

# Excellence in Interviewing

## INSTRUCTOR GUIDE

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**Excellence in Interviewing**  
**Workshop Overview**

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**INTRODUCTION TO THE  
INSTRUCTOR'S GUIDE**

This Instructor Guide has been developed to help you conduct the **Excellence in Interviewing** workshop. The course covers the elements of effective selection interviewing and includes the following topics:

- The elements of a successful, valid interview.
- Behavioral Examples as key evidence in an interview.
- The Walter V. Clarke Interviewing Strategy.
- The use of the five AVA vectors in the interview.
- Supporting Behaviors.
- Analyzing the Job.
- Preparing for the Interview.
- Conducting the Interview.
- Evaluating the Interview.

This guide contains:

- Step by step instructions for conducting the workshop.
- Key points and additional topics to be included in the group activities.

**INSTRUCTOR  
COMPETENCY**

This workshop does not require a professional instructor. However, it is important that the instructor be an AVA Analyst since many of the concepts assume knowledge of the AVA system.

**YOUR ROLE**

Conducting the workshop.

Read through the material so you thoroughly understand what you should do and what is expected of the participants.

Become thoroughly familiar with this Instructor's Guide.

Review the instructional aids, overheads, handouts, etc.

**WORKSHOP MATERIALS**

The following materials have been developed to assist you in conducting this workshop.

- Instructor Guide. This guide contains instructions for conducting each exercise and key points that should be covered in each lecturette and presentation.
- Participant Workbook. The Participant Workbook contains all of the information designed to be used by the participants. Suggested answers to the exercises appear in the Instructor Guide.
- Overhead Transparencies. A complete set of overhead transparencies is provided with this workshop.
- Flip Charts. At several points the instructor should use a flip chart. Occasionally these charts should be prepared in advance. Models of suggested charts are shown in this introduction.
- Handouts. There are several optional handouts that can be used in this workshop. These should be noted and copied in advance.

**WORKSHOP  
PREPARATION**

TAKE NOTES

As you review these materials, use the left hand column of the instructor pages to note:

- Points you want to stress.
- Examples you can add from your experience.

VISUAL CUES

The following visual cues have been used to help you keep your place as you lead this workshop.

**FC - 1**

- Flip chart activities

**OT - 1**

- Overhead Transparency

**PREPARATION**  
**CONTINUED**

**BEFORE THE WORKSHOP**

You will need to order or obtain the following material prior to the workshop:

- Overhead projector and screen.
- Overhead marking pens.
- One set of cleaned overhead transparencies.
- Flip chart and markers.
- Masking tape.
- Tent cards for each participant.
- Pens and pencils for each participant.
- One Participant Manual for each participant.
- One set of handouts for each participant.

**List of Overhead Transparencies**

<u>Number</u>	<u>Description</u>
1	Welcome
2	Introductions
3	Workshop Objectives
4	Workshop Agenda
5	Interview - A conversation with a purpose
6	Behavioral Interview - definition
7	Behavior is...
8	Definition of a behavioral example
9	Interviewing Errors
10	Behavioral Vectors
11	Vectors and Supporting Behaviors (Judgment and Decision Making)
12	Vectors and Supporting Behaviors (Interpersonal)
13	Vectors and Supporting Behaviors (Managing)
14	Vectors and Supporting Behaviors (Communicating)
15	Vectors and Supporting Behaviors (Planning and Control)
16	Vectors and Supporting Behaviors (Personal Characteristics)
17	Interviewing Steps
18	Interviewing Preparation Checklist (Top)
19	Interviewing Preparation Checklist (Bottom)
20	Interviewing Steps
21	Notes on Pacing
22	Asking the Right Questions Right



**Model Flip Charts**

FC-1

WELCOME  
EXCELLENCE  
IN  
INTERVIEWING  
WORKSHOP

FC-2

INTRODUCTIONS

- NAME
- ORGANIZATION
- JOB TITLE
- SOMETHING UNIQUE

FC-3

ISSUES

FC-4

BLANK

**UNIT 1 INTRODUCTION**

**WELCOME**

**OT - 1**

**FC - 1**

Introductions

Introduce yourself and review your background.

**OT - 2**

**FC - 2**

ASK

Participants to introduce themselves. They may...

- Give their names.
- Organization.
- Job Title.
- Something unique about themselves.

Objectives

**OT - 3**

SAY

These are the objectives for the workshop.

ASK

Is there anything you hoped to accomplish that is not listed here?

SAY

Intimate knowledge of AVA is not a pre-requisite for this workshop.

(Continued on the next page)

Agenda

**OT - 4**

**SAY**

This is our agenda for the day. As you can see we have a lot to cover.

Note: As appropriate you should note the following:

- approximate timing.
- breaks.
- meals.
- estimated completion time.
- phones.
- rest rooms.

**FC - 3**

**SAY**

As we go through the day some of you will have questions we will need to discuss later. I will put these questions on the issues list so we do not forget them.

**ASK**

For questions or comments.

