

COLUMBIA COLLEGE

**INDIVIDUAL EMPLOYEE
SELECTION PROCEDURES
MANUAL**

Revised October 2018

NOTE:	Clarification of Terms
Must; Shall; Will:	These words or phrases indicate actions or activities that are <i>essential</i> or <i>mandatory</i> .
Should:	This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.
May or Could; Can:	These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

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INTRODUCTION

Columbia's success is based on the quality of education and services it provides to its students which results in the hard work and dedication of its team members in striving to reach this goal. Quality in education and service delivery cannot be achieved without the merit and character of the College's team members. Given the current pace of technological advances, it is not enough to hire a person based solely on what you "think" they can do. Behavioural, objective, fact based solution criteria must be developed to increase your chance of placing the right person in the right position at the right time.

The development of practical, specific and well defined selection criteria, will assist the interviewer in determining if the person can deliver the expected results, as well as help the interviewer to justify their placement decision within legal boundaries, if necessary.

In order to maintain a high standard of quality control, the College prides itself on having a set of consistent and uniform procedures that are to be used when selecting a new employee. The purpose of this document is to present the procedures required to select a new employee.

It should be remembered that the hiring of a new team member is one of the most important decisions made by the Department Head (with his/her team) because:

- it not only affects every member of their team but many other people in the college.
- It is also a major financial decision as there are various costs involved with each hire.
- It may have a major impact on the satisfaction of our students and their future employer.

Selecting an individual employee will normally require the completion of seven major steps. They are as follows:

Step Activity

1. Getting Organized
2. Advertising for the Position
3. Reviewing Resumes
4. Initial Activities
5. Reference Checks
6. Interviews and Assessments
7. Presidential Approval

Each of these steps includes the use of forms, guidelines, and supplemental readings to assist you in the hiring process. It is important for the Department Head and other hiring personnel to review the appropriate Employee Handbook prior to moving ahead with employee selection.

In the pages that follow, a step-by-step checklist has been developed to allow you to stay on track with the hiring process and to assist you in keeping organized.

Please keep in mind that Columbia College prides itself on teamwork, and asking others for assistance in the hiring process is encouraged. The experience and expertise of the College President and other Chairs/Managers is a wonderful asset to tap into. Please use them as resources in this process.

As this document was designed as a master copy, please photocopy each form as required.

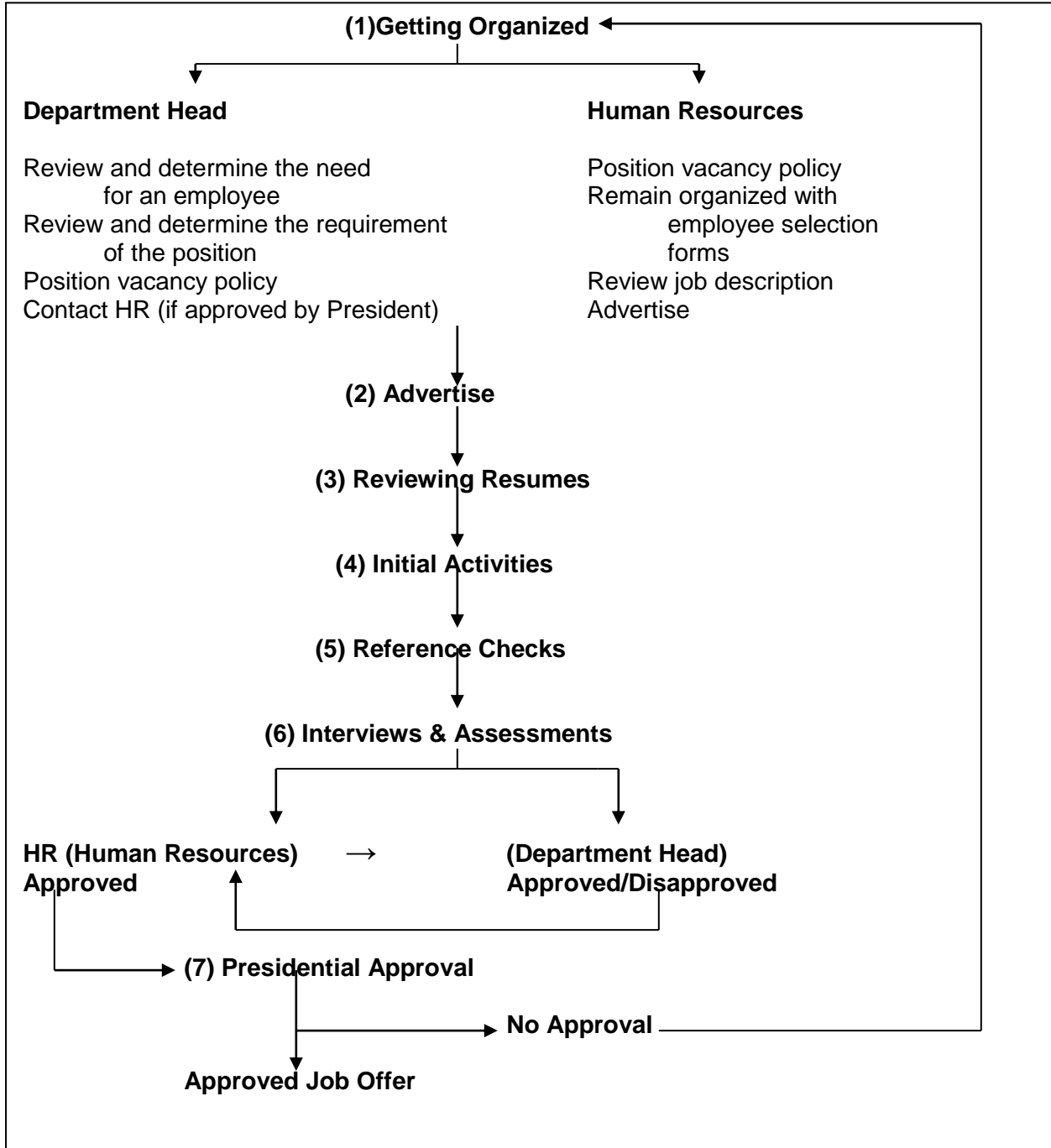
When reviewing this document you will note that the selection process is in depth. As you proceed through these pages there will be further explanation of each step to aid in understanding the procedures contained within.

Good luck!

Columbia College

Individual Employee Selection Procedures Flow Chart

7 Steps Involved



STEP 1: GETTING ORGANIZED

1.1 *Review and determine if there is a need to have an additional employee(s) at this time.*

It is prudent for all department heads to reassess on a regular basis if there is a need to hire additional employees. When determining if more employees are required, take into consideration the following factors:

1. Have you analysed this situation to determine if this is a short-term need requiring a temporary or part-time employee or a long-term/ongoing need for a full-time employee?
2. Do you have any existing employees in your department/program that are available?
3. Will there be growth in your department that will require further hiring?
4. Has your budget been approved for an additional employee at this time?

If all responses are YES then proceed to step 1.2

1.2 *Review and determine the requirements of the position.*

Assess or reassess what qualifications you require in an existing or new position. This may include experience, education and skills (among others). Please see the current position description or the sample of a position description, this will later assist you in developing a future advertisement.

1.3 *Position Vacancy Policy.*

It is Columbia's policy to, where possible, hire from within. It is up to the department head to determine whether a vacant position is posted internally prior to external posting or to do both at the same time.

1.4 *Remaining organized with Employee Selection Forms.*

When recruiting it is important to assess as many candidates as time will allow. This will aid in finding the best person for the position. As the selection process unfolds it is extremely important to remain focused and organized in the process. Each candidate that is being considered requires a separate folder and all documents relating to their selection should be contained within their specific folder. The following is a list of such documents. Related forms will be found in the various sections of this document.

