
*More Than
a Gut Feeling II*

T r a i n i n g L e a d e r ' s G u i d e

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ABOUT

PAUL C. GREEN, Ph.D.

This behavioral-based interviewing program was developed by Dr. Paul C. Green, president of the consulting firm Behavioral Technology, located in Memphis. Dr. Green created this selection process through his human resources experiences with a broad range of organizations. The approach reflects his strong belief that scientific research can be combined with practical experience to provide a meaningful way to conduct employee selection.

The American Media video *More Than a Gut Feeling II* reflects the highlights of the behavioral-based interviewing system and is designed to help organizations instruct line managers and personnel interviewers on how to use a structured, legally defensible interviewing system.

Dr. Green received his Ph.D. in Industrial and Organizational Psychology from Memphis State University in 1970, with his degree emphasis in management, leadership, and employee selection. On completion of his degree requirements, Dr. Green developed a full-time consulting practice, eventually providing services in selection and development for several hundred different organizations. As an experienced consultant, he has worked with high-tech, manufacturing and service industries, providing a wide variety of individual and organizational development services.

As a trainer, Dr. Green has taught thousands of people how to apply psychological principles to solve real-world problems. He has evaluated over 5,000 applicants for positions in sales, aviation, accounting, engineering, and others.

At present, Dr. Green continues to deliver training seminars himself, along with the licensees and associates of Behavioral Technology.

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*More Than
a Gut Feeling II*

P r e p a r a t i o n M a t e r i a l s

Icon Key



Flip Chart



Read or Paraphrase



Overhead



Worksheet



Video



Ask and Discuss

Introduction

The video training program *More Than a Gut Feeling II* was designed to educate interviewers on how to make the right hiring decisions by using Dr. Paul Green's behavioral-based interviewing program's successful combination of scientific research and practical experience, emphasizing that the best predictor of future behavior is past behavior.

The Training Leader's Guide and the video program, *More Than a Gut Feeling II*, provide the tools you need to institute a training program on behavioral-based interviewing that will immediately improve your selection efforts.

Managers have a very important job in today's business environment. Interviewing and selecting the right personnel are two of the most critical things they must do to reach organizational goals. The hiring decisions made today will influence their organization for years.

Upon completion of the video training program, participants will be able to do the following:

- Plan a logical, structured interview that includes preplanned interview questions.
- Recognize the importance of developing an interview plan based on thorough knowledge of the job.
- Understand that a behavioral example is a specific life-history event that can be used to determine the presence or absence of a skill.
- Use interviewing techniques that allow for interviewer control.
- Explain why it is important to make selection decisions based on facts and information, not on a gut feeling.
- Explain why the concept of "the best predictor of future behavior is past behavior" is so important in the behavioral-based interview process.
- Recognize why some questions cannot be legally asked in the interview process.

Before conducting this training session, we encourage you to view the video and read through this guide at least twice to become comfortable with the format and subject matter. This will ensure that your participants get the most from their training.

Training Session Checklist

This checklist should be used to help you gather all necessary materials for the training session.

Meeting Preparation

- Determine your training objectives.
- Measure the current status of your participants, using the Pretraining Survey.
- Choose different ways to train to ensure transfer of information.

Location

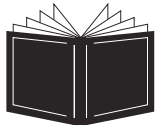
- Create a relaxed environment.
- Make sure all seats have a good view of the visuals.
- Make sure there is enough light to take notes when participants view the video *More Than a Gut Feeling II*.
- Provide an adequate writing surface for participants.
- Check for good acoustics.
- Make sure that your room is accessible and equipped for participants with disabilities.

Video Equipment

- Make sure the VCR is properly connected to the monitor.
- Test the VCR, and check monitor for proper picture, color, and volume.
- Make sure the tape is rewound and ready to play before beginning your session.
- Check all other equipment for proper operation.

Materials

- Training Leader's Guide*
- Videotape—*More Than a Gut Feeling II*
- AMI How-To Book—*Interviewing: More Than a Gut Feeling*
- Overheads
- Paper and Pencils
- Additional Equipment
- Participant Worksheets



Interviewing: More Than a Gut Feeling
by Richard S. Deems, Ph.D.

Trainer's Instructions for Using the Book

Interviewing: More Than a Gut Feeling

Training Session

Interviewing: More Than a Gut Feeling, part of AMI's How-To Book Series, is an excellent complement to your group training session. Throughout this guide, we have included several exercises from *Interviewing: More Than a Gut Feeling*. To use the book effectively, you may:

- Use the exercises we have developed for this course, incorporate other exercises from the book that you feel better meet the needs of your organization, or use a combination of both.
- Assign reading of an entire chapter of the book that covers an area you wish to emphasize in your session.
- Assign reading of the entire book and completing of assigned exercises.

Self-Study

No time to call everyone together for training? No problem—American Media has made training even easier with its self-study programs. By combining the effectiveness of the video *More Than a Gut Feeling II* and AMI's How-To Training Book *Interviewing: More Than a Gut Feeling*, your employees can improve their skills through self-guided study.

Written in a user-friendly, easy-to-understand style, the book includes interactive exercises in each chapter to help the reader process the information and put it into action—ensuring that the information makes an impact.

On-the-Job Reference Tool

Providing copies of the book to each training participant allows you to continue instilling the importance of improving workplace performance after your session is completed. The book is an excellent tool for continued learning and provides an easy, hands-on reference for use on the job.

Tips for Transferred Learning

Keep in mind the following tips when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

1. Adults learn when they feel they need to learn.

Discuss ways your training will help participants improve job performance by learning how to interview prospective employees.

