

PURPOSE | SERVICE | LEADERSHIP

RECRUITMENT GUIDE

HUMAN RESOURCES

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HIRING AT PEPPERDINE



Dear Supervisors,

Hiring the right person is the single most important thing we do, knowing Pepperdine will only ever be as good as those who work toward its mission every day. As we work toward Pepperdine's 2030 Strategic Plan Ascend Together, we must "hire, develop, retain, and resource exceptional staff members and administrators who will serve the University's vibrant community and culture of missional excellence through their work."

To that end, Human Resources has updated and expanded this Recruitment Guide (previously called the On-boarding Kit), providing you with resources and checklists to aid you in the hiring process from advertising an open position to onboarding your new employee. Please use the information in this guide to inform, enhance, and streamline your recruiting and onboarding processes, and know that Human Resources is ready and glad to assist you with this important role of building the future of Pepperdine. Your dedication to the recruitment process will cultivate and strengthen our community, and your team's work will help Pepperdine continue to offer transformative educational experiences for our students.

With gratitude,



Kyle Stiemsma
Director, Human Resources

A SUPERVISOR'S HIRING RESPONSIBILITIES

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:

HIRE FOR BEST FIT

- It is important to hire individuals who are the best fit for the position and for the University.
 - We want to provide Pepperdine employees with great growth and development opportunities. This is best achieved by hiring individuals who have the skills, experience, and qualities to perform well in the role at hand.
 - In order to best serve the University, hiring managers must also consider the candidate's affinity for Pepperdine's mission. Those individuals who care about our students and want to see them strengthened for lives of purpose, service, and leadership will be equipped to help the University achieve its mission and strategic plan.
 - Please consider the following questions in deciding whether a candidate is the best fit for Pepperdine:
 - Does the candidate have the right skill set and experience for the position?
 - Is the candidate a mission fit for Pepperdine? Do the candidate's values align with the University's Christian heritage? Can the candidate speak to their desire to contribute to Pepperdine's mission of preparing students for lives of purpose, service, and leadership?

HIRE FOR MISSION FIT

The Importance of Hiring for Mission Fit

- Hiring is one of the most important decisions we make, given Pepperdine and our teams will only be as good as the people who work toward our mission each day.
- Pepperdine's Christian mission is the University's major differentiator and competitive advantage over other organizations.

- Hiring for mission fit is crucial for Pepperdine’s continued growth and success, and yet can be elusive. Below are resources to assist you hire the best candidate who will promote our mission.

Heritage, Unity, and Diversity

- Hiring for mission fit can be elusive because, true to our identity, we do not require statements of faith or offer a litmus test for sets of beliefs. Rooted in our Churches of Christ heritage, our open-ended, and sometimes ambiguous, mission allows us to emphasize unity among diversity.
- Our mission precludes us from seeking uniformity in those who comprise the workforce, and rather offers a winsome, open invitation to all people, from every background, to join and promote the Pepperdine mission of offering excellent Christian education. Our faith commitment expects and demands diversity in those who join our community.

Ask Questions, Set Expectations, and Shape Perceptions

The hiring process is not only a time to ask questions to candidates, but an opportunity to begin setting expectations and shaping perceptions of future employees. Suggestions for hiring managers:

- **Ensure the mission is incorporated in every stage of the hiring process.**
 - Speak personally to the mission by sharing your Pepperdine story, and why you choose to stay. Explain how you and your team live out the mission through your work. Ask mission-related questions in interviews. Sample mission fit interview questions can be found on pages 41-42.
- **Have a fair and consistent, but unscripted, process.**
 - Ask the same set of questions to all candidates, though also ask specific follow-up or clarifying questions to candidates based on their responses. Not being robotic in the interview process puts the candidate at ease and reflects the relational aspect of hiring.
- **Share context about the role, team, and University.**
 - Discuss Pepperdine’s mission, describe the culture of the team, identify shared values at the University and division levels, and articulate the qualities and measures of success for new team members. Articulate how you see the mission played out among different people and areas.

Assessing for Mission Fit

Below are some questions to help you determine if a candidate may be a good mission fit:

- Does the candidate share a Christian background?
- How well did the candidate appear to understand and resonate with our mission based on their application, cover letter, and initial response to questions?
- When the mission is explained, is the candidate ambivalent or enthusiastic?
- In answers to your questions, does the candidate articulate values associated with character such as integrity and trustworthiness?
- Knowing Pepperdine and your team will only be as good as each person part of it, will Pepperdine be better, worse, or the same if you hired this candidate?
- What values or language does the candidate share (such as those we affiliate with our mission, Code of Ethics, and culture)?
- How confident are you in explaining why/how this candidate will contribute toward the mission?

ADHERE TO EMPLOYMENT LAWS

- Throughout the hiring process, supervisors must take care to remain in compliance with federal, local, and state employment laws.
 - For example, we must not discriminate based on a protected class. We also want to follow legal requirements that must be met when a new employee is hired such as the federal Form I-9.
- Determine the appropriate employee classification (regular, restricted, temporary, etc.) Please note that independent contractors and consultants must pass the "ABC Test" codified by California's AB5 law. For assistance, please contact Human Resources.