- A. The Candidate's resume with any addendum attached such as:
 - List of four telephone references
 - Portfolio of past work
 - Cover letter
 - Other
- B. Candidate meeting notes (Section – Getting Organized)
- C. Copy of the Position Description (Form)
- D. Career Opportunity Posting (Section – Advertise)
- E. Personal information notes (Section – Initial Activities)
- F. Reference check form (Section – Reference Checks)
- G. First Level Interview form (Section – Interviews & Assessments)

- H. Second Level Interviews (if required)
- I. Copy of any assessment tools, eg. typing test, customer satisfaction survey (if required)
- J. Candidate Summary Sheet (Section – Interviews and Assessments)
- K. Regret Letter (Section – Presidential Approval - optional)

The purpose of each of these forms is outlined in its relevant section of this document. It is extremely important to read each of these sections completely before beginning its step in the selection process.

It is also important to include both your supervisor and department employees as much as possible as you proceed through these steps. Employee selection should be recognized as one of the most important program decisions you will be making. These decisions will impact both the success of your students/clients and their future education and employment, as well as the success of your program/service and therefore Columbia College as a whole.

COLUMBIA COLLEGE
Sample Facilitator Position Description (format)

Position Title: _____

Program/Department Name: _____

Report To: _____

Position Summary: _____

Organizational Structure: _____

Qualification and Experience: _____

Introduction

For Columbia College to become successful, each of its customers (including staff and students) must succeed. To achieve this requires a clear understanding on everyone's part as to their roles and responsibilities as well as a commitment to fulfilling said responsibilities.

As you will note in reviewing the list of roles and responsibilities below they consist of two distinct parts. First is their Professional Code of Conduct. This is followed by a list of specific roles and responsibilities. The Professional Code of Conduct is included in every position description at the College. The specific roles and responsibilities are specific to this position.

Employees are expected to conduct themselves in a manner commensurate with their Professional Code of Conduct and the list of roles and responsibilities that follow. Employee performance reviews will be based on each section.

Our facilitators are encouraged to do all they can to help each individual student succeed in their course. We believe that when our students succeed, we succeed and when they fail, then we also fail. Therefore, the focus of our facilitators is to do all we can to help each student to learn rather than to simply lecture to them.

The College's current student attrition rate is about one-quarter of that of traditional colleges and universities. At the same time our graduate employers are very satisfied. Employment rates of Columbia's graduates exceed 80% and is one of the highest among all colleges and universities in Alberta. We want to continue to create a win-win situation where the employer, student, facilitator and College all succeed.

Columbia's goal in education is to produce graduates that are rated by employers as above average to excellent performers in their field of training.

All responsibilities below will be carried out under the general direction and supervision of their supervisor. In consideration of this, each facilitator:

Professional Code of Conduct

Our success in the workplace is based on how proficient we are at utilizing our knowledge and skills and how effectively we conduct ourselves each day as professionals in satisfying the needs of our internal and external customers, and the goals of our organization. The following list describes many professional behaviours that can help us become more effective. The more skilled we become at applying each of these behaviours, regardless of our position in the organization, the more successful we will become.

1.0 Professional Approach and Ethical Behaviour

- 1.1. As a professional, demonstrates pride in their work and is honest, moral, ethical, honorable, trustworthy, and acts with integrity
- 1.2. Is pleasant, polite, punctual, positive, friendly, smiles, and asks how they may help others
- 1.3. Is reliable, responsible, accountable, loyal, engaged, and enthusiastic about their work
- 1.4. Is compassionate, caring, and finds meaning and fulfillment in their work
- 1.5. Tries to be constructive, pro-active, and acts as a protagonist
- 1.6. Contributes to a safe, secure, and environmentally-friendly workplace and world
- 1.7. Views adverse experiences as learning opportunities and recovers quickly from such experiences
- 1.8. Keeps personal bias out of the workplace, does not use profanity, and respects cultural differences
- 1.9. Dresses appropriately for the workplace in a neat, clean, and well-groomed manner
- 1.10. Contributes to the organization via volunteering, coaching, and mentoring others
- 1.11. Is active in their professional association (where appropriate)

2. Interpersonal Relations and Teamwork

- 2.1. Treats all individuals in an equal, fair, and just manner (does not label, or discriminate against others)
- 2.2. Is a good role model and synergistic team member who is personable, sociable, cooperative, collaborative, has a sense of humor, and is well mannered
- 2.3. Is considerate and sensitive to others needs and uses tact and diplomacy when required
- 2.4. Is respectful, courteous, and sincere (does not belittle, intimidate, or insult others)
- 2.5. Views each client, patient, student, customer, and co-worker as a valued customer whose needs must be satisfied before they or their organization can succeed
- 2.6. Is available, approachable, and may develop close personal relations (avoids romantic situations)
- 2.7. Offers support, assistance, is flexible, and helps build a positively connected team and organization
- 2.8. Makes allowances for others mistakes by showing empathy, understanding, and forgiveness
- 2.9. Is open to constructive criticism, and takes responsibility for one's errors by apologizing, and correcting them
- 2.10. Avoids conflicts of interest and respects others' workspace and privacy (e.g. FOIP)
- 2.11. Seeks help from others and offers help to others to become more efficient and effective

3. Self-Concept and Confidence

- 3.1. Projects a positive self-concept and feels internally confident, yet does not dominate interactions
- 3.2. Functions well in ambiguous situations
- 3.3. May assume responsibility and leadership when required yet remains humble and gracious at all times
- 3.4. Demonstrates self-efficiency by following through on commitments in order to achieve outcomes
- 3.5. Considers themselves equal to others and demonstrates such in their interactions

4. Communication

- 4.1. Demonstrates effective listening, speaking, and writing skills
- 4.2. Helps to keep team members informed of changes in the department and/or organization
- 4.3. Develops more effective ways to improve verbal and non-verbal communication (e.g. tone of voice)
- 4.4. Respects others privacy and confidentiality (does not engage in gossip)
- 4.5. Maintains emotional control and encourages others to do the same
- 4.6. Deals with difficult situations and sensitive issues in a professional manner
- 4.7. Avoids engaging in disagreements and arguments in public. Seeks assistance when necessary.

