Guide to Hiring and Recruiting

Contents

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Philosophy

Hiring the Best

Work Here. Learn Here. Grow Here.

RightSearch is the university's recruitment program. Together with Careers@USF, our online recruiting and position description system, it provides the "right" process in search of the "right" candidates to add to our accomplished workforce. It provides the framework in which to conduct effective and productive searches and gives hiring managers the tools necessary, including guidelines on processes, forms and procedures, to ensure a successful recruitment process.

Our first commitment is to attract and hire talented individuals by providing hiring authorities with the tools to find, interview and select the best candidates.

Our second commitment is to successfully retain our employees through ongoing development, by recognizing the productive and creative results of our people and by encouraging their career growth and advancement.

USF is an equal opportunity, equal access academic institution that embraces diversity in the workplace. We are committed to conducting thorough searches to ensure that strong candidate pools are formed and the best candidate is selected for every single position. Recruitment and selection decisions are important – for the university and for the applicant. We believe success starts at the very beginning of the recruitment process.

In addition to providing departments with the resources they need to attract and hire external candidates, RightSearch provides an internal recruitment process to give departments the flexibility to recognize, search for and hire the best candidate for the position if that person is within USF, without requiring an external search. We recognize the value internal candidates bring to new positions and the benefits of building and developing employees who can grow within their departments as well as across the various academic and organizational disciplines throughout the university.

For questions during the recruitment process, contact your HR Manager or HR Coordinator in your Service Center.

Preparing for Recruiting

1. Obtain approval from the appropriate authority to fill the available position (in accordance with departmental procedures).

2. Conduct an analysis of the vacant position to determine the following:

- What are the duties and responsibilities of the position and what is the position designed to accomplish?
- Is the position classified correctly?
- How does the position align with the organizational structure of the department and college/administrative unit?
- Does the department have unmet needs that the position will fill? If it cannot fill the needs, might there be another way to structure the position to accomplish the critical needs of the department?

- What are the implications of upcoming organizational changes for the position?
- Who can provide additional information about the position before posting?

For assistance with this analysis, contact your HR Manager in your Service Center.

3. Using the Careers@USF online recruiting system, prepare a job posting that reflects the duties and responsibilities of the position as described in the current Position Description (PD).

4. Outline the selection criteria for the position using the current PD. Selection Criteria are necessary and critical tools in the selection process that guide the hiring authority in determining which applicants meet the qualifications for the position. Selection criteria should be:

- Established before a position is advertised or posted.
- Clearly defined and relevant to the position.
- Used to evaluate the applicants.
- Aligned with the needs of the department.

Applicants selected for interviews should possess at least the minimum qualifications and the strongest combination of knowledge, skills, abilities and experience to perform the duties and responsibilities of the position.

5. Determine if a search committee will be utilized. See Roles and Responsibilities for screening/search committee responsibilities.

Posting the Position

A hiring department may choose either to post internally only (open to current USF employees) or to post both internally and externally at the same time. In keeping with the university's equal access and equal opportunity employment practices, all Administration and Staff vacancies must be posted, unless an exception is granted. Exceptions to the posting requirement must be approved by the Diversity, Inclusion & Equal Opportunity Office (DIEO) via the DIEO waiver process. For more information, contact Human Resources or DIEO.

1. Complete the Job Posting Details section in Careers@USF and indicate if the position will be posted internally only or both internally and externally.
2. Indicate the application deadline

- All positions must be posted for a minimum of seven (7) calendar days. The hiring authority may choose to post for a longer duration from the start or to re-post the position upon the expiration of the initial seven (7) days. The minimum time for re-posting (or re-opening) a position is seven (7) days.

- In order to generate a sufficient and diverse applicant pool, the hiring authority may choose "open until filled" in lieu of a deadline date. In such cases, the posting will be open for the minimum seven (7) days and will remain open until the hiring manager and/or recruiter believes a sufficient applicant pool has been established.

- Staff positions designated as "time-limited" must be posted as such. Time-limited positions are those positions funded by a contract/grant or an auxiliary fund for a temporary and specified period of time.

3. A position must be re-posted in the same location for at least seven (7) calendar days if any of the following conditions of employment are modified:

   - Salary;

   - Required minimum qualifications;

   - Percentage of the appointment (Full Time Equivalent/FTE); and/or

   - Application deadline.

4. If the initial posting does not generate an appropriate applicant pool, the hiring authority should consider additional locations to publicize the position opening, such as advertising in the Chronicle of Higher Education and other publications.

Contact your HR Service Manager in your Service Center for assistance in developing and designing an effective recruitment strategy.

Posting the Position for Internal Recruitment

The internal posting procedure is designed to provide hiring authorities with the ability to focus their recruitment and selection efforts for Administration and Staff positions within USF to identify high quality employees in search of career development and/or advancement opportunities. Some of the guiding principles are:

- To always hire the best candidate (internal or external) for the position.

- To develop and retain a high quality, diverse workforce.

- To identify reassignment and promotional opportunities at USF.

- To support employees in exploring and pursuing career mobility options within USF.

- To encourage and support employees in reaching their full potential by developing their abilities, building skills and mastering the competencies of a 21st century workforce.

Candidates for internal recruitment opportunities:

- Must meet the posted minimum qualifications for the vacant position.

- Should have been in his/her current position for a minimum of six (6) months. Any exceptions should be reviewed by Human Resources. Contact your HR Service Manager in your Service Center for more information.

- Must not have received any discipline within the past six (6) months (excludes counseling and oral reprimands).

Hiring authorities have the option to do one of the following:

- Post the Administration or Staff position internally only (open only to current USF employees). Any individual currently appointed as a Temporary employee is considered an external candidate and may not apply for positions posted for internal candidates only; or

- Post the Administration or Staff position internally and externally simultaneously (thereby creating an applicant pool consisting of both internal and external candidates).

