



Interviewing Skills for the Supervisor

Keys to Leadership Success

Hire ❖ Develop ❖ Retain

Interviewing Skills for the Supervisor

Interviewing is an important step in the employee selection and succession planning processes for most organizations. This session focuses on behavioral interviewing which is considered to be the most effective approach to gathering valuable information about candidates and employees to make the right hiring decisions.



During this session you will see how to plan, ask competency-based questions and help you avoid common problems. This training will give you the tools and guidance to be an effective interviewer.

As a result of this session, you will be able to:

- Recognize costs of poor hiring decisions
- Ask interview questions that focus on behaviors and job-related competencies
- Recognize and gather complete examples of past behaviors
- Avoid asking questions that might be illegal
- Evaluate the data collected in the interview

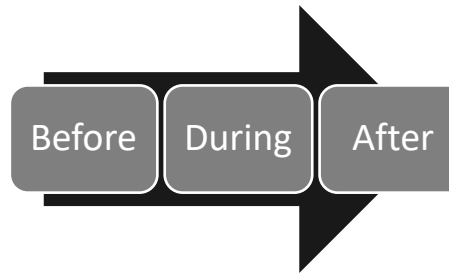


Topics to be covered today

- Common Interviewing Problems
- Three Steps to Interviewing Success
- Before the Interview
 - Preparation
 - Competencies
 - Behavioral-based Questions
- Conducting the Interview
 - Guidelines, Tools & Tips
 - Keeping It Legal
- Making the Decision
 - When the Decision is Tough
 - Know How to Decide



Three Steps to Interviewing Success



Step 1 - Before the Interview

- Review what candidate has done and how they did it
- Decide on most important skills, knowledge, and experience required for the job
- Prepare competency-based questions

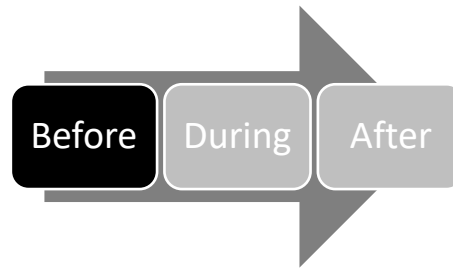
Step 2 - During the Interview

- Set a comfortable environment
- Describe what candidate can expect
- Ask behavioral questions
- Get the answers you need with STAR technique
- Keep it legal
- Give candidate chance to ask questions
- Explain what happens next

Step 3 - After the Interview

- Complete and summarize your notes
- Evaluate the information collected
- Make the decision





Step 1 - Before the Interview

Define the Job Accurately

- Create or check the job description.
- Get input from peers and employees doing the job now.
- Review the resumes and application forms carefully.
- Prepare competency-based questions...

Typically, interviewing time is spent on *WHAT* activities a candidate did in previous jobs compared to *WHAT* activities are required in the new job. Successful hiring for lower turnover should also include *HOW* the candidate got things done.

Competencies are the requirements of the job – the behaviors, knowledge and skills needed by the candidate to be successful in the job. This is *HOW* the job is done. Here are a few examples:

Customer Focus – *Meets customer needs; listens carefully to customers and respond appropriately; strives to build positive customer relationships.*

Functional Knowledge and Skills - *necessary to perform at a high level in their position; seeks to increase knowledge and skills as appropriate; can learn new information and skills quickly*



What Competencies Are Most Important to You?

Select three competencies that you feel would be the most important for one of the jobs you manage.

1. _____
2. _____
3. _____

What Would You Ask?

Write below a behavioral interviewing question for each of the three competencies you selected above.

Sample phrases to begin a question:

- *Can you give me an example...*
- *Would you tell me about a time when...*
- *Describe a situation...*

1. _____

2. _____

3. _____



Behavioral Interviewing

Past behavior predicts future performance. The more often you can guide a candidate to give you examples of past behavior, the more accurate you can be at objectively predicting their future performance.

The more behavioral data you collect, the more informed decision you make.

Behavioral Interviewing questions are structured to retrieve a specific past event when the candidate exhibited the behaviors (competency) required for the position.

