in the role.

    » In order to best serve the University, hiring managers must also consider the candidate's affinity for Pepperdine's mission. Those individuals who have a passion for purpose, service and leadership will be equipped to help achieve the University's mission and strategic plan.

- Because many alumni and friends of the University apply to Pepperdine positions, it is extremely important to create goodwill throughout the hiring process. The most important factor in preserving these valued relationships is to provide timely communication.

    » Responding in a timely manner shows respect for the individual and saves the hiring manager time in responding to applicant requests for information.

    » Please see the HR website for sample language.

- Pepperdine employees are effectively welcomed to the community.

  » Make sure everything is set up and ready to go on the first day of employment.

  » Introduce the new employee to his/her colleagues.

  » Provide adequate training.

  » Please see pages 38-41 for helpful on-boarding checklists.

- Throughout the hiring process, managers must take care to remain in compliance with federal and state employment laws.

  » All employees must complete new hire paperwork on or before the first day of employment. This includes the Federal Form I-9 which establishes an individual's identity and eligibility to work in the United States.

Hiring For Best Fit

- Please consider the following questions in determining candidates who are a best fit for Pepperdine University

  » Does the candidate have the right skill set, experience, and background for the position?

  » Is the candidate a mission fit for Pepperdine University? Do the individual's values align with the University's Christian heritage? Can the applicant speak to his/her desire to contribute to Pepperdine's mission of preparing students for lives of purpose, service and leadership?

  » Does the candidate have the interpersonal skills, characteristics, and traits needed for success in the role, office, department, and University?

  » Will the candidate fit into your team?

  » Effective teams are diverse teams, leveraging members' unique strengths and complementary approaches to work.

  » At the same time, members of the team must be able to work together toward a common goal.

Laying the Foundation with Effective Position Descriptions

EFFECTIVE POSITION DESCRIPTIONS ARE CRUCIAL TO THE ON-BOARDING PROCESS FOR SEVERAL IMPORTANT REASONS:

- Candidates will apply to your posted position based on the duties and qualifications outlined specifically in the position description.

- Future performance may need to be measured based on the employee's ability to perform the duties outlined in the job description. Sometimes disciplinary measures are required if an employee is unable to perform the tasks outlined in the job description.

- It is important that care is taken to write a clear and concise position description, and that it be regularly updated on an on-going basis to ensure consistency.

- Your interview questions should be prepared based on the duties and qualifications of the position. Additionally, questions designed to help you determine if the individual is a mission fit should be included at all phases of the selection process. At Pepperdine, it is equally important to hire individuals with the right qualifications as well as those whose values align with the University's mission.

WHAT ARE THE ELEMENTS OF AN EFFECTIVE POSITION DESCRIPTION?

- General Purpose Statement:

  » This is a clear and succinct statement of the primary reason the position exists.

- Specific Job Duties:

  » These need to be clear and concise.

  » They should begin with an action verb.

  » Always include, "other duties as assigned."

- Qualifications

  » Be very specific

  » Characterize each qualification as "required", "preferred", or "desired." Always include, "supportive of the Christian mission of Pepperdine University.

- Analysis of Time Spent Performing Exempt Duties

  » A percentage of time spent performing each duty must be assigned in order to determine if the position can qualify as an exempt, salaried position.

- Physical Requirements

  » List any physical requirements that are essential to the performance of the position, if applicable. For example "Must be able to lift and carry 20 lbs."

WHAT ARE EXEMPT DUTIES?

- According to state and federal law, all employees are subject to wage and hour laws including overtime reporting unless they qualify for one of several very specific exemptions. These include:

  » **The Executive/Managerial Exemption:** the position manages a recognized department or subdivision of the University and supervises two or more full-time employees.

  » **The Administrative Exemption:** the position engages in non-manual work which requires the exercise of independent judgment with only minimal supervision. The position also requires the incumbent to make decisions of consequence to the University on a regular basis.

- Two tests must be met:

  » **The Salary Test:** the salary for the position must be at least two times the state minimum wage based on a full 40 hours per week.

  » **The Duties Test:** the incumbent must be engaged in exempt duties more than 50% of the time.

Posting the Job

- All regular full-time staff positions must be posted on the Pepperdine Jobs Website for a minimum of 5 business days.
- Submit a new or updated position description to Human Resources at the time of posting.
- Human resources will create a job posting from the details included in the position description.
- Utilize additional questions in your job posting to help narrow down the applicant pool.
  - » Use disqualifying questions for required qualifications.
  - » Use open-ended questions to gain more insight into an applicant's writing ability, experience, and mission fit for the University.

Advertising the Position

ADVERTISING BROADENS AND STRENGTHENS THE DIVERSITY OF THE APPLICANT POOL

- Human Resources sponsors the following advertising for all Pepperdine staff positions:
  - » Higheredjobs.com
  - » Career fairs
  - » Chronicle of Higher Education (selected editions)
  - » Information distributed to local churches
- Upon request, Human Resources will coordinate with department to target additional audiences.

Reviewing Résumés

THE PURPOSE OF RESUME REVIEW IS TO NARROW THE POOL OF APPLICANTS

- Review all applications, cover letters, and résumés.

- Watch for the following red flags as you review résumés. Remember, the job application and materials are opportunities for the candidate to demonstrate professionalism, skills, and abilities.