To complete the job posting for internal recruitment, the hiring authority must designate on the Job Posting Details whether the position will be posted internally only or internally and externally simultaneously.

NOTE: If a position is posted internally only and the applicant pool is not sufficient to ensure the best candidate (as determined by the Unit Equal Opportunity Liaison (EOL) or designee), the search must be expanded to external candidates for a minimum of seven (7) days.

Hiring Procedures for Internal Hires

Managing Staff/Admin Promotions and Lateral Transfers

The University of South Florida encourages an environment that values career mobility and career paths both promotional and lateral. This procedure establishes a university-wide process for effectively managing the movement of employees within the university. Existing hiring procedures provide no reference or guideline for internal transfer and the appropriate salary determination for an internal applicant. Although we must be externally competitive and internally equitable, it is not in the best interest of the university to engage in inter-departmental competition or hiring decisions based on departmental budget. The implementation of this process is to maintain fairness and equity with regard to internal transfers.

Purpose Statement

The intent of this procedure is to provide consistency and internal equity across the university. Compensation should be based on the candidate's knowledge, skill, responsibility and ability to perform the essential functions of the position and not the funding levels available within a hiring department. This procedure also provides for review and approval by Human Resources to ensure fairness and equity.

Definitions

- **Promotion:** Movement to a position in another classification at a greater level of responsibility. A promotional transfer will normally be accompanied by an increase in compensation.

- **Demotion**: Movement to a position in another classification at a lesser level of responsibility. Demotion may not be used as a form of disciplinary action. Demotion would normally be accompanied by a reduction of salary.

- **Lateral Transfer**: Movement to a position in the same classification or to a position in another classification at a similar level of responsibility. Such transfers provide opportunities to work with new colleagues, to master a different range of skills or to transfer special skills to a new environment. A change in salary will not normally accompany a lateral transfer.

Types of Lateral Transfers

1. **Same title –** The employee's job title, formally job code, is the same in both the new and old jobs.
2. **Same grade and level –** The employee transfers to a job with a different job title, but that job is in the same pay grade with approximately the same market salary as the old job.
3. **Higher level within grade -** The employee transfers to a different job title within the same pay grade. However, the new job has a higher market salary than the old job.
4. **New pay plan –**Employee transfers from one pay type such as Administration to another such as Faculty but the new position requires the same level of responsibility.

Procedures for Hiring Internal Candidates

1. Lateral transfer within the same grade must be coordinated through the Division of Human Resources and salary approval must be received prior to communication of the employment offer.
2. A lateral transfer will not result in a salary increase for transfers with the same title and same grade and level except for departmental market equity. Human Resources will review internal equity and authorize the salary adjustment, if required.
3. Lateral transfers to a higher level within the grade or to a new pay plan will be review by Human Resources. Determinants of all salary decisions include the employee's qualifications and performance, the pay of other employees performing similar work at USF and external market considerations including comparison of the proposed salary to the salary of employees in jobs with comparable responsibilities in similar institutions of higher education.

Advertising the Position

It is the responsibility of the hiring authority to advertise in key publications in order to reach members of communities under-represented within the university (e.g., women and/or minorities).

1. Human Resources coordinates all advertising in online, local media and/or trade publications (e.g., Monster.com, Tampa Bay Times or Chronicle of Higher Education). If you are interested in advertising in print or online media, you must request the desired advertising source(s) on the Job Posting Details in Careers@USF. The hiring department is responsible for paying all costs associated with external advertising. Human Resources or the Diversity, Inclusion & Equal Opportunity Office (DIEO) will assist you in determining possible sources for your advertisement, selecting publication dates and securing quotes for the hiring authority's approval prior to placement of the advertisement.

   Possible sources for advertising include:

   - Newspapers (mainstream and non-conventional)
   - Professional publications
   - Minority/diversity organizations and publications
   - Radio
   - TV
   - Unemployment office
   - On-line job boards
   - Word of mouth
   - Minority and women-oriented on-line networks

- Other universities
- Conferences
- Career expos

2. All Administration positions at the Director level and above must be advertised nationally. USF Diversity, Inclusion & Equal Opportunity (DIEO) routinely places advertisements in the following publications to satisfy this requirement:

   - Women in Higher Education
   - Diverse Issues in Higher Education
   - Hispanic Outlook

3. For any position where the underutilization of women and/or minorities has been clearly identified, position-specific advertisements must be placed in state or local women's and/or minority publications. Contact Diversity, Inclusion and Equal Opportunity (DIEO) for additional information.

4. Candidate pools formed for one search may be considered viable and used to fill another position with the same classification for up to four (4) months after the initial hire.

5. **Exceptions.** The following circumstances do not represent bona fide position vacancies and no announcement is required:

   - The reassignment or demotion of an employee to a different position
   - The reclassification of a filled Administration, Staff, or Faculty position if no actual vacancy exists
   - A change of funding to/from a contract, grant, auxiliary, or local-fund from/to a general revenue-funded position with no change in duties, responsibilities, or classification if the incumbent was hired according to the university vacancy announcement procedures.

6. **Exemptions.** The following positions are exempt from the position vacancy announcement requirement unless the Diversity, Inclusion and Equal Opportunity (DIEO) has determined that the position has special advertising requirements in order to meet the needs of the University Affirmative Action Plan or Equity Accountability Plan.

   - Positions funded from contracts or grants:
     - The principal investigator and other proposed incumbents are specifically identified by name in the contract or grant for a benefits eligible position.
     - A position is available because a contract or grant is terminated and reestablished and the position has the same duties under the reestablished contract or grant.
   - Positions to be filled by persons who have been laid off and who have recall rights under the rules or bargaining agreement
   - Positions of 0.5 or less FTE
   - Positions to be filled as visiting appointments if the appointment does not extend beyond one year
   - Positions to be filled on an acting, temporary, or emergency basis for one year or less. When the position is to be filled on a permanent basis, it must be advertised unless the university president or designee approves a waiver
   - Temporary positions (formerly known as Other Personnel Services, OPS).

