

Recruiting and Retaining Top Talent



AACRAO

Session T.3

Tuesday, 11:00 a.m.–12:00 p.m.

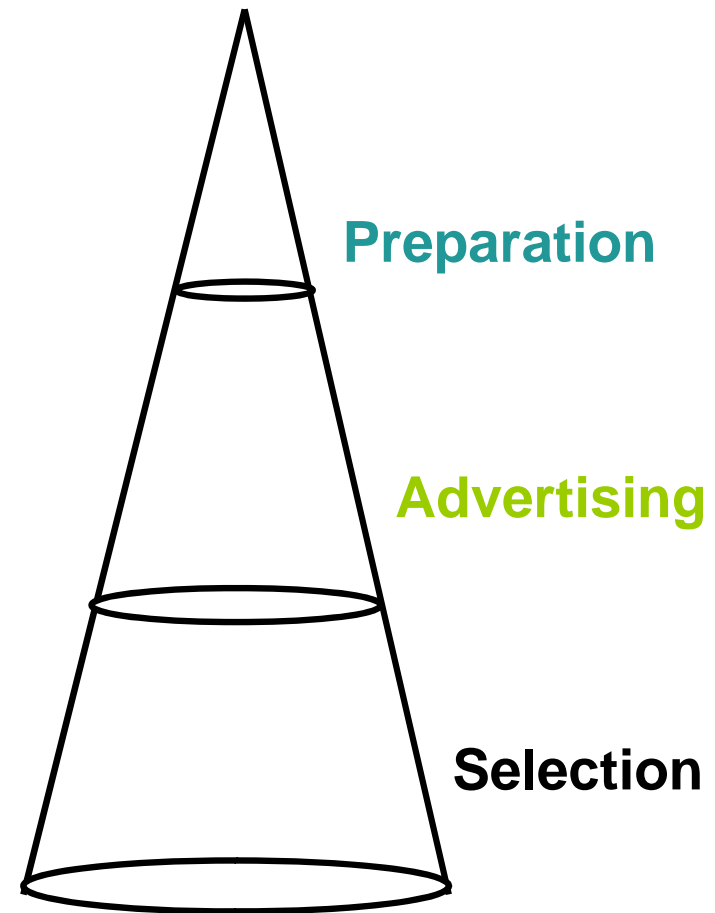
Tandy Elisala and Marsha
Bankston

Can you
top this?

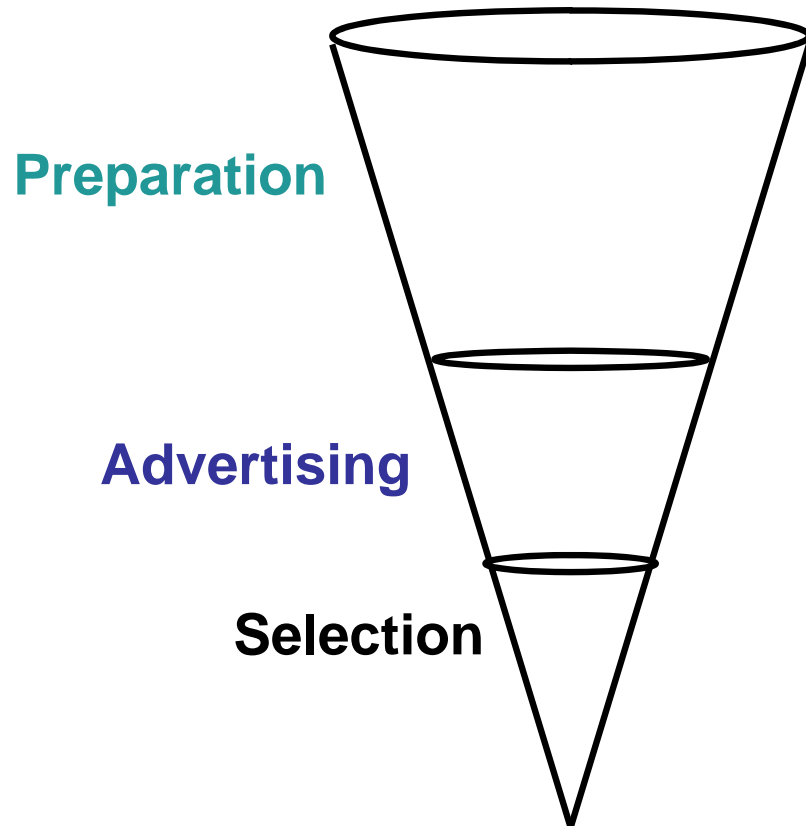
Recruitment Process

95% of hiring managers indicated that hiring is number one or number two in their order of importance