- 4.8. Follows the organization's technology use policy
- 5. Life-Long Learning and Professional Development**
- 5.1. Continues to increase their knowledge and skills to become more competent (e.g. credit courses, workshops, seminars, conferences, professional books, journals)
- 5.2. Shares newly developed approaches based on leading edge research
- 5.3. Monitors changes and makes or recommends needed adjustments
- 5.4. Keeps informed about changes affecting their profession, department, organization, and industry
- 5.5. Acknowledges when they do not know something and seeks to increase their competence
- 6. Problem Solving/Decision Making**
- 6.1. Either individually or within a team, identifies work-related and customer-based problems/challenges
- 6.2. Helps others to view problems and concerns as challenges and even opportunities
- 6.3. Seeks input from those affected by work-related or customer-based problems
- 6.4. Is more effective when they actually identify the problem as opposed to a symptom
- 6.5. Assesses and analyzes problems by using such techniques as brainstorming, nominal group technique, Delphi technique, reframing, and lateral thinking
- 6.6. Objectively determines the most efficient and effective solution to each problem/challenge
- 6.7. Tries to make fair and just decisions that contribute to the common good
- 6.8. Effectively implements solutions in a timely manner
- 6.9. Monitors and evaluates solutions and takes further corrective action as needed
- 7. Creative Thinking and Innovation**
- 7.1. Is more creative by asking 'why' and more innovative by asking 'what if'
- 7.2. Takes calculated risks and is willing to recommend and/or initiate change
- 8. Negotiating or Conflict Resolution**
- 8.1. Identifies customer or employee issues when a conflict first arises by listening to and determining their wants, needs, and concerns.
- 8.2. Effectively uses conflict resolution and problem solving techniques
- 8.3. Effectively negotiates and helps others resolve issues in conflict by focusing on facts and not emotions
- 8.4. Turns to qualified professionals to resolve situations involving harassment, bullying, or violence
- 9. Organizational and Time Management Skills**
- 9.1. Practices one-touch policy by taking immediate action to solve simpler challenges (e.g. does not put paper, emails, etc. in piles) and develops a plan to take action on more complex challenges
- 9.2. Uses electronic calendar to plan regularly occurring daily, monthly, and yearly meetings and activities
- 9.3. Maintains an organized office, desk, files, documents, and working environment
- 9.4. Is prepared in advance for appointments and meetings (meeting etiquette)
- 9.5. Sets SMART individual and/or team goals by completing assignments, reports, etc. in an accurate and timely manner (does not procrastinate)
- 9.6. Lets others know if they are unable to meet a commitment, must change a priority, or needs help
- 10. Stress Management**
- 10.1. Maintains composure under pressure and draws on their internal strength to succeed during difficult times
- 10.2. Effectively deals with negative situations in a positive manner
- 10.3. Maintains a balance between personal and professional life
- 10.4. Maintains a positive, focused, and more productive environment by reducing negative stress
- 11. Leadership Style**
- 11.1. Effectively contributes to the organization's vision, mission, directions, goals, and Code of Conduct
- 11.2. Encourages others to adopt a positive leadership style (does not use threats or punishment)
- 11.3. Stimulates interest and enthusiasm on the part of others and contributes to positive employee morale
- 11.4. Coaches, advises, mentors, and counsels others where appropriate

- 11.5. Motivates others to achieve their intrinsic and extrinsic rewards through recognition, praise, and where possible through empowerment
- 11.6. Brings out the best in others which helps them channel their energy and experience greater satisfaction
- 11.7. Seeks new opportunities or approaches that will increase customer satisfaction, respect, and loyalty
- 11.8. Networks with others outside the organization and builds relationships that will benefit the organization
- 11.9. Bases leadership practice on collective vision, beliefs, as well as professional attitude and values
- 11.10. Builds a sense of shared values that bind others to a common cause and/or direction
- 11.11. Encourages and promotes a culture based on trust and respect

12. Performance

- 12.1. Continually seeks new ways to more efficiently and effectively perform their duties and responsibilities which contributes to the financial success of the organization, and as a result, also increases job security
- 12.2. Is committed to continuous improvement in the quality of goods/services their customer/patient/client/student experience
- 12.3. Contributes to the long-term growth and success of the organization by providing such outstanding customer service that current customers refer new customers on an ongoing basis
- 12.4. Firmly believes that only when each internal and external customers succeed, will they succeed

Specific Roles and Responsibilities

Please preview example in the “Guide Forms Section” of this document. If you are creating a new position please be as detailed and specific as possible. Before you adopt the new position ensure that you consult with and receive approval from the College President.

STEP 2: ADVERTISING

When the President approves a new department position or a current position becomes vacant the following procedures should be followed.

2.1 Internal postings. (Sample of the advertisement)

When posting internally, all positions should use the form “Career Opportunity – Internal Posting”. One copy of each posting should be distributed normally via e-mail to all other college employees (including faculty). Refer to **Advertisement – Career Opportunity, Internal Posting**.

2.2 External postings. (Samples of employment advertisement)

When advertising externally there are a number of sources where ads can be placed. Depending on your budget limitations and the type of position you are advertising for, the following list may assist you in determining where to place the ad or ads:

1. Professional Body Website(s) or other websites
2. Columbia College website
3. Position related print journals
4. Internal circulation
5. EI job board
6. Hiring agencies
7. Online job boards (for example, indeed.ca, Kijiji)
8. Other

For externally advertised positions Department Heads should follow the standardized sample format enclosed. Refer to the sample advertisement entitled, “**Advertise – Instructors Wanted**”.

The Marketing department will place your ad in the electronic sites of your choice.

2.3 Employment Posting Sites

Finding the perfect candidate for a role at the college can be challenging. Please see the below list of suggested resources for posting for new employees.

- www.indeed.ca
- <http://Calgaryjobshop.ca>
- <https://www.jobbank.gc.ca/home>
- <http://reachire.ca>
- <http://calgaryjobboard.ca>
- <http://workopolis.com>
- [For employment positions in our Dental Assistant Department - https://secure.abrda.org/](https://secure.abrda.org/)

- [For employment positions in our Health Care Department - https://www.clpna.com/](https://www.clpna.com/)
- Career Services Facebook and LinkedIn pages – please email to Maria at maria@columbia.ab.ca

COLUMBIA COLLEGE
CAREER OPPORTUNITY
2.1 INTERNAL POSTING

POSITION:

PROGRAM/DEPARTMENT:

REPORTING TO:

DEADLINE TO RECEIVE APPLICATIONS:

DATE POSITION IS TO COMMENCE:

Description

See attached sheet for a current position description.

Qualifications

The ideal candidate for this position will have completed ___years of post-secondary education/training specializing in_____. This professional will be a highly organized team player and effective communicator. They will possess strong interpersonal skills, have a keen desire to learn and grow, be open to change and have a strong work ethic. They will be a career-oriented professional who focuses on continuous improvement, customer satisfaction, and excellent results. This highly motivated and caring professional is sincere in their primary goal of helping others succeed first and themselves last.

The ideal candidate should possess the following computer skills _____

Other skills and experience that are highly desired for this position include: _____

Interested candidates should submit a resume to _____. They should include a cover letter stating their date of availability, four (4) work-related references including their current supervisor(s), and their (hourly or yearly) salary range.

Sample of Employment Advertisement

CLINICAL FACILITATOR

Columbia's Dental Assistant Professional Program is an accredited, accelerated program that is currently seeking a highly energetic, knowledgeable and caring clinical facilitator. Candidate must be flexible and willing to work part-time.

Candidate will be required to facilitate a variety of clinical skills. Clinic operates year round with the exception of specific weeks throughout each intake designated for theory classes.

Applicants must have active CADA registration, current CPR and over 3 years industry experience.

Interested candidates should submit a resume with a cover letter indicating availability, four work related references and salary expectations. Only candidates selected for an interview will be contacted.

Please visit our website at www.columbia.ab.ca to learn more about the College and this department.

Address to: Carey Thomson
Program Chair
Dental Health Department
Columbia College
802 Manning Road NE
Calgary, AB T2E 7N8
Email: careyt@columbia.ab.ca
Fax: (403) 272-3805



Part-time Versus Full-time

If you are advertising for a part-time position then make sure the candidate's cover letter says they are clearly interested in part-time work. If it is not clear then check it out very early in the process. You may find many candidates who apply for a part-time position and then later admit they are really looking for full-time work but state they would be happy to start with part-time.

From past experience people who want full-time positions continue to look for full-time positions even after they start working for you part-time. They tend not to bond, focus, or commit themselves fully to your students or department. You may be unhappy with their results and frustrated because they leave you within a short period of time.

The same may be true for people who only really want to work part-time and either you or others have somehow talked them into full-time employment. The simple rule of thumb is, advertise part-time and hire only part-time candidates or advertise full-time and hire only full-time candidates - don't mix the two.

Pre-Candidacy Information

It's fair to say that when an interested party reads a career ad that it may stimulate interest. The career ad is only meant to stimulate interest; it may leave a prospective candidate with more questions than answers. Therefore, it is only natural to expect emails, telephone, or walk-in inquiries about the advertised position.

Our natural response to these inquiries should be to provide as much factual information as possible. As a result of this, if the prospect backs off and actually decides to submit a resume, that probably will save you time and future problems.

