Hiring Talent for a Diverse Work Environment

The Office of Institutional Equity
http://www.utexas.edu/eos/about.html

Human Resource Services
http://www.utexas.edu/hr
Getting in Touch with the Junk in Your Head

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University Commitment to Diversity

Diversity initiative from the University 125 Commission

- The Commission of 125 identified, “…the University must base decisions on its vision to create a disciplined culture of excellence while building a community that reflects the face of Texas.”
September 19, 2007 “campus diversity” cited as one of his initiatives

“The university of Texas at Austin must tap into the diversity that our state embodies. We must also be actively engaged with many diverse peoples and institutions beyond the Forty Acres if we’re to achieve our full potential - and UT Austin’s potential is today on par with that of any of the world’s other great universities…Crucial to the University’s success in meeting its teaching and research mission, and in being counted among the world’s elite institutions of higher education, is its success in meeting the challenges of providing for a diverse campus community.”
What you see depends on your perception.
Both are real.
What you perceive is also dependent upon whether you have seen this picture before.
We learn as we are exposed to different ways of viewing the world.
An Exercise of Our Identity Lenses

Instructions:
- Draw a diagram using circles to represent the different dimensions of your social/cultural identities.
- The size of each circle reflects the approximate importance.
- Indicate the degree of relationship or interconnectedness between each circle by linking or overlapping them.
Identity Lenses Descriptors

- gender,
- racial classification,
- ethnicity,
- religion,
- sexual orientation,
- socioeconomic class,
- age,
- nationality,
- geographic region where raised,
- disability,
- political affiliation,
- profession/occupation,
- political orientation,
- appearance (e.g., size, shape, weight, height, skin color, facial features, hair texture)
What do we see...
Is there more than what we see...
Diversity Iceberg

- age
- race
- ethnicity
- gender
- personality
- appearance
- physical ability
- geographic location
- sexual orientation
- religion
- income
- personal habits
- educational background
- seniority
- work experience
- work location
- parental status
- marital status
- union affiliation
- management status
- functional level/classification
- work content/field
- division/department/unit/group
- recreational habits
Exercise

Consider the following…
How did you feel doing this exercise?
Was it difficult?
Where do these stereotypes come from?
How does your experience with stereotypes affect your life?
Did you see any positive stereotypes?
Are these equally harmful as negative stereotypes?
The Positive and Negative

- Stereotypes
  - When reviewing applications and applicants, do not let the junk get in your head
  - Base your selection on objective, job related criteria
- Hire for different perspectives
- Hire for ability to do the essential functions
- Hire for the right reason
Recruiting, Selecting, Hiring, and Retaining:

Diversity Initiatives through Best Practices

Human Resource Services

http://www.utexas.edu/hr
Recruiting, Selecting, and Hiring

- Recruiting
  - Logistics and planning
  - Recruitment type
  - Sourcing
- Selecting
  - Selection Committee
  - Competencies
  - Screening
  - Interviewing
- Hiring
  - Making the decision
  - Closing the deal
  - New employee assimilation
- Retaining
  - Employee Development/Advancement
  - Working Conditions
  - Intrinsic Factors
Recruiting

Logistics and Planning
Recruiting: Logistics and Planning

Develop and publish the recruiting plan

- Determine recruiting budget

- Timetable for filling the position
  - Drives recruiting schedule
  - Contingent staffing to bridge
  - Additional duties requirements
Recruiting: Logistics and Planning

- Administrative support requirements
  - Applicant materials
  - Scheduling key events, meeting, and milestones
  - Sourcing

- Determine the type of recruitment
  - Internal, university-wide, or open

- Selection/Search committee
  - Who should participate?
  - Role of the committee and committee members
Recruiting: Logistics and Planning

- Consider a marketing strategy
  - Branding—"What starts here changes the world..
  - Promote advantages of working at UT
  - Marketing the area and the region

- Decide on communication plan
  - Communicate early and often
    - Acknowledge receipt of application
    - Status of the job in the recruitment process
    - Regret, cancellation, and offer letters
  - Applicant Communication Tools
Recruiting

Recruitment Type
Recruiting: Recruitment types

Types of recruiting options at UT Austin

- Internal
  - Post within the Department only

- University-wide
  - Only current benefits eligible employees may apply

- Open
  - Open to all applicants*

*Current employees who have been in their position more than six months
Recruiting: Case Study

Your department needs a new IT position for a Senior Systems Administrator posted. You have identified your budget, targeted milestones, and the type of materials you will need for the position. You now need to determine what type of recruitment will yield the best and most diverse pool of candidates.

