Section III
Personnel ~~Management~~ Engagement

Steve Slack

Director & VP Emeritus

OARDC

Chuck Hibberd

Dean & Director

Nebraska Extension

Beverly Coberly

eXtension & Missouri Extension

A fundamental truism, from a great mentor

This would be a great job if it wasn't about the people…

Oh, I forgot, it's all about people!!!

Bob Fritschen
UNL District Director Emeritus

The best way to predict the future is to create it.

Abraham Lincoln

How do you improve your ability to strengthen the human capacity of your organization?

- Study
- Find and use resources
  - Human Resources unit
  - General Counsel
  - Policy
  - Mentor
  - Your network

- Pilot
- Practice
- Review results and adapt

Audience participation

When thinking about
our human asset,

what does success look like?

Engaged employees (Gallup)

Those who are involved in, enthusiastic about and committed to their work and workplace.

- 32.2% are engaged at work (15% worldwide)
- 21% of employees feel they are managed in a motivating way
- 51% of employees are actively looking for a new job or watching for new job openings.
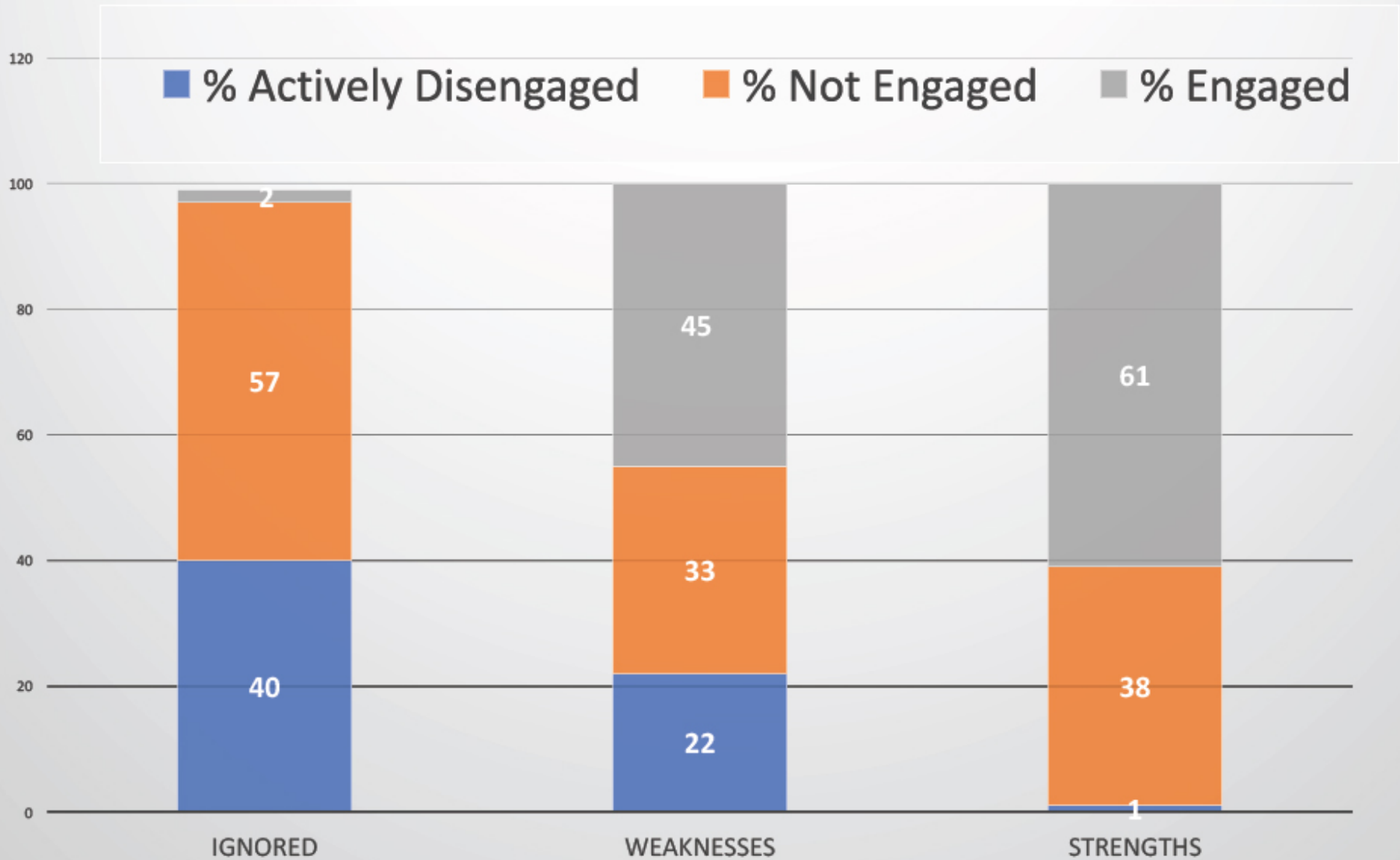
Building an engaged workforce

