



Centralizing Leadership Opportunities

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Learning Outcomes

- How to provide students with feedback to be better interviewers
- How to standardize the hiring process to benefit multiple parties
- How to generate your own materials, surveys, and rubrics to for your students' needs
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Institutional Overview

Houston, Texas

80% Commuter, 20% Resident

Founded in 1947

Only Catholic university in Houston

1805 undergraduate students

51% Catholic



Bad interviewers get jobs,
good interviewers do not.



Need & Goals

- Consolidate time spent interviewing
- Increase student visibility
- Holistic approach to student development
- Funnel more students to lesser-known positions
- Increase utilization of Career Services
- Provide professional practice
- Close the loop

Cross Divisional

- Residence Life
- Student Activities
- Office of Student Affairs
- Career Services
- First Year Experience
- Recreational Sports
- Campus Ministry
- Marketing and Communication
- International Students Support Services
- Admissions
- Chartered Student Organizations

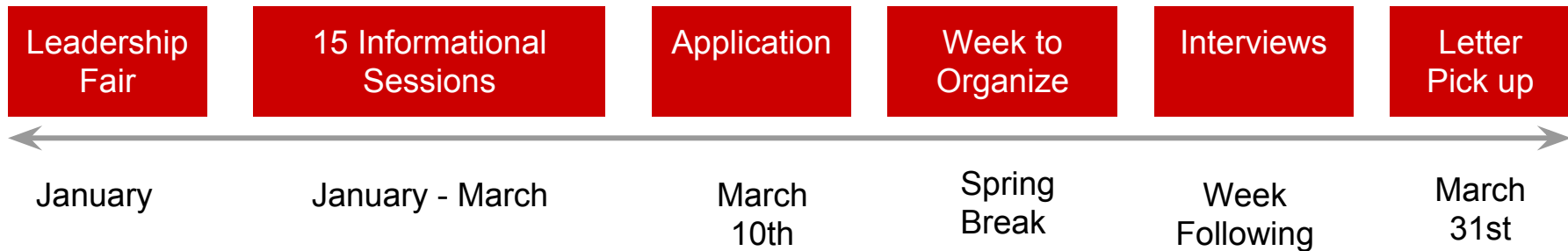
Student Affairs Departments

- Residence Life
 - 3 professionals, hiring 25
- Student Activities & Orientation
 - 1 professional, hiring 35
- Recreational Sports
 - 1 professional, hiring 3
- Student Affairs
 - 1 professional, hiring 4
- First Year Experience
 - 3 professionals, hiring 15
- Total Positions Open: About 85 positions



Design of Centralized Leadership Process





Timeline



Leadership Fair



What's in it for the students?

- 1) Personalized Hiring Rubric
- 2) Feedback on cover letter
- 3) Feedback on resume
- 4) Professional interview practice
- 5) Possible leadership position

Informational Meetings

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Centralized Leadership Process Self Efficacy Survey
Rate your degree of confidence using a number between 0 - 10

0	1	2	3	4	5	6	7	8	9	10
Not confident					Moderately confident					Extremely confident
I'm confident I can create a well crafted resume										_____
I'm confident I can write a well written cover letter										_____
I'm confident I can dress appropriately for an interview										_____
I'm confident I can answer interview questions with clarity										_____
I'm confident I can answer interview questions with confidence										_____
I'm confident I can be professional in an interview										_____
I'm confident I can successfully complete an online job application										_____
If my dream job became available tomorrow, I would be better prepared than most applicants										_____

DEMOGRAPHICS

Have you been through the CLP before?	Yes	No		
What's your classification?	Freshman	Sophomore	Junior	Senior
Have you participated in a job search process before?	Yes	No		
Do you live on campus?	Yes	No		
Have you created a resume before?	Yes	No		
Have you created a cover letter before?	Yes	No		

Positions Offered

1. **Resident Assistant**
 2. **Community Assistant**
 3. **Orientation Leader**
 4. **Freshman Symposium Mentor**
 5. **Student Government Association**
 6. **Council of Clubs**
 7. **Student Activities Board**
 8. **Sport Clubs Association**
 9. **Living Learning Community Mentor**
 10. **Peer Ministers**
 11. **Recreation Sports Leader**
- Orientation Leaders cannot be Resident Assistants
 - Community Assistants must be Orientation Leaders
 - The other positions can be concurrent: you can be Symposium Mentor and in Sports Club Association

Online Application

- Blackboard
 - ID numbers
 - Credit hours
 - Order the positions from most desired to least desired
 - Are there any positions you are not interested in receiving?
- Upload
 - Resume
 - Cover Letter
- Reference form document
- Signupgenius
 - Register for individual and group interview times

Interview Questions

About Me

- 1) Tell us about yourself
- 2) What position or positions are you applying for?
- 3) What made you want to be a leader on campus?
- 4) What skills would you bring to the position?
- 5) What are you looking to gain from this leadership experience?
- 6) Tell us how this position fits into your career goals.