1. Internal
2. University-wide
3. Open
Recruiting: Case Study demographics

Consider the demographic below for the Systems Analyst at the university that might apply for the Senior Systems Administrator job. If this job is recruited internal or university-wide, what type of employee will likely be hired?
Recruiting: Determining Recruitment type

Considerations for determining recruitment type

- What is your goal for the position?
- What are the minimum requirements needed of the job in order to have a successful placement?
- Can the internal or university knowledge and experience be acquired? Is it absolutely essential to the job or just a strong preference?
Recruiting

Sourcing
Recruiting: Sourcing

- Sourcing:
  - Finding highly qualified applicants and getting them interested in the job & the University.

- Strategies and Tools
  - Advertising
  - Professional organizations and Lists
  - Search Firms
  - Search Committees
  - Referrals (personal)
  - Job Fairs and Conferences
Recruiting: Sourcing - Advertising

- **Print**
  - High cost
  - Still a good source for some jobs
  - Subscribers and circulation type

- **Electronic media: Radio, TV**
  - Low staying power
  - May be good for large recruiting events
  - Demographic of listeners/audience

- **Internet**
  - Best ROI
  - Tailor for certain jobs where access is good
  - Conscience of technology gap

- HRS reviews advertising
Recruiting: Sourcing - Professional Organizations & Lists

- Targets specific audiences
  - By career field
  - Diversity-oriented professional organizations

- Connects specific opportunities with targeted audiences in the field

- Proactive Outreach
  - Gets to “passive candidates”
  - Opportunity to showcase the University for a later time
Recruiting: Sourcing – Other sourcing strategies and tools

- **Search Firms**
  - Long reach
  - Quality
  - Guarantees
  - High cost

- **Search Committee**
  - Diversity of input in candidate evaluation
  - Engaging stakeholders in decisions
  - High resources needed (people and time)

- **Referrals (personal)**
  - Engage current incumbents in role
  - Must contact or reach out
  - Vested interest in hiring decision

- **Job Fairs and Conferences**
  - Networking and marketing
  - Personal contact with a large audience
  - Short shelf-life or low RIO
Recruiting: Case study- Sourcing

For the Senior Systems Administrator, which sourcing strategy or strategies would yield the best and most diverse applicant pool?
Selecting

Selection Committees
Selecting: Selection Committees

- **Selection** focuses on candidate evaluation
  - Ensure selection criteria established and agreed upon.

- Who should participate?
  - Hiring manager
  - Co-workers
  - Stakeholders
  - Demographic make-up/diversity

- Role of Committee
Selecting: Selection Committee

- Focus on fairness in hiring practices
- Develop selection criteria—competencies
  - Framework
  - Evaluating an applicant pool
  - Matrix
- Interviewing
  - Interviewer preparation
  - Behavior based/competency interviewing
- Diversity in finalist applicant pools
Selecting Competencies
Selecting: Competencies

- **Framework**
  - **Competency Defined**
    - Dictionary.com - the quality of being adequately or well qualified physically and intellectually
    - HRS – the behavior that demonstrates the knowledge, skills, and abilities
  - **Job descriptions**
    - Traditional
    - New
    - Differences
Old Job Description

Senior Systems Analyst

- EDUCATION
  Required: Bachelor's degree.

- EXPERIENCE
  Required: Three years of experience in systems design, analysis and programming or with high school graduation or GED seven years of same experience.

New Job Description

9317 Senior Systems Administrator

- REQUIRED KNOWLEDGE, SKILLS, TRAINING
  Demonstrated expertise with standard concepts, practices, and procedures in systems administration. Relies on experience and proficiency to plan and accomplish goals.