- Acquiring, on-boarding and retaining talent
  - Millennials
  - What is talent?
  - Diversity and inclusive excellence
  - Develop a hiring strategy
  - Interviewing
  - References
  - Retaining talent
  - Mentors and mentoring
  - Performance coaching
- Anticipating and dealing with trouble
  - Dealing with criticism
  - Engaging underperforming faculty and staff
  - Crucial conversations
  - Trouble-makers

Millennials (1982-2003)

Characteristics:
- Positive/optimistic
- Tech savvy
- Entrepreneurial
- Work/life balance
- Learn by doing
- Enjoy life
- Social
- Team-oriented
- Gung ho

Millennials (1982-2003)

What do they want from us?

- Meaningful/purposeful roles
- Seek challenges and responsibility
- Clearly stated expectations
- Instant feedback (frequent and specific)
- Recognition
- Flexibility
- Support and encouragement (have their back)
- An engaged supervisor

Audience participation

Please introduce yourself (name and the number of employees in your 'unit')

Provide <u>one</u> key word that describes a supervisor trait or behavior that you value

Supervisors

- How many supervisors under your purview?

- How are they selected?

- How are they trained?

- How are they assessed?

Audience participation

What is the cost of hiring poorly?

Talent? Or, ability? Or, experience?

- Talent
  - a special ability that allows someone to do something well

- Ability
  - natural talent or acquired skill

- Experience
  - the process of doing and seeing things and of having things happen to you.
  - skill or knowledge that you get by doing something.
  - the length of time that you have spent doing something (such as a particular job)

Talent/ability? Or, experience?

Comparison of the Correlation Between Ability and Performance and the Correlation Between Experience and Performance

Ability

Experience

Performance Correlation

0-3 Years | 3-6 Years | 6-9 Years | 9-12 Years | 12+ Years
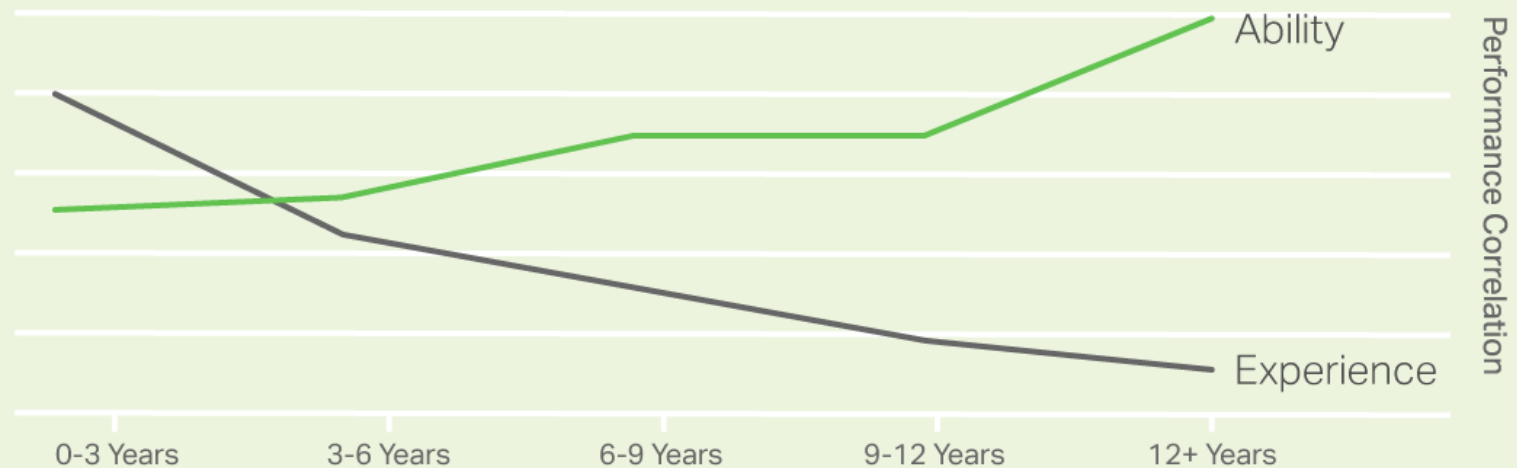
J.E. HUNTER AND F.L. SCHMIDT, PSYCHOLOGY, PUBLIC POLICY, AND LAW, 1996

Audience participation

What is an example of talent that you really value in your employees?

