HOW TO HIRE
IDEAL SCHOOL EMPLOYEES
AND AVOID COSTLY MISTAKES

PRESENTED BY:

Shannan Boyle Schuster, Ed.D.

ISM Consultant

Advancing school leadership—enriching the student experience.

ISM is dedicated to the advancement of school management. We provide creative strategies by combining extensive research, proven management techniques, and personalized service.

Contact

- Shannan@isminc.com
- @drschues

About

- ◆ 25+ years in public, parochial and independent schools
- ◆ Teacher and Coach who has also served as Department Chair, Division Leader, Dean of Faculty, Asst Head of School and Head of School
- ◆ Passionate about making school great for EVERY child
- ◆ Mom to two sons who attend independent schools

Presenter
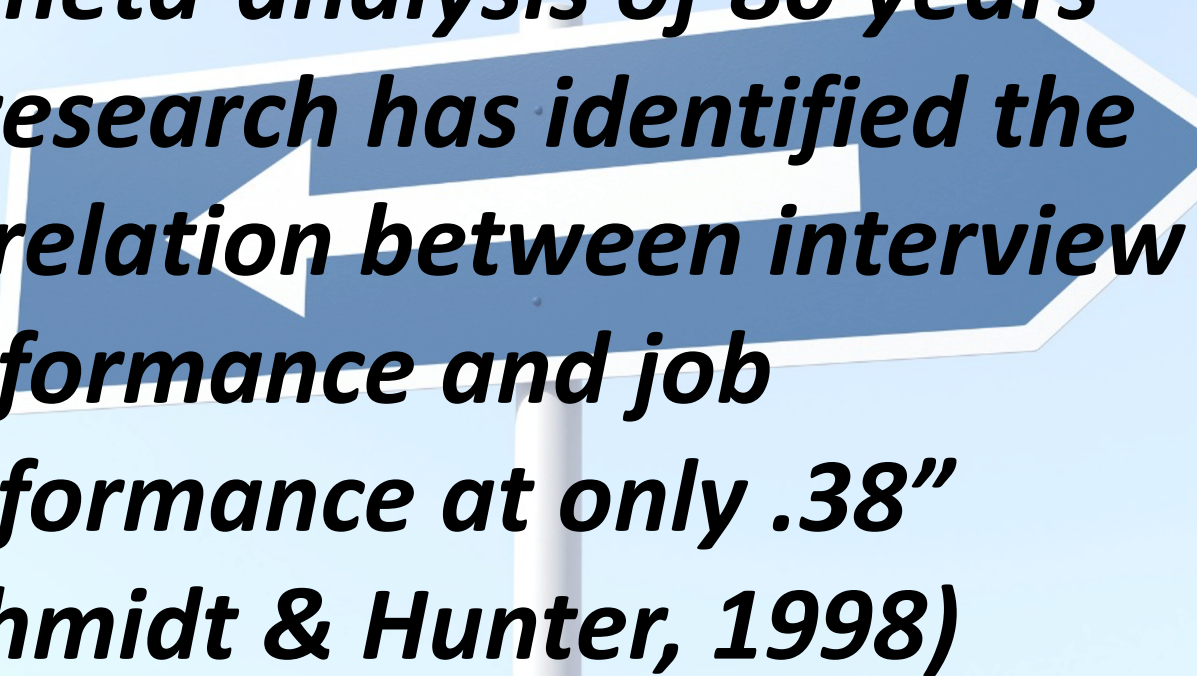
Shannan Boyle Schuster,
ISM Consultant

Adam Grant ✓
@AdamMGrant

Interviewer: where do you see yourself in 5 years?

