HARVARD T.H. CHAN SCHOOL OF PUBLIC HEALTH

Hiring Manager's Toolkit

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Section I - Introduction

As a hiring manager, you play a critical role in the selection and retention of Harvard's workforce. Selecting the right candidate for a job opening is one of your most important functions as a manager.

To assist you in this process, you have a dedicated partner in your recruiter and a robust recruitment management system in ASPIRE. The University's goal is to use ASPIRE to capture and maintain all recruitment information, including hiring manager notes and decisions, in one system of record.

During all phases of the recruitment process, your recruiter will work with you to ensure the end results are successful and compliant by identifying top-tier candidates and conducting the search using Harvard's rigorous recruitment practices that are guided by federal regulations and University policy.

We hope this guide will serve as a tool and a reference for you as a hiring manager at the Harvard School of Public Health.

Section II - Position Posting Process

Step I - Drafting a Job Description

Prior to the initial meeting with your Recruiter, you should make an outline of the required skills and ideal background a candidate should possess in order to be successful in the position. In the outline, you should include the following:

- List the specific duties that the employee will perform

- Describe the attributes an employee will need in order to fulfill the position's responsibilities

- Consider what specific skills, qualifications and group them as follows:
    - Required (basic qualifications)
    - Educational degrees
    - Physical prerequisites
    - Prior work experience
    - System knowledge / experience (e.g., PeopleSoft)
    - Certifications

- Preferred (additional qualifications)
    - List attributes that the best candidate would possess

- Write the job title

- Write a list of professional organizations or known professional contacts that would be good for sourcing candidates.

Your Recruiter, as well as your HR Partner, are here to assist you in drafting the job description. Please refer to contact information at the back of this guide to find your HR Partner as well as contact information for your Recruiter.

Step II - Completing the Position Posting Form

Complete the Position Posting form and send to your HR Partner. You can download the Position Posting form from SPH's HR I-Site here. The Position Posting Form is located under the Recruitment and Selection heading. Once completed, please forward to your HR Partner.

Instructions for Completing the Position Posting Form

Section I - Administrative Contacts: In this section, please provide the name and contact information of the hiring manager and the Department Administrator. Please also identify who will be receiving resumes for the position. Resumes are sent in HUID secured links, therefore only the contact(s) listed to recieve resumes will have electronic access to resumes and applications. Please note, Section Ib - Additional Contacts was added in 2013 to provide departments the option of adding other staff members involved in the hiring process.

Section II - Posting Information: In this section, please provide information about the position such as title, suggested grade, department, location, work schedule, whether it is a new or replacement position and if there is a candidate in mind. Strong internal candidates (SIC's) will be listed in your job posting, only if the 'candidate in mind' is a current Harvard employee on the regular payroll. SIC will not appear if the 'candidate in mind' is a Harvard temporary employee, LHT or external candidate.

Section III - Funding Information: The budget/funding information you provide in this section will be used by the Office of Financial Strategy and Planning (OFSP) to approve the position for posting. Term end date information is required if the position is term or grant-funded.

Section IV - Job Description: The information you provide in this section will be used by HR to determine the job grade for the position. The narrative will be listed in the job posting on the ASPIRE website.

Section V - Job Qualifications: Basic Qualifications are the minimal requirements for the position to be completed. For union positions, please refer to the generic HUCTW job descriptions listed on [http://harvie.harvard.edu/site-map/500_Policies_Contracts/300_Union_Contracts/100_HUCTW_Generic_Job_Descriptions/200_Job_Functions_List.page.xml.](http://harvie.harvard.edu/site-map/500_Policies_Contracts/300_Union_Contracts/100_HUCTW_Generic_Job_Descriptions/200_Job_Functions_List.page.xml) The basic requirements must be comparable to those listed in the generic job descriptions. Any requirements, in addition to the basic qualifications, can be listed as 'preferred' under Additional Qualifications. Additional Qualifications may also include objective qualifications.

Information you provide for subsections Basic Qualifications and Additional Qualifications will be listed in the job posting on the Harvard Job Postings website. Please note, to comply with OFCCP regulations, both these sections are subject to review and editing by Human Resources.

Required Skills/Training Requirements and Access will assist HR in grading the position and setting up a new employee once hired.

The last portion of Section V relates to whether the new hire is a team lead or a supervisor. The checklist provided in this section will help HR determine whether the person is one versus the other. In general, supervisors make decisions that impact staff significantly. Team leads to tend to delegate work, monitor workflow and provide input but do not make decisions that have large impact on team members.

Section VI - Organizational Information: The information you provide in this section will help HR in comparing current employees to the new role and understanding the fit within the department.

Section VII - Pre-Employment Screens: This section will determine if a position would need a criminal, credit , license check or medical evaluation as a pre-employment requirement for new hires and exempt transfers. We must run an identity screen on all new hires.

Please note:

- Criminal checks are needed for those positions that have the ability to disrupt or disable highly sensitive or confidential data or systems, have unsupervised key access to dorms, valuable artifacts, drugs, radiological materials, or animal care facilities, or would supervise minors.

- Criminal and credit checks are needed for those positions that have access to credit card data of card holders that have been charged by SPH or the ability to authorize and/or approve financial transactions of $50,000 or more.

- An answer of 'yes' to working with animals will trigger a pre-employment occupational health screen for the position.

Important notes:
Your Recruiter is available to assist you in developing job descriptions and/or qualifications.

The turnaround time for approving and posting positions is between two and five business days, depending on the complexity and grade of the position.

In order to fill any replacement position, the Department Administrator is required to submit the SPH Employee Departure Form for all departing employees at least two weeks prior to the employee's departure. You can find additional information at: https://webapps.sph.harvard.edu/internal/employee-departure/.

Step III - Confirming the Job Posting

After your Recruiter has reviewed and approved the position posting form:

- S/he will send the posting to the Office of Financial Strategy and Planning (OFSP) for funding approval.

- Your Recruiter will also collaborate with OFSP and Sponsored Research Administration (SPA) to ensure appropriate grade level has been assigned to financial, grants and key administrative positions.

Once OFSP has determined the necessary funds are available and your HR Partner has approved the position, the position will be posted on Harvard's website at http://www.employment.harvard.edu.

