

**2000-2001 Control Unit Staff Affirmative Action Plan  
Additional Resources: Recruitment Resources  
University of California, Berkeley**

**EXAMPLES OF ONE EFFECTIVE AND FAIR HIRING PROCESS**

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This section includes an example of several materials that we generated for one particular job search that we conducted in the Staff Affirmative Action Office. While some of the specific contents of these materials are particular to this job search and may not apply to your department, these samples are meant to provide you with an example of how to apply the principles of a fair and effective hiring process.

To assess your own hiring practices, see the Recruitment and Selection sections of the Good Faith Efforts for Supervisors & Managers For Various Personnel Activities in the Tools For Managers packet at <http://hrweb.berkeley.edu/aaeeo/tools.pdf>.

Some of the principles which these samples demonstrate are:

- The *elements of the job remain consistent* from the Job Card, to the recruitment publicity, to the interview questions and the selection criteria.
- Job responsibilities are *skills based*
- The timeline allowed for *Broad and Targeted recruitment*
- *Diverse publicity venues* were used - email, mailings, flyers to reach both on and off campus communities (inreach/outreach) (For more information, contact the inreach/outreach coordinator at 510-642-9080 or go to <http://hrweb.berkeley.edu/JOBS/inreach.htm>).
- Every candidate was assessed by *consistent criteria*
- Selection Criteria are *competency based* and *allow for transferable skills* (For information about competency based interviewing go to <http://hrweb.berkeley.edu/JOBS/hrjobwk.htm>).

- The [timeline included](#) *notifying applicants of their status throughout the process, in a timely way*

The samples from hiring a Senior Analyst are:

- [Job Card](#)
- [Flyer](#)
- [Email announcement](#)
- [Supplemental Questionnaire](#)
- [Interview: Applicant Presentation Instructions](#)
- [Interview: Questions](#)
- [Form for interviewers to assess candidates' match with Selection Criteria](#)

For additional information and/or help with an effective recruitment and selection process, see Chapter 1 of the Guide to Managing Human Resources at <http://hrweb.berkeley.edu/GUIDE/Gd-emp.htm>, and/or contact your Employment Analyst.

We continue to revise and improve the resources we provide managers and supervisors. If you have any feedback on these samples/hiring resources in general, please send an email to [sao@ucink4.berkeley.edu](mailto:sao@ucink4.berkeley.edu) and/or contact your Employment Analyst.

## *Example: Job Card*

### **JOB CARD**

#### **Senior Administrative Analyst Staff Affirmative Action Office**

#### **Introduction**

Under the general supervision and direction of the staff affirmative action and diversity programs director, the affirmative action analyst is independently responsible for aspects of developing and implementing the staff affirmative action program.

#### **Project Management (40%)**

- is responsible for reviewing, analyzing, writing, and disseminating the annual campus Staff Affirmative Action Plan and preparing ad-hoc reports as appropriate;
- is responsible for determining and identifying the data needs of the office to ensure compliance with federal and state reporting requirements, works closely with the programmer/analyst to obtain appropriate and accurate data and to identify and resolve data problems, audits BAAS summary reports, and coordinates with campus departments and outside agencies to gather appropriate data;
- is responsible for developing, analyzing, writing, and evaluating assigned control unit affirmative action plans including analyzing trends, identifying problem areas, and developing recommendations for control unit heads;
- develops action plans to address affirmative action problem areas, e.g., Hispanic strategic plan, Interview Data Form audit, follow-up from the campus plan;
- has the lead role for community outreach including communication to external constituencies on equal employment, affirmative action and diversity issues, and collaboration and coordination with the Employment Outreach Coordinator as appropriate.
- serves as lead for assigned office projects, e.g., control unit project coordinator, development of educational workshops, collaborative projects with other units, etc.

