



Effective Interviewing

FACILITATOR GUIDE

Brian Jewell, Trainer

Welcome to the Effective Interviewing workshop facilitator guide!

As you prepare to facilitate the Effective Interviewing course, this manual will provide you with the key information that you will need.

Managers and others who conduct interviews often stress about the interview process. It is our job as facilitators to help them learn tips, tricks, and skills to help them be as effective as possible. This course is designed to give interviewers a high-level overview of some interview skills that they can take and immediately implement.

As this is a high-level course, be cautious about going into too much detail and work to keep the conversations and activities focused on the topics. It can be easy to sidetrack in a course like this, as each one of these topics could be a course on its own. In time, this session will be extended into a larger curriculum, but until that time, we are only offering a high-level look at the interview process.

Good luck and have fun with this!

Sincerely,

Brian Jewell, Trainer

Course Developer

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Course Objectives

This course is intended to give new managers, experienced managers, and anyone who interviews potential candidates an overview of the interview process. Interviewing is a widely researched and talked about process, with thousands of books and theories available on the topic. With that in mind, the material stays focused on just four main areas:

- The impact of ineffective interviewing
- Two questioning styles (Competency and Behavioral)
- Looking out for red flags during an interview
- Common pit falls managers fall into while interviewing.

In this course, participants will:

- Identify the cost and impact that making poor hiring decisions can have on the organization.
- Create a list of questions that can be used in an interview situation that contains a mix of both behavioral and competency questions.
- Identify potential warning signs (red flags) in an interview and discuss how to address them.
- Review the potential pit falls and biases that managers fall in to and how to avoid them.

Who Should Attend:

Anyone who interviews potential new hires. This includes:

- Managers
- Team leads
- Human resources
- Senior level employees

How to Facilitate This Workshop

Know the Content

Your primary role in this workshop is to facilitate the conversations and keep the course on track. Most of the key insights may come from those that are attending the course, so help facilitate the discussions towards the course objectives. You must be familiar with interview process and the material so you can apply what is said in the workshop back to the course objectives. If you can become a student of this material, this will increase your ability to effectively facilitate the course.

Use personal examples and stories from your own observations to help illustrate the key concepts and course objectives.

Using This Guide

This guide is designed to be used in conjunction with the participant guide and provides notes and instructions for the activities. It is a good idea to also have a participant guide handy, as this guide will only reference the pages for the participant guide.

Create a Safe Working and Learning Environment

Set a tone and atmosphere where it is safe to discuss challenges and build relationships.

Guide group discussion and do not let a few people monopolize the conversations. Try to get everyone involved in the conversation.

Make the course interactive and fun. As mentioned earlier, your best material will come when the group is providing their own experiences with the rest of the group. If you can make the environment interactive and fun, this will happen more often.

Set up and debrief the exercises effectively. Make sure that the participants are clear on the expectations and goals of the exercises. Review the exercise when complete and reinforce the learning.

Preparation

One Month Prior to the Event

- Determine the office for the session. (Dallas, Jacksonville, Indianapolis)
- Reserve a room for the session.
- Create a list of attendees (Work with Availity Learning to see who has and has not attended.)
- Send the invite for the session. (See **Invite** later in this document for suggested verbiage.)

Two Weeks Prior to the Event

- Review the material.
- Meet with Human Resources to discuss any new challenges being faced.

One Week Prior to the Event

- Confirm the room reservation.
- Print materials for the session and ship to the appropriate location.
- Send confirmation to attendees.
- Arrange for a flip chart and markers to be in the room.
- Create the materials for the introductory exercise. (See **exercise preparation** for instructions)

Hour Before the Event

- Place the participant materials at each seat.
- Test the projector and technology.
- Adjust the lighting.
- Have fun!

Introductory Activity Preparation

This activity is designed to be a fun and interactive way for the participants to get introduced to the concept of asking the right questions, as well as a way to begin the course with a social factor.

To prepare for the activity you will need:

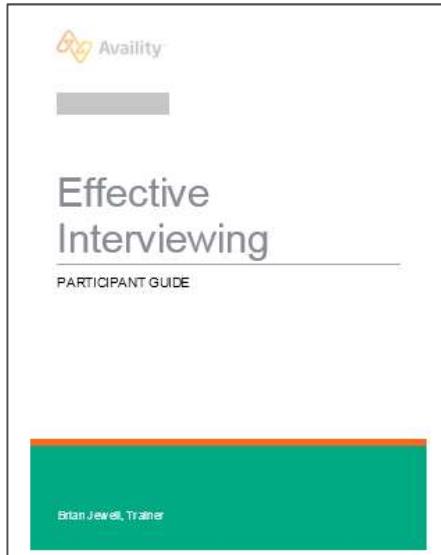
- 3x5 index card for each attendee, plus about 5 extra.
- Envelopes for every card
- Marker to write on envelopes

Steps:

- On each index card, write the name of a well-known cartoon character. Possible options are:
 - Mickey Mouse, Donald Duck, Goofy, Pluto, etc.
 - Shaggy, Scooby
 - Pink Panther, Snoopy, Yogi Bear
 - Use your imagination and have fun!
- Place each index card in an envelope and seal it.
- Write, "Do not open until instructed." On each envelope.
- Place 1 envelope with the participant materials on each seat before the session.

