



EMPLOYMENT INTERVIEW

NAME: JANE Q. Applicant

INTERVIEW TYPE: GENERAL INTERVIEW PROMOTION INTERVIEW RESEARCH DISCUSS

INTERVIEWER: JOSEPH T. Interviewer

APPLICANT: JANE Q. Applicant

After this interview, check the appropriate box in each section. Add any comments if needed.

JOB EXPERIENCE

Applicant has excellent experience and background.

Strong experience and background.

Acceptable experience and background.

Background somewhat pertinent.

Background not pertinent.

JOB KNOWLEDGE

Excellent knowledge/skills.

Very efficient with skills.

Good, but lacks.

Excellent.

Summary

Over 15 years experience in research, technology, and communication service positions. Proven ability to work with diverse clients and manage complex projects. Excellent communication skills coupled with problem solving abilities, with attention to detail.

Professional History

Technology Research Manager - Gold Standard - ABC International

- Provided support to Gold Standard members across multiple industries.
- Understood the client's technology needs and key challenges.
- Assisted in developing, maintaining, and upgrading the technology infrastructure.

Client Service Manager - ABC International

- Served as primary point of contact for five critical Fortune 500 clients.
- Research and consulting services delivered to meet client needs.
- Collaborated with sales team to represent and support sales.
- Collaborated with sales team to represent and support sales.
- Collaborated with sales team to represent and support sales.

King of Prussia, PA



Recruitment Interviewing Delegate Manual - SAMPLE





WORKSHOP OUTLINE

9.00 Welcome and Setting the Scene

Knowledge / Skill Checklist
Getting to Know You Exercise

Recruitment Interviewing Overview
Getting 'the right fit'
Consequence of Getting It Wrong

The role of Discrimination Legislation
Questions to Avoid at Interview

11.00 BREAK

Psychological Barriers in Judging People

Person Specification
Screening Applications

Behaviour and Competencies
Undertaking Competency based Interviews

Question Detective
Open and Closed Questions
Open Questions Methods

12.45 LUNCH

Funnelling Technique in Questioning
Funnelling Technique Skill Practice

Listening versus Hearing
Listening Skills exercises
Body Language Tips

Preparation Steps to Conduct the Interview
Setting the Environment

3.00 BREAK

Delivering the Interview - the W.A.S.P. Approach
Role Plays

Summary of the Day
Knowledge / Skill Checklist
Thoughts on Personal Pledges

5.00 CLOSE

KNOWLEDGE / SKILL CHECKLIST

In order to ensure that learning objectives are met by the course:

BEFORE THE COURSE: Rate your ability on a competence scale of 1-5 as follows:-

1= No knowledge/skill

2= A little knowledge/skill but considerable development required

3= Some knowledge/skill but development required

4= Good level of knowledge/skill displayed, with a little development required

5= Highly competent - no/very little development required

WRITE your numerical rating in the 1st column. **AFTER THE COURSE:** Repeat the exercise, writing your new rating, in the 2nd column

COMPETENCE	PRE (1-5)	POST (1-5)
1. Understands the 3 criteria for the 'right fit' at a recruitment interview		
2. Appreciates the consequences of a bad recruitment decision		
3. Can define the word DISCRIMINATION and understands where discrimination can arise in the recruitment process		
4. Recognises discriminatory job advertisements and questions asked at interview		
5. Can define, and understands the meaning of, the following terms:- Halo Effect, Primacy Effect, Negativity Bias, Contrast Effect		
6. Understands the concept of behavioural interviewing		
7. Is familiar with the 'Person Specification'		
8. Can distinguish between open and closed questions		
9. Is familiar with the T.E.D. and 5 W's & H methods of open questioning		
10. Can apply the funnelling technique when asking questions		
11. Is an effective listener		
12. Is aware of positive body language behaviours to use at interview		
13. Effectively prepare to conduct a recruitment interview		
14. Is able to conduct an effective recruitment interview		
OVERALL COMPETENCE		
PERCENTAGE CHANGE (2 nd column total minus 1 st ; divide answer by 1 st column total; Multiply answer by 100): %		

GETTING THE RIGHT FIT

In getting the 'right fit' there are 3 criteria:

-
-
-

Effective interviewing involves:

- Gathering information
- Evaluating information
- Making the decision

Look to make the gap between the knowledge, skills and experience required to do the job, and what the best candidate has, as small as possible.

