



HIRING CHECKLIST

PROCESS	RESOURCE
<input type="checkbox"/> Conduct a job analysis (define the position) <input type="checkbox"/> Create or update a job description. <input type="checkbox"/> Create or update a job posting. <input type="checkbox"/> Have the job description & posting reviewed by current employees and supervisors (if needed).	<input type="checkbox"/> Job Description/Posting Guide
<input type="checkbox"/> Create a recruitment plan. <input type="checkbox"/> Post the job internally. <input type="checkbox"/> Place the job externally using a wide range of sources.	<input type="checkbox"/> Recruitment Planning Guide <input type="checkbox"/> Aspiring to Good Hiring Newsletter <input type="checkbox"/> Recruitment Resource List
<input type="checkbox"/> Accept and respond to job applications. <input type="checkbox"/> Screen applicants. <input type="checkbox"/> Prepare interview process and questions. <input type="checkbox"/> Conduct interviews. <input type="checkbox"/> Evaluate and decide on candidates. <input type="checkbox"/> Call references (employers, schools, etc.).	<input type="checkbox"/> Sample Acknowledgement Letter <input type="checkbox"/> Applicant Database Template <input type="checkbox"/> Sample Interview Questions <input type="checkbox"/> Applicant Assessment Matrix <input type="checkbox"/> Do's/Don't's/MCAD Reference Chart <input type="checkbox"/> Reference Check Form & Tips
<input type="checkbox"/> Perform background checks (CORI).	<input type="checkbox"/> Sample CORI Request Form <input type="checkbox"/> Sample CORI Appropriateness for Hire <input type="checkbox"/> Sample CORI Consent form



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PROCESS	RESOURCE
<input type="checkbox"/> Write the offer (preserve “at will employment status) or rejection letter. <input type="checkbox"/> Create orientation plan	<input type="checkbox"/> Sample Hire Letter and Rejection Letter <input type="checkbox"/> Orientation Checklist <input type="checkbox"/> Sample Orientation Training Program <input type="checkbox"/> Newsletter/10 Best Practices



SAMPLE INTERVIEW QUESTIONS

General

- What interests you about this position?
- Tell me what you already know about our agency?
- What might you find challenging about this position?
- How would you describe your work style?
- How have your experiences prepared you for this position?
- What do you think it takes for a person to be successful in this position?
- What personal characteristics do you think are necessary for this job?
- How would you describe your ability to work as a member of a team?
- What do you expect to be doing in five years?
- Have you ever had difficulty with a supervisor? How did you resolve the conflict?
- Tell me about a problem you recently handled. Were you successful in resolving it?
- What personal weakness has caused you the greatest difficulty at work?
- Tell me about the salary range you are seeking?
- Describe an instance when you had to think on your feet to get out of a difficult situation?
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done?
- Describe some times when you were not very satisfied or pleased with your performance. What did you do about it?
- What kind of supervisor do you work best for? Provide examples.
- Describe a situation that required a number of things to be done at the same time. How did you handle it? What was the result?
- How do you determine priorities in scheduling your time? Give examples.

- Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?
- What was the most significant contribution you have made at your last job?
- If you had to work with someone you did not like or did not like you, how would you handle it?
- What is your understanding of harm reduction? How would you apply the harm reduction approach to ...(provide situation)?
- If you had a client who was resistant to using condoms what questions might you ask him/her? What options could you offer?
- What harm reduction options could you offer to an MSM that engages in unprotected anal sex when he is drunk or high?
- What would it be like for you to work with folks who are actively using drugs? Why do you think people use drugs?
- What would you talk about with an HIV-positive client who does not disclose his/her status to sexual and/or needle-sharing partners?

Behavioral

Decision Making and Problem Solving

- Give me an example of a time when you had to keep from speaking or making a decision because you did not have enough information.
- Give me an example of a time when you had to be quick in coming to a decision.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when you used your fact-finding skills to solve a problem.

Difficult Situations

- Tell me about a recent situation in which you had to deal with a very upset customer or co-worker.
- Tell me about a difficult decision you've made in the last year.
- Please tell me about a time you had to fire a friend.
- Describe an instance when you had to think on your feet to extricate yourself from a difficult situation.
- Describe a time when you set your sights too high (or too low).
- Tell me about a time when you missed an obvious solution to a problem.
- Give me an example of a time when you tried to accomplish something and failed.

Leadership

- Give me an example of a time when you motivated others.
- Tell me about a time when you delegated a project effectively.
- What is the toughest group that you have had to get cooperation from?
- Have you ever had difficulty getting others to accept your ideas? What was your approach? Did it work?
- Give me an example of when you showed initiative and took the lead.

Decision Making

- Give me an example of a time when you had to make a split second decision.
- Tell me about a time when you were forced to make an unpopular decision.
- Describe a time when you anticipated potential problems and developed preventive measures.

Motivation

- Describe a situation when you were able to have a positive influence on the action of others.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.

Communication

- Tell me about a situation when you had to speak up (be assertive) in order to get a point across that was important to you.
- Have you ever had to "sell" an idea to your co-workers or group? How did you do it? Did they "buy" it?
- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
- Tell me about a time you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).