  » Spelling, grammar, punctuation problems

  » Short- term work assignments/gaps in employment

  » Lack of attention to detail

  » Evidence that a career has plateaued or regressed

  » Failure to follow directions

- After reviewing résumés, continue to narrow down your applicant pool by sending additional questions to those applicants still being considered.

  » Present a realistic scenario related to the day-to-day duties of the position, and ask the applicants how they would respond to the situation.

  » Include a question related to the applicants' desire to promote the mission of Pepperdine in the course of their day to day work.

  » Utilize the Interview Guide on pgs 9-34

Responding to Applicants

- Responding in a timely manner shows respect for the individual and saves the hiring manager time in responding to applicant requests for information.

- Please see the HR website for sample language.

INTERVIEW GUIDE

Conducting the Interview

INTERVIEW PREPARATION

- Review application materials, including résumé and any application forms.

  » Note any jobs/experiences on which you are unclear or would like more information.

  » Note any gaps in employment.

  » **If the applicant is a former/current Pepperdine employee, please contact Human Resources to review the individual's employee file and contact the former/current supervisor.**

- Prepare the interview questions.

  » Form questions to gather information about the candidate's previous work experience.

  » Compare the duties and qualifications of your position to the candidate's information and mark which areas you will explore during the interview.

  » Modify the questions to find out possible matches/mismatches between job facets and the candidate's preferences.

  » Estimate the time needed to cover each section of the interview questions.

OUTLINE FOR OPENING THE INTERVIEW

- Greet the candidate, giving your name and position, and put the candidate at ease with welcoming remarks.

- Explain the interview's purpose:

  » To acquaint the interviewer and candidate

  » To learn more about the candidate's background and experience

  » To provide information about the position and organization

- Describe the interview plan.

  » Briefly review jobs/experiences.

  » Ask questions to get specific information about these jobs/experiences.

  » Provide information about the position and organization.

  » Answer candidate's questions about the position and organization.

  » Point out that you both will obtain information needed to make good decisions.

  » Indicate that you will be taking notes.

INTERVIEW BEST PRACTICES

- Once the list of job-related interview questions is identified, use it consistently for all applicants for the same position. This is important to ensure there is no discrimination amongst candidates.

- Ask open-ended questions which focus on behavioral descriptions rather than simply "yes or no" questions (i.e. have them describe a work situation in which they handled stress well rather than just asking if they can "handle stress well").

- Actively listen; do not do all the talking.

- Stay away from questions that have more to do with personal lifestyles than job experience - phrase the question so that the answer will describe on-the-job qualities instead of personal qualities.

- If the question is not related to performance on the job, it should not be asked.

Reference Material

INTERVIEW QUESTION GUIDE

Topic	Unacceptable		Acceptable
Reliability/Attendance	How many children do you have?	Do you have a car?	What hours and days can you work?
	Who is going to baby-sit?	Do you have a driver's license?	Are there specific times that you cannot work?
	Do you have pre-school age children at home?		Do you have responsibilities other than work that will interfere with specific job requirements such as traveling?
	[Inquiring about a car or a driver's license is acceptable only when the job duties require driving on University business, i.e. Public Safety Officer.}		*[In addition to seeing the applicant's religious background on the hire application, supervisors may ask questions regarding religion, such as: "I see that you are a Christian; what church do you attend?"}*
	{Though acceptable to ask questions regarding religion, supervisors may not ask specific and detailed questions, such as: "I heard the church is split on gay marriage; what side are you on?"}		
Citizenship/National Origin	What is your national origin?	What is your father's surname?	Are you legally eligible for employment in the United States?
	Where are your parents from?	What are the names of your relatives?	Have you ever worked under a different name?
	What is your maiden name?		
Arrest and Conviction	Have you ever been arrested?		*[While the applicant's conviction history is on the hire application, supervisors should consult with Human Resources if they wish to further inquire about the applicant's conviction details or background check results.}*
Disabilities	Do you have any job disabilities?		Can you perform the duties of the job you are applying for?
			[It is permissible to inform applicants that the job may be contingent upon passing a mental/physical examination, so long as such an exam is necessary for that particular position and all applicants are subject to an exam. Inquire at HR if your posting is eligible for a mental/physical exam.}
Emergency	What is the name and address of the relative to be notified in case of an emergency?		What is the name and address of the person to be notified in case of an emergency?
			[Request only after the individual has been employed.]
Credit Record	Do you own your own home?		No acceptable questions.
	Have your wages ever been garnished?		*[Credit references may be used if in compliance with the Fair Credit Reporting Act of 1970 and the Consumer Credit Reporting Reform Act Of 1996. Inquire at Human Resources.]*
	Have you ever declared bankruptcy?		
Military Record	What type of discharge did you receive?		What type of education, training, work experience did you receive while in the military?