The bigger the gap, the more training and coaching is required.

WATCH OUT FOR

Halo Effect

Where one feature of the candidate becomes an overriding factor which governs our opinion of this person e.g. misperception that someone who is attractive and articulate is intelligent.

Prejudice/Bias

We tend to pre-judge people, either favourably or unfavourably, because they belong to a particular group, or remind us of someone. e.g. they used to work with your dad in the past, or they went to the same school.

Primacy Effect

Where we make decisions very quickly about someone. A Canadian Air Force Study concluded that interviewers typically made decisions about someone in the first TWO minutes.

Negativity Bias

The role of unfavourable information. The interview is dominated by the search for negative information. When we find it, it grossly distorts overall assessment.

Contrast Effect

If an interviewer evaluates a candidate who is just average after evaluating 3 or 4 weak candidates in a row, the average one will be evaluated very favourably

Recall of Information

In research, 40 managers watched a 20-minute video tape of an interview. Then they were given a 20-question test - of recall of factual information. The average score was 10/20. Those managers who recalled less, actually rated the candidates higher on all aspects!

"We know what happens to people who stay in the middle of the road.
They get run over."

ANEURIN BEVAN



PERSON SPECIFICATION

Job:	Essential	Desirable	Comments
<p><u>Physique, Health and Appearance</u> Height / Weight</p> <p>Build</p> <p>Grooming</p> <p>Dress</p> <p>Voice</p>			
<p><u>Attainments</u> General Education</p> <p>Professional Qualifications</p> <p>Job Training</p> <p>Job Experience</p>			
<p><u>General Ability</u> Influencing Skills</p> <p>Planning and Organising</p> <p>Leadership</p> <p>Creativity</p> <p>Problem Solving</p> <p>Decision Making</p> <p>Customer Focus</p> <p>Commercial Acumen</p> <p>Analytical Skills</p> <p>Task Achievement</p> <p>Adaptability</p> <p>Communication Skills</p> <p>Listening Skills</p> <p>Motivational Skills</p> <p>Use of Initiative</p>			

For example: Driving a Car

Knowledge and Skills Applied in using gears/clutch in a car might be:

KNOWLEDGE	SKILLS APPLIED
Gears - what they do and effect of not using them	Changing gears smoothly, at the correct speed, from 1 st to 5 th , without over-revving the engine
Number of gears and position on gear stick	Engaging reverse gear
Advantages of using 5 th gear	
Clutch - what it does and what happens if you don't use it properly	
Clutch pedal position	
Using the clutch in tandem with the gear stick	
Use of brake and clutch pedal in emergency stop	Performing an emergency stop quickly without engine cut-out

If you are an experienced car driver, this may seem over-simplified and unnecessary. However, to the Learner Driver, it can be an invaluable guide to fully understanding what is required, and how they are performing.

It is important to note that:

- Competencies are practical and objective.
- They concentrate on the things that people have to do, or know, in the workplace.
- They provide a reasonably straightforward way of establishing whether people are equipped to do a good job - whether they are competent or whether they need development.

QUESTION DETECTIVE

• A wheel spins slowly to a stop. Beside it, two bodies slumped on the ground. A small crowd is gathering as a uniformed figure crouches over to inspect the bodies. What has happened?

Your Question(s):



"All men make mistakes, but only wise men learn from their mistakes."
SIR WINSTON CHURCHILL



T.E.D. QUESTIONS

- Used to OPEN up a topic
- Start with:

T

E

D

Examples of good TED questions include:

-
-
-
-
-
-

FUNNELLING TECHNIQUE

- a) OPEN - to start the candidate talking e.g. a T.E.D. question.
- b) PROBE - to get at the detail.
- c) CLOSED - to summarise and confirm.