- TYPICAL EVIDENCE OF REQUIRED KNOWLEDGE AND SKILLS
  Systems administration training and experience.
Selecting: Competencies

New Job Description

- Advantages
  - Less restrictive
  - Focuses on competencies
  - Opportunities to those without the typical background
Selecting Screening
Selecting: Screening

Evaluating an applicant pool

- Look at job posting and essential functions
- Determine what is necessary for position in order just to be adequate in the job
- Determine what is needed in order to excel or be really proficient in the job
- Look at application to determine those
  - without adequate competencies
  - with adequate competencies
  - beyond adequate competencies
Selecting: Screening

Traditional
- Building a Matrix - Spreadsheet
  - Applicant names in rows
  - Experience or competencies in the columns

Competency based
- Lominger approach
  - See HR Partner for consultation

- Note: Qualifying questions can assist in screening for core experiences and/or competencies
Selecting

Interviewing
Selecting: Interviewing

- Interviewer preparation
  - Determine roles and responsibilities
  - Process flow
  - Review of selection criteria and questions
  - “Do’s / Don’ts”
  - Concept of selling the job and the university
Selecting: Interviewing

- Behavior-based or “competency” interviewing
  - Based on the concept of competencies as evidenced by previous behaviors
  - The competency is demonstrated by how the applicant responded to a previous *specific event*.
    - Event description
    - Actions taken
    - Outcomes
Advantages to Behavior-based interviewing

- Forces the applicant to describe their competence in critical areas related to the selection criteria
- Much more effective in evaluating candidates ability to be effective in the role.
- Requires a disciplined approach to the interview
  - Relating the competency to the questions
  - Requiring the applicant to describe a specific event
  - May need to provide some time to reflect on the event
Interviewing Exercise
Interviewing Exercise

What experience do you have implementing operating system enhancements?
Interviewing Exercise

- Tell me a time when you had difficulty implementing an operating system enhancement.
  - How did you solve the problem?
  - What was the outcome?
Hiring
Hiring: Making the Decision

- Selection committee meet to discuss the candidates
  - Best time is immediately or soon after an interview
- Discuss and validate the candidates’ answers to the questions
- Define reasons for the selection versus posted qualifications
- Justify reason for non-hire against qualification of the candidate selected
Hiring: Making the Decision

- In selection, be conscience of tendencies to hire someone that "looks like" us
  - Same gender, race, or age as interviewer
  - Similar work history or background as interviewer
  - Similar characteristics, style, or personality as interviewer

- Be aware of industry stereotypes
  - Demographic make up of certain types of jobs
    - Men – engineer, plumbers, construction workers, etc.
    - Women – teachers, nurses, receptionists, etc.
Hiring: Closing the Deal-The Offer

- Due diligence
  - Reference checks
  - Background checks
- Price the job
- Make the offer
  - Sell the job and the University
  - Present the salary and a start date
  - What is a reasonable time to decide?
- Follow up letter
Hiring: New Employee Assimilation

- Develop a coaching plan
  - 1 on 1 meetings on a regular basis
  - Track progress on development plan
  - Set priorities and review work output

- Establish a peer mentor
  - Serves as a “go-to” and answers questions
  - Provides detailed guidance on the development plan
  - Gives job and work content information based on successful experience

- Training and Development
  - Outline and schedule any formal training needed to do the job
  - Develop a work training plan
Retaining
Retaining: Employee development/advancement

- Work on career path and career planning
- Provide temporary opportunities
- Assign projects or special assignments
- As new positions become available, hire from within
Retaining: Working Conditions

- Good work/life balance
- Work arrangements
  - flex scheduling
  - compressed workweek
  - telecommuting
- Environmental factors
  - Comfortable chair and other ergonomic furniture
  - Office or desk space
- Others
  - Attire (Casual Fridays)
Retaining: Intrinsic factors

- Find out employees’ long term interests
- Find out what motivates them
- Get them involved/interested in department or University
Recruiting, Selecting, and Hiring

- Recruiting
  - Strategies and Logistics – developing recruitment plan
  - Recruitment type – open recruitment
  - Sourcing – targeted audiences

- Selecting
  - Selection Committee – diverse committee makeup
  - Competencies – focus on behavior
  - Screening – focus on past experience
  - Interviewing – focus on determining competencies for job

- Hiring
  - Making the decision – knowing biases
  - Closing the deal – bringing new hire on board
  - New employee assimilation – setting expectations

- Retaining
  - Employee Development/Advancement
  - Working Conditions
  - Intrinsic Factors
QUESTIONS ? ?

Human Resource Services, 475-7200