Work Team

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<thead>
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<tbody>
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Scope

Work team assessed various recruitment and assessment practices (internal and external) and recommended options to ensure UW-Madison is efficient and competitive in its hiring activities. This included transfer and reassignment processes.

Summary of Current State

Currently, UW-Madison is the only institution in the Big Ten that does not have an Applicant Tracking System to track incoming resumes and standardize the sending of letters to applicants. Each individual hiring unit tracks its candidates and has devised a system for contacting candidates.

Currently, we use two separate systems for creating unclassified (faculty & academic staff) and classified position descriptions (PDs). The Classified Human Resources Information System (CHRIS) houses all classified PDs, and the Position Vacancy Listing (PVL) system is used for unclassified recruitments. Position announcements (PA) vary depending on the classification of the position, are inconsistent across campus and may not be used at all. Between each system (Unclassified and Classified) and among each system, there are inconsistencies across the board. The use of two different systems does not allow for alignment between Unclassified and Classified recruitments. Users cannot share information across campus for Unclassified positions as they can with Classified positions (see [http://www.ohr.wisc.edu/weblisting/classified/approvedpdwebgrid.aspx](http://www.ohr.wisc.edu/weblisting/classified/approvedpdwebgrid.aspx)), and significant user flexibility contributes to inconsistencies on the Unclassified side. Classified recruitment requires more detail including an organizational chart and specific format for how duties are outlined. Also, two systems can be cumbersome and confusing for those who are responsible for data entry.

Currently, the Unclassified hiring process allows “ waivers” of open recruitment for positions that meet certain criteria. The Classified hiring process does not have a waiver process but hiring of LTE’s does not require open recruitment.

The current internal recruitment process known, as “permissive transfer,” is only used for Classified positions. This process allows managers/supervisors to permissively consider, at any point in the process and without open competition, current Classified employees in Wisconsin state civil service and the University of Wisconsin who meet the position qualifications and whose current classification has the same or counterpart pay rate or pay range of the listed classification.

The permissive transfer process also applies to demotion and reinstatement candidates in the Classified system. The Unclassified system has no permissive transfer process or its equivalent.

Advertising is another area for which the campus has no systematic approach. When a position is underutilized in the Classified system, the hiring unit is required to complete a Recruitment Activity Plan (RAP). The RAP requires the use of advertising in specific, approved diversity publications to ensure compliance with state and federal affirmative action and equal opportunity employment regulations. In the Unclassified system, the hiring unit is required to complete a Recruitment Efforts Plan (REP) for all pay grade 8 Classified positions and higher (salary over $71,380 for a 12-month position). This plan requires the use of advertising in specific, approved, diversity publications to ensure compliance with state and federal affirmative action and equal employment opportunity regulations. Hiring units are currently responsible for completing the REPs and RAPs, as well as placing advertisements in accordance with those plans.
A “Recruitment Toolkit” is currently being rolled out to campus ([https://www.recruitment.wisc.edu](https://www.recruitment.wisc.edu)). It contains information about advertisers, with the option to include feedback about experiences using each; discounts; template forms and letters; diversity resources; and more.

While a central jobs website exists ([www.jobs.wisc.edu](http://www.jobs.wisc.edu)), there is no central application system. Some departments have invested in their own custom products to accomplish this. Navigation in the central jobs website is very difficult, and the site is unfriendly to potential applicants.

For Classified recruitments, assessment of candidates is accomplished utilizing various tools, such as a multiple choice exam or an Objective Inventory Questionnaire (OIQ). For Unclassified recruitments, a cover letter and resume is usually requested, and background and reference checks are undertaken for finalists, but there is no requirement for assessments other than these documents. There is no central toolkit of assessment tools and processes. There is minimal centralized training regarding assessment tools and their use.

### Current Strengths

The current recruitment and assessment process, while outdated, does have a few areas of strength.

- For the position creation process, the current CHRIS and PVL systems provide a framework, but they have limited capacity with position announcement flexibility and reporting functionality. The current systems do not have an applicant tracking system capability.
- For internal recruitment, the current Classified permissive transfer process offers flexibility to managers/supervisors to consider qualified internal applicants without having to conduct an open recruitment. It also allows current/eligible employees to apply internally without open competition.
- For direct hires, the current Unclassified waiver system seems to work fairly well for the intended purposes. In general, it is timely, and it allows a hire to be made without open competition, thus saving both potential applicants, hiring managers, and HR staff time and effort.
- The strengths related to advertising positions are:
  - UW-Madison “Recruitment Toolkit“ was created by the Office of Human Resources and released in spring 2012. The toolkit would become a useful, powerful tool for campus as units begin to use its features.
  - Each hiring unit has control and flexibility over its advertising methods.
  - Online Position Vacancy Listing (PVL) System for Unclassified staff automatically generates an email to the Office for Equity and Diversity for its approval of the Recruitment Effort Plan (REP).
- Both REPs and RAPs processes create a platform for affirmative action accountability.
- The strengths related to applicant assessment within the current HR systems include:
  - Objective criteria and assessment processes can work very well and remove or reduce personal considerations or influences.
  - A variety of assessment tools are available for Classified recruitments.
  - Behavioral interviews work well, but require effective training and are not widely used.
  - Current processes can produce a well-qualified applicant pool.

The proposed changes regarding recruitment and assessment have been incorporated into the team’s recommendations.

### Current Issues

Several issues and concerns have been identified within the present recruitment and assessment systems. Most notably are the lack of current technology and the duplication of systems and processes between the Classified and Unclassified systems. The current issues for each area are outlined below.

### Technology

- Campus doesn’t have an Applicant Tracking System (ATS). This deficiency limits our ability to process applications and measure effectiveness of advertising efforts. The lack of an effective ATS also affects affirmative action data reporting and exposes campus to federal audits and penalties. We are the only institution in the Big Ten without an ATS.
- Position Descriptions (PD) and Position Announcements (PA) are static (non-interactive) website pages, with no additional features allowing communication through social media and/or by email. This limits UW’s ability to enhance talent acquisition branding efforts.
- Because there is no central data warehouse, users cannot access and share drafts of position announcements and position descriptions.
Position Creation

Two position creation processes used: one for Classified positions and a second for Unclassified positions. This system duplication is redundant and causes excess expenditures, repetition of resources, and an increased learning curve for human resources and hiring managers.

Internal Recruitment

Regarding internal recruitment, the current Classified permissive transfer process does not give managers and supervisors the ability to consider employees who are not in a permanent position, such as project and LTE employees. It also limits employees’ ability to promote from within, without open competition. There is no similar process for Unclassified staff.

Direct Hire

To provide equity, the current system needs to integrate factors and titles from both the Classified and Unclassified hiring processes. Hiring managers feel the current six-week timeframe for short-term hires is not long enough. Additionally, options for hiring staff after a training/internship period are limited.

Advertising

- Recruitment and applicant assessment practices are inconsistent across employee categories and vary greatly by hiring unit. As a result, there is little to no “how to” or training for those involved in the hiring process.
- The data determining underutilization is from the 2000 census and is outdated.
- The lack of a central application system translates into several missed opportunities for both applicants and hiring units. Each applicant has to apply separately for each position; they cannot indicate interest in multiple positions within a single application. By not retaining this data, UW-Madison is losing a valuable audience to target advertising.
- Regarding the UW job posting website, www.jobs.wisc.edu:
  - Overall, the look, feel, and format of the website is outdated and cumbersome.
  - There are sections on the page for “featured jobs” and “calendar” but they do not contain any information.
  - The job search offers only two options for searching:
    - Keyword: Users have to know specifically what they are looking for.
    - Category (Classified or Unclassified): Users outside of the UW System have difficulty understanding the categories.

Assessment

- There is very little consistency across campus regarding how candidates are assessed.
- Based on required procedures, the current Classified process is cumbersome, frustrating and time-consuming.
- An applicant for a Classified position may become frustrated: He or she may be contacted multiple times by the same hiring unit when multiple recruitment efforts for the same title are taking place and an applicant has previously been rejected as a viable candidate. This is the result of the state of Wisconsin hiring process that requires hiring units to contact applicants on a certification list for each vacancy being recruited.
- Some current assessment tools/tests do not assess for what is really needed.
- The Objective Inventory Questionnaire (OIQ) is an applicant self-rating tool, which leads to unreliable results.
- The assessment methods are not always easy and practical for human resources, the applicant, and the hiring supervisor.
- Our current assessment options are not technologically advanced.
- Hiring units may not always follow best practices and campus protocols when assessing candidates.
- It is not a very adaptable system for assessing the specific requirements of a particular position. For example, if a position requires extensive proofreading, the assessment tools we currently use do not adapt well to assess this skill specifically. The current Classified system is outdated compared to the private market in our assessment strategies. The constraints around the process does not allow for adaptation in order to become competitive.
- More centralized support (people, tools, guidelines, and resources) are needed.
Executive Summary of the Recommendation

Our vision is to design timely recruitment and assessment systems to promote recruitment, hiring, and retention of the most qualified individuals. These systems must be technologically advanced, adaptable, and allow for critical data tracking and management. This will also provide campus a consistent and efficient way to share best practices while providing flexibility to the hiring unit. By following best practices, we will be able to apply this knowledge to better identify diverse and talented applicant pools to improve our recruitment strategies. A process to create accountability at all levels needs to be implemented. To allow these new systems to work well, regular ongoing review and training will need to be conducted by OED (Office for Equity and Diversity) and OHR (Office of Human Resources) to ensure processes are meeting these goals.

The recruitment and assessment team proposed that UW-Madison adopt common processes and systems for generating position descriptions and announcements. The university needs to develop, but not require, a comprehensive process for internal recruitment that would allow units to consider employees for opportunities such as promotions, lateral movements and demotions without external competition. The team also recommends a unified direct-hire process that is an evolution of the current waiver process, but would be applied campus-wide. For applicant assessment, the team proposes eliminating the establishment of registers and the ranking and certification of applicants to fill a Classified vacancy for internal or open recruitment, and it believes the university should develop a central assessment toolkit to provide work units the flexibility to use a variety of assessment tools. The team emphasizes the importance of employee diversity, and recommends policies that consider diversity in evaluating recruitment waivers and advertising for vacancies. The team also recommends the creation of an integrated, online application and applicant-tracking system.

The Recruitment and Assessment team identified its recommendations into the following six areas:

Technology

We recommend the adoption of an online system to integrate the Classified and Unclassified systems into one, central online platform. This system would be highly supported with online tools and would equally serve hiring units and applicants.

Position-Creation Process

We recommend all campus positions would use the same campus-wide system for generating position descriptions and position announcements. This would be part of the overall online system.

Internal Recruitment

We recommend UW-Madison create a comprehensive internal recruitment process to give current/eligible UW-Madison employees the opportunity to be considered for employment opportunities such as promotion, lateral movements, and demotion, without open competition.

The recommended internal recruitment process would give divisions the flexibility/option of filling a vacant position without conducting an open recruitment. However, divisions would not be required to do an internal recruitment before conducting an open recruitment. UW-Madison would use the online system discussed above to announce the position internally.