- Positions to be filled by an employee who completed in good standing a university educational leave program
- Positions to be filled in settlement of litigation, grievance or arbitration
- Positions to be filled according to a university internal promotional posting procedure. The internal posting of the position is a minimum of seven (7) calendar days.
- Positions to be filled from applicant pools generated by advertisements of other positions reflecting the same qualifications for the positions to be filled, if the selection occurs within the last four months following the close of the search which generated the pool.

Assessing the Applicant Pool

Prior to viewing the applications and resumes for a recruitment in Careers@USF, the Unit Equal Opportunity Liaison (EOL) must certify that the applicant pool is acceptable when there is evidence that the hiring department has made a good faith effort to compile a diverse applicant pool.

If the applicant pool is not acceptable, the hiring authority must re-advertise unless continuation of the selection process is approved by DIEO. The EOL will advise the hiring authority of the appropriate corrective action.

Reviewing Applications/Resumes

1. Only applications received prior to the advertised deadline in Careers@USF will be considered as part of the recruitment.

2. After submitting an application through Careers@USF, applicants will receive an automatic acknowledgement notification.

3. If the applicant pool is certified as acceptable, the hiring authority will determine which applicants meet the minimum and preferred qualifications required for the position by carefully reviewing each applicant's education and previous work experience for:
    - Skills, abilities and competencies related to the position qualifications as outlined in the Position Description (PD).
    - Transferable skills.
    - Prior employment experience (applicability, level of position, etc.).
    - College coursework and degrees.

4. Qualified applicants should also be evaluated for:
    - Reasons for leaving an employer.
    - Nepotism issues (conflicts created by employment of relatives in the same work area).
    - Veterans' Preference (Staff positions only).

When reviewing the application or resume, the reviewer should note items that require follow up or further explanation during the interview. Comments and notes about the applicant should not be recorded within Careers@USF. The data in Careers@USF is public record and is subject to the State of Florida Public Records laws.

5. If an applicant claims Veterans' Preference for Staff positions and meets the minimum qualifications the applicant must be interviewed (see How to Determine Veterans' Preference.

6. It is the hiring authority's responsibility to review the official personnel files of all internal applicants and/or former USF employees being interviewed for the position. Official personnel files are located in Human Resources, SVC 2172. Personnel files for USF St. Petersburg are located in USF St. Petersburg Human Resources, BAY 206.

7. Applicants who have received any discipline within the previous six (6) months (excludes counseling and oral reprimands) are not eligible for consideration. Contact Human Resources for assistance. A complete list of requirements for candidates applying for internal recruitment opportunities may be found under section titled Posting the Position for Internal Recruitment.

Assessing Past Education and Work Experience

Assessing Education

Educational requirements in the minimum qualifications are used when specific job knowledge is necessary or when education is considered a likely substitute for skills acquired through direct work experience. For example, accounting or bookkeeping course work may be substituted for specific experience for the fiscal assistant classes.

The hiring authority should review education when a degree or course work was advertised as a qualification or when an applicant does not have enough work experience to qualify without considering educational background.

College degrees must be earned from an accredited institution in order to be counted toward qualifying for a position. All state schools are accredited. To verify accreditation, check with a representative from the Office of Admissions.

Determining College Credit Hours

When converting credit hours to years of college attended, 30 semester or trimester hours or 45 quarter hours equal one year. Use the chart below for information on how to calculate equivalent months of work experience by college credit hours.

Semester Hours Earned	Quarter Hours Earned	Equivalent Months of Work Experience
2.5	3.75	1
5.0	7.50	2
7.5	11.25	3
10.0	15.00	4
12.5	18.75	5
15.0	22.5	6
17.5	26.25	7
20.0	30.00	8
22.5	33.75	9
25.0	37.50	10
27.5	41.25	11
30.0	45.00	12

Determining Credit for Vocational and Technical Schools

Vocational and/or technical schoolwork is usually calculated as classroom hours. It may substitute for experience when specifically designed as such in the class specification. The hours earned from business schools attended after high school are creditable only when specifically designated as such in the class specification.

Classroom Hours	Equivalent Months of Experience
60	1
120	2
180	3
240	4
300	5
360	6
420	7
480	8
540	9
600	10
660	11
720	12

Reviewing Foreign Education

If an applicant has a degree or education from a foreign school, it is acceptable to consider the applicant for the position. If the applicant becomes a finalist, Human Resources will request that an Admissions representative review the applicant's education for United States educational equivalency. Human Resources will use the review to determine if the applicant is or is not qualified for the position. Reviews are done by Admissions representatives as a courtesy and will not be conducted immediately. Human Resources will require a minimum of three days to complete a review.

Substituting Education for Experience

Some minimum qualifications are written with an educational requirement listed first, followed by an alternative that allows for work experience to substitute for education. If no alternative is listed, no substitution is allowed. Some class specifications limit how much education can be substituted for work experience.

Assessing Past Work Experience

To determine the length of work experience, look at the beginning and ending dates of a job by month and year. In assigning credit for months worked, subtract the starting date from the ending date. If the information regarding work experience is not consistent with the aforementioned calculation, refer below for various ways of calculating work experience given the differences in information that may be provided on the application.

If no day of the month is given, use the first day of each month to determine beginning and ending dates of employment. Refer below for examples of how to calculate credit for months worked.

6/99 - 6/01	=	24 months or two years
6/00 - 5/01	=	11 months
6/1/00 - 5/31/01	=	12 months or one year

If the applicant only indicated the year of employment, give credit from December of the beginning year to January of the ending year. Subtract the starting date from the ending date. Refer below for examples of how to calculate credit for months worked.