It is important to provide the candidate with realistic expectations. A balanced view of the unique and challenging performance necessary to work at Columbia should be communicated. Working at Columbia requires individuals who are willing to meet challenges and who are prepared to commit to Columbia's philosophy, professional values, and supportive and caring work environment.

Solicited Resumes

The purpose of a resume is to communicate basic current and historical facts about a person. These normally include education, training, experience, and skills. These are all important but at Columbia we also require 4 work-related references (one of which should be from their most recent employer), desired starting date and basic starting salary range. Each of these seven items is important in determining whether the process should continue. Each item must be viewed in relation to the specific position to be filled. It should be kept in mind that if a candidate doesn't fit one position, he/she could fit another at the college. It should be remembered that not everybody writes a super great resumes, therefore, try to follow the old adage: "Don't judge a book by its cover."

Education

The amount and type of education required depends on the position. Columbia doesn't have a policy stating that everyone working at the college must have a Bachelor's or Master's degree. However, if a position requires a certain level of education it must be adhered to.

When it comes to formal education, there may be a concern when a candidate gives the impression they are all-knowing. They should demonstrate that they are still an active learner. In fact, since mans knowledge doubles every two to four years, if the candidate doesn't demonstrate any further interest in learning since graduating from high school or university then one must question their level of current knowledge. This does not mean to suggest that the only place of learning is through some formal course process. Many individuals are avid non-fiction readers, which would indicate they still want to learn about the world around them. Therefore, the key to be determined in the area of education is not what they know but their openness to learn.

Training

One must look at the position description to determine what training requirements should be included in a resume. Training often relates to applied areas such as secretarial, trade or technical training. In the field of human resources this may include sales training, marketing, counselling, work experience, placement, decision making, problem solving, time management, proposal writing, etc. The bottom line is, the candidate must be open to further training.

Skills

The area of skills normally refers to degree of various abilities one may possess. For example you can be training to operate a work experience component of a program but you may or may not be highly skilled. In this regard, it would be difficult to know, by reading a resume, just how skilled a prospective employee may be. This is certainly something that should come from demonstration, references, discussion or a combination thereof.

Experience

The amount of experience one has in certain areas may tell a lot about that individual, but don't be fooled by years of the same experience. For example, who has more experience: one teacher who has taught grade two for twenty years or another who has only worked for ten years but during that time taught grade two for three years, grade seven for three years, was a work experience coordinator for two years and an assistant principal for two years? One would be more apt to focus on the latter. On the other hand, if the candidate had ten jobs in ten years or the jobs were unusually different (i.e. a clown one year and a surgeon the next), one should become more cautious.

What Columbia needs are people with a variety of experiences, preferably from education and business. This will give us a diverse base and ensure we don't become elitist like too many companies or institutions. If you see some unusual experience on a resume that is confusing, don't pre-judge it negatively but flag the item(s) and bring it up with the candidate as an item for further discussion and understanding.

A final point: the fact that a candidate may not have experience in a specified area doesn't mean they should be automatically disqualified. What it does mean is that they must demonstrate a high level of motivation to learn. It also means that the organization must be in a position to allow them time to learn. It should be understood that at certain times with certain positions this may not be a luxury we can afford.

Start Dates

This may provide certain insights about a candidate by noting how they have responded to our advertisement in their cover letter. To ignore a specific request placed in an ad may indicate a lack of ability to follow directions or inability to focus on detail. To respond to it by saying they are available within a short period of time (e.g. two weeks) may indicate their level of loyalty to their past employer (very low) and therefore maybe a future employer. If their responses to the questions leave you with concerns, they should be flagged for further discussion and clarified by the candidate. Extenuating circumstances need to be evaluated.

Basic Starting Salary

Although it is important to know what a candidate expects in the salary area, this is not critical for the cover letter but is most preferred. It is important that they acknowledge the question; otherwise one might assume they could not follow directions or miss small points. This question should be addressed and clarified with the candidate very early in the selection process; otherwise it may waste a lot of everyone's time. For example, why would you spend many hours dealing with a candidate whose salary expectation far exceeds our current grids.

If the interviewer is not certain whether a stated basic starting salary is acceptable then they should check this out with their Chairperson/Manager, our HR person, or the College President before proceeding any further. The **Candidacy Selection Form** is included in the guide forms section. This should be read by the interviewer if they have not already done so.

Unsolicited Resumes

Resumes, which come in without a stated position, are usually bulk mailed. Some degree of consideration may be used when reviewing these. They are usually from people who are looking for a job, not a longer term career or relationship. Rarely do these people take time to research the employer, and this shows up in the interview and later on in the job. Some people will state in a cover letter they are looking for "any job" or "several jobs" they list below. In either case their resumes must be viewed with a good deal of scepticism.

STEP 3: REVIEWING RESUMES

3.1 *Receive and screen resumes.*

When receiving a resume it is important to read through both the cover letter and the resume very carefully. Ensure that what you requested in your advertisement is found in the resume. You may want to underline candidate information that suits the needs of the position and circle areas in question.

Place the resumes that meet most or all of your position requirements into a “YES” pile, and the others that don’t in a “NO” pile. It is important not to discard resumes in the “NO” pile. These resumes may be kept for future purposes or may be circulated to other programs and departments, which may be seeking candidates that are suitable to them.

The “YES” resumes may require further screening and placed in a group of “PRIMARY” and a group of “SECONDARY” resumes. The primary resumes will then be considered as those candidates who you wish to pursue in step 4 (Initial Activities) in the hiring process. The secondary pile will be used as back-ups in case the primary candidates fail to meet the program/department needs during the selection process.

STEP 4: INITIAL ACTIVITIES

Initial activities are all of those activities that occur once resumes have been screened and before reference checks are made. These activities are meant to introduce the candidates to Columbia College and the expectations of the position they are applying for.

4.1 Contact primary candidates.

Once resumes are screened and primary candidates identified a brief (5 to 10 minute) telephone interview or discussion is necessary.

The purpose of the telephone interview is to get an initial impression of the candidate. During this activity, their resumes should be reviewed with the candidate and any circled areas addressed. A **Telephone Contact #1** form is included in this section for guidance. It should be noted that all questions need not be asked but a definite sense of the candidate's suitability should be determined. For example, their level of energy and degree of interest in working with and helping others. The depth of their desire to learn.

During the telephone interview, the interviewer has three choices: a) to proceed to steps 4.2 through 4.5, b) hold this candidate to a later date or c) drop this candidate.

4.2 Review steps in the selection process with selected primary candidates.

It is very important that steps in the employee selection process are reviewed with each candidate entering this stage. It is also prudent to ensure that you are comprehensive and detailed in the process so that you may leave and come back to this candidate without guessing or trying to remember where you left off. The candidate should be referred to the website to access the Employee and/or Facilitator Handbook depending on the position they are applying to.

4.3 Invite each candidate to the College.

If you are still interested, invite each appropriate candidate to come to the college and feel free to take an informal walk around.

Make note that if a candidate does not seem that interested at the opportunity to visit the college, they may not be the right person for the position. Coming to the college will show initiative and motivation.

4.4 Reviewing the Employee Handbook, and where appropriate, the Facilitator Handbook and College Website.

It is expected that all candidates develop a written list of questions when reviewing the employee handbook, and where appropriate, the facilitator handbook, and college website. This will give the recruiter an idea of how motivated a candidate is for the position being sought, as well as how keen they are about understanding the college and its functions. Candidates will discuss their written questions during their interview.

4.5 Candidates contacting the College to proceed.

Once a candidate reviews the appropriate documents and prepares a list of written questions they have two options to follow:

1. Contact Columbia by a set date if they desire to proceed in the selection process, or
2. Choose to withdraw from the competition.