INTERVIEW QUESTION GUIDE

Topic	Unacceptable	Acceptable
Language	What is your native language? [Or any inquiry into use of how applicant acquired ability to read, write or speak a foreign language.]	Inquiry into languages applicant can speak and write fluently. [Only if the job requires additional languages.]
Organizations	List all clubs, societies and lodges to which you belong.	Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job. [In that Pepperdine University is a faith-based organization, supervisors may inquire about applicants' religious affiliations. Please see appropriate questions regarding religion in the Reliability/Attendance section.}
Race or Color	What is your complexion, color of skin, coloring?	No acceptable questions.
Worker's Compensation	Have you ever filed for worker's compensation? Have you had any prior work injuries?	No acceptable questions.
Gender	Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.? What is your marital status? Do you have a spouse?	No acceptable questions. [Questions relating to gender can be discriminatory, particularly against women, as they are not job related.]
Addresses	How long have you lived at your current address? Do you own your own home? What was your previous address? How long did you reside there?	No acceptable questions.
Education	When did you graduate from high school or college?	Do you have a high school diploma or equivalent? Do you have a university or college degree?
Personal	What color are your eyes, hair? What is your weight, height? What is your age?	[Age is Irrelevant unless there is legitimate concern regarding child labor violations under the Fair Labor Standards Act, in which case you may ask for proof of age.]
Unions	Are you affiliated with any unions?	No acceptable questions. [Could be considered an unfair labor practice under the National Labor Relations Act if applicant claims he or she was not hired due to union affiliation.]
Salary	What did you earn in your last position?	What are your salary expectations for this position?
Criminal History	No questions may be asked in the recruiting process.	Questions may be asked once a conditional offer is made.

ADA Job Interview Checklist

PLEASE DO

- Ask if the individual fully understands the job. Describe the job site (location, physical surrounding, etc.). Use the official job description, Standard Operating Procedures (SOPs) and/or other current and accurate job-related documents as a common basis for the discussion. Stick to the facts.

- Ask the individual if he/she can perform all job functions. If not, is the individual unable to do an *essential* function or a *nonessential* one? If the individual believes there may be problems related to disability, rely on his/her personal experience and ask if there is another way to accomplish the task.

- **State clearly your requirements for regular and reliable attendance.**

- Cover the duties this position is responsible for completing. Focus on the end product, not simply the way it is done now or has been done in the past. Discuss the quality, quantity and timeliness of work that you will expect.

- Suggest a tour of the work site, if that would be helpful. Be aware of common areas that the individual may be interested in but may feel awkward asking about, such as the lunchroom and the restroom.

- Document the interview with enough details to be able to explain what happened and who said what to whom and then call the Center for Human Resources for advice and assistance, if necessary.

DO NOT

- Ask the individual if he/she has a disability that will prevent him/her from performing the job.

- Discuss the existence, nature or severity of an individual's physical or mental impairment even when characteristics such as missing limbs are apparent.

- Ask about a individual's health (mental or physical) or that of a family member, if he/she will need to take leave for personal treatment or the health care of someone in the family.

- Discuss the progress of an illness even if the individual volunteers information about a medical condition, its remission or treatment.

- Ask if the individual has had a drug or alcohol problem.

- Ask about the individual's workers' compensation history.

- Commit to a *reasonable accommodation* on the spot. (First, it must be discussed with Human Resources and coordinated with legal staff and others; it is approved by the organization rather than an individual supervisor.)

- Discuss irrelevant things, e.g. the individual's age, dependents and other personal matters. Instead, talk about the job only and the individual's qualifications for that specific job.

- If a subject is job-related, it may be discussed after a conditional job offer has been made. This note refers to all sorts of employment situations and issues; for example, leave request and approval.

Competency Proficiencies Definitions

An applicant's answers should be evaluated so as to identify his/her proficiency level in any given area. The proficiency level should complement the position expectations. For example, while an administrative assistant role may not require advanced fundraising skills, a director in a fundraising capacity should have appropriate experience; likewise, while a director may not need to be an expert in Microsoft Office, extensive experience may be necessary for a coordinator position.

BEING DEVELOPED

Demonstrates minimal use of this competency; limited knowledge of subject matter area; needs frequent assistance and close supervision for direction; currently developing competency.

BASIC

Demonstrates limited use of this competency; basic familiarity of subject matter area; needs additional training to apply without assistance or with frequent supervision.

INTERMEDIATE

Demonstrates working or functional proficiency level sufficient to apply this competency effectively without assistance and with minimal supervision; working/functional knowledge of subject matter area.

ADVANCED

Demonstrates in-depth proficiency level sufficient to assist, consult to, or lead others in the application of this competency; in-depth knowledge in subject matter area.

EXPERT

Demonstrates broad, in-depth proficiency sufficient to be recognized as an authority or master performer in the applications of this competency; recognized authority/expert in subject matter area.

Telephone Pre-Screen

Bringing individuals to campus for an in person interview requires significant time and resources. Often supervisors and other colleagues are involved in the process. It is helpful to narrow down the applicant pool further by utilizing telephone pre-screening interviews. Please utilize questions from the Interview Guide on pages 17-34. A telephone pre-screen may prove to be useful if it is not feasible to hold formal interviews for all job applicants or if more information is desired prior to meeting with any given applicant. The simple questions below provide opportunity to witness the applicant's verbal communication skills, thought process, and potential fit within the department and University.

- Describe yourself, your current position, and why you are interested in this particular position

- Why did you apply for this position?

- What do you think you could bring to Pepperdine that someone else could not?

- Where do you see yourself in five years?

Consider a video interview using Skype for those candidates located outside of Southern California. The Human Resources conference room may be scheduled for this purpose.

General Sample Questions

BEHAVIORAL

It is widely accepted to hire someone for his/her behavior and attitude, and then teach the technical skills required of the position; clearly there are some exceptions when certain skills are crucial to job success. These behavioral questions provide insight into the applicant's personality, character, behavior and attitude within the work environment.

- If someone asks you for assistance with a matter that is outside the parameters of your job description, what do you do?

- Describe a time when you performed a task outside your perceived responsibilities. What was the task? Why did you perceive it to be outside your responsibilities? What was the outcome?

- You are a committee member and disagree with a point or decision. How will you respond?