You will receive an e-mail from the Employment team confirming that your position has been posted and informing you of the requisition number associated to that position. You will also receive a copy of the posting to retain for your records and a blank reference check form. Also included is the Affirmative Action form which you need to complete and return to the Employment Office when an offer has been accepted. If your position is a part of the HUCTW, it will only be advertised to members of the Harvard community for the first ten business days. After this initial ten day period, the listing can be advertised on non-Harvard's websites.

Step IV - Intake Meeting and the Recruitment Partnership Agreement

Once your position is posted, your Recruiter will reach out to you to schedule an intake meeting. During your initial intake meeting, your Recruiter will review the Recruitment Partnership Agreement (RPA) with you and at this time a recruitment strategy will be designed specifically for this role. The Recruitment Partnership Agreement is located on the SPH's HR I-Site here .

Section III: The Screening and Selection Process

Using ASPIRE

Once the job has been posted, your Recruiter will search and identify candidates who meet the basic qualifications and perform additional screenings to identify those who come closest to meeting your additional qualifications. These candidates slates (Talent Records) will be forwarded to you via ASPIRE's eLink functionality.

When your recruiter sends you candidates to review, you will receive an email that contains an eLink to each candidate's Talent Record. You should review these candidates in a timely manner, typically 1-3 days from receipt.

60-day Expiration
You can view an eLink up until 60 days. If after 60 days you want to view the candidate's resume again (because you may not have printed or saved a copy), contact your recruiter to resend the eLink.

Viewing a Candidate

To view a candidate, click on the candidate's name. You will be prompted (only on the first candidate) to enter your HUID and PIN to view the candidate's information. After you log in, the candidate's resume (PDF) will open along with the candidate's Talent Record.

What is a Talent Record?
The Talent Record contains all the information about a candidate including their resume and cover letter. It may include additional information such as writing samples, transcripts and references.

Locating the Cover Letter
The candidate's cover letter can be in one of three locations:
1. In the Text resume/CV tab if it was copied and pasted or if it was combined into a single document (resume and cover letter) and uploaded.
2. In the PDF resume/CV tab if it was combined into a single document (resume and cover letter) and uploaded.
3. In the Attachments tab if the uploaded it during the Attachments section of the application process. If you cannot locate the cover letter in the first two tabs, then always check the Attachments tab as a last resort.

Reviewing Resumes/Talent Records

What to look for?
Review key skills/experience
- Basic Qualifications - Need to have
- Additional Qualifications - Nice to have

Compare past jobs/employers/cultures to SPH

Consider appropriate career objective and interest

Review Employment History
- Duration of jobs held
- Frequency of job/company changes
- Career progression
- Any unexplained gaps
- Achievement/results vs. list of tasks/duties

Consider Presentation of Resume
- Neatness, spelling, grammar and attention to detail

Remember
- Resumes are only one-dimensional
- Candidates will present themselves in the most favorable light

Additional Tips

Review the job description for the position you are attempting to fill. Note minimum requirements needed.

Try to ignore superficial issues such as style, typographical errors in favor of content, unless such issues are directly related to the position for which they are applying. Such scrutiny may unintentionally rule out members of protected classes. Please note that ASPIRE may change the format of resumes when converted to PDF files which can lead to strange symbols and margin/spacing issues. This does not relate to grammar and spelling er

Check work experience for applicability to the position for which they are applying, length of time in each position, promotions or awards received, reason for leaving each position.

Note gaps in employment but do not assume they were caused by negative reasons.

Check educational background for qualifications necessary for successful job performance.

Note special skills (i.e. computer software, office equipment).

Note on a separate piece of paper any pertinent questions that arise when reviewing the resume/application and ask those during a telephone screen such as gaps in employment.

Divide resumes into 3 groups - one for those that closely match job requirements and for which a telephone screen is appropriate, one for those who meet some requirements and may be considered secondarily and one for those who do not meet the requirements at all.

If necessary, screen the top group again to further narrow down the candidates. Strive for about 3-5 candidates for the first group. Strive for quality over quantity.

Provide Feedback to Your Recruiter

After you have reviewed the candidates' credentials, inform your Recruiter about which candidates you would like to interview and which ones should be released from consideration. Generally, Recruiters phone screen potential candidates prior to bringing them in to meet with Hiring Managers.

Preparing for Interviews

Selecting an Interview Team
Who should be part of your interview team?

Although having a single interviewer may be appropriate for some searches, a team format is preferred. In general, having a team of interviewers allows multiple people to evaluate the candidates. This is particularly important when several people have a vested interest in a decision, or when several people need different types of information from the candidates.

Attention needs to be given to interview team make-up, including how many interviewers to include on the panel and the qualifications and diversity of the interviewers. If different individuals or groups have a stake in the interview, you should make sure that all sides are represented in the interview team.

Generally, small interview teams of between two and four members are preferred. You should consider the following individuals for your interview team:

- Direct Supervisor
- Co-worker(s)
- Department Administrator
- Human Resources
- Office of Financial Services for financial and key administration positions
- Sponsored Research Administration for grants positions

Preparation Checklist

- Review application materials, including resume (curriculum vitae) and any application forms

- Prepare the planned interview questions

- List any jobs/experiences and gaps in employment on which you are unclear or would like more information

- Develop the behavioral based interview questions according to the competencies of the position

- Compare the job characteristics to the candidate's experience and mark which areas you will explore during the interview

- Request a visitor's pass for the candidate as needed

- Estimate the time needed to cover each section of the interview

Creating Interview Questions

Before you meet with the candidate, re-review his/her resume and cover letter. Make notes about specific areas of the candidate's resume you would like to elicit additional information on. Working with your Recruiter, you should create questions that can confirm the qualities and skills the candidate has listed in his/her resume.

One common type of job interview in the modern workplace is the behavioral interview. This type of interviewing is based on a philosophy that a comprehensive assessment of the past behavior and experiences of a candidate is a reliable indicator of his/her response to identical situations in the future. In behavioral interviews, you ask the candidate to recall specific instances where they were faced with a set of circumstances, and how they reacted.