Recommendations:

1. Work to understand and engage employees, especially those representing different generational groups.

2. Establish or use a current supervisor development program.

3. Define talent for your organization and infuse that definition in your employee engagement strategies.

Audience participation

How committed are you to the creation of a diverse workplace?

Diversity (Gladstone, Oregon)

It **means** understanding that each individual is unique, and recognizing our individual differences.

These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

It is the exploration of these differences in a safe, positive, and nurturing environment.

It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Source: http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html

Inclusive Excellence (IE) is the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents.

Inclusive Excellence

- Dimensions of inclusive excellence:
  - A focus on intellectual and social development.
  - A purposeful development and utilization of organizational resources.
  - Attention to the cultural differences people bring to our organization and that enhance the enterprise.
  - A welcoming community that engages all of its diversity in service of our mission.

- Elements of organizational culture:
  - Mission, vision, values, traditions and norms

- Dimensions of organizational behavior:
  - Systemic, bureaucratic/structural, collegial, political, symbolic

Inclusive excellence (hiring)

- Clearly identify your needs
  - Value of diversity to your culture or to your organization
  - Parity

- Equal opportunity policy
  - Meritorious hiring practice that is age, race, gender and minority neutral
  - Establish a committee to advance this work
  - Consider amending your mission statement or organizational core values to reflect this

- Diversity training
  - Help managers understand the value of a diverse workplace
  - Emphasize that hiring decisions are based on finding the best candidate
  - Make the recruiting process transparent

Preparing ourselves

- Consider how our personal bias can impact diversity efforts
  - https://implicit.harvard.edu/implicit/takeatest.html
- Check our own assumptions or perceptions
  - Is language a real or perceived barrier?
    - Accents
    - Proficiency
  - How do we react or perceive a person's appearance?
    - Do we assume that appearance defines nationality or cultural background?

Preparing ourselves

- Check assumptions about body language and other non-verbal communication
    - Silence may not be a sign of disrespect or lack of knowledge
    - Minimal eye contact may reflect deference to authority in their culture
    - Some candidates may appear modest or humble – could be a reflection of cultural orientation toward community rather than individual accomplishments
- Do we understand, or are we at least sensitive to, cross-cultural issues?
- Be cautious with first impressions.
- Others?

Are you prepared?

Recommendations:

1. Consider your role and responsibility relative to Inclusive Excellence.

2. How will you prepare yourself to fully engage?

Designing jobs

Key elements of job design (that employees value):

- Skill variety

- Task identity

- Task significance

- Autonomy

- Feedback

Capacity for scholarly impact

Contributions to organizational culture

Designing jobs

Key elements of job design (that employees value):

- Skill variety
- Task identity
- Task significance
- Autonomy
- Feedback

Capacity for scholarly impact

Contributions to organizational culture
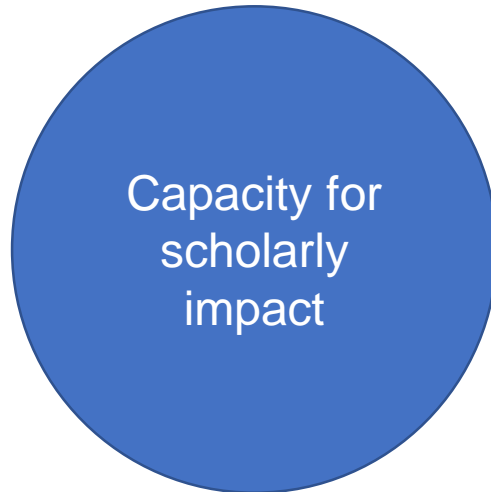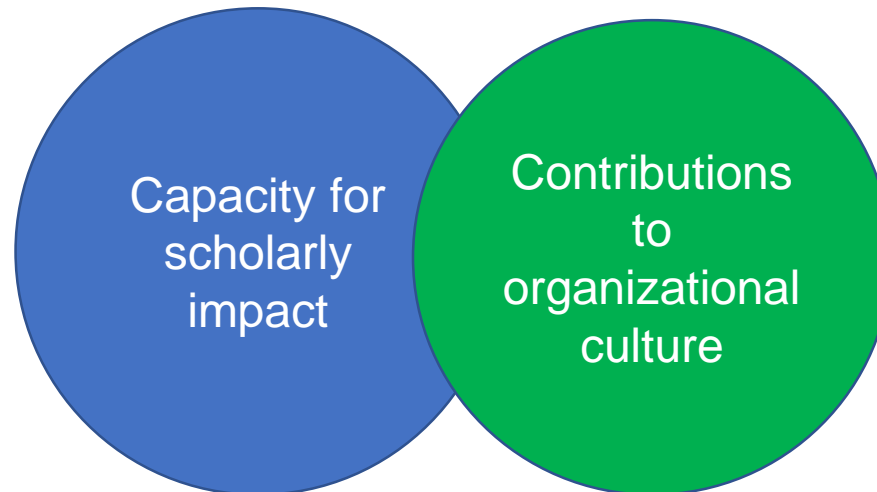
Audience participation

What are elements of a position description that honor expectations of scholarship <u>and</u> organizational culture?