- How do you handle situations in which deadlines and priorities change frequently and rapidly?

- Describe a time when you were part of a great team. How did you contribute to the team's effectiveness?

- Give an example of a time when you had to deal with a difficult co-worker. How did you handle the situation?

- Describe a time during your previous employment when you suggested a better way to perform a process?

- Describe a personal or career goal that you have accomplished and why that was important to you.

- What strengths did you rely upon in your last position to make you successful in your work?

- Describe a situation you wish that you had handled differently based on the outcome. What was the situation? What would you change (or will you change) when faced with a similar situation?

COMMUNICATION SKILLS

Miscommunication can account for many workplace breakdowns and challenges. It is crucial that hirees have exceptional communication skills not only to maintain a healthy and productive work environment, but also to reflect the professionalism and excellence of Pepperdine. The questions below have been formed so as to observe how well the applicant conveys ideas, connects with an audience, and perceives the importance of written communication.

- Why have you applied for this position?

- Give an example of how you carefully consider your audience prior to communicating with them. What factors influence your communication?

- When do you think it is best to communicate in writing? When do you think it is best to communicate face-to-face?

- Have you ever given a presentation to a group? How did you prepare for it? What would you do differently?

- Describe a time when you were able to overcome a communication barrier.

- Please share a recent accomplishment of which you are proud.

- Describe your work background, and explain how you think it relates to the current opening.

- What would you have liked to do more of in your last position? What held you back?

- What skill set do you think you would bring to this position?

- What are your short-term and long-term goals?

- What are your qualifications in your area of expertise, i.e., what skills do you have that make you the best candidate for this position? Include any special training you have had (on-the-job, college, continuing education, seminars, reading, etc.) and related work experience.

- What areas would you like to further develop? How do you plan to go about achieving that?

- What are your career path interests?

- What do you know about our University?

- Why should we hire you?

- If the position required it, would you be willing to travel or relocate?

- If you were offered this position, when would you be available to start?

- Now that you have learned about our University and the position for which you are applying, what hesitation or reluctance would you have in accepting this job if offered to you?

- Tell us anything else you would like us to know about you that will aid us in making our decision.

CREATIVE THINKING

While creative thinking may be instrumental in an artistic position, this quality may also prove useful for changing job processes, problem solving, evaluating departmental functions and creating new programs or initiatives. The questions below provide opportunity for the applicant to demonstrate his/her ability to quickly discuss vague questions in a meaningful way and potentially tie the answers to the position for which he/she is applying.

- What was the most creative thing you did in your last job?

- What is your interpretation of "success"?

- Describe an ideal work environment or "the perfect job."

- In what ways do you express your personality in the workplace?

- What is the best book you have read in the last year? Please take a minute and discuss what you liked about it.

DIVERSITY

Diversity is not only part of the Christian mission and heritage of Pepperdine University, but is also instrumental in the success of this institution. Pepperdine welcomes people of all backgrounds to help achieve the mission of the University. All hirees must understand the importance of and promote diversity within the professional and academic environment at Pepperdine.

The interviewer is encouraged to provide the interviewee with Pepperdine's diversity statement:

"Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine University is committed to providing a work environment free from all forms of harassment. It is the purpose of the University to pursue the very highest academic and employment standards within a context which celebrates and extends the spiritual and ethical ideals of the Christian faith. Pepperdine is religiously affiliated with the churches of Christ. While students, faculty, staff and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the right to seek, hire and promote persons who support the goals and mission of the institution, including the right to prefer coreligionists."

- How has your experience and background prepared you to be effective in this environment with this stance on diversity?

- What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?

- What kinds of experiences have you had working with others with different backgrounds than your own?

- What does it mean to have a commitment to diversity and how would you develop and apply your commitment at this University?

- What efforts have you made, or been involved with, to foster diversity competence and understanding?

- What have you done to further your knowledge about diversity? Have you included diversity in your professional development? How have you demonstrated what you have learned?

- What strategies have you used to address diversity challenges? What were the positives and negatives?

INTERPERSONAL

Pepperdine prides itself on its closely-knit community, the ability of its members to graciously overcome workplace challenges, and the desire for collaboration in the workplace. Interpersonal skills are paramount in the University's unique culture; the ability to work harmoniously and productively with co-workers and constituents is a requisite for continued growth at Pepperdine.

- What are your strengths?
- Describe how you like to be managed, and the best relationship you have had with a previous supervisor.
- What would your previous/current co-workers say about you or your work style/habits?
- Describe what you see as both your strengths and weaknesses related to this position.
- Explain the phrase "work ethic" and describe yours.
- What methods do you use to make decisions? When do you find it most difficult to make a decision?

- Describe a difficult time you have had dealing with an employee, customer, or co-worker. Why was it difficult? How did you handle it? What was the outcome?
- What do you think are the best and worst parts of working in a team environment? How do you handle these dynamics?
- How would your past employers describe your response to hectic or stressful situations?
- Which do you prefer: A business that is run in an efficient business-like manner OR a business that is run in a personal and friendly way?

LEARNING

Continued learning is both good business practice and important for professional and personal growth. Workplace trends and changing regulations affect University processes and job functions; each area is expected to know current trends affecting its industry. By expanding knowledge and improving job functions, University employees will continue Pepperdine's mission of purpose, service and leadership.

- Describe a time when you took a new job or took on new responsibilities that required a very different set of skills.
- What sorts of things have you done to become better qualified for your career?