Typical behavioral interview questions:
- "Describe a situation..."
- "Tell me about a project you worked on where the requirements changed midstream. What did you do?"
- "Tell me about a time when you took the lead on a project. What did you do?"
- "Describe the worst project you worked on."
- "Describe a time you had to work with someone you didn't like."
- "Tell me about a time when you had to stick by a decision you had made, even though it made you very unpopular."

On the following pages are a few questions to guide you in assessing competency levels. Take the time to determine which competencies are vital to having a successful employee in the position you are trying to fill. These questions are broken down by competency. They include: Commitment to SPH, Positive Relationship Building, Producing Results, Organizational Skills and Management/Leadership.

Commitment to SPH
Can you tell me of a time when you had to go above and beyond your regular job responsibilities?

What was the situation and how were you able to accomplish this?

Can you tell me of a time when you streamlined a process or procedure that made the department/organization more effective?

What would you say was the most difficult aspect of your previous or current position and how were you able to manage the stress associated with that?

What major obstacle(s) did you face that threatened your success in your last role, and how did you overcome it?

Positive Relationship Building
How do you go about forming relationships with your colleagues, your managers, and your peers?

Can you give me an example when you had to deal with a difficult person? What was the situation? How were you involved? How did you approach the conversation? What was the end result?

Can you tell me of a time when you had to pitch an idea to a manager? What was your approach? What was the outcome?

Can you tell me about a time when you had to communicate complex information to someone who was not knowledgeable with the "language"?

How did you deal with being strongly opposed on a decision and how did you approach it?

Can you provide me about a time when you provided positive feedback to a colleague or subordinate? How about developmental feedback?

Tell me about a time when you had to work in a group that was very diverse (education, experience, and seniority). What was your role? How did you contribute? Did you have to manage? Any issues?

How do you go about taking the initiative to retrieve information you need to get the work done (specifically from other co-workers)?

Producing Results (Deliverables)
Tell me about a project or task in which you were involved and are proud of the outcome. What was the task? What were the results? How did you face challenges?

Tell me about a task you were given and had no previous knowledge on how to accomplish it. What was the situation. How did you react? What was the outcome?

Tell me about a time when you had to re-prioritize your work and still managed to get everything accomplished in a timely manner.

Tell me about a time when you had to get clarification on a request that was vague.

Tell me of a time when a major issue pop up at the end of the workday. What happened? How did you handle it?

Tell me about a time when you had helped a subordinate move up the career ladder?

Tell me about a time you had to give difficult performance feedback to someone on your team.

Tell me about a situation where you had to deal with insubordination.

Can you tell me of a time when you had to let someone go?

Tell me a time when you felt that your team did not agree with your decisions and how did you go about persuading them to see your perspective.

Communication Skills
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 should a situation be handled face-to-face?

Describe a time you used your communication skills to negotiate with an angry person.

Tell me about a time when effective listening skills helped you in a problematic situation.

What do you do when you think someone is not listening to you?

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(s).

Tell me about your presentation skills. Describe to me the most recent presentation you have made. How do you approach the presentation? How do you present the materials?

As a supervisor/manager, tell me about your experience in explaining or giving instructions to another person.

Below are sample interviewing questions for Executive Assistant /Administrative positions:
Suppose you are in a situation where deadlines and priorities change frequently and rapidly. How would you handle it? Can you provide an example with an outcome?

Give an example of a time when you were trying to meet a deadline, you were interrupted, and did not make the deadline. How did you respond?

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 and related experience.

Give us an example of how you stayed organized when juggling multiple tasks.

Describe your previous experience with travel planning and reservations.

How would you describe your skills in Word, Excel, PowerPoint, Access. Please describe in detail with examples for the level of skill for each application.

Please describe the working relationship you had with the previous executive you assisted? What worked? What didn't? What would you say made the relationship effective? What methods of communications were used?

What is your experience acting as a liaison between the executive and other parties within or outside of the organization? Please describe what systems you put in place to deliver excellent customer service to the clients while at the same time providing excellent assistance to the executive you supported?

How do you manage stress? Can you provide me an example of when you had deal with stress at the workplace in order to get your work done? What was stressful about the situation? How did you alleviate the stress?

Can you give me an example of how you approach and learn new software?

It is recommended that all team members responsible for hiring use a structured interview approach. This structured approach involves being clear about the competencies needed in a job candidate and preparing questions ahead of time and sticking to this agenda. Below is a recommended format for an interview.

Format of an Interview

1. Set the tone of the interview
    - Establish rapport
    - Greet and welcome the candidate
    - Introduce yourself
    - Describe your position and what you do for SPH

Explain the purpose of the interview:
- To acquaint interviewer and candidate
- To learn more about the candidate's background and experience
- To help the candidate understand the position and organization

Give a brief overview of SPH, your departmental goals and objectives

Provide a brief description of the job responsibilities.

2. Exchange Information/The "Body" of the Interview
   - Conduct the behavioral interview using the questions you have outlined beforehand
   - Gain relevant information that will be useful to your decision making process
   - Discuss any travel requirements or relocation issues
   - Allow the candidate to ask you any questions

3. Closing the Interview
   - Go over the next steps in the hiring process
   - Thank the candidate for their time

Interviewing Techniques

Planning
- Determine behavioral competencies which will make for a "good fit"

Interviewing Environment
- Conduct the interview out of your office or in a conference room to avoid interruptions
- Establish and maintain rapport

Conducting the Interview
- Allow silence and time for thinking
- Control the interview by remaining on track
- Only ask questions which are related to ability to perform on the job successfully
- Be candid
- Don't tell them too much about the job until you have gathered the information you are looking for so you don't slant their input to match your description
- Paraphrase what the speaker said to make sure you understand correctly what you are hearing
- Be aware of possible personal biases – avoid the halo effect where you let a perceived desirable trait color all other traits, or conversely, the devil horn's effect where you may let one undesirable trait color all other traits

Taking Notes
- Write down the facts. That is, examples of behaviors that demonstrate the truth of what the candidate has actually done, not what they say they can do.