Direct Hire

We recommend a direct hire process that is an evolution of the current “waiver” used as part of the Unclassified hiring process. We recommend a process where, when special circumstances apply, an applicant can be hired without competition. The new unified direct hire system would apply to both what is currently known as Classified and Unclassified positions. A direct hire is considered an exception; it is preferable to post all positions through either the internal or open recruitment process.

Advertising

We recommend UW-Madison encourage, but not require, hiring units to advertise externally (post beyond the UW-Madison website) for all open recruitment positions. The advertising component of the proposed recruitment system would use and expand on the current recruitment toolkit, which features listserv memberships, advertiser information and discounted rates, templates, and a previous applicant database. It would also offer a centralized process for ad placement. Also, the current jobs website [www.jobs.wisc.edu] needs to be updated and integrated with a new applicant tracking system. The search function also requires updates to provide more accurate and meaningful search results.
External advertising would be required for open recruitments of the following positions:

- Positions deemed underutilized (or under representative of certain minority or gender groups) by the Office for Equity & Diversity.
- Positions above a certain salary, grade, or title, such as high-level positions. The exact title or level would be determined at a later date.

Assessment

We recommend a central campus Assessment Toolkit be developed to help guide the hiring process for all stakeholders and share best practices and examples (see appendix 5 and 6), while providing for flexibility and ownership by the hiring team. The Recruitment & Assessment Team recommends eliminating the establishment of registers and the ranking and certification of applicants to fill a Classified vacancy for internal or open recruitment. The toolkit should include policies, procedures, resources, information, examples, and tools, and be technologically advanced and easy to use.

Other main areas of recommendations for assessment include:

- Central campus guidelines for the assessment process be developed, using competency-based hiring, defined as matching a potential employee to a position based on a set of skills, knowledge, and technical qualifications, as well as behavioral characteristics, and individual aptitudes, as the primary basis for the assessment/evaluation process for candidates, based on the four areas outlined by the Competency Team: Knowledge, Abilities, Skills, and Mindset.
- Guidelines for the assessment process would also be developed, placing a strong emphasis on behavioral interviewing as an interviewing technique. Years of experience are also an appropriate evaluation factor in a competency based hiring system.
- Units would maintain flexibility to choose the specific assessment tool/process. However, central assessment processes for specific high-volume positions (examples: custodian or food service) may be appropriate for centralization. The details for a centralized and continuous recruitment process need to be explored after other details of the system are determined.
- Although seniority can play a role in the assessment process, it is not necessarily a primary factor in the hire decision.
- Ongoing and timely training must be available to assist with all steps/stages of assessment.

Recommendation Description

Technology

The Recruitment and Assessment Team recommends the adoption of an online system to integrate Classified and Unclassified systems into one central, online platform and integration of all aspects of the recruitment, assessment, and hiring process. This system would include related, online tools. The software could be built internally or purchased from an outside vendor. It is very important the selection of the software involve OED, OHR, and HR subject matter experts. To ensure that software is user-friendly and well designed for campus, input from the end-user needs to be considered. This system would equally serve hiring units and applicants.

The system includes four inter-related components:

1. Data Warehouse
2. Recruitment Toolkit
3. Applicant Tracking System
4. Assessment Toolkit

The overall features of the system would include:

- A platform to share best practices and knowledge, such as the Knowledge Exchange Platform presently included within the UW Recruitment Toolkit for advertising.
- Integration with social media and other online tools. This could be achieved by incorporating go-to-web features, such as “share with a friend,” “post on Facebook,” and others.

This online data warehouse (DW) would be used for PA and PD storage. This system would catalogue documents and make them available for use by hiring units. The DW would help hiring units develop and share PAs and PDs and eliminate the need to “recreate the wheel” for each recruitment. For example, when a department creates a PD for an IT position, this document would be stored in the system and available as an example for other departments.
Benefits of the DW:

- Maintain data history and business transactions.
- Integrate data from multiple-source systems, enabling a central view across UW-Madison.
- Improve quality of PAs and PDs.
- Present the organization’s information consistently.
- Provide a single, common PA and PD model for all similar positions, regardless of unit.
- Restructure the data so it makes sense to the business users.

The recommended DW would be integrated with an Applicant Tracking System (ATS) to meet the needs of all stakeholders (i.e., hiring departments and applicants), satisfying the current needs, and being flexible and robust enough to accommodate future needs. An ATS enables the electronic handling of recruitment processes, such as resume collection and applicant correspondence, and can be used to identify successful advertisement sources used by applicants.

The ATS should meet the following criteria:

- One system to allow jobs to be posted for open recruitment or internal recruitment. The system would integrate all aspects of the recruitment, assessment, and hiring process.
- The ATS would be integrated with the new Recruitment Toolkit and other HR systems.
- Additionally, to accommodate those without computer access or skills or non-English speakers, staff support, and translation and interpretation services must be available to assist applicants. For example, kiosks could be placed at OHR Access Center and locations on campus. Staff would be available in person, online, and by phone to assist applicants. Continue to accept paper applications as requested.
- For some positions, applicants could select “Spanish”, “Tibetan”, “Hmong”, or other languages for translated information.
- The website would be designed to accommodate those with disabilities and meet or exceed all accessibility requirements. For instance, the website will allow the ability to increase font size, use a screen reader, and include image tags.

Benefits of an ATS

- Maintains a database of resumes, even when there is no vacancy. This system would analyze pre-existing data, such as resumes in our database. Applicants can opt out of this option if they choose. It may not be necessary to spend a great deal of money for advertising if there are already enough high-quality applicants.
- Most job boards (Monster, Career Builder, HigherEdJobs) allow for ATS to be connected and synchronize with their resume and job board databases.
- An ATS allows for a central system to provide opportunities to internal employees before making those opportunities available to external candidates.
- Assists in ensuring all recruitment steps are completed appropriately and documented.

Position-Creation Process

The Recruitment and Assessment Team recommends that all campus positions use the same campus-wide system for generating position descriptions (PDs) and position announcements (PAs).

- We recommend an integrated system in which HR or departments feed information into fields in a computer program, which then pulls the information forward into standardized PDs and PAs. Some data-entry fields would be mandatory and others would be optional. This system would also lay the groundwork to make updates to PDs as employees’ duties and responsibilities change over time. The system would be best if designed to accommodate the ability to adapt to future needs.
- It is critical to dedicate resources to properly execute and continually maintain this system. Training for all campus units will be needed in variety of formats (in person, online, and written), along with IT support staff, regular communication, and updates.
Internal Recruitment

The Recruitment and Assessment Team recommends an internal recruitment process that applies to all UW-Madison employees regardless of classification. This would allow units to recruit within UW-Madison, but still maintain a competitive hiring process. The intent of the recruitment processes is to conduct the majority of recruitment efforts as open recruitment. Internal recruitment can be used when there are specific reasons.

We recommend the following individuals be considered internal applicants for purposes of internal recruitment:

- All individuals with a current UW-Madison paid appointment, regardless of appointment type or classification (e.g., current Academic Staff; Classified permanent, project, and LTE; and student employees).
- The employee would not be required to have been in his/her current job for a minimum amount of time before he/she can apply for an internal vacancy.
- Individuals who have been terminated or who have been notified their position will be eliminated due to funding, budget, or program redirection, and employees who qualify for transfer as a disability accommodation, would be eligible to apply for internal vacancies up to 12 months after a separation from employment for these reasons. Employees who are terminated due to performance/misconduct would not be eligible to apply for internal recruitment.
- Individuals who passed an original probation period, then moved to new positions and did not pass probation, would not have the right to return to their previous positions. For this process to work, timely performance management would be a key component during the probationary period. (See the Interdependency section for more details.) The former department could rehire the employee if it chose, but it would not be required. However, these individuals would be eligible to apply for internal positions for 12 months following a separation from employment due to the failure to pass probation. The ability to apply as an internal applicant would not be available to employees whose employment was ended due to misconduct.
- Individuals who complete an “official internship program,” such as the Recruitment Initiative for Student Employees (RISE), would be eligible to apply for internal positions for 12 months.

All internal applicants would compete on an equal basis and would be required to meet the same criteria and qualifications that would be applied to an external applicant during an open recruitment were conducted. Divisions would have the option of conducting an internal recruitment when there is an adequate, qualified internal applicant pool.

For most positions, divisions would have the discretion to make a recruitment opportunity available only to internal applicants within the division or open to employees across the entire UW-Madison campus. However, if an internal recruitment process is selected, making the internal recruitment opportunity available to the entire UW-Madison campus is preferred. Internal recruitment opportunities, limited only to applicants within a particular division, should be a rare occurrence and most often fall within the exceptions outlined below. If internal recruitment is not utilized properly, or the results are leading to a decrease in the ability to diversify a division, the option of internal recruitment can be limited and/or revoked at the division level.

Factors that might warrant limiting recruitment to internal applicants within the division include, but are not limited to:
- Financial: If a division cannot afford a new position, but could afford to hire from the division within without replacing the new hire’s old position; and
- Pool within own division: If there is a large, qualified applicant pool within the division, the division might want to provide an internal advancement opportunity. The division might want to provide opportunity for movement across work shifts or locations. However, to avoid adversely influencing diversity, underutilization must be a major consideration when determining whether recruitment within a division is appropriate.

Internal recruitment would be an option available to the division, unless the position meets any of the following criteria:
- The position is at or above a certain level (e.g., assistant deans, directors, or coaches), which will be determined at a later date.
- The position is deemed inappropriate (specific reasons to be defined later) for internal recruitment by central campus Office for Human Resources.
- Exceptions to these restrictions must be approved by the campus Human Resources Director and the Office for Equity & Diversity.
Direct Hire

We recommend a direct-hire process to replace and expand upon the current Unclassified “waiver” process. This new unified direct-hire system would apply to both current Classified and Unclassified employment. When there is a vacancy and any of the circumstances outlined below apply, a hiring unit would be able to hire an applicant without competition. The direct-hire process would include the waiver of an open or internal recruitment for the following reasons:

- Appointment is 25 percent or less
- Emergency instructional appointment
- Six months or less (excluding lecturers)
- Leave of absence replacement
- Training completion for Employees-in-Training titles or official internships such as Recruitment Initiative for Student Employees (RISE)
- Referral priority/restoration (could be due to layoff or reassignment)
- Temporary acting appointment
- Sole source (positions that either would not exist without a specific person, or for someone who has very unique credentials)
- Spousal/partner hire (typically used with Faculty recruitment or retention)
- Rehired annuitant
- Other

Please see Appendix 4 for definitions of each of the above.