Catholic Identity of UST

- 7) What role should student leaders play in supporting the Catholic mission of UST?
- 8) How will UST's Catholic identity shape your work as a student leader?
- 9) How do you currently support the Catholic mission of UST?

Understanding Leadership

- 10) How do you define being a leader?
- 11) What do you think are the biggest challenges that leaders face?
- 12) What is your leadership style?
- 13) What role does being a follower play in leadership?
- 14) Describe a time you had to motivate others.
- 15) Tell me about a time when you feel like your ethics were challenged. How did you handle that situation?
- 16) Tell me about an instance where you were told to do something you disagreed with. How did you handle that situation?
- 17) What are the most important qualities of a team?

Self Awareness

- 18) How do you manage your time?
- 19) Will your present study habits allow you to balance your academics with this position?
- 20) How will you serve as a positive role model to students both when you are on campus and off campus?
- 21) How do you handle stress?
- 22) How do you keep yourself organized?

Professionalism

- 23) What are three of your strengths as it relates to this position?
- 24) What are three areas of improvement as it relates to this position?
- 25) What is professionalism to you?

Diversity

- 26) Tell me about a time when you had to work with, live with, and/or learn from people who have different backgrounds and experiences.
- 27) What are the benefits of being a leader in a diverse community?
- 28) What are some of the challenges of being a leader in a diverse community?

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CLP Hiring Rubric 2017

Low	Medium	High	Score and Notes
About Me			
Vague, primarily about having a job, irrelevant information, extremely short or long	Has a desire to lead but not apparently passionate, talks about the importance of service to some degree, may or may not discuss being part of the school community, too short or too long	Enthusiastic and passionate about leading, great eye contact, relevant information that is personal, not too short or too long; able to connect personal interests to the roles they are interested in	
Catholic Identity of UST			
Cannot integrate UST's values (goodness, discipline, knowledge, community) or how those values will shape his or her leadership styles or goals	Can integrate two values and can tie those loosely to their leadership styles and goals for their employment	Can integrate 3 or more values, has goals for applying them to their every day job duties, solid understanding of the Catholic faith and how UST implements it daily	
Understanding Leadership			
No definition of leadership or followership, poor understanding of followers, overly aggressive or passive definition	Cliche definitions of leadership without any firm ownership of personal style; vague understanding of followership; understands servant leadership on a superficial level but any examples lack specificity	Clear definition of leadership, articulated appreciation and understanding of followership, demonstrates willingness to be a servant leader, aware of how leadership affects their person	
Self Awareness			
Unaware of bad habits, unorganized, arrogant in their disorganization and the impact that will have as a role model	Basic organizational skills and aware of some ways to improve, models appropriate behavior and skill set for most students; has at least one external hobbies to help relieve stress that is moderately healthy	Excellent organization skills; aware of stress-triggers and how to relieve stress; exemplifies role model behavior for all college students	
Professionalism			
Can't articulate strengths or areas of improvement well (too few), items mentioned aren't relevant or too personal	Appropriate quantity and topics but descriptions are vague, can't speak to ways he/she is seeking to improve or how he/she uses them daily	Very aware of areas of improvement and strengths and how to develop upon them, articulates answer well without over or undersharing	
Diversity			
No clear opinion, experience, or ability to speak towards the benefits of a diversified team with multiple perspectives.	Acknowledges diversity and has had some interaction with those who are dissimilar from themselves. Can speak superficially to the benefits, but lacks the ability to apply the benefits fully to scenarios.	Clear understanding, appreciation, and experiences with diversity. Can articulate benefits of diversity and has had experience with those dissimilar than themselves.	
Conflict Resolution			
Immediately escalates issues; unable to give or receive feedback; walks away from conflict; does not seem confident; poor listening skills	Knows procedures but not confident in handling issues; aggressive in procedures but lacks compassion; fair listening skills	Confident in solving problems; independent; can provide others with specific feedback without issue and receive feedback without issue; excellent listening skills and can address concerns of others quickly	
Initiative			
No goals; hesitancy responding, unable to articulate any evidence of having taken initiative that was specific and relevant to the position, doesn't ask any questions of the interviewers	Some vague goals, somewhat confident to respond, struggles to define goals, shares an example that isn't clearly initiative but is somewhat relatable	Clear, concise goals; articulates past initiative experiences with clear examples; has relevant questions for the interviewers	
Interview Notes			
Attire is wrinkled, too revealing, too casual, or too	Attire is mostly appropriate, erring on the side of revealing,	Outfit is ironed, effort was put into appearance (hair, make up,	