Red Flags
- Observe and listen to candidate responses that may be Red Flags. These are:
   - A physical motion or body language that tips you off that is not right. For example, a candidate's face turning red, fidgeting or looking away.
   - A response that creates any question that needs more probing. To probe more you may want to ask:
      - "Can you tell me why you said that?"
      - "Please give me another example."
      - "Please tell me more."

- Inconsistent responses

- Information that does not is not consistent with the resume

Hiring Individuals with Disabilities

Why is it important to recruit and hire people with disabilities?

Harvard University is committed to enabling a broad community to participate in its education and research missions. In accord with this commitment and with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, we work to ensure equal access and provide appropriate accommodations and assistance for people with disabilities.

Equally important, to access the widest pool of talent, we need to foster an inclusive and flexible work culture that considers the needs and potential of all employees and potential employees, including the more than one in ten Americans who have disabilities. By recruiting people with disabilities, we recognize that talent has no boundaries, that workforce diversity includes people of all kinds of abilities, and that those with disabilities are experienced problem solvers with a proven ability to adapt.

How to recruit people with disabilities
There is a wealth of resources available to help in recruiting people with disabilities. These include:

- The Employment Assistance Referral Network (EARN), a program of the Office of Disability Employment Policy, U.S. Department of Labor, http://www.askearn.org/index.cfm supports employers' talent acquisition by assisting with recruiting, hiring, retaining and advancing qualified individuals with disabilities through comprehensive online resources and links to community-based organizations serving job seekers with disabilities. EARN, a national service, makes it simple to locate applicants with disabilities for any type of position. When EARN receives a call from an employer who wants to recruit qualified candidates with disabilities, their staff records the job description and then locates local agencies that have contact with appropriate job candidates. Once these providers are identified, EARN calls the employer back. The employer receives the appropriate contact information and may call the designated agencies to connect with applicants. The local agencies do not receive your contact information; this allows you to be in control of the process.

- The Massachusetts Rehabilitation Commission (MRC) www.mass.gov/mrc is a state and federally funded agency that provides vocational rehabilitation services in Massachusetts. MRC's goals include helping local employers find qualified workers to meet job requirements. In addition to placement services, MRC helps with on-the-job training, and even provides assistance during a new worker's adjustment period. (Phone: 1-800-245-6543).

- The US Business Leadership Network® (USBLN®) is the national disability organization that serves as the collective voice of over 60 Business Leadership Network (BLN) affiliates across North America. Our 24 state's BLN is based right here at Harvard. Contact Harvard's Disability Coordinator at Holyoke Center 935 for information and assistance (Phone: 617-495-1859/617-495-4801 TTY).

- The National Employment Team www.rehabnetwork.org/busrel/, operated by the Council of State Administrators of Vocational Rehabilitation (CSAVR), provides employers with a single point of contact to qualified applicants with disabilities, and resources in the local, regional, and national marketplace. Vocational rehabilitation programs may also cover the costs of some employee accommodations.

Bring recent college graduates with disabilities on board.

• The Workforce Recruitment Program www.wrp.gov, a recruitment and referral program under the Office of Disability Employment Policy, U.S. Department of Labor, which connects employers and postsecondary students with disabilities for internship opportunities, and recent graduates with disabilities for permanent employment. This program is administered by EARN (see above), which assists in matching these pre-screened, highly qualified students with private and public sector jobs. If you have summer internship opportunities or entry-level positions available, please complete and submit the form at http://askearn.org/form-wrp.cfm. EARN will provide you with resumes of qualified candidates within 3–4 business days.

• Colleges and universities have coordinators of services for students with disabilities who can be helpful in recruitment and in making accommodations.

Recruit veterans with disabilities

• To reach out to veterans with disabilities, contact the Service Officer or Service Employment Coordinator at our local Veterans Vocational Rehabilitation & Employment Service www.vba.va.gov/bln/vre/emp_resources.htm. Call 1-855-ASK-EARN or e-mail earn@askEARN.org to find our local contact.

Post to online job boards
These online job boards are geared towards job seekers with disabilities:

- disABLED Person http://www.disabledperson.com
- GettingHired http://www.gettinghired.com
- Hire Disability Solutions http://www.hireds.com
- National Business & Disability Council http://www.business-disability.com
- Ability Jobs. Ability Jobs provides searchable resume and job postings capabilities for employers interested in recruiting candidates with disabilities. The database includes the resumes of tens of thousands of job seekers with disabilities, from entry level candidates to those with Ph.D's. http://www.jobaccess.org
- Disaboom Jobs http://www.disaboomjobs.com
- One More Way. One More Way is an 'open source' employment initiative that provides a no-fee job board and information regarding job seekers with disabilities, and the programs that support them. http://onemoreway.org

The following job boards are geared specifically towards veterans with disabilities:

- Job Opportunities for Disabled American Veterans http://www.jofdav.com
- Vet Success http://www.vetsuccess.gov

Selecting candidates for consideration: screening and interviewing
As you follow the general steps of selecting candidates for your open position, here are some tips to help include people with disabilities in your candidate pool and enhance your interviewing and selection process.

• Recruit an inclusive interview team. In selecting an interview team, consider including people who will bring diverse outlooks, and who are respectful of different cultures and characteristics. Recognize the potential to bring unintended biases to the process, and address this by having a clear and open discussion among team members before beginning the interview process.

• Ensure effective communication with, and equal opportunity for, all candidates. Contact the University Disability Services office for information on how to effectively accommodate a candidate with a disability: http://www.accessibility.harvard.edu.

• Use the screening process to include rather than exclude candidates, to avoid missing strong candidates. In reviewing qualifications, consider how each applicant might enhance diversity in the department and university-wide.

• Avoid making assumptions about a disabled candidate's ability to "feel comfortable" on your team or in the position. Focus first on the candidate's similarities to, rather than differences from, the way your staff and their colleagues and constituents approach their work. Next, consider whether the candidate's differences matter to the work he or she would do, and how those differences might actually enhance your team and its efforts.

• Avoid prematurely labeling one or more of your candidates as the "most promising" until all candidates have been considered. This will help ensure that all qualified candidates receive equal consideration.

