



# Hiring, Leading, and Motivating: Acquiring and Keeping the A-Team You Want

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# Love IS Work Made Visible

-Kahlil Gibran  
Lebanese writer and philosopher



# Resume Assessment





# Writing Sample

Hello,

My name is Martian Smith and I am from the planet SAR. I have landed here on earth and realized they make you wear pants. On my planet only tennis shoes and shirts are required. Can you please tell me how to put on pants, particularly Levi 501's.

Sincerely,

Martian Smith



# Hiring: Predictors

- General Mental Ability (GMA)
  - Accounts for 29% of Variance
- Experience
  - Does it matter?
- Cognitive Testing – Wonderlic
  - [www.wonderlic.com](http://www.wonderlic.com)



# Hiring Tools

- Personality Assessment
  - DISC Analysis
    - <https://www.123test.com/disc-personality-test/index.php>
  - Myers-Briggs
    - <http://www.humanmetrics.com/cgi-win/JTypes2.asp>



# Talent Assessment

- <http://us.talentlens.com/productfinder>
- <http://us.talentlens.com/administrative-personnel-test>

# CANDIDATE ASSESSMENT HIRING TOOL

Area	Candidate (a)	Importance (b)	Notes
Adaptability	1 2 3 4 5	1 2 3 4 5	
Competence	1 2 3 4 5	1 2 3 4 5	
Experience	1 2 3 4 5	1 2 3 4 5	
Manageability	1 2 3 4 5	1 2 3 4 5	
Interpersonal Skills	1 2 3 4 5	1 2 3 4 5	
Attitude	1 2 3 4 5	1 2 3 4 5	
Initiative	1 2 3 4 5	1 2 3 4 5	
Maturity	1 2 3 4 5	1 2 3 4 5	
Stability	1 2 3 4 5	1 2 3 4 5	
Emotional Control	1 2 3 4 5	1 2 3 4 5	
Integrity	1 2 3 4 5	1 2 3 4 5	
Values	1 2 3 4 5	1 2 3 4 5	
Total Scores			
<b>Candidate score/Importance score (a/b):</b>			
<b>Name:</b>		<b>Position:</b>	
<b>Interview Date:</b>		<b>Interviewed by:</b>	





# Managing versus Leading

Management <i>(structure)</i>		Leadership <i>(flexibility)</i>
A function	↔	A relationship
Planning	↔	Selecting talent
Budgeting	↔	Motivating
Evaluating	↔	Coaching
Facilitating	↔	Building trust



# Do You Know Where You Are Going?

- Managerial Goals
  1. To be proficient and extensively knowledgeable in the specific area of your specialized position.
  2. To increase the productivity and effectiveness of the office through offering specialized training in your area of expertise.
  3. The managerial team will partner with the director and associate director to collectively brainstorm and facilitate ways to improve office communication, morale, and cohesiveness.



# Office Culture

1. Always advocate for new ideas, and the concerns of students and coworkers:
  - a. Commit to joining together to find solutions for our students
  - b. Recognize that our students deserve the very best service we can provide
  - c. Recognize that the office role is to explore all possible resources and advocate for the best interest of our students
  - d. Explore potential new solutions for students; do not solely rely on solutions used in the past
2. Respect for knowledge, training and experience for roles & positions.
  - a. Engage & seek understanding through positive interaction.
3. Encourage and empower everyone to seek knowledge and solutions.
  - a. Spur one another with love and good deeds.
4. Choose to speak life and edify through words and actions to create a positive atmosphere no matter the day you are having.
5. Be open to giving and receiving of feedback.
  - a. Speak the truth in love and always seek to create and build better relationships.
  - b. Receive feedback with grace.