Conflict Resolution Skills

- What is your typical way of dealing with conflict? Give me an example.
- Tell me about a time you were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).
- Give me a specific example of a time when you had to conform to a policy with which you did not agree.

Interpersonal Skills

- What have you done in the past to contribute toward a teamwork environment?
- Describe a recent unpopular decision you made and what the result was.

Planning and Organization

- How do you decide what gets top priority when scheduling your time?
- What do you do when your schedule is suddenly interrupted? Give an example.
- Give me an example of a time when you set a goal and were able to meet or achieve it.
- Tell me about a time when you had too many things to do and you were required to prioritize your tasks.

Other Behavioral Questions

- Give me an example of an important goal which you had set in the past and tell me about your success in reaching it.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Please discuss an important written document you were required to complete.

Situational

- Describe a situation where there was conflict in the workplace? How did you respond and why?
- Describe a challenging client you had to work with. How did they challenge you? How did you respond and why?
- You are supervising a good performing employee who is chronically late. How would you intervene and why?
- You just spent 15 minutes doing risk reduction planning with someone in a club setting. When you are done, they ask you out for coffee. What would you do and why?
- DPH is coming to review your files. You are new to the job and discover that your predecessor did not keep good files. What would you do and why?



The DO's AND DON'TS OF INTERVIEWING

Topic	You may not ask questions like:	You may ask:
Personal Life	<ul style="list-style-type: none"> • Are you married or single? • Are you divorced? • Do you have any children, plan to have children, have child care arrangements? • Are you pregnant? Do you plan to become pregnant any time soon? • Does your spouse work? • What does your spouse do? • How are you planning to get to work? • What do you do with your time outside of work? • Do you own or rent? • With whom do you live? • Do you belong to any non-work related organizations? 	<ul style="list-style-type: none"> • Is there anything that might interfere with your availability for work? • What skills or expertise do you have from previous employment or life experience that may be useful to you in this position?
Race	<ul style="list-style-type: none"> • What race are you? • Do you belong to any social clubs/organizations? 	<ul style="list-style-type: none"> • No Questions
Age	<ul style="list-style-type: none"> • How old are you? • What year were you born? • When did you graduate from high school? 	<ul style="list-style-type: none"> • No Questions Except <ul style="list-style-type: none"> • Are you under 18? • Do you have a work permit?
Religion	<ul style="list-style-type: none"> • What religion are you? • What church do you belong to? • What religious holidays do you celebrate? 	<ul style="list-style-type: none"> • Questions related to availability of work

The content of this document is provided for educational and informational purposes only and is not intended and should not be construed as legal advice or opinion. Legal counsel should be consulted for legal planning and advice.



Topic	You may not ask questions like:	You may ask:
Disability	<ul style="list-style-type: none"> • Are you disabled? What is the nature of your disability? • Do you really think you can handle this job with your disability? • How limiting is your disability? • Will you ever get better? • Was this caused by an accident • Have you ever been treated for drug addiction? • Have you ever sought mental health counseling? • Do you consume alcohol? How much alcohol do you consume? • Do you currently take any medication? • Do you illegally use drugs? • How many days of leave from employment did you take last year? 	<ul style="list-style-type: none"> • If the applicant has a visible disability, or voluntarily raises the existence of a disability in the inter-view, you can ask: • Are you able to perform job-related functions (use job description), with or without "reasonable accommodation"? Please describe or demonstrate how you would perform these functions. • Can you meet the attendance requirements of this job?
National Origin	<ul style="list-style-type: none"> • Where were you born? • How did you acquire your ability to read, speak and write [language] fluently? • Is your spouse/are your parents citizens of the United States? • Are you a naturalized or native born citizen? When did you acquire citizenship? • Can I have a copy of your citizenship papers? 	<ul style="list-style-type: none"> • If offered employment, can you provide documentation that you have a legal right to work in the United States? • What languages do you read, speak and write fluently'? • Once you hire the employee, you must comply with immigration laws and verify the employee's legal work status.
Arrests/ Convictions	<ul style="list-style-type: none"> • Have you ever been arrested? • Have you ever been in jail? 	<ul style="list-style-type: none"> • Have you ever been convicted of a crime?



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GUIDE TO WRITING JOB DESCRIPTIONS AND JOB POSTINGS

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3 Steps for Writing a Job Description (for internal use):

- **Step 1: Define the Position – What is needed?**
- **Step 2: Perform a Job Analysis – What is required to perform the job?**
- **Step 3: Write the Job Description – What should be included?**

The Purpose of a Job Description

A job description is an internal document that lays out in detail the exact roles and responsibilities of a particular position. A job description can be used as a tool for:

- New employee orientation to help set expectations
- supervision
- performance reviews

The primary purpose of a job description is to identify the **essential functions** of the position. According to the Equal Employment Opportunity Commission (EEOC), **essential functions** are those tasks or functions of a particular position that are **fundamental** to the position. Knowing the essential functions of the job will aid you in:

- Assuring compliance with legal requirements related to equal opportunity, equal pay, overtime eligibility, etc.
- Establishing a basis for recruitment, selection, and hiring
- Writing appropriate interview questions
- Determining whether a person is qualified to perform the essential functions
- Identifying reasonable accommodations to enable a disabled person to perform the essential functions
- Evaluating work distribution and departmental organization
- Analyzing jobs to determine appropriate pay ranges and classifications
- Training employees
- Allowing clear and accurate performance reviews

Step 1: Define the Position - What is needed?