• Prepare yourself with answers for questions that candidates with disabilities are likely to ask. Job candidates with disabilities often ask important questions aimed at helping them determine whether an organization is truly inclusive and supportive, and whether they will be comfortable in a position. Be prepared to answer these commonly-asked questions:

›› How many people with disabilities do you have in your department/SPH?
›› What accommodations are available for people like me?
›› How many people like me are in middle and senior management positions?
›› How many of the people like me are in professional or technical positions?
›› What are my chances for progressing/advancing my career here?
›› Do you have a formal mentoring program and/or career development programs for people like me and other diverse groups?
›› What does the SPH/ Harvard do in terms of community outreach efforts to partner with diverse groups?
›› Do you have employee affinity groups that focus on the needs of people like me and other groups?
›› Are managers trained to communicate with and manage diverse employees, including those with disabilities?
›› What initiatives has SPH/ Harvard participated in regarding diversity?
›› Does the SPH/ Harvard have formal diversity initiatives and programs in place?

Even if a candidate does not ask these questions, you may volunteer information that may help persuade the candidate of your—and Harvard's—sincerity in welcoming diversity, including diversity of abilities. SPH Recruitment Services can help you to answer questions and offer information.

• Prepare yourself by learning about the candidate's disability and its effects. Before calling or meeting with a candidate who has a disability, you can gain an understanding of his or her situation by reading about the disability as it relates to the workplace. The website of the Job Accommodation Network (JAN), a program of the Office of Disability Employment Policy, U.S. Department of Labor, provides an A–Z overview of impairments http://askjan.org/media/atoz.htm (from Addison's Disease to Wheelchair Use), as well as accommodation ideas to help both you and the candidate feel comfortable.
Etiquette in interacting with people with disabilities.

Many people worry about how to interact with people with disabilities, whether for fear of offending, ignorance of how to communicate, or other reasons. The JAN website includes a highly readable pamphlet on Disability Etiquette in the Workplace http://askjan.org/topics/disetiq.htm which is useful at any time, but particularly when preparing to invite a disabled job candidate to come for an interview. The pamphlet offers tips on scheduling the interview, greeting the interviewee, and dealing with mobility, sensory, cognitive, and psychiatric impairments.

Interview accommodations for people with disabilities

Employers have an obligation to make reasonable accommodations to enable applicants with disabilities to participate in the interview process. Accommodations for interviews may include: an accessible interview location for people with mobility impairments, a sign language interpreter for a person who is deaf, a reader for a person who is visually impaired, and modified testing for a person with a learning disability. For more information about making the job interviews accessible, and to make arrangements for accessibility options, please contact the University Disability Coordinator, disabilityservices@harvard.edu, 617-495-1859.

Additional ideas may be found in JAN's A–Z overview of impairments http://askjan.org/media/atoz.htm and their respective accommodations, and in A Technical Assistance Manual on the Employment Provisions (Title I) of the Americans with Disabilities Act, Equal Employment Opportunity Commission, January 1992, at http://askjan.org/links/ADAtam1.html.

What medical or disability-related questions may be asked during job interviews?

In general, under the Americans with Disabilities Act, employers cannot ask disability-related questions before an offer is made. This means that employers cannot directly ask whether an applicant has a disability. It also means that employers cannot ask questions that are closely related to disability. However, you may do a wide variety of things to evaluate whether an applicant is qualified for the job, including asking about his or her ability to perform specific job functions, asking about non-medical qualifications and skills, and asking applicants to describe or demonstrate how they would perform job tasks. See Appendix E, Guide to Legally Permissible Interview Questions and Discussions, for some examples of permissible and impermissible pre-job offer questions.

For additional information, visit EEOC's Pre-employment Disability-Related Inquiries and Medical Exams at http://www.eeoc.gov/policy/docs/preemp.html.

Additional questions about hiring people with disabilities? Please don't hesitate to call your assigned Recruiter or your HR Partner.

Legalities

It is important to keep in mind when designing interview questions that Federal law regulates the types of questions that can be asked during an interview. For example, Title VII of the 1964 Civil Rights Act prohibits discrimination based on race, sex, color, national origin, and religion. The Age Discrimination in Employment Act prohibits questions about a person's age. The Americans with Disabilities Act of 1990, among other things, protects qualified individuals with disabilities from discrimination in employment.

The chart on the following pages offers some guidelines as to specific questions you may and may not ask in different categories.

As a precaution, check with the Employment team if you are unsure about whether or not certain types of questions would be appropriate to ask.

A rule of thumb to remember is to always focus on questions that pertain to job qualifications, requirements and responsibilities.

Topic	Potentially Discriminating (Don't Ask)	May Ask
Address/Length of Residence	About foreign addresses that would indicate national origin	How long have you lived in (city, town)?
	Names or relationships of people with whom applicant lives	Phone number and other contact information
	Whether applicant owns or rents	
Age	Age or date of birth	If a minor, require proof of age in the form of a work permit or a certificate of age
	Birth certificate (before hiring; it is okay to require proof of age after hiring)	If age is a requirement, can ask, "If hired, will you be able to furnish a proof of age?"
	Questions that would tend to identify persons who are 40 and older ("Do you remember being at work before e-mail was introduced?")	
Arrest and Conviction	Have you ever been arrested?	If you wish to ask about someone's criminal record, consult your HR Consultant
Attendance, Reliability	Number and/or ages of children?	What hours and days can you work?
	Who is going to baby-sit?	Are there specific times that you cannot work?
	What is your religion?	Do you have any responsibilities that will interfere with specific job requirements such as traveling?
	Do you have pre-school age children at home?	
	Do you have a car?	
Citizenship/National Origin	What is your national origin?	Are you authorized to work in the United States?
	Are you native-born or naturalized?	Have you ever worked under a different name?
	Where are your parents from?	
	What is your maiden name?	
	(Before hiring) can you show proof of citizenship?	
Credit Record	Do you own your home?	No questions.
	Have your wages ever been garnished?	
	Have you ever declared bankruptcy?	
Disabilities, Handicaps, Illness	Do you have any (job) disabilities?	Can you perform the duties of the job you are applying for (describe duties to candidate)?
	About the nature of or severity of a disability/handicap;	Can you meet the attendance requirements?
	Have you ever been addicted to illegal drugs or treated for drug or alcohol abuse, received workers compensation, or been hospitalized/treated for physical or mental health conditions, or ever been absent from work due to illness?	What was your attendance record at your prior job?