Develop a hiring strategy (IE)

- Position announcement
  - Sell the job
  - Sell the organization
  - Sell the community

- Make the job opportunity more compelling to prospects
  - Emphasize details that will attract a more diverse candidate pool
  - Be culturally sensitive when describing what makes your organization a good place to work
    - Offer onsite daycare, childcare subsidies and flexible schedules?
    - Accommodate cultural and religious holidays?
    - Diversity-friendly apparel choices?
    - Identify community assets that reflect diversity (restaurants, markets, etc)?

The best search committees

1. Appoint a strong chair
2. Solicit broad input
3. Focus on the known
4. Advance candidates based on potential rather than experience
5. Balance evaluating and selling
6. Make diversity a priority

Where would you go to find talent?

- Pipeline
  - o Internships, assistantships
- Peer recruiting (similar interests, roles, etc)
- Networking
  - o Unit administrators
  - o Connect with their mentor(s)
- Competitors
- Top schools
- Referrals (offer rewards?)
- http://www.diversityworking.com/
- LinkedIn

Assessing talent – selection criteria

- Knowledge, skills, qualifications, experience
- Attributes including how the new employee enhances the culture of your organization
- Do criteria exclude certain groups?
- Are the criteria specific, measurable and job-related?
- Others?

Preparing for the interview

- Communicate with each candidate:
  - Provide clear and consistent information about the interview
  - Respond to questions
- Determine if applicants have accommodation needs
- Avoid scheduling interview on holy days of different religions

Interview styles

- Resume-based/traditional
- Behavioral
  - Assumes that past behavior is the best predictor of future behavior
  - Focus on candidate's actions or behaviors in particular settings or scenarios
- Case
  - Assesses the candidate's ability to address unfamiliar, complex problems and reach logical conclusions based on available facts

Source: http://careercenter.nd.edu/students/interviews/

Behavioral questions

Behavioral interviewing techniques probe beyond superficial answers. They require candidates to assess themselves and recall examples of behavior.

- Self-appraisal query:
  - If you had the choice of working in a job with peaks and valleys in the workload or a job with a steady volume of work, which would you choose and why?

- Past situational query:
  - Tell me about a time when you had to make a critical decision in your supervisor's absence. How did you handle it?

- Future situational query:
  - Give the candidate a scenario of a current or past problem that your organization has had to address. (The problem should be related to the position being staffed.) Ask the candidate to describe how they would handle the situation or resolve the problem.

Open-ended questions

- These questions require an explanation from the candidate. Open-ended questions begin with words such as "what," "why," "how," "describe," and "explain."

- Examples:
  - What is the greatest asset you will bring to this job?
  - What is the most important thing you do at your current job.
  - Describe the last time you had a short deadline and explain how you handled it.
  - How have you had to adapt to your job's changing needs?

Other questions

- What challenges do you think you'll face in this job?
- What concerns you about this job?
- What is your long-term career plan?
- What do you think it takes to be successful in an organization like this?
- How long will it take before you can contribute to this organization?
- Why are you seeking a new job?
- If you are offered this job, what factors will influence whether you accept it or not?
- This position will require developing and implementing some changes to our way of doing things. How will you help make the transitions smooth?
- If I were to call up your previous boss, what would they tell me is your strongest quality and why?
- Describe a situation in the past where you had to resolve a difficult situation with a colleague and explain how you went about it?
- Tell me what you did in your last/current job?
- Why do you wish to leave that position or why did you leave that position?
- Where do you see yourself 5 years from now?

Other formats to assess candidates

- Demonstrate talent (lecture, use of equipment, etc)
- Videoconference
- Interactions with stakeholders/students
- During a meal
- Group project
- Tours (check familiarity with equipment, etc)

Audience participation

In an interview setting, what are some ways that we could identify a candidate's ability to be creative?

References

- Format (letters, phone, survey, etc)
- Authorization to go off the list?
- What to ask?
  - Candidate's values
  - Nature
  - Approach to work
  - Interactions with others

Bias in the search process

- Leniency/strictness bias
- Halo effect
- Horns effect
- Similarity effect
- Appraiser biases
- Primacy effect
- Contrast effect

Recommendations:

1. Consider new ways to design jobs to attract talent, strengthen scholarship, build organizational culture and embrace diversity.