#### **Analysis, Research and Evaluation (25%)**

- analyzes trends and patterns from data gathered in affirmative action plans and reports, identifies problem areas, and prepares recommendations to campus management;
- develops office policies, procedures and monitoring mechanisms in consultation with the director to effectively execute affirmative action programs and services, e.g., data request process, records retention, monitoring of control unit progress, etc.;
- is responsible for ad-hoc data requests;
- researches control unit or departmental issues and responds to ad-hoc data requests as appropriate;
- develops evaluation mechanisms to measure program effectiveness;
- works as part of a team to develop a short and long term operations plan to implement aa/eeo/diversity programs and activities;
- researches, documents, and writes proposals to address affirmative action/eeo problems, e.g., adverse impact analysis results, action plan development, etc.

### **Consultation and Coordination (25%)**

- serves as a liaison to assigned control units and provides information and consultation to control unit heads;
- as a liaison to assigned control units, provides guidance and consultation to departments within those units on affirmative action/equal employment opportunity and diversity issues and concerns;
- advises the Director on problem areas, issues of concern, and makes recommendations as appropriate;
- works collaboratively with appropriate human resource units and outside agencies to ensure affirmative action/eeo compliance, including collecting accurate and timely data for the staff affirmative action plan and office reporting purposes;
- works with appropriate staff to coordinate the ongoing efforts for affirmative action for persons with disabilities, Vietnam-era veterans and the special disabled, including consultation, compliance and education;
- serves as the office resource for affirmative action and equal opportunity matters;
- develops educational workshops in affirmative action/equal opportunity, including customizing workshops for targeted groups and integrating diversity concepts as appropriate;
- coordinates with other units on collaborative projects;
- assists co-workers in project completion when necessary;
- develops and maintains liaisons with designated campus and community groups.

### **Program Delivery (5%)**

- makes presentations to divisions, departments and other groups;
- delivers aa/eeo education programs in departments.

### **Professional Development and University Service (5%)**

- develops a staff development or career plan;
- participates in professional development activities and organizations;
- serves on departmental and campus-wide committees as appropriate;
- attends classes which will enhance expertise in job areas;
- works on special projects as assigned;
- represents the director at meetings in her absence when appropriate.

### **Knowledge of:**

- affirmative action/equal employment opportunity principles, regulations, laws and procedures;
- appropriate methodologies used in developing the affirmative action plan and reporting systems, e.g., availability analysis, underutilization, adverse impact;
- campus and systemwide policies;
- application of federal, state, and local regulations and laws to campus policies;
- BAAS reporting system and databases;
- HRMS reporting system and databases;
- computer software programs, e.g., Word, Excel, Access, Powerpoint, etc.;
- diversity theory, concepts and application;
- evaluation mechanisms.

## Example: Timeline for Hiring Process

### Timeline for Recruitment - Sr. Adm. Analyst

*NOTE: This is meant as one specific example – not a standard suggested for all job searches.  
Please see the Timeline Template for a more general and customizable format.*

<b>Timeline</b>	<b>Tasks</b>
<b>August 31 - Sept. 4:</b>	Check for Affirmative Action goals (there were none for this position) Update, review and finalize flyer Prepare recruitment timeline
<b>Sept. 8 - 11:</b>	Contact colleagues for advice/referrals Review/update recruitment sources Submit JVL to Employment Develop supplemental questionnaire
<b>Sept. 14 - 18:</b>	Position announced in Job Bulletin Send flyers/invitation to apply letters Announce job on web
<b>Sept. 21 - 25:</b>	Send/e-mail announcements FAX announcements Assemble selection committee
<b>Sept. 28 - Oct. 2:</b>	Meet with selection committee Review/finalize selection criteria Review/finalize rating sheet Submit/publish newspaper ads
<b>October 30:</b>	Job closes
<b>Nov. 2 - 6:</b>	Review/screen applications Schedule first round of interviews Send letters to those not selected for interview
<b>Nov. 9 - 13:</b>	Conduct interviews Select final candidates
<b>Nov. 16 - 20:</b>	Office Staff and Unit Director interview finalists
<b>Nov. 30 - Dec. 4:</b>	Select top candidate Offer job to top candidate
<b>Dec 7 - 11:</b>	Send letters to those interviewed/not selected Close recruitment/send paperwork to Employment

Example: Flyer

**University of California, Berkeley**  
*An Affirmative Action/Equal Opportunity Employer*  
**Please Circulate and Post**

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**Senior Analyst Staff Affirmative Action Office**

Job Number: **xx-xxx-xx/yy**

Payroll Title: **Senior Administrative Analyst**

Salary Range: **\$xx,xxx - \$xx,xxx**

Closing Date: (Date) The Staff Affirmative Action Office is looking for a committed professional to join our team in promoting and integrating the principles of equal opportunity, affirmative action, non-discrimination, and excellence through diversity at UC Berkeley. In spite of the passage of The Regents' Resolution SP-2 and California State Proposition 209, affirmative action in employment is mandated at the federal level and continues to be a strong commitment of the University.