CREATE GOODWILL

- Because many alumni and friends of the University apply to Pepperdine positions, it is important to create goodwill throughout the hiring process. The most important factor in preserving these valued relationships is timely communication with applicants.
 - Responding in a timely manner shows respect for the individual and saves the hiring manager time in responding to numerous requests for updates.
 - Approved email templates are provided for each stage of the recruitment process in the applicant tracking system, PageUp.

WELCOME NEW EMPLOYEES

- Finally, supervisors have the responsibility of welcoming new employees into the community and positioning them for success. To accomplish this, they must do the following:
 - Make sure everything is set up and ready to go on the first day of employment.
 - Identify a peer mentor to provide ongoing support.
 - Introduce the new employee to their colleagues.
 - Provide adequate and comprehensive training.
 - Provide regular feedback.
 - Provide growth and development opportunities.

INCLUSIVE HIRING PRACTICES

Creating equal opportunity for applicants and promoting a diverse workforce are priorities driven by Pepperdine's Christian mission. As Richard T. Hughes reminds us in his lecture *The Idea of a Christian University*, "We cannot serve Jesus without serving the diversity of peoples and cultures that abound in our world." As you seek to add to the University's unique and diverse community through hiring, the following checklist has been prepared to help you ensure no one is inadvertently alienated or excluded, and that all are welcomed in fairness, kindness, and a spirit of belonging.

UNDERSTAND IMPLICIT BIAS IN DECISION-MAKING

We all have biases. Shaped by our unique life experiences, biases allow our brains to simplify and speed up information processing. Implicit, or unconscious, bias refers to the attitudes or stereotypes that affect how we think, act, and make decisions without our direct awareness. Having these automatic biases does not make you a bad person, but taking the time to recognize and address them will help ensure you are treating everyone with dignity and respect. For resources to better understand and combat the negative effects of implicit biases, please contact Human Resources.

WRITE A POSITION DESCRIPTION THAT PROMOTES INCLUSIVITY

Human Resources creates the job posting directly from your position description. The language in the posting is what allows candidates to picture themselves in the role and at Pepperdine. We want to be mindful of ways we might be unintentionally unwelcoming to diverse talent. Consider the following as you draft or edit the position description before you begin recruiting:

- Eliminate stereotypically gender-coded words such as "competitive" and "dominant."
- Avoid language that could be perceived as discriminatory such as "recent grad."
- Eliminate gendered pronouns (he, she, etc.). Instead, use "the employee," "the incumbent," etc.
- Decide which qualifications are absolutely required and which are highly preferred so as to not unnecessarily limit your applicant pool.
- Emphasize Pepperdine's intimate community and the ways our Christian mission calls us to create a community of belonging and inclusivity.

EXPAND YOUR APPLICANT POOL THROUGH STRATEGIC ADVERTISING

The more you advertise your position, the more diverse your applicant pool will be. In addition to automatically advertising your position on HigherEd Jobs, Indeed and LinkedIn, Human Resources partners with a third-party advertising agency to provide additional advertisement opportunities, often at discounted rates.

INCLUDE DIVERSE VIEWS AND VOICES IN YOUR INTERVIEW PROCESS

While supervisors ultimately have the best knowledge of what a job requires, one way to combat implicit bias and expand our inclusive community is to include other voices throughout the hiring process. Have colleagues look through resumes to see things you might have missed, and when interviewing candidates, consider including colleagues from different backgrounds than you.

- If you are unsure about how to include different voices in your hiring process, please contact Human Resources for recommendations.

ASK SPECIFIC QUESTIONS ABOUT PEPPERDINE'S MISSION

Working at Pepperdine means having access to world-class opportunities, benefits, and facilities, in addition to being part of an intimate community committed to Christian hospitality and belonging. When interviewing candidates, be sure to emphasize the type of place Pepperdine is and the type of place we want to be, as well as ask targeted questions of each candidate to ensure they understand and long to contribute to our shared mission. Examples of interview questions that speak to our mission can be found on pages 41-42.

AVOID DISCRIMINATORY INTERVIEW QUESTIONS

When interviewing candidates, it is your responsibility to ensure each person is treated with dignity, respect, and fairness. In addition to this expectation that guides everything we do as supervisors, it is imperative to understand our Equal Employment Opportunity policy: "Pepperdine is an Equal Employment Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal, state, or local law.

Pepperdine is committed to providing a work environment free from all forms of harassment and discrimination. Engaging in unlawful discrimination or harassment will result in appropriate disciplinary action, up to and including dismissal from the University." In addition to the *Interview Questions to Avoid* section on pages 34-35, below is a quick guide of general questions and statements to include in the hiring process, as well as questions, statements, and discussions to carefully avoid:

DO NOT:

- Ask if candidates have a disability that will prevent them from performing the job.
- Discuss the existence, nature, or severity of a candidate's physical or mental impairment, even when physical characteristics are apparent.
- Commit to accommodation requests on the spot. Accommodations must be discussed with Human Resources and General Counsel; these are approved by the University rather than an individual supervisor.
- Ask about health issues (mental or physical) or these of their family members, or whether they will need to take leave for personal care or to care for someone in the family.
- Discuss the progress of an illness, even if the candidate volunteers information about a medical condition, its remission, or treatment.
- Ask about criminal history.
- Ask about gender, marital status, or personal relationships.
- Discuss irrelevant details such as age, dependents, and other personal matters. Everything discussed should relate directly to the job and the specific qualifications for the job.
- Ask about national origin, surname, native language, race, ethnicity, skin color, or complexion.
- Ask about workers' compensation history.
- Ask about salary history (asking about salary expectations for this position is okay).
- Ask about drug or alcohol usage.