Before beginning the process of writing a job description, you need to think carefully about what is **REALLY** needed. Do you need an experienced person who can come in and immediately start doing the job? Or is this an entry level position where it is expected that there will be a learning curve? Some questions to answer include:

- What are the key roles and responsibilities for the position?
- What are the opportunities and challenges presented by the position?
- What competencies are required for success in the role?
- What organizational values would an ideal candidate reflect?
- What kinds of people and personality traits are generally successful in this organization, and in this type of role? What kinds of people and personality traits are generally not successful in this organization, and in this type of role?
- Where does this position fit in the organization?
- What is the background of the ideal candidate for this role (e.g. educational background, professional experience, skills, cultural/personality characteristics)?

Step 2: Perform a Job Analysis - What is required to perform the job?

A Job analysis is a process of systematically collecting, analyzing and documenting the important facts about a job. The purpose is to provide you with the following information:

<p>A. <u>WHAT THE WORKER DOES</u></p> <p>Duties Tasks</p>	<p>B. <u>HOW THE WORKER DOES IT</u></p> <p>Methods Tools Techniques</p>
<p>C. <u>WHY THE WORKER DOES IT</u></p> <p>Products Services</p>	<p>D. <u>WORKER QUALIFICATIONS</u></p> <p>Knowledge Skills Attitude Experience</p>

Adapted from Aurora University Job description Manual

A. What a Worker Does: Duties and Tasks:

The basic function of a job is the performance of specific tasks and duties. Information to be collected about these items may include: frequency, duration, effort, skill, complexity, equipment, standards, etc. Example – Executive Administrative Assistant:

Duties	Tasks
<p>A. Manage telephone calls B. Process supply orders</p> <p>C. Coordinate and facilitate special events</p> <p>D. Maintain office equipment</p>	<p>C. Coordinate and facilitate special events Under general direction, coordinate and plan special events as assigned. Schedule and maintain communication with vendors, volunteers and participants. Prepare materials and programs for events. Ensure proper implementation of setup, event registration and distribution of event materials</p>

B. How The Worker Does it: Methods, Tools and Techniques:

Some duties and tasks are performed using specific equipment and tools. These items need to be specified in a Job Analysis.

C. Why the Worker Does it: Products and Services:

This includes the specific services to be provided and/or the specific population to be serviced.

D. Worker Qualifications: Knowledge, Sills, Attitude and Experience

- **Qualifications:** The knowledge, skills, attitude and experience required to perform the job
- **Knowledge:** The level of education, experience and training an individual must have **at a minimum** to be considered qualified for the position.
- **Skills:** Specific skills such as ability to create manipulate and utilize spreadsheets, word processing programs and so on.
- **Attitude:** The desired attitude given the organizational culture and client base.
- **Experience:** Prior work and life experience that might be relevant to the job should be assessed along with knowledge and skills.

Step 3: Write the job description – What should be included?

Now that you thought through what is needed and gathered the information, it is time to write the job description.

A basic job description will include the following:

- **A job summary** – This section describes in very brief terms, the duties and responsibilities of a position. It explains the general reporting structure, what is done, how it is done and why it is done. For example:

Job Summary- *Executive Administrative Assistant, Live Positive*

Provide administrative support to senior management team at large AIDS Service organization with 3 divisions and 100 employees. Duties include receiving and triaging telephone calls; managing correspondence, managing database systems; scheduling, coordinating and facilitating special events and meetings; processing supply orders; typing, filing and scheduling of appointments; and supervising office systems.

- **Degree of Supervision** -- This section of the job description describes the way in which work is assigned, when it is reviewed, how it is reviewed, and what guidelines, prototypes and protocols are available. For example:

Staff member works independently to prioritize and complete assigned tasks. Assignments are periodically checked for progress by direct supervisors through regularly scheduled supervision meetings. In addition, supervisors will review work upon request, when tasks deviate from established guidelines.

- **A list of job functions** –There are two sections that make up the job function section: **Primary Duties and Responsibilities** and **Other Duties and Responsibilities**. The Primary Duties and Responsibilities covers the **essential functions** of the position.

○ ***What are Essential Functions?***

In identifying essential functions, be sure to consider (1) whether employees in the position actually are required to perform the function and (2) whether removing that function would fundamentally change the job.

The Americans with Disabilities Act (ADA) lists several reasons why a function could be considered essential:

- **The position exists to perform the function.** For example, if you hire someone to proofread documents, the ability to proofread accurately is an essential function, since this is the reason that the position exists.
- **There are a limited number of other employees available to perform the function or among whom the function can be distributed.** For example, it may be an essential function for a file clerk to answer the telephone if there are only three employees in a very busy office and each employee has to perform many different tasks.
- **A function is highly specialized and the person in the position is hired for special expertise or ability to perform it.** For example, an organization is expanding its training department is hiring new trainers, so it requires someone with the ability to train and preferably in the area of training needed.