***We are an action-oriented and diverse group of professionals who plan strategically and creatively. We work hard at role-modeling behaviors that value diverse perspectives and build community. High productivity and a commitment to continuous learning and improvement are our goals. We evaluate the effectiveness of our programs and encourage input to be responsive to customer needs. While we are confronted by many complex problems and challenging issues, we feel that, as a team, we can make a positive and substantive difference.***

**Major Duties and Responsibilities**

Develop and implement major aspects of the staff affirmative action program at UC Berkeley for minorities, women, the disabled, Vietnam-era veterans, and special disabled veterans. Analyze trends from human resources data, identify problem areas with respect to AA/EEO compliance, and prepare recommendations to campus management. Ensure office compliance with federal, state, and University reporting requirements and policies. Be responsible for the preparation and follow-up of the annual campus Staff Affirmative Action Plan.

Provide guidance and consultation to managers and supervisors. Design and deliver educational programs which will help campus management to ensure a fair and nondiscriminatory workplace. Develop monitoring mechanisms to effectively measure affirmative action progress and good faith efforts.

Work collaboratively with appropriate human resource units, and outside agencies to ensure AA/EEO compliance. Coordinate community outreach efforts with the Employment Outreach Coordinator. Develop partnerships with other campus units to further principles of equal opportunity, affirmative action, nondiscrimination, and excellence through diversity.

*Excellent benefits. Full time. Flexible hours can be arranged. For information, contact (Name), Employment Analyst, at (510) 64x-xxx. Check out our website. <http://hrweb.berkeley.edu/hrsaa0.htm>*

## **Minimum Qualifications**

The successful candidate must possess demonstrated abilities to:

### Analytical:

- ❖ research and analyze quantitative and qualitative data to identify important trends and critical problem areas
- ❖ prepare written reports that synthesize statistical analysis, trends, legal principles, institutional policies and practices, and recommendations into an integrated whole
- ❖ accurately interpret federal and state regulations and University policy, and recommend appropriate application within the institutional setting

### Interpersonal/Communication:

- ❖ communicate persuasively and effectively orally and in writing to diverse audiences
- ❖ interact effectively with people from diverse backgrounds at all levels of the organization
- ❖ assess situations accurately and problem solve creatively and collaboratively
- ❖ work effectively as a project leader and as a member of a team
- ❖ balance priorities, manage multiple projects efficiently, and meet tight deadlines
- ❖ follow through in a timely and effective manner
- ❖ learn quickly, tolerate ambiguity, and adapt to changing situations

### Program Design and Delivery:

- ❖ design and deliver educational programs to diverse constituencies
- ❖ translate ideas and principles into action-oriented, practical programs
- ❖ develop feedback mechanisms to evaluate program effectiveness

## **Desirable Qualifications**

The successful candidate should have working knowledge of:

- ❖ current state and federal affirmative action/equal employment opportunity principles, laws, regulations, and implementation guidelines
- ❖ appropriate methodologies used in developing affirmative action plans, reporting systems and monitoring mechanisms, e.g., availability analysis, underutilization, adverse impact, program evaluation
- ❖ computer software programs in a Windows environment, e.g., Word, Excel, Access
- ❖ change management theory and its application

## **How to Apply**

Send, fax, e-mail, or drop off cover letter and resume or application by (time and date) (postmarks accepted) to:

Human Resources Employment Office  
(address)  
(Fax)  
(E-mail)

Include job number **xx-xxx-xx/yy** on resume or application.