**EXERCISE 1 - Introduction to Interviewing [Page 1]**

- SAY Since this is a workshop that focuses on interviewing, we will begin with an interviewing exercise.
- ASK participants to read the exercise Purpose and Instructions.
- When the group has completed the reading...
- ASK The group to form pairs.
- If there is an odd number of people ask one group to form a group of three.
  - Try to keep supervisors and direct reports from forming a pair.
- SAY Ask one member of the pair to report their decision on the first situation and the other to report on the second.

NOTE: To save time assign one question to each group. In this case the Debriefing would have to be modified slightly to ask each group to provide feedback on their choices.

You will have 5 minutes to complete this exercise.

Ask for questions.

Begin the exercise.

After 5 minutes tell the group you would like to get their suggestions.

(Continued on next page)

SAY You want to collect suggestions for Situation 1 first.

ASK For suggested follow-up questions to Situation 1.

CHART The responses.

As you chart the responses divide the questions into those that would yield behavioral information and those that would not yield behavioral information.

After the last person has given suggestion...

Point out why you have identified the two groups of questions.

SAY The most effective interviewing questions get the interviewee to give story.

ASK The second member of the team to give the suggested questions for Situation 2. Encourage them to make changes in their recommendations based on your comments.

PULL For questions that yield behavioral information.

SUMMARIZE The concept for successful interviewing is very simple:

Past behavior predicts future behavior.

- Comment on questions that would yield behavioral information.
- Briefly mention why non-behavioral information is a problem.

We will spend the remainder of this workshop showing how to make this simple concept work in the selection interview.

Ask for questions.

**UNIT 2 - The Behavioral Interview**

The Behavioral Interview  
[Page-2]

SAY

Now that we have introduced the idea of behavioral interviewing we will spend a little more time reviewing why this is important.

**OT - 5**

SAY

The interview is a conversation with a purpose. The purpose of the interview is to make judgments about a person's suitability for a job.

**OT - 6**

SAY

The Behavioral Interview has three components.

Job related - Focuses on those things that are important to success on the job. (If available relate to JAR studies or job analyses.)

Structured - Questions have been prepared in advance. This is important so that you cover all of the important areas.

Behavioral - Collect information about how a person has demonstrated key skills in the past.

What is BEHAVIOR? [Page-3]

SAY

When we make a selection decision we are actually saying that this person's performance will be effective because his/her job behavior will be appropriate. We are making a behavioral prediction.

OT - 7

READ

The definition.

SAY

There is a difference between actual behavior and the conclusions we draw from it.

Demonstrate an example of behavior and the conclusions we could draw by doing one of the following:

- Sitting in from of the room and jiggling your leg.

or

- Crossing your arms and scowling at the group.

ASK

What behavior they see.

ASK

In a normal situation, what conclusions would they draw if a person did this.

PULL

Variety of conclusions.

SAY

A single behavior can yield a number of conclusions. The only way we can get the right conclusion is the find out what the particular situation is.

(Continued on the next page)

**Excellence in Interviewing**  
**The Behavioral Assessment Interview**

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A BEHAVIORAL EXAMPLE.

**OT - 8**

SAY When behavioral information is pulled together into a story it is called a BEHAVIORAL EXAMPLE.

A complete BEHAVIORAL EXAMPLE has three elements.

ASK Someone to read the definitions of each of the elements.

SAY All three parts are important. If you hear this ACTION, "Pat slammed the door." You do not know why.

Your interpretation is different if there was a grizzly bear at the door of if Pat encountered a bill collector. Therefor, you have to know the CIRCUMSTANCE.

You would also want to know if Pat got eaten or not. This information is the RESULT of the ACTION.

ASK Someone to read the examples at the bottom of the page.

NOTE: The second example illustrates a situation where a supervisor did not take direct ACTION. The person had other people do the feedback. Point out the differences in the evaluation based on this knowledge.

SAY The goal of the Behavioral Interview is to collect as many of these small stories as you can so you can make a valid judgment of the person's demonstrated skill in the areas that are important to the job.



**Excellence in Interviewing**  
**The Behavioral Assessment Interview**

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**Behavioral and Non-Behavioral Information.** [Page - 4]

- SAY Turn to page 4
- ASK Someone to read the non-behavioral response for the first example.
- ASK What assessment can you make of this person's skill as a Production Engineer.
- SAY Suppose we ask this person the question, "Tell me about a time when you made a suggestion that had a major impact in your first job."
- ASK Someone to read the Behavioral response.
- Someone to identify the CIRCUMSTANCE.
- Someone to identify the ACTION.
- Someone to identify the RESULT.
- SAY The interpretation would differ if the person had said...
- (CIRCUMSTANCE) "The production foreman suggested that we could increase vat sizes."
- (RESULT) "Production increased but our acceptable yield decreased."

(Continued on the next page)

ASK Someone to read the second example.

SAY In this case the interviewer is looking for someone with a high degree of skill in scheduling people to jobs. Efficient scheduling can account for a 15% productivity increase.

ASK What impression do you get from the non-behavioral information?