Yet, they spend only 10% to 15% of their time on the preparations



Recruitment Process



Preparation

Advertising

Selection

Successful hiring involves doing the homework

Identify how top people look for jobs

Plan steps systematically and with intent so the selection, interview, assessment processes flows with ease

Key Element 1 - Planning

Start with the end in mind

- Define superior performance
- Define the job – not the person
- Focus on the *doing* – not the *having*



Start With the End In Mind



Define superior performance

- *Create a performance profile*
 - *Describes the desired results, the process to be used to achieve the results, and the environment/culture in which it happens*
- *Use the performance profile to write the position ad as well as to screen and interview candidates*
 - *Helps transition new employees into the position*
 - *Clarifies expectations for the employee which increases job satisfaction and on-the-job success*
 - *Practical way to ensure a diversity hiring program*

Start With The End In Mind

- **Define the job – not the person**

Separate the job from the person by using the performance profile



- *Allows for a more objective appraisal of true competency*
- *Screening accuracy increases*
- *Can be used for recruiting, employment development, and annual evaluations*

Start With The End In Mind

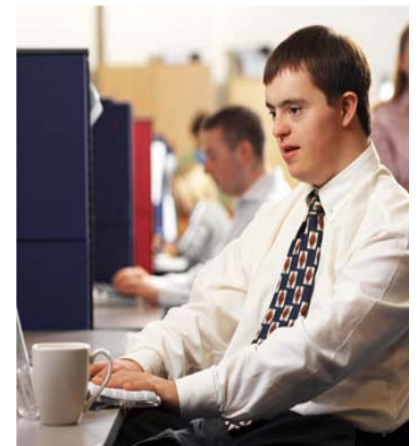
- **Focus on the *doing* – not the *having***
 - *Skills alone will not predict success in a position*
 - *Success is determined by what the person does with his/her skills*
 - *Examples of ‘doing’:*
 - *The position must attain a level of accomplishment when dealing with colleagues across campus*
 - *The position necessitates meeting specific technical and/or business objectives*
 - *The position will be responsible for resolving problems independently*



Key Element 2 - Interviewing

Determine the interview & assessment format

- Lou Adler’s “Two-Question” Performance-Based Interview and 10-Factor Assessment
- Victoria A. Hoevemeyer’s “Competency-Based Behavioral” Interview with STAR Assessment



Two-Question Performance-Based Interview

- The quickest way to gain insight into a candidate's past performance (i.e., competency and motivation levels, as well as leadership skills) is to ask two questions.

Question 1 – Most Significant Accomplishment

“Can you describe a major career accomplishment you believe represents your best work?”

Question 2 – Major Job-Related “Visualization” Problem

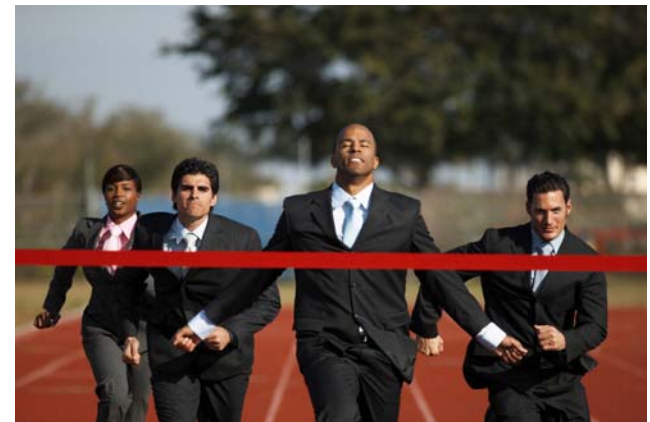
“If you were to get this job, how would you go about solving _____?”

