Recruitment Toolbox

Guidelines for Staff Recruitment

Memorial University

Prepared by:
Department of Human Resources
Memorial University
# Table of Contents

## Sections

Section 1.0 - Evaluating the need to fill a position.................................................................1
Section 2.0 - Developing accurate job advertisements, including required competencies...........4
Section 3.0 - Establishing the Selection Committee.................................................................6
Section 4.0 - Establishing Qualification Equivalencies.............................................................8
Section 5.0 - Evaluating applications and selecting those individuals to be interviewed............9
Section 6.0 – Pertinent Articles of the Collective Agreements....................................................10
Section 7.0 - Interview Guidelines including role of Selection Committee Chair......................11
Section 8.0 - Preparing Interview Questions..............................................................................14
Section 9.0 - Evaluating Applicants using Quantitative Methods............................................16
Section 10.0 – Preparing the Recruitment Recommendation..................................................17
Section 11.0 – Completing Employee Orientation Process to the New Position.....................18
Section 12.0 - Implementing a Professional Development Plan...............................................22

RECRUITMENT CHECKLIST.................................................................................................24

## Appendices

Appendix 1.0

1.1 - Job Description for Secretary
1.2 - Sample Job Specification for Secretary
1.3 - Competency Bank

Appendix 2.0

Establishing Qualification Equivalencies
Example 1: Sample Grid
Example 2: Education Equivalency Table

Appendix 3.0

Screening Process Matrix

Appendix 4.0

Pertinent Articles of Collective Agreements
4.1 - CUPE Local 1615 Collective Agreement
4.2 - NAPE Local 7801, 7803 (1804) and 7804 (1809) Collective Agreements

Appendix 5.0

Applicant Selection Matrix
Example 1: Applicant Selection Matrix Sample
Example 2: Selection Committee Score Summary
   Sample 1
   Sample 2

Appendix 6.0

Recruitment Recommendation
Example 1
Example 2
Example 3
Appendix 7.0  Blank Forms
Appendix 8.0  Sample Questions Not to Ask
Section 1.0 - Evaluating the need to fill a position

A vacant position exists when someone leaves an existing (established) position.

When an established position becomes available, consider:

- If the position meets operational needs of your department
- The duties and/or qualifications required and determine if they need to be adjusted to reflect new processes and activities
- The financial impact and if funding is available in your budget to cover the cost of the position

Prepare:

- A Job Description for the position, detailing duties, qualifications and skills required
- A Request to Fill a Position* form, found online at: http://www.mun.ca/humanres/forms/recruitment.php

*Note: Request to Fill a Position (Advertised) or Request to Fill (Appointment)

To create a:

- Permanent position, discuss with your HR Advisor the process to obtain Board of Regents’ (Board) approval and tentative ratings to determine appropriate job classification and band level
- Contractual position, discuss with HR Advisor, Board approval not required

Consult with your HR Advisor to:

- Discuss the need to fill (or not to fill) a vacant position
- Establish a new contractual position or a permanent post, to determine the appropriate title, job classification and band level (approval is required by the Board of Regents for a permanent position)
- Modify a position to change the job classification, title, or qualifications for the position (approval may be required from the Board of Regents and/or the bargaining unit)
- Obtain a tentative rating on a new position prior to completing a Request to Fill (The position must go through Job Evaluation after the successful applicant has been in the position for at least six months)
- Ensure the vacant position falls in line with Employment Equity guidelines, as well as the Job Specifications (http://www.mun.ca/humanres/jobspecs/) and Job Evaluation ratings or Bench Files which are on file in Human Resources

The process of hiring a new employee is initiated by the employing department completing a Request to Fill (RTF) form http://www.mun.ca/humanres/forms/recruitment.php for the vacancy or the new position. This form is then submitted to Recruitment, Human Resources, who forward to Advisory Services for review, needs assessment, and classification.
REQUEST TO FILL (ADVERTISED) form must have the following completed:

- **Department Name**
- **Appropriate FOAPAL** (Fund, Organization, Account, Program, Activity, and Location), which is the financial account code necessary to cover salary cost transactions.
- **Job Title** – a University-established position title
- **If Permanent, Contractual or Temporary; New Position or Replacement; Part-time or Full-time;**
- **If Time Reports or Number of Hours per Week**
  - Hours worked per week - An employee who works variable hours would be paid by time reports. (If this section is not complete, it will be assumed that the individual will be set up on bi-weekly payroll).
- **Employee Replaced** - name of the person being replaced if applicable.
- **If a bargaining unit position, include Bargaining Unit and Local**
- **Include Period of Employment**
  - If contractual indicate Start and End dates
  - If permanent, indicate Start date
- **Pre-screen of applicants by HR Advisor** – indicate preference, noting prescreening does not preclude departments from receiving applications as they have in the past
- **Reason for filling this position:** Justification as to why it is necessary to fill this position.
  - **Duties:** This section will shape the job advertisement. (See Section 2.0 Developing Accurate Job Advertisements). Duties listed in the job description should be summarized and attached to the RTF, but may also be e-mailed to HR Coordinator
  - **Qualifications:** highlight required qualifications a prospective employee must meet in order to be awarded the position. Refer to Job Specifications on file in HR, on web-site,( http://www.mun.ca/humanres/jobspecs/) and/or consult with HR Advisor/Coordinator to obtain the correct education and experience, if applicable
- **Appropriate signatures must be obtained prior to sending a RTF form to HR.**
REQUEST TO FILL (APPOINTMENT) form must have the following completed:

- **Department Name**
- **Appropriate FOAPAL** (Fund, Organization, Account, Program, Activity, and Location), which is the financial account code necessary to cover salary cost transactions.
- **Job Title** – a University-established position title
- **If Permanent, Contractual or Temporary; New Position or Replacement; Part-time or Full-time**;
- **If Time Reports or Number of Hours per Week**
  - Hours worked per week - An employee who works variable hours would be paid by time reports. (If this section is not complete, it will be assumed that the individual will be set up on bi-weekly payroll).
- **Employee Replaced or Extended** - name of the person being replaced/extended/appointed if applicable
- **If a bargaining unit position, include Bargaining Unit and Local**
  - Include Period of Employment - Start and End dates
- **Reason for filling this position**: Justification as to why it is necessary to fill this position.
  - Duties: Duties listed in the job description should be summarized and attached to the RTF, but may also be e-mailed to HR Coordinator
  - Qualifications: highlight required qualifications a prospective employee must meet in order to be awarded the position. Refer to Job Specifications on file in HR, on web-site, (http://www.mun.ca/humanres/jobspecs/) and/or consult with HR Advisor/Coordinator to obtain the correct education and experience, if applicable
- Appropriate signatures must be obtained prior to sending a RTF form to HR
- Include Application For Employment, (http://www.mun.ca/humanres/forms/recruitment.php), resume (and banking information if new hire)
Section 2.0 - Developing accurate job advertisements, including required competencies

The job advertisement is developed from the job description.

The job description:

- Summarizes the purpose of the post
- Identifies the key tasks the successful applicant will be required to undertake
- Includes required qualifications and competencies
- Will be attached to the Request to Fill a Position form (RTF).

To create or update a job description:

- Contact the HR Coordinator to see if a previous advertisement exists for the position and continues to contain accurate information.
- Access the HR website to determine if a Job Specification exists for the position. [http://www.mun.ca/humanres/jobspecs/](http://www.mun.ca/humanres/jobspecs/)
  - From the Job Specification, choose which particular duties and qualifications are applicable to the vacant position. Job Specifications are generic, they list an assortment of duties and qualifications, not all will apply to your position.
- Ask the HR Coordinator or your HR Advisor if this position has been rated in the Job Evaluation process.
  - Each existing job classification has been rated through the Job Evaluation process, therefore duties and qualifications must adhere to the Job Evaluation rating in order to maintain that job classification.
- Ensure the required experience is appropriately listed in the Qualifications (Job Specification would provide this information, if no Job Specification exists, HR Coordinator or Advisor will assist)
  - Job Experience Categories:
    - Up to 1 year
    - 1-3 years
    - 3-5 years
    - 5-7 years
    - 7-10 years
    - 10+ years
  - Include appropriate job competencies (see examples page 5 and Appendix 1.3)

See Appendix 1.0 for:
Appendix 1.0 - Example of Job Description for Secretary
Appendix 1.1 - Sample Job Specification for Secretary
**Job Competencies**

Job competencies are skills and personal characteristics an individual should possess in order to be successful in a position. A job description should include a list of competencies relevant to the job. Lists of Job Competencies will assist in preparing the job ad as well as interview questions.

The following competencies could be considered for an Administrative Staff Specialist position:

1. **Technical Skills:**
   - Thorough knowledge of Microsoft Office suite, specifically Word and Excel
   - Thorough knowledge of Banner Finance
   - Thorough knowledge of accounting processes, particularly within a university environment
   - Knowledge of working with databases (extracting and manipulating data)
   - Knowledge of University’s organizational structure, policies, rules, regulations and related administrative terminology

2. **Customer Service Skills:**
   - Interacts with customers in a courteous, professional manner
   - Takes ownership of and responds to customer inquiries in a timely manner
   - Uses tact, diplomacy and maintains self-control when dealing with difficult clients and situations

3. **Commitment to Quality and Reliability**
   - Completes work thoroughly and accurately
   - Pays attention to detail
   - Adheres to procedures and contributes to continuous improvements
   - Focuses on results

4. **Analytical Skills**
   - Uses intelligence, common sense and logical reasoning to solve problems and find effective solutions
   - Probes appropriate sources for answers
   - Recognizes when pertinent facts are missing, incorrect, or require supplementation or verification.