The following comments provide additional information about the criteria above:

- The current Unclassified short-term waiver is for a six-week period. Hiring managers feel the current six-week time frame was not long enough and created issues that could be easily addressed by extending the time frame to six months. However, we felt if a position was being created for longer than six months, open recruitment would occur or the situation might fall under another direct-hire reason, such as leave of absence replacement, etc. We recommend increasing the length of short-term appointments from six weeks to six months. This will make the current TA/PA waiver reasons “summer appointment” and “degree completion” unnecessary.
- Completion of authorized internships and training programs (such as RISE – Recruitment Initiative for Student Employees [http://www.ohr.wisc.edu/RISE/]) has been added as an additional reason for a direct hire. If RISE students complete their internship and are not immediately offered a job on campus, their direct hire eligibility is extended for up to 12 months to allow participants to continue applying to internal recruitments at UW-Madison. Implementation of UW Students Internship programs to create a pipeline of diversity excellence into full-time employment with UW–Madison. An internship is an opportunity to integrate career-related experience into an undergraduate education and professional experience by engaging students in planned, supervised work. Fortune 500 companies target UW as a source of interns for diversity pipeline efforts. It makes sense for us to tap into our own resources as a tool to expand our diversity.
- For the other criteria, justification must be provided and sent to the Office of Human Resources for review and approval on a case-by-case basis.

Advertising

The Recruitment and Assessment Team recommends a more streamlined approach to advertising, but one that still allows flexibility and control by hiring units. The recommendations are outlined below.

1. Hiring units should be encouraged, but not typically required, to advertise externally for all open recruitment positions. This advertising would vary based on the level, title, and needs of the position. Efforts must be made to reach and attract an appropriate, diverse applicant audience. There are many opportunities for unpaid advertising to reach a diverse audience. Examples of when it is prudent to advertise:
   - Highly specialized positions that require unique/specialized skill sets, would serve a narrow/targeted population, or have an out-of-state work location;
   - When hiring for multiple open vacancies for the same job; and
   - Any position difficult to fill.

2. External advertising would be required for open recruitments meeting any of the following criteria:
a. Underutilized positions as defined by the Office of Human Resources; and
b. Positions above a certain salary, grade, or title. The exact title will be determined at a later date.

3. The advertising component of the proposed recruitment system would use and expand on the current recruitment toolkit, which features listserv memberships, advertiser information, discounted rates, templates, and a previous applicant database. It would also offer a centralized process for ad placement. Following are the elements we believe should be part of the advertising component of the recruitment system.

a. The Recruitment system: We recommend the automated recruitment system pull pertinent data from PAs to compose a draft job posting.

b. The Toolkit: The current recruitment toolkit (https://www.recruitment.wisc.edu) would be integrated into the automated recruitment system. Features of the toolkit would include: access to discounted rates for advertising contracts, publications, and database memberships; grouping several open positions into a single, larger advertisement when appropriate; grouping several open positions together to visit career fairs aimed at increasing diversity; template letters and forms; access to past advertisements for similar positions; centralized email lists to reach prospective candidates; and a tracking system to measure success of various efforts. Hiring units would be able to pick where they would like to advertise and could see a cost estimate for each of their choices, and then decide whether to place the ads themselves or to work with central HR recruiting experts who make the ad more reader-friendly.

c. Centralized resources: If a hiring unit opts to use central HR to place their ads, it would still give final approval of the ad and the costs. Recruiting experts would place the ads in an attempt to take advantage of economies of scale. To give units an incentive to use the experts, the process must be timely.

d. Hiring unit process: If the hiring unit decides to place advertisements itself, it would be required to add information to the toolkit about ad placement for data collection purposes. During the position-posting process, the hiring unit will indicate their external advertising sources, if any. During the application process applicants will be asked to indicate where they heard about the job, allowing the UW to analyze the effectiveness of its advertising.

4. We recommend that jobs.wisc.edu be updated and integrated with a new applicant tracking system.

   a. Applicant resources
      i. Applicants would be given the option to create an account or to apply as a guest. Creating an account would provide the applicant access to an applicant’s saved resume/application to easily apply for multiple opportunities.
      ii. Once a person applies for a position at UW-Madison (as a guest or with an account), his/her resume and application would be kept in a recruitment system database. Hiring units would be able to search this database and contact these individuals, and the system would automatically inform the individuals when a similar position opens up at UW-Madison. Applicants would be allowed to opt out of this feature.

   b. Overhaul the current website: Create branding that emphasizes that someone working at UW-Madison can make a difference in the world. Update the website to enhance job search capabilities relevant for all customers (internal and external). The current website needs to be updated to provide more accurate and meaningful search results.

**Applicant Assessment**

The Recruitment & Assessment Team recommends eliminating the establishment of registers and the ranking and certification of applicants to fill a Classified vacancy for internal or open recruitment. The Recruitment and Assessment Team also recommends the development of a centralized approach to assessment that still allows flexibility and control by hiring units.

1. We recommend use of competency-based hiring as the primary tool for the assessment/evaluation process for candidates, based on the four areas outlined by the Competency Team:
   - **Knowledge:** what you are aware of; information known within a content area typically from facts or experience
   - **Abilities:** being able to or having the potential to perform; sometimes used interchangeably with talent
   - **Skills:** the how-to information for a role; doing physical or mental tasks; capabilities that can be transferred from one person to another
   - **Mindset:** attitudes, beliefs, values, perceptions, etc. that are demonstrated in behavior.

2. We also recommend the development of central campus guidelines for the assessment process with an emphasis on behavioral interviewing as an assessment tool. Behavioral interviewing uses open-ended questions and relies upon past behavior/performance as a strong indicator of future behavior/performance. We recommend that central HR provide training/guidance on how to use this interviewing technique, as well as sample questions and evaluation tools.

3. A central Assessment Toolkit will be developed to help guide the hiring process for all stakeholders and to share best practices and examples, while providing for flexibility and ownership by the hiring unit. The toolkit will include resources such as policies, procedures, guidelines, resources, information, examples, and assessment tools. The appropriate
assessment tools for a given recruitment will depend on a number of factors (type of position, number of applicants, number of positions/vacancies). In some cases, multiple assessment tools may be necessary, in tandem or as separate steps. The tool kit should include a way that units can outline their assessment strategies and a way to provide feedback on the effectiveness of the assessment tools used. This system should be intuitive and easy to use.

4. Tools used to assess Knowledge, Skills, Abilities and Mindsets might include the following: resume and cover letter review; structured interviews (example: behavior-based questions, role playing, scenario questions, etc.); presentations and simulations (example: an Excel test, food-preparation demonstration, writing sample, composing a memo based on an email communication, etc.); and reference checks.

5. To promote diversity, we will utilize current campus resources, such as those used by Women in Science and Engineering Leadership Institute (WISELI) and others, to decrease hiring bias. These tools will be incorporated into the toolkit and available to the campus.

6. Prior to initiating the hiring process, the hiring unit will analyze the responsibilities and duties of the position, as well as the culture of the unit. This analysis will assist with the pre-hire assessment process and will provide the building blocks necessary to ensure best-fit hires successfully bringing new hires on board. The criteria derived from this analysis would also be used for evaluation during a new employee’s probationary period and subsequent, annual performance reviews.

7. Hiring units would maintain flexibility to choose the specific assessment tool/process. However, central assessment processes for specific, high-volume positions (examples: custodian or food service) would be developed to assist with the assessment process. The new process needs to allow for timely recruitments and hiring while maintaining flexibility for the unit and the applicants. The details of centralized and continuous recruitments need to be explored once other details of the system are determined.

8. Although seniority can play a role in the assessment process, it is not necessarily a primary factor in the hiring decision.

9. We recommend that central HR provide training and assist with all steps/stages of assessment.

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How does the recommendation address significant current issues?

**Technology**

The recommendations regarding technology should speed up the hiring process, reduce human effort, and improve data collection and evaluation.

**Efficiency:** Upon completion, this will be a robust process with easy-to-follow steps. It will eliminate the duplicate systems on campus and integrate with external systems, such as Monster.com, HigherEdJobs.com, etc.

**Flexibility and Responsiveness:** We recommended these systems be developed to meet our needs, not the other way around; in other words, UW-Madison would not change its business practices to conform to technology.

**Alignment:** By using one online system for all positions, we will provide greater alignment and uniformity across campus.

**Consistency:** Systems will permit implementation of policies and processes with limited impact on daily business practices.

**Transparency:** Data reporting will improve greatly. These systems will provide data that could be used in audits related to affirmative action efforts and to evaluate the effectiveness of advertising other efforts, such as career fairs. Reporting will be more effective and efficient, and will improve transparency and accountability.

**Position Creation Process**

The Recruitment and Assessment Team recommends all campus positions use the same campus-wide system for generating position descriptions (PDs) and position announcements (PAs).

**Efficiency:** This would be more efficient because we would decrease duplication efforts. For instance, fields would auto-populate from the PD into the PA, and as we use the new system to rehire positions, it would call up information from the previous PD and PA as needed.

**Flexibility and Responsiveness:** We envision PAs and PDs will be general enough to accommodate a variety of job titles across all employment categories. Many of the fields will be optional to allow for customization. Because we anticipate the system used will be very flexible and adaptable, this will provide further flexibility and responsiveness.

**Alignment:** An employee’s PD would be updated as the employee evolves within his/her position. This will allow for management to track and develop employees and ensure PDs are a reliable measure for evaluating employees.
Transparency: The system would allow cross-campus access to PDs for any employee, which allows for a very transparent system (currently only available on Classified employees). Assistance should be available for anyone who may be interested in applying for a UW-Madison position, including utilizing in-house staff and translation services.

Internal Recruitment

Expected benefits of a more robust internal hiring program include:

- Improving employee satisfaction by providing additional opportunities to a wider range of employees; (e.g., current employees, recently laid-off employees, and official internship program participants)
- Providing enhanced learning opportunities for the groups identified above
- Retaining knowledge of institutional processes and culture
- Developing and retaining talent within UW-Madison
- Saving time and money by allowing a simplified recruitment process for appropriate positions

Efficiency: Allowing internal recruitments for appropriate positions would avoid the time and expense of advertising outside UW-Madison and reviewing numerous candidates when the position can be filled with a qualified internal applicant.

Flexibility and Responsiveness: Internal recruitment should be an option for most positions. Divisions would not be required to conduct an internal recruitment prior to conducting an open recruitment. To maximize opportunities for internal applicants, making internal recruitment opportunities available to the entire UW-Madison campus community is preferred. However, divisions would have the discretion to make an internal recruitment available only to applicants within their division, if appropriate.

Alignment: Allowing internal recruitments would provide additional opportunities for advancement to current employees and allow for hiring priority for recently laid-off employees and official internship program participants.

Consistency: This same process could be used for filling positions in all employee categories and could be open to internal applicants in all employee categories, as well as official internship program participants.

Transparency: By expressly allowing internal recruitment for appropriate positions, UW-Madison would reduce the dissatisfaction created by perceived “sham recruitments,” i.e., open recruitments when the hiring manager will likely select an internal candidate.

