

INTERVIEWING AND HIRING



INSTRUCTOR GUIDE 1-DAY COURSE

HRDQ[®]

INTERVIEWING AND HIRING

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Published by HRDQ
2002 Renaissance Boulevard #100
King of Prussia, PA 19406

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Version 2.0
Last updated May, 2008

ISBN 978-1-58854-280-9

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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.

Course timing

Chapter One: Introduction

Type of Activity	Segment	Time
	Introduction/overview	30
	Pitfalls to avoid	5

Chapter Two: Define the Job Accurately

Type of Activity	Segment	Time
	Behavioral interviewing	10
	Identify competencies associated with the job	10
	How to get started	40
	Use a variety of questions	5

Chapter Three: Find Qualified Candidates Creatively

Type of Activity	Segment	Time
	Where to find people	10
	Hiring law	5

Course timing (cont.)

Type of Activity	Segment	Time
	Guidelines for asking interview questions	20
	Pre-employment testing	10
	Reviewing résumés	20

Chapter Four: Conduct the Interview Effectively

Type of Activity	Segment	Time
	Build rapport	20
	Explore	40
	Sell your organization	10

Chapter Five: Evaluate the Candidates Objectively

Type of Activity	Segment	Time
	Assess responses	20
	Common mistakes to avoid	5

Course timing (cont.)

Type of Activity	Segment	Time
	Reference checking	10
	Getting the candidate to agree	10
	Negotiation	10
	The rejection letter	5
	Getting the new employee off on the right foot	20



Reading



Written Exercise



Facilitate



Group Activity

Contents

Licensing agreement.....	iii
Instructional design and learning philosophy	v
Course timing.....	vi
Course objectives	xi
Chapter One: Introduction	
Overview of the day.....	2
Pitfalls to avoid	4
Chapter Two: Define the Job Accurately	
Behavioral interviewing	6
Identify competencies associated with the job.....	8
How to get started	9
Use a variety of questions	14
Chapter Three: Find Qualified Candidates Creatively	
Where to find people	16
Hiring law	17
Guidelines for asking interview questions.....	18
Pre-employment testing	20
Reviewing résumés.....	21
Chapter Four: Conduct the Interview Effectively	
The interviewer's responsibilities.....	24
Build rapport.....	25
Explore.....	26
Sell your organization.....	28

Contents (cont.)

Chapter Five: Evaluate the Candidates Objectively

Assess responses	30
A more complex analysis.....	31
Common mistakes to avoid	32
Reference checking.....	33
Getting the candidate to agree	34
Negotiation	35
The rejection letter.....	36
Getting the new employee off on the right foot	37

Appendix

Competencies	40
Sample interview questions.....	45
Action plan	49
Course review	50
Course evaluation	51
Trainer Supplement (legal and illegal interview questions)	53
Solutions for every training challenge	55

Course objectives

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

- ◇ Identify competencies to screen for
- ◇ Write behavioral-based questions
- ◇ Conduct an interview effectively
- ◇ Avoid legal pitfalls
- ◇ Evaluate candidates' responses objectively
- ◇ Make a decision confidently



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Course objectives

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Chapter One



INTRODUCTION

Icebreaker activity: Divide participants into pairs, one person will be the interviewer and the other the interviewee. The interviewer must follow these rules:

- Ask one question only.
- Complete the interview in two minutes.
- Listen to the subject, showing interest, but without asking any further questions or making any comments.

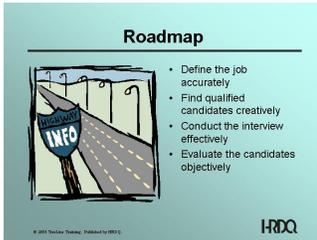
Then have participants swap roles and repeat the activity. Each group should report out by having them introduce each other to the group at large, giving their name and explaining in one sentence the most interesting thing about that person.

Debrief by asking the following questions:

- * How did it feel to listen without interrupting?
- * How did it feel to talk without any interruptions for two minutes?
- * Did anyone ignore the instructions, and why?
- * How did it feel to have yourself labeled by your interviewer's selection of the most interesting thing about you?
- * How did the interviewer show or fail to show interest?
- * Which opening questions were successful/unsuccessful and why?

The exercise introduces participants to preliminary question types, body language, and listening skills.

Briefly review the overview of the day. Ask participants to share the areas in which they have the most difficulty, and focus on those especially during the day.



Overview of the day

Define the job accurately

- ◇ Write a current job description.
- ◇ Identify specific competencies necessary for the job.
- ◇ Write behavioral-based interview questions that allow the candidate to demonstrate proficiency in each competency.

Find qualified candidates creatively

- ◇ Sourcing
- ◇ Hiring law
- ◇ Reviewing résumés

Conduct the interview effectively

- ◇ Create a positive environment.
- ◇ Build rapport.
- ◇ Use behavioral-based questions.
- ◇ Use domino questions to probe past rehearsed answers.

Evaluate the candidates objectively

- ◇ Ask the same questions of every candidate.
- ◇ Use a scoring sheet/template to record responses.
- ◇ Keep score and quantify results.

Benefits of improved hiring skills

- ◇ High staff quality and performance
- ◇ Increased assessment credibility
- ◇ Increased confidence in hiring decisions
- ◇ Reduced turnover
- ◇ Reduced chance of legal action
- ◇ More rewarding and fulfilling environment

Three critical factors in selecting candidates

- ◇ Does the candidate have the core skills?
- ◇ Can the candidate thrive in your organization's culture?
- ◇ Do the job and the culture meet the candidate's needs?

Briefly review the benefits of improved hiring skills.

When discussing the three critical factors in selecting candidates, include a discussion about which is the better choice—an external candidate who scored exceptionally high in an interview or an internal candidate who has an above-average, but not exceptional, record of past performance. A study by Cornell University found that the best choice is usually the above-average employee. Past performance appraisals are a much more valid predictor of future performance than an interview, even when using structured tools such as behavioral interviewing, cognitive activity tests, and job simulations. Michael Sturman, associate professor of organizational management, communications, and law at Cornell's School of Hotel Administration says, "Hiring decisions should be made based on whatever tool provides the most accurate prediction of future performance. To do that, the information should be weighted by its validity." The researchers also emphasized the importance of collecting information in a consistent and even-handed way.



This page lists common mistakes that cause a hiring decision to be ineffective.

Ask participants to share examples of hiring decisions that didn't work out, and then identify the reason(s) for it.

For example, being too concerned with skills and not concerned enough with personality/fit is a common mistake. A training company once hired a woman with a Ph.D. to work in a team development environment, and she quit shortly after starting because she was assigned to a cubicle (not an office) and her chair didn't have arms!

Pitfalls to avoid

- ◇ Failure to thoroughly evaluate the résumé
 - Not allowing enough time to read, overlooking key factors that could provide valuable information about the candidate
- ◇ Failure to gain enough information during the interview
 - Running out of time and/or questions
 - Failure to ask behavioral-based questions
 - Settling for superficial, rehearsed answers and not probing for additional information
- ◇ Failure to match the candidate with the job
 - Writing an incomplete or inaccurate job description, or not writing one at all
 - Not identifying key competencies for success on the job
 - Being too concerned with skills and not concerned enough with personality/attitude/fit
- ◇ Failure to discriminate between candidates
 - Not documenting candidates' answers for future reference
 - Not using a tracking system for following up