- To which professional organizations do you belong?
- Have you ever trained or presented at a professional conference?
- Under what conditions do you learn best?

MANAGING CHANGE

Today's fast-paced and ever-changing work environment requires that workers be flexible and adaptable. People respond to change and stress in different ways, and the questions below seek to understand the applicant's work behavior in regards to change and varying office dynamics.

- People react differently when job demands are constantly changing. How do you react to this?
- Have you ever been caught unaware by a problem or obstacle that you had not foreseen? What happened?

- What kinds of events cause you stress on the job?
- How comfortable are you with change? Give an example.
- Do you see yourself as a detail-oriented or a big-picture person? Explain.
- During a major departmental change (i.e. re-organization), what do you expect from your supervisor? How do you manage such changes?

MISSION FIT

In that "Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values," it is essential that employees understand and contribute to the mission and vision of this institution. The applicant's answers to the questions below may very clearly demonstrate his/her identification with, and dedication to, the heritage and direction of the University.

"Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership."

- Describe your ability and desire to promote the University's mission.
- Describe your identification with the mission of Pepperdine University and its values.

- How would you incorporate the mission into the job tasks in the job description for which you are applying?
- Why are you interested in working at an institution with the above-described mission?

PROBLEM ANALYSIS/SOLVING

Because of the ever-changing business climate, problems arise constantly. Whether from internal issues or external regulations, individuals encounter issues that affect the way in which business is conducted; it is important for employees to analyze and solve problems that face the department. The questions below seek to provide insight into the critical thinking process and analytical skills of the applicants.

- Describe a time that you solved a problem others around you could not.

- What was one of the toughest problems you ever solved? What process did you go through to solve it?

- Do people come to you for help in solving problems? Why?

- How do you begin to solve a problem that initially seems insurmountable?

- What do you do when you are faced with an obstacle to an important project? Give an example.

- How do you analyze different options to determine which is the best alternative?

PRODUCTIVITY/TIME MANAGEMENT

Productivity and time management are of the utmost importance in the non-profit setting; not only must employees serve the needs of their constituents but also ensure that their area contributes to the operations of the University. The ability to effectively manage time also reflects upon the person's use of judgment – either knowing how to balance multiple projects or understanding the need to ask for guidance from the supervisor.

- When you have a lot of work to do, how do you get it all done? Give an example.

- Tell me about your productivity and time management skills?

- Describe a time when you identified a barrier to your (and/or others') productivity and what you did about it.

- Describe a time when you recommended a change to procedure. What were the cost and/or productivity savings?

- How do you determine what amount of time is reasonable for a task?

- Is punctuality really that important?

TEAMWORK

Today's global business environment demands that our work overlap with other disciplines. The ability to work effectively with others – be it co-workers, other departments, or outside constituents (students, parents, alumni, donors, government agencies, vendors, etc.) – allows employees to most effectively contribute to the University's vision of being a global, leading institution. The following questions allow insight into the applicant's interaction with others.

- When groups work together, conflict can sometimes arise. Tell me about a time that conflict occurred in one of your work groups and what you did about it.

- Tell me what role you generally play within work groups and why.

- How would people with whom you work describe you?

- Tell me about the most effective contribution you have made as part of a task group or special project team.

- Tell me about a time you pitched in to help someone finish a project even though it was not "your job." What was the result?

- Have you ever been in a position where you had to lead a group of peers? How did you handle it? Tell me about problems you had and how you handled them.

- What is essential for a team to be successful?

- Tell me about a time you worked in a cross-functional team. Were there different challenges compared to a departmental task team?

WORK QUALITY

Pepperdine has a tradition of excellence both in and out of the classroom. The University's quality of work reflects everything within the institution – its esteemed position in higher education, its community members, and its commitment to the University's Christian mission and vision. These work quality questions seek to understand the applicant's stance toward detail-oriented work, workplace excellence, and communication to University constituents.

- Tell me the steps you take to monitor the quality of your work.

- Have you ever contacted a constituent with the sole purpose of seeking feedback about a product or service you delivered? What did you learn? What did you change?

- Describe a time you received unsolicited feedback from a constituent about your work. What did you do? What improvements/changes were suggested or made?

- Tell me how the quality of your work impacts others around you.

Managerial Sample Questions

CHANGE

Managers have the task of effectively leading departments and people through workplace change to meet the varying needs of the University. Whether change is good for employees, the department, the University, or all of the above, managers must competently navigate their areas through change for the most positive outcome possible.

- Have you ever had to champion an unpopular change? How did you handle it?

- Describe your interest in filling this position.

- What do you think is the role of this position in strategic planning for the organization?

- How do you stay informed of current ideas on management and higher education in general?

- Are there any programs, policies, or actions of Pepperdine University with which you have concerns or differences?

- If you are hired for this position and are still with Pepperdine five years from now, how do you think the University will be different?

- If you disagree with a newly implemented, University-wide policy, how do you go about discussing this policy with your staff?

- Describe a decision you made which would normally have been made by your supervisor. What was the outcome?

EXPERIENCE

People take on managerial positions in a variety of ways; some are promoted, some transfer areas, and some come from outside organizations. While applicants may be excellent in many respects, it is beneficial to know their background and qualifications for a managerial position so that appropriate guidance may be offered to them. The questions below seek to understand how the applicant manages people and also how their experience is relevant to Pepperdine's culture.

- Describe your current or previous position and how you helped the organization accomplish its goals and mission.