Me: taking your job and asking better interview questions.
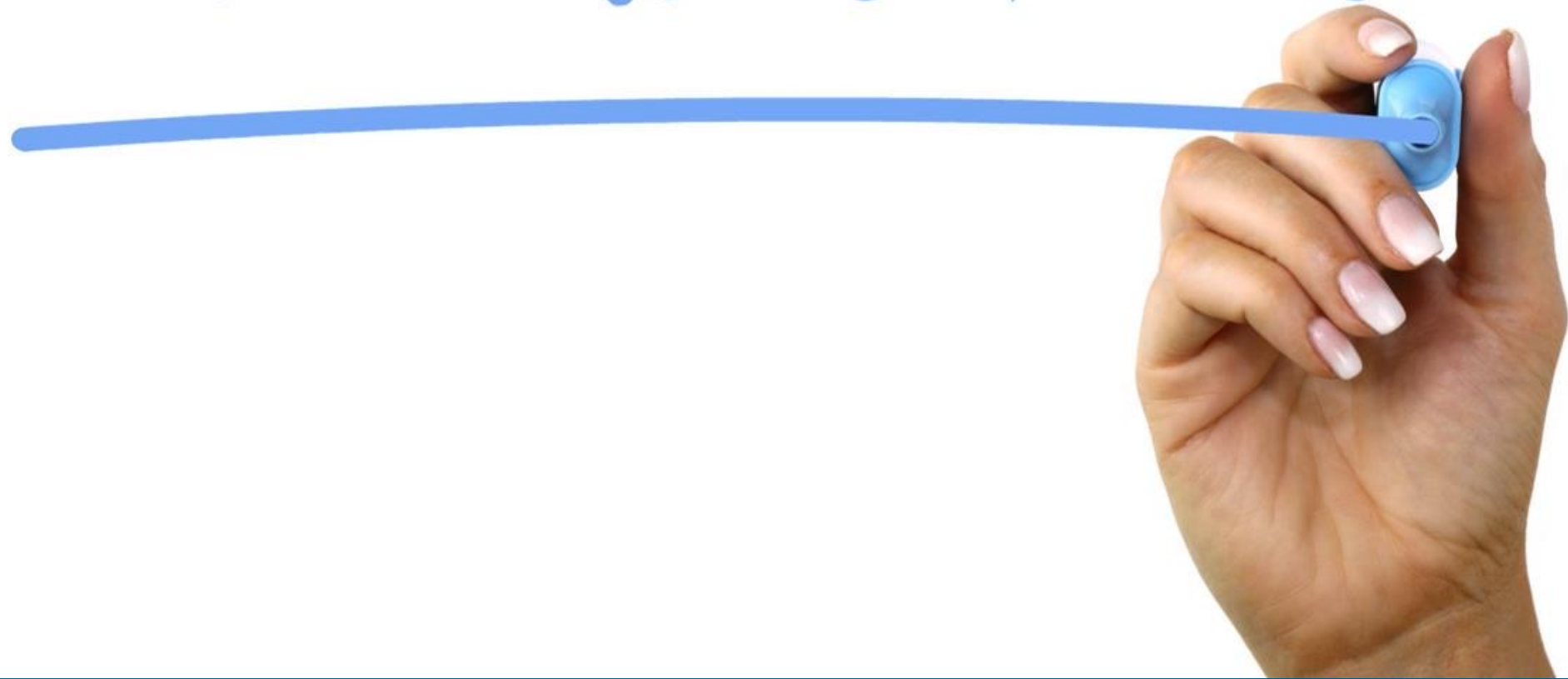
A little comic relief

ism®

"A meta-analysis of 80 years of research has identified the correlation between interview performance and job performance at only .38" (Schmidt & Hunter, 1998)

LEARNING THE HARD WAY

ism®

ler

ism®

It is all about WHO

When you hire the RIGHT people they do more than the job description:

- Moves the institution forward faster than any other strategy
- Save/Generate Money
    - Retention
    - Auxiliary programming
    - Giving
- Creates future leaders
- Saves Administrators Time and Energy
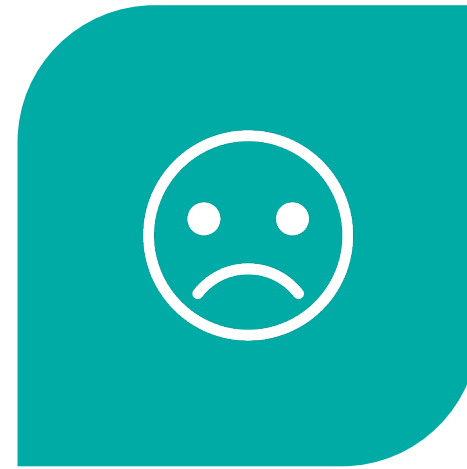- The greatest influence on student outcomes IS TEACHER QUALITY

"if you have the wrong people, it doesn't matter whether you discover the right direction; you *still* won't have a great company. Great vision without great people is irrelevant."