2. Be deliberate and well organized in developing a hiring strategy, appointing search committees, pursuing and assessing talent, all in the context of Inclusive Excellence.

3. Design interview strategies/methods allow you to fully assess candidates relative to the position description and to the core values of organizational culture we seek.

4. Aggressively seek sources of bias in the search process and correct.

6 keys to keeping the right people

- Employee engagement
  - Individual and group
- Recognition
- Performance management
- Supervision
- Discipline
- Compensation/retention

Retaining talent

- Familiarize with new job and organizational culture
  - Orientation/on-boarding
  - Conversation with current employees about the culture of the new hire
- Demonstrate that they have a future with the organization
  - Focus on positioning them for success
- Clearly communicate opportunities for advancement
  - Review promotion and tenure guidelines for implicit bias
- Find mentors that share personal or professional interests
- Form affinity groups that empower new employees
  - May need to cross departments or colleges
- Learn from your mistakes
  - Exit interviews
  - Be willing to change

http://guides.wsj.com/management/building-a-workplace-culture/how-to-increase-workplace-diversity/

Mentors and mentoring

Audience participation

Identify a mentor who greatly influenced your life

Mentoring new employees

Mentor: a friend of Odysseus entrusted with the education of Odysseus' son Telemachus

Mentor: a trusted counselor or guide

Keys to successful mentoring (Byington, JoE 48:6, December 2010)

1. Develop a relationship of trust
2. Define roles and responsibilities
3. Establish short and long-term goals
4. Collaborate to solve problems

Choosing a mentor

Should mentors be trained?

Mentor vs sponsor

Have you observed units who have a culture of mentoring?

Audience participation: Mentoring New Employees

- GROUP 1   Characteristics of a great mentor

- GROUP 2   Characteristics of a bad mentor

- GROUP 3   Who should mentor new hires?

- GROUP 4   How do we hold mentors accountable?

- In the context of administrator

Audience participation:
Mentoring New Employees

In the most recent round of hiring for your unit, three females were hired.

What additional information would you need to design a mentoring strategy for these new hires to optimize their opportunity for success?

How would you approach a mentoring program for these new hires?

Performance coaching

- Gallup
  - 21% of employees feel they are managed in a motivating way

- Traditional performance management systems
  - unclear and misaligned expectations
  - ineffective and infrequent feedback
  - unfair evaluation practices and misplaced accountability

- Performance coaching
  - Establish expectations
  - Continually coach
  - Create accountability

Coaching Cycle (see appendix)

- Clarity (20%)
  - Clarify the current situation (powerful questions)

- Focus (60%)
  - Focus on the future

- Action (20%)
  - Take action now

Recommendations:

1. Establish and implement an employee retention plan that is both individually and cohort-focused.

2. Design and implement a thoughtful mentoring plan.

3. Develop your performance coaching skills to more productively engage employees.

Anticipating and Dealing With Trouble

An Ability That Positions You For Success

Do you really want the monkey on your back?

Audience participation

What types of 'trouble' might we anticipate?

Audience participation

When is the best time to address 'trouble'?

Dealing with criticism

- Will you be criticized?
- Choices:
  - Fight back
  - Be respectful
    - Listen/learn
    - Take responsibility
    - Take bullets with grace and dignity
  - Gather information
    - Key informants/mentor
    - Advisory committee
    - Ask "Why does this condition exist?"
  - Engage critics?
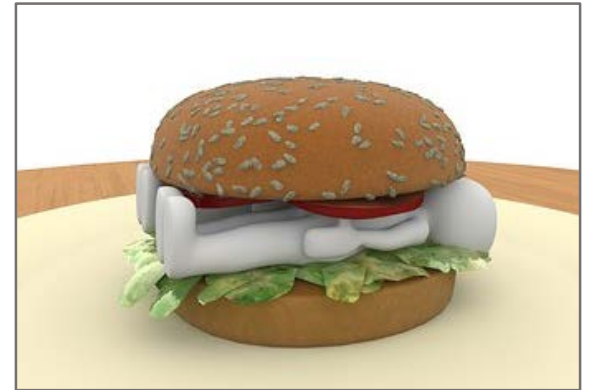
Coaching unit administrators to engage underperforming faculty and staff.

- Help the employee understand that this is their problem, not yours.

- Key questions:
  - What is the nature of the underperformance?
  - What challenges led to this underperformance?
  - Is underperformance chronic or recent?
    - Has it been documented (and communicated)?
  - How often have you engaged this employee? And, what was the nature of your conversation?
  - Have you connected with key HR resources?

Coaching unit administrators to engage underperforming faculty and staff.

- 90-day performance improvement plan (PIP)
  - Identify specific expectations/outputs
  - Offer professional improvement?
  - Mentor?