- Describe your experience in leading and managing an organization similar to ours.

- Describe your fiscal management experience: budgeting, reporting, cutting costs, building and maintaining reserves.

- How have you participated in an organization's planning process?

- Explain, step by step, how you have handled an employee who experienced performance problems.

- What coaching or mentoring experience have you had, either with groups or one-on-one? How did you determine the appropriate way to coach/mentor the individual and what were the results?

- What is the largest number of employees you have supervised and what were their job functions?

- Are you best at dealing with day-to-day operations or with concepts, envisioning and future planning? Give an example.

- What is the most valuable thing you have learned in the past year? Why?

- Have you ever faced a significant ethical problem at work? How did you handle it?

- Give some examples of how and when you served as a spokesperson for your current or most recent organization.

STYLE OF MANAGEMENT

The are many different styles, philosophies and components of management; it is important to understand the applicant's management practice and evaluate whether or not it is appropriate for the area or people that he/she will supervise. The questions below provide insight into the applicant's style of managing people and conducting business.

- Describe your management style in regards to people, teamwork, and direction?

- Based upon what you have read and heard, what ideas do you have about continuing and increasing the success of the University?

- What was the most challenging personnel issue you have had to deal with and how did you handle it?

- Describe a time when you have come across questionable business practices. How did you handle the situation?

- Management requires both good writing and good verbal skills for communication. When it comes to giving information to employees that can be done either way, do you prefer to write a memo OR talk to the employees?

- When making a decision to terminate an employee, do you find it easy because of the organization's needs OR difficult because of the employee's needs?

- How do you inspire others to achieve their best?

- Managing requires motivating employees as well as accomplishing tasks. Do you find it more natural to point out what is wrong so employees can accomplish tasks competently OR praise employees for their work and then point out what may need correcting?

- Managers need good information and mangers need to make good decisions. Do you tend to gather information up to a deadline in order to make a better-informed decision OR gather just enough information to make a good decision quickly?

- Why do you think employees should seek to improve their knowledge and skill base? How would you motivate them to do so?

- Tell me about your experiences with staff development. How do you think your current or most recent staff would describe you?

- What is your interpretation of servant-leadership?

- Describe a time when you needed to discipline someone who reported directly to you.

Function-Specific Sample Questions

ACCOUNTING

Positions with accounting elements usually demand both finely-tuned skills and the ability to communicate often difficult concepts to those outside of the finance arena. These questions may help identify the applicant's level of and experience in accounting.

- Describe some recent projects with which you were involved to improve efficiency/effectiveness in your area. What did you do?

- Describe a time when you have come across questionable accounting practices. How did you handle the situation?

- Have you completed month-end/year-end closing? How much experience do you have with this?

- Describe your most challenging encounter with month-end/year-end closing. How did you resolve the problem?

- With what type of audits have you been involved? Describe challenges you have faced.

- Describe a time when you had to pay particular attention to detail.

- Describe a time when you had to communicate a difficult financial concept in an easily understandable manner.

- How do you generally prioritize multiple, concurrent, important tasks?

ADMINISTRATIVE

While most jobs include administrative tasks that must be attended to, the quantity and skill level of these duties should be congruent with the position's requirements. These questions seek to understand how the applicant's experience compares to the position.

- Describe a time when you had to deal with a difficult supervisor, co-worker or customer. How did you handle the situation?

- Give an example of how you stay organized while juggling multiple tasks.

- Give an example of when you have worked under time constraints.

- Was there a time when you struggled to meet a deadline? Describe the situation.

- What is unique about your work style?

- Describe a time when you made a mistake at work. How did you deal with this situation and what was the outcome?

- What do you think your last supervisor would say about you and your work?

- Each supervisor is a little different; my management philosophy /style is _____. In what way do you think that your work style would compliment mine? What challenges or adjustments do you forsee?

- What experience do you have scheduling meetings and conferences, and ordering catering and materials for meetings?

- How would you describe your skills in Word, Excel, PowerPoint, and Access (and any relevant software used in the job)? Beginner, intermediate, or advanced?

- What is your philosophy for managing the administrative process in an office?

CUSTOMER SERVICE/HOSPITALITY

Every employee at Pepperdine serves constituents in some capacity, whether it is coworkers, other departments, or outside constituents. These questions gain insight into an applicant's experience with customers, attitude toward service, and willingness to ensure his/her constituents always enjoy a good experience.

- How do you think your constituents would describe you and your work?

- Describe a time when you exceeded a constituent's expectations.

- How do you go about establishing rapport with a constituent? Give an example.

- Describe a process or system that you improved so that your customer would be better served.

- Describe a time when you asked for feedback on your customer service skills from your manager/co-worker and then used that response to improve your work.

- Describe a time when you knew that your constituent might not get what he/she needed on time. How did you handle the situation?

- Describe a time when you had to say "no" to a constituent because it was against company policy.

- Describe a time when you had trouble working with a difficult or demanding constituent. How did you handle the situation?

- Describe a situation in which you "lost it" or did not do your best with a constituent. What did you do about this?

- How do you go about deciding what strategy to employ when dealing with a difficult constituent?

- We all have constituent or clients – who are your clients and how do you identify them?

- What have you done to improve relations with your constituents?

- How would you define guest satisfaction?

- Give an example of one thing that is important in building repeat-customer business.

- What specific process do you go through when a constituent is dissatisfied?

- Describe a time when you had to deal with a difficult guest-relations problem.