*The University of California is committed to diversity in its staff, faculty, and student body, and invites all qualified people to apply, including minorities and women, veterans, and individuals with disabilities.*

## Example: Email announcement

### Email Announcement

To the UC Systemwide AA/EEO Administrators:

I'm writing to announce that the Senior Administrative Analyst position in our office has now been relisted as OPEN UNTIL FILLED, AND I'd like to ask for your help in recruiting for this position. Unfortunately, we did not receive many applications even though it had been listed for five weeks and advertised widely. I understand it's a very tight job market these days, but I would like to have a larger pool of applicants. This is a critical position for our office.

The announcement follows. I would very much appreciate your forwarding this to friends and colleagues who may be interested. It would be very helpful if they could submit their application **WITHIN THE NEXT TWO WEEKS**. As you can see from the job announcement, we are emphasizing transferable skills. This relisting in no way reflects upon those who have already submitted applications; this is only about the number of applications received thus far.

If interested parties have questions about the position, please have them contact me directly at (510) 64x-xxxx or email me at: (email)  
Thank you. I appreciate your efforts.

**edith**

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Edith Ng  
UC Berkeley, Staff Affirmative Action Office  
<http://hrweb.berkeley.edu/hrsaao.htm>

[Electronic Flyer & Supplemental Questionnaire below]

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JOB OPENING  
Senior Administrative Analyst  
Staff Affirmative Action Office, University of California, Berkeley

Job Number: xx-xxx-xx/yy  
Working Title: Salary Range: \$xx,xxx - xx,xxx  
Closing Date: OPEN UNTIL FILLED

The Staff Affirmative Action Office seeks a committed professional to join our team in promoting and integrating the principles of equal opportunity, affirmative action, non-discrimination, and excellence through diversity at UC Berkeley. In spite of the passage of The Regents' Resolution SP-2 and California State Proposition 209, affirmative action in employment is mandated at the federal level and continues to be a strong commitment of the University.

We are an action-oriented and diverse group of professionals who plan strategically and creatively. We work hard at role-modeling behaviors that value diverse perspectives and build community. High productivity and a commitment to continuous learning and improvement are our goals. We evaluate the effectiveness of our programs and encourage input to be responsive to customer needs. While we are confronted by many complex problems and challenging issues, we feel that, as a team, we can make a positive and substantive difference.

MAJOR DUTIES AND RESPONSIBILITIES

Develop and implement major aspects of the staff affirmative action program at UC Berkeley for minorities, women, the disabled, Vietnam-era veterans, and special disabled veterans. Provide guidance and consultation to campus managers on AA/EEO/diversity matters. Analyze trends from human resources data, identify problem areas with respect to AA/EEO compliance, and prepare recommendations to campus management. Develop educational programs which will help line management to ensure a fair and nondiscriminatory workplace.

Ensure office compliance with federal, state, and University reporting requirements and policies. Be responsible for the preparation and follow-up of the annual campus Staff Affirmative Action Plan. Develop monitoring mechanisms to effectively measure affirmative action progress and good faith efforts.

Work collaboratively with appropriate human resource units, and outside agencies to ensure AA/EEO compliance. Coordinate community outreach efforts with the Employment Outreach Coordinator. Develop partnerships with other campus units to further principles of equal opportunity, affirmative action, nondiscrimination, and excellence through diversity.

#### Minimum Qualifications

The successful candidate will possess demonstrated abilities to:

##### Interpersonal/Communication:

- \* interact effectively with people from diverse backgrounds at all levels of the organization, particularly managers and supervisors
- \* assess situations accurately and problem solve creatively and collaboratively
- \* communicate persuasively and effectively orally and in writing to diverse audiences
- \* follow through in a timely and effective manner
- \* work effectively as a project leader and as a member of a team
- \* balance priorities, manage multiple projects efficiently, and meet tight deadlines
- \* learn quickly, tolerate ambiguity, and adapt to changing situations
- \* maintain confidentiality of sensitive information

##### Analytical:

- \* research and analyze quantitative and qualitative data to identify important trends and critical problem areas
- \* prepare written reports that synthesize statistical analysis, trends, legal principles, institutional policies and practices, and recommendations into an integrated whole
- \* accurately interpret federal and state regulations and University policy, and recommend appropriate application within an institutional setting