Course Facilitation

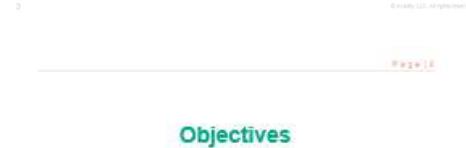
Introduction and Opening Activity

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| Before Class | <p>Each seat should have a copy of:</p> <ul style="list-style-type: none">• Participant guide• Envelope for introductory activity.• Table tent• Markers within reach. <p>As the participants come in, greet each one and ask them to find a seat. While they are waiting for the class to start, they can fill out their name tent at their table.</p> |  <p>Slide 1</p>  <p>Part. Guide.</p> |
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| Opening Activity 10 Min. | <p>Activity objective:</p> <ul style="list-style-type: none"> Identify the importance of asking the right questions. <p><i>Welcome to Effective interviewing! I am excited to have each of you here today. Before we get started, let's play a little game.</i></p> <p><i>You have probably been wondering about the envelopes at your seat. Open them now, but do not share your information with anyone.</i></p> <p><i>Each of you are now the character on your card, and we are going to play Cartoon Speed-dating.</i></p> <p><i>Each of you will pair off with another person in the class and ask whatever questions you think you need to in order to figure out who your partner is. However, you only get 5 questions each, and much like speed dating, there is a time limit. You get two minutes for both of you, so make your time count.</i></p> <p><i>After the 2 minutes is up I will yell switch and I want you to find a new partner and start over again. We will do this twice and then come back together and see how you did. Any questions?</i></p> <p>Start the timer and have the group ask questions of each other.</p> <p>At 2:00 minutes yell "Switch" and have them switch to a new partner.</p> | <p>EFFECTIVE INTERVIEWING</p> <p>ACTIVITY</p> <ul style="list-style-type: none"> Pair off with another participant. You have 2 minutes to ask 5 questions each. Make them count! After 2 minutes, find a new partner. Lather, Rinse, Repeat.  <p>© Availity, LLC. All rights reserved.</p> <p>Slide 2</p> |
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| Opening Activity 10 Min. | <p>At the end of the activity, have everyone return to their seats.</p> <p>Ask:</p> <p><i>Who was able to discover the identity of each of their partners?</i></p> <p>(Wait for acknowledgement)</p> <p><i>What about at least one of your partners?</i></p> <p><i>What were the challenges that you faced in this?</i></p> <p>Responses could include:</p> <p>“Knowing the right questions”</p> <p>“They wouldn’t respond right”</p> <p>Ask:</p> <p><i>Did you know that you could have uncovered the information in just 1 question? What about just simply asking, “Who are you?” Did any of you think about that?</i></p> <p>Say:</p> <p><i>I know this was a little strange, but think about it. Aren’t interviewing and speed dating very similar? You want to find out as much information as you can in a short period of time. You are looking to see if there is a fit, and bad decisions can be very costly in the end. So if you know the right questions that can get you the information, and you can spot potential red flags, you can avoid the bad mistakes.</i></p> | <p><small>EFFECTIVE INTERVIEWING</small></p> <p>ACTIVITY</p> <ul style="list-style-type: none"> • Pair off with another participant. • You have 2 minutes to ask 5 questions each. Make them count! • After 2 minutes, find a new partner. • Lather, Rinse, Repeat.  <p>© Availability, LLC. All rights reserved.</p> <p>Slide 2</p> |
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Objectives

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| Objectives | <p>(Switch to the objectives slide.)</p> |  |
| Say: | <p><i>That is why we are here today to talk about effective interviewing.</i></p> <p><i>Interviewing is one of the biggest challenges that organizations face. It can be costly, there are many theories about how to ask questions, and you want to make sure that you are making the right decisions.</i></p> <p><i>So when we put this course together, those were our objectives. At the end of this course you will be able to:</i></p> <p><i>(Read Objectives)</i></p> | <p>By the end of this session you will be able to:</p> <ul style="list-style-type: none"> Identify the impact of ineffective interviewing Ask candidates high-impact questions during an interview Identify potential red flags during an interview Avoid common pit-falls managers face during interviews |
| Ask: | |  |
| Say: | | <p>Objectives</p> <ol style="list-style-type: none"> Identify the Impact Ineffective interviewing hiring has on an organization. Ask Candidates high-Impact questions during an Interview. Identify potential red flags during an interview. Avoid common pit-falls managers face during Interviews.  <p> Availability</p> |