Career Services Involvement

- Increased open office hours
- Interview practice
- Provided professional dress if needed
- Reviewed cover letters and resumes Pre-CLP

Interviewers

In each room, we had a minimum of:

- 1) One elected student leader
- 2) One Student Affairs staff member
- 3) One faculty member

Matched students to pro-staff who would be selecting for that position

Pro-Staff Interview Documents

- 1) Resume
- 2) Cover letter
- 3) References
- 4) CLP Individual Interview Pro-Staff Notes
- 5) Hiring Rubric

CLP Individual Interview Pro Staff Notes

Name of Student:		Name of Interviewer:	
Question		Rating	Notes
About Me	Enthusiastic and passionate about leading, great eye contact, relevant information that is personal, not too short or too long; able to connect personal interests to the roles they are interested in.		
	1. Tell us about yourself.	1 2 3 4 5	
	2. What skills would you bring to this position?	1 2 3 4 5	
	<i>*3* What made you want to be a leader on campus?</i>	1 2 3 4 5	
ty of UST	Can integrate 3 or more values (goodness, discipline, knowledge, community), has goals for applying them to their every day job duties, solid understanding of the Catholic faith and how UST implements it daily.		
	1. What role should student leaders play in supporting the Catholic mission of UST?	1 2 3 4 5	

Training for Pro-Staff

- One day training for professional staff
- Overview of what students were told
- Each department discussed what qualities to look for
- Standardizing note taking
- Procedures for the day of interviews

Individual Interviews

- Over the course of one week
- 40 minute time slots
- Four interview rooms operating concurrently
- Check-in at Career Services
 - Ranking of positions

Group Interviews

- Two observers per one candidate
 - Looking at the following characteristics:
 - Level of comfort with group
 - Personality in a group
 - Language/understanding of diversity
 - Willingness to listen to others and understand
 - Compromising skills

Group Interview Activities



Group Interview Activities

Whom would you hire?

- Process it individually first
- Facilitator asks each candidate a quick question
- Working together as a team
- See biases to tailor our trainings



Roundtable Discussion

- All pro-staff interviewers are invited
- Block off an entire morning
- Create a PowerPoint with the student's
 - Picture
 - Name
 - Desired positions in ranked order
- Strengths and areas of improvement for each student discussed
- Holistic approach to our students' involvement

Notifying Students

1. Fill out Self Efficacy Survey
2. Received packet
 - Letter
 - Annotated resume
 - Annotated cover letter
 - Feedback on hiring rubric and interview
3. Instructed to email their acceptances to the appropriate departments
4. Filled out an electronic survey the following week