Jim Collins, Good To Great

MISTAKES HAPPEN

LACK OF SKILLS   WRONG ATTITUDE

Lack of Skills happen when we

- Rely too much on resume and credentials

- Ask hypothetical/anticipated questions

- Don't stick to a structured interview

- Lack performance-based assessments with scoring rubrics

- Don't keep adequate notes

Lack of Attitude happens when we…

- Ignore mission/culture fit

- Allow bias to cloud our judgement

- Make a quick decision or feel rushed

- Focus on "other" qualities unrelated to opening

ism®

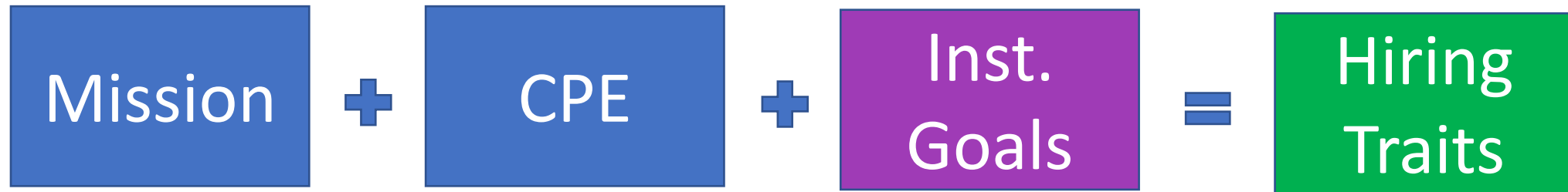# UNCONSCIOUS BIAS

- Types of Bias
- Training to avoid Bias
- Structure Structure Structure
- Blind Assessments

SET STRATEGIC GOALS

Mission

Characteristics of Professional Excellence

Demographic Goals

Hiring Traits

TURNING STRATEGIC GOALS INTO ACTION

Mission **+** CPE **+** Inst. Goals **=** Hiring Traits

Demographic Goals **+** Hiring Traits **=** Hiring Process

ism®

MAKE A HIRING PROCESS

Meet with Hiring Team

Outline the steps/process

Funnel Of People

Standardize & Communicate

Warning

ism®

SAMPLE STEPS/PROCESS

1. Identify opening and determine future needs

2. Write Job description / Job posting

3. Post opening – internally and externally (locations may vary based on position)

4. Collect information from applicants set deadlines

5. Level 1 information review and narrowing of field

6. Preliminary interviews with Level 2 group – narrow field

7. On Campus interviews with Level 3 group – narrow field

8. Collect Feedback on candidates

9. Level 1 / Admin meet to discuss finalists and make decisions

10. Offer(s) given and accepted

11. Communicate regarding new hire

JOIN THE TEAM

ORIENTATION STARTS WITH YOUR JOB POSTING

- Express mission, priorities, attitudes
- Better to have less applicants and more best fits
- Inclusivity and strategies for meeting demographic goals

Resumes vs. Applications

- **Advantages**
  - Reduces/Eliminates Bias
  - Gives you the information you want – not what they think you want
  - Allows more fair comparisons between candidates
  - Can expedite process and reduce steps

- **Disadvantages**
  - Some candidates may be turned off by the additional work
  - Could become a technology issue
  - Requires more initial work and training by hiring team

ism®

RESEARCH

- 1988 – Wiesner and Cronshaw found that structured interviews resulted in validity that was twice as high as unstructured interviews

- 1995 – Pulakos and Schmidtt found that experiential questions resulted in higher validity than hypothetical questions

- 1994 – McDaniel, Schmidt, & Maurer found that panel interviews had higher validity than individual interviews

A meta-analysis found that a
- **Structured**
- **Past Experience/Behavior Based Questions**
- **Panel Interview**

Could achieve 87% validity in predicting job performance

ism®

CREATING THE STRUCTURED INTERVIEW PROCESS

✓ This process should be done as early as possible

Look at employees who are at the top and bottom and your Strategic and Demographic Goals

Determine Skills & Attitude based on this data

Develop questions and performance tasks that measure these skills and attitudes

Create an Answer Key!

Determine Who is on the interview team –TRAIN the team!

Create documents, forms, and communications

ism®

The Research Says:

- having a professional appearance…is strongly related to interview ratings, much more so than it should be for most jobs (Barrick, Shaffer, & DeGrassi, 2009). physical attractiveness is even more strongly related to interview ratings (Barrick et al., 2009).

- The good news is that the connection between both types of appearance and ratings depends on interview structure. The association is extremely high for low-structure interviews but is significantly lower when structure is high (Barrick et al., 2009).

- Interviews that are more structured and job focused tend to assess more applied and job-related competencies, whereas unstructured, conventional interviews are more likely to assess cognitive ability and personality.

ism®

Structure, Structure, Structure

- Initial rapport building (not permitted, limited or pre-planned, limitation on time or content, or no guidance)

- Transparency (no information provided to candidates about questions or competencies that will be assessed, information provided on competencies, questions provided in advance, or questions and competencies provided in advance)

- Consistency of questions across interviewees (same questions in same order, array of questions to choose from, topics to cover without guidance on questions, or no guidance)

ism®

Structure, Structure, Structure

- Use of prompting, probing, and follow-up questions (not permitted, only limited or pre-planned probes or follow-ups permitted, unlimited probes or follow-ups encouraged or required, or no guidance)

- Use of ancillary information (e.g., application forms, work histories, or transcripts)

- Timing of questions from applicant (at the beginning, end, or throughout)

- Consistency of interviewer(s) across candidates

- Notetaking (extensive or brief, required or optional, actual responses or evaluations of responses, or during or after the interview)

ism®

Structure, Structure, Structure

- Rating timing (after each answer or at the end)

- Number of ratings (multiple ratings or one global rating)

- Types of rating scales (multiple, detailed anchors; single anchor; numbers or adjectives; or no scales)

- Timing of discussion about candidates and their answers (between interviews or after all of them)

More Research

- Interviews are more strongly predictive of job performance when interviewers receive training and take notes and when the same interviewer(s) are used across applicants (Huffcutt & Woehr, 1999).