2. Adults learn by doing.

Use the exercises found in this Training Leader's Guide, or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the How-To Book *Interviewing: More Than a Gut Feeling*, for your participants to take back to their jobs for continued and reinforced learning.

3. Adults learn by solving realistic problems.

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

4. Adults learn in an informal environment.

Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel more comfortable.

5. Adults learn by different training methods.

Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

6. Trainers learn through follow-up methods.

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' managers; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions, etc., can help you evaluate the information being used on the job site.

● Preparation Materials

Possible Session Agendas

Two session agendas have been provided to help guide you through your *More Than a Gut Feeling II* training session. You can modify these agendas to meet the needs of your participants. A blank agenda sheet is also provided if you wish to create your own agenda.

2-Hour Session

Activity	Time	Page
Introducing the Session to Participants	10 minutes	18
The High Cost of Turnover Discussion	5 minutes	20
Show Video and Review Questions	40 minutes	22
Break	10 minutes	
Gaining Behavioral Examples Discussion	10 minutes	23
Exercise from the Book <i>Interviewing: More Than a Gut Feeling</i>	15 minutes	24
Role-Play Exercise	30–35 minutes	31
Posttraining Survey	5 minutes	32
Session Evaluation	5 minutes	

4-Hour Session

Activity	Time	Page
Introducing the Session to Participants	10 minutes	18
The High Cost of Turnover Discussion	5 minutes	20
Who Wins When You Choose the Right Person? Exercise	15 minutes	21
Show Video and Review Questions	40 minutes	22
Break	15 minutes	
Gaining Behavioral Examples Discussion	10 minutes	23
Exercise from the Book <i>Interviewing: More Than a Gut Feeling</i>	15 minutes	24
Open-Ended vs. Closed-Ended Questions Exercise	10 minutes	25
Preparing for the Interview: Designing Questions	15 minutes	26
Interviewing and the Law Discussion	15 minutes	27
Is It Legal to Ask...? Exercise	10 minutes	30
Break	15 minutes	
Role-Play Exercise	30–35 minutes	31
Posttraining Survey	5 minutes	32
Session Evaluation	5 minutes	

Trainer's Personalized Session Agenda

You may want to plan a session that is different from the agendas provided on page 12. Below is a blank agenda to assist you in outlining your session.

Activity	Time	Page
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Invitation Memo to Participants

This memo can be sent to your participants approximately one to two weeks prior to your training session. Modify the memo to fit your specific needs.

(Today's Date)

TO: (Participant's Name)
FROM: (Trainer's Name)
RE: *More Than a Gut Feeling II* Training Session

An integral part of your job at (Company Name) is the selection of new hires. To help assure that we are hiring the most qualified individuals, we have designed a training session to introduce you to the concept of behavioral-based interviewing, a technique that will positively impact our selection process.

On (Session Date), we will be holding a training session to explain behavioral-based interviewing and to give you an opportunity to try it out personally. During the session you will learn:

- The definition of a behavioral example
- Why it is important to have an interview plan based on thorough knowledge of the job and a preplanned series of interview questions
- Techniques to conduct a behavioral-based interview
- To use interviewing skills such as:
 - asking open-ended questions
 - note taking
 - seeking contrary evidence
 - using rapport building questions
 - allowing silence
 - controlling the interview

Please mark your calendar now so that you can attend this important training session. It will be well worth your while! If you will be unable to attend, please contact me at (Number).

Hope to see you (Session Date).

Trainer's Instructions for the Pretraining Survey



1. Complete the Invitation Memo to Participants and enclose a copy of the Pretraining Survey (included with Participant Materials) to each of the participants. Ask them to complete this survey and return it to you at least five days before the training session.
2. Use the Pretraining Survey to evaluate the needs of your participants. This survey will allow you to design the training session to emphasize areas or topics of importance.
3. A Posttraining Survey is also provided for use at the end of the training session, to determine if your training goals have been met, or if further education and training are necessary.

Pretraining Survey

INSTRUCTIONS: The questions below highlight key interviewing points. Consider the questions and write your answers in the space provided.

1. What are two things you may look for when reviewing resumes?

Possible Answers:

- Overall structure and appearance
- Gaps in employment history
- Career progression
- Experience relating to open position
- Related volunteer/civic involvement
- Accomplishments/Results
- Education

2. Why are job descriptions important?

Job descriptions detail the essential functions of the job on which interview questions must be based.

3. What can you do at the beginning of your interview to put your candidate at ease?

Usually the most successful technique is to enter into a general conversation about the weather or something about the candidate. People feel comfortable talking about things they're familiar with, and are probably most comfortable talking about themselves.

● Preparation Materials

4. (T or F) If candidates get off the subject, you should allow them to continue because they could tell you something you may not have been able to solicit using your preplanned questions.

False. It is important for the interviewer to keep control of the interview. Unnecessary talk not relating to the job is a waste of time.

5. Should you take notes in the interview?

Yes. It is very important for you to take notes in the interview. We are all human, and therefore cannot be sure that we'll remember everything. You can put your candidate at ease by explaining that you will be taking notes to review later in the selection process.

6. Is it legal to ask a job candidate where he or she was born if you detect an accent?

No. It may be viewed as discrimination if you ask someone where he or she was born. You may ask candidates if they are legally employable in the United States.

7. What is the best predictor of future behavior?

Studies have shown that the best predictor of future behavior is past behavior. There are always exceptions to any rule, but if done correctly, information obtained about past behavior will help you determine if a candidate has exhibited the skills needed for the job.

8. (T or F) If an applicant cannot answer a question immediately, you should break the awkward silence by asking another question.