Direct Hire

Feedback from forums, web chats, and other methods indicated employees and applicants are not interested in applying for a position when the unit expects a particular individual will be hired into the position, but current policy requires that the vacancy be posted and all applicants evaluated. Applicants do not want to waste the time of preparing application materials, applying and possibly interviewing. Hiring units and recruitment teams also believe that it is not a good use of resources to go through the posting and recruitment process when a unit expects a particular individual will be hired into a position. By creating an option to hire employees directly without recruitment, as appropriate, we are addressing these issues.

Efficiency: The current “waiver” process has received positive feedback and is an effective and efficient way to expedite the hiring of individuals into positions that meet certain criteria. We recommend building on this strength and emulating this “waiver” process for all employment categories.

Flexibility and Responsiveness: A format similar to the current “waiver” system would be developed and could be easily revised if appropriate, additional direct hire reasons were identified. This process would be expanded to cover all vacancies.

Consistency: This direct-hire process could be utilized for appropriate situations in all positions.

Transparency: Direct-hire reasons are listed on the proposed form. For the “Other” reason, approval would come from the campus HR Office and would not be arbitrarily granted or withheld.

Advertising
Efficiency: Open recruitment is typically a long and potentially expensive process. Having a one-stop shop for advertising assistance, which features templates, data about previous similar recruitments, central expert assistance, and discounted rates would significantly speed up the process of ad placement while saving money previously wasted on duplicate membership fees. Additionally, the applicant database would reduce application time for prospective employees and maintain a list of previous applicants who may still be interested in future openings.

Flexibility and Responsiveness: By providing a self-help toolkit and the option for departments to choose to place their own advertisements or to use central recruiting experts, we are leaving a large amount of room for customization within the process.

Alignment: For open recruitments, the advertising toolkit, and external advertising recommendations are intended to streamline and standardize commonly used advertising practices, allowing us to use our residual resources to broaden other efforts to grow and maintain our diverse highly-qualified workforce.

Consistency: Open recruitment and the self-help toolkit would be available for all positions. The toolkit would include historical documents and templates to prevent hiring units from reinventing the wheel for duplicate and similar recruitments. The decision to externally advertise cannot be common to all positions due to the custom tailoring required to address varying skill sets, diversity, and size of anticipated applicant pool.

Transparency: A recruitment toolkit would create transparency across campus by providing instructions and resources for hiring units and would provide data that could be used to evaluate the success of various advertising sources to be accessible by all hiring units.

Applicant Assessment

Using competencies as the building block throughout various stages of the employee life cycle, including recruitment, creates consistency and alignment throughout these processes. Using competencies could also help make the process more transparent to all stakeholders and produce more qualified applicant pools.

Using behavioral interviewing as an interview technique would create greater consistency across campus and employment types, align the interview process with the predetermined competencies, and produce a more qualified applicant pool and a heightened ability to defend the hiring decision.

A central assessment toolkit would provide a consistent and efficient way to share best practices and examples, while providing for flexibility and ownership by the hiring unit. A central toolkit would be a transparent and technologically efficient way to share this information with stakeholders and provide them with the flexibility to shape the process to their needs. It would also allow for adaptation over time.

Flexibility to choose tools, while still providing specific central assessment processes as needed, would give hiring units an efficient way to recruit and hire qualified staff and adapt the process as needed.

Having central HR staff available to train and assist with utilization of the toolkit would increase consistency and efficiency in the hiring process. Additionally, this would facilitate compliance with state and federal law and give units an efficient way to recruit and hire.

How does the recommendation promote our workforce and community of the 21st century?

Technology

The creation of the systems will reshape the way we do business and through process evolution would positively impact hiring units and applicants to UW-Madison. The recommendations bring UW-Madison into alignment with 21st century practices. The recommendations could shape the workforce and community in the following aspects:

Diversity: These systems would help us attract diverse candidates by increasing the effectiveness of advertisements and allow us to gather data identifying where applicants from various communities seek information about employment.

Engagement: These systems would assist in engagement with our current employees by providing opportunities to advance their careers through promotion.
Right talent and fit: These systems would help us find the right talent and fit by creating new ways for us to collect applications, and would improve communication with the right candidates. This would be facilitated because these systems collect real data from sources the applicants are using to find job announcements (Monster, Career Builder, etc.).

Position-Creation Process

We recommend that all campus positions use the same campus-wide system for generating position descriptions (PDs) and position announcements (PAs).

Diversity: A PA that is succinct and to the point will not intimidate potential applicants from applying for our positions. Working in conjunction with advertising, it can reach and appeal to a diverse audience.

Engagement: A well-written and continually updated PD would outline clear expectations from the onset and continue to reflect the employee’s development as the position evolves by allowing the supervisor to update with ease. This would help foster trust with employees and support their development through effective and clear communication with their supervisor.

Right talent and fit: If the system is properly executed, PAs and PDs, in conjunction with targeted advertising, would result in applicant pools that are well qualified and appropriate. The system would produce a pool of candidates that will be the best fit for the position.

Internal Recruitment

Diversity: To avoid adversely impacting diversity, underutilization must be a major consideration when determining whether internal recruitment is appropriate. The division human resources manager would consider whether underutilization makes internal recruitment inappropriate for a particular position. But it is hoped that a more robust internal recruitment process would improve retention and advancement of diverse hires.

Engagement: Allowing internal recruitments would provide additional opportunities for advancement to current employees, official internship program participants, and allow for referral priority for laid-off employees.

Right talent and fit: Allowing internal recruitments would provide additional opportunities for advancement to current employees, and official internship program participants, and allow for referral priority for laid-off employees.

Adaptability: Making internal recruitment optional would allow divisions to utilize internal recruitment when it could shorten and simplify the recruitment process when there is a high likelihood of hiring a qualified internal applicant, but not add a step prior to open recruitment when there is not an adequate, qualified internal applicant pool.

Direct Hire

Diversity: These hires are situation based. A large majority of direct hires come from outside of the campus community and may provide an opportunity to increase diversity. Our recommendations for direct hires include a waiver for graduates of the RISE program, which takes advantage of existing campus diversity.

Engagement: By extending the current “waiver” process to cover all employees we will be treating all employees similarly which will hopefully aid in building a better campus climate.

Right Talent and Fit: The recommended direct hire process would attract and quickly hire employees for very specialized positions without having to go through an open recruitment, which adds no value and wastes time and money of all involved, when a specific candidate would likely be hired.

Adaptability: The recommended direct hire process would identify specific situations in which a waiver of open recruitment is possible. As time goes on and the needs for direct hires change, the criteria can also change or be expanded and would easily adapt to additional workforce requirements.
Advertising

**Diversity:** An open recruitment by definition is open to all applicants; thus, it is optimal for diversity. The advertising toolkit and central campus experts would be able to identify diversity resources for each position to help direct our hiring efforts.

**Engagement:** Regardless of whether a hiring unit chooses to use centralized advertising process to the full extent or not, hiring units can remain as actively engaged in the advertising process as they see fit.

**Right talent and fit:** Advertising is a critical element to a successful open recruitment. Providing recruitment experts and a thorough toolkit would strengthen our ability to narrow our search in a cost-effective manner for the best-fit, diverse talent.

**Adaptability:** Our recommendations include the ability to add new advertising avenues over time, such as advertising via social media and smart-phones, to expand the toolkit while maintaining the ability to apply in-house, and paper-based advertisements to remain accessible to as broad of an audience as possible.

Applicant Assessment

These recommendations would help ensure a thorough understanding of the position before the process begins, including competencies needed for a successful hire. This would result in a more qualified applicant pool, and facilitate hiring the right talent and fit for the position. The process increases transparency and employee engagement as the employee moves throughout the life cycle of their employment at UW-Madison.

**What major alternatives were considered?**

**Technology**

There is no alternative to purchasing or developing our own ATS.

**Position-Creation Process**

An alternative to creating an online system to feed into both PDs and PAs would be to eliminate either the PA or PD and have one document, much like the current Unclassified process. The group did not adopt this alternative because we believed that our recommendation would be to create a hybrid system to combine the best features of both the Classified and Unclassified systems into one.

We also discussed the pros and cons of the ultimate flexibility of the current Unclassified process versus the more rigid current Classified process. After exploring the two processes, the team recommended including most of the fields in both the current PD and PVL systems, but allowing for some of the fields to be optional. While there are some mandatory fields, not every field in the PA or PD needs to be completed. For example, not every position will require licenses and certifications, or additional skills and talents. This provides the units flexibility to complete the sections that are relevant to their position and recruitment.

**Internal Recruitment**

The team also discussed requiring an internal recruitment when hiring for most positions. This option was not selected because, if there is not an adequate, qualified internal applicant pool, requiring this step prior to conducting an open recruitment would lengthen the time it takes to fill the position.

The team also discussed never allowing an internal recruitment. This option was considered because there was concern that allowing internal recruitment might adversely affect diversity and could limit the flow of new ideas to campus. This option was not selected because of the desire to provide increased opportunities for internal applicants and the desire to avoid the dissatisfaction, time, and expense associated with “sham recruitments.”

The team also discussed requiring employees to be in their position for a certain length of time before being eligible for internal recruitment. The team expressed concern that without this requirement, internal recruitment could be abused. But, ultimately, the team believed that the assessment process was adequate to ensure a best-fit candidate. The team was also concerned that requiring a length of time in a position could limit opportunities for employees. Ultimately, we want the best candidate for the position and do not want to limit the internal pool.
The group considered a shifting concept for permanent employees that would allow permanent employees to move to other work shifts or buildings and remain in their current titles. Changing work shifts and relocating to other buildings is a personnel transaction and not a true recruitment, and the shifting concept provides a way to accommodate this situation. An assessment process to allow for shifting would need to be created at each division level to decide which employee would be able to move or change work shifts. The process should be created at the division level so that each division can best meet its own operational and employee’s needs. We decided against this option as it would add another layer to the recruitment process. We also believed that this could also be addressed under our current internal recruitment recommendations.

Advertising

The team considered not requiring external advertising for underutilized positions that typically attract large applicant pools, such as custodians (e.g., females), to assist in managing the cumbersome and costly process of narrowing down a large volume of applicants. Some issues came to mind when considering this option: 1) Define what constitutes a large applicant pool proved to be difficult because it would differ depending upon the position and the unique talent set required for the position and 2) not requiring external advertising could limit our opportunities to diversify our workforce.

The team determined that defining what constitutes a large applicant pool would create too much gray area, as well as undermine our recommendations to emphasize a commitment to a diverse workforce. With the ability to select advertising that includes using free sources, we are not requiring undue financial burden as a result of the recommendations.

Assessment

As a team, we discussed alternatives for assessing candidates. We discussed requiring specific assessment tools and/or processes for specific positions and/or in specific situations. However, our final recommendation is to offer flexibility supported by a robust toolkit. Based on the feedback and surveys, hiring units need and want flexibility and ownership over the process, coupled with assistance, guidance, and training by central HR.

Were there dissenting opinions?

The Recruitment and Assessment Team established a working agreement by which we would abide. Our working agreement included respecting others opinions and looking at topics through the eyes of our stakeholders. With these guidelines in mind, we were able to engage in lively discussions and thoroughly talk through a topic while feeling free to express our opinions. In the majority of cases, after thoroughly discussing a topic, we would not have dissenting opinions. However, the following are instances in which a dissenting opinion was voiced.

