



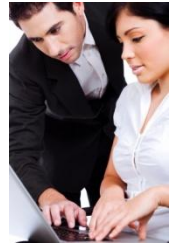
Interviewing

**Scroll Through the Following Slides
to Learn More About Our
Interviewing Materials**

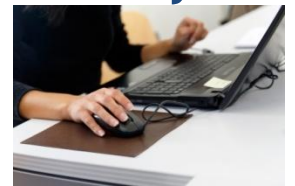
www.brainstormdynamics.com

Brief Overview

✓ **Our Interviewing Content Can Change the Way You Create Some of Your Training and Learning Materials**



✓ **Making it Simple and Easy to Customize and Publish Workbooks, Leader's Guides, eLearning Content, Handouts, and Other Learning Materials . . .**



✓ **Saving Both Time and Money**



The Participant's Workbook and Leader's Guide

Are Created in Microsoft WORD

INTERVIEWING

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 when 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.



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INTERVIEWING

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."

6

Sample One-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

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Behavior Examples

- 1) State the following and direct participants to page 6.

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 on page 6 are the three key elements.

Review the three elements.

On the bottom of page 6 and 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.

Does anyone have any questions before you start?

Answer any questions.

Walk around and assist as needed.

- 2) State the following to debrief the exercise.

Let's go around to each group and see what you came up with for the three elements. Start with "Explain the Situation" and continue through the next two elements on pages 7 and 8. Listen to each other and make any further suggestions.

Gain responses from each group.

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 to they are all there.

Does anyone have any further comments or questions?

Answer any questions.

Add any personal insight.

- 3) Draw conclusions.

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Sample Workbook Pages

INTERVIEWING

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Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

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LEADERSHIP

Skill Practice

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Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist

- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

LEADERSHIP

An Effective Leader Exercise



the leadership skills you believe are necessary to deal with each one and on the following page. Write down the ideas your group. Also talk about how you would apply the skills in each situation.

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

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What Went Well?

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Sample Workbook Pages

Interviewing is a program you to excel as an interviewee.

This program will assist you in effective interviewing. Your process. This will be accomplished by gathering useful information on accomplishments. You will ask them.

Interviewing is designed for this workshop. This training program by integrating your work.

Our goal is to build greater interview candidates by following:

- Understanding
- Avoiding Common
- Using Past Behavior
- Developing Behavior
- Dealing With
- Creating Plans
- Using Follow-up
- or Non-Behavior
- Closing the Interview

In this section of your workbook to accomplish by the end of help you determine where initial objective to about the exercises and talk to others.

Fair and accurate selection as the basis for evaluating and accomplishments involved. Knowing a candidate's actions and the outcomes.

Three

1. Explain the Situation
2. Explain the Specifics
3. Explain the Outcome Caused by Your Specifics


Below and on the following exercise is to work in your each of the Three Key Elements.

1. Explain the Situation

A complete behavior evaluation. The Situation that leads to or customer demands, work with co-workers, etc.

In the spaces below and on "Explain the Situation." Situation that affects you. The following two pages. Make insight. Have each group

"The team was short of the vacation."

INTERVIEWING 

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."

feelings

of short-term meetings instead of two-days, follow. Each segment of the program will run

leadership

skills to Leadership

LEADERSHIP


Skill Practice

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Practice Coaching

LEADERSHIP

Practice Coaching Checklist 

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Sample Workbook Pages

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- *"I was responsible for m*
- *"I did what was necessa*



Planned Behavioral Questions

An interview is only as proficient as the questions asked. Planned Behavioral Questions allow the interviewer to compile a complete picture. They encourage the applicant to discuss specific experiences and accomplishments. They also produce reports on behavior and help you avoid asking theoretical questions that result in vague responses or leading the applicants to the "right" answers.

Outlined below are some examples of the differences between Planned Behavioral Questions and Theoretical and Leading Questions. Talk out-loud in your small group and add a few additional Theoretical and Leading Questions that you've heard from candidates, and create an improved Planned Behavioral Question instead.

Theoretical Questions

1. *"What makes you think you can manage financial people?"*
2. *"What are your strengths and weaknesses?"*
3. _____

Planned Behavioral Questions

1. *"What is your experience managing financial people? Please be as specific as possible."*
2. *"How did your approach to finding a solution to the cost problems differ from the approach used by other managers in similar situations?"*
3. _____

Leading Questions

1. *"I suppose you enjoyed working in a fast-paced financial environment, didn't you?"*
2. *"Would you agree that your biggest decision was to . . . ?"*
3. _____

Planned Behavioral Questions

1. *"What did you enjoy most about working in a fast-paced financial environment?"*
2. *"What was your biggest decision within the last year?"*
3. _____

Sample Leader's Guide Pages

Sample One-Day Agenda

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Identifying Opportunities/Workshop Close	15 minutes	4:40 - 4:55

5

Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

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LEADERSHIP

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Skills of an Effective Leader Exercise

Group the leadership skills you believe are necessary to deal with each situation below and on the following page. Write down the ideas your group generates. Also talk about how you would apply the skills in each situation.

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Sample Leader's Guide Pages

The times listed below are important to allow the participants to easily modify these times and make your time

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Review the three elements.

On the bottom of page 6 and 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.

Does anyone have any questions before you start?

Answer any questions.

Walk around and assist as needed.

2) State the following to debrief the exercise.

Let's go around to each group and see what you came up with for the three elements. Start with "Explain the Situation" and continue through the next two elements on pages 7 and 8. Listen to each other and make any further suggestions.

Gain responses from each group.

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Does anyone have any further comments or questions?

Answer any questions.

Add any personal insight.

3) Draw conclusions.

