INTERACTIVE INTERVIEWING

INSTRUCTOR GUIDE

1-DAY COURSE

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Instructional Design and Learning Philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

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Course timing

Chapter One: Conduct the Interview Effectively

Type of Activity	Segment	Time
	Learning objectives	5
	Introduction	20
	Build rapport	20
	Create a welcoming environment	10
	Listen actively	30
	Help the client to be responsive	15
	Keep the client engaged	10

Reading

Written Exercise

Facilitation

Group Activity

Course timing (cont.)

Reading

Written Exercise

Facilitation

Group Activity

Chapter Two: Spotting Inconsistencies or Dishonesty

Type of Activity	Segment	Time
	Learning objectives	5
	Reading signs subtly	15
	Common gestures and what they mean	30

Chapter Three: Handling Negative Reactions

Type of Activity	Segment	Time
	Learning objectives	5
	Getting ready	15
	Stay calm yourself	15
	Recognize signs of escalating emotions	5
	Show empathy	15

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Course timing (cont.)

Type of Activity	Segment	Time
	De-escalate and drain the emotion	10
	Practice: case study	20

Chapter Four: Role Play Practice

Type of Activity	Segment	Time
	Learning objectives	5
	Rubric review	15
	Demonstration	40
	Practice	120
	Wrap-up	10

Reading

Written Exercise

Facilitation

Group Activity

Contents

Contents (cont.)
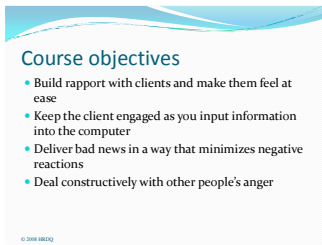
Course objectives

Successful completion of this course will increase your knowledge and ability to:

◊ Build rapport with clients and make them feel at ease
◊ Keep the client engaged as you input information into the computer
◊ Deliver bad news in a way that minimizes negative reactions
◊ Deal constructively with other people's anger

Chapter**One**

CONDUCT THE INTERVIEW EFFECTIVELY

Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

◊ Create a welcoming environment
◊ Help clients feel comfortable during the interview process
◊ Recognize cultural differences that affect how you build rapport with others
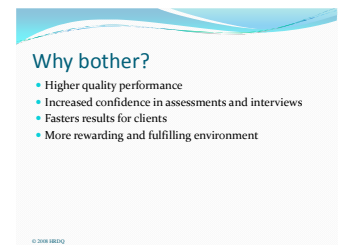◊ Keep the client engaged as you input information into the computer

Introduction

Benefits of interactive interviewing skills

◊ Higher quality performance
◊ Increased confidence in assessments and interviews
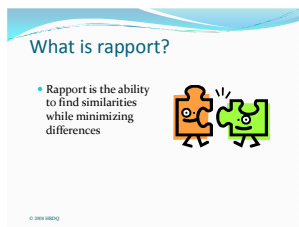◊ Faster results for clients
◊ More rewarding and fulfilling environment

Why bother?
• Higher quality performance
• Increased confidence in assessments and interviews
• Fasters results for clients
• More rewarding and fulfilling environment

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What is rapport?

- Rapport is the ability to find similarities while minimizing differences

Emphasize: It is especially important to connect/engage with the client before you begin inputting information into the computer. The beginning of the interview is the time to establish rapport. If you have established rapport, the client is much more likely to be forgiving about the attention you need to give to inputting information when they may have been expecting closer attention.

One of the most effective ways to build rapport is to match the verbal and nonverbal behaviors of the other person, such as those listed in the workbook.

Sensory words

- "I **see** what you mean"
- "I **hear** what you're saying"
- "I have a **feel** for that"
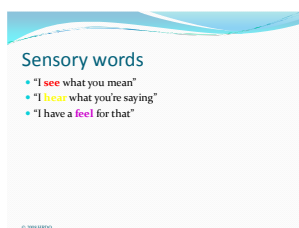
Build rapport

What is rapport?

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Strategies that can be used to create rapport:

◊ Matching the client's sensory-based words (seeing, hearing, and feeling words)
◊ Repeating key words and phrases used by the client
◊ Matching the client's tone of voice, speaking rate and volume
◊ Adjusting your body to match the client's stance, facial expressions and gestures

Cultural differences

◊ Type of greeting – handshake/bow/kiss/nodding the head
◊ Addressing each other – first name/last names
◊ Personal distance – sitting far apart/close together
◊ Small talk – brief/lengthy; what subjects acceptable (family/the weather)
◊ Gaze – little eye contact/a lot of eye contact
◊ Tone of voice – soft and gentle/loud and firm
◊ Physical touch – touching expected/not expected
◊ Posture – leaning forward/leaning back
◊ Amount of talk expected – a little/a lot
◊ Use of silence in conversation – comfortable with a little/a lot
◊ Taking the lead in conversation – client's role/counselor's role
◊ Approach to important subjects – direct/indirect
◊ Taboo subjects – money/sex/age/family problems
◊ Employee self-disclosure – expected/not expected
◊ Use of gestures – large scale/small scale
◊ Use of humor – customary/not customary
◊ Importance of time – tight/loose schedule for interview

If the employee is having trouble building rapport, there could be a cultural difference/barrier.