Impact of Ineffective Interviewing

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| Introductory story 5 min | <p>Say:</p> <p><i>Imagine you are Eric. You have just been contacted to go interview for one of Fortune's top 10 places to work, GXI.</i></p> <p><i>You have been trying to get an interview with them for months, and you see this as your perfect opportunity to work for a great company.</i></p> <p><i>You are very excited and show up a little early dressed to the nines and fully prepared.</i></p> <p><i>As it comes time for your interview, your interviewer is 30 minutes late for the interview.</i></p> <p><i>You pass this off as just being because they are extremely busy and that is a good sign.</i></p> <p><i>As the interview starts, the interviewer, your potential boss, starts eating a sandwich while he is talking to you. He then starts asking questions about your current job and your education, which makes it very clear he hasn't even read the resume he is now using as a placemat for his sandwich.</i></p> <p>Ask:</p> <p><i>If you were eventually offered this job, would you take it knowing that this will be your boss?</i></p> <p><i>(Click to bring up red X)</i></p> <p><i>Eric didn't either.</i></p> | <p>EFFECTIVE INTERVIEWING</p> <p>IMAGINE THIS...</p> <ul style="list-style-type: none"> • Eric was excited to interview with GXI Technology • GXI is rated one of Fortune's ten best places to work • He is a star performer and would be a great asset to GXI  <p><small>© Availity LLC. All rights reserved.</small></p> |
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| <p>Introductory story 5 min</p> | <p>Say:</p> <p><i>Eric would have been a top performer at GXI, just as he was at his current company.</i></p> <p><i>That is just one impact that an interview can have. (You lose the opportunity of star performers.)</i></p> <p><i>However, what if you hire the wrong person and they don't work out.</i></p> <p><i>Interviewing decisions can have a large impact on an organization. Here are a few:</i></p> <p><i>(Slide 5)</i></p> <p>Ask:</p> <p><i>Can you think of any other impacts you have faced due to bad hiring decision?</i></p> <p><i>Let's brainstorm a few more in groups of 3 or 4.</i></p> | <p><small>EFFECTIVE INTERVIEWING</small></p> <p>IMPACT OF INEFFECTIVE INTERVIEWING</p> <p></p> <ul style="list-style-type: none"> • Cost of an employee making \$60,000 a year over 10 years is \$940,000. • Employees making more than \$60,000 per year will cost you more than \$38,000 to replace. • For each vacant position, HR staff and managers typically review 20 to 100 resumes. <p><small>Source: Kline, et al., 1999, p. 86 Retaining Vs. Recruiting, 2007</small></p> <p></p> <p><small>© Availity, LLC. All rights reserved.</small></p> <p>Slide 5</p> <p>Impact of Ineffective Interviewing</p> <p>The interview is the most widely used and most misunderstood hiring technique. Every company uses some form of interviewing before making a hiring decision.</p> <p>Unfortunately, for all the time and effort spent interviewing, the results are not always what we expected. At times, the best candidate walks away, while the "What were we thinking?" candidate starts on Monday.</p> <p>Here are some quick facts about hiring employees:</p> <ul style="list-style-type: none"> • For each vacant position, HR staff and managers typically review _____ to _____ resumes. • The cost of an employee making \$60,000 a year over 10 years is \$_____. • Those employees making more than \$_____ per year will cost you more than \$_____ to replace. • When an employee leaves, existing staff has to do more work, which in turn affects their productivity. <p><small>Kline, K. C., O'Connell, M. S., & Kline, C. P. (1999). <i>Hiring Great People</i>. New York: McGraw-Hill. Retaining Vs. Recruiting, (2007), T+D, 61(8), 74.</small></p> <p></p> <p>P.G. page 5</p> |
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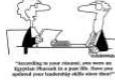
Activity: Identify Impact of Ineffective Interviewing

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| <p>Brainstorm Activity 5 min</p> | <p>Activity Objective: Identify additional impacts interviewing can have on an organization.</p> <p>Say:</p> <p><i>I want you to get into groups of three and come up with additional impacts that interviewing can have on Availability.</i></p> <p><i>Think in terms of what it would be like if the wrong person was hired. –or–</i></p> <p><i>What if you interviewed and had a bad experience.</i></p> <p><i>Think of all the impacts you can in 3 minutes.</i></p> <p>Walk the floor and listen in on conversations to make sure they are on track. Prompt the groups if they need assistance.</p> <p>After the time is up, bring everyone back and have them share their lists.</p> <p>Write additional items on a flipchart.</p> | <p>EFFECTIVE INTERVIEWING</p> <p>BRAINSTORM</p> <p>What are some additional impacts that ineffective Interviewing practices?</p> <ul style="list-style-type: none"> • Discuss in groups of 3 or 4 • 3 minutes  <p>© Availability, LLC. All rights reserved.</p> <p>Slide 6</p> <p>Activity: Brainstorm the Impacts of Ineffective Interviewing</p> <p>For this activity, you will break into groups and brainstorm additional Impacts that Ineffective Interviewing can have on Availability.</p> <p>Use these questions as a way to start your discussion:</p> <p>"if I interviewed at an organization and had a bad experience I would...."</p> <p>"if an employee is hired that is not able to perform the duties of the job the Impact would be...."</p> <p>Notes:</p> <p>P.G. Page 6</p> |
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Why Do We Interview?