- Progressive discipline

Covey's Time Management Quadrants

	Urgent	Not Urgent
Important	I Fire Fighting Crises Pressing problems Deadline-driven projects	II Quality Time Prevention, capability improvement Relationship building Recognizing new opportunities Planning, recreation
Not Important	III Distraction Interruptions, some callers Some mail, some reports Some meetings Proximate, pressing matters Popular activities	IV Time Wasting Trivia, busy work Some mail Some phone calls Time wasters Pleasant activities

Audience participation

Role play
- *Conversation between an administrator and a department head/chair about an underperforming employee*

Crucial conversations
Tools for talking when stakes are high

- What makes a conversation 'crucial'?
    - Opinions vary
    - Stakes are high
    - Emotions run strong
- How do we typically handle difficult conversations?
    - We might avoid them
    - We might face them and handle them poorly
    - We might face them and handle them well
- Challenges
    - We're designed wrong
    - We're under pressure
    - We're stumped
    - We act in self-defeating ways
- Strong relationships, careers, organizations and communities all draw from the same source of power
    - The ability to talk openly about high-stakes, emotional, controversial topics

Crucial conversations

Tools for talking when stakes are high

- The power of dialogue – shared meaning
- Start with Heart – stay focused on what you really want
- Make it safe – to talk about almost anything
  - Focus on mutual purpose
- Master my stories – stay in dialogue when you're angry, scared or hurt
- State my path – speak persuasively, not abrasively
- Explore other's paths – listening when others blow up or clam up
- Move to action/results

Troublemakers

- *Do you have faculty/staff in your unit who are troublemakers?*

- *Causes:*
  - *Mental health*
  - *Getting even*
  - *Attention-getting behaviors*
  - *Narcissists*

- *How does this play out?*
  - *Disruption*
  - *Barriers to progress*
  - *Ego influences relationships, teams, progress*
  - *May border on legal issues*

Audience participation

As a new department head, you would like to use faculty meetings as brain-storming sessions. In your first attempt at this, one faculty member (John) constantly interrupts. He is loud, presents his ideas as if they are better than anyone else's and criticizes others when they share their ideas.
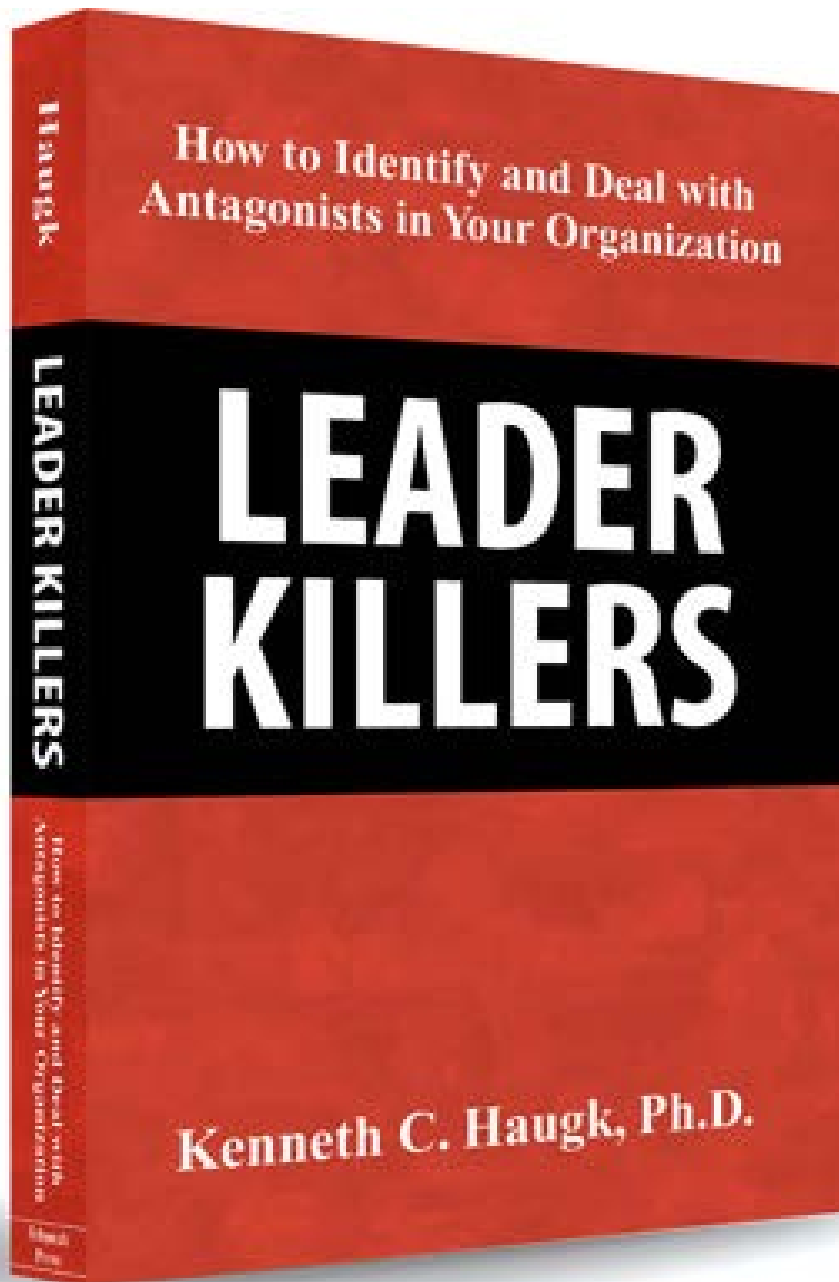
Dealing with antagonists