5. **Communications Skills**
   - Practices active listening
   - Understands clients’ issues and opinions
   - Communicates clearly to colleagues and clients
   - Participates in meetings effectively

See Appendix 1.3 - Competency Bank for a more complete list of competencies
Section 3.0 - Establishing the Selection Committee

The selection committee:
- Assesses eligible applicants against well defined selection criteria and competencies
- Compiles the shortlist of candidates
- Carries out the selection process
- Makes recommendation for the preferred applicants for appointment in order of merit
- Should have a Chair. The Chair could be the Dean, Director, Department Head, or Delegate

Role of the Chair is to:
- Work with HR Advisor to establish selection criteria
- Work with the Selection Committee to screen applications and make recommendations for interview
- Help develop interview questions based on selection criteria as appropriate
- Ensure:
  - Candidates are evaluated during the interview by all on the selection committee
  - Inappropriate questions are not asked (See Appendix 8.0)
  - The same procedure is followed for each candidate
- Escort the candidate into the room, introduce the panel, put the applicant at ease, explain the interview process
- Inform the candidate of the timeline for selecting a finalist and filling the position
- Keep to the time schedule
- Close the interview
- Make final recommendations to Human Resources on behalf of the selection committee

Establishing the selection committee:
- Assess availability of individuals who be selected
- Ensure there is consistency throughout each phase of the selection process
- Be cognizant of size (ex. for a Band 2 position, it may be best to have committee kept to 2 people as opposed to 5).

Each Selection Committee must:
- Be comprised of at least two members
- Consist of individuals that are trained in selection processes, especially the Chair
- Not include a member who has a close personal relationship with an applicant
- Be consistent for each phase of the selection process

Each Selection Committee should:
- Reflect the diversity of Memorial’s staff
- Be comprised of the most suitable and qualified people to assess applicants in the discipline
- Consist of at least one male and one female (if possible)
- Avail of a HR Advisor to assist in carrying out their function
• Ensure the HR Advisor is included as part of the Selection Committee for Band Levels 8 and above

The following principals should govern the work of a Selection Committee:

1. Training for selection committee members is recommended, to ensure they are familiar with selection techniques, equity legislation and Memorial University policies.
2. Their role is to assess eligible applicants against well defined selection criteria and competencies and make recommendations for appointment in order of merit.
3. All members of the Selection Committee, as agents of Memorial, are bound to act in accordance with the Memorial’s Employment Equity policy and in what they believe to be the best interests of the University and to nominate without fear, favor or prejudice that candidate whom they believe is best qualified to meet the requirements of the post.
4. All information gained from the applicant assessment process is to be treated with complete confidentiality by members of a Selection Committee. No person is permitted to serve as a member of a Selection Committee if a candidate applying for an appointment has a close personal relationship with that person, such as might give rise to a conflict of interest or create bias in the selection decision making. Members of the Selection Committee must disclose if they have knowledge of the candidates.
Section 4.0 - Establishing Qualification Equivalencies

Advertisements for staff positions posted at Memorial indicate specific education and experience required for the position. This information is found in Job Specifications ([http://www.mun.ca/humanres/jobspecs/](http://www.mun.ca/humanres/jobspecs/)) and/or Bench Files, and form part of the Rating for each position.

Discussion often takes place concerning “or an equivalent combination of education and experience”. It is sometimes difficult to assess what equivalencies might be, and these might be different depending on the particular position. In some cases it may be that there aren’t any equivalencies, or education specified may be absolute. In other cases, a combination can be considered. Check with your HR Advisor for assistance in obtaining or developing specific qualification equivalencies.

**Equivalencies should:**
- Be determined by the selection committee when the position is established
- Be applied consistently across all applicants
- Consider key job requirements and competencies
- Include experience gained at the same level as position which is being filled
- Be discussed with your HR Advisor

See Appendix 2.0 for sample matrix for establishing equivalencies.
Section 5.0 - Evaluating applications and selecting those individuals to be interviewed

An effective selection process allows you to continue evaluating your pool of candidates until you are certain you have matched the characteristics of a candidate to the specific knowledge, skills and abilities he or she must possess to do the job, or be capable of obtaining within a reasonable period once placed in the position.

Selecting Applicants for an interview

The following tips help ensure a fair screening process:

- The Chair of the Selection Committee should gather the Selection Committee members to screen applications (or communicate with them, if they are in different geographical locations).

The Selection Committee should:

- Identify the most important aspects of the job (i.e., skills, knowledge and abilities) - use the job description as the primary basis
- Develop a profile of the type of employee who would best fit the job, using the aspects identified above.
- Create a matrix using the important aspects identified (see example Appendix 3.0)
- Take time to read through each application thoroughly
- Complete the matrix by filling in the specific information pertaining to the characteristics for each individual. Completion of the matrix will allow comparison of applicants’ qualifications with the required qualifications, and will provide a clear explanation as to why applicants were eliminated
- Create a shortlist by selecting only those individuals who meet the required qualifications
- Forward the shortlist to the Recruitment Office, Department of Human Resources, to arrange the interviews
- Include on the shortlist the names of the selection committee (interview panel), date and time of each interview, room number where the interviews will be held, intervals between each interval (1/2 hour, 1 hour, etc.), and if a break or lunch is to be scheduled
- Ensure at least 48 hours’ notice can be provided to candidates selected for an interview
- Prepare for the interview
Section 6.0 – Pertinent Articles of the Collective Agreements

The CUPE and NAPE collective agreements specify rules and regulations regarding posting ads, seniority, etc. that must adhered to during the recruitment process. The Selection Committee should be familiar with applicable articles in the Collective Agreements.

See Appendix 4.1 for CUPE Local 1615 Collective Agreement.

See Appendix 4.2 for NAPE Locals 7801, 7803 (1804) and 7804 (1809) Collective Agreements,
Section 7.0 - Interview Guidelines including role of Selection Committee Chair

Role of the Chair is to:
- Work with HR Advisor to establish selection criteria
- Work with the Selection Committee to screen applications and make recommendations for interview
- Help develop interview questions based on selection criteria as appropriate
- Ensure:
  - Candidates are evaluated during the interview by all on the selection committee
  - Inappropriate questions are not asked (See Appendix 8.0)
  - The same procedure is followed for each candidate
- Escort the candidate into the room, introduce the panel, put the applicant at ease, explain the interview process
- Inform the candidate of the timeline for selecting a finalist and filling the position
- Keep to the time schedule
- Close the interview
- Make final recommendations to Human Resources on behalf of the selection committee

An interview:
- Is a two-way conversation to find the best qualified applicant for a specific job
- Is a way of providing accurate and appropriate information to the applicant about job duties, expectations and working conditions
- Provides an opportunity to reinforce a positive image of Memorial
- Allows the candidate the opportunity to demonstrate how he/she meets the requirements of the job
- Provides the selection committee the opportunity to obtain and assess detailed information on the applicants’ qualifications and experience

The committee should endeavour to make the process as positive an experience as possible for all candidates by treating them fairly and courteously. This will not only affect the candidates’ performance but will create a good impression of Memorial.

Preparing for Interview

The Selection Committee should:
- Decide on the essential information needed to learn about each individual and prepare questions to probe them. (See Section 8.0 Preparing Interview Questions).
- Prepare an Applicant Selection Matrix. (See Section 9.0 - Evaluating Applicants using Quantitative Methods, also Appendix 2). The matrix prepared prior to reviewing the applications could be used for this process as well.
- Should contain the same members at each phase of the selection process
Interviewing Guidelines

• Establish a pleasant atmosphere by taking the following steps:
  o Be prompt in starting the interview
  o Ensure there is privacy
  o Ensure no interruptions (phone calls/text messages, etc.)
  o Initiate general conversation to allow the applicant a few moments to gain composure

• Begin the interview by explaining clearly and concisely the department and the role it plays within the University structure, and then the specifications of the job

• Listen carefully to the candidate. Give the candidate a chance to think about what he/she is going to say. Ensure the panel understands what the candidate is saying, and if they do not, ask for more detail

• **Take notes.**
  o Reference will be made to them during the discussion sessions
  o Notes also provide a record of the event and justification for the decision
  o Interview notes will assist in defending a decision if a grievance is received
  o **Privacy regulations require notes/competition files be retained for 12 months following the appointment of the successful candidate.**
  o **Service Canada requires that notes/competition files for competitions for which a Labour Market Opinion was conducted be kept for two years**

• Ask clear, simple questions, avoid ambiguities

• Ask one question at a time. Asking multiple questions at a time, may confuse the candidate, who may not know where to begin and may be overlook some of the questions

• Do not ask questions that may be perceived to be related to the race, gender, age, religion, sexual orientation or disability of the applicant. For example, a woman should not be asked whether she can make arrangements for looking after her children. A question of this type could lead to a claim of discrimination (See Appendix 8)

• Ask open-ended questions. These require the applicant to provide full explanations, e.g. ‘why’, ‘how’, ‘what’, ‘describe’, ‘how do you feel about’

• Ask the applicant to provide examples to back up his/her statements, e.g. **Please give one or two examples of problems you have resolved in your previous job and explain how you accomplished these resolutions?**

• Avoid using questions that can be answered with a ‘yes’ or ‘no’. Phrase the question so that the candidate will have to express his or her thoughts in order to answer it.