- Allowing anyone with a current UW-Madison paid appointment to apply to an internal recruitment is too broad.
- The team recognized other factors that have not yet been identified might make an internal recruitment inappropriate for a particular position.
- Concern that the direct-hire process would allow the hiring of an individual when others could be more qualified.
- Open recruitment should be required when a position is underutilized, and introduce the “shifting” concept (see “What major alternatives were considered – Internal Recruitment”) to address the issue with changing shifts/work locations. Departments/divisions would have the option to make requests to waive open recruitment and utilize the internal recruitment process instead in exceptional situations only. These exception requests would be reviewed by campus-level HR for approval. For example, an associate dean position is only available to tenured faculty members in a division. This would be considered an exceptional situation. By making open recruitment the default process for any underutilized positions we would reinforce our commitment to encouraging a diverse workforce, while still allowing internal recruitment in specific and appropriate situations.

What are the dependencies and interdependencies with other work teams?

Technology

Many work teams may benefit from automating much of the HR process. These could include Employee Development, Competencies, Diversity, Performance Management and Transition and Succession.

15 | hr design recruitment and assessment recommendations may 15 2102.docx
For the Applicant Tracking System, the Office for Equity and Diversity will need to define criteria to be collected from applicants to meet their reporting and data needs. They can also help determine how to collect, analyze, and use the data.

**Position-Creation Process**

Allowing for title and responsibility changes within the PD would provide supervisors with a tool to keep an updated PD for their employees in one system. This would help them to better track their employee’s professional development and assist with performance management. This would also allow the Transition and Succession Team to have a mechanism that would keep positions current as people come and go. We assume the PD will continue to exist as a basis for evaluation throughout the employee lifecycle, which is interdependent with the Performance Management Team.

- This would help to promote a diverse workforce by attracting the best, most qualified and varied applicant pools.
- Proper execution depends on core competencies being understood by system users. PAs would then accurately advertise core competencies required in the position.
- With a competitive, market-driven compensation and benefits package, a PA would help attract a better applicant pool.
- If Employee Categories and Titling are more streamlined than they currently are, then the application process can be more efficient which should result in a higher quality applicant pool due to less people choosing not to apply because they don’t understand or can’t maneuver through our current system. Workplace Flexibility may offer more perks that will be listed in PAs/PDs.
- We are looking to the Competencies Team to provide core language for mindsets that would be required for all positions. We believe this would include language geared towards our mission of embracing diversity.

**Internal Recruitment**

Identifying which positions are inappropriate for internal recruitment (e.g., due to level, visibility or other factors) would be determined at a later date.

A key component to the recommendation regarding probation would be setting expectations, clearly communicating those expectations in a timely manner, and providing on-going feedback during the probationary period. The Performance Management team will need to address this in more detail.

**Direct Hire**

We recommend the Employee Development Team address ways to expand opportunities to promote or reassign an individual without the need to post the position. A process to update positions and titles (and allow employees to advance throughout their careers) would exist when an employee’s position has logically changed over time and it is not a traditional re-class/reallocation/title change. By addressing this employee development issue, for example, we would no longer need a waiver reason for when Faculty move to Academic Staff.

Other options may be available in the future through advancement or titling that could alleviate some of these development issues. The Transition and Succession Team also may want to see other adaptations to our proposals to allow for their recommendations to assist in planning for succession.

Project or LTE employees are considered at-will positions and can be terminated at any time without cause. Although we recommend that the recruitment and assessment process follow the same procedures as all other positions, the inclusion of this type of position was not within our scope. It must be evaluated by another team, such as Employee Categories or Titling.

**Advertising**

Our recommendation implies individuals of a certain level and/or title would require an open recruitment and external advertising. As was mentioned above, these distinctions rely on the recommendations concurrently being made by the Titling Team. Additionally, our definition and/or response to underutilization could depend on the Diversity Team’s recommendation as well as potential changes that may occur via federal law.
Applicant Assessment

Our recommendation is most closely related to recommendations of the Competency Team as well as the Diversity Team. While our team’s recommendations are not necessarily dependent upon those of the Competency Team, the shared emphasis on core competencies and behavioral interviewing will increase consistency, alignment and transparency. Conversely, our team’s recommendations are dependent upon the recommendations and concerns voiced by the Diversity Team, specifically as they related to gathering the required EEOC data and ensuring our application and assessment process leads to a diverse, well-qualified candidate pool.

What development or implementation challenges do you anticipate?

Technology

As with any new process or procedure, the learning curve and adapting to change will take time. People may be resistant to another online HR system after the implementation of HRS. Also, we believe strongly that without the proper communication and training, this tool will not be as effective and useful in the ways we have envisioned. Staff would be involved in the development/purchase and implementation of this software to ensure it is effective at meeting UW-Madison’s needs and will be a tool to enhance productivity, not hinder it.

Technology would be a challenge; a central interactive website of assessment tools, guidelines, etc. must be developed. Various types and methods of training modalities or tools would need to be created. All hiring staff would need to be trained on the new system.

Position-Creation Process

Regarding the Position-Creation Process, the system would allow for a lot of flexibility in terms of how much and what information can be provided in a PA or PD. Users of the system might write PAs that are too lengthy and would not attract the best applicant pool. Conversely, the users might write too little or be unclear which could leave the potential applicant confused as to what the position actually requires.

Internal Recruitment

Classified staff, who were formerly allowed to return to their old position if they did not pass probation, may be hesitant to look for different positions on campus knowing that they might be without employment if they do not pass probation.

Direct Hire

Hiring units would need to understand the use of the “other” reason for a direct hire would only be used in unusual circumstances and, in most cases, an internal or open recruitment would be required. Although there may be an individual identified who would be a good fit for a position, the direct hire process would only be used after careful consideration of whether there are potentially more qualified internal or external applicants.

Advertising

Timeliness and careful communication with the hiring unit are critical to the success of centralized advertising. Additionally, there is no current data stored in a central location tying position announcements to the advertising path and statistics from the resulting applicant pool. It would be difficult to train central HR “experts” until some of the data has been collected. Lastly, if HR Design recommendations are enacted in phases, the new proposed hiring system and data collection efforts might be difficult to implement due to changing titles and terminology associated with the project.

What change management challenges are anticipated?

Technology

One to two years for development and implementation of the new online system is expected. Following development, staff would need to be trained on the HR system.
Position-Creation Process

If stakeholders are more comfortable with and prefer one system over the other (CHRIS or PVL), they might be resistant to change to a new system. Additionally, following so closely after the change to HRS, there might be some residual mistrust or fatigue with learning a new system.

Internal Recruitment

We recommend that an individual who passed an original probation, then moved to a new position and did not pass probation in the new position, would not have the right to return to his or her former position. However, the individual would be eligible to apply for internal positions for 12 months. The ability to apply as an internal applicant would not be available to employees whose employment was ended due to misconduct. There may be resistance to this proposed change.

Direct Hire

Our recommended direct-hire process might create concern by individuals who feel they were not given consideration for a position because of personal preference by an individual in the hiring unit. However, this issue would be addressed by creating and using competencies as the basis for the hiring decision, and holding the hiring managers and supervisors accountable for their hiring decisions. All direct hires would also require prior approval from campus Human Resources.

Advertising

Hiring units are used to being fully responsible and expected to do their own advertising. Some units may be resistant to the idea of relying upon central campus for these resources.

Applicant Assessment

- These recommendations are a departure from the current system for Classified positions that require a formal testing/exam process and a certified list of applicants to interview. The recruitment process would in some cases be less structured than it is now (Classified positions with formal exams, certifications, and registers).
- Although seniority can play a role in the assessment process, it is not necessarily a primary factor in the hire decision.
- Competency-based hiring might require additional time in the recruitment process to identify and develop the assessment tools (e.g. initial assessment /development of technical, as well as behavioral, competencies). Therefore, there may be some resistance to these tools. However, if properly executed, it would lead to a better assessment process and therefore a better hire. Understanding and correctly using the various tools and processes would require training and on-going communication and assistance.

What is the impact of your recommendation?

Technology

Development of these recommended changes may be costly, but the benefits of implementation are worth the investment. For example, they would minimize the possibility of penalties due to inaccurate data reporting. Among other benefits, this system would also save staff significant time in reporting data and in filling positions.

Position-Creation Process

All campus positions would use the same campus-wide system for generating position descriptions and position announcements. This will be a significant change and it may be a challenge to make that change, but in the end it would result in significant benefits. Positive changes include:

- Streamlined PDs and PAs for all recruitments.
- PDs and PAs will be more efficient, flexible, transparent and consistent.
- Fewer staff hours would be required to create PDs/PAs because one system creates both and the two documents are integrated with each other.

Other necessary investments to create a new system include:

- Cost of a new system
- Programming staff time needed to create and maintain the system
• HR and programming staff to create and provide training for all users
• Technical resources such as the use of computer labs for training, training materials, etc.

Internal Recruitment

Allowing a more robust, comprehensive internal recruitment process would allow a wider range of internal applicants to apply and would lessen the time and expense of filling positions when there is an adequate, qualified internal applicant pool. However, it might be perceived as limiting opportunities for outside applicants to compete for UW-Madison positions. It might also limit diversity and the pool of new talent with outside perspectives and ideas.

Direct Hire

The direct hire process is similar to the current “waiver” process used for Unclassified staff. The recommended changes would include Classified staff, thereby creating a more equal system. Additionally, by allowing direct hires, we would prevent the time and financial cost of having to go through an internal or open recruitment process when the direct hire criteria are met. The direct hire process is limited to situations meeting one of the set criteria and is not intended to be a common recruitment method.

Advertising

By creating resources for hiring units, tracking statistics about previous recruitment efforts, and taking advantage of negotiated advertising discounts, we expect to reduce the overall cost of advertising and improve diversity in UW-Madison applicant pools. Additionally, the implementation of an applicant database could increase our job visibility and user-friendliness towards our applicants, resulting in a fast, easily accessible applicant pool.

Applicant Assessment

A central, interactive website must be developed and maintained, and this would require some financial commitment. Central HR would need to create various types and methods of training modalities or tools, and provide initial and ongoing training, and there would be a cost associated with this. However, without these centralized tools, the consistency, transparency, and effectiveness of assessment would not improve.

Open Questions

Although faculty and student hires were not the focus of the work team, many of the tools recommended (e.g., PD/PA enhancements, applicant tracking system, advertising tool kit, and assessment tool kit) could be utilized in both hires. Additional consideration might be necessary to determine if additional recommendations for faculty and student hires are needed.

A process to create accountability at all levels needs to be identified, created, and implemented. This would need to be carefully considered for all campus levels to identify where and how accountability would be managed, at what levels, and who is responsible for what.

Technology

We briefly discussed whether the system should be developed internally or if we should use an external vendor. This decision was beyond the scope of our expertise.