The EEOC considers various forms of evidence to determine whether or not a particular function is essential. These include, but are not limited to:

- The employer's judgment;
- The amount of time spent on the job performing that function; and
- The availability of others in the department to fill in for the person who performs that function.

In defining the essential functions of a job, it is important to distinguish between **methods** and **results**. For example, is the essential function *moving* a 50 pound box from one part of the office to another, or is it *carrying* the box? While essential functions need to be performed, they often do not need to be performed in one particular manner (unless doing otherwise would create an undue hardship).

Sample Description of Primary Duties and Responsibilities:

Primary Duties and Responsibilities – *Executive Administrative Assistant, Live Positive*

1. Screen incoming calls to 3 Division Directors and, as appropriate, provide requested information, take messages or redirect inquires to the appropriate staff member.
2. Schedule appointments
3. Schedule, coordinate and facilitate special events, fundraisers and meetings, as requested. Coordinate with vendors, volunteers and staff.
4. Manage database systems for mailings, fundraising efforts and CORI requests.
5. Collect, update and maintain information for grant applications
6. Compose routine correspondence for the directors from general oral instructions.
7. Proofread drafts of correspondence for correct grammar, punctuation and spelling and make corrections.
8. Create and maintain office filing system
9. Process all supply orders
- 10.Oversee maintenance of office equipment
- 11.Supervise mail services

- **A qualifications section** -- a list of the education, certifications, licenses, and experience necessary to do the job. For example:

Qualifications - <i>Executive Administrative Assistant, Live Positive</i>
<ul style="list-style-type: none"> • Experience working in a human services environment performed. • Ability to interact with people from all walks of life and diverse populations, including gay, lesbian, bisexual, transgender, homeless and addicted individuals, people living with HIV/AIDS, people living with mental health issues, individuals from diverse ethnic backgrounds, and funders and donors. • Excellent organizational skills, attention to detail, ability to problem solve, multi-task and prioritize. • Strong initiative and excellent follow through • Flexible and adaptable • Willing and able to create record keeping and tracking systems • Exceptional interpersonal, oral and written communication skills necessary • Ability to work independently • Proficiency in Microsoft Windows, Excel, Access, and PowerPoint; expertise in desktop publishing preferred • Strong internet research skills • Associate’s degree or certificate of training in administration required; Bachelor’s degree or equivalent experience strongly preferred

- **A section for other important information and clear instructions** about the position, such as location, working hours, travel requirements, reporting relationships, and so on.
- **A statement describing your organization as an equal opportunity employer.** This is a legal requirement. For example:

<p>Live Positive is an equal opportunity employer and actively seeks candidates from diverse background including women, communities of color, the LGBT community, and people with disabilities.</p>
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Sample Job Description

LIVE POSITIVE Executive Administrative Assistant

Job Summary: Provide administrative support to senior management team at large AIDS Service organization with 3 divisions and 100 employees. Duties include receiving and triaging telephone calls; managing correspondence, managing database systems; scheduling, coordinating and facilitating special events and meetings; processing supply orders; typing, filing and scheduling of appointments; and supervising office systems.

Degree of Supervision: Staff member works independently to prioritize and complete assigned tasks. Assignments are periodically checked for progress by direct supervisor through regularly scheduled supervision meetings. In addition, the supervisor will review work upon request when tasks deviate from established guidelines.

Primary Responsibilities:

- Screen incoming calls to 3 Directors and, as appropriate, provide requested information, take messages or redirect inquires to the appropriate staff member.
- Schedule appointments
- Schedule, coordinate and facilitate special events, fundraisers and meetings, as requested. Coordinate with vendors, volunteers and staff.
- Manage database systems for mailings, fundraising efforts and CORI requests.
- Collect, update and maintain information for grant applications
- Compose routine correspondence for the directors from general oral instructions.
- Proofread drafts of correspondence for correct grammar, punctuation and spelling and make corrections.
- Create and maintain office filing system
- Process all supply orders
- Oversee maintenance of office equipment
- Supervise mail services

Qualifications:

- Experience working in a human services environment preferred.
- Ability to interact with people from all walks of life and diverse populations, including gay, lesbian, bisexual, transgender, homeless and addicted individuals, people living with HIV/AIDS, people living with mental health issues, individuals from diverse ethnic backgrounds, and funders and donors.
- Excellent organizational skills, attention to detail, ability to problem solve, multi-task and prioritize.
- Strong initiative and excellent follow through
- Flexible and adaptable
- Willing and able to create record keeping and tracking systems
- Exceptional interpersonal, oral and written communication skills necessary
- Ability to work independently
- Proficiency in Microsoft Windows, Excel, Access, and PowerPoint; expertise in desktop publishing preferred
- Strong internet research skills
- Associate's degree or certificate of training in administration required; Bachelor's degree or equivalent experience strongly preferred

EEOC Statement:

Live Positive is an equal opportunity employer and actively seeks candidates from diverse background including women, communities of color, the LGBT community, and people with disabilities

Elements of a Job Posting (For external use)

A job posting is an external document that is created to motivate candidates to apply to the open position. As such, it is viewed as a marketing tool. Because this will be the first thing applicants read, it's a great place to sell the job to the candidates you're trying to attract (and to weed out those who won't be able to meet your expectations).