# 10 Fatal Flaws of Leaders

1. Lack Energy/Enthusiasm
2. Accept Their Own Mediocre Performance
3. Lack of Clear Vision/Direction
4. Have Poor Judgment
5. Don't Collaborate
6. Don't Walk the Talk
7. Resist New Ideas
8. Don't Learn From Mistakes
9. Lack Interpersonal Skills
10. Fail to Develop Others

# Leadership Skills Assessment

=SUM((B2\*B\$1)+(C2\*C\$1)+(D2\*D\$1)+(E2\*E\$1)+(F2\*F\$1))/# of employees

SCOREBOARD	1 Low	2	3	4	5 High
1 Be available					
2 Elicit cooperation of others					
3 Build relationships					
4 Effectively delegate					
5 Inspire a shared vision					
6 Allow mistakes					
7 Be a role model					
8 Have values					
9 Have high expectations					
10 Set goals					
11 Empower others					
12 Put others above yourself					
13 Advocate change					
14 Be self-disciplined					
15 Celebrate/reward successes					

# 20 Secrets of the World's Greatest Coaches

SCOREBOARD	1 Low	2	3	4	5 High
1 Be available					
2 Promote participation					
3 Build relationships					
4 Use delegation					
5 Provide feedback					
6 Allow mistakes					
7 Be a role model					
8 Offer training					
9 Have high expectations					
10 Set goals					
11 Share information					
12 Celebrate attempts					
13 Encourage teamwork					
14 Grow experts					
15 Reward innovation					
16 Have unannounced celebrations					
17 Say "thanks"					
18 Show your emotions					
19 Pick your issues carefully					
20 Be a team player					

## Leadership Quotient: 1=Never 2=Sometime 3=Always

44-54:Great job! Start mentoring    33-43: You are on your way.    18-32: There is much room for improvement.

SCOREBOARD	Rating
1 I focus on the bigger picture and inspire my team to reach for a greater purpose.	
2 I have a specific development program for each of my key people.	
3 I honor my word and expect my team to as well.	
4 I hold myself and my team to a higher standard.	
5 I allow my team a voice and encourage them to participate in decision making.	
6 It is okay to make a mistake; I encourage learning from every mistake.	
7 I monitor my team on a regular basis to assure that morale and team spirit is intact.	
8 I actively address any team member that behaves in a manner that is not appropriate and could interfere with the cohesiveness of the team.	
9 I have a higher purpose greater than myself and encourage others to pursue their highest purpose.	
10 I make things happen on a regular basis and allow my team to take an active role in decision making.	
11 I am continually growing and innovating as a leader by reading and learning daily.	
12 I take care of my body by exercising regularly and eating healthy.	
13 I lead by example for my team, never asking them to do something I will not do myself.	
14 I encourage creative problem solving and imagination to become a change agent by experimenting with new ideas, solutions and technology.	
15 I take the time to get to know each of my key leader's goals, challenges, fears and desires on a regular basis.	
16 I carefully align my team member's talent and skills with the tasks and duties.	
17 I inspire my team to achieve because of who I am not just because of the title I have.	
18 I have a mentor and am a mentor for my team.	



# Leading: Which Way Do I Go?

- NASFAA Ask Regs Top Question
- Random Quiz
  - C-Flags
  - Federal Stafford Loans and Grant



# LOAN QUIZ

1. What is the origination fee for:

Subsidized/Unsubsidized Loan: \_\_\_\_\_

PLUS Loan: \_\_\_\_\_

2. List 3 loan codes that can be found in RPAAWRD

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. What status will you see in RPAAWARD for a denied Graduate PLUS loan?

4. What status will you see in RPAAWARD for a denied Parent PLUS loan?

5. Total annual loan limit (both Sub & Unsub) for a dependent junior?

## 3 Year Cohort Default Rate Quiz

1. To receive certain benefits, a school must have a cohort default rate of less than \_\_\_\_%, for each of the most recent fiscal years.
2. Regent will be subject to sanctions if our 3 year default rate is over \_\_\_\_ % in a year and over \_\_\_\_ % in 3 years.
3. Which of the following is not a benefit of having cohort default rate below the rate mention in question 1?
  1. School may disburse in a single installment, loans made for one semester.
  2. School cannot participate in the master promissory note program (student must complete an MPN every year)
  3. School may choose not to delay the first disbursement for a loan for 30 days for first-time, first year undergraduate borrowers
4. How often does the school receive its official default rate?
5. What is Regent's 3 year default rate? \_\_\_\_\_%