1998 - 2001	=	two years, one month
2001 - 2002	=	two months

If the starting and ending dates include the day, month and year, calculate the months worked through the end of the starting year, add in the years in between, then calculate the month worked in the ending year. To receive credit for any month, the applicant must have worked at least 15 days in that month. Refer below for examples of how to calculate credit for months worked.

6/3/95 - 7/14/01		
Credit for June - Dec.1995	=	seven months
Credit for 1996 - 2000	=	five years
Credit for January - June 2001	=	six months
Total length of experience	**=**	**six years, one month**

If no ending date is given for the most current job, use the date the application was signed. For resumes, use the date it was received.

Full-Time vs. Part-Time Work

To receive credit for full-time employment, an applicant must work at least 35 hours per week. Part-time experience is pro-rated, using 40 hours per week as "full-time" for computation. Refer below for an example of how to calculate full-time work credit.

20 hours per week for six months = three months of full-time work credit

If an applicant indicates hours worked as a range, such as 10-20 per week, give credit at the mid-point of the hours. Refer below for example of how to calculate credit for hours worked.

Hours varied from 10-20 per week = 15 hours credit

Simultaneous Employment

If an applicant worked two or more jobs simultaneously, experience in all of the jobs may be used to qualify the applicant for the job, provided the duties are appropriate to the job classification and can be verified. The actual hours worked in each job must be calculated.

Overtime Credit

Extra length of employment credit cannot be given for overtime worked in any one job. If an applicant has worked 50 hours per week, credit is given for 40 hours.

Internships/Cooperative Education/Volunteer and Trainee Work Experience

All of these are considered valid experience if they are relevant to the job at hand and if the applicant specifies the hours and dates worked.

Military Work Experience

Military work experience is considered valid if substantiated with discharge documentation (DD-214). In some cases, military experience is so diverse that granting full-time credit for it would be inappropriate. Under these circumstances, contact Human Resources for assistance.

Interview and Selection Process

The following is designed to assist the hiring authority/search committee prepare for the interview by providing information on guidelines, techniques and requirements for this segment of the process.

Preparing for the Interview

- Schedule a time and location for the interview that will limit the number of distractions or interruptions.
- Review all paperwork (resume, application, work samples, official USF personnel file, etc.) for the candidate.
- Prepare a list of interview questions to help you compile the information you will need to make a valid decision (see Sample Interview Questions for samples of behavior/competency-based interview questions) .

Setting the Tone

- Confirm with the candidate that they are here to interview for XYZ position, in XYZ department and restate the advertised hiring range (if appropriate) and ensure that they orally confirm their understanding of this.
- Give a high level overview of the scope of duties and responsibilities associated with this position.
- Make the candidate aware of what you do at USF and how your position relates to the position for which s/he is interviewing.
- Provide information about your organizational structure.
- Notify the candidate that you will be taking notes.

Avoiding Discrimination

- Be aware that Equal Employment Opportunity laws and regulations, state laws and USF policy prohibit discrimination against applicants on the basis of age, race, color, religion, sex, disability, national origin, marital status or sexual orientation.
- Ask only position-related questions to help you evaluate skills and qualifications. If the question does not relate directly to the job or the work to be done, you should consider carefully before asking it. Review Interview Do´s & Dont´s.

Asking Effective Interview Questions

- Develop a structured interview format to help ensure consistency and comparability of information for each candidate.
- Do not try to fill silences during the interview. It is important to allow silence for thinking and reflection by the candidate. As a guideline, a good interviewer speaks 20% of the time and allows the candidate to speak 80% of the time.

Closing the Interview

- Give the candidate a chance to add anything else s/he thinks may be important for you to know in making your decision. This open-ended approach gives the candidate an opportunity to tell you things that you may not have asked which may be important to the evaluation and decision-making process.
- Leave enough time at the end of the interview for the candidate to ask you questions about the organization and the position.
- Make the candidate aware of the selection timeline going forward (second interviews, how s/he will be informed of the outcome of the interview).
- Thank the candidate for his/her time.

Documenting the Interview

Comments and notes about the applicant should not be recorded within Careers@USF. The data in Careers@USF is public record and is subject to the State of Florida Public Records Laws.

Conducting Reference Checks and Employment Verification

The hiring authority has the responsibility to make good hiring decisions. It is important to verify any information about which you have doubts or uncertainties. References can help dispel these doubts and may also provide insight which will help you be a more effective supervisor of the new employee. The time spent conducting reference checks will be far less than the time lost due to an employee with performance or behavior concerns. It is also important to conduct an employment history verification for a new employee. Calling previous employers to verify dates of employment, positions held, and job responsibilities will allow the hiring manager to verify that the information provided on the employment application is accurate. Failure to do a thorough check or verification could also contribute to negligent hiring decisions.

- If the candidate is a current or former USF employee, contact Human Resources to schedule time to review the candidate's personnel file.
- Verify and document previous employment on the Employment Verification Form, which can be uploaded with the hiring proposal documents into Careers@USF.
- Explore information about the candidate's performance and working relationships from the references s/he provides (see Conducting Effective Reference Checks and Effective Reference Check Questions).

The offer of employment is conditional upon verification of:

- College coursework or degrees earned from an accredited institution with an original transcript, written verification from the Registrar's office or USF's BANNER student records system.
- Licenses/certifications, typing test scores, certification and/or proof of attendance from vocational/technical school.

The offer of employment for Staff positions mandates preference to veterans if two candidates are equally qualified and one has a valid Veterans' Preference claim. The HR Service Center, or the hiring authority, will certify if a candidate qualifies for Veterans' Preference.

The hiring authority shall select the candidate who best meets the needs of the university and record the reasons for the decision through Careers@USF by changing the applicant status. If a candidate is interviewed but not selected, the hiring authority shall record the reasons for non-selection through Careers@USF by changing the applicant status.