False. Silence must be permitted in the interview. When the interviewee is silent, it usually means she or he is "replaying" a memory of a past event. Once he or she has completed the thought, the candidate will be ready to communicate it to you.

9. Define *contrary evidence* as it relates to interviewing.

Interviewers look for *contrary evidence* when they seek information contrary to their initial findings to determine whether their initial findings were correct.

10. Should you use open-ended or closed-ended questions in the interview?

Although at times you will need to use both open-ended and closed-ended questions, it is better to rely on open-ended questions for gaining behavioral examples.

*More Than
a Gut Feeling II*

T r a i n i n g M a t e r i a l s

Introducing the Session to Participants

Time Required:

- 10 minutes

Material Needed:

- Overheads 1 and 2

Objective:

- To emphasize the importance of the topic and introduce participants to each other in order to set the stage for the training session.
-

**Trainer's
Instructions**



1. Start the session by introducing yourself and paraphrasing the following point:
Managers have a very important job in today's business environment. Interviewing and selecting the right personnel is one of the most critical things you must do to reach organizational goals. The hiring decisions made today will influence your organization for years. Because of this, organizations cannot afford to base hiring decisions on gut feelings. Managers need a system to help ensure they make the right hiring decisions and rely on "more than a gut feeling."
2. Describe the agenda for the training session and outline any training goals on the overhead.



3. Display Learning Objectives on the overhead. You may wish to revise these objectives based on your session design. Read or paraphrase the following to the group:

Upon completion of this video-training program, you will be able to:

- Plan a logical, structured interview including preplanned interview questions.
 - Recognize the importance of developing an interview plan based on thorough knowledge of the job.
 - Understand that a behavioral example is a specific life-history event that can be used to determine the presence or absence of a skill.
 - Use interviewing techniques that allow for interviewer control such as:
 - a. Asking open-ended questions.
 - b. Taking notes.
 - c. Seeking contrary evidence.
 - d. Using rapport-building questions.
 - e. Allowing silence.
 - f. Controlling the interview.
 - Explain why it is important to make selection decisions on facts and information, not on a gut feeling.
 - Explain why the concept of “the best predictor of future behavior is past behavior” is so important in the behavioral-based interview process.
 - Recognize why some questions cannot be legally asked in the interview process.
4. Have participants answer the following questions individually:
 - What is your name and what department do you work in?
 - What interviewing role do you take in your position?
 - What is one thing you would like to learn from this session?

(You may wish to write down their answers and review them at the end of your session to determine if these needs were met.)



The High Cost of Turnover Discussion

Time Required:

- 5 minutes

Materials Needed:

- Flip Chart
- The High Cost of Turnover Handout

Objective:

- Help emphasize the high cost of turnover to interviewers.
-

Trainer's Instructions



1. Review the handout and base discussion around the following questions:
 - **What is meant by the phrase “Turnover costs money”?**
 - **What percentage of the salary of an exiting employee do you think it costs to replace him/her? (Roughly 35 percent—explain breakdown and the four areas on handout)**
 - **Low Productivity/Poor Customer Service Cost Prior to Leaving**
—What does this mean?
 - **Costs Associated with Replacements**
 - **Costs of Hiring a Replacement**
 - **Associated Costs of Turnover**
2. Conclude by stating:
Bad hiring decisions can also generate other costs, such as litigation, unemployment, compensation, etc. The point is, bad selection costs money. To decrease the costs of poor selection, all interviewers must be proficient in choosing the right people.

Who Wins When You Choose The Right Person? Exercise

Time Required:

- 15 minutes

Materials Needed:

- Flip Chart

Objective:

- To emphasize that everyone wins when you choose the right person for a job.

Trainer's Instructions



1. Ask the participants who they think benefits when the right person is chosen for a job. Use a flip chart and write down the feedback coming from the class.

Typical answers should include:

The organization	New employees
Current employees	Customers
Managers	

2. Next, divide the participants into equal size groups. Assign one "topic" mentioned on the flip chart to each group. Have each group compile a list of ways their particular area benefits when the right person is chosen.
3. Allow 3 minutes for the group to work through the exercise. When complete, each group should share its findings with the class.

Some common responses include:

Organization	New Employee	Managers
Improved productivity	Job satisfaction	Less turnover
Save money because of fewer mistakes	Self-esteem	Training readiness
Eliminate discrimination	Rewarded for performance	Higher morale
Reduce personnel problems	Job stability	Higher productivity
Current Employees	Customers	
Qualified coworker	Better service	
Improved productivity	Higher quality product	
More job stability	Consistency of representative	

4. Conclude by stating:
"Hiring decisions affect much more than just the manager and his/her department. It is critical that interviewers do a good job in the selection process so that the organization, new employees, current employees, and customers all benefit."



Show Video and Review Questions

Time Required:

- 40 minutes

Materials Needed:

- Video—*More Than a Gut Feeling II*
- Trainer's Copy of Video Review Questions

Objective:

- To show video and discuss as a group.
-

Trainer's Instructions



1. View the video *More Than a Gut Feeling II*. Encourage participants to take notes as they view the video.
2. After viewing the video, discuss the following questions:
 - a. Could you identify with the mistakes that Will had been making in his interview process?
Answers will vary.
 - b. How did Ann distinguish between technical job skills and the performance skills needed for the job she was trying to fill?
Technical skills are task related. Performance skills are behavior related.
 - c. How did Ann get behavioral examples from the woman who had no working experience?
By asking questions related to the woman's day-to-day experiences, and analyzing how those behaviors and skills would carry over to the position.
 - d. Why did both Ann and Will allow the interviewee to sometimes be silent during the interview?
To give the interviewee time to think of a specific example.
 - e. Why was it important for both Ann and Will to seek contrary evidence in their interviews?
To determine whether their initial findings were correct.
 - f. What was the most important idea you learned from the video?
Answers will vary.