### Bonus Question

6. What is the 3 year national default rate average? \_\_\_\_%

# Financial Aid Compliance Quiz

1. Title IV aid that causes a credit balance on a student's account must be released to the student in \_\_\_\_\_ days.
2. We have \_\_\_\_\_ days to complete the Return to Title IV (R2T4) process.
3. The R2T4 clock starts ticking when:
  - Financial receives the drop slip
  - The student notifies the school of their intention to drop
  - The registrar's office process the drop
4. Financial Aid has \_\_\_\_\_ days to notify students that their federal funds have been disbursed.
5. Regent University's cohort default rate exempts us from
  - Delaying disbursements for first time first year undergraduate students for 30 days
  - Prorating loan funds for graduate students
  - Having multiple disbursements for one semester
  - Both A & C
  - All of the above
6. John D. Student is an independent student who is graduating in December. He is enrolled for 6 credits for the fall semester. Which is his loan eligibility for the fall semester?
  - \$2750 sub; \$3500 unsub
  - \$5500 sub; \$7000 unsub
  - \$1375 sub; \$1750 unsub
  - \$2344 sub; \$2343 unsub
7. What is the timeframe that students/parents must notify us of their desire to cancel their loan or grant funds? - \_\_\_\_\_
8. If a refund check is not cashed or direct deposit is rejected, the school must return the funds to the lender no later than \_\_\_\_\_ days after the date it issued the check or made the EFT.



# Stressors In The Workplace

- Rank in Order with Score of 1 to 6
  - Management
  - Technology
  - Regulatory Requirements
  - Parents and Student Contact
  - Workload
  - Coworkers



# Leading During Conflict

1. I feel (emotion)
1. When you (unacceptable behavior)
2. Because (workplace impact)
3. I expect (desired behavior)
4. If not (consequences)

DO YOU FIGHT FAIRLY?	1 Never	2 Seldom	3 Usually	4 Almost Always	5 Always
1 I use the “I” statements rather than “you statements.					
2 I stick to the current problem only and refrain from mentioning other grievances.					
3 I discuss mainly the present and future; I don’t place blame for wrongdoing.					
4 I allow the other person to state a point of view without interrupting.					
5 I try to understand the other person’s thoughts and feelings about the conflict.					
6 I point out the areas of agreement rather than only seeing areas of disagreement.					
7 I tell the other person not only what is wrong, but what would make it right.					
8 I ask the other person for changes in behavior, not in attitude.					
9 I express my feelings rather than dramatize them.					
10 I take a mental or physical time out before the conflict escalates.					

Listening Awareness Inventory	1 Never	2 Seldom	3 Usually	4 Almost Always	5 Always
1 I let people finish what they are trying to say before I speak.					
2 If the person hesitates, I try to encourage him rather than starting a reply.					
3 I withhold judgment about the person's idea until he has finished.					
4 I can listen fully even when I think I know what he is going to say.					
5 I listen nonjudgmentally even if I do not like the person speaking.					
6 I stop what I am doing and give my full attention when listening.					
7 I make appropriate eye contact, nod and use nonverbal to indicate that I'm listening.					
8 I listen fully, regardless of the speakers manner of speaking (grammar accent)					
9 I question the person to clarify his ideas more fully.					
10 I restate/rephrase what's said and ask if I have it right.					

