



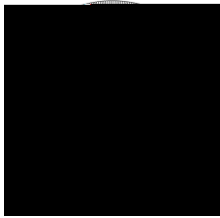
Board of Regents Special Meeting

May 2023

May 4, 2023

8:00 a.m.

West Committee Room, McNamara Alumni Center



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

May 4, 2023

AGENDA ITEM: Best Practices and Recommendations for Leadership Selection

Review

Review + Action

Action

Discussion

PRESENTERS: Brandon Sullivan, Senior Director of Talent Strategy
Andrea Yanego, Director of Talent Acquisition
Lovey Peissig, Manager of Leadership Assessment and Development

PURPOSE & KEY POINTS

The purpose of this item is to share best practices and recommendations to prepare the Board to interview finalists and select an Interim President for the University.

The discussion will cover:

- Mitigating bias.
- Preparing to interview finalists.
- Structuring the interview process.
- Post-interview discussion and consensus-building.

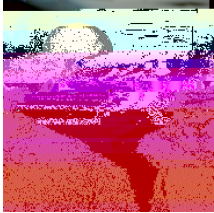
Best practices and recommendations for leadership selection

Board of Regents

May 4, 2023



Introductions



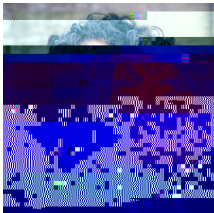
Brandon Sullivan, PhD, Senior Director of Talent Strategy

17 years of experience in executive leadership assessment and selection in the private sector and higher education, teaches in the Carlson School and the School of Nursing



Andrea Yanego, MBA, Director of Talent Acquisition

14 years of experience leading talent acquisition for large research universities, providing guidance and support for leaders at all levels in recruiting, hiring, and selection



Lovey Peissig, PhD, Manager of Leadership Assessment and Development

A decade of experience in leadership assessment in the healthcare, manufacturing, higher education and non-profit sectors, teaches in the Department of Psychology

Goal

An accurate, efficient, bias-free process to select a candidate who will succeed in the interim president role

Mitigating bias: don't trust your gut

A note about the “halo/horn” effect



The halo effect means **one outstanding accomplishment creates an impression of success** that, to the interviewer, can **obscure less successful behavioral examples** in one or more other target competencies.

The halo/horn effect also can have the opposite impact, allowing a **candidate’s weakness in one competency to obscure important strengths in others.**

Competence or Confidence? Communication skills and what is sometimes referred to as “executive presence” are prone to the halo effect during interviews. Interviewers often mistake skill in speaking and projecting confidence for effectiveness in other areas.

Preparing to Interview

- **Ask the same questions of each candidate.** Probing questions can be different and are based on the response of the candidate.
- **Give a realistic job preview.** Interviews are not just opportunities to learn more about candidates; they are also opportunities to help candidates learn more about the job. When candidates have a realistic understanding of their job, their expectations are more likely to be met and they are less likely to face unpleasant surprises and more likely to be successful.
- **Remember your recruitment role.** To increase the chances of hiring a good candidate, use the interview experience to position the University of Minnesota as an employer of choice.

What **NOT** to Ask (see Appendix)

- Avoid questions not relevant to the position.
- Review the *What NOT to Ask in an Interview* document for guidelines on prohibited and acceptable questions. Specific guidance exist regarding questions on the following:

Age	Organizations/Affiliations
Criminal Record	Personal/Physical Data
Disabilities	References
Education	Religion/Creed
Marital/Parental/Family Status	Sex/Gender/Sexual
Military Service	Orientation
Name	Work Schedule
National Origin/Citizenship	

During the Interview: Structure

- **Explain the structure.** This will help the candidate assess the time they have for each questions. E.g., “We have ten questions for you. We will take turns asking the questions.”
- **Be in charge of the time.** In the interest of fairness, all candidates must be given the same amount of time. Leave time for candidate questions and try not to go over. We recommend allowing 60-75 minutes for each interview.
- **Transparency and agency in this process:** be sure to let candidates know about the key steps in the process as early as possible, to minimize surprises and ensure a good candidate experience.
- Let the candidate know what to expect after the interview is completed.

Interview Questions

- **Base the interview questions on the requirements in the position profile.**
- **Use behavior-based questions**

Writing Good Notes

Interviewer feedback is critical to making a hiring decision. The following guidance can help you write effective notes and avoid common pitfalls:

- **Don't write vague statements or summarize the resume.** Statements like "seems smart" or "graduated from a great school" won't help focus the decision-making on key skills, knowledge, and abilities.
- **Focus on examples** of ways the candidate demonstrated how they handled situations effectively or ineffectively.
- **Don't get distracted by personality** and "fit" or evaluate attributes unrelated to the job. Stay focused on the key attributes that make someone successful in the role.

Post Interview

- Use of an **Interview Summary** page is a best practice.
- In this summary, provide an overall recommendation:
 - Strongly Recommend
 - Recommend
 - Recommend with Reservations
 - Do Not Recommend
- Note key strengths and development areas for each candidate.

Post-Interview Discussion

Conducting a post-interview discussion is critical as it helps:

- Ensure a consistent process
- Provide a comprehensive review of all feedback rather than reviewing in isolation
- Reduce individual unconscious bias

Appendix

Appendix: What Not to Ask in an Interview

Subject	Acceptable	Prohibited
Age	Any inquiry limited to establishing that applicant meets any minimum age requirement that may be established by law.	Requiring birth certificate or baptismal record before hiring. Any inquiry which may reveal the date of high school graduation. Any other inquiry which may reveal whether applicant is at least 40 years of age.
Criminal Record	Inquiries into conviction of specific crimes related to qualifications for the job applied for.	Any inquiry relating to arrests if not substantially related to functions and responsibilities of the particular job in question. "Have you ever been arrested?"
Disabilities	To ask whether the applicant is capable of performing the essential functions of the job with reasonable accommodation Note: This question may be asked after the interviewer thoroughly described the job and if all applicants are going to be asked in a consistent manner whether they are able to carry out all the necessary job assignments and perform them in a safe way.	Before hiring: to initiate questions regarding the specific accommodation needed. Inquire if job applicant is handicapped or ask about the nature and severity of handicap: "Do you have any disability." "Have you had any operation or recent/past illnesses?"

Subject	Acceptable	Prohibited
Education	<p>Inquiry into nature and extent of academic, professional or vocational training.</p> <p>Inquiry into language skills, such as reading and writing of foreign languages, if job related.</p>	<p>To ask the racial or religious affiliation of schools attended.</p> <p>Inquiry as to what mother tongue is or how foreign language ability was acquired.</p>
Marital/ Parental/ Family Status	<p>Whether an applicant can meet specified work schedules or has activities, commitments and responsibilities that may hinder the meeting or work attendance requirements. This question is fine as long as ALL applicants for the job are asked consistently: "This job requires overtime occasionally, would you be able and willing to work overtime as necessary?"</p> <p>"Would you be willing to relocate as necessary?"</p>	

Subject	Acceptable	Prohibited
Name	Inquiry whether an applicant's work records are under another name, for purposes of access to these records: "Have you worked for the University under a different name?"	