Gaining Behavioral Examples Discussion

Time Required:

- 10 minutes

Materials Needed:

- Gaining Behavioral Examples Handout
- Video—*More Than a Gut Feeling II*

Objective:

- To reinforce key points covered in the video *More Than a Gut Feeling II*.
-

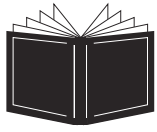
Trainer's Instructions



The key to behavioral-based interviewing is gaining behavioral examples. Although *More Than a Gut Feeling II* explains how to solicit behavioral examples, you may want to spend additional time reviewing the key points in your session. Turn to the synopsis of the information presented in the video on gaining behavioral examples. Refer participants to their handout entitled Gaining Behavioral Examples. You may wish to have participants read this information individually or discuss it as a group.

OPTIONAL DISCUSSION: To reinforce your discussion regarding behavioral examples, rewind the video to the beginning of the last interview between Will and Ann. Have participants review this interview, and ask the following discussion questions:

1. How did Will gain behavioral examples?
 - **Asked open-ended and closed-ended questions.**
 - **Probed for contrary evidence.**
 - **Asked for specific examples and allowed silence.**
2. How did gaining behavioral examples enhance Ann's information?
 - **They created a balanced picture of Ann's capabilities, and her evaluation will be based on specific job-related information.**



Interviewing: More Than a Gut Feeling
by Richard S. Deems, Ph.D.

Exercise from the Book Interviewing: More Than a Gut Feeling

Time Required:

- 15 minutes

Materials Needed:

- AMI How-To Book *Interviewing: More Than a Gut Feeling*

Objective:

- To create a better understanding on the development and process of probing questions when using behavioral interviewing.
-

Trainer's Instructions



1. Read or paraphrase:
In the video, we saw a segment of a well-planned behavioral-based interview conducted by professionals. In order to successfully gather indicators of past behaviors, the interviewer must create probing questions that set the stage for the desired outcome. Let's take about 10 minutes to work through some behavioral interviewing questions from the book.
2. Ask participants to turn to page 31 of *Interviewing: More Than a Gut Feeling*.
3. Have participants read pages 31 and 32 and complete the *Take a Moment* exercise found at the top of page 33.
4. After completing the exercise, have participants share various answers with the group and discuss the importance of proper wording of probing questions in order to gain useful information.
5. Use the final 5 minutes of the exercise to allow the group to practice developing probing questions. Write the Q and A's on the board and have the group provide the answers.
Q: What are your strengths?
A: I think I am a very hard-working person.
Your next probing question?

Q: What things in your job give you a sense of accomplishment?
A: I like working with customers to solve problems.
Your next probing question?

Q: Describe for me your most recent group effort.
A: Last month I served on a committee for our company party.
Your next probing question?

Open-Ended vs. Close-Ended Questions Exercise

Time Required:

- 10 minutes

Materials Needed:

- Open-Ended Questions vs. Close-Ended Questions Worksheet

Objective:

- To enable participants to use open-ended questions during the interview process in order to gain behavioral examples.
-

Trainer's Instructions



Ask participants to take 5–8 minutes to complete the Open-Ended Questions vs. Closed-Ended Questions Worksheet on their own. Once complete, work through the answers and have participants give examples of open-ended questions for the ones marked “C”. Answers are given below.

INSTRUCTIONS: Identify each statement below with an “O” for an open-ended question or a “C” for a closed-ended question.

1. C What type of a computer have you used, if any?
2. O What did you do when your supervisor threw changes at you at the last minute?
3. O What did you do when you were passed over for the promotion in your area?
4. C When did you graduate from college?
5. O How did you learn to operate a computer?
6. O Why do you like engineering?
7. C How many years did it take to become proficient on a ten-key?
8. C Which do you find the most interesting—working in the office or out in the field?
9. O What did you like about your last position?
10. C What kind of boss do you like to work for: one who strictly controls you, or one who lets you do your own thing?

Preparing for the Interview: Designing Questions

Time Required:

- 15 minutes

Materials Needed:

- Job Descriptions for Participants
- Common Interview Questions Handout

Objective:

- To prepare advanced questions in order to conduct a structured, legal interview.
-

Trainer's Instructions



1. Ask participants why it is important to prepare for an interview. Discuss for a few minutes.
2. Have participants pair up. Hand out a job description they are familiar with and ask each individual to develop 10 behavioral-based interview questions based on the description. Allow 10 minutes to complete the task.
3. Have each group compare questions. Allow 3 minutes for discussing.
4. Ask the following questions to the entire group following the exercise:
 - **What were the differences between the questions you developed and those of your partner?**
 - **Was it difficult to develop the questions?**
 - **How do you develop behavioral-based interview questions?**
 - **How have you changed the types of questions you ask?**
5. Conclude by handing out the sheet entitled Common Interview Questions to participants for their future use.

Interviewing and the Law Discussion

Time Required:

- 15 minutes

Materials Needed:

- Interviewing and the Law Handout
- Overheads 3–5

Objective:

- To educate participants on the legal compliance required in the interviewing process.

Note: You may wish to invite a member of your Human Resources Department to participate in this discussion.

Take the time to really know the content of the printed material. Three overheads are provided to help with the material flow. If possible, have an expert teach the material. Share the information in an open format rather than reading verbatim. Add any other relevant material for your discussion.

Provide the handout to participants prior to the discussion.