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?
		What academic, professional, vocational schools did you attend?
		Can you provide us with an official transcript?
Gender	Do you wish to be addressed as Mr.?, Mrs.?, Miss?, or Ms.?	Generally, no questions may be asked about gender unless gender is a bona fide occupational qualification (e.g. locker room attendant).
	What is your maiden/birth name?	
Language	What is your native language?	What languages do you speak and write fluently? (If the job requires additional languages.)
	Inquiry into how candidate acquired ability to read or write or speak a foreign language.	
Military Record	What type of discharge did you receive?	What type of education, training, work experience did you receive while in the military?
Organizations	List all clubs, societies and lodges to which you belong.	Inquiry into candidate's membership in organizations which the candidate considers relevant to his or her ability to perform job.
Parental Status	Inquiry into whether candidate has children, plans to have children, or has child care arrangements.	May ask if candidate can meet specified work schedules or has activities, commitments, or responsibilities that may prevent him or her from meeting work attendance requirements. If such questions are asked, they must be asked of both sexes.
Physical Features	It is illegal to ask about weight, height, impairment or other non-specified job-related physical data.	No questions.
Race or Color	Complexion or color of skin.	No questions.
Reference Checking	What is your father's surname?	By who were you referred for this position?
	What are the names of your relatives?	Names of people willing to provide references.
Religion or Creed	Inquiry into candidate's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed.	Can advise candidate about normal hours and days of work required by the job to avoid possible conflict with religious or other observances.
	Willingness to work any particular religious holiday.	
Sexual Orientation	No questions.	No questions.
Worker's Compensation	Have you ever filed for worker's compensation?	No questions.
	Have you had any prior work injuries?	

Checking References

Finding the right candidate is essential in the recruitment process. Background and reference checking has proven to be a critical process to augment employer selection.

Conducting checks helps to minimize risk associated with adverse impact, hiring/replacement cost, lost performance time and time invested in training.

The Reference Check Form currently used at SPH is emailed to Hiring Manager's upon confirmation that the position is posted. As of January 2013, the employment has begun using SkillSurvey as an option for reference checks. Click here to learn more about this system.

Completed Reference Check Forms should be returned to the Recruiter to retain in the recruitment records. Please note that the Recruiter generally conducts at least one reference check for a finalist.

Making the Decision to Hire

To ensure the right match between a candidate and a position at SPH, much consideration should be given to determining whether or not a candidate has a track record of qualifications to meet the requirements of the position.

After all interviews have been conducted, the interview team should meet to review their post interview analyses and make the determination of which candidate will be made an offer to join SPH and assume the responsibilities of the open position.

Below are the recommended steps to follow when conducting a post interview analysis:

- Review interview notes
- Add any details you may remember but did not write down
- Identify additional red flags you may not have noted in the actual interview
- Compare your notes with the "Must List" of skills that the candidate must have to be considered for the position
- Compare your notes with your "Wish List" of skills you would like the candidate to possess
- Make a decision as to whether you recommend moving forward with the candidate
- Share recommendations with other members of the interview team.

Section IV - The Offer Process

Making the Job Offer

You have been interviewing candidates for an open position and now have decided to offer the position to a candidate.

Please contact your Recruiter who will work with you to determine a starting salary for the final candidate and will advise you on the next steps in the offer process. The Recruiter should always make the offer to the candidate. In special cases, a Hiring Manager may make an offer but will be unable to negotiate additional compensation or terms without prior approval from the Recruiter.

When it is time to make an offer, here are some items to consider:

Preparing
Act Quickly – Once you have decided to make the offer, act quickly since delay may cause you to lose a highly qualified candidate.

Develop the Offer – In conjunction with the Recruiter create an offer that is acceptable to both the candidate and SPH. Equity among Harvard employees is critical to ensuring that it remains a great and fair place to work.

Talk about the Benefits – Make sure the candidate understands all the benefits available to them including work/life, medical/dental benefits, TAP, career growth etc. Harvard's Total Compensation Package is extremely generous and makes us a top competitor in the job market. Salary is only one component.

If the Hiring Manager is making the offer, consider the following:
Set the Tone – Start by congratulating the candidate and telling them how delighted you are to be making this offer.

Provide Details – Make sure to include the start date, salary, grade, schedule and person they will be reporting to (if not you).

Don't offer things that you may not be able to provide.

Seek Feedback – Ask the candidate what questions they have and respond appropriately or commit to getting the information to them.

Give Time - Give the candidate the option of at least taking 24 hours to consider the offer.

Explain Next Steps - If they have accepted the offer, explain that HR will be in contact with them to discuss next steps in the process.

Close the Conversation – Provide your contact information in the event the candidate has any questions.

Follow-up
The Hiring Manager should contact the candidate a few days/week before their start to ensure they have the information they need and to answer any questions.

Section V - Closing the Position

Affirmative Action Form

We are required by the Office of Federal Contract Compliance Programs (OFCCP) to retain applicant data for affirmative action reporting.

Once an offer has been accepted, you must complete the Affirmative Action Form and return to the Recruiter in order for your new hire to be entered into payroll.

This form will be emailed to you once a position has been approved and posted on ASPIRE. You can also download the Affirmative Action form from our SPH's from SPH's HR I-Site here.

Guide to Completing the Affirmative Action Form
The information you submit in this form helps HR identify the gender and racial diversity of the candidate pool that were interviewed for the position as well as provides information for University Affirmative Action reporting.

In Section 1, please provide the requested information on the candidate hired for the position.

In Section 2, please provide the requested information on all previously interviewed candidates, together with the "Reason Not Hired' codes. Please see the next page, Appendix A, for a list of disposition reasons.

Important notes:
Hiring Managers must use the latest Affirmative Action form (revised 7/11).

If any candidates interviewed did not apply online via the Harvard career website, the Hiring Manager will need to forward their resumes along with the Affirmative Action form so that they can be uploaded to ASPIRE, the position can be closed and the new hire can be input into payroll.