##### Program Design and Delivery:

- \* design and deliver educational programs to diverse constituencies
- \* translate ideas and principles into action-oriented, practical programs
- \* develop feedback mechanisms to evaluate program effectiveness

#### Desirable Qualifications

The successful candidate should have:

- \* demonstrated successful experience in training and/or consultation
- \* knowledge of current state and federal affirmative action/equal employment opportunity principles, laws, regulations, and implementation guidelines
- \* knowledge of appropriate methodologies used in developing affirmative action plans, reporting systems and monitoring mechanisms, e.g., availability analysis, underutilization, adverse impact, program evaluation
- \* knowledge of computer software programs in a Windows environment, e.g., Word, Excel, Access

\* knowledge of change management theory and its application

HOW TO APPLY

Supplemental questionnaire required. Send, fax, e-mail, or drop off cover letter, supplemental questionnaire, and resume or application to:

Human Resources Employment Office

(address)

(fax #)

(email address)

Include job number xx-xxx-xx/yy on resume or application.

Excellent benefits. Full time. Flexible hours can be arranged. For information, contact (name), Employment Analyst, at (510) 64x-xxxx. Check out our website: <http://hrweb.berkeley.edu/hrsaa0.htm>

The University of California is committed to diversity in its staff, faculty, and student body, and invites all qualified people to apply, including minorities and women, veterans, and individuals with disabilities.

## Example: Supplemental Questionnaire

### SUPPLEMENTAL QUESTIONNAIRE

Senior Administrative Analyst

Staff Affirmative Action Office

Website: <http://hrweb.berkeley.edu/hrsaa.htm>

Send this supplemental application with your resume and cover letter to:

**Job #xx-xxx-xx/yy**

U C Berkeley Human Resources

(address)

(email address)

*Closing date: OPEN UNTIL FILLED*

#### **Name and Social Security Number:**

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This supplemental questionnaire is required of all applicants who are applying for the Senior Analyst position in the Staff Affirmative Action Office. Your responses will give us additional information about your background and experience related to this position and will be used in the selection process. While your resume should also be part of your application materials, it would be most helpful if you would answer these questions specifically.

Please submit succinct written responses, on separate paper, to the questions below. Limit yourself to one page per question; your entire response should be no more than three single-spaced pages. Return the supplemental questionnaire with your resume and/or application form.

1. In reviewing the job duties, qualifications, and our office goals, describe how and why this is a good job match for you. What skills, knowledge, and experience would you bring to our office? What do you hope to personally accomplish in this position?
2. How can the principles of affirmative action, equal opportunity, and diversity be furthered, given the controversy surrounding affirmative action in both California and the United States as a whole? If you were hired for this position, what strategies would you develop to further these principles?
3. One of your responsibilities will be to provide consultation to campus managers and supervisors in developing a fair and non-discriminatory work place. Many managers do not perceive that they need any help or may feel that since affirmative action has been eliminated, special efforts aren't needed. Others want to do the right thing, but don't know how or feel that it's too time consuming. From a staff perspective, many staff feel that work environments could be improved if only managers practiced what they preached.

Given these varying perspectives, how do you establish credible and effective relationships with this constituency? What strategies would you use to help managers "walk the talk" in terms of good management practices? What prior experiences have you had that indicate you will be successful?

*Example: Interview: Applicant Presentation Instructions*

**SENIOR ANALYST INTERVIEW  
STAFF AFFIRMATIVE ACTION OFFICE**

**PRESENTATION INSTRUCTIONS**

This position requires making formal and informal presentations to a variety of groups. As a part of the interview process, the Selection Committee wants you to prepare a 10-minute presentation on a topic of your choice. The goal of this presentation is to persuade us to a point of view or to have us take action in a particular area. Be prepared to answer questions from the audience at the end of your presentation (5 minutes). The total time is 15 minutes.

We suggest that you choose a topic you are familiar and comfortable with. The committee will not be evaluating you on your choice of topic, but rather on how well you:

- ❖ communicate your thoughts and ideas;
- ❖ persuade or influence others;
- ❖ respond to questions on the spot;
- ❖ can keep within specified timeframe.