Questions have 3 parts and are structured like this:

1. Retrieving a past event - *"Tell me about a time when..."*
2. Exhibited a desired behavior - *"...you had to solve a problem..."*
3. In a situation similar to one in the open position - *"...for a customer."*

Behavioral Questions Are Not –

- x General – *"So tell me about yourself."*
- x Speculative – *"Suppose two team members had a conflict, how would you resolve it?"*
- x Leading – *"Wow, it looks like you have a lot of good experience and were quite successful in your last job. How did you do it?"*
- x Formulaic – *"Where do you see yourself in five years?"*
- x And most importantly, they are NOT about anything but the job!!!!
 - x *"If you were a tree what kind would you be?"*



Behavioral or Non-Behavioral Questions?

Directions: Which of the following questions are behavioral-based? Place a 'B' in the space provided if you believe the question is written in a behavioral format.

1. ____ *Do you consider yourself a good planner?*
2. ____ *Please tell me about the most successful presentation you have ever given to a group. What response did you receive?*
3. ____ *Would your co-workers describe you as a good listener?*
4. ____ *Have you had experience dealing with customers who were difficult to understand?*
5. ____ *How do you feel about people who show prejudice toward others on the job?*
6. ____ *How important do you feel conflict management skills are in your current position?*
7. ____ *Sometimes the status quo or established traditions are hard to change. Please tell me about a time you successfully challenged the status quo.*
8. ____ *How would you describe an employee who "goes the extra mile"?*
9. ____ *Did you participate in team sports while in high school or college?*
10. ____ *What do you feel are your greatest strengths and weaknesses?*



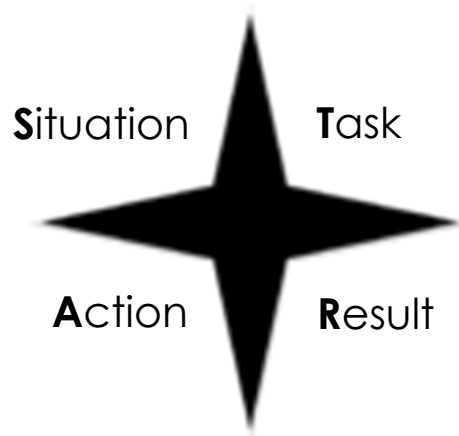
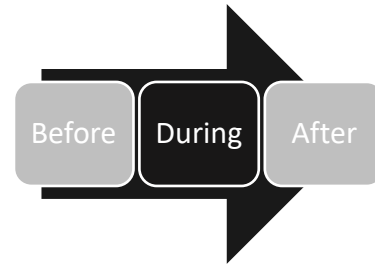
Getting Good “STAR” Answers

Asking good questions does not always mean you will get good answers.

Expect candidates to respond to your questions quickly and with a response that may sound good but not really tells you much of anything.

There are three key pieces of information that you are listening for whenever a candidate answers your questions.

During our coaching session on Day 3, you were introduced to the STAR approach for giving feedback. We can now use the same STAR acronym for helping get good answers to your interview questions. To be a good predictor of future behavior an example of a job candidate's past behavior must contain the:



Situation / Task

The situation or task facing the candidate when you asked them to recall a past event. Such as:

- Changes to job responsibilities or a work process.
- Demands made by a manager or customer
- Challenges in meeting a deadline or getting along with a coworker

Action

Candidate describes what action they took – what they said or did (or not say or do) in response to the situation or task. Action might be:

- The steps taken to complete a work assignment; meet a tight deadline
- What the candidate said that caused a coworker to become angry
- Safety steps followed (or not followed)

Results

The result of the actions by the candidate.

- Changes or differences
- The effects of the candidate's actions
- Were effective and appropriate



You're Looking for STARS!



Do You See the STARs?

Directions: Read the following questions and answers and, for each answer, determine if it includes a complete 'STAR'.