DO:

- State clearly your requirements for regular and reliable attendance, and all other relevant expectations.

- Ask if candidates fully understand the job. Cover the duties this position is responsible for completing, focusing 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.
- Ask if candidates are able to perform all job functions. If not, are they unable to perform an essential duty or a nonessential one? If candidates believe there may be problems related to disability, rely on their personal experience and ask if there is another way to accomplish the duties in question. Please contact Human Resources for advice and assistance if necessary.
- 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.

SAVE INTERNET AND SOCIAL MEDIA SEARCHES FOR THE FINAL STAGES OF RECRUITMENT

As a hiring best practice, Human Resources recommends doing a basic internet and social media search before extending an offer to a successful candidate, as most individuals leave a "cyber footprint." Publicly available information may reveal content that is inconsistent with the University's mission and values.

Seeing an applicant's pictures, however, provides insight into their age, gender, race, and ethnicity. Therefore, in order to avoid discrimination and further curb the negative effects of implicit bias, this important step should be left to the very final stage of the recruitment process and not completed until you are ready to extend an offer. Please note that while it is appropriate to check publicly viewable content on search engines and social media sites, you should never try to access an applicant's private pages. In addition, never "connect" or "friend" applicants during the recruitment process.

STAFF RECRUITMENT PROCESS



1.

Create, edit, and review the position description



2.

Submit a Job Posting Request



3.

Review applications, screen candidates, and communicate with applicants



4.

Make an offer



5.

Begin onboarding

CRAFTING THE POSITION DESCRIPTION

You can create, edit, review, and submit position descriptions for approval through the University's applicant tracking system, PageUp. Please review the quick [reference guide](#) for navigating the system, and contact employment@pepperdine.edu for assistance.

IMPORTANCE OF EFFECTIVE POSITION DESCRIPTIONS

- Candidates will apply to your posted position based on the specific duties and qualifications outlined in the position description.
- An employee's performance will be measured by their 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 to write a clear and concise position description and to update it regularly as the position evolves and expands.
- You should prepare interview questions 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 skills for the position as it is those who are able to articulate an affinity for the University's mission.

ELEMENTS OF A POSITION DESCRIPTION

- Purpose
 - Visible to the job seeker when the position is posted
 - Written so as to entice job seekers to apply
 - Description of why the position exists and how it contributes to the University's mission and strategic plan
- Job Duties
 - Should be clear and concise
 - Should begin with an action verb
 - Always include "Perform other duties as assigned" and "Uphold University mission through work performed" as two of the duties

- Assign a percentage to each duty representing the amount of time that will be allocated to each task. Duties should be listed in order from highest percentage to lowest. This assists Human Resources in the evaluation of FLSA (exempt or non-exempt) status.
- Ensure all duties add up to 100% with the exception of "Uphold University mission through work performed," which does not count toward the total
- Qualifications
 - Consider what is actually essential/required and what is preferred/desired and classify each qualification as such.
 - Consider listing desired soft skills, such as oral and written communication skills.
 - Setting too many qualifications as "required" may deter capable candidates from applying.
- Physical Requirements
 - List any physical requirements that are essential to the performance of the position. For example, "Must be able to lift and carry 20 lbs."
 - In PageUp, the position description function makes this simple by allowing hiring managers to select "never," "occasionally," "frequently," or "constantly" for a wide range of physical requirements for the position.
- Inclusive Language
 - When a job description is inclusive, it allows for a wide range of different people to more easily see themselves in the role and decide to apply. Please reference the *Inclusive Hiring Practices* on pages 10-13 for more details.

POSTING THE POSITION

Per Section 2.1 of the University Policy Manual, all regular, full-time staff positions must be posted on jobs.pepperdine.edu for a minimum of five business days.

- Submit a new or updated position description to Human Resources at the time of posting.
 - Once the position description has been reviewed and approved by Human Resources, you will receive an automated email prompting you to submit a job posting request.
- Job posting requests require several approvals. Please allow 3-5 business days for this process to be completed.
 - Upon receiving full approval, Human Resources will email you a final draft of the job posting language for your review.
- Posting Location
 - Jobs can be posted internally and/or externally upon request. Internal job postings can be found in WaveNet in the "Employee" tab under "Internal Job Postings."
- Salary Range
 - While Human Resources leaves it to your discretion, posting a salary range can save time. Applicants who cannot work within this range will most likely not apply. However, if you prefer to receive applications from every interested party and negotiate the salary after the best fit is determined, it is recommended that you list "commensurate with experience."
- Work Location (Remote or Hybrid)
 - Please note that eligibility for remote or hybrid work is evaluated on a case-by-case basis, taking into consideration both the position and the employee.
 - Upon hire, an employee and their supervisor may submit a Remote Work Request to be reviewed and approved by the University in accordance with the [University Policy Manual](#).
- Email Notifications
 - Hiring managers can sign up to receive email notifications for new applications.