Approval Process

NOTE: The approval process at USF Sarasota-Manatee and USF St. Petersburg is centralized in their respective HR offices, which may require additional or different forms and documentation. Contact the appropriate regional HR office for more information.

1. The Unit Equal Opportunity Liaison (EOL) must review the applicant pool, and certify whether it is acceptable or not acceptable

2. The hiring authority must submit the request to hire through Careers@USF. Supplemental materials, such as employment verifications, references, and transcripts may be uploaded electronically and submitted directly through Careers@USF. HR will provide notification of approval, denial or the need for additional information via Careers@USF.

3. After the hire is approved, DIEO will obtain the hiring report and affirmative action information directly from Careers@USF. After review, DIEO may recommend corrective actions to hiring departments, as appropriate.

Making an Offer

After the necessary approvals have been obtained, a contingent offer of employment may be officially extended to the selected candidate. Once verbally extended, it is the hiring authority's responsibility to extend an official offer letter to the selected candidate that captures essential information regarding the offer using the approved templates located in the RightStart@USF program.

The RightStart@USF program has been developed to get the employment relationship off to a great start by generating offer letters and ensuring university-wide compliance with new hire paperwork processing. In addition, RightStart@USF helps to expedite the administrative process so new employees can begin focusing on their new careers at USF knowing that essential paperwork, including payroll, has been completed. Hiring authorities are relieved of any delays caused by having to track down necessary paperwork and can focus on the orientation of their new employees.

Retention of Records

All records of the recruitment and selection process, including applications, resumes, letters of reference, verifications, minutes of screening/search committee meetings, reference checks and related documents are subject to the State of Florida Public Records Law. "All meetings of any board or commission of any state agency or authority…at which official acts are taken are declared to be public meetings open to the public at all times and no formal action shall be considered binding except as taken or made at such meeting."

In accordance with the university's records retention schedules, hiring authorities are responsible for keeping all records concerning recruitment and selection actions on file for four (4) years from the date of hire of the selected candidate.

Post Retirement Employment

The university disfavors the practice of re-hiring any retired employee to the same or similar position in which that individual was previously employed. However, such re-hiring may be permitted if one of the following exceptional circumstances demonstrates that the re-hire is:

- Limited in time to no more than twelve (12) months for the purpose of allowing an adequate search process to identify and hire a replacement.
- In response to a bona fide emergency or exigency requiring the unique skills and expertise of the employee and limited in time to the duration of the emergency situation.
- Due to a lack of qualified applicants capable of performing the assigned duties of the position after a diligent search process has been undertaken.
- To avoid an adverse impact upon an externally funded research project, center or engagement.

If a search is conducted in which a USF retiree is the final selected candidate, the hiring authority must upload the Post Retirement Employment Form with the hiring proposal in Careers@USF. Please note that this form is required only when the position for which the USF retiree has been selected is the same or similar position under which the retiree was previously employed.

For more information, refer to the Post-Retirement Employment Policy 0-614.

Employment of Minors

The university complies with the provisions of the Florida Child Labor Law, Chapter 450, Florida Statutes. Minors seeking employment must have reached their sixteenth birthday prior to being employed by the university. Exception to this provision for 14 and 15 year-olds may be approved by Human Resources. All minors ages 17 or younger employed by the university, who are not exempt by law, are required to have a proof of age document on file in Human Resources during the period of employment.

Minors under the Age of Sixteen

In order to hire a minor under the age of 16, the hiring authority must submit an exception request to Human Resources prior to employing the minor. The request should contain the following information: the minor's age, rate of pay, nature of work to be performed, period of employment and hours of work.

Human Resources will review the request and provide the requestor with a notice of approval or disapproval.

Employing Department's Responsibilities

Prior to making a job offer, the supervisor is responsible for determining that the minor has a proof of age document, that the minor is of age for the occupation for which employed, and that the minor conforms to the hours of employment specified in the [Florida Child Labor Law](#).

Proof of Age Document

A minor 17 years of age or younger is not required to have proof of age and is exempt from any child labor restriction applying to hours of work, if he/she has graduated from high school, is married, was or is in the military service, or has court permission. Minors who do not meet any of these exemptions are required to have proof of age on file during the period of employment at the university. Proof of age may be satisfied by any one of the following documents:
- a photocopy of a birth certificate
- a photocopy of a driver's license
- a photocopy of an age certificate issued by a school system
- a photocopy of a passport or visa containing the child's age

Human Resources will maintain a copy of the document in the employee's official personnel file.

Nepotism

When recruiting new employees, a type of conflict of interest, called nepotism, could occur if an existing employee has the ability participate in making recommendations or influencing decisions specifically affecting the appointment, retention, work assignments, evaluation, promotion, demotion, or salary of a related person in their same organizational unit or in a work-related organizational unit. Nepotism is prohibited by the Florida Code of Ethics and USF System Regulation. USF System Policy 0-027 provides clarification and guidance regarding nepotism and defines "related persons" as individuals related to each other in one of the following ways:

- Husband or wife
- Parent or child
- Brother or sister
- Aunt or uncle
- Grandparent or Grandchild
- First cousin, niece, or nephew

- Fiancé or Fiancée
- Spouse of a child, brother, sister, or parent
- Parent, child, brother, or sister of spouse
- Persons intending to marry
- Persons intending to form a household
- Persons with the same legal residence

It is the hiring authority's responsibility to ensure that hiring decisions do not result in nepotism violations. If, when applying for a position at USF, the prospective employee states that he/she has a relative working at the university, the hiring authority must:

1. Research in GEMS to determine if the relative works in the same Vice Presidential area.

2. If the relative works in the same VP area, request a memo signed by the Vice President/Provost or designee stating that a nepotism violation does not exist.