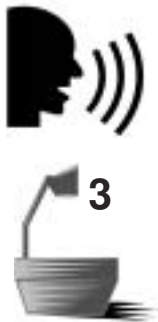
Read or paraphrase the following:

Many people who complete an interviewing course express serious concerns over the legality of their selection interviews. These concerns are legitimate and should be openly addressed. In fact, the vast majority of interviews create some opportunity for legal action because of:

- Lack of preparation.
- Little relationship between the interview questions and the job requirements.
- Failure to use a structured interview plan designed to get job-related information.

In addition, federal guidelines concerning the evaluation of selection instruments indicate that the interview is regarded as a test. Any lawsuits involving interviewing techniques will probably refer to guidelines regarding standards for test validation (*Principles for the Validation and Use of Personnel Selection Procedures: Second Edition*). That is, the interview, as far as the law is concerned, is not different from a test. In fact, an interview is viewed as a test and will be evaluated in a courtroom in the same manner that any test would be evaluated.

Trainer's Instructions



Because the interview is a test, it is important for it to have the positive qualities associated with a good test. The first of these characteristics is *reliability*. Interviews must generate consistent information for decision making even though different interviewers may be doing the same interview. In this regard, research shows that to ensure a reliable interview, interviewers must use a structured process. Having a structured interview means that the interviewer should have a series of preplanned interview questions tied to specific job requirements. Then, the interviewer must gain meaningful information about the person's ability to do the job. Using a structured interview and gaining behavioral examples is quite different from relying on your gut feeling. In fact, reliance on your gut feelings will probably create an unreliable interview and could create legal problems.

When using the interview in selection, it is also necessary to consider *validity*. Validity means that the interview measures an applicant's skills for a specific job or the interview generates information that will predict job performance. However, to date, it has been very difficult to establish good measures of validity of an interview, primarily because of the difficulty of doing research in this area. One can, however, make a case for the validity of an interview if that interview has the following characteristics:



4

- Is based on a job analysis
- Contains questions that provide evidence about important job-related skills
- Systematically relates interview information to a specific job



5

The courts have addressed these topics in many cases. In the case of *United States vs. Hazelwood School District* (1976), the court indicated that the interviews were not valid because the evaluation process was subjective. The interviews did not use clear-cut job analysis information or a stated criteria for selection of a teacher.

In the case of *Weiner vs. County of Oakland* (1976), the court decided that questions reflecting bias are unlawful. Consequently, one should avoid asking questions that reflect bias or cause sensitivity to persons because of race, religion, color, sex, physical disability, or national origin. In addition, the case of *Harless vs. Duck* (1977) showed that an interview can have an adverse impact on a person in a protected class and still be legal if the interview is characterized by questions that are related to on-the-job performance.

Note that laws regarding the employment interview deal primarily with protected classes, which include persons who can be identified by race, color, religion, sex, disability, or national origin. These laws also apply to persons between the ages of 40 and 70. Accordingly, one should be particularly careful to using a reliable and valid selection process when dealing with any individual who falls into a protected class. Persons who do not fall into protected classes have a much weaker legal basis for instituting legal action against an organization because of its employment process.

Even the well-planned interview can be legally questioned. Consequently, each interviewer should attempt to conduct a reliable and valid interview and to communicate effectively the skills required for the job.

As a concluding point, both federal and state laws are constantly changing with regard to employment selection. In order to have a current legal perspective on your selection interviews, you should first contact your Human Resource or Personnel Department. The department should be in contact with an attorney who specializes in this area.

The Americans with Disabilities Act:

On July 26, 1990, President Bush signed into law the Americans with Disabilities Act. This act is recognized by organizations across the U.S. as the most sweeping civil rights legislation since the Civil Rights Act of 1964. Organizations must comply with the legislation that became effective for employers with 25 or more employees on July 26, 1992, and became effective for employers with 15 or more on July 26, 1994. The intent of the Americans with Disabilities Act (ADA) is to prevent discrimination against qualified people with disabilities in employment, public services, transportation, public accommodations, and telecommunication services.

What the ADA means to organizations and their managers is that they can no longer screen out individuals with disabilities in the hiring process, nor can they discriminate in any area of employment, including compensation, promotions, benefits, or firing. Organizations will no longer be able to conduct preemployment medical screening, with the exception of drug screening, or make preemployment inquiries into the nature of an applicant's disability. Organizations must be aware of physical barriers in their work environment, as well as provide up-to-date, relevant job descriptions to their workers.

Is It Legal to Ask...? Exercise

Time Required:

- 10 minutes

Materials Needed:

- Is It Legal to Ask...? Worksheet

Objective:

- To educate participants on what types of questions are and are not legal to ask during an interview.
-

Trainer's Instructions



1. Ask participants to look at the handout *Is It Legal to Ask...?*. Allow 10 minutes for participants to fill out the sheet and follow up with discussion.
2. When participants have completed the handout, discuss the answers below.

Instructions: Place an "L" before the questions you feel can legally be asked in the interview, and an "I" before those you believe are illegal to ask in the interview.

- I 1. How old are you?
- I 2. This job requires that you work extra hours. Do you have children with whom this would cause a problem?
- L 3. If hired, can you provide proof that you are 18 years of age?
- I 4. From what country are you a citizen?
- L 5. Are you prevented from becoming legally employed because of visa or immigration status?
- I 6. What is your marital status?
- I 7. Are you handicapped?
- L 8. Are you capable of performing the necessary assignments of this job in a safe manner?
- L 9. What languages do you read, speak, or write fluently?
- I 10. Have you ever been arrested?