- Hiring Committees
 - Hiring managers can assign hiring committee access to allow other team members to review applications.
- Removing Job Postings
 - Please contact Human Resources to take down a posting from the jobs site.

ADVERTISING THE POSITION

Advertising broadens and strengthens the diversity of the applicant pool.

- All of our staff positions posted on jobs.pepperdine.edu are automatically scraped by Indeed and LinkedIn. Additionally, Human Resources sponsors additional advertisement for all positions at HigherEdJobs.com, and represents the University at career fairs.
- Upon request, Human Resources helps hiring managers identify appropriate job boards for strategic advertising initiatives. Please contact employment@pepperdine.edu for pricing and additional information.

APPLICANT SCREENING GUIDE



APPLICANT SCREENING

REVIEWING RESUMES

The purpose of reviewing resumes is to narrow down the pool of applicants.

- Review all applications, cover letters, and resumes.
- Watch for the red flags below as you review applications and supporting materials. Remember, this is the candidate's opportunity to demonstrate their professionalism, skills, and abilities:
 - Spelling, grammar, and punctuation errors
 - Short-term work assignments or gaps in employment
 - Lack of attention to detail
 - Evidence that a career has plateaued or regressed
 - Failure to follow instructions
- Cover letters should be sincere and specific to both the job to which the applicant is applying and the University as a whole. Watch for language that may indicate that the candidate has not thought through the duties of the position and tailored their words accordingly.
- If the applicant is a former or current Pepperdine employee, please contact Human Resources to schedule a time to review their employee file.

ADDITIONAL SCREENING QUESTIONS

After reviewing resumes and cover letters, continue to narrow down your applicant pool by sending additional open-ended questions to the applicants still being considered. These questions allow you to dig deeper and gain more insight into an applicant's writing ability, experience, and mission fit for the University. An email template for this recruitment stage can be found in PageUp. Consider the following prompts, as well as utilize the Interview Questions on pages 36-53.

- Present a realistic scenario related to the day-to-day duties of the position and ask the applicant how they would respond to the situation.
- Include a question related to the applicant's desire to promote the mission of Pepperdine in the course of their day-to-day work.

- Include a question that showcases the applicant's commitment to diversity in the workplace.

PHONE INTERVIEW

Bringing an individual to campus for an in-person interview requires significant time and resources. Often supervisors and other colleagues are involved in the process. Before committing to this step, it may be helpful to complete a pre-screen phone interview with your candidate.

A phone interview may also prove to be useful if more information is desired prior to meeting with any given applicant. The simple questions below provide an opportunity to evaluate the applicant's oral communication skills, thought process, and potential fit within the department and University.

Sample questions can be as simple as the following:

- Describe yourself, your current position, and why you are interested in this particular position.
- Why did you apply for this position?

INTERVIEW GUIDE



INTERVIEW GUIDE

INTERVIEW PREPARATION

- Consider a video interview using Zoom or other web-conferencing platforms for candidates located outside of Southern California.
- Prepare interview questions to gather information about the candidate's previous work experience.
- Compare the duties and qualifications of your position to the candidate's resume and background and mark which areas you will explore during the interview.
- Estimate the time needed to cover each section of the interview questions.

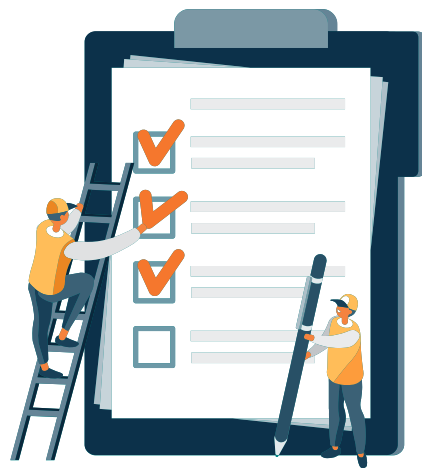
OPENING THE INTERVIEW

- Greet the candidate, providing your name, position, and background, putting the candidate at ease with welcoming remarks.
- Explain the purpose of the interview:
 - To acquaint the interviewer and candidate
 - To learn more about the candidate's background and experience
 - To provide information and answer questions about the position, the department, and the University
 - To determine if the candidate is a good fit for the role and if the role is a good fit for the candidate

INTERVIEW BEST PRACTICES

- Use the same list of job-related interview questions for all applicants to ensure fairness and consistency.
- Ask open-ended questions rather than "yes/no" questions. For example, have candidates 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 a candidate's personal lifestyle than with job-related experience. Please reference the *Interview Questions to Avoid* on pages 34-35.