Internal Recruitment

• While we have a desire to maintain flexibility in the hiring process, we have concerns regarding internal recruitment where underutilization exists. For example, custodians and other entry level positions tend to have large, diverse applicant pools internally. We recommend continuing to allow internal recruitment for these positions. However, we do not want to negatively affect diversity; therefore, we recommend the hiring division review each recruitment on a case-by-case basis to determine if internal recruitment is appropriate.
• We discussed requiring a certain amount of time that jobs must be posted, either internal or external. However, we decided this was beyond our scope and should be addressed at a future point.
• After the first round of recommendations were released and we received feedback from forums, chats, etc., we discussed adding language stating that internal recruitment could not be used for any underutilized title, except in limited circumstances, such as moving from one shift to another, or moving from one building to another. Instead of implementing this language,
however, we added language stating that the ability to do an internal recruitment may be revoked in part or full if a department or division is misusing it.

Direct Hire

Should we add as a reason for a waiver situations in which the PVL/PD was listed as a “short term” position (e.g., six months or less) because of funding concerns, but then additional funding was received and now the department would like to extend the position or change it to an ongoing “renewable” position? While there may be situations in which someone can be promoted without internal recruitment, the team recommends further exploration into which situations would be appropriate. This would, in part, depend on results from the Titling Team, and is also tied into employee development.

Promoting either for an established career track or as a result of a position whose duties and requirements naturally evolve over time are personnel transactions rather than recruitment processes. As such, they should be handled as personnel transactions. The concept of promotion in these terms must be clearly defined. The process by which these transactions occur must be identified.

Advertising

What EEO regulations exist that would have an impact on advertising requirements? We would like to maximize flexibility and reduce paperwork, if possible.

Assessment

Currently, in the Classified state system, veterans and individuals with disabilities are given preference points on examinations. Consideration needs to be given on whether this process would continue and in what form.

Attachments

Glossary of Recruitment and Assessment Terms

Abilities: Being able to have or having the potential to perform; sometimes used interchangeably with talent. This is a category of competency.

Assessment: An evaluation of job candidates, used to identify the most qualified, best fit for the job.

Behavioral-based-interviewing: Behavioral (experience-based or patterned behavioral) interviews are past-oriented in that they ask respondents to relate what they did in past jobs or life situations relevant to the particular job relevant knowledge, skills, and abilities required for success. The idea is that past behavior is the best predictor of future performance in similar situations. By asking questions about how job applicants have handled similar situations to those they would face on the job, employers can gauge how they might perform in future situations.

Competency: A measurable human capability required for effective performance. A competency may be comprised of knowledge, a single skill or ability, a personal characteristic, or a cluster of two or more of these attributes.

Direct hire: This process involves hiring a candidate without a competitive recruitment process. The candidate could be external or internal. Specific criteria for direct hires are outlined in the business case. The criteria are similar to the current waiver process for Unclassified staff.

EEOC: The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person’s race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.

Employee lifecycle: This refers to an employee’s employment journey from the decision to apply through separation.
External advertising: Announcing the position to other outlets beyond the UW-Madison jobs website. This includes both paid (newspapers, monster.com) and unpaid (craigslist, listserv announcements, etc.) ads.

Internal applicants: An applicant currently an employee of UW-Madison.

Internal recruitment: Recruitment open only to current paid employees of UW-Madison.

Knowledge: What you are aware of; information known within a content area typically from facts or experience. This is a category of competency.

Mindset: Attitudes, beliefs, values, perceptions, etc. that are demonstrated in behavior. This is a category of competency.

Open recruitment: When there is a vacancy and the position is open to anyone, including both external and internal applicants. All individuals (internal and external applicants) compete on an equal basis.

Position Announcements (PAs): A document used to advertise the position, with language that would appeal and relate to the targeted audience (whether or not affiliated with the UW or not).

Position Descriptions (PDs): Document describing in detail a specific position and includes: duties, qualifications, other job requirements, etc.

Skills: the how-to information for a role; doing physical or mental tasks with a specified outcome; capabilities that can be transferred from one person to another. This is a category of competency.

Underutilized: This is a reference to a position under-utilized by a protected group (e.g., ethnic, gender). Ultimately, the goal for affirmative action planning is the percentage of employees hired in a protected group is roughly equal to the percentage of qualified women or minority potential job applicants.

Resources

Applicant Tracking Systems – Price comparison and software providers http://www.softwareadvice.com/hr/applicant-tracking-software-comparison/

Columbia University, “Managing Staff Promotions and Internal Transfer” policy, July 2010 http://hr.columbia.edu/policies/hr-manual/employment

Competencies in Organizations – An Overview.

Cornell University, “Staff Transfer (Excluding Academic and Bargaining Unit Staff)” policy, February 2010 http://www.dfa.cornell.edu/cms/ treasurer/policyoffice/policies/volumes/humanresources/upload/vol6_10_9.pdf


Faculty Diversity and Excellence: A Compelling University Interest, June 2011.


Jobvite. “10 Great Moments in ATS.” 2012

hr design recruitment and assessment recommendations may 15 2102.docx


Partnership for Public Service. “A Makeover That Matters: The Extreme Hiring Makeover”


Penn State, Policy No: 117 “Internal Hire (formerly Transfer Policy)”, November 2000
http://www.hr.upenn.edu/policy/policies/117.aspx


University of Washington, http://www.washington.edu/admin/hr/roles/mgr/hire/interview-select/behavioral.html

Washington University in St. Louis, “Transfer Policy and Procedure”, October 2010
http://hr.wustl.edu/Pages/TransferPolicyandProcedure.aspx

Wichita State University, “Policies and Procedures 6.16 Internal Promotion”, July 2005
http://webs.wichita.edu/inaudit/ch6_16.htm
Recommended recruitment and hiring process for UW-Madison

Position Created
Position Description is developed along with competencies and criteria to be used to evaluate the candidates.

Vacancy Approval
Vacancy is approved for either internal or open recruitment.

Database Warehouse
Hiring team uses the Database to create, edit, review and post position announcement.

Recruitment Toolkit
The hiring team uses Toolkit to post in free and paid locations. Also conduct social networking activities, career fairs, Conferences, etc.

Posted for Internal Hire
Position is posted for application, for current UW-Madison employees to apply.

Posted for Open Hire
Position is posted; anyone may apply.

Applicant Tracking System (ATS)
Applicants submit their applications online allowing more streamlined correspondence by the hiring team.

Assessment Toolkit
Hiring team can use the toolkit resources to implement a robust assessment process, which may include such things as structured interviews and simulations, presentations, and stakeholder meetings.

Reference Check
Background/Criminal Check

Offer
The ideal candidate is offered the job and hired!
Position Creation Process
Position Description Template

The Recruitment and Assessment Team is recommending all campus positions use the same campus-wide system for generating position descriptions (PDs). The list below is a recommendation of the components of a typical PD and could be used as a template in the chosen software. We recognize that every section may not be appropriate for each position and some positions may need additional sections. We believe that level of detail was beyond the scope of our team, at least at this point. Using the same general template and software would generate some consistency and efficiency across campus. Under each section is recommended language that would be posted in the template to help the user complete the form and develop the position announcement.

UNIVERSITY TITLE: List the assigned UW formal title (i.e., senior outreach specialist).

WORKING TITLE: List the informal descriptive position title (i.e. Director of Community Relations).

POSITION SUMMARY: Provide a short overview of roles and responsibilities (paragraph, full-sentence format).

EDUCATION LEVEL: State the required or preferred education level (i.e., bachelor’s degree or 20 years of equivalent experience, bachelor’s degree required, master’s preferred or experience accepted in lieu of degree).

JOB DUTIES: Outline the essential functions of the job that the employee would be expected to perform after adequate training. Provide percentages if appropriate.

LICENSES AND CERTIFICATIONS: List the required or preferred certifications, licenses, etc. (i.e., Wisconsin Restaurant Manager certification required, commercial driver’s license required). State if needed before employment or if it could be acquired during initial employment.

REQUIRED SKILLS AND EXPERIENCE: Describe the measurable skills required (i.e., typing, number of years of supervisory experience, physical requirements).

ADDITIONAL SKILLS AND TALENTS: Describe the nontechnical skills (i.e., leadership skills, self-starter, creativity, initiative, exercise good judgment).

DO THEY SUPERVISE OTHERS?: Please indicate whether the position supervises others. If so, indicate number.
- Differentiate between permanent staff and others (i.e., students, project, LTE)
- Expand to cover informal supervisory relations or define under job duties.

TEMPORARY OR PERMANENT POSITION: Please indicate the natural length of the position (i.e., temporary or permanent). If temporary, indicate the length of the position.

FTE: Indicate percentage of full-time position.

NINE-MONTH, TWELVE-MONTH, SEASONAL: Please indicate the pay basis of the position, 9-month, 12-month, or seasonal, and the frequency of pay for the position, (i.e., biweekly or monthly).

LOCATION OF JOB: Please describe the work location, (i.e., city, street, building). Include any unusual short-term work locations or if telecommuting is a possible option.

SCHEDULE OF WORK HOURS: Describe the core schedule and include any special requirements, (i.e., evenings, weekends, flexible schedule).
POSITION LEVEL: Indicate the level of the position in descriptive terms (i.e., executive, entry level, senior level, or a specific “official” level, title, or designation).

DEPARTMENT/DIVISION SUMMARY: Information regarding the division/department; two to three sentences describing size and responsibility of division/department. Can include website link.

APPLICATION PROCESS
- Materials applicant must provide to be considered
- Where and how to apply (i.e. submit materials online or to a specific address)
- Description of the additional rounds of selection process. (e.g. assessment tool, interview, presentation, etc.). Indicate only certain candidates would be invited to further rounds.
- Contact additional information

REPORTING LINE: Working title of position to which this position reports.

ORGANIZATION CHART OF UNIT: Hiring unit uploads form/document (provide templates).

ADA INFORMATION: Fixed language from campus-level regarding how to obtain accommodations in the job, with link to appropriate websites.
Position-Announcement Process

Position Announcement Template

The Recruitment and Assessment Team recommends all campus positions use the same campuswide system for generating position announcements (PAs). The list below is a recommendation of the components of a typical PA and could be used as a template in the chosen software. We recognize that every section may not be appropriate for each position and some positions may need additional sections, therefore many categories would be optional. Using the same general template and software would generate some consistency and efficiency across campus. Under each section is recommended language that would be posted in the template to help the user complete the form and develop the position announcement.

POSITION VACANCY NUMBER
State the unique position vacancy number.

NUMBER OF POSITIONS AVAILABLE: Indicate the number of identical positions available or if there are several similar positions available across campus.

UNIVERSITY TITLE: List the assigned UW formal title (i.e., senior outreach specialist).

WORKING TITLE: List the informal descriptive position title (i.e. Director of Community Relations).

POSITION SUMMARY: Provide a short overview of roles and responsibilities (paragraph, full-sentence format).

EDUCATION LEVEL: State the required or preferred education level (i.e., bachelor’s degree or two years equivalent experience, bachelor’s degree required, master’s preferred, or experience accepted in lieu of degree).