Role-Play Exercise

Time Required:

- 30–35 minutes

Materials Needed:

- Copies of the Observer's Guide for all participants
- Job descriptions from your company

Objective:

- To prepare, plan, and conduct an interview.
-

Trainer's Instructions

1. Have participants number off, forming groups of three. Each group will have an interviewer, interviewee, and an observer.
2. Explain that the purpose of the exercise is to conduct a mock interview in a controlled environment.
3. Hand out various job descriptions to each interviewer. Remind participants that they should use job descriptions to:
 - Become familiar with the job responsibilities
 - Develop job-related questions
4. Have the interviewers create and use behavioral-based questions.
5. Give all participants a copy of the Observer's Guide. Explain the following:
 - Fill out as the interview is in process.
 - Provide feedback after the interview to the interviewer.
6. Have participants switch roles and complete the role-plays until each individual has been allowed to practice.
7. Conclude the role-playing by asking the following questions:
 - As an interviewer, did you feel that using behavioral-based interviewing questions is better than closed-ended questions?
 - Did you have enough time to prepare? How important is preparation?
 - Did you allow silence in your interviews? How did it feel?



Posttraining Survey

Time Required:

- 5 minutes

Materials Needed:

- Posttraining Survey

Objective:

- To provide feedback on the information and transferred knowledge from the session.
-

Trainer's Instructions



1. Refer participants to their Posttraining Survey.
2. Allow 8 minutes for completion.
3. Discuss each question with the group.
4. Below are the possible answers to the survey.

Posttraining Survey–Trainer's Copy

INSTRUCTIONS: The questions below highlight the key interviewing points you've learned in this training session. Consider the questions and write your answers in the space provided.

1. When reviewing resumes, what are three things you should look for?

- Signs of achievement
 - profit-minded
 - stability/career direction
 - willing to work hard
- Specifics in job descriptions
- Overall construction and appearance

2. Define *behavioral example*.

A behavioral example is a description of a specific life-history event, which can be used to rate the presence or absence of a skill.

3. If an interviewee has a noticeable disability, such as a missing limb, is it legal to ask about it?

No. You can explain the functions of the job and ask the candidate whether he/she would be able to perform them.

4. What preplanning should be done before the interview?

In preparing for the interview, you should review the job description to make sure it is up to date and provides a better understanding of the job. You should also determine the skills required for the job and prepare a list of questions based on the job requirements.

5. When making your final decision, you should give special consideration to candidates who possess what qualities:

- Show loyalty to former employers
- Get to the interview on time
- Ask logical questions
- Appear to get along with coworkers
- Radiate enthusiasm
- Present themselves well with good manners
- Offer verifiable references
- Show proven capability to do the job
- Show actual, proven achievements
- Communicate how they can help your company

6. Is it essential to take notes in the interview? Why?

Yes. We cannot rely on our memory when comparing candidates. Notes on each interview are valuable tools in making the right selection.

7. What is the best predictor of future behavior?

Studies have shown that the best predictor of future behavior is past behavior.

8. What should questions asked in the interview be based upon?

Any questions asked in the interview should be based upon the job in question.

9. Is the following question an open-ended or closed-ended question?
"Can you drive a semi-trailer?"

Closed-ended

10. (T or F) You should allow silence in the interview when the candidate is thinking of an answer.

True. It is important to allow silence when the candidate is thinking of an answer. By allowing the candidate time to think of an answer instead of cutting in, you are more likely to get a behavioral example for an answer.

Follow-Up Memo

The memo below should be personalized and sent to each participant one to two weeks after your training session. By following up in this manner, your participants will have the opportunity to review and utilize what they learned in their work environment.

(Date one week following session)

TO: (Participant's name)

FROM: (Facilitator)

RE: *More Than a Gut Feeling II* Training Session

Relying on your instinct has probably guided you through many decisions. However, as we discovered last week during our training session, behavioral-based interviewing brings exceptional results. Our training session was designed to help insure that we are hiring the most qualified individuals available for our job openings. If you incorporate the behavioral-based interviewing into your interview structure, you will see an immediate impact.

As you concluded the session, you were given several handouts for future reference, including **Common Interview Questions** and a **Preemployment Question Guide** referring to questions that can and can't be asked in the interview.

Enclosed is a "Skills Checklist" to be used to determine your strengths and weaknesses as an interviewer after you complete each interview. I urge you to use this tool.

I am very interested in your reactions to this interviewing process. Please contact me if certain areas cause you problems. I will arrange for you to view *More Than a Gut Feeling II* again or will personally sit down and work through your questions.

Thank you again for your interest!

Skills Checklist

Becoming a better interviewer is a continuing process. To help you continue improving, ask yourself the questions listed below after each interview. If you answer “no” to any of the questions, review that area so you can improve your skills prior to your next interview.

1. When did I allow silence?
2. How appropriate were the behavioral examples?
3. When did I seek contrary information?
4. How did I make the candidate feel comfortable?
5. How many open-ended questions did I use?
6. How effectively did I use the questions I prepared ahead of time, and follow the structure I set for my interview?
7. Were my notes easy to refer back to after the interview?
8. Who did most of the talking?
9. How effectively did I probe areas where the candidate failed to fully answer my questions?
10. When did I seek contrary evidence to disprove my initial feelings of the candidate?

*More Than
a Gut Feeling II*

P a r t i c i p a n t M a t e r i a l s

Pretraining Survey

INSTRUCTIONS: The questions below highlight key interviewing skills. Consider the questions and write your answers in the space provided.