- ***A compelling but concise description*** of the organization's history, mission, and key programs. Communicate what an exciting place it is to work.
- ***An overview of the position*** that summarizes the key responsibilities while demonstrating the importance of the role to the overall success of the organization.
- ***A well-constructed and organized list of key roles and responsibilities.*** An exhaustive list is not required but do provide some detail about what the role entails, including highlighting the appealing aspects of the position, such as decision-making authority, participation in strategic planning, etc.
- ***A list of the required qualifications.*** Focus more on the competencies required than specific levels and types of experience. For example, “exceptional relationship-management skills, especially working with high net worth individuals” is better than “4 years of experience leading major donor campaigns” because it encourages non-traditional candidates with transferable skills to apply.
- ***Clear instructions on how to apply.*** Receiving applications only through email is recommended to control and manage the recruitment process
- ***A brief description of benefits (optional).*** This can be a useful tool for marketing the organization. For example, “medical and dental insurance coverage and 3 weeks vacation.”
- ***A statement describing your organization as an equal opportunity employer.*** This is a legal requirement

Sample Job Posting - *Executive Administrative Assistant, Live Positive*

Live Positive has an exciting opportunity for the right administrative professional. A full-time executive administrative assistant is being hired to provide administrative support to senior management team at a large, dynamic AIDS Service organization with a 15 year history of providing improved access to services and care for people living with and at risk for HIV/AIDS.

Successful candidates will have experience working in a human services environment, the ability to interact with people from all walks of life and diverse populations, excellent organizational skills, attention to detail, ability to problem solve and multi-task, strong initiative, and excellent follow through.

Duties include managing telephone calls, database systems, and mailings; scheduling, coordinating and facilitating special events, fundraisers and meetings; coordinating with vendors, volunteers and staff; collecting, updating and maintaining information for grant applications; processing of all supply orders; overseeing maintenance of office equipment; typing, filing and scheduling of appointments; and supervising mail services.

Proficiency in Microsoft Windows, Excel, Access, and PowerPoint; expertise in desktop publishing and strong internet research skills. Associate's degree or certificate of training in administration required; Bachelor's degree or equivalent experience strongly preferred.

Application deadline is December 31, 20XX. Interested applicants should send a cover letter and resume to Jane Doe, Live Positive, 20 Johnson Road, Any town, Any state, 00000 or email the information to j.doe@livepositive.org. No phone calls, please.

Live Positive is an equal opportunity employer and actively seeks candidates from diverse background including women, communities of color, the LGBT community, and people with disabilities

References

Guide to Writing Job Descriptions, <http://www.college.ucla.edu/personnel/jobdesc/>

Developing a Search Strategy: Your Roadmap for Hiring, Commongood Knowledge Center, <http://www.cgcareers.org/knowledgecenter/>

Job Description Manual, Aurora University, www.aurora.edu/hr/forms/job-descr-manual-AU.pdf



CREATING A RECRUITMENT PLAN¹

A strategic recruitment plan outlines the methods you will use to solicit qualified applications for your open position. The plan includes three key components:

Internal Distribution	Send a thoughtful email to your organization’s staff. This email should include a brief and appealing description of the role and the ideal candidate and should have the full job posting attached and/or included in the body. Your staff is a very good source of referral candidates because they know your organization best and have an idea of what it takes to succeed there. Be sure to thank them in advance for their willingness to distribute the posting to their personal networks.
Distribution to Your Stakeholders	Next, share the job description with your stakeholders. Post the job to an appropriate section of your organization's web site and include information about the position in any newsletters or other external communications. If this is a new position, use it as an opportunity to highlight your organization’s growth and development. If appropriate, contact donors, board members, partners, and other contacts; you never know who may be the source of a great referral.
External Posting	Broaden your reach beyond your inner circles by advertising the position externally. For most positions, gone are the days of relying exclusively on placing a want ad in the local newspaper; these days, it is usually more cost-effective to post positions on multiple online job boards. Even so, you should budget at least \$500-700 for external postings. In order to determine how to most efficiently spend your recruiting dollars, research the relevant job boards or publications where you would find similar postings. Ask staff who have similar roles where they would look for jobs. Find out what professional associations people in the field belong to and see if those organizations have a job board or listserv. There are also job boards based on geographic region or job function (such as accounting, development, or IT) that may be appropriate, but are typically more expensive. When evaluating posting channels, consider both flow and quality; most hiring managers would rather have a smaller pool of qualified candidates than a larger pool of unqualified candidates. While job boards without a nonprofit focus may result in a large number of resumes, more targeted posting for candidates interested in nonprofit positions is often more effective. Sites such as Idealist.org and OpportunityKnocks.org are excellent nonprofit-focused job boards. Local papers could also be a good source for posting job ads. For example, placing an ad in the local Spanish language newspaper for a Spanish speaking position.