1. Q: Tell me about a time when you dealt with a customer that was very angry about a situation that was not your fault.

A: We always would get calls about gifts that people had ordered not arriving on time. Most of the time the problem was that they had given us an incorrect shipping address and the product was mis-delivered. It would take forever to research these and they never apologized when you told them what had happened.

Situation/Task: _____ Action: _____ Result: _____

2. Q: Tell me about a time when you had to provide some feedback about poor performance to one of your employees.

A: I had one person that consistently made mistakes on her service reports. I took five of her reports, circled all of the errors and asked her to redo them. I then told her that she'd be written up if she made any more errors but if she needed more training to let me know.

Situation/Task: _____ Action: _____ Result: _____



3. Q: Can you give me an example of a time that you were given a project with a tight deadline and it was something you had never done before?

A: That seemed to happen all the time! One time my boss asked me to reconcile the travel expenses for a conference with 200 attendees. He gave me an accounting report to use that I had never seen before and told me to 'figure out' how to see if all of the expenses had been appropriately categorized. Of course, this was on a Thursday and he needed it on Monday. I called the accounting department and asked for a quick lesson on reading the report and they were able to help me right away. I was then able to build a spreadsheet to record any charges that looked like they were in the incorrect category and I was able to give him the report on Monday. He then met with the Accounting Manager and he told me that my report made it easy to resolve all of the issues.

Situation/Task: _____ Action: _____ Result: _____



Probing Questions

Probing questions are the ones to ask when you need more specific information or more focused information.

Sometimes the candidate:

- Is too nervous to think of the exact detail you want to hear about.
- Doesn't understand the kind of information you want.
- Only partially understands your question.

This is when you need to probe for more specifics.

Sometimes you can redirect the candidate by saying something like:

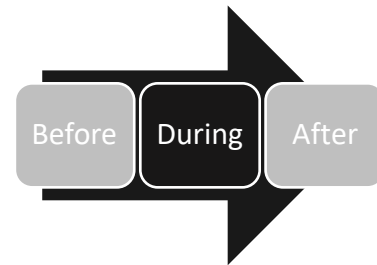
- *"Excuse me, Jason, let me give you an example of what I'm looking for. You said you enjoyed working with difficult customers. Please take a moment to think about a specific difficult customer you had to deal with. Then tell me exactly how you dealt with that person and how it turned out."*
- *"Describe one particular time when..."*
- *"Walk me through the process step by step, explaining what your role was."*
- *"Exactly what did you do?"*



Conducting the Interview

Starting the Interview

- Be ready on time – nothing makes a candidate more nervous than waiting.
- Introduce yourself, title and relationship to the open position.



Building Rapport

Most candidates will be nervous. So, try and get them to relax as much as possible. Examples of rapport building questions:

- “Was it easy to find our office?”
- “Would you like some coffee or water?”
- (No family or personal questions!)

Setting Expectations

Describe the interview plan

- The time schedule
- You will ask questions about the candidate's past experiences.
- You will take notes
- You will give opportunity for candidate to ask questions.



Keeping It Legal

Hiring even one new employee means worrying about no less than six federal laws and a few at the state level as well. These laws protect current employees and applicants.

Directions: Circle "True" or "False" for your answer to each statement, or circle the letter(s) of the best answer(s) in multiple choice questions. Be prepared to explain your answer.

1. True or False - When interviewing applicants, you want to have an updated job description or job-based competencies.

2. Circle the legally safe question(s) that you can ask a candidate during an interview:
 - A. *What does your spouse do for a living?*
 - B. *Have you ever been arrested?*
 - C. *Do you have child care arrangements?*
 - D. *Are you a U.S. citizen?*
 - E. *None of the above*

3. Circle any question below that is legally safe for you to ask a job candidate.
 - A. Is English your second language?
 - B. Do you have any religious beliefs that prevent you from working on Saturdays or Sundays?
 - C. Our employees must be over the age of 18. If hired, can you provide proof that you meet this requirement?
 - D. When do you think you'll retire?



4. True or False - In trying to make an applicant feel comfortable, you begin the interview with some idle chitchat. You ask the applicant what type of name Wachinski is. You decide not to hire him. He can later claim discrimination.