VETTING FINALISTS & EXTENDING OFFERS



VETTING FINALISTS & EXTENDING OFFERS

As you reach the last phase of the selection process, it is very important to thoroughly vet finalists. Hiring managers collectively share the responsibility to preserve the University's safe and secure community. It is critical to conduct the appropriate due diligence on new employees who will be accessing University systems, and facilities and interfacing with colleagues and students. The steps outlined below should be followed prior to any offer of Pepperdine employment.

STEP ONE: CONDUCT A BASIC INTERNET SEARCH

- Most individuals leave a "cyber footprint" on the internet consisting of content posted to the web and social media sites. In many cases, this information is publicly available through a basic internet search, which may reveal content that 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," "follow," or "friend" applicants during the recruitment process.

STEP TWO: SKILLS TESTING (Optional)

- 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 prompts
 - Typing
 - Data entry
 - Microsoft Office
- Custom skills tests tailored to specific roles are also available upon request.

STEP THREE: CHECK REFERENCES

- Inform your finalist(s) that you must contact their references. Candidates often prefer to reach out to their references prior to hiring managers contacting them.

- 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, always speak to the current/previous supervisor and review the employee's personnel file.
- Please reference page 52 for reference check sample questions.

STEP FOUR: MAKE A VERBAL OFFER

- Verbal offers include the salary, schedule, and potential start date.
- All verbal offers should be made contingent upon successful completion of a criminal, educational, and employment background screening, as well as successful reference checks.
 - Please note, Human Resources coordinates the background check screening once a contingent offer of employment has been extended.
- Any salary higher than the approved maximum budgeted amount and any title adjustments from the original posting must be reviewed by Human Resources prior to making a verbal offer. Human Resources will evaluate proposed changes to ensure equity across the University.

STEP FIVE: COMMUNICATE WITH APPLICANTS

To conclude a recruitment process, all applicants must receive communication regarding their application status.

- Timely communication is crucial throughout the hiring process. Responding in a timely manner shows respect for the individual and saves the hiring manager time in responding to applicant requests for information.
- To assist you with this, Human Resources has prepared sample communication templates, housed in PageUp, for each stage of the application process.
- Please note, hiring managers should not provide feedback to unsuccessful applicants. If asked, please contact Human Resources for assistance.
- If you have received more than one qualified applicant, please invite the runner-up to apply for any other open positions at the University. Human Resources is glad to meet with candidates you think would be a good fit at Pepperdine in order to help them find the right position.

ONBOARDING



BEFORE THE FIRST DAY

ENSURE YOUR EMPLOYEE ATTENDS NEW EMPLOYEE ORIENTATION

- New Employee Orientation (NEO) is held at the Malibu campus on the third Monday of each month and attendance is required for all new staff. New employees will receive an email invitation to the first orientation following their start date, and their direct supervisor will be invited to join them for lunch from 12pm-1pm.

IDENTIFY A PEER MENTOR

- Consider appointing someone in your department or major area to act as a peer mentor to your employee. This person can help introduce your employee to other colleagues and share helpful resources. Please notify Human Resources of the name of the peer mentor so we can provide them with resources.

COMPLETE A NEW COMPUTER SETUP REQUEST

- Complete the [New Computer Setup](#) form in Etrieve to schedule an appointment with IT on your employee's first day.

REVIEW YOUR EMPLOYEE'S NETWORK ID AND UNIVERSITY EMAIL ADDRESS

- Once employees have completed their electronic onboarding forms, Human Resources will activate their employment record. You will receive an email from IT that includes your employee's NetworkID (NTID), Pepperdine email address, and instructions to set their password.

REGISTER YOUR EMPLOYEE FOR IT TRAININGS

- New Employee Technology Orientation (NETO) provides new employees with a crash course on how to use common University technologies and systems, such as SecureConnect, WaveNet, Kronos, Sharp printers, and Cisco phones. In addition, IT offers trainings on a number of other helpful topics. See the [IT Training and Event Calendar](#) to read about and enroll in these classes.

ORDER BUSINESS CARDS

- Order business cards with the employee's title, extension, and email address by contacting [Pepperdine University Printing Services](#).

SCHEDULE I-9 APPOINTMENT WITH HUMAN RESOURCES

- The week before the start date, please schedule a time for your employee to complete the Form I-9 with Human Resources on your respective campus.
 - Employees who are not working within a commutable distance of one of Pepperdine's campuses may complete their I-9 with Human Resources remotely.

PREPARE THE EMPLOYEE'S WORKSPACE

- It is important to make sure your employee's workspace is clean, welcoming, and supplied with everything needed to immediately begin performing their duties. The following is a short checklist of items to consider:
 - Clean the desktop, drawers, telephone receiver, etc.
 - Supply the desk with basic office supplies, such as pens, paper clips, and notepads.
 - Purchase flowers or a plant to place on the desk, along with a greeting card to welcome the new employee.
 - If the department utilizes a central mailbox system, make sure a mailbox is labeled with the employee's name.

CONTACT THE EMPLOYEE

- Call or email new employees to reiterate your excitement that they are joining your team. Provide them with information about their first day, including the following:
 - What time and where to report
 - Parking instructions
 - Lunch instructions, such as where to store a brought lunch and where to purchase lunch around the area. Inform them if you will be taking them to lunch on their first day so they can prepare accordingly.