3. Upload the memo as an attachment with the job offer documents in the Careers@USF online recruiting system.

When a relative of a USF employee is hired into the same VP area, Human Resources verifies that the job offer documents contain a memo signed by the Vice President/Provost or designee determining that no violation of the nepotism rule exists. If two relatives work in the same Vice Presidential area, the employee may not begin working in his/her new position until a nepotism determination has been made by the Vice President/Provost or designee.

Veterans' Preference

In compliance with Chapter 295, Florida Statute, the University of South Florida is committed to providing preference to U.S. veterans and spouses of veterans in hiring, promotion, and retention for all qualified positions (all Staff / Non-Exempt level positions), as prescribed by the chapter. Each position that qualifies for Veterans' Preference will be identified in the posting detail.

How to Determine a Veterans' Preference

Eligibility Requirements

Veterans' Preference was expanded this past legislative session with the passing of House Bill 7015. The changes, effective July 1, 2014, include the following:

- You no longer have to be a Florida resident to claim veteran's preference.

- You no longer have to serve during a wartime period to claim veteran's preference.

- The following categories for preference were added:

- The mother, father, legal guardian, or unremarried widow or widower of a member of the United States Armed Forces who died in the line of duty under combat-related conditions, as verified by the United States Department of Defense;

- A veteran as defined in s.1.01(14). Active duty for training may not be allowed for eligibility under this paragraph; and

- A current member of any reserve component of the United States Armed Forces of the Florida National Guard.

To claim Veterans' Preference, the applicant must:

- Indicate your claim for Veterans' Preference on the employment application

- Upload DD214 to each posting covered under F.S. 295, as described above. Click **here** for instructions on uploading documents.

- For more information on obtaining a DD214, please visit **eVetRecs** or call (866)272-6272

- Note: Certain categories of preference may require additional documentation to be submitted by the claimant. Human Resources will contact the applicant should additional documentation beyond the DD214 be required.

For additional assistance on claiming Veterans' Preference, please contact USF Human Resources at (813) 974-2970 or **USFCareersHelp@admin.usf.edu**

LIST OF SAMPLE INTERVIEW QUESTIONS

Questions for Assessing Analytical Skills

- Give me an example of a time when you used your fact-finding skills to gain information needed to solve a problem. Then tell me how you analyzed the information and came to a decision, if applicable.

- Give me an example of a project you have completed, focusing on the analytical component.

- What tools do you currently use on the job to aid you in quantitative analysis?

- What is the percentage of time you currently spend on the job dealing with analytical reports, analyses, and comparisons? Tell me about a recent project that was primarily numbers-oriented. Walk me through your procedure and thought processes.

- Give me an example of a project that relied heavily on quantitative analysis.

- Describe a specific accomplishment that demonstrates your analytical skills.

- Give me an example that demonstrates your ability to use a variety of approaches in your work.

- Let's assume that you are given an assignment that requires a different methodology than you typically use. Have you ever experienced this type of situation? How did you go about completing your work?

- Tell me about a difficult problem you solved for a client.

- Tell me about an assignment for which you had little or no previous experience. What strategy did you adopt to complete the assignment?

- Give me an example that demonstrates your ability to manage a client's billing and budgets.

- Give me an example of a project that demonstrates your ability to work within a client's budgetary constraints.

Questions for Assessing Decision Making and Risk Taking

- Sometimes you have to make a decision even when others believe that it may be premature. Can you tell me about a time when you made a decision even when others were not ready to do so?

- While planning ahead is usually important, there are time when being spontaneous can lead to success, too. Tell me about a time on the job when you were able to be spontaneous with good results.

- Describe an experience that demonstrates your ability to evaluate a situation on the spot.

- Describe an important decision you made that affected the course of a project or an activity.

- Tell me about a time when you made a decision that at the time was risky.

- Describe a situation in which you had to defend your actions or recommendations because they were challenged by others.

- What was the most difficult decision you made in the last six months? What made it so difficult?

- What was the biggest obstacle you had to overcome in order to incorporate a new idea or process? Why was it an obstacle? How did you overcome it?

- Give me an example of a time when you had to analyze another person or a situation carefully in order to be effective in guiding your action or decision.

- Describe a situation when you were told by two different people how to handle a project two different ways. What did you do and how did you arrive at a decision?

- Give me an example of when you've demonstrated the ability to make quick and accurate job-related decisions.

- Tell me about a time when an upper-level decision or policy change held up your work.

- Give me an example of a time when you stuck to policy or procedure when it may have been easier to go around the policy or procedure.

- Give me an example of a situation when you were not successful in dealing with a tough decision you had to make.

- Tell me about an experience when you had a limited amount of time to make a difficult decision.

- Tell me about a decision that you made while under a lot of pressure.

- Describe a situation where you heard of some new technology and implemented it.

- Describe a situation where you were not supported in performing a task and how you dealt with it.

- Do you think of yourself as an internal entrepreneur and why?

- How do you determine if a plan is worth the risk of rocking the boat?

- If it were apparent that there was little support for something you felt strongly about, would you try it anyway? Why?

- What do you think of the phrase "no risk, no reward?"

- Describe a time when you weighed the pros and cons of a risk and decided to take it?

- Describe a time when you were criticized for taking a risk. What was your reaction to the criticism?

- Do you believe in the concept of calculated risk and what does it mean to you?

- Describe a time when you seemed to be on the wrong side of an issue and what you did or did not do.

Questions for Assessing Interpersonal and Communications Skills

- Success on the job, in part, depends on having good work relationships. Tell me about a time when you were able to get the job done because you had such a relationship with another person.

- Describe a situation in which your success depended upon communicating with people from different backgrounds and levels.

- Tell me about a time on the job when you had to handle a sensitive situation.

- Describe a situation when you were a relative newcomer and saw people doing things in ways you considered ineffective or inefficient. How did you handle the situation?

