

# Staff Selection and Training: Ways to Get Good People and Keep Them



July 23, 2003

ACT Enrollment Planners Conference

Downtown Marriott, Chicago, IL

# Why Do Staff/Team Training?

- Learn how to do your job – Skills, Systems, Protocols, rules, laws, etc
- Understanding goals, roles and expectations – The Profession in terms of ethics, career tracks, etc
- Build a better understanding of the work environment/culture and the opportunities
- Retain Staff longer and provide a break from day to day schedules
- Establish a commitment, link, loyalty to the institution and unit.

# Overview

- Why Do Staff/Team Training and Development and when does it start
- Case Studies in Hiring
- Sample Training Topics & Schedules
- Noteworthy Observations
- Recommendations

# When Does Training Start?

- When a job description is written
- At the beginning of the interview
- First Day of work
- The first few days of work
- The first 6 months through a mentorship
- During the summer months when office activities are slower and there is more access to other departments
- It never stops – year round. It is built into the regular operational schedule like a recruiting plan
- ***All of the above are correct!***

## Case Study A

SIU-Edwardsville is searching for three Admissions Representatives. The search attracted 150 resumes from individuals with a wide variety of experiences and educational backgrounds. It took a week just to complete the pre-screening reviews of the applications. The job ad and qualifications read as follows:

**What went wrong with this search?**

**How Can it be fixed?**

## Case Study B

University of Missouri – Rolla hires an individual as an Admissions Counselor. During the first week of working the individual tells asks the Director how the University will provide her with transportation, schedule her visits, and move materials for her. The Director discovers the new Counselor cannot drive, carry heavy materials, and feels “secretarial work” is beneath her.

What went wrong?

How can it be fixed?

# Training During the Interview

- Be Honest and detailed on the front end – from the job advertisement to the interview
- Start every interview with a 15 minute overview of the position's activities, the mission and the expectations for the position.
  - General travel schedule (6-10 weeks in fall, 5-7 in spring, etc)
  - The school's mission, the office's mission, your vision and service standards and the culture you want to exist and the expectations you have for an individual in the position.
  - Convey Expectations, culture, work style and desired mindset in the interview
- Explain Admissions as a “lifestyle” type career
- Develop/outline/share/promote the career track

# Admission Counselors

## The Core Expectations:

1. We exist to help and serve students the best we can
2. Admissions is Lifestyle Career — if you are looking for an Mon –Thurs, 8 to 5 job, leave now. It is a great career, you will never get rich, but it is very rewarding and enables you to help many people better their lives.
3. We look for individuals who do, not people who wait to be asked to do.
4. Be honest and positive at all times. Never feel pressure to make things up or answer questions you do not know the answers to. Feel free to say, “I don’t know, but I will find out and get back to you.”
5. You are the University — everything you say, how you look and act will be the guests vision and image of UMR. Take your role and the responsibility that goes with it very seriously.



# Student Ambassadors

## The Core Expectations:

1. Treat each guest like they are guest in your home — essentially they are, the campus is your home for four to six years!!
2. **Be honest and positive at all times.** Never feel pressure to make things up or answer questions you do not know the answers to. Feel free to say, “I don’t know, but let’s make sure to ask the admissions office” or “I will find out and get back to you.”
3. **You are the University** — everything you say, how you look and act will be the guests vision and image of UMR. Take your role and the responsibility that goes with it very seriously.

# Understanding the Profession

- Professional Organizations
- Journals
- Research
- Web
- Colleagues

# Write Your Own Job Description

- Where is it that you want to go?
- What is it that you want to be?
- What do the job advertisements require for this position?
- What skills do you need?
- How can you get these skills?

# Ethics

- Understand the ethical dilemmas of Admissions
- Access your personal values and compare with those around you
- Have faith that good things happen to good people

# Utilize Campus Resources/Benefits

- Explore Advanced degree opportunities and tuition benefits
- Propose creative ways to complete an advanced degree (Educational Leaves)
- Participate in Campus Mentoring programs or Young Professional Groups
- If your campus is lacking these activities, Start them!!