Results

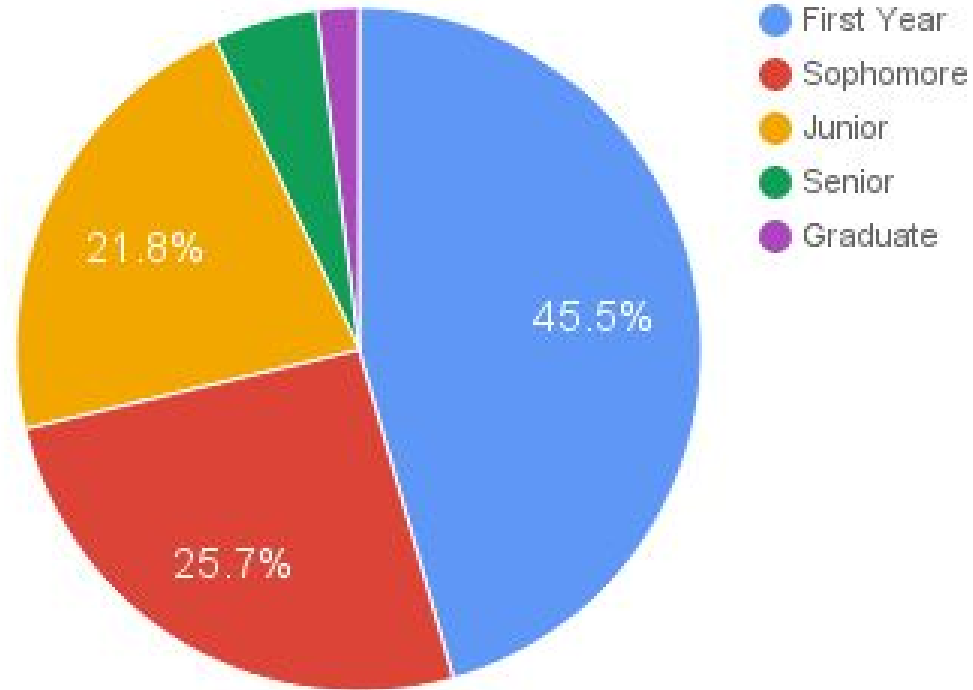
CLP Applicants

105 people went to an informational meeting and filled out a pre-CLP

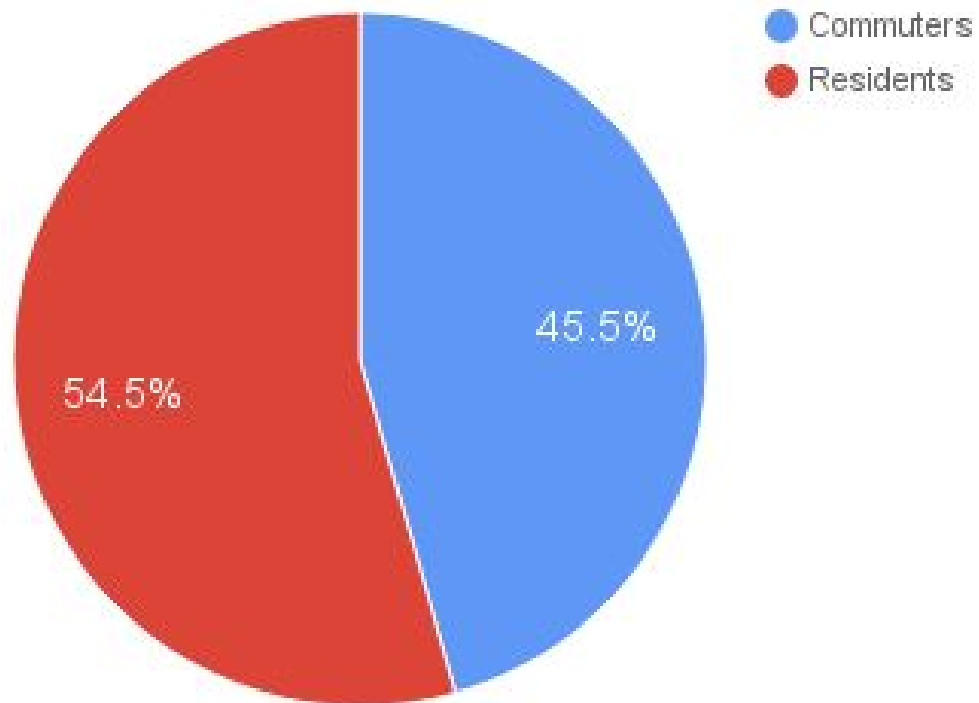
70 people completed the application and the post self-efficacy survey