• All candidates must be asked the same questions – **although it is okay to probe for more information from a particular candidate if you feel more information might be provided**

• Ensure candidates are made familiar with working hours and other requirements of the vacancy and it should be left to them to decide whether they can comply with them before accepting the offer of the post

• Ensure the applicant has an opportunity to ask questions throughout the interview, as well as at the end

• Exercise care where a member of the selection committee is also the manager of one or more (but not all) of the candidates. In such circumstances, the member of the selection
committee should not speak specifically on behalf of those candidates as part of the selection process, as this could lead to bias

- Discussion of salary, if mentioned, should be limited to standard hiring practices, i.e. for external candidates, Step 1 of a specific band, and/or you might ask about salary expectations. For internal candidates receiving a promotion, a 5% promotional factor is applied and salary will be slotted on next highest step of the new Band Level, limited to the top of the Band; if Band Level is same, no salary change; if Band Level is lower, salary will move to the closest lower step of the new Band Level. (Voluntary Demotion)
- End the interview by thanking the applicant for his/her interest and advising that further contact will be made by the Recruitment Office in the Department of Human Resources as to whether or not they were successful in the competition
- Provide an approximate time when this contact should take place

The Selection Discussion

Once the interviews are completed, all members of the selection committee should discuss the quality of the applicants while the information is fresh in their minds. Interviewees should be evaluated based upon Qualitative Methods (See Section 9.0 - Evaluating Applicants Using Quantitative Methods).

On the basis of their findings, the committee will decide whether or not they will choose a successful candidate or continue with the selection process.
Section 8.0 - Preparing Interview Questions

The interview:

- Enables the Selection Committee to gather as much detailed information as possible about the candidate in addition to that gathered on the Application for Employment
- Provides an opportunity to explore the candidate’s history and past performance in-depth and to resolve questions raised in earlier steps
- Offers the Selection Committee and the candidate an opportunity to become better acquainted.
- Enables the interviewer to provide the candidate with a realistic picture of the position
- Allows the candidate to receive information about the job and the company (i.e. career progression, education, benefits, etc) that will enable him or her to make an informed career decision

When preparing for the interviews, it is important to:

- Develop a structured interview plan based on the job description
- Develop questions that will help assess each candidate’s qualifications and competencies
- Use behavioral interview questions to ask for specific examples of past experience. Their purpose is to anticipate future behaviours based upon past behaviours
- Use scenario/competency questions to determine how candidates would handle particular situations
- Keep the focus on job-related matters
- Ensure questions offer an opportunity to gain information as it relates to the job ad

The two most common types of interview questions, and those that prove to be the most valuable, are the behavioral and the competency questions.

Behavioural questions include:

- “Provide a specific example of how you accomplished …..”
- “What steps did your follow to accomplish the task?”

Scenario questions include:

- “What would you do if a team member’s work was not up to standard?”
- "How would you handle a situation in which a colleague with whom you must interact, largely ignores your team, and the only interaction is random, negative e-mails from this individual?”
Sample Questions for an Intermediate Clerk Stenographer position:

1. Illustrate your education and experience as it relates to this position?
2. Describe your familiarity with Microsoft Office products, particularly Word and Excel?
3. Outline your experience with preparing files that contain several spreadsheets?
   (Probe - Explain how you would create a summary sheet to link the separate spreadsheets).
4. What is your experience in setting up a filing system from scratch? Describe your process.
5. How familiar are you with a records retention schedule? What is its purpose?
6. Describe a stressful situation in a previous job, and what you did to create a positive outcome?
7. How would you deal with an angry customer on the phone? In person?
8. How do you handle task interruptions?
9. What are your thoughts on having an opportunity to be cross-trained for other opportunities?
Section 9.0 - Evaluating Applicants using Quantitative Methods

The Chair of the selection committee should provide committee members with an Applicant Selection Matrix (Appendix 5.0) (similar to the matrix prepared for the evaluation of applicants). This will be completed by each committee member to independently score applicants’ answers as they relate to each of the factors. Scores are used as a guide in making the final decision.

Decide on the most important factors of the applicants’ experience and qualifications and assign a grade to each of the individual job specifications. For example:

- Related work experience  25 points
- Technical Skills  20 points
- Education  10 points
- Supervisory Skills  10 points
- Communication/Interpersonal Skills  15 points
- Organizational Skills  10 points
- Customer Service Skills  10 points
- Total Points  100 points

- Weights applied to these factors indicate that the related work experience is valued higher than the technical skills experience, but the technical skills experience is valued higher than that of organizational skills.
- Factors will be different for each position and the points assigned to each factor will be different, depending on where emphasis should be placed for each position. Please note: clerical test scores can be used here as well, depending on how important the testing is to the job.
- **Weights cannot be changed once interviews have begun**

The Applicant Selection Matrix (Appendix 5.1) form should be completed independently and then discussed by the selection committee in determining the strongest candidate for the position. The Chair of the Selection Committee should then complete a Summary Sheet Matrix which will summarize the committee’s agreed upon ratings, and submit with the recommendation.

All Matrix sheets completed should be signed by the Selection Committee member and included in the file forwarded to HR with the Selection Committee recommendations. All Matrixes completed will make up the record maintained by HR.
Section 10.0 – Preparing the Recruitment Recommendation

The recruitment recommendation should include two components.

1. The actual recommendation letter (Appendix 6.0) includes information as to position title, date of interviews, members of selection committee, name of the successful candidate, and the rationale as to why this person was selected. This letter is sent to Human Resources.

2. The recommendation would also include a separate document, in which comparison would be made among all candidates interviewed. This comparison allows the HR Advisor, who might not have been involved in the interview, an opportunity to gain insight into what other candidates might have had to offer to the position. This, too, is sent to Human Resources.

Separate documents are required as the letter of recommendation will be placed in the employee’s personal file, and due to Privacy recommendations, cannot contain information on other applicants. The comparison of candidates will be placed in the competition file.

Please note:

- Privacy regulations require notes/competition files be retained for 12 months following the appointment of the successful candidate
- Service Canada requires that notes/competition files for competitions for which a Labour Market Opinion was conducted be kept for two years

See Appendix 6.0 for Examples of Draft Recruitment Recommendations
Section 11.0 – Completing Employee Orientation Process to the New Position

An employee orientation process has been developed to make the transition to Memorial University as smooth and as positive as possible. The program requires a coordinated effort between the Department of Human Resources and individual departments. Providing clear and concise instructions to new employees can assist in a successful probationary period, and in establishing a healthy long term relationship between the employee and Memorial.

The purpose of the departmental orientation process is to ensure the new employee:

- Is fully informed about and understands expectations of his/her new job, including responsibilities and requirements
- Aware of the University’s and Department’s policies and procedures
- Familiar with departmental standards

Responsibilities:

Human Resources

The Department of Human Resources is responsible for:

- Outlining the responsibilities expected of new employees
- Supplying relevant departmental policies and procedures
- Holding a university-wide orientation three (3) times a year and is available to all university staff, with its main accommodation to new employees

Management and Supervisors

Are required to become familiar with:

- The complete orientation policy
- Responsibilities of each party within the department to ensure the policy is being followed and maintained as efficiently as possible
- Their own duties within the orientation checklist
- Their responsibility to explain these topics to new employees within the first week of employment so they understand and are familiar with the appropriate information.

Departmental HR Administrator

Is required to:

- Know the orientation policy and the responsibilities listed within the checklist for them to convey to the new employees
- Ensure the orientation process is completed within the first week of employment
- Return the completed, signed checklist to the Department of Human Resources within three weeks of employment
- Provide to the new employee
New Employee

Is required to:

- Follow all policies and procedures outlined to them in the orientation process
- Complete the new employee orientation checklist
- Return the checklist to the administrator within three (3) weeks of employment
- Ask questions about anything they don’t understand

Overview Orientation (MUN)

Orientation:
- Provides the basic information employees need to understand the overall environment in which they work
- Will assist employees in understanding the broader goals of the university; goals that are beyond the individual departments in which they work
- Is a general session to be held in a half-day format
- Excludes those staff for whom the University acts as employer of record (agency employees)
- Will be held three (3) times each year in September, January and May
- Sessions may also be held on an ad-hoc basis at other times during the year, depending on the need

Student Employees:
- Are not governed by this procedure
- Should receive appropriate job and work site orientation within the department in which they work
- Shall receive an overview of the student’s responsibilities, relevant departmental policies and procedures, and policies and procedures pertaining to workplace health and safety.

Departmental Orientation

New employees:
- Will be welcomed and will receive an initial orientation
- Go through the orientation process regardless of the duration of his/her contract
- Receive an orientation package which includes the basic information needed to understand the overall environment of the University and department

The following is a list of suggested topics to be covered during the departmental orientation:

- Written Job Description
- Mission, Vision, and Principles
- University Map
- Organizational Chart
- Frequently Called Telephone Numbers
- Direct Deposit Form
• Leave Management (sick/vacation/compassionate/jury duty/court/family)
• Probationary Review Process
• Respectful Workplace Policy
• Use of University Vehicle Policy
• Access to Computer/Server
• Parking Permits
• Workplace Safety
• Training and Development
• Union Contact/Book or Non-Bargaining Handbook
• Benefits
• Introduction to Other Staff

**Job Specific Orientation**

In addition to the topics covered through the Departmental Administration Orientation, there are several areas which will be covered by the Manager/Supervisor of the section the new employee will be working in that are job specific.