# Assessing Your Problem Employee

*Score your problem employee in the following two areas.*

Attitude Problems	Rarely				Often
	1	2	3	4	5
When the employee is given a new or different task, does the quality or quantity suffer?	1	2	3	4	5
Does the employee use poor judgment?	1	2	3	4	5
Does the employees "pass the buck" on unpleasant tasks or when problems occur?	1	2	3	4	5
Does the employee exhibit behavior that you interpret as negative?	1	2	3	4	5
Does the employee frequently have a negative attitude?	1	2	3	4	5
Does the employee tend to be a "know-it-all"?	1	2	3	4	5
Does the employee act unappreciated no matter what you do?	1	2	3	4	5
Is the employee unmotivated?	1	2	3	4	5
Does the employee complain excessively?	1	2	3	4	5
Does the employee express contempt for the work, customers, management, or the organization?	1	2	3	4	5
Does the employee express an attitude of "the kind of job I do doesn't really matter?"	1	2	3	4	5



# Assessing Your Problem Employees (cont.)

*A high score on any of these items indicates a problem that needs to be confronted.*

Behavior Problems	Rarely				Often
Does the employee require constant supervision?	1	2	3	4	5
Has the employee been tardy beyond minimum standards?	1	2	3	4	5
Is the employee absent beyond established norms?	1	2	3	4	5
Does the employee let family or personal problems interfere excessively with work?	1	2	3	4	5
Does the employee take frequent or extended breaks?	1	2	3	4	5
Does the employee use the telephone excessively for personal use?	1	2	3	4	5
Does the employee miss work deadlines?	1	2	3	4	5
Does the employee's work ever need to be redone?	1	2	3	4	5
Does the employee turn in work that is not complete?	1	2	3	4	5
Does the employee create bottlenecks?	1	2	3	4	5
Does the employee cause personality conflicts with other workers?	1	2	3	4	5
Is the employee insubordinate?	1	2	3	4	5
Does the employee engage in malicious gossip or rumor-mills?	1	2	3	4	5





# Motivating

Motivator	Rank
1. A sense of belonging	
2. Job security	
3. Opportunity for promotion	
4. Opportunity for travel	
5. Recognition from above	
6. Challenging work	
7. Money	
8. Pleasant working conditions	
9. Interesting work	
10. An opportunity to learn	
11. Loyalty from above	
12. Being trusted	
13. Contributing to society	

## Workplace Motivators

Please rank the following twelve motivators in order of importance to you. A score of 1 indicates the motivator is highly important to you, where as a score of 12 indicates the motivator is least important to you of the items listed.

	To be assigned interesting and challenging work
	To be kept informed on work-related subjects
	To think for myself
	To have my ideas listened to
	To be respected for my skills
	To be given the opportunity to improve skills or learn new ones
	To be recognized for my efforts
	To be paid well
	To have opportunities for advancement
	To see the end result of my work and feel good about it
	To be empowered, with the responsibility to get the job done well
	To work for effective managers

Are there additional motivators that are not mentioned in the list above? If so, please list them: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Ten Easy Ways to Boost Morale

1. Put the team's needs first
2. Show the team's impact on the bottom line
3. Relate to people – not tasks
4. Acknowledge and address frustration
5. Seek input – from all team members



## Ten Easy Ways to Boost Morale (cont.)

6. Collaborate
7. Involve the team in goal-setting
8. Give feedback as soon as possible
9. Share the spotlight
10. Recognize the team...and let the team recognize individuals



# Things That Make Employees Happy

- Flexible Work Schedule
- Half Day Vacation
- Early Dismissal Before Holiday Weekend
- Birthday Time Off
- Birthday Celebration
- Massage Therapist
- Recognition Board
- Thank You Cards

MOTIVATING "HOW TO'S"	1 Never	2 Seldom	3 Usually	4 Almost Always	5 Always
1 SHARE YOUR VISION					
2 EXPRESS ENTHUSIASM					
3 BELIEVE EACH EMPLOYEE HAS VAULABLE SKILLS					
4 SEE EACH EMPLOYEE EVERY DAY					
5 LISTEN FIRST, TALK LATER					
6 COMMUNICATE INFORMATION PROMPTLY					
7 DEMONSTRATE YOUR STANDARD					
8 BE AWARE ON A DAILY BASIS OF WHAT YOU CAN DO TO HELP YOUR BOSS, COLLEAGUES AND OTHERS					
9 PRAISE PUBLICLY, CORRECT PRIVATELY					
10 HAVE FUN					





QUESTIONS?