1. What are three things you look for when reviewing resumes?
2. Why are job descriptions important?
3. What can you do at the beginning of your interview to put your candidate at ease?
4. (T or F) If candidates get off the subject, you should allow them to continue because they could tell you something you may not have been able to solicit using your preplanned questions.
5. Should you take notes in the interview?
6. Is it legal to ask a job candidate where he or she was born if you detect an accent?
7. What is the best predictor of future behavior?
8. (T or F) If an applicant cannot answer a question immediately, you should break the awkward silence by asking another question.
9. Define *contrary evidence* as it relates to interviewing.
10. Should you use open-ended or closed-ended questions in the interview?

The High Cost of Turnover (35%)

Many interviewers fail to understand the high cost of turnover. Below is a breakdown of turnover expenses. To decrease the costs of poor selection, all interviewers must be proficient in choosing the right people.

I. Low Productivity/Poor Customer Service Prior to Leaving—10%

- Low productivity
- Low morale
- Poor service/quality

II. Low Productivity/Poor Customer Service While Replacement Learns Job—10%

- Low productivity
- Below-average service/quality
- Training time

III. Cost of Hiring a Replacement—5%

- Interview time
- Travel time
- Reference checking

IV. Associated Costs—10%

- Low morale in department when job is being shuffled
- Abuse of equipment
- Frustration

Gaining Behavioral Examples

INSTRUCTIONS: The key to behavioral-based interviewing is gaining behavioral examples. Below is a synopsis of the information presented in the video *More Than a Gut Feeling II* concerning gaining behavioral examples.

Behavioral examples are statements by job candidates describing actual events that have happened in their life. An interviewer can use past events to rate the presence of a job skill. During the interview, it is up to the interviewer to gain as many behavioral examples as possible to use in evaluating a candidate's ability to do a specific job. Also, please note that it is up to the interviewer to access the behavioral examples; most interviewees do not spontaneously refer to life-history events in the interview. Instead, a job applicant will typically give brief descriptions that reflect how the interviewee sees him- or herself. Consequently, it is up to the interviewer to instruct the applicant how to give specific examples that relate to self-described characteristics by asking appropriate behavioral-based interviewing questions.

Typically when an interviewee is thinking about a behavioral example, he or she will break eye contact with the interviewer and seem to drift away mentally from the interview itself while thinking of an answer. Then after the interviewee remembers a behavioral example, he or she will resume eye contact with the interviewer and begin to describe the picture in his or her mind.

Most behavioral examples are characterized by specific reference to names, dates, times, numbers, and locations. For example, an interview response that would meet these criteria is detailed as follows:

Question: "What is your strong point?"

Answer: "I feel my strong point is that I'm a very determined, hardworking individual. For example, last October when I was with ABC Corporation, we were facing the most pressured, demanding time of the year when a flu epidemic struck the office. Well, out of seven people in the office, five were sick, leaving myself and one secretary to get all of the work done. For two weeks, I put in 12-hour days to meet all of our customers' needs. During that time, I also had to make a service trip to Des Moines to deal with a \$100 million account that was in jeopardy. When it was all over, my boss threw a surprise party in the office to congratulate me on my handling of the situation."

Gaining Behavioral Examples (continued)

Sometimes the applicant will fail to give a behavioral example as a result of the interviewer's question. At this point, the interviewer may have to probe further. By gaining behavioral examples, an interviewer can rate the relative presence or absence of specific skills that are important for the position.

Sometimes a single behavioral example will provide evidence of a negative behavior. For example, in the previous situation the interviewee might have said, "I lost my temper two times and became real impatient with some of the people who were sick and away from work." Then, the interviewer might have information providing some evidence that even though the interviewee was very committed to the task, he/she was not as capable in the area of coping. But be careful not to conclude this information too soon. Discuss this area further and try to gain contrary evidence. Always try to get a clear and balanced picture of each candidate.

As the interview progresses, it is important to gain as many behavioral examples as possible in order to provide information that can be used to rate the person's skills for the specific job in question. For example, in one study (Green, Wetzel, Somerville, 1983), researchers found that between eight and 21 behavioral examples could be obtained in a typical interview.

The interviewer needs to help the interviewee give behavioral examples. In many cases, the interviewee will have difficulty thinking of life-history events relating to specific questions. When this occurs, the interviewer should be encouraging and sympathetic. Because individuals may have difficulty recalling multiple events that relate to particular situations, trainers shouldn't weaken the rapport of the interview by being too demanding with any single question. At the same time, the interviewer needs to tolerate silence, smile, and be encouraging in order to "help" the interviewee remember as much as possible.

Open-Ended Questions VS. Closed-Ended Questions

INSTRUCTIONS: Identify each statement below with an “O” for an open-ended question or a “C” for a closed-ended question.

1. _____ What type of computer have you used, if any?
2. _____ What did you do when your supervisor threw changes at you at the last minute?
3. _____ What did you do when you were passed over for the promotion in your area?
4. _____ When did you graduate from college?
5. _____ How did you learn to operate a computer?
6. _____ Why do you like engineering?
7. _____ How many years did it take to become proficient on a ten-key?
8. _____ Which do you find the most interesting—working in the office or out in the field?
9. _____ What did you like about your last position?
10. _____ What kind of boss do you like to work for—one who strictly controls you, or one who lets you do your own thing?

Common Interview Questions

Typically, a wide variety of questions can be used to gain information about a candidate's job skills. Use these questions as guides to help you develop questions that target specific job skill requirements.