¹ Excerpted and adapted from *Developing a Search Strategy: Your Roadmap for Hiring*, Commongood Careers, <http://www.cgcareers.org/knowledgecenter/searchstrategies.php>



Expanding the Pool of Candidates

When recruiting, spread the word about your nonprofit's open position(s) by casting as wide a net as possible. The following recruitment activities can help you attract a diverse pool of applicants:²

- Ask your local unemployment office to post your jobs. (For example, the Massachusetts Department of Workforce Development, www.mass.gov/dwd.)
- Diversify your recruitment efforts. Use websites that specialize in diversity recruitment, such as www.diversityinc.com, www.latpro.com, www.nbmbaa.org, www.asia-net.com, www.careerwomen.com, www.minorities-jb.com.
- Seek assistance from organizations such as your local National Urban League or Private Industry Council, and by all means, don't forget to consider sources that cater to the military like www.vetjobs.com or disabled individuals or retirees, www.aarp.org.
- You may find it helpful to build a relationship with your local colleges and universities. Remember, students will graduate and alumni may use the career center. Websites such as www.jobtrak.com and www.jobweb.org also target graduates.
- If seeking professionals in a specific field, such as for hospitals, try www.etccc.com/hospital_directory.html; high tech, www.dice.com; education, www.educationplanet.com; social work, www.socialservice.com; and religious professionals, www.christianjobs.com or www.ministryconnect.org.
- Develop a standard list of recipients to receive your job announcements, including:
 - Associations
 - Career centers
 - Nonprofit, capacity building and nongovernmental organizations
 - Past applicants (in some cases it is possible to consider a past applicant)
 - Other organizations that will accept your job announcement and possibly provide you with a referral.

² Excerpt from *Develop an Effective Hiring Plan for Your Nonprofit*, Jennetta Hyatt, TSNE Human Resources Manager for Fiscal Sponsorship and Employment.
http://www.tsne.org/site/c.ghLUK3PCLoF/b.1778733/k.611/Articles_Nonprofit_Hiring_Process_Part_I.htm



Update your standard lists periodically. If your job announcements are sent to other organizations, check with the organization, if possible, regarding their preferred receipt method. Remember, some organizations may still prefer receiving your announcement via fax or mail, as opposed to email.

Tip: Keep track of those sources that you find useful. Avoid wasted effort – and money – on sources that don't produce quality applicants.



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APPLICANT ASSESSMENT TEMPLATE

Rate each category:

- 0** = no experience, does not meet job requirements
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- 3** = experience exceeds job requirements

Name	Human Service experience	Experience working with diverse individuals	Attention to detail	Writing skills	Oral communication skills	Computer skills	Education



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APPLICANT ASSESSMENT TEMPLATE

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Avoid Common Interview Mistakesⁱ

It's important to remember that there are two decisions being made at the close of every interview: Is this the person you want working for you? And, just as important, is this a place where I want to work? Avoid these common errors, and hire the right person for the job.

Mistake 1: *The wrong venue.* An airless, windowless conference room can drain the energy out of any interview. Try a clean office with some natural light or move to a coffee shop or even a park bench for a more relaxed conversation.

Mistake 2: *The wrong people.* Make sure the candidate meets with people who can answer his or her questions about the specific job and with whom he or she will work directly.

Mistake 3: *Relying on memory alone.* Take good notes so you stay focused on the conversation and appear organized when you call the person back.

Mistake 4: *Disorganization.* Know what questions you want to ask and the order in which you wish to discuss topics. Write down an outline so you don't repeat yourself or lose track.

Mistake 5: *Doing all the talking.* Be an active listener as well as speaker. When the candidate talks, it's your opportunity to learn about the person.

Mistake 6: *Asking the wrong questions.* Avoid leading questions that make it too clear what you want the answer to be ("You speak Spanish, right?"). Instead, keep questions open-ended.

Mistake 7: *Gossiping.* Don't use interviews as a forum for talking about others in your workplace or other companies. It makes your workplace seem less professional.

Mistake 8: *Getting too personal.* Asking questions about an interviewee's personal life isn't only uncomfortable, it's illegal. Avoid topics such as family, home, or nationality.

Mistake 9: *Being too high-pressure.* A stressed-out candidate can't answer your questions accurately. Ask tough questions, but do so calmly and give the person time to think and answer.

Mistake 10: *Cutting it too short.* When you have a full plate of interviews, it's tempting to rush through them. But you can't get to know a person's full range of qualities in just a few minutes. Schedule adequate time to talk.

The bottom line: Conducting a good interview helps put your workplace in the best light and ensures that qualified candidates won't turn you down.

ⁱ Source unknown



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The Interview Process: Sample Scenarios to ask a potential peer

Interview Scenario

The following scenario may be used to assess the candidates' general approach to being a peer. The interviewer should be sure to observe if the candidate listens and asks open-ended questions, gives too much information, talks too much about him or herself, and is able to establish rapport.