FUNNELLING TECHNIQUE EXERCISE

INTERVIEWEE BRIEF

- You are being interviewed by your partner for a job. They will tell you the job before you start.
- Assume that you have got some experience in this type of work.
- You are part way through the interview and now the Interviewer will ask you about one key competence they are looking for in the ideal candidate. Before you start, the Interviewer will tell you the competence because you need to think of a situation from the past where you demonstrated this competence. You may need to invent some / all of it just to give the Interviewer an opportunity to use the funnelling technique.
- Only answer the question that is asked e.g. if it is a closed question, answer yes or no - don't elaborate.

"It takes 72 muscles to frown and only 14 to smile."

ANON



SAMPLE QUESTIONS AT RECRUITMENT INTERVIEW

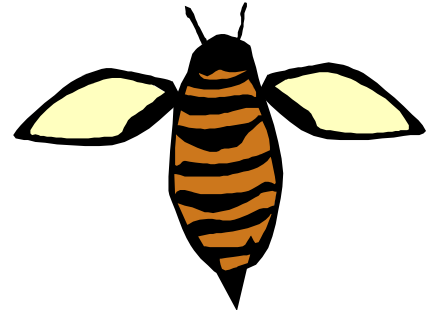
Competency Based

ALL of the following questions are **OPEN**, and need to be followed up with **PROBING** questions)

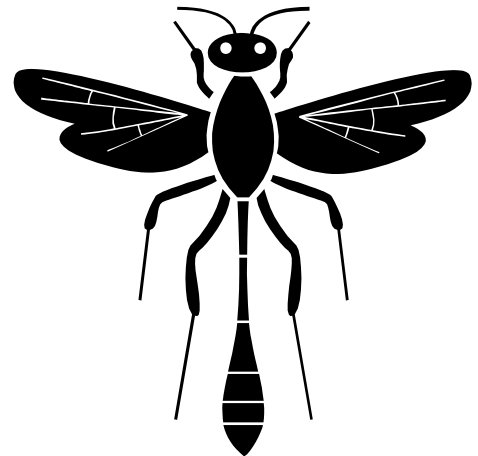
1. Tell me about your current position
2. Describe a situation when you didn't agree with your bosses' decision about something that affected you.
3. Give me an example of a time where you left a customer very happy with the service you gave her
1. Tell me about the last time you had an irate customer? How did you deal with the situation?
2. Give me an instance at work when you had to go beyond the call of duty to get a job done
3. Give me an example of when you coped well under pressure
4. Think of a situation where a misunderstanding with a colleague or client arose. How did you solve the problem?
5. Think of a situation in which you had to use your initiative
6. Tell me about a decision your boss made which affected you but you didn't agree with
7. Tell me about someone you have found it difficult to work with. How did you handle the situation?
8. Describe a situation at work where you had to influence someone.
9. Describe how you organise your day/week/month
10. Tell me about a successful team you have been involved with. How do you feel you worked within the set-up?
11. Tell me about a team that has been less successful. How did you work within the team? What would you have liked to do differently?
12. Describe a time when you had to deal with a member of staff who was under performing
13. How have you improved the productivity of your current team?
14. Tell me about your experience of training people

DELIVERING THE INTERVIEW

W



A



S

P

"Its funny but the more I practice the luckier I get."
GARY PLAYER



W.A.S.P.: A RECRUITMENT INTERVIEW PROCESS

Strengths

Development Area

1. Welcome

Small talk?
(Intros, journey, find us ok)

Settled candidate in?
(refreshments, water)

Explained Structure/duration?

Mentioned note taking?

Mentioned Candidate Questions?

2. Ask

Refers to points from application form?

Uses Funnelling Technique on behavioural (Open, Probing, Closed)?

Explores motivation for job/company?

Actively listens?

Explores other information (e.g. desired salary, any hols booked, notice period)?

Demonstrates positive body language?



PERSONAL PLEDGES FORM

NAME:		WORKSHOP DATE:	
--------------	--	-----------------------	--

Answer the simple questions -what will you **START** doing? What will you **STOP** doing? What will you **CONTINUE** doing more of?

START	STOP	CONTINUE
1.		
2.		
3.		
4.		
5.		

"Training that brings about no change is as effective as a parachute that opens on the first bounce."
ANON