- Dress code (including parameters for casual Friday if applicable)
- Reminder to bring the following:
 - Form I-9 documents
 - License plate number and make/model/year of their car for a parking permit

THE FIRST DAY

FIRST DAY CONSIDERATIONS

It is a supervisor's responsibility to create an environment where employees will grow, develop, and thrive. Invest time to warmly welcome your new employees and communicate clear expectations to set them up for success.

- Have your employee visit Human Resources to complete the Form I-9.
- Provide an office and campus tour.
- Introduce your new employee to coworkers and constituents.
- Take new employees to lunch and help them connect with the Pepperdine community.
- Discuss parking locations, department policies, and procedures.
- Review Kronos timekeeping procedures.
- Discuss the introductory period and related expectations.

THE FIRST WEEK

ETRIEVE ACCESS

Now that your new employee has an active job record, their name will populate in Etrieve and you may begin submitting access requests for them, including the following:

- Key and building access
- University credit card application
- Sharp copiers and printers

OTHER CONSIDERATIONS

- Add your employee to the department website and email distribution lists.
- Provide them with instructions on on accessing WaveNet and the Community site.
- Encourage them to attend President's Briefings and other University-sponsored events.

THE FIRST FEW MONTHS

FEEDBACK AND OPPORTUNITIES

- Meet regularly to provide feedback, praising the employee's outstanding performance and calling out any areas that require improvement. Think about ways you can continue to provide your new employee with growth and development opportunities. Once the employee has mastered the position, how can you leverage their skills and talents to better your department?

REFERENCE MATERIALS



INTERVIEW QUESTIONS TO AVOID

| TOPIC | UNACCEPTABLE | ACCEPTABLE |
|---|---|--|
| UNIONS | <ul style="list-style-type: none"> • Are you affiliated with any unions? | <ul style="list-style-type: none"> • No acceptable questions. • (Could be considered an unfair labor practice under the National Labor Relations Act if the applicant claims he or she was not hired due to union affiliation.) |
| CITIZENSHIP / NATIONAL ORIGIN | <ul style="list-style-type: none"> • What is your national origin? • Where are your parents from? • What is your maiden name? • What is your father's surname? • What are the names of your relatives? | <ul style="list-style-type: none"> • Are you legally eligible for employment in the United States? • Have you ever worked under a different name? |
| ARREST AND CONVICTION / CRIMINAL RECORD | <ul style="list-style-type: none"> • Have you ever been arrested? • Do you have a criminal history? | <ul style="list-style-type: none"> • Pre-offer: Under the state of California's "Fair Chance Act," private and public employers with five or more employees are prohibited from asking applicants about criminal history or including criminal-history questions on job applications. • Post-offer: After an offer of employment has been extended and accepted, employers are permitted to make inquiries about certain criminal convictions. For example: Have you ever been convicted of a misdemeanor or felony? • *Supervisors should consult with Human Resources before inquiring about the applicant's conviction details or background check results.* |
| DISABILITIES / MEDICAL HISTORY | <ul style="list-style-type: none"> • Do you have any job disabilities? • Are you expecting? When are you due? | <ul style="list-style-type: none"> • Can you perform the duties of the job you are applying for? <ul style="list-style-type: none"> ◦ (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 Human Resources if your posting is eligible for an exam.) |
| CREDIT RECORD | <ul style="list-style-type: none"> • Do you own your own home? • Have your wages ever been garnished? • Have you ever declared bankruptcy? | <ul style="list-style-type: none"> • No acceptable questions. • (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. Ask Human Resources if your posting is eligible for a credit check.) |
| ORGANIZATION AFFILIATION | <ul style="list-style-type: none"> • List all clubs and societies to which you belong. | <ul style="list-style-type: none"> • Inquire into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform a job. |
| WORKERS' COMPENSATION | <ul style="list-style-type: none"> • Have you ever filed for worker's compensation? • Have you had any prior work injuries? | <ul style="list-style-type: none"> • No acceptable questions. |

| TOPIC | UNACCEPTABLE | ACCEPTABLE |
|--------------------------|---|---|
| RACE OR COLOR | <ul style="list-style-type: none"> • What is your complexion, color of skin, coloring? | <ul style="list-style-type: none"> • No acceptable questions. |
| GENDER | <ul style="list-style-type: none"> • Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.? • What is your marital status? • Do you have a spouse? | <ul style="list-style-type: none"> • No acceptable questions. • (Questions relating to gender can be discriminatory, particularly against women, as they are not job related.) |
| ADDRESSES | <ul style="list-style-type: none"> • 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? | <ul style="list-style-type: none"> • No acceptable questions. |
| EDUCATION | <ul style="list-style-type: none"> • When did you graduate from high school or college? | <ul style="list-style-type: none"> • Do you have a high school diploma or equivalent? • Do you have a university or college degree? |
| PERSONAL | <ul style="list-style-type: none"> • What color are your eyes, hair? • What is your weight, height? • What is your age? | <ul style="list-style-type: none"> • No acceptable questions regarding physical features. • (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.) |
| RELIABILITY / ATTENDANCE | <ul style="list-style-type: none"> • Who is going to babysit? • Do you have pre-school age children at home? • Do you have a car? • Do you have a driver's license? • (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.) | <ul style="list-style-type: none"> • What hours and days can you work? • Are there specific times that you cannot work? • Do you have responsibilities other than work that will interfere with specific job requirements, such as traveling? |
| SALARY | <ul style="list-style-type: none"> • What did you earn in your last position? | <ul style="list-style-type: none"> • What are your salary expectations for this position? |
| POLITICS | <ul style="list-style-type: none"> • Who did you vote for? • What are your thoughts on the election? | <ul style="list-style-type: none"> • No acceptable questions. |
| MILITARY RECORD | <ul style="list-style-type: none"> • What type of discharge did you receive? | <ul style="list-style-type: none"> • What type of education, training, work experience did you receive while in the military? |