38 students completed the process-survey

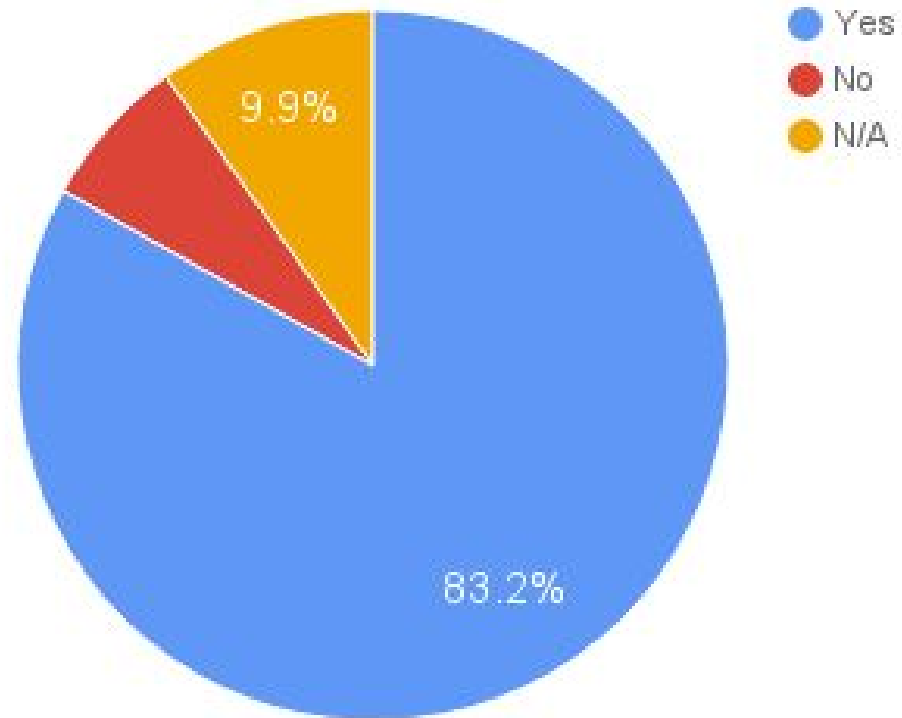
Application Breakdown



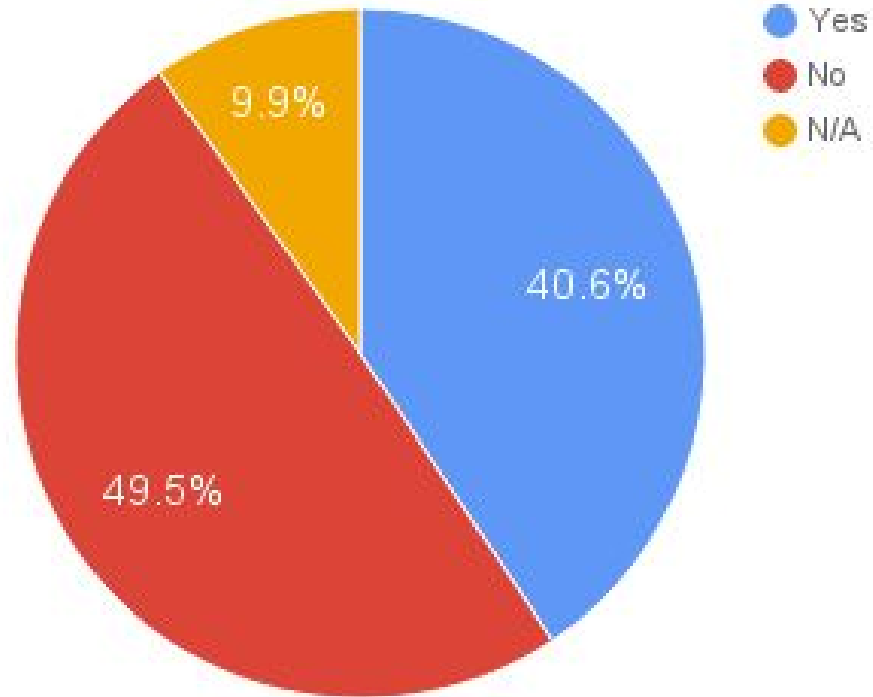
Residents vs. Commuters



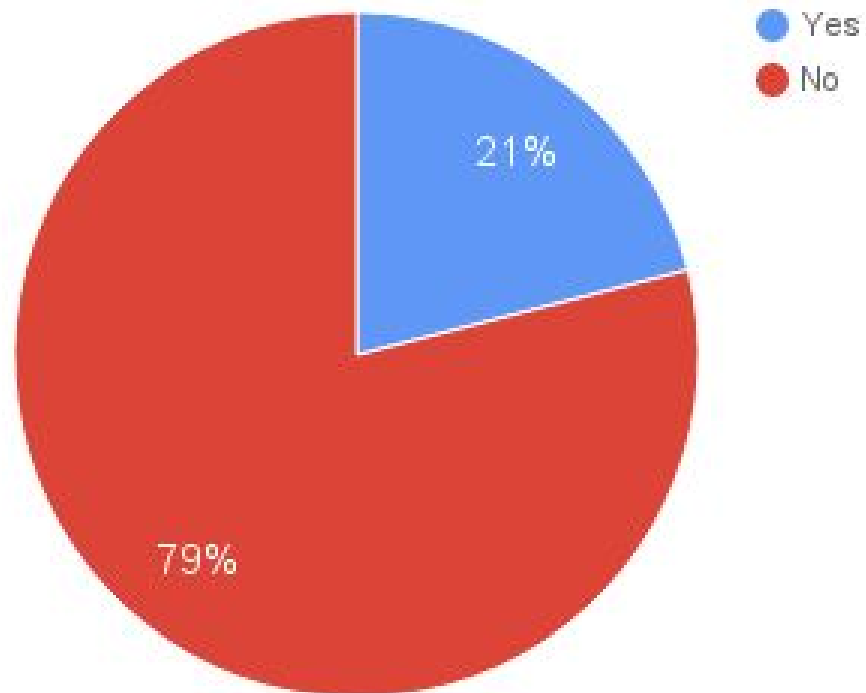
Resume Pre-CLP



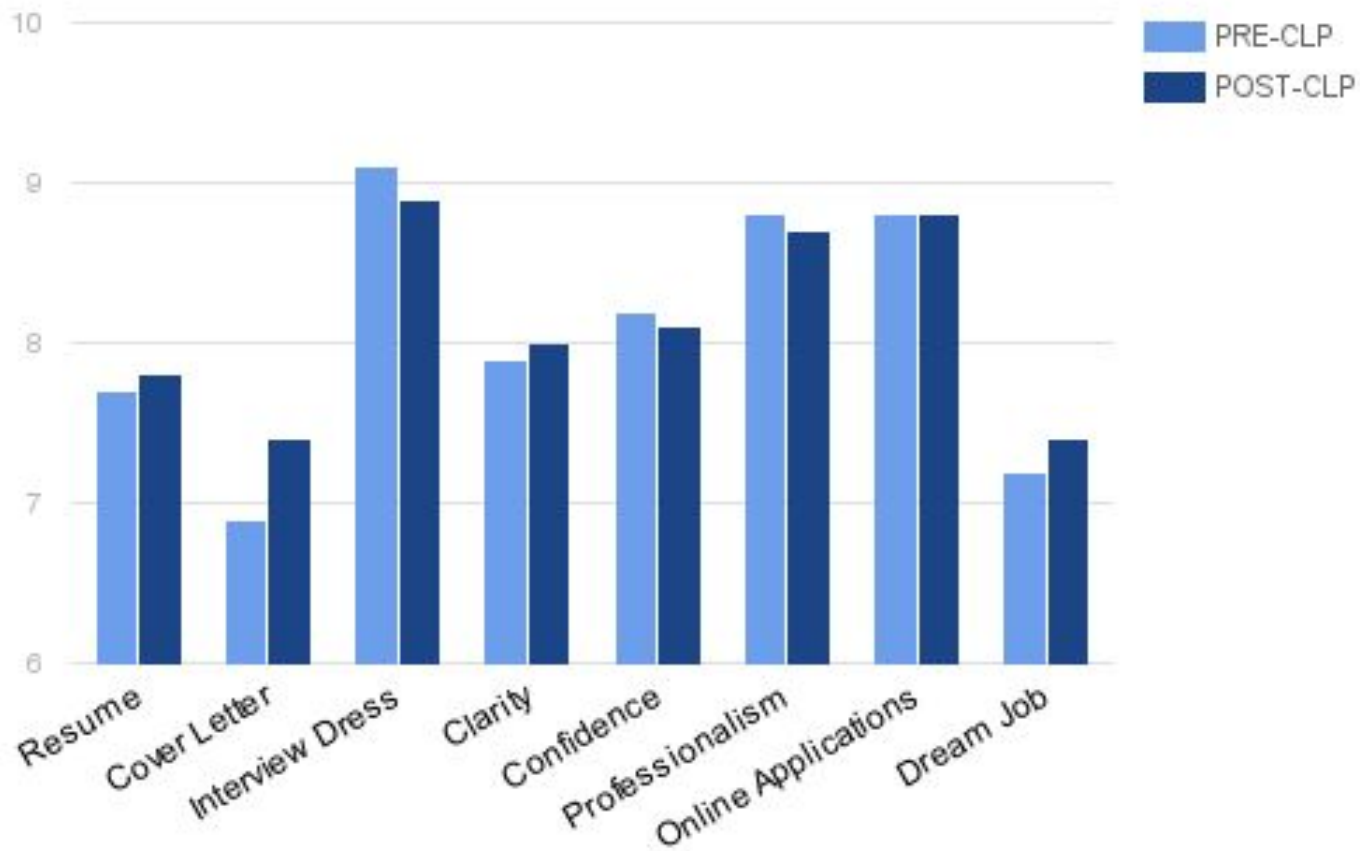
Cover Letter Pre-CLP