# Advanced Degrees

- Get one, Get two...just get it!
- A Master's Degree in Admissions?
- Seek additional professional training opportunities and workshops to enhance skills in new areas

# Seek Opportunities

- In Office, On Campus and in your Community
- Go outside your comfort zone
- Volunteer, Tell someone you're interested!

# Initiative

- Demonstrate that you are interested
- Follow through on things, even the simplest of tasks
- Be appropriate and follow proper protocol
- Show drive and passion towards your work



# Work Ethic

- Autonomy
- Punctuality
- Appearance
- Organization

# Skill Development

- Writing/Grammar
- Technical
- Budgeting
- Quantitative/Qualitative
- Management

# BREAK-TIME

- Break into groups based on your type of institution
  - Group I - Private 4 year
  - Group II – Public 4 year
  - Group III – 2 year institutions
- Develop two top 5 lists of most important training/knowledge topics for:
  - A. New Employees
  - B. Current Staff
  - C. Feel free to develop separate lists for support and professional staff – if appropriate.

# Training Schedules

## How do you start a year-round training schedule?

1. New Employees
2. One-on-one Evaluations: Aug, Jan & April
3. Summers Training
4. Retreats – Summer & Winter
5. Division/unit/office meetings
6. At least one off-campus professional development conference
7. At least one technical training session

# New Employee Training

- First three days intensive
- First 6 months be assigned a mentor

# Evaluations

1. One-on-one Evaluations:
  - August: Establish goals for recruitment cycle
  - January: Review Goal Status and Strategize
  - April: Annual Evaluation

# Summer Training

Two hour sessions every once or twice a week for 6 to 8 weeks.

- focus on departments, buildings, programs, legal issues etc.
- Ask/survey your staff what want to learn about, or what information could best help them in their daily activities

# Retreats

- 2-3 day in Summer (June/July)
  - 1 day Winter (January)



# Division/Office/Unit Meetings

- At least three training sessions per semester
- Kick-off in August to review goals and schedules

# Professional Development

1. At least one off-campus professional development conference
2. At least one technical training session
  - online or Xtreme learning can increase the # of training opps

# August 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# September 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

# October 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 / 30	24 / 31	25	26	27	28	29

# November 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

# December 2003

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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# January 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



# February 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# March 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 / 31	25	26	27	28	29	30

# April 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# May 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

# June 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 / 30	24	25	26	27	28	29

# July 2004

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## Observations and Recommendations

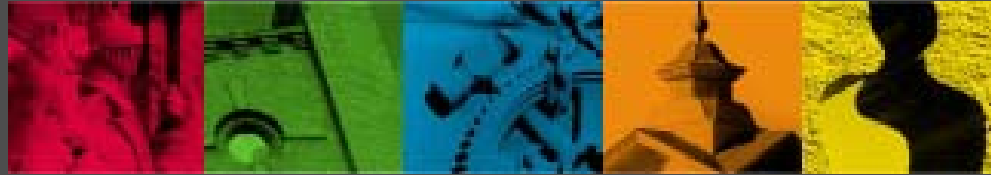
- Training is hard, takes time away from tasks
- The New Age Manager – does not threaten
- Recruit recruiters all the time
- Be known as a good place to work
- Write it down – training manuals should be updated each summer.
- Be complimented when others try to “steal” your team members, it builds your unit’s culture as a good place to work.
- Grow your own, but do not be afraid of “foreigners”.

## Observations and Recommendations

- Be ready to live and out perform your expectations
- Do whatever you ask others to do
- Make evaluations part of the training schedule
- Ask team members to do the training – you learn a topic much better when you have to teach it
- A regular training schedule will create a culture of accountability and consistency
- Have staff research and write own job description.
- Promote advanced degrees – helps with retention and developing stronger team members.



# Staff Selection and Training: Ways to Get Good People and Keep Them



Jay W. Goff

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