

INTERVIEWING



Name

Overview

Interviewing is a program that provides you with the key information and skills needed for you to excel as an interviewer.

This program will assist you in improving the quality of your workforce through more effective interviewing. You will use an interviewing framework to master the interviewing process. This will be accomplished by developing a system of behavioral questions that gather useful information and encourage candidates to discuss specific experiences and accomplishments. You will also learn to determine which questions to ask, and when to ask them.

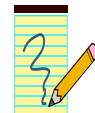
Interviewing is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

Course Objectives

Our goal is to build greater personal skill and confidence in your ability to effectively interview candidates by focusing on the areas listed below.

- *Understanding the Consequences of Hiring Decisions*
- *Avoiding Common Selection Problems*
- *Using Past Behavior to Predict Future Behavior*
- *Developing Behavioral Questions to Gather Information*
- *Dealing With Incomplete Answers or Examples*
- *Creating Planned Behavioral Questions*
- *Using Follow-Up Questions and Listening Skills to Deal With Partial or Non-Behavioral Examples*
- *Closing the Interview*

Personal Objectives



In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Interviewing. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives.

Consequences of Hiring Decisions



Interviewing takes on a greater significance when the interviewer and organization understand the potential consequences of the hiring decisions that are made. Poor decisions generally yield poor results in many ways.

Hiring decisions are among the most critical any organization makes. Yet, too often, the selection process is not well thought-out, and the individuals doing the interviewing have not been trained in how to be an effective interviewer.

In a small group of three people, talk out-loud and answer the questions below. Make sure you are specific and try to give actual work-related examples for each question. This will help put greater significance into the interviewing and selection process.

1. What are the consequences to a manager if he or she hires the “wrong” person?

2. What are the consequences to the person who is not accurately placed?

3. What are the consequences to the organization when the “wrong” person is selected?

As you can see, there are many potential negative consequences to the selection process. However, taken seriously, the interviewing process can produce outstanding results and positive consequences for the people involved, as well as the organization.

Common Selection Problems



Listed below and on the following page are seven common problems that interviewers typically face that impact the accuracy of selection decisions. As you noted on the previous page, there are adverse consequences to these kinds of problems.

In your small group, provide work-related examples for each one listed and discuss what you can do to either avoid or minimize the problem.

1. Critical information is missed.

2. Candidate information is misinterpreted or not understood.

3. Judgments are based on biases, stereotypes, or candidate availability.

Common Selection Problems - Continued



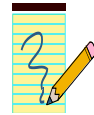
4. Decisions are made too quickly.

5. One or two factors significantly influence judgment.

6. Selection decisions are not consistent.

7. Decisions are affected by organizational or management pressure.

Gathering Information



The ability of an interviewer to gather useful information translates into accurate and productive hiring decisions. Collecting “behavior” information is the key to predicting job success.

Behavior in one situation usually predicts behavior in similar situations. A reasonably high estimate of on-the-job performance is obtained because of the high overlap between past performance and performance being predicted. Interviews also look at past behavior to predict future performance. Past behavior is identified by gathering examples of that behavior.

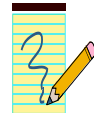
Identified below are three advantages of using past behavior to predict future behavior. In your small group, discuss each advantage and how it applies to your interviewing situations.

1. Past behavior eliminates misunderstandings about a candidate’s information.

2. Past behavior prevents personal impressions from affecting the evaluation.

3. Past behavior reduces the candidate’s faking or giving false impressions.

Behavior Examples



Fair and accurate selection decisions are made using examples of job-related past behavior as the basis for evaluating candidates. Gathering information about a candidate's experience and accomplishments involves more than just gathering reports of actions taken or not taken. Knowing a candidate's actions is of little use if you don't understand the situation surrounding the actions and the outcomes produced by these actions. Listed below are the three key elements.

Three Key Elements to Behavior Examples

- 1. Explain the Situation (Task, Assignment, Project, etc.)**
- 2. Explain the Specific Actions That Were or Were Not Taken**
- 3. Explain the Outcome (Result, Change, Impact, Value, etc.) That Was Caused by Your Specific Actions**

Behavior Examples Exercise

Below and on the following two pages are descriptions of the Three Key Elements. Your exercise is to work in your small group and develop one or more examples that would meet each of the Three Key Elements. You can use the example provided as a guide.

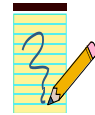
1. Explain the Situation

A complete behavior example contains information that tells you why an Action took place. The Situation that leads to Actions can be created by changes in work procedures, manager or customer demands, working conditions, job responsibilities, scheduling, relationships with co-workers, etc.

In the spaces below and on the following page, write out several examples that would "Explain the Situation." You can use something you observed on the job or maybe a situation that affects you. The examples you write on this page will be carried through the following two pages. Make sure you talk out-loud in your small group to gain everyone's insight. Have each group member provide at least one example.

"The team was short of help because two employees called in sick and a third was on vacation."

Behavior Examples Exercise - Continued



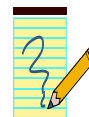
1. Explain the Situation - Continued

2. Explain the Specific Actions That Were or Were Not Taken

Actions are what people do and say. They are the steps taken to complete an assignment or analyze a problem. They can be stated simply or in detail, depending on their scope. Be certain to identify the specific actions a candidate has taken to complete an assignment.

In the spaces provided, write out several examples that would “Explain the Specific Actions That Were or Were Not Taken.” The examples you write on this page should be a continuation of the examples from above or the previous page.

“The team was short of help because two employees called in sick and a third was on vacation. *First, I made phone calls to other departments who have assisted in the past, then to a local temporary office, and finally to the Department Manager to let him know what the situation was.*”

Behavior Examples Exercise - Continued

3. Explain the Outcome (Result, Change, Impact, Value, etc.) That Was Caused by Your Specific Actions

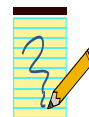
An Outcome is the result or consequence of Actions. To evaluate the behavior, you must know whether the Actions effectively changed or affected the original Situation. An Outcome is the change in the Situation caused by a candidate's Actions.

In the spaces provided, write out several examples that would "Explain the Outcome." The examples you write on this page should be a continuation of the examples from the previous page.

"The team was short of help because two employees called in sick and a third was on vacation. First, I made phone calls to other departments who have assisted in the past, then to a local temporary office, and finally to the Department Manager to let him know what the situation was. *By doing all of this I was able to keep the phones covered and customer service did not suffer.*"

You do not have to obtain or write down behavioral examples in order. Sometimes the Outcome will be given first, followed by the Action, and then the Situation. Other times the Action will be volunteered, and the Situation and Outcome must be drawn out of a candidate. The order of the information makes no difference - just so they are all there.

False Behavioral Information



You can understand what a behavioral example is by looking at what it is not. Often, you may think you're getting information about a candidate when all you're getting is false information - statements of feelings and opinions, statements of what a candidate will do or would like to do, or vague statements that cannot be interpreted.

Outlined below are some examples of false behavioral information. In the spaces provided, write out a few additional examples that are commonly used in your work environment. Make sure you talk out-loud in your small group to gain everyone's insight.

Feelings and Opinions

- *"I was really great at managing my team."*
- *"I went beyond the call of duty for my supervisor."*
- *"I thought I was the best manager and deserved more responsibility."*

Theoretical or Future-Oriented Statements

- *"I plan to pick up my degree next year."*
- *"If I were the supervisor, I would have handled it differently."*

Vague Statements

- *"I was responsible for making sure my team adhered to our quality standards."*
- *"I did what was necessary when costs exceeded certain line items in my budget."*