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| <p>Say:</p> <p><i>So how do we make it better and avoid those bad decisions?</i></p> <p><i>The first thing that we have to do is be prepared. This includes:</i></p> <p><i>Reviewing the resume, knowing why we are interviewing, determining what we are looking for, etc.</i></p> <p><i>However, we also have to know what we are going to ask and avoid those common mistakes that interviewers often fall prey to.</i></p> <p><i>Let's look at the first step, understanding why we are interviewing.</i></p> <p>Review the main reasons that we interview and have the participants provide input from their own positions and experiences.</p> | <p>EFFECTIVE INTERVIEWING</p> <p>HOW DO WE MAKE IT BETTER?</p> <ul style="list-style-type: none"> • Be prepared for the interview • Create a list of the right questions • Avoid the common mistakes <p>7</p> <p>© Availity, LLC. All rights reserved.</p> <p>Slide 7</p> <p>EFFECTIVE INTERVIEWING</p> <p>WHY DO WE INTERVIEW?</p> <ul style="list-style-type: none"> • Evaluate the candidate's ability to perform the job • Evaluate the candidate's fit for the organization • Provide a realistic job preview • Sell the job • Complete the profile <p>Source: Künneke, et al., 1999, p. 97-88</p> <p>8</p> <p>© Availity, LLC. All rights reserved.</p> <p>Why Do We Interview?</p> <p>There are at least five purposes for almost any interview. The emphasis that you place on any one purpose can help you determine the structure of your interview.</p> <ol style="list-style-type: none"> 1. Evaluate the candidate's _____. 2. Evaluate the candidate's _____. 3. Provide a realistic job preview. 4. _____ the job. 5. Complete the profile. <p><small>Künneke, K. C., O'Connell, M. A., & Künneke, C. P. (1999). <i>Bring Great People. Keep Them Interested</i>.</small></p> <p><small>Availity</small></p> <p><small>Availity</small></p> <p>P.G. pgs. 7-8</p> |
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Questioning Styles

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| <p>Questioning styles</p> <p>15 minutes</p> | <p>Say:</p> <p><i>When you understand why you are interviewing and understand what you are looking for, you can then start to think about HOW you are going to ask the questions.</i></p> <p><i>There are many different theories out there, but two main styles of interviews rise to the top: Competency and Behavioral questioning.</i></p> <p><i>The first style, Competency/Skills focuses on discovering more about the candidate's:</i></p> <p><i>Knowledge</i></p> <p><i>Skills</i></p> <p><i>Abilities</i></p> <p><i>Motivation.</i></p> <p>Expand on each of these sections and have the class give examples of what they feel it means by each one.</p> <p>Review some of the sample questions on pages 10-11 in the participant guide.</p> | <p>EFFECTIVE INTERVIEWING</p> <p>STYLES OF QUESTIONS</p> <ul style="list-style-type: none"> • Competency/Skills • Behavioral  <p>9</p> <p>© Availity, LLC. All rights reserved.</p> |
| | <p>Slide 9</p> | <p>EFFECTIVE INTERVIEWING</p> <p>COMPETENCY/SKILL QUESTIONS</p> <p>Focused on a candidate's:</p> <ul style="list-style-type: none"> • Knowledge • Skills • Abilities • Motivation <p>10</p> <p>© Availity, LLC. All rights reserved.</p> <p>Slide 10</p> <p>Questioning Styles</p> <p>When it comes to interviewing, there are two main styles of questions that are primarily used: competency and behavioral. Each style has its own purpose in an interview and can be used interchangeably to help you discover the information you need from the candidate.</p> <p>Competency/Skill Questions</p> <p>Competency/Skill questions are focused on a candidate's:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>  <p>According to your manager, you were an excellent leader. Can you tell me how you helped your leadership skills when there?</p> <p>Printed Content. (1998). Retrieved February 14, 2015, from http://www.english-test.net/printables/interviews/</p> <p>Availity</p> <p>P.G. page 9</p> <p>Sample questions are available on pages 10-11</p> |