The following is a list of suggested topics to be covered by the Manager/Supervisor:

- Introduction to Work Area and Campus
- Introduction to Co-workers
- Assign a “Mentor/Buddy”
- Location of Washroom/Lunchroom
- Dress Code
- ID Card Access
- Keys
- Tools
- Hours of Operation
- Travel Claims
- Workplace Safety
- Access to Systems
- Equipment Training
- Review of Standard Operating Procedures within the Section

**Post-Orientation Evaluation**

Orientation does not end on the first day, follow-up is necessary to properly complete the orientation process. A post-orientation evaluation should be completed with the new employee. New Employees should be given some feedback on their performance before an actual performance review is required at the end of the probationary period.

The following will help ensure the new employee’s probationary period goes smoothly:

- Offer feedback to the employee as required
- Ensure job expectations are being met. If not, this is the time to discuss/re-explain expectations
• Arrange a meeting in the first couple of weeks to answer any questions and/or to discuss job related issues or concerns

**Probationary Performance Review**

The purpose of the probationary performance review process is to outline a structured means by which a new employee’s performance and overall suitability will be reviewed during the employee’s probation period.

The Probationary Review is:
• A good opportunity to dialogue constructive feedback and timely two way communication between the employee and his/her immediate supervisor regarding work expectations, progress and required adjustments

The probationary period for bargaining employees is:
• In accordance with the unit’s collective agreement
• Six (6) months for non-bargaining, non-management/non-professional employees
• No less than twelve (12) months for Management, professional, and executive employees

An employee’s probationary period may be extended. **Any extension of an employee’s probationary period must be agreed upon prior to the conclusion of the original probationary period, and will require the written, mutual agreement of the employee and the respective Dean or Director as well as the approval of the Director of Human Resources.**

A probationary employee may be terminated for reasons of unsuitability at any time during the probationary period. The termination of a probationary employee is not subject to any form of grievance or appeal.
Section 12.0 - Implementing a Professional Development Plan

A professional development plan:

- Provides a great opportunity to ensure that all employees are given the training and professional development that they need in order to succeed in a position
- Offers managers and supervisors an opportunity to discuss short and long term goals that an employee may have and fosters an environment of learning within your department

Professional Development Plan Document
(http://www.mun.ca/succession/resources/Professional_Development_Plan.pdf)

This stage of the recruitment process builds upon previous stages where you developed qualifications and competencies for a position. Often, a position may require specific knowledge or skills that need to be developed within an employee in order for them to excel at the role. This could mean that an employee needs to build upon existing knowledge or that an employee needs to learn knowledge in a new area. By defining position competencies at the initial stages of the process, you will have a clear idea of the areas in which an employee may need development.

In addition to thinking about the current competencies of a position, you may also want to consider the objectives of the department along with the future needs of the position and department. Thinking about changes in the position or within the department provides a great opportunity to start preparing staff for future success.

The next step is to approach the employee with the professional development plan. When approaching an employee, it is important to set aside enough time to be able to discuss in detail objectives that you see as relevant and to answer any questions that they may have. It is also important to ensure that the employee is given time to reflect upon their own skills and to conduct a self-assessment to determine areas where they may feel they need further training or development. It is reasonable that an employee may need to take a few days to think about their goals and plan to meet with them for a second time after they have had this opportunity to reflect.

When you and the employee are ready to discuss goals, you can document them in the professional development plan. Goals should be listed according to the SMART format (Specific, Measurable, Achievable, Reasonable, Timely) as outlined within the Professional Development Plan document. For each goal, a step by step plan must be identified for how the employee will achieve the goal. Potential barriers which could influence the achievement of the goal, along with strategies to reduce barriers should also be considered. Lastly, it is important to review and identify resources that are available to ensure the employee can meet their goals. If you are unsure of suitable opportunities or programs that are available to gain knowledge in an area, you can contact your HR Advisor who can assist you in identifying programs.

Once the document is completed you should review with the employee to ensure that it is accurate and that it meets the SMART format. You should also ensure that it sets out a plan which will meet the competencies of the position. The plan may also outline goals to help an employee meet the needs of future positions as well.
A copy of the Professional Development Plan can then be forwarded to the Department of Human Resources. Although the plan is submitted, it is important that you keep a copy in your files, and that you provide the employee with a copy. Keep in mind however, that submitting the completed form is not the end of the process. It is important that you keep the dialogue open between yourself and the employee to ensure that they are progressing within their plan and are meeting the goals outlined. A professional development plan should not be filed and forgotten!
RECRUITMENT CHECKLIST

INITIAL PLANNING

☐ Discuss the need to fill an established position with a supervisor/superior and/or a HR Advisor

☐ If non-established position, discuss option to fill contractually or prepare justification for permanent position

☐ Obtain approval from bargaining unit or Board of Regents on modifications to the position, if applicable

☐ Obtain tentative rating to determine appropriate band level

☐ Confirm availability of funding

☐ Update Position Job Description to ensure job duties reflect the requirements of the position; include appropriate competencies

☐ Complete a Request to Fill a Position form ensuring all pertinent information is included, obtain departmental approval and forward to HR Advisor

☐ Choose appropriate selection committee (those familiar with Recruitment processes and knowledgeable of the tasks of the position being filled)

☐ Prepare appropriate interview questions, ones that will capture pertinent information; be sure to include behavioral and competency type questions

☐ Establish qualification equivalencies

☐ Create an applicant matrix to compare the applicants against the required qualifications and experience

☐ Determine the list of applicants to be interviewed

☐ Contact HR Recruitment to set up interviews

☐ Review the interviewing guidelines

☐ Prepare a grading system for the pertinent job specifications and prepare the Applicant Selection Matrix form

☐ Selection Committee will grade each individual independently

☐ Selection Committee will discuss the grades as a team and come to a consensus on the appropriate grade for each factor for each individual

☐ Determine whether or not the individual with the highest overall grade is/is not the appropriate individual for the position (document your decision) – There may be several phases to the process

☐ Prepare the letter of recommendation; be sure not to include information regarding any other applicant in the letter of recommendation

Offers of Employment for Advertised positions must be made by Human Resources

POST FILL

☐ Review Orientation Checklist and departmental orientation policy with new employee

☐ Discuss Development Plan with new employee (if applicable)
Appendix 1.1

Example of a Job Description for Secretary

Duties
Reporting to the Manager, xx, the successful applicant will provide secretarial support requiring initiative and judgement. Duties include providing administrative support for operations and customer service to staff, faculty, students and the general public; preparing absentee reports and student miscellaneous time reports; entering leave management into the HR system; entering purchase orders into the Banner Finance system; preparing cheque requisitions and journal entries; distributing payment to University departments and maintaining records for course and lab manuals; ordering office supplies and making administrative purchases with a procurement card; reconciling statements and Banner transactions; preparing invoices for corporate orders and sponsored students; updating information on website; arranging meetings and preparing agendas; typing letters, memos, forms, and spreadsheets from rough draft; creating and maintaining a filing system; opening and distributing mail; screening student assistant applications for employment; representing the department on various committees; and performing other related duties as required.

Qualifications
Experience (1-3 years) in secretarial work; graduation from high school supplemented by courses in business education or secretarial science; or any equivalent combination of experience and training. Excellent communication and interpersonal skills and knowledge of Windows, Excel, Outlook and Word are required. Knowledge of Banner Administration System, HR and inventory management systems would be considered assets.
Appendix 1.2

Sample Job Specification for Secretary, Job Class # 0020:

SECRETARY

NATURE OF WORK

This is advanced general clerical work which includes the taking and transcribing of dictation from one or more senior administrators where the requirement to provide personal assistance exists.

A wide variety of clerical functions are performed which require the application of independent judgement and interpretation of uncomplicated policies and procedures. The work requires knowledge of University practices and procedures, departmental functions and regulations or the ability to acquire such knowledge. Work is performed under the general supervision of a superior who gives instructions on new assignments or policy. The incumbent is responsible for the accuracy of completed work. The incumbent is expected to solve most problems of detail except those of new assignments or of an unusual nature that come up in the course of the work. Work is generally reviewed on completion for adequacy. Methods and procedures are normally well-defined and decisions are made in accordance with readily understood rules and practices. Limited decisions are also made in the interpretation and application of basic departmental policy.

Contacts are made with superiors within the organization served and with administrators of other departments within the University, with students and visitors, usually for the purpose of giving and receiving information requiring limited explanation and ordinary courtesy.

Errors made could cause some loss of time on the part of several clerical employees for correction or cause minor loss of goodwill.

The requirement exists to show others how to perform tasks or duties; however, continuing supervisory responsibility is not usually present at this level.

The principal work emphasis is upon the primary function to provide continuity within the office(s) served the provision of personal assistance and on the advanced clerical and minor administrative duties performed.

ILLUSTRATIVE EXAMPLES OF WORK

Performs a variety of regular and assigned duties to provide office support to save the time of officials requiring judgment and discretion in scheduling own work, frequent interruptions, sporadic periods of pressure, and contacts with superiors, University administrators, students, and visitors.

Takes and transcribes dictation; types a variety of tabular and narrative material in attractive format; and composes routine correspondence on own initiative.

Screens incoming mail and distributes to appropriate superiors; acknowledges routine inquiries by self composed or form letter format.
Controls routine communications to the office; redirects and provides information regarding routine aspects of superior’s involvement.

Records a variety of statistical information in accordance with standard format or specific instructions.

Performs file search in response to specific requests.