**Columbia College
Candidate Selection Form
Personal Information Notes
Telephone Contact #1**

Name of Candidate: _____ Date: _____

Telephone Home: _____ Cell: _____

E-mail: _____

1. Check resume to see if all your requested initial information is provided.

- Preference to work P.T. or F.T. _____
- Preferred start date _____
- Availability (am/pm/weekends) _____
- Course Preference(s) (if applicable) _____
- Four Work-Related References _____
- One reference from their most recent or current supervisor _____
- Salary Range Expectations _____
- Do they have the Educational Qualifications required _____
- What education qualifications are they working on or missing, if any _____
- Previous Experience _____
- Facilitator Experience (if any) _____
- Other _____

2. Call candidate to review initial information and to do a brief interview.

2.1 Review initial information with candidate (Item #1 above) _____

2.2 What motivated them to submit their resume? _____

2.3 What do they know about the College? _____

2.4 What do they know about the department, program, position?

2.5 Have they visited the College website? Do they have an initial comment/question?

3. If you are impressed with what you have learned thus far then, review the next steps in the selection process with them (i.e. 4.2, 4.3, 4.4, and 4.5).

STEP 5: REFERENCE CHECKS

5.1 *Once a candidate has contacted you to confirm their desire to proceed in the selection process as noted above, reference checks should be completed.*

It is important to note that when checking references one of the four references should be a supervisor from the most recent position the candidate held. If you don't receive their supervisor's name, then the resume should be flagged and discussed with the candidate.

If a candidate resists providing this information, proceed with great caution. Additional references should be requested if you feel uneasy about any of the references contacted. These may include peers, subordinates, students, clients, and associates in other organizations, however, previous employers are the most preferred references.

References are a good source of information, but one must remember they may have hidden agendas that cause them to respond the way they do. One must also remember that references are commenting on the candidate from their limited personal experience within their particular organization.

Please remember that it is just as important to note what a reference **does not** say as much as what is said. If you don't feel completely satisfied with what a reference is saying about a prospective candidate, probe deeper and clearly advise them that their comments will be kept in strict confidence. Even then they may be reluctant to say anything negative as they may fear legal action against them.

In their previous employment there may have been variables, which differed from those at Columbia such as the type of work, the environment and work expectations. Therefore, one might wonder why it's necessary to do reference checks. There are essentially two reasons: a) to identify any flagged items from the resume that can be presented to the Employer to react to, and b) to clarify or reinforce strengths that have already been identified. The reference will validate or invalidate what the candidate is telling you.

The **Reference Check Form** provides a list of questions in this section that should be used when contacting references.

A reference check may take up to 10 minutes to complete but this ten minute conversation may provide the most useful information in the hiring process.

COLUMBIA COLLEGE CANDIDATE REFERENCE CHECK FORM

Name of Candidate: _____ Program: _____
 Telephone: (H) _____ (W) _____ Position: _____
 E-Mail: _____

QUESTIONS	REFERENCE #1	REFERENCE #2	REFERENCE #3
Please advise references that all responses will be kept in strict confidence from the candidate.	Name _____	Name _____	Name _____
1. How long have you known the candidate?			
2. What was your formal relationship?			
3. What were the candidate's main roles and responsibilities?			
4. Why did he/she possibly leave and under what circumstances?			
5. How effective were they in performing their duties?			
6. What was their relationship with their peers like?			
7. What was their relationship with their subordinates like?			
8. What was the relationship with clients/customers like?			
9. Does the candidate work safely and follow safety rules?			
10. What was their day-to-day working relationship with you like?			
11. What are their 3 major strengths?	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
12. What are 3 areas where they need to improve the most?	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
13. On a scale of one to ten, with ten being excellent, how would you rate them in each of the following professional areas:			
• Absenteeism			
• Punctuality			
• Dress, Groom/Manners			
• Interpersonal Relations			
• Positive Attitude			
• Self-esteem			
• Desire to Continuously Improve			

QUESTIONS	REFERENCE #1 Name _____	REFERENCE #2 Name _____	REFERENCE #3 Name _____
• Counselling/Advising and Helping Others			
• Motivating Others			
• Caring, Understanding, Sympathetic to others			
• Listening Skills			
• Speaking Skills			
• Team Member and Cooperation			
• Decision Making and Problem Solving			
• Handling Stress and Pressure			
• Independent Work (Self Directed)			
• Organizational Skills			
• Time Management Skills			
• Negotiating and Conflict Resolution Skills			
• Views Problems as Challenges and Opportunities			
• Commitment to Quality			
• Desire to be a Professional			
• Enthusiasm, Energy and Hard Work			
• Being Creative and Innovative			
• Handling Change			
• Loyalty to the Organization			
• Results/Outcome Oriented			
• Willingness to Learn and Professional Development			
• Work Ethic and Work Habits			
14. Is there anything else we should know that would help us in making a decision?			
15. Would you rehire the candidate? Why or why not?			

QUESTIONS

Other questions and comments made by Reference #1:

Name: _____

Other questions and comments made by Reference #2:

Name: _____

Other questions and comments made by Reference #3:

Name: _____

STEP 6: INTERVIEW, ASSESSMENT STEPS

6.1 *Interview Tips Landing Top Candidates*

6.1.1 *Introduction*

Individual interviews should be scheduled with the remaining candidates in order to address their list of questions, review their observations, and discuss your remaining questions.

The purpose of the interview is to get a face-to-face assessment of the candidate's understanding the position. As in any other stage in the selection process, the candidate may: a) go on to the next step in the hiring process; b) be considered later; c) be dismissed from candidacy for this position; d) be referred to another Program/Department Head, e) be considered not appropriate for Columbia College.

Prior to the interview the candidate should have viewed the following items:

- The Position Description
- Employee Handbook and if appropriate the Facilitator Handbook and the College website.

These documents should be used by the interviewer(s) as a part of the interview. An outline of the interview is located in the later part of this section.

6.1.2 **Here are 5 interviewing pointers to alleviate some of the common problems of an interview.**

- **Remain objective – do not succumb to first impressions.**
A positive first impression and strong verbal skills can lull the interviewer into complacency. Don't let a candidate's outgoing personality replace complacency. Ask at least 30 minutes of probing questions to minimize these emotions.
- **Let the applicant talk four to five times more than you. Learn to listen.**
Don't be compelled to talk. Examine the logic of the responses. Look for persuasive skills. Evaluate the answers in-line with the job requirements.
- **Probe job changes, consistency and develop trend lines.**
The job applicant's track record is one of the few things that is concrete about an interview. Probing these areas reveals a lot about a person. Find out the reasons behind each change. You'll be glad later that you did.
- **Concentrate on self-esteem and character.**
These are the governors of long-term success and indicators of current and future potential. Internal belief and confidence can overcome most obstacles. Solid self-esteem and good character are required to handle adversity without taking every setback or negative comment too personally.

- **Don't move too fast.**

Strong applicants can be scared off if you seem too hungry. Moving too quickly can seem like a used car lot. Emotions can play tricks, so it's better to spend a few extra days to allow both parties to evaluate the situation. Allow the candidate to earn the position. He or she will feel it is a better job as a result.

Note – It is very important that the interviewer try to keep the candidate as relaxed as possible at all times. This means the interview should be low key, non-judgmental and non-argumentative. This approach should allow the candidate to be more relaxed, more clear in thought and freer to state what they feel.

Regardless of the stage you are at in the selection process, it is Columbia's intent to relate to all people with complete respect, manners, honesty, and complete humility.