Scenario: First Meeting between the Peer and the Client

A newly diagnosed HIV-positive female (known for 2 weeks) comes in for a second office visit with the doctor to discuss lab tests. The client understandably is distraught, scared, ashamed, and is trying to make sense of the diagnosis. The client shares with the doctor that she is not telling anyone about her diagnosis but also feels isolated by her decision not to disclose. The doctor refers her to you.

What would you talk about in your first visit with this woman, and why?

SAMPLE PEER SCREENING QUESTIONS

◆ Motivation	How did you decide to apply for a job as a peer advocate?
	What brought you to this agency?
	What are your goals?
◆ Capacity to Help	What do you think causes people to change?
	What has helped you to make changes?
	What do you think prevents people from receiving help?
	What would you do if you felt concerned about a client's safety? (e.g. suicidal feelings)
◆ Relationship to HIV	What is your experience with HIV/AIDS?
	How have you learned to live with HIV? (If + status disclosed)
◆ Relationship to AOD	What is your stance towards alcohol? Drugs?
	How would you feel about working with clients who are using drugs?
	How would you feel if you had a client who relapses frequently?
◆ Self-Awareness	How would you describe your strengths? Weaknesses?
	How would your best friend (or other) describe you?
	Describe a situation where you were involved in a conflict and how you handled it.
◆ Stress Management	What do you do to handle stress?
	How do you take care of yourself?
◆ Cultural Competency	How would you feel about working with co-workers and peers of other cultures?
	How would you feel about sharing your cultural background with a client? Co-worker?
	How would you work with someone who did not share your beliefs?
◆ Preferred Supervision Style	How do you prefer to be supervised?
	How will I know if you are worried or discontent about your work?
	How do you like to receive feedback? Give feedback?
	How would you describe your approach to organization? How would you organize paperwork?
◆ Working with Others	How best do you work—Alone, with others or both?
	What is your style with working in groups?
◆ HIV Status	How are you private about your status?
	How are you public about your status?
	How have you processed your feeling around living with HIV?



Peer Selection Process

Staff Considerations:

- Was the candidate on time?
- Was the candidate able to share personal experiences during interview?
- Was the candidate able to communicate effectively?
- How did references perceive candidate?
- Does the candidate have the ability & resources to take on role?
- Can candidate work well with others?

Peer Considerations:

- Is this a good fit for me?
- Will earning wages decrease my current benefits? Was I able to communicate effectively?
- Do I have transportation to fulfill this commitment?
- Can I work with my peers without being judgmental?
- Can I avoid inflicting my own personal & religious views?
- Can I maintain confidentiality?
- How will this affect my overall well-being/health?



Contributed by Stacey Slovacek, CCLS
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Excerpt from HRSA Webcast presentation [Recruiting, Hiring, and Supporting Peers](#), July 1, 2009

Interviewing Peers: Sample Questions and Possible Responses

Motivation

1. How did you decide to apply for a job as a peer advocate?
2. What brought you to this agency?
3. What are your goals?

Strong Responses:

Expresses readiness to “give back” and provide help to other HIV-positive people. Interviewee has received assistance from others in the past and would like to be able to do this with others. This may include positive experiences as a client of the organization.

Interviewee has had some experience in human services work and would now like to focus on HIV/AIDS work. This may include past volunteer experience.

HIV has changed the interviewee’s life and he/she feels committed to work within the field.

Red Flags:

Interviewee is very newly “out” with HIV status and attended one organization event before deciding to apply for this job. He/she may be very excited but clearly new in process of discussing HIV status and meeting others who are also HIV-positive.

Describes the primary reason for seeking employment as financial stress.

Seems overly identified with their own “story” or experience in working with others with HIV – may not leave space for working with clients who have very different experiences and needs.

Capacity to Help:

4. What do you think causes people to change?
5. What has helped you to make changes?
6. What do you think prevents people from receiving help?
7. What would you do if you felt concerned about a client’s safety? (e.g. suicidal feelings)

Strong Responses:

Expresses that people seem to change when they are ready to change, it cannot be forced. Some kinds of assistance may be more helpful than others in helping the process along. It’s important to avoid judging people who are not ready to change and be consistent in offering support.

Ability to reflect on their own experience and what was helpful in their movement toward positive change. Able to see how they might offer similar assistance. Shares some



understanding of obstacles to change in people's lives – substance use, domestic violence, family issues, poverty.

Expresses that if a client were in a dangerous situation they would immediately ask for management assistance and guidance to reduce likelihood of harm to client.

Red Flags:

Overly identified with their own experience in a belief that they know exactly how to get people to change based on what worked for them.

States that “a relationship with God” is the true answer to making change happen.

Does not realize that he/she may need supervisory help in assessing a potentially dangerous situation and believes that he/she can solve it independently.

Relationship to HIV:

- 8. What is your experience with HIV/AIDS?
- 9. How have you learned to live with HIV? (If + status disclosed)

Strong Responses:

Expresses comfort in discussing their own HIV status and how it has impacted their life, both in negative and positive ways.