Arranges meetings and travel arrangements in response to superiors instructions regarding time, place and people, travel mode, accommodation standards and time constraints.

Makes appointments as sanctioned by superior and thereafter controls his time calendar.

Discharges a variety of routine office support duties such as office machine repair, obtaining office supplies and restructuring office filing system.

Performs related work as required.

**REQUIREMENTS OF WORK**

Experience (1-3 years) in moderately difficult and varied clerical work including secretarial assignments; graduation from high school supplemented by courses in business education or secretarial science; or any equivalent combination of experience and training which provides the following knowledge’s, abilities and skills:

Knowledge of relevant terminology and subject matter.

Knowledge of general office practices and procedures.

Knowledge of the organization and its function.

Ability to analyse by reviewing, comparing and interpreting information contained in files, records, statements, or other documents.

Ability to plan by scheduling own work in accordance with deadlines or priorities and identifying assistance needed to meet work requirements and deadlines.

Ability to organize by implementing approved procedures, arranging necessary services, adjusting schedules, and co-ordinating work with other units in order to meet required deadlines.

Ability to control by ensuring that information provided for the superior is correct and according to established procedures.

Ability to communicate departmental procedures and regulations to personnel within the University, to obtain and provide information to subject which may require judgment and discretion on when and how to divulge information, and to prepare routine reports and correspondence.

Ability to adapt to new, unusual and pressure situations.

Ability to maintain good working relationships with administrators and support staff.
Appendix 1.3 – Competency Bank

COMPETENCY BANK

Technical

- Interprets and modifies system, servers, websites and/or software
- Independently designs and implements new programs, systems or services from simple to moderately complex
- Modifies and enhances existing programs, systems or websites
- Installs and configures new systems according to established standards
- Analyzes system behaviour to diagnose or troubleshoot problems
- Analyzes requirements and assesses feasibility or effectiveness of an operation or alternative
- Designs solutions to complex challenges for both your own work and those of team members
- Develops complex solutions on portions of larger projects independently
- Completes complex implementation and/or integration with major systems
- Provides pro-active support strategies and service for systems/services
- Gathers requirements to define challenges, propose solutions and recommends a course of action
- Undertakes high-level design for new systems and services that are moderate to highly complex
- Develops major segments of the organization infrastructure including interoperability across systems
- Manages complex implementations across functional boundaries
- Analyzes operations and processes across logical units and recommend courses of action

Customer Service

- Analyzes and understands customer and end user requirements
- Interacts with customers in a courteous, professional manner
- Takes ownership of and responds to customer inquiries in a timely manner
- Seeks to increase end-user self sufficiency
- Meets established client satisfaction targets
- Uses tact and diplomacy in dealing with difficult clients and situations
- Interviews customer(s) to determine their objectives and priorities
- Builds customers’ trust and confidence
- Acts as customer’s advocate
- Identifies and proposes improvements or changes that can increase customer satisfaction
- Works with client departments to define objectives and plan projects
- Represents department in an ongoing relationship with a client department
- Identifies opportunities to strengthen relationships with client departments
- Strives to improve services provided
- Sets client satisfaction targets
Communication and facilitation

- Practices active listening
- Understands clients’ issues and opinions
- Provides oral and written presentations that are geared to the audience
- Recommends and explains a course of action
- Pro-actively informs and follows-up on information needs of stakeholders
- Communicates clearly to colleagues and clients
- Participates in meetings effectively
- Prepares formal presentations or written reports for consideration by management
- Assists stakeholders in identifying a course of action including resources and support requirements
- Ensures that appropriate communication occurs in a timely manner
- Facilitates group discussions to ensure requirements are understood
- Prepares comprehensive reports, evaluations and plans
- Develops a communications strategy for major initiatives and changes
- Assumes primary responsibility for communication with a customer group

Teamwork, relationship and leadership

- Positively participates in group activities and supports team decisions
- Maintains a positive and professional manner and act to promote a congenial working environment
- Acts as an ambassador for the department
- Shares information and resources with others
- Displays social awareness; Embraces (respects) diversity
- Shares accountability for team results
- Acts as role model for and help develop less experienced associates
- Helps groups achieve consensus through open discussion and compromise
- Establishes effective work relationships to facilitate meeting organizational objectives
- Supports / encourages team building
- Represents department in meetings and on committees involving managers and staff from other departments and external partners
- Facilitates decisions making, priorities and consensus on complex issues
- Mentors less experienced staff
- Recognizes team contribution and communicates team success to organization
- Recognizes and builds on team strengths; elicits team member input

Leadership

- Demonstrates high ethics and values
- Gains and maintains the respect and confidence of staff
- Guides and motivates staff to work as an effective unit to accomplish optimum goals
- Creates a working environment which fosters job satisfaction and high moral
- Advocates change
- Initiates & develops cooperative win-win relationships to achieve results
• Foresees a vision for department’s future and engages others to strive towards that vision

**Time and work management**

• Sets personal priorities for optimal project/service objectives
• Plans and performs routine maintenance tasks with minimal supervision
• Decides responsible course of action to maintain operational status of systems outside normal business hours
• Juggles multiple tasks simultaneously
• Tracks, manages and proactively communicates on project or service expectations with stakeholders
• Identifies internal resources to build project team capabilities
• Initiates an appropriate course of action on own initiative when under pressure
• Anticipates changing requirements and revise personal and team objectives
• Plans, schedules and allocates resources across projects, services and functional units
• Plans long term objectives
• Appropriately prioritizes and implements responses to urgent situation

**Learning and Growth**

• Identifies and investigates emerging technologies in higher education
• Adapts to new or changing methods, practices and procedures
• Develops an understanding of Memorial’s mission, organization and diversity
• Demonstrates comprehensive knowledge and proven application of skills within a specific discipline or area
• Learns new systems, tools, methods and approaches
• Demonstrates awareness of major trends and developments in higher education Conduct comprehensive reviews of operational environments and other forms of research to inform planning and project work

**General Problem solving and analytical skills**

• Uses intelligence, common sense and logical reasoning to solve problems and find effective solutions
• Probes appropriate sources for answers
• Recognizes when pertinent facts are missing, incorrect, or required supplementation or verification.
• Continues to strive toward a solution even though the path is difficult or unclear
• Breaks down data into component parts to understand the nature and relationship of the parts
• Thinks “outside the box” and is open to new ideas
• Uses clear, rational thought processes to form an understanding of issues, evaluate options and develop solutions
Initiative

- Self-starter
- Understands environment; recognizes issues that need attention and suggests changes that would improve processes and services
- Volunteers to perform additional work
- Generates ideas for change or improvement
- Looks for solutions without prompting or assistance
- Assesses organizational business trends and aligns and plans department’s services with the university’s goals and objectives

Decision making

- Identifies and understands issues and problems
- Makes decisions that are consistent with available facts, constraints and probable consequences when there is consensus
- Uses policies and standards within assigned authority as guidelines for decision making
- Makes decisions in timely manner with partial information and / or some difference of opinion
- Makes decisions in a timely manner, even with incomplete information and / or significant difference or opinion
- Base strategic decisions on organizational goals and objectives
**Appendix 2.0**

Example 1 – Establishing Qualification Equivalencies

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*Please note, these are suggested equivalencies only

Example 2 – Sample Experience Equivalency

As a rule of thumb, internal experience may be given more value than external experience. As an example, 2 years of external experience would equate to 1 year of Memorial experience.
Appendix 3.0 – Example of Screening Process Matrix

SCREENING PROCESS MATRIX

Position: ________________________________

<table>
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<th>Name</th>
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<th>Specific Skills/Knowledge</th>
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Date

__________________________________________

Selection Committee Chair
Appendix 4.0 - Pertinent Articles of the Collective Agreements

Appendix 4.1 – CUPE Local 1615 Collective Agreement

ARTICLE 5 - RECOGNITION

5.01 The Employer recognizes the Union as the sole collective bargaining agent for classes of employees as listed in Appendix A.

5.02  (a) When new Classifications or positions are developed and/or new Classifications or positions are created as a result of restructuring, the Employer shall notify the Union in writing and shall consult with the Union as to whether such classifications or positions should be included in the Bargaining Unit. Should the Union and the Employer be unable to agree, the matter shall be referred to the Labour Relations Board.

(b) When a bargaining unit position is vacated and the Employer intends to continue to have any or all of the duties performed or intends to refill the position the Employer shall notify the Union in writing. The notification shall indicate whether the Employer intends to modify the duties, title, classification, hours of work or status (i.e. whether permanent, sessional or contractual) of the position and the rationale for the change. Where there is no change, provision of a copy of the job posting shall be sufficient notification.

5.03  (a) The University will ensure that no employee in the bargaining unit shall be laid off nor denied an opportunity for recall, because duties normally performed by employees in the bargaining unit have been or will be assigned to or assumed by students, faculty or excluded personnel.

(b) The University will also ensure that students, faculty and excluded personnel will not be utilized to fill vacated union positions.4

(c) Both parties recognize the University’s role in the community and its responsibility to the students it serves. The parties further recognize that the provision of employment for students is in the interest of the entire University community. The parties recognize that employment of students is for the purposes of augmenting the studies of students with work experience. Such employment is not for the purpose of replacing existing bargaining unit members.

ARTICLE 19 – SENIORITY

19.08 Permanent Full-Time, Permanent Part-Time and Sessional employees on layoff shall be recalled in the order of seniority, provided that the employees being recalled have sufficient qualifications to perform the work required.