- Tell me about how you dealt with a person who was inflexible. Give me specific examples of tactics you employed.

- Describe a situation in which you had to decide the best way to summarize, organize and present complex information.

- When working with people, we often find that one style doesn't always work for every person – we have to be flexible in our style of relating to others. Describe a situation when you had to vary your style with a particular individual.

- Defending your point of view may not always be a popular position to take. Tell me about a time when you had to do that.

- Has there been a time when you thought you had a better idea than that of your supervisor(s)? How did you handle the situation?

- Tell me about a time when you had a miscommunication with a client or coworker and how you resolved it.

- Describe a time when you had to communicate something unpleasant to a supervisor.

- At one time or another, we all have had problems getting our point across. Give me an example of when this happened to you.

- Tell me about a time when you didn't communicate something unpleasant but should have. What were the consequences?

- Gaining the cooperation of others can be difficult. Give a specific example of when you had to do that.

Questions for Assessing Leadership Abilities or Potential

- Give me a specific example of when you had to motivate a group of people to get an important job done.

- Tell me about a time when you had to rally the troops to complete a difficult assignment. What did you do and what were the results?

- How do you balance the need to supervise your team without doing the work yourself?

- Give me an example of how you've motivated others.

- Describe a situation when you had to mobilize others to take action toward a specific goal.

- If you had to describe your leadership style, what would it be? (Follow-up) Tell me about how you have implemented (or would implement) that style on the job.

- Give me an example of when you had to exert your authority to get something accomplished. (Follow-up) What were the consequences?

- Assume that you are managing a project and as the leader, you are expected to give feedback to team members. Describe how you would give feedback to someone who is not contributing quality work.

- Describe a situation in which you were responsible for a project and at least one of your team members had more experience or expertise than you did in one area.

- Understanding how other people process information is often a part of being a leader on a project. Describe an incident that you've experienced where understanding other people's behavioral styles was key to the project's success.

- Give me an example of a time when you've been instrumental in empowering a person or a group to accomplish something.

- At times, a situation arises when we can really "make our mark" on the project/business we're working on. Tell me about a time when you were involved in that kind of situation and how you took advantage of it.

- How frequently do you meet with the employees under your direct supervision as a group? What do you do in preparation? At the meeting? After the meeting?

- Describe a recent problem you had for which you involved your staff to arrive at a solution? What approach did you take to get them to accomplish the task?

- Tell me about a specific time when you had to handle a tough morale problem.

- Tell me about a time when you had to tell a staff member that you were dissatisfied with his/her work.

- Describe a time when you came up with a creative solution to a problem between two employees.

- Describe how you communicate priority projects to your staff without making them feel overwhelmed.

Questions for Assessing Ability to Manage Change

- Describe the part you played in implementing a new system and/or technology in your organization.

- Tell me how you dealt with those who expressed the sentiment, "Why change when we have always done it this way?"

- What new technologies are available that you would like to implement? Why?

- How do you encourage people to adopt new techniques or technologies?

- How do you instill ownership in people when new ways of doing things are introduced?

Questions for Assessing Planning and Organizational Skills

- Describe a project that you worked on. Tell me about how you managed the project to assure that all deadlines were met.

- Talk me through a project you've done, either on the job or as part of a course requirement.

- Describe a situation when you had to juggle several projects at the same time.

- Tell me about how you typically schedule your day. To what extent do you use some kind of time management system and to what extent do you simply wait to see what turns up?

- Describe a time when you had to adjust your plans due to changing circumstances. Tell me about a situation in which you were responsible for formulating plans for a large project.

- There are times on the job when you have to develop a plan and stick to it, despite the obstacles. Can you tell me about a time when that was true for you?

- Seeing a new way of doing a job can many times lead to greater productivity. Give me an example of when you were able to see and implement a new way of getting the job done.

- Tell me about a time when you were responsible for an aspect of a job that was particularly uninteresting. How did you deal with it?

- Tell me about your technique/method/system for keeping track of matters requiring your attention.

- Have you worked in a situation in which there were constant surprises or unanticipated events? How did you manage responsibilities?

- Describe a time when your supervisor placed excessive demands on you and how you handled it.

- Tell me about a suggestion you made on the job to improve the way things worked. What was the result?

- Describe a project that you were responsible for that required a large amount of energy over a long period of time.

Questions for Assessing Problem Solving and Strategic Thinking

- Describe a time when you developed an innovative approach or solution that resulted in the implementation of a new idea.

- Describe a time when you developed a creative solution to a problem or designed an enhancement to a plan.

- Give me an example of a time when you identified a key strategy for a brand that had positive business results.

- Tell me specifically what experience you have had in defining strategies in positioning and new product/service launches.

- Give me an example of a time when you demonstrated "out-of-the-box" thinking.

- Tell me about one of the recent challenges you've faced strategically in your current job.

- Give me an example of how you were able to take marketing [or other field] principles that you have studied and transfer them to your job.

- Give me an example of a time when you were able to look at a challenge with a new perspective that resulted in an innovative solution, strategy, or approach.

- Tell me about a time when you designed an innovative approach that had a dramatic and positive impact.

- Describe a time when you successfully implemented an idea that led to better results.

- Give me an example of an accomplishment, idea, or strategy that illustrates you are not governed by traditional rules or ways of thinking.

- Describe a situation that demonstrates your ability to apply creativity and innovation to solving a problem.

Questions for Assessing Teamwork

- Describe for me the kinds of things you've done in previous jobs to build teamwork with your peers.

- It can be challenging to build relationships with people you haven't worked with before. Give me an example of how you've dealt with this situation in the past.

- Tell me about a time when you used your enthusiasm to motivate a team to finish a project or assignment.

- What's the key to making a team work? (Follow-up) Tell me about a time when you helped to orchestrate that "key" as a member of a team.