5. During an interview, a candidate whom you think would be perfect for the job, asked about your organization's recent reduction in workforce. He seemed concerned about job security. What will you tell him?
 - A. You will be with us as long as you do your job.
 - B. Our company is a place where you can stay and grow.
 - C. You will not be let go without just cause.
 - D. None of the above.

6. During an interview, a candidate tells you he is in remission from cancer. You would:
 - A. Disqualify the candidate because they may get sick again.
 - B. Consider them like you would any other candidate.
 - C. Wonder in the back of your mind if they could handle the stress on the job.
 - D. Ask them if their illness would require any time off the job.

7. True or False - As a manager or supervisor, it's important that you become a legal expert so you can understand and handle employment law risks you may face.

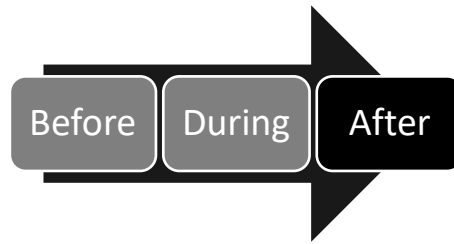


8. True or False – By law, you can check references only after a job offer has been made.
9. A non-exempt job offer should identify:
- A. Annual salary
 - B. Starting salary by the hour, week or month
 - C. Either A or B
10. Before making a job offer, get approval from:
- A. Human Resources
 - B. Your manager
 - C. Either A or B
 - D. Both A and B
-



Making the Decision

After the Interview, thank the candidate and escort him/her out or to the next interview. Then, complete your notes and summarize your thoughts.



After you complete your interviews, the time has come to decide who to hire. Candidates typically fall into one of three categories:

1. Wonderful! - Hire Today!!
2. Looks Good – Has a few shortcomings or another candidate is also qualified
3. No Way, forget it.

When the Decision is Tough

- Compare the ratings summaries of the candidates
- Did every interviewer hear the same thing?
- Priority rank the competencies – who ranked highest on the most important competency?
- Which competency is essential and which can be developed?
- Did you hear anything about job fit? Such as:
 - Likes/doesn't like travel
 - Enjoys/doesn't enjoy people
 - Likes/doesn't like structure
 - Likes/doesn't like change



- In the table below, indicate if the candidate's "Overall experience" is:
Less than adequate' = (L); 'Adequate' = (A); 'More than adequate' = (M).
- Rate each "Competency" the same way if you have enough complete STARS. If no, indicate the reason why, such as: failed to cover the competency, insufficient experience, inadequate information
- Evaluate the candidate's "Communication Skills" during the interview.
 - Did they speak clearly and use words appropriately?
 - Did he/she look you in the eye during the interview?
 - Did he/she listen carefully and respond appropriately to your questions or statements?
 - Place a rating of 'L', 'A' or 'M' in the table below.

<u>Factor</u>	<u>Rating</u>	<u>Comments</u>
Overall job experience		
Competency 1:		
Competency 2:		
Competency 3:		
Competency 4:		
Communication Skills?		

Enter any other information about the candidate you feel is important:

When you have finished your interview and rating, contact your HR Representative or the Hiring Manager for next steps.



My Action Plan

To improve the effectiveness of my interviewing, here is what I plan to start, stop, or continue doing as a result of today's workshop:

1. _____

2. _____

3. _____

4. _____

As a simple way of reinforcing the things we covered in today's workshop, think back through the day, identify the learning points that were the most important to you personally, and write them on this page.



Corporate Membership

Compensation

Compliance

Background Screening

Recruiting & Talent Acquisition

HR Consulting

Training

Leadership Development



Missouri

12851 Manchester Road
Suite 150
St. Louis, MO 63131

Indiana

450 E. 96th Street
Suite 500
Indianapolis, IN 46240

Florida

43 Skyline Drive
Suite 1001
Lake Mary, FL 32746

Illinois

300 Hamilton Blvd
Suite L110
Peoria, IL 61602