- "Yes" is the word guests like to hear. However, if you had to say "no," how would you do it?

- How well do you communicate with others? What communication techniques do you use?

FUNDRAISING

As a private, non-profit institution, Pepperdine relies very heavily on gifts from donors and friends of the University; it is of the utmost importance that those who will meet and work alongside donors represent the best of Pepperdine. These questions seek to understand the applicant's fundraising experience as well as the extent to which the applicant may work with donors in the given position.

- In a previous position, did you have any assigned job, goal, or dollar expectations? How was your performance in relation to those expectations?

- Why are you interested in working at a higher-education, not-for-profit organization? Why Pepperdine specifically?

- What are your best and worst experiences in fundraising?

- If you had the perfect job in fundraising, what would it be?

- What are your strengths as a fundraiser?

- How do you go about developing people as donors?

- How do you handle someone who is unhappy?

- This position may seem glamorous. What work hours do you expect? Are you willing to give away some of your free, social time during off business hours? Are you willing to travel?

- Can you get along with anybody for the good of the cause?

- Have you worked with donors on a short term (annual fund) or long term basis?

- Can you carry on conversations with people you have never met?

- How are your dress and personal attire appropriate for this position?

- How do you handle different levels of sophistication?

- Are you willing to ask for a gift?

- Have you asked for a gift? At what level? Was it over the phone, in the mail, or in person? Did you ask friends or people you have never met before?

- What was the longest you worked with donors before asking for a gift? If you got it, did you continue the relationship?

- Do you find your own prospects or did your supervisor give you direction?

- Have you planned or executed events? What were they and what were they like?

- With what kind of software system of reporting are you familiar?

- Did you have staff support, and how did you use their assistance?

- Are there any training programs that were useful to you?

RECRUITING

Recruiting is an essential component for Pepperdine's continued success and growth; because of our Christian mission and unique community-oriented culture, the University demands people of a certain caliber who will thrive at Pepperdine's professional and esteemed institution. The questions below may allow insight into the applicant's understanding of the role of recruiting, as well as his/her experience and intuitive skills in the field.

- Why did you choose a career in recruiting? Alternatively, what interests you in recruiting?

- What qualities and skills do you think a successful recruiting professional should have?

- What non-recruiting skills should a successful recruiting professional possess?

- What type of relationship ought to exist between recruiting and administration? What about the relationship between recruiting, sales, and service?

- Discuss your experience in recruiting research.

- Discuss a recruiting nightmare in which you were involved.

- Of the following list, in which area of recruiting do you have experience and which do you prefer – direct mail, telephone, television, radio, Web-based, combination of any of these?

- Discuss two recruiting accomplishments that were very successful or of which you are most proud.

- What educational courses or experience have prepared you for a recruiting position at Pepperdine?

- What kind of training have you had in Web-based recruiting?

- Are there any types of recruiting that you consider unethical?

- Discuss a recruiting position you have held where part of your pay was based on your own recruiting results.

- What three things are most important to you in a recruiting position?

- Having read about the University and met with several recruiting heads here, what ideas do you have on how Pepperdine can improve its recruiting efforts?

PROJECT MANAGEMENT

Project management may be a significant part of any given position; the ability to manage many smaller projects that contribute to the overall goal is essential. These questions ask of the applicant's project management experience, ability to effectively oversee many people and projects, and means of communication to different audiences.

- Describe a long-term project for which you were responsible that required you to communicate with numerous people and departments. How large and varied was the target audience?

- What do you enjoy most about managing projects?

- Describe a time when you dealt with a project-management-related problem that tested your knowledge.

- Describe the most important written report that you had to complete.

- Describe a time when you solved a problem that appeared to be unsolvable.

- Describe your normal experiences during a typical day in your current position.

- Describe a time when you were instrumental in creating a good relationship with another department within your organization.

- What do you believe is your most honed project management skill?

- Describe your most challenging project.

- Describe a time when you had to make a very important and difficult decision that affected everyone in the department.

- How do you keep your team from feeling overwhelmed when various projects in process are equally important?

- Give an example of a time when you had to quickly change project priorities. How did you do it?

- What type of person do you believe makes a good project manager? What type of personality traits must this person have?

- What means do you use to communicate step-by-step processes when making a critical decision that involves other team members?

- Describe the workload at your current or previous position. How do you feel about it? What would you change about it, if you could?

INFORMATION TECHNOLOGY

Positions with an information technological component often demand requisite skills specifically needed for the position. The sample questions below may be customized to meet the needs of the job while determining the experience and skill level of the applicant.

- What software can you effectively support? Specify which programs and give an example of a software program issue that you have resolved.

- Are you Microsoft Certified in any of the M/S Office Suite programs?

- Do you have any hardware certifications?

- Are you able to effectively troubleshoot hardware issues? Specify what hardware you can troubleshoot and give an example of a hardware issue you have resolved.

- What characteristics do you believe are essential for a technical support employee? Out of the characteristics you just described, which one is your strongest characteristic?

- Explain the technical qualifications you would bring to a position here at Pepperdine.

- Describe a past situation when you provided excellent customer service to a user.

- Explain the customer support qualities you would bring to a position here at Pepperdine.

- If you had several technical requests from other staff all at one time, how would you determine which issue to address first?

- Describe a situation when you worked with or assisted a non-technical work group or staff person.