JOB DUTIES: Outline the essential functions of the job that the employee would be expected to perform after adequate training. Provide percentages if appropriate.

LICENSES AND CERTIFICATIONS: List the required or preferred certifications, licenses, etc. (i.e., Wisconsin Restaurant Manager certification required, commercial driver’s license). State if needed before employment or if it could be acquired during initial employment.

REQUIRED SKILLS AND EXPERIENCE: Describe the measurable skills required (i.e., typing, number of years of supervisory experience, physical requirements).

ADDITIONAL SKILLS AND TALENTS: Describe the nontechnical skills (i.e., leadership skills, self-starter, creativity, initiative, exercise good judgment).

DO THEY SUPERVISE OTHERS?: Please indicate if this position supervises others. If so, indicate number
  • Differentiate between permanent staff and others (i.e., students, project, LTE).
  • Expand to cover informal supervisory relations or define under job duties.

TEMPORARY OR PERMANENT POSITION: Please indicate the natural length of the position (i.e., temporary or permanent). If temporary, indicate the length of the position.

FTE: Indicate percentage of full-time position.

NINE-MONTH, TWELVE-MONTH, SEASONAL: Please indicate the pay basis of the position, 9-month, 12-month, or seasonal, and the frequency of pay for the position (i.e., biweekly, monthly).
LOCATION OF JOB: Please describe the work location (i.e., city, street, building). Include any unusual short-term work locations or if telecommuting is a possible option.

SCHEDULE OF WORK HOURS: Describe the core schedule and include any special requirements (i.e., evenings, weekends, flexible schedule).

POSITION LEVEL: Indicate the level of the position in descriptive terms (i.e., executive, entry level, senior level, or a specific “official” level, title, or designation).

SALARY/SALARY RANGE (PA only): Indicate the starting pay or a pay range and if it’s hourly or salary and exempt/nonexempt.

PROBATIONARY PERIOD: Fixed campus language to be inserted if there is a probationary period.

DEPARTMENT/DIVISION SUMMARY: Information regarding the division/department; two to three sentences describing size and responsibility of division/department. Can include website link.

APPLICATION PROCESS
- Materials applicant must provide to be considered.
- Where and how to apply (i.e., submit materials online or to a specific address).
- Description of the additional rounds of selection process. (e.g., assessment tool, interview, presentation, etc.). Indicate only certain candidates would be invited to further rounds.
- Who to contact for additional information.

EEOC LANGUAGE: Fixed language from campus-level office (self-generated).

FORMER/CURRENT INCUMBENT OR NEW POSITION: List the name and title of prior employee or if this is a new position.

BENEFITS: Fixed language from campus-level office (self-generated) based on title.

CONTACT FOR MORE INFORMATION: Hiring unit contact name, phone, email.

WHERE TO GET MORE INFORMATION: Provide any other details relevant to the position or hiring unit (i.e., website).

REPORTING LINE: Working title of position to which this position reports.

APPLICATION DEADLINE: Date by which applicants must apply for full consideration flexibility, open recruitment, and repost.

START DATE: Date you anticipate starting position; by realistic when factoring in interviews, resume reviews, background checks, etc., Can be flexible. Do not automatically default to the first date funding is available if candidate cannot be selected by that date.

ADA INFORMATION
- Fixed language from campus-level regarding how to obtain accommodations in application/interview review process with link to appropriate websites.
- Safety information link to campus safety information.

CONFIDENTIALITY STATEMENT: Fixed campus language about confidentiality, such as: “Unless confidentiality is requested in writing, information regarding the names of applicants must be released upon request. Finalists cannot be guaranteed confidentiality.”
Direct-Hire Reasons Explained

1. Appointment is 25 percent or less
2. Emergency Instructional Appointment
3. Six months or fewer (excluding Lecturers)
4. Leave of Absence Replacement
5. Training Completion for Employees-In-Training titles or official internships, such as DoIT’s trainee program or Recruitment Initiative for Student Employees (RISE).
6. Referral priority/restoration (could be due to layoff, reassignment)
7. Temporary Acting Appointment
8. Sole source
9. Spousal/partner hire (typically used with Faculty recruitment or retention)
10. Rehired Annuitant
11. Other

The direct-hire reasons should be considered by the Workforce Diversity, Categories, Titling, and Employee Development teams, and further discussion may be needed based on input.

1. **Appointment is 25 percent or less**
   This justification can be used for 25 percent or less FTE appointments.

2. **Emergency Instructional**
   The Emergency Instructional justification is only used for instructional titles when an instructional position is vacated without notice, and a quick hire is necessary for instruction. These are usually created for a short-term basis to fill in an immediate need. An example of a situation in which this justification is appropriate is when an instructor unexpectedly resigned from a lecturing position in the middle of the semester. If the department/division identifies an employee who could take on these duties, the employee could be hired into the position using the emergency instructional reason.

3. **Six months or less**
   This direct-hire reason can be used for positions that would not exceed six months. These positions cannot be extended beyond six months. However, the FTE percentage can be adjusted as necessary within the six-month timeframe.

4. **Leave of absence replacement**
   The leave of absence replacement reason is used to fill a position when an employee goes on paid or unpaid leave. For example, someone is on maternity leave or a professor goes on a year-long sabbatical. A leave of absence replacement waiver reason can be used to fill the positions in the interim. These should be terminal positions.

   If the person on leave terminates his or her employment, work with your division or campus HR contact as to how to move forward with the vacancy.

5. **Training completion for Employee-in-Training titles or official internships, such as DoIT’s trainee program or Recruitment Initiative for Student Employees (RISE).**
   The training completion reason is appropriate only for individuals who have completed their training or are part of an official trainee/internship program recognized by campus HR for this purpose.

6. **Referral priority**
   The referral-priority process includes employees who have been terminated or who have been notified their position would be eliminated due to funding, budget, or program redirection, or employees who qualify for transfer as a disability accommodation. Employees who are terminated due to performance are not included. Applicants with referral-priority status should be given special consideration for the position. The details would need to be determined at a future point.

Recommendation: The system needs to remove “human” barrier, meaning it would be done online and more quickly. For instance, each priority applicant creates an online profile. Hiring committees would be given access to review the priority applicants who are qualified for the position. Applicants would need to indicate they are interested in the position. It would be important to have a quick process; the current WISCERS process of eight days is too slow.
7. Temporary acting appointment
These are generally for employees taking on interim roles when there is a vacancy. Usually, the temporary acting appointment is for higher-level positions. These positions must be terminal, and should not exceed two years. If the temporary acting appointment exceeds one year, please provide further justification in the position request. If the appointment must exceed two years, please contact your division/campus HR.

Check with your division/campus HR to see if a temporary base adjustment would be necessary to go along with these requests.

8. Sole source
Sole source direct hires are for positions that either would not exist without a specific person, or for someone who has unique credentials that allow only the person to perform the duties of the position. These hires require a justification when the position is submitted for recruitment.

a. Position would not otherwise exist: The person named on the direct hire MUST be the direct recipient of grant or funding for the position. This is not applicable to persons named as co-PIs in the grant or who are otherwise named in the grant. The person listed on this waiver must be the direct owner of the grant and/or funding.

b. Unique credentials: The person named on the direct-hire request has very specific, hard-to-find, and unique skills or experience that allows that person, specifically, to do the job. There are only a handful of people in the world who can do this type of work.

9. Spousal hire
The spousal-hire justification is used in two situations: For a new hire made as part of a new hire package or for retention purposes. Usually the primary hire is made (quite frequently these are faculty positions), and the hire negotiates for the spouse to be offered a position as part of the hire’s package. A spousal direct hire would be appropriate for the spouse.

Approval for these direct hires is contingent upon the primary spouse accepting and/or continuing employment with UW-Madison in his/her position.

10. Re-employed annuitant
Please see UW-Madison’s policy on post-retirement employment below:

http://www.ohr.wisc.edu/cpo/PostRetirementEmploymentPolicyandProceduresEffective10_5_11.pdf

We recommend review of the current policy to integrate policies regarding Classified and Unclassified staff as necessary.

11. Other
The “other” reason should always be discussed with your division/or campus HR office before using. A justification for “other” must be approved by campus HR.
UW HR Design
Recruitment & Assessment Team

Assessment Toolkit

An assessment toolkit should be created to help guide the hiring committees in the applicant assessment process. The toolkit would allow best practices and examples to be shared, while still allowing ownership and flexibility by the hiring team. The content should be in alignment with recommendations from the HR Design Competencies Team.

The toolkit should be combined with training of UW human resource professionals and hiring committee members.

The following is a minimum list of what should be included in the online assessment toolkit.

Overview

- Provide an overview of the entire process, including a recommended timeline to allow reverse mapping and advanced planning of the hiring committee.
- The overview could be called “road map to success” or “how to hire the best candidate” or something similar.
- Include an explanation of why various pieces are important in the process, the “why” behind the “what.”
- The overview could be an interactive model that excludes components that do not apply (e.g., intuitive software, such as the Turbo Tax model). It also would be important to provide a printable checklist.

Exemplars

- Include examples from other institutions, such as:
  - University of Washington
  - WISELI
- Examples of the hiring process from similar positions within the UW (choosing best examples)

Competencies

- Competency dictionary and other information.

Sample Letters

The toolkit should include a selection of a variety of sample letters such as:

- Sample rejection letters
- Sample interview invitations
- Sample offer letters

Resumes

- What to look for in a resume
- How to screen and assess resumes

Interviews

- Sample interview questions with prompts and anchors (University of Washington has a good example)
- Video about interviewing; could use content and examples from OHRD class
- What you can and CANNOT ask during an interview. Connect to policies.

References

- How to do a reference check, such as what questions to ask, when to do reference check.
- The UW should also explore tools for an online reference option where references fill out a form about the candidate.

Disabilities

The toolkit should include information to help the committee meet accommodations of applicants, if needed.

Evaluation of Process

Feedback would allow continual improvement of the resources for campus. A process should be implemented to collect feedback from the hiring committee and the applicants. It would be helpful to measure:

- Length of process
• “Fit of hire”: measurement of effectiveness of assessment process
• How often offer is turned down and why
• General feedback of what worked well and what could be improved

Additional information
Contacts for additional information should be included, listing HR professionals and others at the division and campus level. External resources would also be valuable to share.