Performance-Based Interview Form

Step 1	Welcome// Position Review// Motivation	Follow-up Questions // Comments
Interviewer: Chair	Introduction of Interview Committee and institution/office overview Please give a brief overview of your knowledge about the position. What are you looking for in a new job?	Why is having _____ & _____ important to you and why do you feel this job meets that criteria?
Step 2	Measure Impact of First Impression	Comments
Interviewer: All Members	Write down all immediate thoughts/emotional reactions Be aware of any biases and write them down	
Step 3	Review Work History & Background	Follow-up Questions // Comments
Interviewer: All Members	Please tell us about your most recent job. What was your position and your duties? (Ask this question for each previous job.) Please review your education. How do you feel your studies prepared you for your prior jobs and this position?	Compare each prior job to candidate's resume.
Step 4	Significant Accomplishments Question	Follow-up Questions // Comments
Interviewer: All Members	Can you tell the committee members about a major accomplishment, event, or project that you are proud of? (Ask for additional accomplishment examples until you feel comfortable with the candidate's competencies)	What was the result? How did you plan the project? What did you learn about yourself & others? Tell us about the new skills you learned. What resources did you have available? What would you change, if you could?

Competency-Based Behavioral Interview

- Victoria A. Hoevemeyer developed a technique using the concept of behavior-based interviewing
 - Frames interview questions around real life performance
 - Focuses on future competencies and abilities
 - Prompts factual answers



CBBI Interview Form

With STAR Assessment

Competency: Planning Able to lay the groundwork to ensure that critical tasks, projects, goals, and objectives are accomplished within the agreed-upon timeframe.			
Give me an example of a time you had to accomplish something without sufficient information, guidelines, or directions.			
Situation	Task	Action	Results
Incumbent left job without notice Applicant assumed responsibilities with no background in training guide topic	Assigned the task to create a training guide	Researched prior guides currently available in office; talked to peers and managers to gather information; contacted local and state officials to gather all regulations	Within 3 weeks was able to produce a training guide
Follow-Up: How did that make you feel?			
Very good... was able to pull resources together in a short time; was able to take on the responsibility after recently being hired; was able to meet the deadline of the guide; received very positive responses from peers and local authorities regarding the guide.			
0	1-2	3-4	5-6
Does not meet basic requirements	Meets the basic requirements	Slightly exceeds the basic requirements	Significantly exceeds the basic requirements
Notes on Ratings:			

Performance/Competency-Based Interviewing

- The question format will provide at least 65% of everything needed to make an accurate hiring decision.
- Content comes from fact-finding and getting complete details of the accomplishment.



Resources

- High-Impact Interview Questions
 - Victoria A. Hoevemeyer
- Hiring with your Head
 - Lou Adler
 - www.adlerconcepts.com
- Love 'Em or Lose 'Em
 - Beverly Kaye and Sharon Joran-Evans

Why Retention Is Important

- Increased student customer service
- Increased student retention
- Enhanced employee engagement
- Reduced employee turnover and costs
- Increased productivity
- Reduced overall costs



Employee Retention Factors

- Leadership
- Company
- Personal growth and development
- The employee-manager relationship
- Societal giving
- Fair compensation and benefits
- Work life balance

• Taken from Best Companies Guide –Center for Creative Leadership Survey of 100,000 people -2008

Employee Retention Strategies

- Assess current engagement levels
 - Baseline and ongoing surveys
 - One to one meetings
 - Review production outcomes and trends
 - Reviews
 - Conduct ongoing engagement assessments



Employee Retention Strategies

- Ensure employees know the job to be done, the strategic link and bottom line impact
- Succession planning
- Develop supervisors/managers skills and abilities
- Create a team purpose statement and have team building activities
- Understand the values connection and why they joined your department
- Create and share vision, mission and goals



Employee Retention Strategies

- Training...Training...Training
 - Orientation
 - OJT
 - Progression Training
 - Soft Skills Training
 - Personal and Professional Development
 - Quality Assurance and Feedback



Employee Retention Strategies

- Recognize changing employee demographics and needs and adjust accordingly
- Create a 'fun' and empowering environment
- Ensure job standards and expectations are clear
- Create a rewards and recognition program
- Communication, communication, communication



Employee Retention Strategies



- Define retention measurements and goals
 - Lateral moves within department
 - Lateral moves outside department
 - Promotions within department
 - Promotions outside department
 - Job changes outside college or university
 - Retention goal and reporting

Specific University Of Phoenix Retention Program Outcomes

- Turnover fell from 4% to .5% in one year
- 15-25% productivity increases realized
- Visual scoreboards and accountability created
- Global vs. silo focus
- University Services is perceived as a job/office of choice across the institution
- Increased customer service levels
- Net Promoter Score increased 7 points



Employee Retention Strategies ~ Final Thoughts

- Everyone wants to be part of a winning team!
- Everyone wants to bring their mind, body, spirit **and** heart to work
- Everyone wants to make meaningful contributions
- Effective leadership and communication is key to employee engagement and retention



Thank You

Questions?

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