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| | <p>Say:</p> <p><i>The second style, Behavioral is focused on discovering more about how the person reacts or will act in situations.</i></p> <p><i>It is based on the theory that past performance can predict future performance in similar situations.</i></p> <p><i>Behavioral interviewing focuses on examples of past behavior that can be used to predict future actions, attitudes, and/or needs.</i></p> <p><i>In behavioral interviewing, we ask questions relating to something the person has done or something that happened to him or her, as opposed to hypothetical examples.</i></p> <p><i>When we are writing behavioral questions, we want to use descriptive phrases to help the candidate think about specific situations and not hypotheticals.</i></p> <p><i>This makes them feel more comfortable and allows them to answer the questions faster and more accurately.</i></p> | <p><small>EFFECTIVE INTERVIEWING</small></p> <p> BEHAVIORAL QUESTIONS</p> <p>In behavioral interviewing, we ask questions relating to something the person has done or something that happened to him or her, as opposed to hypothetical examples.</p> <p>Based on the theory that past performance can predict future performance in similar situations.</p> <p><small>Source: Thompson, 2002, p. 2-3</small></p> <p><small>© Availity, LLC. All rights reserved.</small></p> <p>Slide 10</p> <p><small>Page 112</small></p> <p>Behavioral Questions</p> <p>A process that is based on the premise that the most accurate predictor of future performance is past performance in a similar situation.</p> <p>Behavioral interviewing focuses on examples of past behavior that can be used to predict future actions, attitudes, and/or needs.</p> <p>In behavioral interviewing, we ask questions relating to something the person has done or something that happened to him or her, as opposed to hypothetical examples.</p> <p>Writing Behavioral Questions</p> <p>When creating behavioral questions, remember that our brains think in pictures. Try to create a question that can help them picture an actual event in their mind.</p> <p>“Tell me what you did when you had a coworker who didn’t get their part of the project done.”</p> <p>vs.</p> <p>“If a coworker doesn’t get their part of a project done, what will you do?”</p> <p> Availability</p> <p>P.G. page 12</p> |
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Activity: Rewrite Behavioral Questions

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| <p>Behavioral Activity 5 minutes</p> | <p>Activity Objective: Create behavioral questions out of hypothetical situations.</p> <p>Say:</p> <p><i>Now that you have a better understanding of behavioral questions, let's put that to the test.</i></p> <p><i>On page 14 of your guide, there are 3 questions that are focused on hypothetical situations.</i></p> <p><i>Get back into your groups of three and work together to rewrite these to be behavioral questions.</i></p> <p><i>Remember, behavioral questions are focused on actual situations, so we want the candidate to be able to picture the situation in their mind.</i></p> <p>Give the participants just 2 minutes to rewrite the 3 questions then pull the group back together and discuss.</p> <p>Remind them of why we ask behavioral questions.</p> | <p><small>EFFECTIVE INTERVIEWING</small></p> <p>ACTIVITY</p> <p>Rewrite the questions to paint a picture in the mind of the candidate.</p> <p>Remember to use:</p> <ul style="list-style-type: none"> • Describe a time... • Tell me about when... • Have you ever had... <p></p> <p>Slide 13</p> <p>Activity: Write Behavioral Questions</p> <p>Rewrite the following hypothetical questions as behavioral questions.</p> <ol style="list-style-type: none"> 1. Some people have trouble getting all their work done. Why do you think that is? 2. What would you do if you were on a project and did "all the right things" and it was still unsuccessful? 3. If you had a worker that you didn't get along with, how would you resolve the issue? <p></p> <p>P.G. Page 14</p> |
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Topics to Avoid

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| <p>Topics to Avoid 5 minutes</p> | <p>Say:</p> <p><i>As with anything, there are also legal requirements and regulations that we must follow when interviewing.</i></p> <p><i>Who can tell me what topics we need to avoid when we are conducting interviews?</i></p> <p>Allow the class to respond before moving to the next slide.</p> <p>Review the topics to avoid with the class and have them review the questions on page 17 of the participant guide.</p> | <p><small>© 2014, Availity, LLC. All rights reserved.</small></p> <p>TOPICS TO AVOID</p> <p>15</p> <p>Topics to Avoid</p> <p>Avoid putting yourself at risk by asking questions about:</p> <ul style="list-style-type: none"> • Religion • National origin • Citizenship • Disabilities • Marital/Family Status/Children • Pregnancy • Arrests and convictions • Bankruptcy/Financial • Car/Home ownership • Sexual orientation • Physical characteristics <p><small>© 2014, Availity, LLC. All rights reserved.</small></p> <p>Slide 15</p> <p>Topics to Avoid</p> <p>Avoid putting yourself at risk by asking questions about:</p> <ul style="list-style-type: none"> • Religion • National Origin/Race • Citizenship • Disabilities • Marital/Family Status/Children • Religion • Arrests and Convictions • Bankruptcy/Financial/Garnishments • Car/Home Ownership • Sexual Orientation • Physical Characteristics/Grooming • Pregnancy <p></p> <p><small>© 2014, Availity, LLC. All rights reserved.</small></p> <p>P. G. page 16</p> |
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Activity: Create a List of Questions