- What role on a team do you find yourself most often playing? Tell me about a specific instance when you found yourself in that role.

- Describe your most recent group effort.

- Give me an example of when you felt you were able to build motivation in your coworkers or employees reporting to you.

- How often do you attend meetings with your peers (or group)? What role did you play in the last meeting?

- Give me a specific example of what you did in your last/current position to contribute toward a teamwork environment.

- Describe a situation in which you were able to positively influence the actions of others in a desired direction.

- Describe a situation in which others within your organization depended on you.

- Tell me about a situation when you had to work as part of a team that was not getting along well and how you dealt with it.

Questions for Assessing Technical Skills

- Tell me about your expertise in [insert field].

- I see you have worked with [insert technology]. Tell me about its features and benefits.

- What experience have you had working with (insert technology)?

- Give me examples of your use of [insert technology] and how you adopted it for your last organization.

- This position requires a variety of skills. Describe your absolute strengths applicable to the position.

- Tell me how you stay current in your field on new or evolving [insert technologies or programs].

INTERVIEW QUESTIONS - *DO'S AND DON'TS*

Interview questions are developed prior to scheduling and interviewing of applicants. Already-developed interview questions provides structure for the interview, maintains consistency in all interviews, and documents selection or nonselection of candidates.

Develop interview questions that are job-related. These questions should be based on the job description, minimum and preferred qualifications, and selection criteria. The University encourages the use of behavioral-based questions, which focus on specific examples of past job behavior. The responses are a good indicator of future job behavior.   The questions developed should be asked of all candidates. This doesn't mean that additional questions cannot be asked of candidates for clarification or follow-up of a response.

Certain topics should not be discussed in interviews. These include questions relating to a candidate's age, national origin, race, disability, martial status, pregnancy, future child-bearing plans, number and/or ages of children, child care arrangements, and religion. Questions relating to these topics or could elicit a response regarding the topics should be avoided.

The following helps interviewers distinguish legal from illegal inquiries when seeking information during the interview process.

SUBJECT	DO NOT ASK	YOU MAY ASK
Age	What is your date of birth? How old are you?	If hired, can you provide proof that you are at least 18 years of age?
National Origin	What is your ancestry? What is your native language?	What languages do you write or speak fluently? (Do not ask unless job related.)
Citizenship	Are you a U.S. citizen? Where were you born?	Can you show proof of your eligibility to work in the U.S.?
Race	What is your race?	None
Disability	What is the nature or severity of your disability?	Are you able to perform the essential functions of this job with or without a reasonable accommodation?
Marital Status	Are you married? What was your maiden name? What is your spouse's name?	None
Family Status	Do you have children? Are you pregnant? What are your child-care arrangements?	Can you meet the job attendance, overtime, or travel requirements?
Religion	Do you go to church? What are your religious holidays?	Can you meet the job requirement to work one Sunday a month?

Conducting Effective Reference Checks

Gathering references is an important part of the recruitment process. It's important to not only validate the information that was provided by the candidate but also learn about the successes or shortcomings of prior employment experiences. When conducting employment reference checks, always try to contact and speak with the immediate supervisor (the supervisor to whom the candidate has a direct reporting relationship) of the candidate. Never contact a current employer unless the candidate specifically gives you the authority to do so.

Here are some important steps to follow to enhance your ability to get quality and useful information:

- Identify yourself and USF as the organization that you represent.
- Inform the reference of the reason for your call.
- Describe the position for which you are recruiting
- Ask questions that will solicit information about the candidate's ability to perform in the position (see Effective Reference Check Questions in the Exhibits/Forms section).

- If the reference is unwilling to comment on the candidate's performance, request additional references from the candidate who will attest to the candidate's work-related performance
- Ask whether or not the candidate would be eligible for rehire, and follow that question up by asking if there was an appropriate position at the organization, would the individual in question be considered for the position.

Effective Reference Check Questions

Establishing the Context

- How long and in what capacity have you know the individual?
- What were the job functions and did s/he perform them effectively?
- What were the beginning and ending employment dates for this individual?
- What was this individual's beginning and ending salary?
- What positions did the individual hold?
- What was it like to work in the organization? What were the unique dynamics?

Questions to Ask Managers/Supervisors

- How did this individual's performance compare to other employees with similar job duties?
- How much direction/oversight did the individual need?
- Did s/he know when to seek guidance?
- Did this individual earn promotions?
- What motivates the individual?
- How does [candidate's name] handle conflict?
- Did you evaluate [candidate's name] performance? If so, what were his/her strong and weak points? What was noted as needing improvement and what did this individual excel at?
- What would you consider [the candidate's name] biggest accomplishment while working for your company?
- I would like to describe to you the position we are hiring for. Please describe how good of a fit you think [candidate's name] would be for the position? What are his/her principal strengths for this position?
- Did the individual make sound and timely decisions?
- What was the individual's experience working as a member of a team?
- Is there any additional information that you would like to share with me?
- Why did [candidate's name] leave the company?
- Would you feel comfortable having this candidate make presentations to your board, supporters, political officials, and the media?
- Does the individual communicate well orally and in writing?
- How tenacious is s/he? How stubborn?
- Would you consider this individual eligible for rehire? Why or why not?

Questions to Ask Peers

- What motivates the individual?
- Did the individual make sound and timely decisions?

- Did the individual get along well with management and peers?
- How would you describe the individual's overall performance?
- How sensitive is s/he to people from other cultures?
- How would you describe the individual's experience working as a member of a team?
- How would you rate the individual's interpersonal skills?

Illegal or Unethical Questions

- Does the individual have any disabilities or health problems?
- Is the individual married or does s/he have children?
- Has the individual made child care arrangements?
- Would you describe the individual's home life as stable?
- Does the individual care for elderly parents?
- Does the individual require time off from work to practice his/her religion?