Completed CLP Before



Self Efficacy



Qualitative Feedback

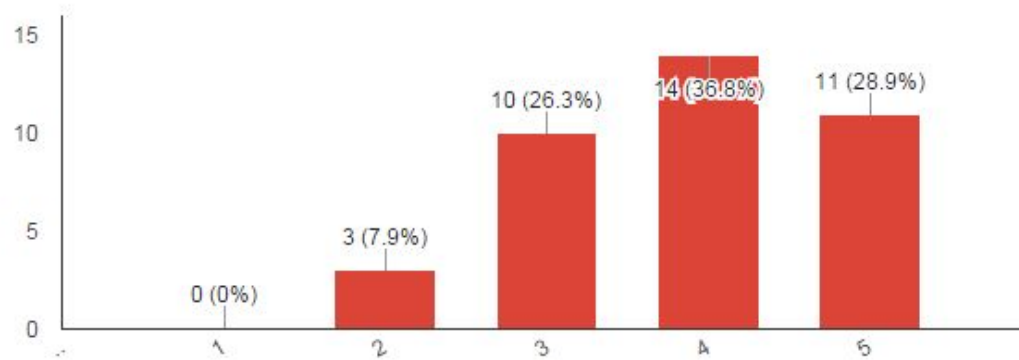
“Wonderful practice and the students took it seriously and accepted feedback.”

“Students showed an ability to analyze their interviewing skills and determine where their deficits lie.”