- Identify and deal with antagonists
  - Recognize the signs
  - Differentiate between healthy and unhealthy conflict
  - Deal directly with antagonists
  - Keep the damage from spreading
  - Prepare others to manage antagonism successfully

- Four leadership strategies:
  - A united front
  - Enlist support from relevant staff
  - Disciplinary measures
  - Use your authority

Recommendations:

1. Address trouble as soon as it emerges
2. Participate in a performance coaching experience
3. Learn to deal with criticism
4. Learn to consult with unit administrators on underperforming faculty and staff (and remind them that you have their back)
5. Practice preparing for and having crucial conversations
6. Learn to deal with antagonists

Wild card

How should we balance rules/policies and communication/guidance in managing our human assets?

Wild card – The six E's of a robust organizational culture

Engagement
Enthusiasm
Empathy
Empowerment
Entrepreneurship
Enjoyment

Overview – Personnel Engagement

- *Section Goal:* To provide a deeper understanding of key methods to strengthen our ability to manage our diverse and amazing human resource.

- *Viewpoint:* Your role in influencing the success of personnel engagement in your organization in your role as a manager of managers.

Overview - What does talent look like? What are we looking for?

- *Webster's definition:*
- *How do we describe talent?*
- *What is the role, what is the place?*
- *What characteristics are most valuable for our future?*
- *Dealing with internal vs external talent?*
- How does position 'fit' within the bigger scheme of the organization?
- How do you characterize talent in a position description?
- Scope – departmental roles, roles across the college/division?
  - What is the strategic opportunity?
- Diversity (in all of its forms) – throught process, approach – interested in people who think differently
- What is one example of talent that we could focus on in the next section?
  - Partnerships, entrepreneurship, intercultural capacity, etc
- Talent vs experience
  - *http://www.gallup.com/businessjournal/204488/disrupting-hiring-process-part-two.aspx?utm_source=alert&utm_medium=email&utm_content=morelink&utm_campaign=syndication*

Mentoring New Employees

- Best practices

- Mentoring for new administrators

- Mentoring for new employees

- Matching best talent with hires

- Mentor training

- Mentor accountability

- Role of mentoring in P & T process

- Unit culture and impact on mentoring

Mentoring New Employees

- Mentoring
  - Process
  - Budget
  - Logistics

- Mentoring role models

- Mentor role in interview process

- Multiple mentors

- Personal mentorship for new administrators

- Personal mentorship for new faculty

Overview - Mentoring new employees (40 min)

- *What best practices are available?*
- *Need to consider mentoring for new administrators and mentoring for new faculty hires*
- *Mentoring needs to be an intentional process and who is responsible for managing the mentoring program?*
- *Match best talent with new hires*
- *Training and accountability (mentor responsibilities?)*
- *Role of mentors on P&T? Should mentor be outside of the unit?*
- *What is the culture of the unit?*
- *What is our mentoring process/logistics/budget?*
- *Role model they can talk to*
- *Involve mentor in the interview process?*
- *Multiple mentors*
- *Personal mentorship for new administrators in a new role? Others in similar roles?*
- *Our mentoring experiences should only be one part of designing a mentoring approach*

Mentoring new employees
Teaching method – presentation, small group work and debrief (40 min)

- *Presentation – overview the intended outcomes of effective mentoring (10 min)*
  - *Expectations, organizational culture, role of scholarship, promotion and tenure, time management, effective teaching, research and engagement behaviors, being a professional in a land-grant university, professional development, etc.*
  - *What is the role of the administrator?*

- *Small group work (10 min)*
  - *Group 1 – Describe the characteristics of a great mentor.*
  - *Group 2 – Describe the characteristics of a bad mentor.*
  - *Group 3 – Who should mentor new hires?*
  - *Group 4 – How do we hold mentors accountable?*