6.2 The Interview and Assessment Form

Name of Candidate: _____

Interview Date: _____

Interviewer(s): _____

GETTING STARTED:

1. This form should normally be filled in after the interview is completed, not during an interview! This will help keep the candidate more relaxed.
2. It is often valuable to ask probing or follow-up question (drilling down). This may allow you to get greater depth of information about the candidate which will increase the understanding of a candidate: These questions can be asked using the W5 (What, When, Who, Where, Why, How) technique.
3. Remember, Interviewing can be a stressful situation. Ease into the conversation as you welcome the candidate, settle into comfortable seats and begin the interview. Always make the candidate comfortable and relaxed by using conversation openers and asking rapport-building questions. These are also called "Icebreaker questions".
4. Explain the interview process giving the candidate a clear understanding of what will occur during it.

A list of Icebreaking questions are given below.

Icebreaking Questions: allow 2 to 3 minutes

- Did you have any trouble finding our office?
- I hope you've been able to enjoy the weather we're having.
- Have you been to our college before?
- Would you like some coffee or a glass of water?

Step 1: Company Fit Related Questions

Please ask each question in this section of each candidate.

1. Candidate Questions to the College:
Statement: In preparation for this interview you were asked to read several college documents and prepare a list of written questions. So the first portion of this interview is your opportunity to ask any questions you have about the position you applied for, the department in which you will work, and about the college as a whole. Do you have any questions regarding:

- 1.1. Employee Handbook questions (how much did they prepare in advance): _____

- 1.2. Facilitator Handbook questions (if appropriate): _____

1.3. Columbia website questions: _____

1.4. The Position Description, the department and college related questions (how much did they prepare in advance): _____

2. College Questions to the Candidate:

2.1. In what way has your formal education and previous employment experience prepared you for this position (is this the next logical step in their future)? _____

2.2. What are your long term plans and how does this position fit into them?
Observations: _____

2.3. What do you know about this organization? What do you see as unique or special about it?
Observations: _____

2.4. Why are you applying for this position? (determine what they are looking for – a basic Job, a Position or Career, a Calling or a sincere desire to help others)
Observations: _____

2.5. What is there about this position that attracts you the most? What attracts you the least? Why?
Observations: _____

2.6. Describe what you see as three major personal strengths that would help you to be very successful in this position.
Observations: _____

2.7. Describe three areas of knowledge or skills that you need to improve that will help you to be more successful in this position.

Observations: _____

2.8. What activities in your life do you really “love” doing (Ikigai)? Why?

Observations: _____

2.9. What would others say that you are really very “good” at (Ikigai)?

Observations: _____

2.10. Do you feel it is important to help others (Ikigai)? How important is this to you? Why?

Observations: _____

2.11. How do you define each of the following words (share one at a time) “success, happiness, caring, and purpose”?

Observations: _____

Step 2: Questions for Supervisors, Coordinators, and other levels of management

The following questions are only to be asked of individuals applying for a management position.

1. Hours of work

While regular full time employees normally work forty hours per week, as a(n) _____ (Assistant Manager/Supervisor/Coordinator/Manager etc.) how many hours per week do you think you may work in a normal week?

2. Areas of Change

Based on the knowledge you have acquired about this department, what do you see as the three greatest areas where change could improve it? Why?

3. Managing Change

As a(n) (Assistant Manager/Supervisor/Coordinator/Manager etc.) how would you go about making any future changes to this department? Why?

4. Resisting Change

How would you deal with an employee and/or student that is not happy with a change you introduced? Why?

5. Unprofessional Behaviour

How would you deal with an employee or student who is not following college or department policies? For example: Not following a change you introduced. Why?

Step 3: Professional Behaviour

Pre-select up to six competencies you will ask each candidate, keeping in mind that time may run out before you complete all questions. If the selection committee agrees, have one of them act as an observer, who provides their observations after the interview is completed.

The rating scale is provided at the bottom of each question for the interviewer to rate each specific job-related competency. Each competency is rated on a scale from 1 to 5:

- 5 Very strong evidence of desired competency (provided several specific and complete examples)
- 4 Strong evidence of desired competency (provided only three or four specific and complete examples)
- 3 Some evidence of desired competency (provided one or two specific and complete examples)
- 2 Limited evidence of desired competency (provided incomplete or vague examples)
- 1 No evidence of the desired competency (could not provide any specific and complete examples)

Competency 1 – Stress Management

- Please share a very high stress situation you experienced at work. What caused it? How did you handle it? Why? Would you handle it the same way if it occurred again?

Rating:

5	4	3	2	1

Observations: _____

Competency 2 – Listening, Understanding and Responding

- We've all had times when someone misinterprets something that we told them. Give me an example of when this happened to you. What you did about it? Would you do this differently next time? Why?

Rating:

5	4	3	2	1

Observations: _____

Competency 3 – Leadership

- Describe a time when you had to take an unauthorized leadership position. Would you handle this differently in the future? Why?

Rating:

5	4	3	2	1

Observations: _____

Competency 4 – Managing Failure

- Share an incident when you experienced failure at work? What happened? What did you learn?

Rating:

5	4	3	2	1

Observations: _____

Competency 5 – Integrity

- Please share about a situation in which your supervisor asked you to do something that you did not agree with. How did you handle this situation? Would you handle it differently if it occurred again? Why?

Rating:

5	4	3	2	1

Observations: _____

Competency 6 – Sensitivity to Others

- Have you ever found it necessary to change your actions or behavior to respond to the unique needs of another person? What was the situation? Would you handle it differently if it happened again?

Rating:

5	4	3	2	1

Observations: _____

Competency 7 – Conflict Management

- Please share a situation in which you had to deal with a conflict with another person. Would you handle this differently the next time? Why?

Rating:

5	4	3	2	1

Observations: _____

Competency 8 – Initiative

- Sometimes problems can actually be opportunities. Can you please share when this happened to you?

Rating:

5	4	3	2	1

Observations: _____

Competency 9 – Adaptability/Flexibility

- Sometimes we all have to work with people whose style is much different from our own. Can you please share about a time when you had to adjust to a colleague's work style in order to finish a project?

Rating:

5	4	3	2	1

Observations: _____

Step 4.1: Assessment of Skills (Optional but recommended for potential faculty and administrative positions)

The purpose of having a candidate demonstrate their skills is to provide the opportunity to observe and assess them in action. At Columbia this demonstration may take a variety of forms. For a prospective facilitator the most common demonstration is a classroom presentation of up to two hours. This is a most valuable activity even for the candidates who are being hired to perform supervisory functions. These candidates may also demonstrate budgeting, developing time lines, position descriptions, lesson plans, syllabuses, facilitating notes and handouts. Candidates applying for administrative positions may be assessed for organizational abilities, word processing, keyboarding, and customer service skills.

Through this process the interviewer will have an opportunity to observe and evaluate the candidate in a variety of situations. It is difficult to make a checklist to cover all the different assignments that may be given to a candidate; therefore, it is recommended that the interviewer utilize an appropriate testing tool (eg. receptionist - typing test, facilitator – Customer Satisfaction Survey).

Step 4.2: Additional Activity (optional)

For some positions you may want the candidate to take 10 minutes and hand write a short essay of 1 to 2 pages on a topic such as:

1. Please describe what about this position and organization attracts and excites you.
2. Why do you feel you would be the best suited candidate for this position; or

This document will not only give you a sample of their ability to communicate in written form but also further insight into the candidate.

Step 5: The Next Steps in Making a Decision

It is important to leave the interview without any commitment for a future meeting. At the conclusion of the interview the candidate and interviewer should both spend time reviewing the possibility of continuing in the selection process. If the candidate wants to proceed, they should telephone the interviewer within an agreed to period of time (e.g. 24 hours).

This follow-up telephone discussion would demonstrate a "buy-in" or a "buy-out" on the part of either the candidate or the interviewer. Any questions or concerns that arise out of the interview should be reviewed and discussed at this time.