Create a welcoming environment

Physical

◊   Create as much privacy as possible
◊   Provide equal seating
◊   Eliminate interruptions and distractions

Emotional

◊   Smile
◊   Small talk
◊   Open body language
◊   Eye contact
◊   Words to use to make the client feel important and supported

Activity: List several supportive statements you could use with a client.

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Activity: Have participants work in pairs to develop several statements that support the client. Examples of supportive statements:

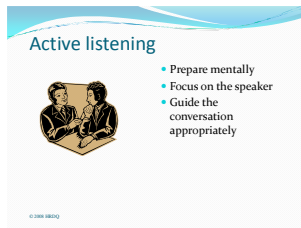"You've done the right thing by coming here."

"I'm here to help you."

"You are my top priority right now."

Supportive statements
• "You've done the right thing by coming here."
• "I'm here to help you."
• "You are my top priority right now."

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An important way to build rapport and connect with others is by listening actively.

As you prepare, suspend any emotions you have about the speaker or the subject.

Avoid distractions: Sit close to the speaker, don't answer the phone (better yet, turn it off), close your door, etc.

Expressing appreciation will build trust and encourage further dialogue.

Demonstrate the wrong way and right way to listen to show the differences to participants before they try the activity.

Activity: Tell participants this experience will be unlike anything they usually experience – it's very difficult to be a listener and not say anything (not even prompting questions) for two minutes.

Instructions: Break into pairs. One person will listen, and the other will speak for about two minutes. The speaker should describe an event or situation and the feelings associated with it. If speakers have trouble coming up with a topic, suggest they talk about how they came to be doing the job they currently have. Switch so that each person has an opportunity to be the listener.

Debrief by asking, "How did it feel to be the speaker? Did you feel listened to?" "How did it feel to be the listener?" "What did you learn from this experience?"

Listen actively

◊ Prepare mentally
  – Set aside your prejudices and opinions
  – Recognize and avoid distractions
◊ Focus on the speaker
  – Let the other person go first, and keep going until they feel heard
  – Be actively involved: show interest with your words and body language
  – Paraphrase speaker's thoughts and feelings without agreeing or disagreeing
◊ Control the conversation appropriately
  – Summarize key points to confirm your understanding
  – Propose future actions, if necessary
  – Express appreciation to speaker for sharing

Listening practice

Instructions: Break into pairs. One person will listen, and the other will speak. The listener should use all the skills of active listening. The speaker will give feedback to the listener on how well he/she did.

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Active listening assessment

Use the following template to rate yourself on how often you demonstrated active listening skills. Use the following scale: 1=rarely; 2=occasionally; 3=fairly often; 4=frequently. Your partner can give you input.

Skill	Frequency of use			
Focus on the speaker — eliminate distractions, put aside your own agenda	1	2	3	4
Don't interrupt	1	2	3	4
Match nonverbal communication cues — rate of speech, body language, distance	1	2	3	4
Show you're listening with appropriate words and gestures	1	2	3	4
Listen for feelings, needs, intentions, and reflect them back to the speaker	1	2	3	4
Control the conversation appropriately	1	2	3	4
Use supportive statements to encourage the speaker	1	2	3	4

Complete the self-assessment. Place a star next to the highest-rated skill(s), and circle the one(s) that are areas for improvement.

Refer participants to the action plan at the end of the manual. Encourage participants to create a plan to use more active listening, especially those ranked as 1 and 2 in this assessment.

Help the client to be responsive

Verbal and non-verbal signals

Encouragers or prompts are verbal and non-verbal signals that facilitate a client to continue talking. Examples:

◊ "Mmmm" and "I see"
◊ "And" following a client's statement, in which the tone of voice goes up as opposed to it lowering, can initiate additional conversation
◊ Repeating a few words that the client has just said using the same tone, tempo and volume can lead the client into further exploration
◊ Non-verbal prompts can be a head nod, a hand gesture, or several moments of silence

Activity: Practice using encouraging statements to spur conversation from the client.

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Keep the client engaged

Many clients will be preoccupied when you see them. You may need to make an extra effort to keep their attention focused on the interview process.

Explain the process as you go

◊ Explain each step as you're doing it, especially when it involves a lot of computer inputting

◊ Try to maintain a casual conversation to keep their attention in the present

Ensure understanding

◊ Rephrase what the client said to confirm understanding

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◊ Allow time for the client to ask questions

Confirming statements
- "Let's see if I'm clear about this …"
- "Let me see if I understand you correctly …"
- "It sounds to me like you are saying …"
- "Let's see if I have a feel for what you have said."

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