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| <p>Create a list of Questions</p> <p>5 - 10 minutes</p> | <p>Activity Objective: Create a list of questions that can be used in an interview.</p> <p>Say:</p> <p><i>We have spent quite a bit of time talking about two different question styles and provided you with examples on pages 10-11 and 15.</i></p> <p><i>The examples are great references, but they may not always work in your particular situations. So now we are going to create a list of questions that can work in your world.</i></p> <p><i>This will again be a group activity because I want you to use each other and bounce ideas off each other.</i></p> <p><i>Review the examples of questions and pick about 4-5 of them that you feel you can use in your interviews, then work with your group to create at least 2 more questions to add to that list.</i></p> <p><i>I will give you about 5 minutes to work with your group, then we will come back and discuss what you came up with.</i></p> <p>Have the groups work with each other to come up with a list of questions. When time is up or the groups look to be finished, lead a discussion on their questions.</p> <p>If you have some that sound "hypothetical", challenge them on how to make them about a specific situation.</p> <p>Be watching for questions that may fall under the realm of illegal as well.</p> | <p>EFFECTIVE INTERVIEWING</p> <p>CREATE A LIST</p> <ul style="list-style-type: none"> • Work with your group to review the sample questions in the guide. • Pick 4 or 5 that you feel will work best for you. • Create at least 2 new questions you can use. • 5 minutes <p>16</p> <p>Slide 16</p> <p>Activity: Create a List of Questions</p> <p>Review the sample questions in the guide (pages 10-11, 15) and pick the 4 or 5 questions that can work for your hiring situations. Work with your group to create at least 2 new questions you can add to the list.</p> <p>INTERVIEWER QUESTION</p> <p>DESCRIBE YOUR BIGGEST MISTAKE AND HOW YOU LEARNED FROM IT.</p> <p>I TRIED TO GET RID OF AN OLD COUCH BY CARRYING IT OUT MY FIZZOS AND LEAVING ONE HANDFUL AT A TIME AT STABULOUS.</p> <p>I LEARNED SO MUCH AND NEVER TELL THAT STORY.</p> <p>Page 18 of 21 Chapter 10: Interview Questions Published February 19, 2018 View http://www.legalrecruiting.com/101010</p> <p>Availity</p> <p>P. G. page 18</p> |
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Common Red Flags