If the decision is to proceed, the interviewer should consider:

1. Second level and/or a subsequent interview with this candidate (optional)
2. A assessment of skills session/and/or observation session (optional)

An optional second-level personal interview should only be performed after it is clear that the candidate is to be seriously considered. If after the first-level interview it is unclear whether it is worthwhile going on, it might be worth discussing your concerns with the candidate over the phone and agreeing as to how to proceed. Even if you are satisfied with the interview process thus far, that doesn't mean the candidate is.

After the interview(s) and optional assessments have been completed, it is important to review individual employee comments and discuss any concerns with them before calling the candidate to get his/her feedback. Again, make sure concerns from each side are clearly identified on your "Candidate Meeting Notes" and check them off after they have been recorded.

In some cases it may be necessary to have one more employee member give you an assessment of the candidate. If this becomes necessary you may either develop a questionnaire or identify the areas of concern.

Step 6: Candidate Summary Sheet

Once all activities are completed you should be able to summarize your thoughts and feelings about your final list. Use the **Candidate Summary Sheet** provided in this section to help you complete this activity. Clear up any concerns before making your final decision as to whether to proceed with hiring or terminating the selection process with this candidate.

If you decide to close the file on a candidate, don't feel bad - it's better to decide this now than to make a bad hiring decision that will cause even more frustration for all concerned later. Telephone or send a thank-you letter to the candidate, but don't do this until you have signed the contract with the actual successful candidate and they have started work.

COLUMBIA COLLEGE

6.3 Candidate Summary Sheet

Date: _____

Candidate: _____

Phone: _____

Email: _____

Position: _____

Program: _____

Section "A" on this sheet should be reviewed with the candidate over the phone after their last interview and prior to submitting it to the President. The candidate's verbal responses should, as clearly as possible, reflect the candidates understanding of each item.

A. How would you, as the candidate, describe each of the following:

Position Description/Duties: _____

Hours of Work: _____

Work Schedule: _____

Contract Length: _____

Benefits: _____

Program Goals: _____

Meeting requirements: _____

Relationship with students: _____

Responsibilities to students: _____

Relationship with other staff: _____

Performance requirements (results): _____

Basic salary range: _____

B. How was the candidate generally rated by their references?

How did other staff generally rate the candidate (if applicable)?

How did students generally rate the candidate (if applicable)?

What are their three greatest attributes?

1. _____
2. _____
3. _____

Initial area requiring further development:

1. _____
2. _____
3. _____

C. What are your specific recommendations in regard to this candidate?

Chair/Manager

President's Response

Date: _____

Question/Concerns or conditions of hiring (if any): _____

Approve Hiring: YES / NO

President Approved

STEP 7: PRESIDENTIAL APPROVAL

7.1 *Presidential (or Designates) Review*

If you decide to proceed in the hiring process present the candidate file to the President (or his designate). The candidate's file will include: their resume and related documents, telephone interview sheet, reference sheets, interview sheets, and demonstration sheets (if applicable), and their candidate summary sheet.

If the President or designate conduct an interview, they should get back to you with any questions or concerns. If approved for hiring, it will be clearly noted in the response section at the bottom of the **Candidate Summary Sheet**.

7.2 *Final Selection Meeting with the Candidate, Job Offer or Letter of Regret*

The purpose of the final selection meeting is to allow: a) any final points to be discussed; b) the position and contract to be reviewed and signed; c) orientation and training plans to be made; d) starting date and work schedule agreed to; and e) three-month performance review date set. Please note there is no formal form for this process. The following five areas also require attention:

1. **Final Points to Discuss**

To begin, you need to get and give feedback regarding the candidate's possible meeting with the President (optional). Are there any concerns that need to be addressed?

2. **Position Descriptions**

Review and discuss their position description and major job functions.

3. **Review and Discuss Each Item of Their Contract**

You should have them take it home to fill out (Draft Form). Filling it out themselves will help ensure they clearly understand it. The returned contract should then be reviewed and where needed completed and then sent with their position description, to the President for final signature.

4. **Starting Date, Training and Orientation**

Upon the president's final signature, identify each of the people they will need to see during training and orientation. These may include: a) Administrative Manager, b) College Accountant, c) Program/Department Staff, and d) Others. Try to set a time for introductory meetings with these individuals while giving the candidate a tour of the facility and introducing them to other employees.

5. A sample of **Regret Letter (optional)** is provided in this section and should now be sent to all other candidates that were interviewed at some stage, but were not selected.

7. Presidential Approval Regret Letter

Sample #1

Date: _____

Dear :

RE: << Position>>

Thank you very much for showing an interest in Columbia College. We were most impressed with the high calibre of candidates.

Unfortunately you were not selected at this time for the above position. However, since Columbia College is expanding and we are dealing with ongoing staffing needs, we encourage you to apply again for any future position(s) that interest you. Your present resume will be kept on file for a period of time. It may also be shared with other departments engaged in hiring.

Sincerely,

Sample #2

Date: _____

«Title» «FirstName» «LastName»
«Address1»
«City», «Province» «PostalCode»

Dear «Title» «LastName»:

Re: <<Position>>

May I thank you for taking the time to respond to Columbia College's recent ad.

Unfortunately your documents did not meet one or more of the following criteria established by the department for candidates:

- Not a sufficient match in your academic credentials with the position advertised.
- Not a sufficient match in previous experience related to position.
- Position salary expectations either not stated or exceeding current salary grid.
- Lack of references or lack of requested specific number of references.
- No clear indication of time availability to work.
- Lack of clarity related to courses of interest (faculty position).

We will keep your documents on file for a period of time and will refer to them should an opportunity arise that may be suitable for you.

Thank you again for taking the time to respond to our ad. Your interest in our College is most appreciated.

Yours truly,

Sample #3

Date: _____

«Title» «FirstName» «LastName»
«Address1»
«City», «Province» «PostalCode»

Dear «Title» «LastName»:

Re: <<Position>>

May I thank you for taking the time to respond to Columbia College's recent posting.

Unfortunately your resume was received past the stated deadline date. As such we are not able to process your documents at this time. However, we will retain it for a period of time and may contact you should a relevant position become available in this or another department.

We plan to advertise again in the future and would be happy to receive a new resume from you should you still be interested.

Again, thank you for your interest.

Yours truly,

SELECTING MORE THAN ONE EMPLOYEE AT A TIME (Optional)

There may be a need for a chair/manager to hire a number of new employees at one time. This is often the case in hiring new faculty for an upcoming year where several positions need to be filled at the same time.

If a chair/manager decides to hire a number of faculty at the same time he/she may find it valuable to use the following “sample” documents and forms. They were developed by the Business Management program but may be used by other Chairs/Managers for their program. They are included as a supplement to the other documents and forms found in this manual. They are not a replacement for these forms and documents.

The first sample document “Facilitator Selection, Steps In the Process” outlines the various steps with associated sample dates. It also refers to individual personnel within the Business Management program. Naturally a chair/manager from another program will need to change the dates and names of personnel to suit his/her needs.

Nonetheless this sample document refers to each of the other sample documents that may be used to assist chairs/managers as they move through this process.

**Sample Advertisement
(Selecting More Than One Employee)**

INSTRUCTORS

Columbia College is a private, non-profit, accredited educational institution that was established in 1986. It offers a broad range of pre-career and professional programs that support continued adult learning and development. Its offerings include intensive high quality certificate and diploma programs where students obtain up to two years of college/university education in a compressed period (as little as twelve months).

The College is currently seeking additional part-time facilitators (instructors). It is looking for highly experienced professional who want to help adult learners acquire relevant academic knowledge, appropriate skills, and professional behaviours. Candidates should possess a doctorate or masters degree and have at least 5 years current business or professional experience. Experience as a classroom instructor is not required, although candidates must be willing to develop effective classroom facilitation (instruction) skills in order to support the success of each student.