GENERAL SAMPLE QUESTIONS

BEHAVIORAL

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?
- When you are working with a large number of constituents, it can be difficult to deliver excellent service to them all. How do you go about prioritizing their needs?

COMMUNICATION SKILLS

Miscommunication accounts for many workplace breakdowns and challenges. It is crucial that new hires 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 can help determine how well the applicant conveys ideas, connects with an audience, and perceives the importance of various modes of 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 next time?
- 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 this position.
- What would you have liked to do more of in your last position? What held you back?
- What skills would you bring to this position?
- What are your short-term and long-term goals?
- 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?
- 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.
- Tell me about a time you needed to get information from someone who was not very responsive. What did you do?
- Tell me about a time when you have had to explain something complex to a seemingly frustrated constituent. How did you handle a delicate situation such as this?

CREATIVE THINKING

Creative thinking is crucial for changing job processes, problem-solving, evaluating departmental functions, and launching new programs or initiatives. The questions below provide an opportunity for applicants to demonstrate their ability to quickly discuss vague questions in a meaningful way and potentially tie the answers to the position for which they are 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 also instrumental in the success of this institution. Pepperdine welcomes people of all backgrounds to help achieve the mission of the University. All hires must understand the importance of and promote diversity within the professional and academic environment at Pepperdine. Please reference Section 1 of the University Policy Manual for the Equal Employment Opportunity statement.

- How has your experience and background prepared you to be effective in this environment?
- 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? What do diversity, equity, and inclusion (or community and belonging) mean to you and why do you believe it is important?
- What is your approach to understanding the perspectives of colleagues from diverse backgrounds?
- How would you advocate for community and belonging with colleagues who do not understand its importance?
- Was there a diversity value at your past employer? If so, how did you contribute to this standard?
- What do you believe is the most common mistake in the way that an organization approaches diversity?
- Can you give an example of how you made your colleagues feel a sense of community and belonging on a daily basis?
- Describe a time when a project or decision you made was enhanced by including diverse perspectives.
- How would your vision for this position be aligned with the University's commitment to community and belonging?
- How do you challenge stereotypes and biases to promote inclusion?
- Can you tell me about a time when you changed your style of work to more effectively communicate with a person from a different background?
- How do you believe the value of diversity and belonging interfaces with the University's Christian mission of strengthening the lives of students for purpose, service, and leadership?

INTERPERSONAL SKILLS

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 relational 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?

LEARNING

Continued learning is both a 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 further 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?
- How comfortable are you with change? Give an example.
- Do you see yourself as detail-oriented or a big-picture person? Explain.
- During a major departmental change (e.g. a re-organization), what do you expect from your supervisor? How do you manage such changes?

MISSION FIT

"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."

It is essential that employees understand and meaningfully contribute to the mission and vision of Pepperdine. The applicant's answers to the questions below may demonstrate their identification with, and dedication to, the heritage and direction of the University.

- 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 daily tasks of this position?
- Why are you interested in working at an institution with the above-described mission?

- Please articulate the mission of Pepperdine and describe how you would contribute to this mission in this role.
- What experiences do you have that align with the mission?
- What values do you prioritize in the workplace?
- What are ways you think faith can be lived out in the workplace?
- What is the higher purpose/calling you've worked toward? What do you hope to work toward in this role?
- What do you think you can contribute to Pepperdine, the culture, the mission, this team, this position, and this position's constituents?
- How have you seen work accomplished through relationships? In what ways do you do this well?
- Based on this position, how do you think you could deliver values such as hospitality, and excellence to constituents?
- How would your supervisor or colleagues describe your work? What would they say was your lasting legacy in your organization?

PROBLEM ANALYSIS & SOLVING

At work, problems arise constantly. Whether from internal issues or external regulations, individuals encounter issues that affect the way business is conducted. It is important for employees to analyze and solve problems facing the department. The questions below seek to provide insight into the critical thinking process and analytical skills of applicants.

- Describe a time 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?
- How do you begin to solve a problem that initially seems insurmountable?
- What do you do when you are faced with an obstacle in an important project? Give an example.
- How do you analyze different options to determine the best alternative?