Has insight into what others may be going through in living with HIV/AIDS and that there is a range of experiences, including around comfort levels with disclosure.

Red Flags:

Shares personal strategies for living with HIV and belief that if others follow the exact same path, they too will find health and personal well-being.

Shares strong discomfort toward discussing their status and relationship to HIV/AIDS.

Relationship to Alcohol or Drugs:

- 10. What is your stance towards alcohol? Drugs?
- 11. How would you feel about working with clients who are using drugs?
- 12. How would you feel if you had a client who relapses frequently?

Strong Responses:

Expresses an understanding of harm reduction principles and “meeting people where they are at”.

Acknowledges the difficulties of addiction – this may or may not include their own experience – and that it can be a lifelong struggle.



Shares that they may want to consult with someone who is more experienced in this area to provide best possible assistance.

Red Flags:

Expresses preference to not work with clients who are substance users, or is hesitant in working with them. May seem judgmental in answers or anxious about this population.

Only able to see an “all or nothing” answer to addiction and sobriety rather than harm reduction approach. May mention “faith in God” as answer to addiction.

Self-Awareness:

- 13. How would you describe your strengths? Weaknesses?
- 14. How would your best friend (or other) describe you?
- 15. Describe a situation where you were involved in a conflict and how you handled it.

Strong Answers:

Able to discuss this in a balanced manner, sharing both their own strengths that are helpful in peer work, and challenges where he/she may need support. Acknowledges that he/she has more to learn.

Able to share conflict experiences that show ability to manage conflict rather than being conflict avoidant. Realizes at times that they may need to consult with supervisor if conflict arises.

Red Flags:

Not able to share any areas that could be considered a weakness. Overly confident in existing knowledge and ability to solve myriad of challenging client situations.

Shares example of dealing with conflict that actually may not have been healthiest route to resolution.

Does not share any understanding of how dealing directly with conflict may be beneficial personally and professionally.

Stress Management:

- 16. What do you do to handle stress?
- 17. How do you take care of yourself?

Strong Responses:

Interviewee able to share some strategies that they actively use to alleviate stress (activities with friends, exercise, massage, movies, etc.).

Has an understanding that peer work can be quite stressful.



Red Flags:

Does not have an understanding of self-care and how it might be helpful in successful and sustainable peer work.

No awareness of how working with others with HIV/AIDS may be stressful for them personally.

Cultural Competency:

18. How would you feel about working with co-workers and peers of other cultures?
19. How would you feel about sharing your cultural background with a client?
Co-worker?
20. How would you work with someone who did not share your beliefs?

Strong Responses:

Understands that clients come from a range of cultural backgrounds and life experiences and that this is a positive aspect of the work. Has had some exposure and experience with a range of community members and ethnicities. Expresses interest in learning more about particular groups impacted within the HIV/AIDS epidemic. Understands that he/she may have more to learn about particular groups, but is open and eager to do so.

Red Flags:

Anxious or uncertain of comfort level with particular groups (ex. Formerly incarcerated, transgender, gay, substance users).

Expresses belief that “everyone is the same” and no need to learn about differences. Believes that they are completely culturally competent and would not require any ongoing education in this area.

Preferred Supervision Style:

21. How do you prefer to be supervised?
22. How will I know if you are worried or discontent about your work?
23. How do you like to receive feedback? Give feedback?
24. How would you describe your approach to organization? How would you organize paperwork?

Strong Responses:

Values supervision as a tool that is helpful in personal and professional growth and ability to excel as a peer. Able to reflect on helpful supervision techniques and styles. Able to see supervisor as a sounding board and support person, rather than simply an authority figure. Sees the value of feedback in process of professional development. Acknowledges that he/she may need supervision in client work that is new to them or presents difficult choices.

Shows some understanding of organizational skills and importance in peer work, including ability to complete paperwork. Has basic computer and report writing skills.



Red Flags:

Does not see two-way nature of supervision and potential benefit, but describes it more as a “I do what my boss says” relationship. This may indicate a lack of trust for supervisory staff and may lead to problems later.

Working with Others:

25. How best do you work—Alone, with others or both?
26. What is your style with working in groups?

Strong Responses:

Expresses an ability to work well within a group and alone at times. Enjoys different experiences and personalities within group work. Expresses some understanding of teamwork and collaboration.

Red Flags:

Strongly prefers group or alone work rather than a blend of the two – expresses either anxiety about working alone or seeing themselves as someone who works best when left alone.

HIV Status:

27. How are you private about your status?
28. How are you public about your status?
29. How have you processed your feeling around living with HIV?

Strong Responses:

Shows an appropriate understanding of the need for privacy and personal safety in disclosing their HIV status, but also is comfortable in doing so in professional settings as a peer. Has an understanding that disclosure is very personal and everyone handles it differently for different reasons. Based on personal experience, shows an understanding of the complexity and both the benefits and risks of disclosure.

Red Flags:

Expresses discomfort in disclosing their own HIV status in the workplace or feels that everyone should be “out” with their status. May be newly “out” with their own status and overly excited to take a high profile place in the organization as an HIV-positive person without consideration of long-term consequences.