- *Debrief (20 min)*
  - *Each group provides 2-3 min summary of their conversation*

Overview - Preparing faculty to succeed in the promotion and tenure process (30 min)

- Starts day one, get into a pattern of work and community expectations that may limit their ability to succeed
- Mentoring is really important here
- Need to focus on progression toward scholarship early
- Clarify what scholarship and scholarly work really mean?
  - Need to point this out but not dwell on it
- Taking supervisory roles before full promotion? (understanding academic metrics of success vs job performance metrics)
- These positions are about both academic success as well as cultural success

Preparing faculty to succeed in the promotion and tenure process
Teaching method – brainstorming
(30 min)

- *Handout – Key connections to facilitate the promotion and tenure process*

- *Ask 'How do we create a culture and an environment focused on coaching faculty to academic success?' (20 min)*

- *Debrief – two ideas per table (10 min)*

Overview - Performance development (evaluation, mentoring as a supervisor, etc.) (30 min)

- Tool has to reflect what you expect from the person in the position
  - Reflect on how they provide value to the organization
- It is a process rather than an event, time committed to this can be a challenge, no one should ever be surprised in the evaluation conversation
- One outcome is to try to avoid trouble
- Misalignment between position expectations and person's strengths or capacity
- How do we teach new supervisors to be effective in this role?
- How do administrators influence the way departments or other unit's performance development relative to the higher priorities
  - What are those priorities? Metrics?
  - How do you engage unit administrators or other direct supervisors?
  - We shouldn't assume that everyone knows what is important.

Performance development (evaluation, mentoring as a supervisor, etc.)
Teaching method – Presentation and table breakouts (30 min)

- *Presentation – The purpose of performance development (10 min)*
- *Small group work: (20 min)*
  - *Ask 'How would you influence others in supervisory roles to consider organizational priorities, themes or metrics?' (leadership vs management)*
  - *Short debrief – one idea per table*

Mentoring new employees

How should mentors be selected?

      women?

      diversity?

How should mentors be trained?

What is the difference between a mentor and a sponsor?

What are the characteristics of units who have a culture of mentoring?

Topic #2
Pathways to Academic Success

- Preparing faculty to succeed: Promotion & Tenure

- Performance Development

Advice for new faculty

- Work your position description
- Think of yourself and your program as a start-up business
  - Ideas
  - Human capital
  - Capital
  - Resources
  - Network
  - Marketing
  - Accountability
    - Program relevance
    - Spending
    - Personnel management
    - Results
  - Professional growth

Prepare faculty to succeed: Promotion & Tenure

- Understand Landscape/Culture

- Mentoring

- Scholarship Expectations

Audience participation

How do you create a culture & environment for faculty success? (2 Ideas)

Performance Development

- Metrics

- Process

- Goals

- Evaluation Tool

Audience participation

How would you influence others in supervisory roles to align faculty performance development with the organization? (1 Idea)

Recommendations:

1. Engage new hires as soon as possible
   a. Review position description, unit culture, etc
   b. Establish mentor(s)

2. Demystify promotion and/or tenure processes
   a. Pre-promoted faculty
   b. Promotion and/or tenure committees

3. Generate conversations on scholarship in the academy and the expectations of scholarship

4. Define core values on performance and clarify expectations

5. Coach new administrators on best practices for performance development

Topic #1
Recruiting, Hiring, On-boarding and Retaining Talent

- Discussion topics:
  - Key supervisor behaviors or traits
  - What does talent/ability look like?
  - Modern interviewing methods to help you identify talent
  - Mentoring new talent

- All of this in the context of diversity

Key supervisor behaviors or traits

- *A good supervisor uses head and heart, this is about engaging human talent, it goes beyond policy*
  - *Know your organization's personnel policies and contact people (and how the policies can be applied to benefit the individual and the organization)*
  - *Focus on the individual and make it personal (forgive)*
  - *Engage by asking powerful questions (examples?)*
  - *Get to trust as quickly as possible, and continue to engage in trust-sustaining practices*
- *Can we influence both individuals as well as our entire workforce?*
  - *We influence the organization one person at a time (see Chuck's leadership book)*

Difficult conversations (Judy Ringer)

- *Preparation*
  - *Purpose, outcome*
  - *Assumptions about person and their intentions*
  - *Assess your emotional state*
  - *What is your attitude about the person or the topic*
  - *What do you know about the individual*
  - *What are your needs and fears?*
  - *Did you contribute to the problem?*

- *Steps:*
  - *Inquiry (powerful questions, intense listening)*
  - *Acknowledgement*
  - *Advocacy (not judgment)*
  - *Problem-solving*

- *Practice (with your mentor?)*