19.09 No new employee shall be hired until those on layoff have been given an opportunity for recall providing they have sufficient qualifications to perform the work required.
ARTICLE 20 - JOB POSTING

* 20.01  a) When a vacancy or new job opening occurs for a position within the Bargaining Unit, the Employer will post notices of the position in accessible places on the Employer’s premises. Such notices shall contain all pertinent information and shall be posted for a minimum of five (5) days. Applicants from within the Bargaining Unit, including those on layoff status and contractual employees whose contracts of employment have been lapsed for less than twenty-four (24) months will be considered and a decision made before advertising outside the University.

   b) Notwithstanding the above, simultaneous advertising inside and outside the University may be utilized by the mutual consent of the parties.

   c) Contractual Employees who leave a Bargaining Unit position prior to the contract end date but remain employed with the University shall retain the right to apply for bargaining unit positions for twenty four (24) months and will be considered and a decision made before applicants from outside the bargaining unit are considered.

   d) Notwithstanding the above, the Employer may simultaneously advertise inside and outside the University under the following conditions:

      - Where existing market conditions indicate a limited availability of specific skill sets within the bargaining unit, as mutually agreed by the parties.
      - Where an identified position (as noted above) has been advertised within the University in the last three (3) months without an internal union applicant meeting the minimum qualifications.
      - Where the position is classified at Band Level 1.

   e) Copies of all job postings shall be available to the Union.

20.02 Such notices shall contain information consistent with the classification specification.

20.03 All positions within the Bargaining Unit shall be open to male and female applicants.

20.04 The Employer will acknowledge in writing receipt of applications for all job vacancies within ten (10) days.

* 20.05 The Employer may consider applicants from a previous internal competition for a position with the same job title and qualifications. Such position must be within the same unit as the former posting and must occur within three (3) months of the original competition closing date. The original posting must contain the following notation: “This competition may be used to fill identical positions in this unit within three (3) months of the closing date”.

Should the Employer not fill the subsequent vacancy in the above noted manner then the position shall be posted as per the provisions of Article 20 “Job Postings” of the collective agreement.
ARTICLE 21 - APPOINTMENTS AND STAFF CHANGES

21.01 (a) All appointments of newly hired permanent and sessional employees shall be probationary for a period of six (6) months.

(b) The probationary period for contractual employees in the CUPE 1615 bargaining unit moving to a permanent or sessional position shall be six (6) months except as follows:

(i) When a contractual employee is appointed to a permanent or sessional position that he/she currently occupies for a period of six (6) months or more, the employee will not be required to serve a probationary period, but shall be confirmed on appointment.

(ii) A contractual employee with more than twelve (12) months of service who is successful in a job competition for a permanent or sessional position in a different department or classification shall not be required to serve another probationary period but shall serve a trial period in accordance with Clause 21:07 (a)

(iii) A contractual employee who is confirmed as permanent in accordance with Article 52.01 shall not be required to serve a probationary period.

21.02 Each employee shall be notified in writing at least two (2) weeks before expiry date of the applicable probationary period as to whether the appointment is terminated or confirmed.

21.03 Every confirmation shall be deemed to have had effect as from the date on which the initial appointment was made.

21.04 Every appointment and confirmation shall be in writing addressed to the appointee and shall be signed by the President.

21.05 Both parties recognize: (a) the principle of promotion within the service of the Employer; (b) that job opportunities should increase in proportion to length of service.

21.06 Subject to Clauses 19.02 and 21.09, candidates for a position will be assessed on the basis of the qualifications and capabilities required for the position and where the candidates are determined to be relatively equal, seniority shall be the governing factor in determining promotions, filling posted job vacancies, and determining order of layoff or rehire for permanent, sessional and contractual employees.

21.07 (a) A successful applicant for promotion or transfer shall be placed on trial for a period of two (2) months, which period may be extended up to two (2) months by mutual consent. Conditional on satisfactory service, the employee shall be confirmed in the position after the trial period.

(b) In the event the successful applicant proves unsatisfactory in the position, or if the employee is unable to perform the duties of the new job classification, or the position proves unsatisfactory during the trial period, the employee shall return to the employee's former position and salary level consistent with the former position without loss of seniority.
(c) Any other employee promoted or transferred because of the rearrangement of positions shall also be returned to their former position or found alternate employment at a salary level consistent with their former position, without loss of seniority.

(d) A permanent employee who is promoted or transferred to a contractual position, within the bargaining unit, shall retain their permanent status and shall revert to the employee's former position and applicable pay rate at the end of the contractual period. If the employee's former position has been declared redundant, upon expiry of the contractual position, the employee may exercise bumping rights to retain a permanent position.

21.08 Consideration for promotion will be given to the senior applicant who does not possess the required qualifications but is preparing for qualification prior to filling of the vacancy. Such employee will be given a trial period to qualify within a reasonable length of time and to revert to the employee's former position if the required qualifications are not met within such time.

21.09 An employee unable, through injury or illness, to perform the employee's normal duties shall be provided with alternate suitable employment provided a position can be made available.

21.10 An employee who, through advancing years, is unable to perform the employee's normal duties shall be provided with alternate suitable employment provided a position can be made available.

21.11 Within seven (7) calendar days of the date of appointment to a vacant position, the name of the successful applicant shall be sent to each applicant within the Bargaining Unit.

21.12 Upon promotion to a position carrying a higher salary scale, the rate of pay of an employee shall be established at the nearest step on the employee's new salary scale which exceeds the existing rate by not less than five percent (5%) but not to exceed the maximum of the employee's new salary scale. 21.13 Upon request, an unsuccessful applicant for a position will be entitled to a meeting to discuss the reasons why the employee was unsuccessful in the job competition. This meeting shall be attended by, at least, one (1) of the Departmental interviewers involved in the decision.

21.14 Voluntary Demotion The rate of pay of an employee voluntarily demoted shall be established at a point on the new pay range that does not exceed the employees existing rate. If the employees existing rate falls between two steps on the new pay range, it shall be adjusted to the lower step and if the employees existing rate exceeds the maximum for the new pay range, it shall be reduced to the maximum for the new pay range.

21.15 Involuntary Demotion The rate of pay of an employee involuntarily demoted for other than disciplinary reasons or for other than incompetence or unsuitability shall be established at a point on the new scale which does not exceed the employees existing rate. If the employees existing rate falls between two steps on the new pay range, the employee shall continue to receive their existing rate until the step progression date next following the involuntary demotion. At the step progression date next following the involuntary demotion, the employee’s salary will be increased to a step on the new salary scale consistent with the step progression policy, with the advancement on the scale occurring from the lower of the two steps. If the employees existing rate is above the maximum for the new pay range, the existing rate shall be red-circled.
21.16 Notwithstanding other provisions of Article 21, a contractual employee whose contract has expired within three months and is reappointed within the period of three months:

   a) where the new contract Band Level is consistent with the previous contract then the employee will be appointed to the step at which compensated at the end of the previous contract,

   b) shall retain any service from the previous contract towards step progression on new contract,

   c) where the new contract Band Level is higher than the previous contract then the employee will be appointed in accordance with Clause 21.12,

   d) where Clause 21.16 (c) has been applied and the employee is subsequently reappointed to a contract of lower Band Level then the employee shall not be advantaged or disadvantaged and placed on the salary scale as if the interim contract had not taken place.
ARTICLE 3 - RECOGNITION

3.01 The Employer recognizes the Association as the sole collective bargaining agent for classes of employees in the Department of Facilities Management listed in Schedule "A".

3.02 When new classifications or positions are developed, the Employer agrees to consult with the Association as to whether such classifications or positions should be included in the Bargaining Unit. Should the Association and the Employer be unable to agree, the matter shall be referred to the Labour Relations Board.

3.03 (a) No employee of the bargaining unit will lose the employee's job because of a decision of the University to contract out work normally performed by that employee. An employee so affected will be offered another position within the University consistent with the employee's qualifications and capabilities, without loss of pay or benefits.

(b) No employee of the bargaining unit shall be laid off because the principal duties of that employee have been reassigned to, or assumed by, an employee outside the bargaining unit. An employee so affected will be offered another position within the University consistent with the employee’s qualifications and capabilities, without loss of pay or benefits.

3.04 An employee shall only be hired as a permanent, contractual or part-time contractual employee. A part-time contractual may be hired for less than full time hours.

ARTICLE 9 - APPOINTMENTS

* 9.01 Upon initial appointment to a position within the bargaining unit, an employee shall be probationary for a period of six (6) months. After completion of the probationary period and upon appointment from one (1) position to another, an employee shall not be required to serve another probationary period but shall serve a trial period in accordance with Clause 9.08.

9.02 Each permanent and contractual employee shall be assessed during the probationary period and provided with feedback as to the employee's progress. The employee shall be notified in writing before the expiry date of the applicable probationary period as to whether the appointment is terminated or confirmed.

9.03 Every confirmation shall be deemed to have had effect as from the date on which the initial appointment was made.

9.04 Every appointment and confirmation shall be in writing addressed to the appointee and shall be signed by the President.
9.05 Upon request, an applicant or appointee shall submit a certificate on a University approved form by a medical doctor of an examination made by such doctor, showing to the satisfaction of the University that the applicant or appointee is medically fit for the proper performance of the duties of the post applied for.

9.06 A probationary employee shall have recourse to the grievance procedure provided that termination of employment during the probationary period shall not be the subject of a grievance.

9.07 An employee, who, through accident, illness, or advancing years is unable to perform the employee's duties, shall be provided with alternate suitable employment, provided a position can be made available.