“The questions asked in the interview will better prepare our students for real-world interviews.”

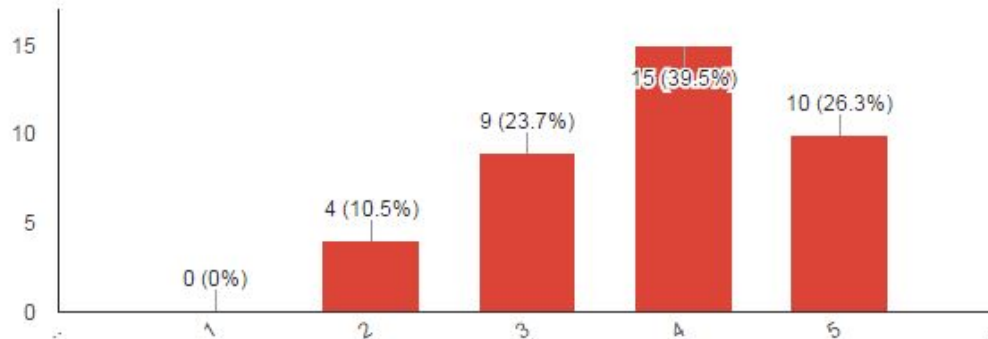
“Students need diversity training regarding international students.”

The feedback I received on the hiring rubric was specific. (38 responses)

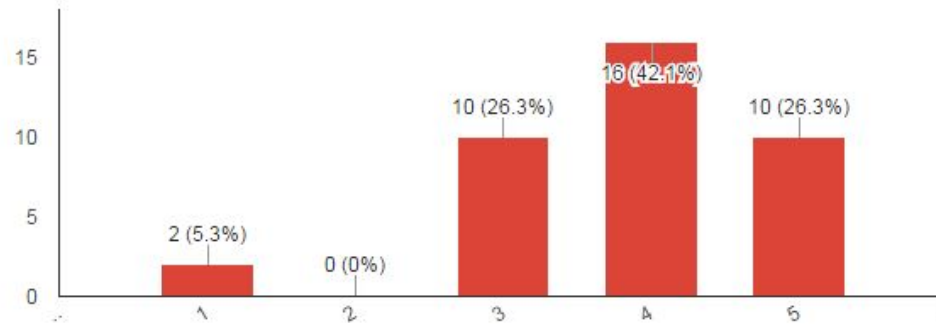


1 Strongly Disagree
5 Strongly Agree

The feedback I received on the hiring rubric was helpful. (38 responses)

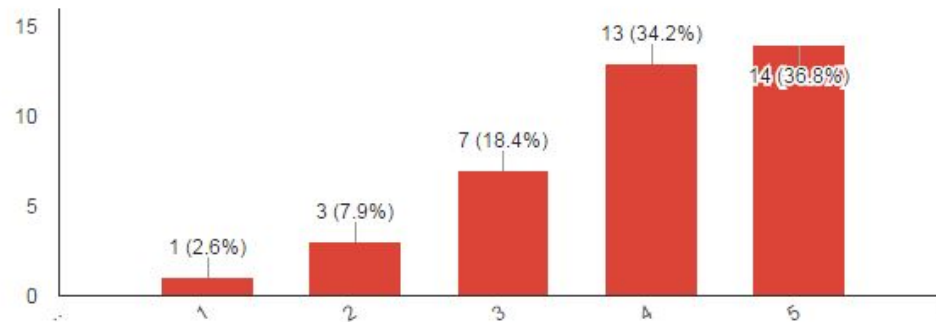


The feedback I received on my resume was specific. (38 responses)

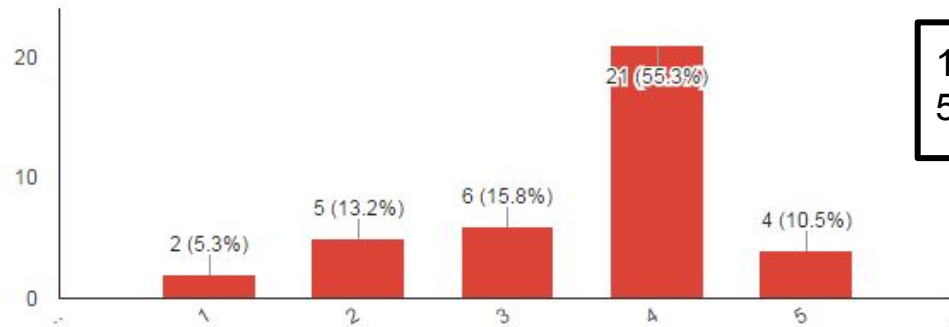


1 Strongly Disagree
5 Strongly Agree

The feedback I received on my resume was helpful. (38 responses)