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| <p>Common Red Flags</p> <p>10 minutes</p> | <p>Say:</p> <p><i>Now that you have your list of questions prepared and are ready to conduct the interview, we have to spend a little time discussing some of the red flags we need to look for in an interview.</i></p> <p><i>So when you hear the term, Red Flag, what does that mean to you?</i></p> <p>Wait for responses</p> <p><i>That's right... warning signs. Just as there are thousands of books on how to conduct an interview, there are equally (if not more) on how to answer questions.</i></p> <p><i>We have to make sure that what we are hearing is giving us the whole story and an accurate view of the candidate's profile and capabilities.</i></p> <p>Review the red flags in the participant guide (page 19-21)</p> <p>The first red flag deals with using the word We when describing accomplishments.</p> <p>We are not looking to hire a group, so we need to get down to what the candidate actually did as a part of the project.</p> | <p><small>EFFECTIVE INTERVIEWING</small></p> <p>LOOKING OUT FOR RED FLAGS</p> <p>Interviewing is not just about asking the right questions. It is also important to look at the body language and listen to how they answer questions.</p> <p></p> <p>17</p> <p>© Availity LLC. All rights reserved.</p> <p>Slide 17</p> <p>Page 19</p> <p>Common Red Flags</p> <p>One of the biggest challenges interviewers have is trying to go "beyond the words" to determine if the candidate is accurately representing themselves during the interview. There are thousands of books that coach what to say in an interview and how to answer questions. It is up to the interviewer to look out for things that may be considered red flags.</p> <p>Common red flags are:</p> <ol style="list-style-type: none"> 1. Using the word _____ to describe their accomplishments. Candidates use this deceptive, but truthful tactic often. <p>"We planned and implemented a program." "We succeeded in increasing profits."</p> <p>You are not trying to hire a group of people, so try to uncover what role they individually played in the success.</p> <p>"I understand that you did this project with other people. However, I'm particularly interested in what you did on the project. What was your role?"</p> <p></p> <p>P. G. page 19</p> |
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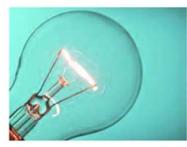
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| | <p>Say:</p> <p><i>The candidate may also speak in generalities and not give details.</i></p> <p><i>When this happens, it could be that the candidate is trying to avoid telling the whole story.</i></p> <p><i>Use follow up questions to get the specifics.</i></p> <p><i>They may also only answer everything positively.</i></p> <p><i>Nobody is perfect. We are all aware that not everything we do is successful. If a candidate is answering everything in positive, glowing terms, the negative information could be hidden or downplayed. This is where asking negative questions can help uncover the humanity, flaws and all, of the candidate.</i></p> | <p><small>EFFECTIVE INTERVIEWING</small></p> <p><small>© Availity, LLC. All rights reserved.</small></p> <p>COMMON RED FLAGS</p> <ul style="list-style-type: none"> • Uses the word "We" when discussing accomplishments. • Speaks in generalities and does not offer specific details. • Gives only positive answers to questions. • Shifts body weight often while answering questions. • Avoids eye contact. • Speaks poorly about current or past employers. <p><small>Source Mercer, 1993, p. 53-55 Devers, 1999, p. 76-77</small></p> <p>Slide 18</p> <p><small>Page 20</small></p> <p>2. Speaks in _____ and does not give details. Candidates may gloss over details in an interview by using phrases like "I succeeded in implementing the program." Some Interviewers may accept this as an answer and move on, but others can see that this generality may not tell the whole story. Use follow up questions to get to the specifics. "Tell me what you did to implement the program" "What results did you achieve?"</p> <p>3. Gives only _____ answers to questions. Nobody is perfect. We are all aware that not everything we do is successful. If a candidate is answering everything in positive, glowing terms, the negative information could be hidden or downplayed. This is where asking negative questions can help uncover the humanity, flaws and all, of the candidate. "You described your success on the project, but what problems did you encounter?" "Tell me about a time that you goofed up. Describe it in detail" This will help you determine if the candidate is able to candidly and openly discuss problems.</p> <p><small>Blasberg, M.W. (1992). <i>Hire the Best- and Avoid the Rest</i>. New York: AMACOM.</small></p> <p>Availity</p> <p>P. G. page 20</p> |
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| <p>Say:</p> <p><i>As we discussed earlier, past performance is a good predictor of future success. The same goes with behavior. When a candidate speaks poorly about their previous employer, they may do the same for you.</i></p> <p><i>Try to get the candidate to think differently about what they are saying. This can help you determine if there is a reason for their negativity, or if they are just generally negative.</i></p> <p><i>"You have stated some things that you did not like about your previous employer. Tell me about a situation you were in that caused you to feel this way. What did you do to try and change the situation?"</i></p> <p><i>"What are some things that your organization did well? How did you contribute to the situation?"</i></p> <p><i>How a candidate reacts to questions can be more telling than their answers themselves. Watch their body language. If they suddenly shift their weight or avoid eye contact, they may be avoiding telling you something or are uncomfortable with the question.</i></p> <p><i>Just because there is a warning sign, doesn't mean a no-hire. It just means that we need to pause and clarify the information before moving on with a decision</i></p> | <p>COMMON RED FLAGS</p> <ul style="list-style-type: none"> • Uses the word "We" when discussing accomplishments. • Speaks in generalities and does not offer specific details. • Gives only positive answers to questions. • Shifts body weight often while answering questions. • Avoids eye contact. • Speaks poorly about current or past employers. <p>Source Mercer, 1993, p. 53-55 Deemo, 1999, p. 76-77</p> <p>© Availity, LLC. All rights reserved.</p> | <p>Slide 18</p> <p>Page 21</p> <p>4. Speaks _____ about their previous employer or reveals _____ information. As we discussed earlier, past performance is a good predictor of future success. The same goes with behavior. When a candidate speaks poorly about their previous employer, they may do the same for you.</p> <p>Try to get the candidate to think differently about what they are saying. This can help you determine if there is a reason for their negativity, or if they are just generally negative.</p> <p>"You have stated some things that you did not like about your previous employer. Tell me about a situation you were in that caused you to feel this way. What did you do to try and change the situation?"</p> <p>"What are some things that your organization did well? How did you contribute to the situation?"</p> <p>5. Body language. Shifts their weight or avoids _____. How a candidate reacts to questions can be more telling than their answers themselves. Watch their body language. If they suddenly shift their weight or avoid eye contact, they may be avoiding telling you something or are uncomfortable with the question.</p> <p>Deemo, R. A. (1999). <i>Hiring: Always Find and Keep the Best People</i>. Franklin Lakes, NJ: Career Press.</p> <p>Availity</p> <p>P. G. page 21</p> |
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Four Common Pit Falls

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| <p>Four Common Pit Falls</p> | <p>10 Minutes</p> <p>Say:</p> <p><i>We mentioned that not everyone is perfect, and that also goes for the person conducting the interviews.</i></p> <p><i>We all have something that is going to influence our decisions. That is human nature.</i></p> <p><i>If you can make yourself aware of the common mistakes or traps that interviewers set for themselves, you can work to avoid or overcome them in your interviews.</i></p> <p>Review the common pitfalls with the participants.</p> <p>Ask for examples of times when they have fallen prey to these particular traps.</p> | <p><small>EFFECTIVE INTERVIEWING</small></p> <p>4 COMMON PIT-FALLS</p> <ul style="list-style-type: none"> • Similarity Bias <ul style="list-style-type: none"> – Allowing a candidate's similarity or dissimilarity to you to influence your decision <ul style="list-style-type: none"> • Fraternity/sorority, school, hobbies, hometown, etc. • Halo Error <ul style="list-style-type: none"> – If a person is highly rated in one area so we assume they are good in all areas <p>20</p> <p><small>© Availability LLC. All rights reserved.</small></p> <p>Slide 20</p> <p><small>EFFECTIVE INTERVIEWING</small></p> <p>4 COMMON PIT-FALLS</p> <ul style="list-style-type: none"> • Pressure to fill <ul style="list-style-type: none"> – You feel you need to hire someone now! – It is better to wait for the right candidate than hire potential problems. • Contrast effect <ul style="list-style-type: none"> – After several bad interviews, a mediocre candidate looks amazing. – Use fixed standards for evaluation so you are comparing against the standards and not against each candidate. <p>Source: Klinevex, et al., 1999, p. 87-88</p> <p>21</p> <p><small>© Availability LLC. All rights reserved.</small></p> <p>Slide 21</p> <p><small>EFFECTIVE INTERVIEWING</small></p> <p>Four Common Pit Falls</p> <p>Every interviewer is influenced to some degree by personal preferences and past experiences that are unrelated to selecting the right candidate. If you are aware of the common pit falls interviewers face, you can work to overcome them and select the right candidate regardless of the situation.</p> <p>The four most common pit falls are:</p> <ol style="list-style-type: none"> 1. <u>Similarity bias</u> We all feel more comfortable with people who are like us and share similar characteristics and backgrounds. Have you noticed how easy it is to talk to someone who has the same interests? This familiarity can often cause you to overlook important weaknesses in a candidate. <p></p> <p><small>Klinevex, et al., 1999, October 15, Canson. Retrieved February 19, 2012, from www.canson.com/1999/10/15/1999-10-15.htm</small></p> <p><small>© Availability LLC. All rights reserved.</small></p> <p>P. G. page 22-24</p> |
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Reflection