Appendix A – Disposition Reasons

When you have declined a candidate (not in consideration), you must provide your recruiter with the reason the candidate was not selected.   Those in the shaded areas are the more common reasons used.

Disposition Reason	Description
Applied After Offer Made	
Does not meet basic educational requirements	
Does not meet basic experience requirements	Use when candidate **does not meet basic requirements**
Does not meet basic skills requirements	Typical HR Status Declined- Resume Review
Does not meet minimum age requirement	
Errors on resume and/or cover letter	
Falsified Application Information	
Finalist - Not best qualified - Communication skills	
Finalist - Not best qualified - Education	
Finalist - Not best qualified - Experience amount	
Finalist - Not best qualified - Experience relevance	Use when candidate is a **finalist but not ultimately chosen**
Finalist - Not best qualified - Job specific knowledge and skills	Typical HR Status Declined- First Interview (or higher)
Finalist - Not best qualified - Lacks sufficient interest in job	
Finalist - Not best qualified - Problem-solving skills	
Ineligible for Hire	
Ineligible for rehire	
Ineligible for transfer	
Lack of physical capacity, with reasonable accommodation	
Lacks Priority Under Union Contract	
Lacks Work Authorization	
No Show/Cancel for Interview	
Not available for required travel	
Not best qualified - Communication skills	
Not best qualified - Education	
Not best qualified - Experience amount	
Not best qualified - Experience relevance	Use when candidate **meets basics but not best qualified**
Not best qualified - Job specific knowledge and skills	Typical HR Status Declined- Phone Screen (or higher)
Not best qualified - Lacks sufficient interest in job	
Not best qualified - Problem-solving skills	
Not considered - Incomplete application	
Not reviewed - Data mgmt technique used	
Not reviewed - Submitted after stated deadline	
Not willing or able to work hours	
Reference Check - Negative results	
Req Canceled	
Salary expectations	
Skills/Computer Testing - Insufficient Score	
Stated Application Deadline Passed	
Unable to Contact Candidate	
Unstable employment history	

Section VI - The On-Boarding Process

Getting your new staff member off to a great start!

At least two weeks prior to the start date, if not sooner:
Be sure to return the following documents to Human Resources:

- I-9 and supporting documentation
- Completed Affirmative Action Form

Please note that the new hire will not receive a Harvard ID or be processed for payroll purposes until we have received the above paperwork.

A Week Before Staff Member Starts
- Coordinate office, phone, computer and systems access

- To set up a new employee's computer account, visit: https://webapps.sph.harvard.edu/live/user-account/

- If applicable, order business cards

- Identify and assign a buddy to assist with the onboarding of the new hire

- Contact the new staff member to make sure he/she knows where and when to report on the first day of work

- Set up the new staff member's work area with basic supplies

- Request a visitor's pass for the new staff member on their first day

- Send out department-wide/school-wide announcement, as appropriate

First Day
- Meet the new staff member, give a warm welcome and discuss the plan for the first day

- Assist the new staff member in obtaining a temporary ID Card

- Request door access and provide required keys (if applicable)

- Introduce the new staff member to other members of the team

- Remind the new staff member to attend a New Employee Orientation (Cambridge and SPH)

- Review the department's organizational chart, its relationship to SPH and Harvard University.

- Discuss staff meetings (i.e., schedule, frequency, and agenda items)

- Review phone and computer system operation

- Access HARVie and review common web sites

- Review policies and procedures, such as work hours, telephone, e-mail and internet usage, office resources, supplies, and service standards for the department

- Arrange to have lunch with the new staff member, if possible

First Week

- Review new staff member's work area to ensure needed equipment is in place

- Assist new staff member in obtaining a regular Harvard ID Card. Make sure new hire has taken Peoplesoft Absence and Time Reporting Training, and the On-line Security Training.

- Meet new staff member to review job description, performance standards and expectations during the orientation and review period

- Set up a brief follow-up meeting towards the end of the week

First Three Months

- Schedule regular meetings or check-ins with the new staff member. The first few months in a new job are critical to the success of a new person and it's the best time to establish regular, good communication. It's also a good time to identify any training or development needs that exist. If you have any questions on concerns regarding performance during the review period, please contact your HR Partner.

- Check out what courses are being offered at CWD and contact your HR Partner to discuss potential courses for your new staff member.

- At the end of first three months, conduct a three month review. Your HR Partner will send you the Performance Review Form.

Onboarding Tips for Managers

Clearly Explain How Job Fits into Larger Picture

Show your new hire how her/his performance will impact the SPH. Use a particular task as an example and show how it links to the work of others in different departments.

Clearly Explain Job Responsibilities

In addition to the posting used to hire someone, you should also have an expanded job description that indicates time percentages spent on different areas of responsibility. What are the person's responsibilities and which of them are most important. Ask the person what they will need to learn about, and develop a learning plan with timelines.

Clearly Explain Performance Objectives

Outline priorities for the new staff member to master and a timeline. Ensure regular meetings so that the person can raise questions and clarify your directions. Ensure that you do a check-in at one month, two months and three months during the probationary period.

Introduce Your New Employee to the Office

Walk your new staff member around to say hello and orient them to the physical location of office and their co-workers. An organizational chart can be helpful as well as a list of "Who Does What".

Assign a buddy

Identify an experienced employee in your department who can function as a buddy to the new hire. A buddy needs to be someone who truly believes in the school and department's philosophy and vision so she or he can communicate this enthusiasm to the new employee. The buddy system provides an opportunity for new employees to ask questions without feeling intimidated, offers encouragement and ensures open lines of communication with new employees while respecting confidentiality.

Provide Work Immediately

It is important for new staff members to feel that they are contributing. A few simple tasks can get them started.

Teach About the Department

If you lack time, ensure that you introduce the new staff member to other staff who can provide these explanations. Have an open door policy to encourage dialogue.

Teach About Organizational Vision and Strategy

Ensure that if you have a strategic plan, your new staff member receives a copy. Then talk through how their position fits into that vision.