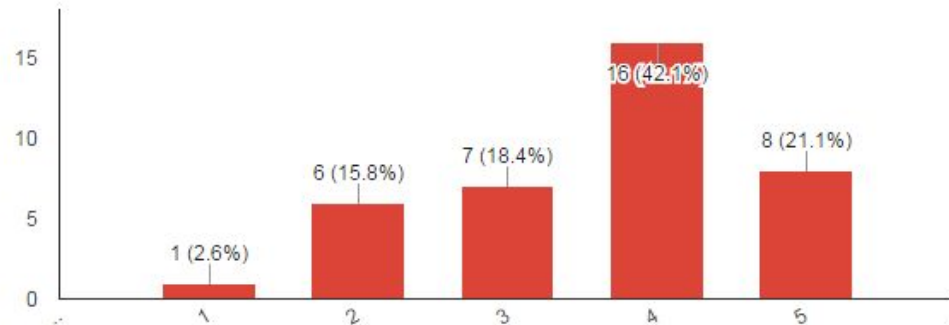


The feedback I received on my cover letter was specific. (38 responses)



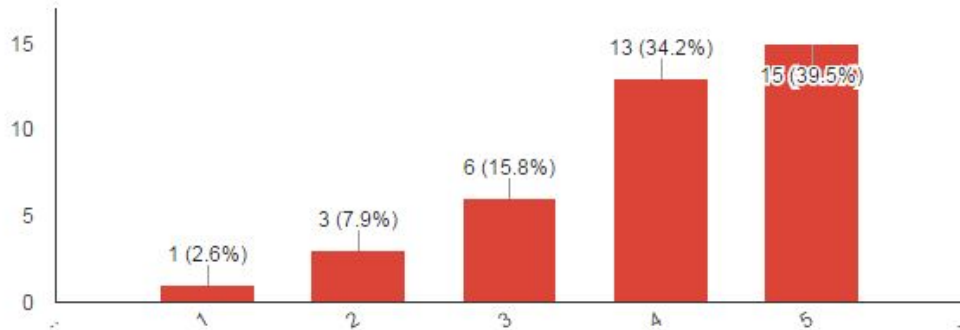
1 Strongly Disagree
5 Strongly Agree

The feedback I received on my cover letter was helpful. (38 responses)



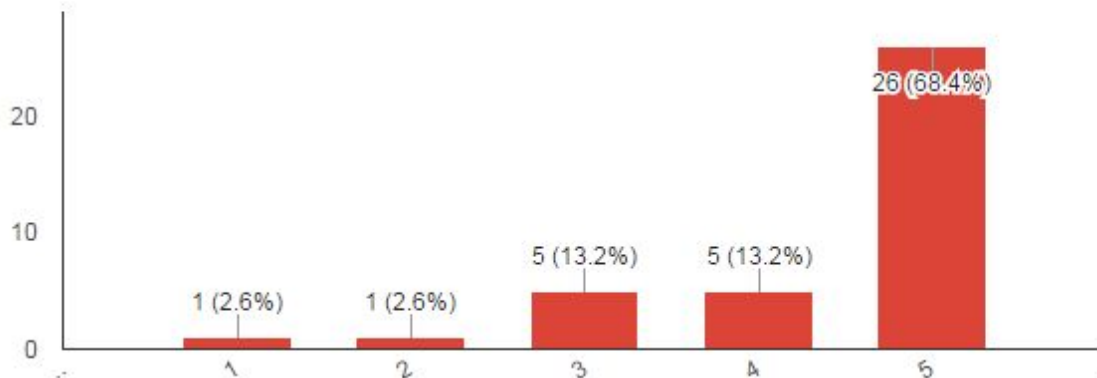
After reading my feedback, I know what areas I should work on in order to interview better.

(38 responses)



1 Strongly Disagree
5 Strongly Agree

Getting the interview questions in advance was helpful. (38 responses)



Qualitative Feedback

“The feedback was really helpful. It gave me a lot of confidence, meanwhile, I know what areas I need to advance my interview. A great experience!”

“I did not like how the interviewers would write down everything I said when I said it. It did not seem realistic.”

“Everything that was written on the feedback was nit picky...I barely made eye contact with the interviewers”

“I want to thank my interviewers for being so reassuring.”

Lessons Learned

- Most students “strongly agreed” that receiving the questions in advance was helpful
- Rubrics has its limitations and not all students were satisfied with the feedback they received
- Trust is a necessity

Improvements for the Future

- Increase advertisements early on
- Get past-success stories to sell our product
- Constitution enhancements to chartered organizations
- Find the appropriate amount of interview slots necessary
- Build in lunch time for pro-staff

Questions?

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Thank you.