9.08 A successful applicant for promotion or transfer shall be placed on trial for a period of two (2) months, which period may be extended up to two (2) months by mutual consent. Conditional on satisfactory service, the Employer shall confirm the employee's appointment after the trial period. In the event that the successful applicant proves unsatisfactory in the position during the trial period or if the employee is unable to perform the duties of the new job classification, the employee shall be returned to the employee's former position and salary level consistent with the employee's former position without loss of seniority. Any other employee promoted or transferred because of the rearrangement of position shall also be returned to the employee's former position or found alternate employment at a salary level consistent with the employee's former position, without loss of seniority. Where the Employer and the Union agree, the employee may revert to the employee's former position prior to the completion of the trial period.

9.09 An employee, upon hire or recall from layoff, will be given a letter of appointment which shall state employment status, e.g. permanent, contractual or part-time contractual.

9.10 (a) Upon promotion to a position carrying a higher Band Level, the rate of pay of an employee shall be established at the nearest step on the employee's new Band Level which exceeds the existing rate by not less than five percent (5%) but not to exceed the maximum of the employee's new Band Level.

(b) An employee’s rate of pay on voluntary demotion will be reduced by 5%. If the employee’s new rate falls between two (2) steps on the new Band Level, it shall be adjusted to the lower step and if the employee’s new rate exceeds the maximum, it shall be reduced to the maximum for the new Band Level.

(c) Involuntary Demotion

The rate of pay of an employee involuntarily demoted for other than disciplinary reasons or for other than incompetence or unsuitability or for other than displacement due to layoff and bumping, shall be established at a point on the new Band Level which does not exceed the employee’s existing rate.

If the Employee’s existing rate falls between two steps on the new Band Level the employees salary shall be adjusted to the next higher step on the new Band Level.
If the employee’s existing rate is above the maximum of the new Band Level, the existing rate shall be red-circled.

ARTICLE 16 - JOB POSTING

*16.01  (a) When a vacancy or a new job opening occurs for a position within the Bargaining Unit, the Employer will post notices of the opening for a period of five (5) days and consider applicants from within the Bargaining Unit before considering applicants outside the Bargaining Unit.

(b) Postings for staff positions within the University and outside the bargaining unit shall be in accordance with 16.01(a). Employees shall be eligible to apply on the initial posting and shall be considered after candidates from the affected bargaining unit.

16.02 Such notices shall contain information consistent with the classification specification.

16.03 All postings shall state "Memorial University is committed to employment equity and encourages applicants from qualified women and men, visible minorities, aboriginal people, and persons with disabilities”.

16.04 The Employer will acknowledge in writing receipt of applications for all job vacancies within ten (10) days.

ARTICLE 19 – SENIORITY

19.01 Both parties recognize:

(a) the principle of promotion within the service of the Employer,

(b) that job opportunities should increase in proportion to length of service.

19.02 Where qualifications, ability, and suitability are relatively equal, seniority shall be the governing factor in determining promotions and filling posted job vacancies.

19.03 The seniority of an employee or contractual employee shall be lost and all rights forfeited, and there shall be no obligation to rehire when the employee:

- resigns or otherwise terminates the employee's service by voluntary act,

- is discharged for just and reasonable cause,

- fails to return to work upon expiration of leave of absence,

- is absent without leave for three (3) working days without notification to the Employer,

- is laid off for a period of eighteen (18) consecutive months or more,
- fails to return to work within fourteen (14) calendar days following a layoff and after being notified by registered mail to do so. It is the employee's or contractual employee's responsibility to keep the Employer informed of the employee's current mailing address.

Seniority for permanent employees shall not be accumulated or lost during any period of layoff. Seniority shall accumulate during Assisted Leave and Maternity/Adoption/Parental Leave without pay as defined under Article 21.

19.04 (a) For layoff or recall purposes, there shall be three (3) distinct groups of employees as follows:

(1) permanent employees;
(2) contractual employees; and
(3) part-time contractual employees.

Contractual and part-time contractual employees, within a classification shall be laid off before permanent employees. All contractual employees shall be junior to permanent employees and contractual employees shall not have bumping rights, except in circumstances outlined in 19.04 (f).

(b) Where the University determines that a layoff is required within a classification, the least senior employee(s) shall be laid off first. A permanent employee receiving notice of layoff shall have the option to displace the least senior permanent or contractual employee in a classification provided the employee is qualified and capable of performing the work required.

(c) No permanent employee shall be laid off by virtue of being displaced by a more senior permanent employee without receiving at least forty-eight (48) hours notice. A permanent employee who bumps into a contractual position shall retain recall rights to the employee's permanent position for eighteen (18) months.

(d) Permanent employees shall receive thirty (30) calendar days notice of layoff. Contractual employees and part-time contractual employees shall receive fourteen (14) calendar days notice.

(e) Employees on layoff status or who have bumped to a lower Band Level classification shall have the first right of recall in order of seniority provided they are qualified and able to perform the duties of the position.

(f) A contractual employee who applies for and receive a newly established contractual position, which is not a replacement position, shall retain the right to return to their previous contractual classification on a seniority basis for up to three (3) years, provided it still exists.

19.05 Seniority for permanent employees is defined as the length of service (excluding overtime) with the University in a 7801 bargaining unit position and includes periods of temporary assignment outside the bargaining unit providing the employee continues to
pay Union dues. After completion of the probationary period, seniority shall date from the last entry into employment within the bargaining unit and shall operate on a bargaining unit wide basis. When a contractual employee obtains a permanent position, the employee shall be credited with seniority accumulated as a contractual employee.

An employee who is temporarily assigned outside the bargaining unit shall continue to have access to the Grievance and Arbitration Procedures in the event of Discipline or Discharge action against the employee.

19.06 Consideration for promotion will be given to the senior applicant who does not possess the required qualifications but is preparing for qualifications prior to filling of the vacancy. Such employee will be given a trial period to qualify within a reasonable length of time and to revert to the employee's former position if the required qualifications are not met within such time.

19.07 (a) The Employer agrees to maintain and post an up-to-date seniority list and to supply the Association with a copy of this list in January of each year, such list to be correct to January 1st of that year.

(b) Seniority for contractual employees will be based on their original hire date and contractual employees will be assigned a seniority number upon hire. Seniority will be recognized in ascending numerical order. Upon rehire after loss of recall rights, a contractual employee will be assigned the next number in sequence and will be junior.

(c) In the event of a tie in seniority, the tie shall be broken by the flip of a coin or other non-bias random method which is agreeable to both the employer and the bargaining unit.

19.08 Subject to 19.05, employees or contractual employees in the bargaining unit promoted, demoted, or transferred to positions within the bargaining unit shall carry their seniority with them on promotion, demotion, or transfer.

19.09 (a) With the approval of the Department Head and the Director of Human Resources, a permanent employee may be promoted, transferred or temporarily assigned to a contractual position, within the bargaining unit, and shall retain their permanent status and shall revert to the employee's former position and applicable pay rate at the end of the contractual period. If the employee's former position has been declared redundant, upon expiry of the contractual position, the employee may exercise bumping rights to retain a permanent position.

(b) An employee affected by Clause 19.09(a) shall continue to accumulate seniority and any other applicable benefits while employed in the contractual assignment.

19.10 Seniority for layoff, recall and promotion purposes shall be accumulated during periods of Long Term Disability and any other leave covered by this Agreement.

19.11 (a) Employees shall be recalled in order of seniority provided that the employee being recalled is qualified to do the work required. Permanent employees shall be recalled
before contractual employees provided that the permanent employees being recalled are qualified to do the work required. No new employees shall be hired until employees who are on layoff status or under notice of layoff have been given an opportunity of recall or re-assignment provided that employees on layoff status or notice of layoff have sufficient qualifications to perform the work.

(b) Contractual employees shall be recalled to positions in their classification in accordance with seniority provided the senior employee is qualified and capable of performing the work required. A contractual employee who is unable to report for work following a recall, due to injury on duty or sickness, shall provide the Employer with a medical certificate indicating the anticipated date of recovery. In the event a contractual employee is absent from work due to injury on duty or sickness at the time the employee's contract expires, the employee shall have the right to return to work after recovery if the contract is renewed, provided recall rights have not expired and after providing the Employer with ten (10) days' notice of intention to return to work.
**Appendix 5.0**

**Example 1 - Application Selection Matrix**

**APPLICANT SELECTION MATRIX**

To be completed by each member of the selection committee.

Each candidate should be rated on the specific factors during the discussion held after the interview process. The scores should be further discussed by the committee members and a consensus reached on each factor.

<table>
<thead>
<tr>
<th>Position: Administrative Staff Specialist I</th>
<th>Committee Member: I</th>
</tr>
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<tbody>
<tr>
<td>Name</td>
<td>Education</td>
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<tr>
<td>Jane Doe</td>
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<tr>
<td>Jill Black</td>
<td>10</td>
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<tr>
<td>June Smith</td>
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<tr>
<td>Mary White</td>
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<td>Cathy Joe</td>
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</table>

Date

______________________________
Selection Committee Member
Appendix 5.1

Example 2: Selection Committee Summary Sheet Matrix

Sample 1

Selection Committee Score Summary

<table>
<thead>
<tr>
<th>Position Title: Administrative Staff Specialist I</th>
<th>Date of Interview:</th>
</tr>
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<tbody>
<tr>
<td>Department:</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Education /10</th>
<th>Related Work Experience /25</th>
<th>Technical Skills /20</th>
<th>Supervisory Skills /20</th>
<th>Communication/Interpersonal Skills /15</th>
<th>Organization Skills /10</th>
<th>Customer Service /10</th>
<th>Total /100</th>
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<tr>
<td>Cathy Joe</td>
<td>10</td>
<td>15</td>
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<td>10</td>
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<td>8</td>
<td>83</td>
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<td>Mary White</td>
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Discussion Summary
Scoring may indicate a clear choice of candidate, but if not, further discussion may be required and the justification for the final choice must be recorded.