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| Reflection 5 Minutes | <p>Activity Objective: Develop an action plan to implement two things in the next interview.</p> <p><i>We have covered a lot of information in just a short time, and we could spend hours discussing even more.</i></p> <p><i>However, as we come to the end of our time together, I want you to think back on what we have discussed and find at least 2 things that you can take away and implement in your next interview.</i></p> <p><i>Spend about 3 minutes thinking back and write your findings on page 25 in the participant guide.</i></p> <p><i>Think about how you will implement them and what you want your results to be.</i></p> | <p><small>EFFECTIVE INTERVIEWING</small></p> <p>REFLECTION</p> <p>Think back on all that we have discussed today.</p> <ul style="list-style-type: none"> • What are 2 key things that you can take from this session and implement in your next interview? • How will you put them into practice? <p></p> <p>22</p> <p>Slide 22</p> <p><small>© Availity, LLC. All rights reserved.</small></p> <p>Reflection</p> <p>Effective interviewing takes practice. We have just scratched the surface today and provided a few items that you can start to work on.</p> <p>Now it is your turn to create a personal action plan.</p> <p>What are two things that you can take away today and implement in your next interview?</p> <p>How will you implement them?</p> <p></p> <p>P. G. page 25</p> |
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Summary

| Reflection 5 Minutes | <p>Review the objectives of the class and have the participants state whether the objectives have been met.</p> <p>Say: Thank the class for coming and wish them continued success in their upcoming interviews!</p> <p>Have the class complete the evaluations and leave them on the table as they leave.</p> <p>Remain behind to answer any questions they have.</p> | <p>EFFECTIVE INTERVIEWING</p> <p>SUMMARY</p> <p>Now that we are at the end of the session you can:</p> <ul style="list-style-type: none"> Identify the impact of ineffective interviewing Ask candidates high-impact questions during an interview Identify potential red flags during an interview Avoid common pit-falls managers face during interviews <p>23</p> <p>© Availability LLC. All rights reserved.</p> <p>Slide 23</p> <p>Page 28</p> <p>Evaluation</p> <p>EFFECTIVE INTERVIEWING EVALUATION FORM</p> <p>Date: _____ Trainer: _____</p> <p>Instructions: Please indicate your level of agreement with the statements listed below.</p> <table border="1"> <thead> <tr> <th></th> <th>Strongly Disagree</th> <th>Disagree</th> <th>Neutral</th> <th>Agree</th> <th>Strongly Agree</th> </tr> </thead> <tbody> <tr> <td>1. The objectives of the training were clearly defined.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>2. Participation and interaction were encouraged.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>3. The content was organized and easy to follow.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>4. The participant guide was helpful.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>5. The activities during the training were relevant to the content.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>6. The training objectives were met.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>7. The trainer was well prepared.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>8. The trainer was knowledgeable about the topic.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>9. This course will help me improve my skills.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>10. I would recommend this course to a colleague.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table> <p>Availability</p> <p>P. G. page 28</p> | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | 1. The objectives of the training were clearly defined. | <input type="radio"/> | 2. Participation and interaction were encouraged. | <input type="radio"/> | 3. The content was organized and easy to follow. | <input type="radio"/> | 4. The participant guide was helpful. | <input type="radio"/> | 5. The activities during the training were relevant to the content. | <input type="radio"/> | 6. The training objectives were met. | <input type="radio"/> | 7. The trainer was well prepared. | <input type="radio"/> | 8. The trainer was knowledgeable about the topic. | <input type="radio"/> | 9. This course will help me improve my skills. | <input type="radio"/> | 10. I would recommend this course to a colleague. | <input type="radio"/> |
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| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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