PRODUCTIVITY & TIME MANAGEMENT

Productivity and time management are of the utmost importance in the non-profit setting. Employees must serve the needs of their constituents and ensure their area contributes to the operations of the University, using limited resources. 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.

- Describe how you would handle a situation in which you were required to finish multiple tasks by the end of the day and there was no conceivable way in which you could do so.
- 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 our work overlap with other teams and 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 effectively contribute to the University's vision of being a global, preeminent 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 workgroups and what you did about it.
- Tell me what role you generally play within workgroups 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 part of your regular job duties. 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 working within your own department?

WORK QUALITY

Pepperdine has a tradition of excellence both inside and outside 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 clear communication with 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.

SUPERVISORIAL SAMPLE QUESTIONS

CHANGE

Supervisors 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, supervisors 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?
- What do you think is the role of this position in strategic planning for Pepperdine?
- 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 would you go about discussing this policy with your staff?
- Describe a decision you made that would normally have been made by your supervisor. What was the outcome?

EXPERIENCE

People take on supervisory 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 supervisory position so that appropriate guidance may be offered to them. The questions below seek to understand how the applicant supervises 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 strategic or budget 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? 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 an example of how and when you served as a spokesperson for your current or most recent organization.

STYLE OF MANAGEMENT

There 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?
- When making a decision to terminate an employee, how do you balance the organization's needs and the employee's needs?

- Management requires both good writing and good verbal skills to ensure clear 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? Why?
- How do you inspire others to achieve their best?
- Managing requires motivating employees as well as accomplishing tasks. How do you balance grace and accountability? How do you provide meaningful feedback?
- Managers need good information and managers need to make good decisions. How do you balance the need to research and gather information with the need to make good decisions 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 a recent project you were involved with 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?
- 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 and important tasks?

ADMINISTRATIVE

Administrative support professionals carry out a variety of administrative tasks to help a department and its members stay organized and operate efficiently. These questions seek to understand how the applicant's experience compares to the demands of 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 would your last supervisor would say about you and your work?
- Each supervisor is a little different; my management style is _____. In what way do you think that your work style would complement mine? What challenges or adjustments do you foresee?
- What experience do you have scheduling meetings and ordering catering and materials for meetings?
- How would you describe your skills in Word, Excel, PowerPoint, and Google Workspace (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 students, coworkers, other departments, or outside constituents. These questions gain insight into an applicant's experience with customers, attitude toward service, and willingness to ensure their constituents always enjoy a good experience.

- How would your constituents 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 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 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 where you 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 constituents or clients – who are yours and how do you serve them with excellence?
- What have you done to improve relations with your constituents?
- How would you define customer satisfaction?
- What specific process do you go through when a constituent is dissatisfied?
- Describe a time when you had to deal with a difficult customer or constituent.
- "Yes" is the word constituents 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 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 an unhappy donor?
- How do you tailor your dress and personal attire for specific audiences?
- 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?
- What experience do you have finding your own prospects?
- Have you planned or executed events? What were they and what were they like?
- What kind of database systems are you familiar with for recording gifts and meeting notes?
- In your previous roles, did you have staff support? How did you use their assistance?
- Are there any training programs that have been 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 seeks out students who thrive in Pepperdine's culture of excellence. The questions below may allow insight into the applicant's understanding of the role of recruiting, as well as their experience and intuitive skills in the field.

- Why did you choose a career in recruiting? Alternatively, what interests you about 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 conducting research for recruiting.
- Discuss a recruiting mishap in which you were involved.
- Discuss two recruiting accomplishments 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?
- 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 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 that you were responsible for that required you to communicate with various people and departments. How did you adapt your communication to effectively communicate with a diverse 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 strongest 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 and demanding?
- 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

Technical positions often demand a very specific skill set and competency level. 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 systems can you effectively support? Give an example of a software program issue that you have resolved.
- Do you have any hardware certifications?
- Are you able to effectively troubleshoot hardware issues? 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?
- Explain the technical qualifications you would bring to a position here at Pepperdine.
- Describe a past situation when you provided excellent customer service to an end user.
- Explain the customer support qualities you would bring to a position 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 nontechnical workgroup or staff person.

REFERENCE CHECK SAMPLE QUESTIONS

Reference checks are a crucial step in the final stages of the recruitment process. Once you identify your finalist(s), please inform them that you will be contacting their references. Candidates often prefer to connect with their previous (or current) supervisor(s) prior to hiring managers contacting them. These questions will help you confirm the information on the finalists' resumes and applications, as well as provide additional insight into their skills, knowledge, and abilities.

- Can you describe how you know this candidate?
- What have you found to be this candidate's top strengths?
- What opportunities does this candidate have for growth?
- On a scale of 1-5 with 1 being poor, 2 being below average, 3 being average, 4 being above average, and 5 being superior, how would you rate this candidate's:
 - interpersonal skills, written skills, attention to detail, time management and organizational skills, etc.
- Have performance, punctuality, or behavior ever been a concern? Do you have any concerns about this candidate's fit for employment?
- Describe the position. Would you recommend this candidate for this type of role?
- If given the opportunity, would you rehire this candidate?