Appendix 5 Source: HR Design Team, Recruitment and Assessment
ASSESSMENT AND COMPETENCIES

This table outlines which assessment tools help to gauge the four types of competencies.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mindsets</strong></td>
<td>Application, Resume/Cover Letter, Structured Interviews: * Behavior-based questions * Role-play * Scenarios</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Application, Resume/Cover Letter, Skills, test, exam, role play</td>
</tr>
<tr>
<td><strong>Abilities</strong></td>
<td>Application, Resume/Cover Letter, Interview</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Application, Resume/Cover Letter, Structured Interviews: * Behavior-based questions * Questions that draw universal experience * Certifications (i.e., CPR)</td>
</tr>
</tbody>
</table>

Appendix 6 Source: HR Design Team, Recruitment and Assessment
Recruitment Best Practices – Assessment Methods

A variety of assessment methods is available to assess candidates; for the position in question the validity of the assessment must be weighted against the cost to develop and deliver the assessment.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Validity²</th>
<th>Cost (Development/Administration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work samples (require trained raters to review previous work submitted by the candidate)</td>
<td>.54</td>
<td>High/high</td>
</tr>
<tr>
<td>Cognitive ability test (e.g., logic, reading comprehension – SAT, Wechsler Adult Intelligence Test)</td>
<td>.51</td>
<td>Low/low</td>
</tr>
<tr>
<td>Structured interviews (standard set of questions to assess skills and abilities; best practice includes weighting/scoring system)</td>
<td>.51</td>
<td>High/high</td>
</tr>
<tr>
<td>Job knowledge tests (typically multiple choice or essay exam to assess technical knowledge)</td>
<td>.48</td>
<td>High/low</td>
</tr>
<tr>
<td>Integrity tests (multiple choice test to measure attitudes and experiences related to honesty, dependability, trustworthiness, reliability)</td>
<td>.41</td>
<td>Low/low</td>
</tr>
<tr>
<td>Assessment centers (series of work samples/exercises that reflect job content and expected job situations)</td>
<td>.37</td>
<td>High/high</td>
</tr>
<tr>
<td>Biographical information (questions about background to assess noncognitive skills and personal characteristics; combined with an objective weighting system)</td>
<td>.35</td>
<td>High/low</td>
</tr>
<tr>
<td>Situational judgment tests (written or video vignettes to illicit responses from candidates)</td>
<td>.34</td>
<td>High/low</td>
</tr>
<tr>
<td>Conscientiousness (scoreable test to assess conscientiousness)</td>
<td>.31</td>
<td>Low/low</td>
</tr>
<tr>
<td>Unstructured interviews (questions to assess skills and abilities which are not standard from candidate to candidate)</td>
<td>.31</td>
<td>Low/low</td>
</tr>
<tr>
<td>Reference checks (information submitted by individuals regarding the candidate)</td>
<td>.26</td>
<td>Low/high</td>
</tr>
</tbody>
</table>

¹ Some assessment measures may demonstrate an adverse impact on minority recruitment.
² Validity refers to the degree in which the assessment is truly measuring what is intended it be measured; validity is rated on a scale of 0 to 1.0, with a higher score indicating a more valid measure.
³ Employment interviews are considered a “test” for the purposes of equal opportunity legislation; vague, subjective, or biased question unrelated to the job may open the university to legal action.

## Critical Success Factors

<table>
<thead>
<tr>
<th>Critical Success Factors</th>
<th>Prompts</th>
<th>Anchors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you describe an example of a time when you provided excellent customer service by going beyond your primary job responsibilities?</td>
<td>a. Please describe the situation. b. Please describe your involvement, that is, what exactly you did. c. What was the outcome? d. Can you think of another time when you provided exemplary customer service beyond your primary job responsibilities? e. At the end of this encounter, how did you feel?</td>
<td>• Response is beyond the parameters of typical job responsibilities 0 1 0 1 • Describes specific actions and/or verbal responses that were provided to make the customer feel listened to and heard (amenities offered to &quot;make it right&quot;) 0 1 0 1 • Describes positive outcome encounter or reflective self-evaluation, i.e., additional measures that could have been taken to improve the situation 0 1 0 1</td>
</tr>
</tbody>
</table>

### Orientation to Service

Describe a situation when you encountered an irate customer/co-worker.

<table>
<thead>
<tr>
<th>Description</th>
<th>Prompts</th>
<th>Anchors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Please describe how you handled the situation. b. What was the outcome? c. If the encounter were to recur, would you handle it differently? If yes, what would you do differently?</td>
<td>• Describes specific examples without assigning criticism or blame 0 1 0 1 • Describes specific actions (1 pt) and verbal responses (1 pt) used 0 1 0 1 • Describes ability to listen to and understand the customer's needs and also to resolve the issue 0 1 0 1 • Establishes common ground 0 1 0 1</td>
<td></td>
</tr>
</tbody>
</table>

You probably have heard the saying, “the customer is always right.” Can you tell me about a situation when you felt the customer was not right?

<table>
<thead>
<tr>
<th>Description</th>
<th>Prompts</th>
<th>Anchors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Please describe how you handled the situation. b. What was the outcome? c. What could you have done differently to increase the positive nature of this encounter? d. What is it like for you to allow the customer to always be right even if you believe that they are not?</td>
<td>• Describes specific examples without assigning criticism or blame 0 1 0 1 • Describes specific actions and/or verbal responses that were provided to make the customer feel listened to and heard (amenities offered to &quot;make it right&quot;) 0 1 0 1 • Describes the ability to listen to and understand the customer's needs and also to resolve the issue 0 1 0 1</td>
<td></td>
</tr>
</tbody>
</table>

Can you describe a situation in your former position that required you to be “attentive” to details?

<table>
<thead>
<tr>
<th>Description</th>
<th>Prompts</th>
<th>Anchors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What strategies or systems did you use to minimize errors in your work? b. How would others describe your attention to detail in your work? c. What are your feelings about the statement, “An employee should be held accountable for the quality of their work.”</td>
<td>• Describes specific focus or work that required attention to detail 0 1 0 1 • Describes methods that contributed to quality control 0 1 0 1 • Articulates past acknowledgments by others of candidates’ skills in this area 0 1 0 1 • Emphasis on personal accountability for the quality of work 0 1 0 1</td>
<td></td>
</tr>
</tbody>
</table>

### Attention to Detail

#### Notes:
### Critical Success Factors

<table>
<thead>
<tr>
<th>Change Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you describe a significant change that occurred in your former work environment?</td>
</tr>
<tr>
<td>a. How did the change impact you?</td>
</tr>
<tr>
<td>b. What did you do to manage or cope with the change?</td>
</tr>
<tr>
<td>c. What was the outcome?</td>
</tr>
<tr>
<td>d. What are your feelings about the statement, “the only thing that is permanent is change”?</td>
</tr>
<tr>
<td>- Describes specific nature of change</td>
</tr>
<tr>
<td>- Recognition of the changing nature of the work setting</td>
</tr>
<tr>
<td>- Articulates specific impact of change on self without criticizing or blaming others</td>
</tr>
<tr>
<td>- Recognizing the role of anger, fear, and anxiety in change process</td>
</tr>
<tr>
<td>- Demonstrates ability to adjust to circumstances and has done so without bitterness</td>
</tr>
<tr>
<td>- Communicates specific behaviors and/or strategies for managing change</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Time Management and Managing Multiple Priorities</td>
</tr>
<tr>
<td>Describe a time when you had to complete several projects at once.</td>
</tr>
<tr>
<td>a. How did you organize that situation?</td>
</tr>
<tr>
<td>b. How did you decide which task had the highest priority?</td>
</tr>
<tr>
<td>c. What was the outcome?</td>
</tr>
<tr>
<td>d. There are times when the volume of work is akin to standing under a waterfall. Elaborate on the values that guide your productivity during these times.</td>
</tr>
<tr>
<td>- Describes examples of managing multiple priorities</td>
</tr>
<tr>
<td>- Describes specific behaviors and systems for managing multiple tasks</td>
</tr>
<tr>
<td>OR describes systems for prioritization</td>
</tr>
<tr>
<td>□ Seeking information from supervisor regarding priorities</td>
</tr>
<tr>
<td>□ Identifying work that can be done under interruption</td>
</tr>
<tr>
<td>□ Identifying work that requires periods of concentration</td>
</tr>
<tr>
<td>□ Financial considerations</td>
</tr>
<tr>
<td>□ Recognition of how work completion impacts those waiting for finished work</td>
</tr>
<tr>
<td>- Describes outcome in a positive manner</td>
</tr>
<tr>
<td>- Articulates values that guide work productivity</td>
</tr>
<tr>
<td>□ Impact of productivity discrepancy affects patient care</td>
</tr>
<tr>
<td>□ Volume of work is sometimes cyclical</td>
</tr>
<tr>
<td>□ Deviation to the mission if patient care</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

---

### Role Play

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What would you do?</td>
</tr>
<tr>
<td>b. What would you say?</td>
</tr>
<tr>
<td>c. What questions might you ask?</td>
</tr>
<tr>
<td>- Flawless grammatically correct English and adapts the meaning of words appropriately (1 pt)</td>
</tr>
<tr>
<td>- Speech reflects a tone and volume appropriate to the situation (1 pt)</td>
</tr>
<tr>
<td>- Body language (including eye contact) communicates openness, interest, and willingness to discuss the situation (1 pt)</td>
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<table>
<thead>
<tr>
<th>Orientation to Service</th>
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</thead>
<tbody>
<tr>
<td>a. What would you do?</td>
</tr>
<tr>
<td>b. What would you say?</td>
</tr>
<tr>
<td>c. What questions might you ask?</td>
</tr>
<tr>
<td>- Assumes ownership of the problem and offers immediate assistance and help (1 pt)</td>
</tr>
<tr>
<td>- Conveys empathy while “listening to understand” to identify patient wants/needs and anticipates unspoken needs of patient (1 pt)</td>
</tr>
<tr>
<td>- Identifies additional questions before closing encounter in a positive manner (1 pt)</td>
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</table>

<table>
<thead>
<tr>
<th>Creative Problem Solving</th>
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<tbody>
<tr>
<td>a. What would you do?</td>
</tr>
<tr>
<td>b. What would you say?</td>
</tr>
<tr>
<td>c. What questions might you ask?</td>
</tr>
<tr>
<td>- Acknowledges frustration of patient and responds with empathy (1 pt)</td>
</tr>
<tr>
<td>- Accesses additional resources that can offer immediate help to the patient (1 pt)</td>
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<tr>
<td>- Offers to follow-up the status of problem resolution with the patient (1 pt)</td>
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<table>
<thead>
<tr>
<th>Dress Code</th>
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<tbody>
<tr>
<td>- Interview attire and personal hygiene consistent with standards of employing unit (1 pt)</td>
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<td></td>
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</table>

---

What skills/behaviors/attitudes will you bring to this position?

What expectations do you have of the JW as a future employer?

---

UW HR Rev 11/02 [admin_clerical_bif.doc]
## Scoring

### I. Behavioral Component

<table>
<thead>
<tr>
<th>Total Points Possible:</th>
<th>30</th>
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<tbody>
<tr>
<td>Total Points Earned</td>
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<td>% Score</td>
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### II. Role Play

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### Final Score

Behavioral % Score Plus Role Play % Score = % Final Score

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</tbody>
</table>

### Comments:

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Candidate is: ☐ Recommended  ☐ Not Recommended

Signature of Employment Specialist: ________________________

Source: University of Washington, Human Resources website, Behavioral Interview Tool
http://www.washington.edu/admin/hr/roles/mgr/hire/interview-select/behavioral.html