- When panels are used and the interview is structured, predictive validity is higher when the panel uses consensus to arrive at final ratings, versus making independent ratings and statistically combining them (Wiesner & Cronshaw, 1988).

Training, Training, Training

- EVERYONE who interacts candidates needs training – from the receptionist to the interviewers

- antibias

- structured interviewing

- how to deal with surprises

- how to score - practice scoring

- confidentiality

ism®

WHO Interviews?

- Admin + Teachers

- Less than 5 – could be based on how many openings and how much team can handle

- Diverse group

- Rather than have candidates meet with 8 people alone – meet with two interview groups or just one and lower the amount of people involved

More Research

- Relative to most other hiring methods, interviews garner the most favorable overall reactions by applicants. Applicants' reactions are less favorable for phone and video interviews than for face-to-face interviews.

- When interviews are done via telephone or video, the scores tend to be lower than for face-to-face interviews.

ism®

To Zoom or not to Zoom

- As long as everyone is given the same experience – technology can be used.

- Saves money and time

- replaces phone interview

- women and POC are less comfortable on zoom than white men

- Implicit Bias can be accentuated over zoom (background, pictures, books, kids, sounds).

- If technology is used for interviewing – remember you are also recruiting and follow up!

ism®

- An interview should not target knowledge, skills, or situations that will be covered in training or learned on the job.

ism®

How to think about Behavioral Questioning

- What do you want to learn about the candidate? Consider the importance of attitude vs. skills. Think of your current staff – what makes someone exceptional?

- If you can read it on their resume/application or through other materials – don't waste interview time asking for it again!

- Every question needs to be job related

- If you can train them on the skill then don't assess it – if you cannot train them then definitely assess it

SAMPLE INTERVIEW QUESTIONS AND TASK

Tasks:

- Teach a lesson

- Write an email

- Plan a lesson

- Use technology

Sample Questions

- Describe a time when you were not able to reach/connect with a student, what did you learn from that experience?

- Give me an example of a time when you struggled to collaborate effectively with a colleague, what went wrong? What would you do differently now?

- Describe how you create an inclusive environment for your students. How do you know your strategies are working?

- What is an area in which you would like to do professional development? And Why?

ism®

TECHNOLOGY

Saves time and money

Can help to limit bias

Branding

ism®

What it's *really* like to work here

At TransferWise, we do things a bit differently. There's no corporate nonsense, and no old-fashioned hierarchy. Instead, we work in dozens of self-sufficient, autonomous teams. Think of them like start-ups within a start-up that learn from each other.

Each team picks the problems they want to solve. So there's no micro-management. No hiding behind fancy job titles. And no one telling you what to do. You *are* your own boss. But you'll get tons of guidance and plenty of support from talented, super-smart colleagues from all over TransferWise.

We're going to be upfront — the way we work doesn't suit everyone. But if freedom, autonomy, and life-affirming, head-scratching professional challenges rock your world, we could be a match made in heaven.

GET FEEDBACK AND GET TO WORK!

Practice	Test	Update
Practice your process on current employees	Test your answer key	Update yearly – don't give up!

ism®

Scoring

Question: Describe a time when you struggled to develop a relationship with a student. What did you learn?

Sample Quality Traits	Notes:		
• **Identifies how relationship quality is determined** • **Discusses reflection**			
Unsatisfactory	Developing	Proficient	Outstanding
Significant concerns about importance or / measuring relationships	Can describe a challenging relationship but lacks reflection and growth	Can assess relationship quality, and shows reflection and growth	All of proficient plus understands how to establish and improve relationships

Other things to consider

- Wait time

- Notes should include specifics about answer – not emotions

- Timing – every question x 4 + 10

- The order of the questions matter! Think of scaffolding a lesson/test

- When training interviewers – practice with current faculty scoring, unexpected issues, and get feedback

ism®

Making Final Decisions

- The interview committee does not make the final decision
- Decide who and how that happens
- Decide how it is communicated
- Create pre and post interview communications/emails

Self Check

- If you are having trouble making the final decision, it may be because you don't have the right candidate

- If you aren't excited to tell people about the new hire – rethink the decision.

ism®

Reference Checks

- What do you really want to know about the candidate?
- How can you ask the question in a way that will generate useful information?
  - rating scales vs. yes/no
  - comparing employee questions
  - skills/attitude specific