VETTING FINALISTS & RESPONSIBLE HIRNG PRACTICES

As you reach the last phase of the selection process, it is very important to follow through by thoroughly vetting finalists. As hiring managers, we collectively share the responsibility to ensure a safe and secure campus community. The steps outlined below should be followed prior to any offer of Pepperdine employment.

STEP ONE: CHECK REFERENCES

- Speak to former employers. Ask specific questions related to the employee's performance, attendance and punctuality, attention to detail, and general fit for the position in your department.

- For internal applicants, speak to the current/previous supervisor, and review the employee's personnel file.

STEP TWO: CONDUCT BASIC INTERNET SEARCH

- Most individuals leave a "cyber foot print" on the internet consisting of content posted to web and social media sites. In many cases, this information is publicly available through a basic internet search. While it is very important to avoid discrimination in hiring based on legally protected classes (for example, race, sex, national origin, etc.), a basic internet search may reveal content which is inconsistent with the University's values and mission statement. It is appropriate to check publicly viewable content on social media sites, however, please do not try to "connect" or "friend" applicants during the recruitment process.

STEP THREE: CONDUCT A BACKGROUND CHECK

- University policy requires a criminal, educational, and employment background screening be performed on all new faculty and staff, as well as faculty and staff at the time of promotion or transfer. Human Resources coordinates the background check screening process once a contingent offer of employment has been extended to the final candidate.

OPTIONAL STEP: SKILLS TESTING

- Human Resources offers a variety of skills testing programs for use in vetting specific skills of final candidates. Many options are available including the following:

  » Writing Skills   » Data Entry

  » Typing   » MS Office Applications

ON-BOARDING CHECKLIST

Pre-Arrival

TECHNOLOGY AND COMMUNICATION

- Review list for technology access and complete any additional forms. (On-Boarding website)

- Request Employee's access to shared network drives/printers and department Outlook accounts, if applicable. (Information Technology, website)

  » Set-up Employee's phone and voicemail capabilities. (Information Technology, website)

  » Obtain Employee's Long Distance Access code. (PBN) (HELP Desk, 4357)

- Request assistance in moving or setting up computing equipment for Employee. (HELP Desk)

- Schedule PeopleSoft Training. *(Information Technology, Web site)*

  » Request proper EPM, Finance, HR and Student PeopleSoft access for Employee, if applicable. (Information Technology, website)

  » Ensure Network is created and ready.

OFFICE AND ACCESS

- Identify appropriate date for Employee to attend Orientation with Human Resources.

- Obtain any necessary office/department keys for Employee. *(Locksmith, 4101)*

- Request special parking/building access for Employee, if appropriate *(Department of Public Safety, 4700)*

- Create or identify Employee's mail box location.

- Order business cards and nameplate for Employee, if appropriate. *(PeopleSoft Requisition for Printing Services)*

- Clean and tidy Employee's workspace, phone, and computer keyboard.

- Consider purchasing a plant or flower to welcome Employee to his/her new workspace.

- Purchase basic office supplies for Employee's workspace.

- Provide Employee with the department or school staff handbook, if appropriate.

On the First Day

- Direct Employee to complete new hire paperwork, complete I-9 form, and obtain ID card at Human Resources.

- Tell Employee the appropriate Monday to attend New Employee Orientation with Human Resources.

- Discuss the Introductory Period and any related expectations (punctuality, expected lunch schedule, etc.).

- Provide an office tour and introduce Employee to coworkers in the area.

- Provide Employee with a copy code.

- Notify Employee of the appropriate parking locations.

- Review timekeeping procedures in Kronos.

FINANCE

- Request purchasing and travel credit cards for Employee, if appropriate. *(Finance, website)*

- Request appropriate spending authority for Employee. *(Finance, website)*

During the First Week

- Introduce Employee over e-mail to those outside the immediate department (internal and external) with whom he/she will regularly work.   C

- Add Employee to appropriate staff meeting lists and email distribution lists.

- Add Employee to department website (if applicable).

- Ensure Employee completes and submits the Driver Status Form to the Office of Insurance & Risk.

- Show Employee how to access and use Wavenet. Ask Employee to review his/her emergency contact information in Wavenet.

- Update Employee's information on the online Faculty/Staff Directory. *(Directory website)*

- Encourage Employee to attend President Briefings and other University-sponsored events upon appropriate office coverage.

- Invite Employee out to lunch with co-workers or bring in coffee.

- Review:

    » Confidentiality policy and procedures
    » Campus map
    » Phone and emil distribution list
    » Internal mailing procedures
    » Phone/voicemail procedures
    » Emergency protocol (fire staging area)
    » Department manuals

- Meet with Employee for the following:

    » Provide an explanation of the daily schedule or office routine.
    » Discuss procedures for time-off, calling in sick, etc.
    » Establish office dress code expectations (regular office attire, meeting attire, Friday attire).
    » Remind Employee to complete Sexual Harassment Training no later than 2 weeks from his/her hire date.

» Ensure Employee understands relationship between his/her job, the department, and the University.

» Review department function and fit with the University mission and strategic plan.

» Discuss any other questions Employee may have.

New Employee Orientation

TOPICS COVERED AT NEW EMPLOYEE ORIENTATION INCLUDE:

- Pepperdine University culture, history and mission

- Equal opportunity and diversity

- Mandatory sexual harassment prevention training information

- Payroll/Kronos policies and procedures

- University-wide expectations, performance assessments, tuition remission

- Malibu campus tour

- Risk management and emergency procedures

- Wellness opportunities

- Benefits package for regular employees

PEPPERDINE UNIVERSITY