Possible comments:

*The person has a lot of experience.*

*The person's staff grew.*

ASK What impression do you get from the behavioral information?

Possible comments:

*The person did no scheduling.*

*The person did some scheduling but it was very cut and dried.*

SAY Here is a situation where the BEHAVIORAL EXAMPLE indicates that the person did not perform the skill.

ASK What would your evaluation of this candidate's scheduling skills be if the he could not come up with a complete behavioral example?

Possible responses:

*Probably not qualified.*

*May have to learn it on the job.*

*May have to look for someone who has demonstrated this skill.*

**Excellence in Interviewing**  
**The Behavioral Assessment Interview**

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**EXERCISE - 2 Identifying Behavioral Examples [Page - 5]**

Identifying complete behavioral examples.

ASK: People to turn to Exercise 2 on page 5.

SAY: Now going to give you practice in identifying behavioral examples.

ASK: People to read the instructions to themselves.

SAY: What you have to do is to indicate whether each interview comment is a complete behavioral example. If it is complete put a check in the "Complete" box next to the item. If it is not complete indicate what is missing: CIRCUMSTANCE, ACTION, or RESULT.

SAY: You should work singly.

You will have 5 minutes for this exercise.

ASK: For questions.

Begin the exercise.

**Excellence in Interviewing**  
**The Behavioral Assessment Interview**

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ASK:

For evaluation of the statements.

Statement	Choice
1	COMPLETE
2	INCOMPLETE - Missing all three elements.
3	INCOMPLETE - Missing ACTION. What did the person do to increase sales?
4	INCOMPLETE - Incomplete ACTION. What did the person do?
5	INCOMPLETE - Missing CIRCUMSTANCE and ACTION.

DISCUSS:

Ratings.

**The Interview as a Selection Tool [Page - 6]**

How accurate has the interview been?

SAY:

Much research has been done on the interview. It has shown that:

- 100% of the organizations surveyed use some sort of selection interview.
- The UNSTRUCTURED interview is one of the least accurate means of hiring people.
- The STRUCTURED, BEHAVIORAL, JOB-RELATED interview is an effective technique for predicting job success. This format is 4 times more accurate in predicting job success than the un-structured, non-behavioral, open-ended interview.

STRUCTURED: The interview questions have been prepared in advance. This is important so that the interviewers cover all of the important areas.

BEHAVIORAL: The interviewers collect behavioral information.

JOB-RELATED: The interview questions focus on the key skills, abilities, knowledge, and personal characteristics required for successful job performance. This information is developed through an analysis of the job. A thorough job analysis is a pre-requisite to an effective interview.

**OT - 9**

SAY Now that we have looked the elements of the effective interview, I would like so spend a couple of minutes reviewing some of the common interview errors that can be avoided by using the Behavioral Interview.

LIKE ME - NOT LIKE ME

- Interviewer either picks people with similar interests, skills, or background or rejects people with different skills, interests and abilities.

ASK Has anyone ever seen someone do this?

Possible comments:

It is easy to do this with someone who is like you.

SAY The major problem with this error is that some jobs require someone who may have skills very different from yours. Another problem is that this sort of error can lead to discriminatory hiring practices.

The Behavioral Interviewing technique overcomes this bias by forcing the interviewer to get information on areas that are critical to the job.

(Continued on the next page)

SAY:

### CONFIRMATION BIAS

This is the most subtle error. Here the interviewer makes a decision very early in the interview and then seeks to confirm that impression.

Some of the research has shown that people generate an initial impression within the first three minutes of the interview. After that, they unconsciously ask questions that support that impression.

The problem is that people have both good and bad points. Have to get data on both types of information.

The Behavioral Interview minimizes this error. Having a pre-planned, structured interview guide forces you to look at all of the person's skills, not just the favorable on unfavorable ones.

### HALO ERROR - IMPRESSION BIAS

Here the interviewer allows initial impressions to color all other judgments. It is different from CONFIRMATION bias in that the person may collect negative (or positive) information. The person just interprets the data on the basis of an initial impression.

Examples:

- The person is well dressed, friendly, and is an excellent communicator and makes strong positive IMPACT. This does not mean that the person is good at analyzing financial data.
- The good sales person is hired to be a sales manager. Being good at sales does not mean the person is good at managing and supervising other sales people.

The Behavioral Interview avoids this by forcing you to collect behavioral information on all key aspects of the job. This forces a thorough review of the person's strengths and weaknesses.

(Continued on the next page)

DECISION NOT JOB RELATED

Frequently people become impressed by one critical thing a person has done that they make their decision on that data. The data may not be related to the job.

Example:

- A qualified woman applied for a job as Vice President of Administration with a major national retailer. She was rejected because she did not have merchandising skills. This skill is not required for success in this position. The company lost the opportunity to hire the best qualified person.

The Behavioral Interview avoids this error since the questions are based on a thorough review of the skills, abilities, knowledge and characteristics that are required for successful job performance.

ASK

For comments or questions.

**BREAK**