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Reviewing the Application

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Identifying Opportunities

1) State the following and discuss

Fair and accurate selection as the basis for evaluating performance and accomplishments not taken. Knowing a candidate's reaction surrounding the action are the three key elements.

Review the three elements.

On the bottom of page 6 Elements. Your exercise that would meet each of guide.

Does anyone have any questions?

Answer any questions.

Walk around and assist as needed.

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Gain responses from each group.

You do not have to obtain an outcome will be volunteered by the candidate. The order of

Does anyone have any questions?

Answer any questions.

Add any personal insight.

3) Draw conclusions.

Identifying Behavior Examples Exercise

1) State the following and direct participants to page 10.

Interviewers need to be able to instantaneously decide the kinds of responses the candidate is providing. Without this immediate recognition, the quality of the information you are gathering may not be sufficient enough to make a good decision.

Identify the statements a candidate might make on page 10 keeping in mind that you are not judging whether they represent acceptable or unacceptable performance, but whether they are complete behavior examples. In addition to identifying the statements, indicate the reasons for your choice. Use the spaces provided under each statement to write down any additional information that might be needed.

Make sure you talk out-loud in your small group to gain everyone's insight. Choose from the list on page 10.

- A) The statement is a Complete Behavioral example
- B) The statement is a False Behavioral example
- C) The interviewer needs information about the Situation
- D) The interviewer needs information about the Action taken
- E) The interviewer needs information about the Outcome

Does anyone have any questions before you start?

Answer any questions.

Walk around and assist as needed.

2) State the following to debrief the exercise.

Let's go around to each group quickly and see which of the five choices you selected for each of the statements. When you provide your answer, explain why you made the choice you made and what additional information might be needed.

Gain responses from each group.

Add any personal insight.

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Meetings

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Leadership

Blocks to Leadership

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Skill Practice

practice skills in this program. Use any of the previous workshop Listening Responses or Questioning Skills. This first practiced in groups of three people. The person practicing will use and keep the conversation alive using their listening skills, and questioning skills for about 2 minutes. That's all in practicing is to act as an employee and respond as appropriate in the group is the coach.

use to go longer than 2 minutes. There should be plenty of exercise is stopped, the coach provides his or her insight the following two pages. Once the person coaching is finished and tries to incorporate the coaching he or she just received critical. If you follow the rules, and the coaches' practices will be worthwhile. Outlined below are some basic skill practice.

Practice Coaching

LEADERSHIP

Practice Coaching Checklist

What is the Prevailing Emotion?
What are the Listening Responses?

Answers?

Notes?

Sample Leader's Guide Pages

The times listed below are important to allow the participants to easily modify these times and make your time

Opening the Workshop

Consequences of Hiring Decisions

Common Selection Problems

Gathering Information

Break

Behavior Examples

False Behavioral Information

Identifying Behavior Examples

Planned Behavioral Questions

Lunch

Planned Behavioral Questions

Follow-Up Questions/Exercise

Listening Acknowledgment

Break

Closing the Interview

Skill Practice

Reviewing the Application

Pacing the Interview and

Identifying Opportunities

1) State the following and discuss

Fair and accurate selection criteria should be used as the basis for evaluating candidates. Knowing a candidate's strengths and weaknesses is not taken. Knowing a candidate's strengths and weaknesses are the three key elements.

Review the three elements.

On the bottom of page 6 Elements. Your exercise that would meet each of the three elements.

Does anyone have any questions?

Answer any questions.

Walk around and assist as needed.

2) State the following to debrief

Let's go around to each group with "Explain the Situation" and "Listen to each other and share your insights."

Gain responses from each group.

You do not have to obtain a consensus. The outcome will be voluntary. The order of the questions is not important.

Does anyone have any questions?

Answer any questions.

Add any personal insights.

3) Draw conclusions.

Identify

1) State the following and discuss

Interviewers need to be prepared. Without sufficient information gathering may not be sufficient.

Identify the statements and not judging whether they are complete behavior. The reasons for your choice and any additional information.

Make sure you talk out loud. The list on page 10.

A) The statement

B) The statement

C) The interview

D) The interview

E) The interview

Does anyone have any questions?

Answer any questions.

Walk around and assist as needed.

2) State the following to debrief

Let's go around to each group with each of the statements. Share your insights and what additional information you gathered.

Gain responses from each group.

Add any personal insights.

3) Draw conclusions.

Closing the Interview

1) State the following and direct participants to the exercise on page 22.

After the interviewer has gathered sufficient behavior examples and information, it is time to begin the "close" segment of the interview. This segment is designed to give the interviewer the opportunity to do the following six things.

1. Review the interview notes to determine if additional questions are necessary.
2. Ask any additional questions.
3. Provide information on the organization and the specific position.
4. Answer the candidate's questions about the organization and the position.
5. Explain the next step in the interviewing process.
6. End the interview in a friendly manner.

The interviewer begins the "close" by asking one or more "buy-time" questions. These questions require the candidate to think before responding. The interviewer now has the opportunity to review his or her interview notes and to formulate any additional questions.

Before asking "buy-time" questions, the interviewer should tell the candidate that he or she is about to ask one or more questions that will require some thought before answering. When the interviewer asks the questions, he or she should tell the candidate how much time is available to think of his or her answers. The interviewer then reviews his or her interview notes to formulate any needed additional questions. There is an example listed in your workbook.

After the "buy-time" questions have been answered, the interviewer can focus on any of the 6 points I just mentioned. In your groups of three people, write out several other "buy-time" questions in the spaces on page 22. Does anyone have any other questions?

Answer any questions.

Walk around and assist as needed.

2) State the following to debrief the exercise.

Let's go around to each group and see what additional "buy-time" questions you created.

Gain responses from each group.

Add any personal insights.

3) Draw conclusions.

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