1) Do the scores reflect a clear choice of candidate? YES ___ NO ___

2) If NO, what factors lead to the choice of candidate?

3) Is the choice of candidate consistent with:
   a. Application form/cv? YES ___ NO ___
   b. References (if appropriate)? YES ___ NO ___
   c. Tests/presentation? YES ___ NO ___
   d. Other evidence (describe)? YES ___ NO ___

4) If no to a, b, c, or d above, please comment:

   Additional information to justify the selection decision:

<table>
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<tr>
<th>Selection Committee Members:</th>
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<th>Signed: (Chair of Selection Committee)</th>
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<tr>
<th>Section</th>
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<th>Applicant Rating</th>
<th>Comments on Applicant</th>
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<tr>
<td>2. EXPERIENCE</td>
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<td>12</td>
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<td>3. STRENGTHS AND SKILLS</td>
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<td>9/10</td>
<td>22.5</td>
</tr>
<tr>
<td>4. INTERPERSONAL SKILLS AND MANNER</td>
<td>25</td>
<td>9/10</td>
<td>22.5</td>
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</table>
### 5. DEPARTMENTAL KNOWLEDGE

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<td>10/10 = 10</td>
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**Comments on Applicant:**

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#### Total Applicant Rating:

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<th>Rating</th>
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<td>2. Experience</td>
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<td>3. Strength and Skills</td>
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<td>4. Interpersonal Skills and Manner</td>
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<tr>
<td>5. Departmental Knowledge</td>
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</table>

**TOTAL RATING:** 85
Appendix 6.0 – Draft Recruitment Recommendation

Example 1

RECRUITMENT RECOMMENDATION

DEPARTMENT: Department of Human Resources

COMPETITION NAME and NUMBER: Secretary; HRS-06-01

INTERNAL OR EXTERNAL: Internal

INTERVIEW PANEL: Interviewer 1; Interviewer 2; Interviewer 3

APPLICANTS INTERVIEWED:

Applicant 1
Applicant 2
Applicant 3
Applicant 4
Applicant 5
Applicant 6

QUALITATIVE RATINGS: (Used in conjunction with rating form)

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<th>Applicant</th>
<th>Score</th>
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<tr>
<td>Applicant 2</td>
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<td>Applicant 3</td>
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<td>Applicant 4</td>
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<tr>
<td>Applicant 5</td>
<td>156</td>
</tr>
<tr>
<td>Applicant 6</td>
<td>230</td>
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</table>

RANKING:
1. Applicant 3
2. Applicant 6
3. Applicant 2

RATIONAL:
Applicant 3 demonstrated an extensive knowledge of appropriate clerical processes, a good understanding of the University policies and procedures and a dedication to customer service. Applicant 3 has direct prior experience in typing employment letters and is familiar with the workings of human resources environment.

Dean/Director Approval: _______________________________ Date: ____________

Human Resources: _______________________________ Date: ____________
Example 3

Date

TO: Department of Human Resources
FROM: Hiring Unit, Hiring Department
SUBJECT: RECOMMENDATION FOR Competition Number

Interviews were conducted on Month Day, 2009 for the position of Position Title with the Department Name; the interview panel consisted of Interviewer Name. Number candidates were interviewed and the panel unanimously agrees that Title First Name Surname is the best choice to fill this position.

Title Surname has completed Educational Accomplishment. S/he has been working with Industry or Key Functional Area in varying capacities since Year. S/he is currently employed by Company Name and holds the position of Position Title. During the interview s/he demonstrated a keen knowledge of Related Functional Area for Position, presented solutions to address Identify Challenge issues, and has been actively involved in Functional Area. Title Surname has had exposure to Functional Area, was able to illustrate her effective relationship building abilities, and is proficient in the practical application of technologies required for this position.

Title Surname’s passion and enthusiasm for Functional Area was clearly evident in his/her responses; s/he was clear and concise demonstrating a sound working knowledge to perform in this capacity.

Please proceed in offering the position to Title Surname with the intention s/he commence work responsibilities as soon as possible.

If you require additional information, please feel free to contact me directly.

Regards,

Recommendating Manager
Title, Unit/Department
### Applicant Selection Matrix

**Position:** ________________________________

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Education /</th>
<th>Related Work Experience /</th>
<th>Technical Skills /</th>
<th>Supervisory Skills /</th>
<th>Communication/ Interpersonal Skills /</th>
<th>Organization Skills /</th>
<th>Customer Service /</th>
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**Discussion Summary**

________________________________________________________________________

**Date**

________________________________________________________________________

**Selection Committee Member**
# Selection Committee Summary Sheet

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<tr>
<th>Candidate</th>
<th>Education / Work Experience</th>
<th>Related Work Experience</th>
<th>Technical Skills</th>
<th>Supervisory Skills</th>
<th>Communication/Interpersonal Skills</th>
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**Discussion Summary**
Scoring may indicate a clear choice of candidate, but if not, further discussion may be required and the justification for the final choice must be recorded.

1) Do the scores reflect a clear choice of candidate? YES ___ NO ___

2) If NO, what factors lead to the choice of candidate?

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   b. References (if appropriate)? YES ___ NO ___
   c. Tests/presentation? YES ___ NO ___
   d. Other evidence (describe)? YES ___ NO ___

4) If no to a, b, c, or d above, please comment:

Additional information to justify the selection decision:

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</table>

Successful Candidate:

Reserve candidate(s):

Signed: (Chair of Selection Committee)

DATE:
Appendix 8.0

Sample Interview Questions Not to Ask

Nationality

1. **What you can't ask**: Are you a Canadian citizen?

   *What to ask instead*: Are you legally entitled to work in Canada?

2. **What you can't ask**: What is your native tongue?

   *What to ask instead*: What languages do you read, speak or write fluently?

3. **What you can't ask**: How long have you lived here?

   *What to ask instead*: What is your current address and phone number? Do you have any alternative locations where you can be reached?

Religion

Religion is a subject that should be treaded upon lightly at the office, and even more so in interviews. Protect yourself from overstepping the boundaries but still get the information you need with these questions.

4. **What you can't ask**: What religion do you practice?

   *What to ask instead*: What days are you available to work?

5. **What you can't ask**: Which religious holidays do you observe?

   *What to ask instead*: Are you able to work with our required schedule?

6. **What you can't ask**: Do you belong to a club or social organization?

   *What to ask instead*: Are you a member of a professional or trade group that is relevant to this position?

Age

Maturity is essential for most positions, but it's important that you don't make assumptions about a candidate's maturity based on age. Alternately, you have to be careful about discrimination towards applicants nearing retirement. These questions will keep you in the clear.

7. **What you can't ask**: How old are you?

   *What to ask instead*: Are you legally entitled to work?
8. **What you can't ask**: How much longer do you plan to work before you retire?

   *What to ask instead*: What are your long-term career goals?

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**Marital and Family Status**

These questions primarily concern women with children, but they're applicable to everyone. Ensure that you don't make assumptions, and avoid embarrassing candidates by using the following questions.

9. **What you can't ask**: Is this your maiden name?

    *What to ask instead*: Have you worked or earned a degree under another name?

10. **What you can't ask**: Do you have or plan to have children?

    *What to ask instead*: Are you available to work overtime on occasion? Can you travel?

11. **What you can't ask**: Can you get a babysitter on short notice for overtime or travel?

    *What to ask instead*: You'll be required to travel or work overtime on short notice. Are you able to work with our schedule?

12. **What you can't ask**: Do you have kids?

    *What to ask instead*: What is your experience with "x" age group?

13. **What you can't ask**: What do your parents do for a living?

    *What to ask instead*: Tell me how you became interested in the "x" industry.

14. **What you can't ask**: If you get pregnant, will you continue to work, and will you come back after maternity leave?

    *What to ask instead*: What are your long-term career goals?

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**Gender**

Once you've reached the interview stage, a candidate's gender is almost always clear. It is important, however, to ensure that you don't make assumptions about a person's abilities based on this information.

15. **What you can't ask**: We've always had a man/woman do this job. How do you think you will stack up?
What to ask instead: What do you have to offer our company?

16. **What you can't ask**: How do you feel about supervising men/women?

   *What to ask instead:* Tell me about your previous experience managing teams.

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**Health and Physical Abilities**

Your employees' health and abilities may be essential to getting the job done, but it's important to avoid assumptions and discrimination.

**What you can't ask**: How tall are you?

   *What to ask instead:* Do you have any questions about the expectations of this position?

17. **What you can't ask**: How much do you weigh?

   *What to ask instead:* Do you have any questions about the expectations of this position?

18. **What you can't ask**: Do you have any disabilities?

   *What to ask instead:* Do you have any questions about the expectations of this position?

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**Miscellaneous**

19. **What you can't ask**: How far is your commute?

   *What to ask instead:* Do you have any questions about the hours of work?

20. **What you can't ask**: Do you live nearby?

   *What to ask instead:* Are you willing to relocate?