Courses that may require day time and evening faculty:

Fundamentals of Management	Quality Management Principles & Practices
Communication – An Introduction	Social & Cultural Anthropology
Principles of Marketing	Partnership of Business & Society
Introduction to Information Technology	An Introduction to Language
Human Resource Management	Management of Small Business
An Introduction to Statistics	Consumer Behaviour and Business
Fundamentals of Financial Accounting	Introduction to Political Science
Introduction to Microeconomics	Basic Concepts of Psychology
Business Law	Management of Operations
Organizational Behaviour & Effectiveness	An Introduction to Sociology

Each 36 hour course normally consists of two classes per week between Monday and Thursday, 8:00 am to 12:00 noon, 1:00 pm to 5:00 pm, or 5:30 pm to 9:30 pm. Each facilitator is normally scheduled to teach two mornings, afternoons or evenings for a five week course delivery period.

Columbia's goal is to provide a high quality academic and yet practical learning environment for adults in small interactive dynamic classes. Columbia aims to graduate students that develop into future professionals who earn a high degree of respect in Canada. We are looking to develop long term relationships with skilled, caring, personable, and knowledgeable active business and other professionals who are capable of making our vision a reality.

Interested candidates should submit a resume. Their cover letter will indicate morning, afternoon or evening availability, specific course preferences (see website for Business course descriptions – www.Columbia.ab.ca), four work related references including phone numbers, and salary range expectation per 36 hour course, as soon as possible. Address to:

Dr. J.T. (Tom) Snell, President,
Columbia College
802 Manning Road N.E.
Calgary, AB T2E 7N8

Sample
Columbia College
BUSINESS DEPARTMENT
Group Facilitator Information Meeting
(for selecting more than one employee)

Date: _____
9:00 am to 1:00 pm

AGENDA

1. Meeting to Order.
2. Introduction and Background of Participants (collect lists of questions).
3. Business Management Program Long Term Development, Outcome Goals, and Industry Recognition. What do you already know?
4. Program Delivery Schedule
5. Facilitators Vs Instructors.
6. Facilitators Roles and Responsibilities.
7. Facilitators Sliding Compensation Scale.
8. Facilitators Relationship with Students.
9. Student Profile.
10. Student Roles and Responsibilities.
11. Student Learning Resources and Library Services.
12. Course Syllabus (consistent approach and consistent standards for learners).
13. Guide to Developing an Approach to Lesson Plans. What publishers provide to help facilitators.
14. Columbia's Grading System and Graduation Requirements.
15. Contract of Employment, Invoicing and Payment.
16. Steps in the Selection Process.
17. Classroom Observation (setting up a visit).
18. Other Business.

Columbia College
Steps in the Facilitator Selection Process
(Sample Document)

INTRODUCTION

The following steps were developed to assist with the selection of new faculty.

Date to be
Completed

1. Review and determine if there is a need to have additional facilitators. Circulate memo to current faculty titled "Facilitating Next Year...".
2. Based on responses from current faculty, review and develop an ad and determine where to place ad (i.e. professional websites). (See sample attachment.)
3. Place ad (resume deadline _____). (sample is given in the advertising section)
4. Receive resumes and do initial determination of who moves forward and who lacks sufficient qualifications. Leave out candidates who did not include information in cover letter.
5. Review preferred resumes in more detail and set up a file for each candidate.

Contact each candidate for brief (5 to 10 minute) introduction.

Advise candidates that they may be scheduled to teach zero, one or two times per year depending on program requirements.

Ask each candidate to access online a Facilitator Selection and Course Planning document, Facilitator Handbook and the college website. The candidate may also take an informal walk around our facilities.

Candidates are to review each document and write up a list of questions to submit at the Facilitator's Information Meeting.

Also identify any material they did not submit in their resume.

6. Information Meeting will allow an opportunity to discuss questions. It will also review facilitator's roles and responsibilities, student's roles and responsibilities, program delivery schedule, and review the steps in the selection process. (See Facilitator Information Meeting – Agenda.)

They will also schedule a date to observe a class in action before:
_____.

- _____ 7. Candidates will contact program chair/manager by _____, if they wish to proceed in the selection process.
- _____ 8. Reference checks will be completed on those who wish to proceed in the selection process.
- _____ 9. Telephone discussions will be arranged between the Chair/Manager and finalist candidates in order to address their questions, review their observations, and discuss any remaining questions.
- _____ 10. Chair/Manager will review the delivery schedule and tentatively select facilitators for each course.

Department Chair:

Phone: _____

Steps In The Facilitator Selection Process Checklist

Candidate Name: _____

Program: _____

Directions: This document is designed to assist in the hiring of a number of faculty members. Please refer to the Employee Selection document to guide you in the hiring process of individuals.

ITEM	DATE TO COMPLETE	BY WHOM	COMPLETED
Review and determine if there is a need to have additional facilitators for program.			
Review and develop an ad.			
Place ad and also include the college website with a date to remove.			
Receive resumes and do initial determination of who moves forward.			
Review preferred resumes in more detail and set up a file for each candidate.			
Contact each candidate by phone for a brief introduction.			
Ask each candidate to access online the Facilitator Selection and Course Planning document, college website, etc.			
Ask candidates to review each document and write up a list of questions.			
Identify any material they did not submit.			
Set up Information Meeting/Interview.			
Set up a date for class observation.			
Candidate has advised they wish to proceed.			
Reference checks are completed.			
Telephone discussion arranged to discuss candidate questions and observations.			
Review delivery schedule and tentatively select facilitators.			
Potential facilitators are contacted to pick up course materials (text, syllabus, instructional materials).			
Course syllabus is to be reviewed and updated (i.e. faculty contact information, homework, schedule of topics to be covered and chapters to read).			
Faculty are to complete their contract, include void check as well as salary grid and submit to accounting (if not already done so).			
Faculty contact information including e-mail addresses should be added to Faculty Contact List.			
Faculty advised to set up a meeting with Facility Manager for orientation.			
Faculty who plan to use multimedia need to use booking document and contact IS Manager for orientation.			

Staffing Requirements at Columbia College (Sample: The Business Management Program)

Seven principles guide the process of selecting facilitators to manage each of the courses which constitute the program.

- (1) Academic competence – The individual has at least a Master's level degree (or the equivalent accreditation in a professional association) that covers the subject that will be presented in any given course.
- (2) Personal preferences – Each facilitator has identified the courses that he/she is prepared to facilitate, in descending order of interest.
- (3) Facilitator pool – Facilitators will be selected from within the ranks of those who have gone through the complete employee selection process.
- (4) Previous schedule – In selecting facilitators for a given intake, preference will be given, as a rule, to facilitators who did not present any courses in the previous intake.
- (5) Survey results – When, for a given subject, a choice is made among several persons of similar competence who have previously facilitated courses at Columbia for a given subject, the results of past Customer Satisfaction Surveys will be considered.
- (6) Facilitator availability – Each facilitator has identified his/her availability for the various time periods at which the courses are run according to the delivery schedule.
- (7) Shared opportunity – To the extent possible and practical, an attempt is made to offer each selected facilitator an opportunity to manage a course at least once in every two-year period.

Based on these principles, a list of prospective facilitators is identified for each course in the program. The first name on the list will be contacted and offered the opportunity to facilitate the specific program course at the scheduled time. If the person accepts, a letter will be sent confirming the agreement and a copy placed in the facilitator's file.

This same process is followed until all the courses for the intake have been staffed. Once all courses are staffed, a letter will be sent to inform those not selected that selections for the intake have been completed and thanking them for their continued interest and cooperation. They will also be advised that we are looking at other opportunities and will contact them as they develop.

A delivery schedule will be issued identifying the facilitators selected.

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