Your presentation can be formal or informal, and, if you wish, you may use additional audio/visual materials. You can choose to make your presentation at the beginning of the interview, in the middle, or near the end.

Good Luck!

## *Example: Interview Questions*

### **SENIOR ANALYST INTERVIEW QUESTIONS**

**NAME:** \_\_\_\_\_ **INTERVIEWER INITIALS:** \_\_\_\_\_

1. Tell us about your previous work experience. What aspects of the job did you find most satisfying? Why? What aspects of the job did you find least satisfying? Why?
2. The Berkeley campus community is a very large, decentralized organization. On the staff side, it is comprised of over 1500 managers in 300 departments, representing seven divisions and 10,000 staff. On the academic side, there are over 3000 faculty. Tell us a little about the organizations you've worked which are similar to this decentralized environment.

Describe the kinds of constraints and barriers you've faced.

What skills and abilities do you possess which help you to be effective in this kind of environment?

What frustrates you the most about this environment?

How would you make a successful transition to this particular environment?

3. Describe how you establish networks to be more effective in your work. What have been the results?
4. Given the passage of Proposition 209 and the abolishment of affirmative action in student admissions, the campus climate is a mixed bag of emotions for students, staff and faculty. If you were hired for this position, how would you see yourself dealing with people who may be resentful, hurt, angry or feeling "good" about what's happened?

What would be your role and what do you think would be important to convey, despite your own personal values and opinions?

5. Describe a successful complex project you've managed. How did you approach it? What were the results? Why was it complex? How did you contribute to it being successful?
  
6. Tell us about a significant failure you've encountered in your career. What happened? What did you learn from it? How has this experience affected your subsequent work?
  
7. Here's a hypothetical. Let's say you're working with your own constituency group. Describe who that group is. Your group feels that other groups have made greater gains in the workplace and that they haven't gotten their fair share. What would you do in this situation given your role?
  
8. What's your working definition of diversity? If you've designed diversity programs, describe your philosophical assumptions. If you haven't, tell us what philosophical assumptions would underpin your approach to designing diversity programs.

How do you know that the programs have been effective for the participants?

9. Give us an example of a situation where you've dealt with resistance on your job. How did you handle it?
  
10. At this point in your career, why are you interested in this job?
  
11. Ask any follow-up questions.

Example: Form for interviewers to assess candidates' match with Selection Criteria

**SR. ADMINISTRATIVE ANALYST**

APPLICANT NAME: \_\_\_\_\_

EVALUATOR'S INITIALS \_\_\_\_\_

COMPETENCY AREA	COMMENTS
<b>PRIMARY</b> (Cultural context: large and complex organization, decentralized, diverse constituencies, office building credibility)	
<b>1. Interpersonal</b> <ul style="list-style-type: none"> <li>▪ assertive/persuasive</li> <li>▪ uses consultative process</li> <li>▪ collaborative</li> <li>▪ empathetic</li> <li>▪ working with diverse constituencies</li> <li>▪ networking/community-building</li> </ul>	
<b>2. Analytical/Synthesis</b> <ul style="list-style-type: none"> <li>▪ strategic thinker</li> <li>▪ organized</li> <li>▪ creative</li> <li>▪ politically astute</li> </ul>	
<b>3. Program Design/Delivery</b> <ul style="list-style-type: none"> <li>▪ conceptual</li> <li>▪ public speaking</li> <li>▪ doer (do as you go)</li> </ul>	
<b>4. Match to Organizational Culture</b> <ul style="list-style-type: none"> <li>▪ self-confident/thinks on their feet</li> <li>▪ flexible/tolerance for ambiguity</li> <li>▪ persistent/handles resistance</li> <li>▪ team player</li> </ul>	
<b>SECONDARY</b>	
<b>5. Technical Knowledge</b> <ul style="list-style-type: none"> <li>▪ diversity education</li> <li>▪ affirmative action/eeo laws and principles</li> <li>▪ consultation</li> <li>▪ educational program design</li> </ul>	

COMPETENCY AREA	COMMENTS
OTHER	

**SUMMARY**