Instructions for Completing the Employment Verification Form (I -9)

Things you should do when filling out the I-9 form:

- Use an unexpired I-9 form
- Verification documents must be provided by the employee no later than the 3rd business day from the date of hire
- Section 1 should be completed at the time of hire by the new employee
- Section 2 should be completed by the employer within 3 business days of the date the employee is being hired
- When completing section 2, employer must fill in the date, company or organization address, sign the form and date the first day of employment
- Employer needs to view the original documentation and attach a copy of the provided identification(s) to the I-9 form
- Employees are not required to produce specific or more documents than the law requires
- If the employee had a document from list A, B or C that was lost, stolen or damaged and presented a receipt of application within 3 business days, then he/she has 90 days to present originals from date of hire

Things you should <u>not</u> do when filling out the I-9 form:

- Do not tell the employee what documents the employer would prefer for them to provide
- Do not request to see INS-issued documents unless there is a note on the social security card stating that there are employment limitations
- Do not accept facsimile Social Security Card such as laminated or metal reproduction
- Do not use a stamp or photocopy of your signature
- Do not leave any blank spaces in section 2, always fill in the Document Title, Issuing Authority, Document Number and the Expiration Date
- Do not over look the citizenship or residence status box in section 1 – employee must check one of the boxes
- Do not accept any form of identification other than what is indicated on the 'Lists of Acceptable Documents', expired identification, scanned images or photocopies

The New Hire's 90 Day Orientation and Review Period

Purpose

The purpose of the 90-day Orientation and Review period is to provide you and your new staff member with an opportunity to discuss the new staff member's performance in the position during the first months of employment, and to identify goals for your staff member going forward.

It is during these first months of employment that the new staff member becomes familiar with the basic requirements and expectations for the job. It is also the time for you to assess the staff member's skills, determine if the staff member's job performance meets the expected standards, and to determine if employment should be continued.

Your Responsibility as the Manager During the Review Period

During the first 90-days of employment, you should carefully evaluate the staff member's performance and potential for success. It is your responsibility to meet with your new staff member prior to the expiration of their review period (90 days).

During This Discussion You Should:

- together define goals and responsibilities for your new staff member

- explain the expectations regarding performance in the new position

- evaluate the staff member's performance

- identify training and development opportunities that will enhance the new staff member's ability to perform

Since the orientation and review period is only 90-days, you should not expect 100% efficiency in the job, but rather a demonstrated capacity to eventually perform the job.

Review Process

You will receive an SPH 90-Day Performance Review Form from Human Resources prior to the expiration of the staff member's review period. Upon receipt, you should complete the form and determine whether the staff member is performing satisfactorily. It is your responsibility to meet with your new staff member prior to the expiration of the staff members review period (90 days).

In the event your staff member terminates employment during the review period, you should contact your HR Partner immediately.

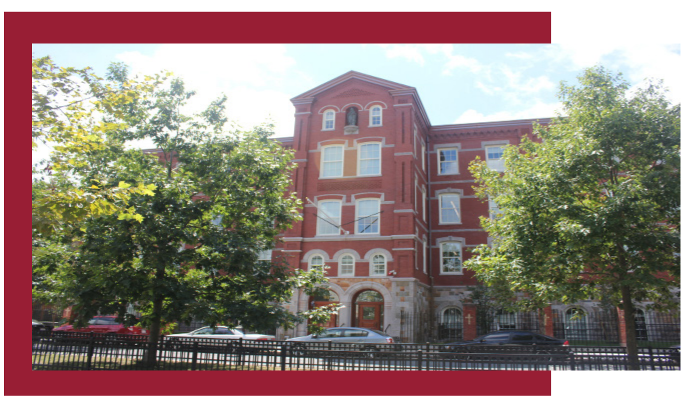
The SPH 90-Day Performance Review Form must be dated and signed by both you and your staff member. Please send the original fully executed form to your HR Partner and retain copies for you and your staff member's records. Please feel free to contact your Human Resource Partner to ask questions about the form or the process, or to obtain assistance in preparing your performance conversation with the new staff member.

Giving Feedback

Strong relationships are built on honest feedback. Feedback can be very powerful and important since it can connect us and our behaviors to the world around us.

Constructive Feedback Should Be...

- Provided in terms of previously-outlined goals and expectations
- Descriptive rather than judgmental/evaluative and directed toward remediable behavior
- Specific rather than general (based on first-hand data, actions, and behavior, not on the person or speculation about his or her intentions) and validated through agreement from other observers when possible
- Presented as a method of improvement rather than as a punitive step and used as a method of developing and coaching the learner and strengthening the professional relationship between learner and mentor
- Given at an appropriate time, in an amount the receiver can use, and checked for clarity of communication
- Give feedback frequently – both positive feedback and developmental
- Give feedback constructively as issues arise usually done privately
- Schedule the feedback session at less stressful times, when both parties are least likely to be rushed or called away
- Begin by asking for the staff member's perspective on his or her strengths, areas needing more work, etc
- Be descriptive, focusing on behavior and performance
- Be as specific as possible (provide examples) and use non-judgmental language
- Do not overload the staff member with feedback; start with one or two high-priority issues
- Be supportive when giving feedback; discuss areas for improvement in addition to providing positive feedback
- Be aware of some possible solutions to problems beforehand
- Rely on personal observations rather than on other's complaints; use such complaints to focus your observations
- Help staff member turn negative feedback into constructive challenges
- Verify understanding by asking for his or her summary of the session and add your own points of emphasis
- Ask them what they would do differently the next time



Contact Information and Resources

(please click here for the lists of departments associated with each HR Partner)

Helpful Websites and Links to Documentation

Websites

Harvard T.H. Chan School of Public Health Main Website
www.hsph.harvard.edu

Human Resources Website
www.hsph.harvard.edu/hr

Harvard University Main Page
www.harvard.edu

Benefits and Perks as a Harvard Employee
www.harvie.harvard.edu

Harvard Salary Grades
http://employment.harvard.edu/benefits/compensation/

Links to Documentation and Other Guides

Please visit the Recruitment and Employment Isite to find the following information:

- Position Posting Form
- Recruitment Partnership Agreement
- HUCTW Generic Job Descriptions
- Interview Questions That Work
- Interview Do's and Don'ts
- Employment Verification Form (I-9)
- Affirmative Action Form
- Recruitment 101 Training Slide Deck