1. Give an example of a time when you could not participate in a discussion or could not finish a task because you did not have enough information. How did you move forward?
2. Give an example of a time when you had to be relatively quick in coming to a decision.
3. Tell me about a time when you had to use your spoken communication skills in order to get a point across that was important to you.
4. Give me an example of when you felt you were able to build motivation in your coworkers or subordinates.
5. Tell me about a specific occasion when you conformed to a policy even though you did not agree with it.
6. Give me an example of a time when you used your fact-finding skills to gain information needed to solve a problem; then tell me how you analyzed the information and came to a decision.
7. Give me an example of an important goal you had to set and tell me about your progress in reaching that goal.
8. Describe the most significant written document, report, or presentation that you've completed.
9. Give me an example of a time when you had to go above and beyond the call of duty in order to get a job done.
10. Give me an example of a time when you were able to communicate successfully with another person, even when that individual may not have personally liked you.
11. What did you do in your last job in order to be effective with your organization and planning? Be specific.
12. Describe the most creative work-related project you have completed.
13. Describe a time when you felt it was necessary to modify or change your actions in order to respond to the needs of another person.
14. What did you do in your last job to contribute toward a teamwork environment? Be specific.

Interviewing and the Law

There are many important legal guidelines to follow when preparing for an interview. Even the well-planned interview can be legally questioned. Consequently, each interviewer must attempt to conduct a reliable and valid interview, and to communicate effectively the skills required for the job. Follow these guidelines to protect yourself and your organization.

Opportunities for Legal Action in the Interview:

- Lack of preparation
- Questions unrelated to the position
- Lack of structure

Is Your Interview Valid?

- Is it based on a thorough job analysis?
- Do questions probe for job-related skills?
- Is the interview information related to job requirements?

Avoid Asking Questions About:

- Sex
- Race
- Color
- Religion
- National Origin
- Disability
- Age

Is It Legal to Ask...?

INSTRUCTIONS: Place an "L" before the questions you feel can legally be asked in the interview, and an "I" before those you believe are illegal to ask in the interview.

- _____ 1. How old are you?

- _____ 2. This job requires that you work extra hours. Do you have children with whom this would cause a problem?

- _____ 3. If hired, can you provide proof that you are 18 years of age?

- _____ 4. From what country are you a citizen?

- _____ 5. Are you prevented from becoming legally employed because of visa or immigration status?

- _____ 6. What is your marital status?

- _____ 7. Are you handicapped?

- _____ 8. Are you capable of performing the necessary assignments of this job in a safe manner?

- _____ 9. What languages do you read, speak, or write fluently?

- _____ 10. Have you ever been arrested?

Observer's Guide

INSTRUCTIONS: As an observer, your role is to record your observations of the other participants during the role-playing. After the role-playing, you should be prepared to discuss your observations with the interviewer.

1. Was the interviewer prepared?
2. Did the interviewer have a list of questions prepared?
3. Were the interviewer's questions based upon the job in question?
4. Did the interviewer use rapport-building questions or comments to make the interviewee feel at ease?
5. Did the interviewer probe for behavioral examples?
6. Did the interviewer seek contrary evidence?
7. How did the interviewer handle awkward moments of silence?
8. In what areas could the interviewer improve?
9. List examples of good questions asked by the interviewer.
 - a.
 - b.
10. List any questions that may need to be rephrased.
 - a.
 - b.

Posttraining Survey

INSTRUCTIONS: The questions below highlight the key interviewing points you've learned in this training session. Consider the questions and write your answers in the space provided.

1. When reviewing resumes, what are three things you should look for?
2. Define *behavioral example*.
3. If an interviewee has a noticeable disability, such as a missing limb, is it legal to ask about it?
4. What preplanning should be done before the interview?
5. When making your final decision, you should give special consideration to candidates who possess what qualities:
6. Is it essential to take notes in the interview? Why?
7. What is the best predictor of future behavior?
8. What should questions asked in the interview be based upon?
9. Is the following question an open-ended or closed-ended question?
"Can you drive a semi-trailer?"
10. (T or F) You should allow silence in the interview when the candidate is thinking of an answer.

Session Evaluation Form

More Than a Gut Feeling II

INSTRUCTIONS: Please circle the number that best describes your evaluation of the training session.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
This training program concentrates on how to effectively interview employees.	5	4	3	2	1
This training program helped me to understand the importance of behavioral interviewing.	5	4	3	2	1
As a result of this program, I am more confident in my ability to interview perspective candidates.	5	4	3	2	1
The objectives of the program were clearly presented.	5	4	3	2	1
Opportunities to ask questions and discuss issues were sufficient.	5	4	3	2	1
The session was well organized.	5	4	3	2	1

The best part of this program was: _____

This program could be improved by: _____

Additional comments _____

I would recommend this session to others. (Circle one.) **Yes** **No**

*More Than
a Gut Feeling II*

O v e r h e a d s

Learning Objectives

Upon completion of the video training program, *More Than a Gut Feeling II*, you will be able to:

- Plan a logical, structured interview that includes preplanned interview questions.
- Recognize the importance of developing an interview plan based on thorough knowledge of the job.
- Understand that a behavioral example is a specific life-history event that can be used to determine the presence or absence of a skill.

Learning Objectives (continued)

- Use interviewing techniques that allow for interviewer control, such as:
 - a. Asking open-ended questions.
 - b. Taking notes.
 - c. Seeking contrary evidence.
 - d. Using rapport-building questions.
 - e. Allowing silence.
- Explain why it is important to make selection decisions based on facts and information, not on a gut feeling.
- Know why the concept of “the best predictor of future behavior is past behavior” is so important in the behavioral-based interview process.
- Recognize why some questions cannot be legally asked in the interview process.

- **Lack of preparation**
- **Little relationship between the interview questions and the job requirements**
- **Failure to use a structured interview plan designed to get job-related information**

- **Is based on a job analysis**
- **Contains questions that provide evidence about important job-related skills**
- **Systematically relates interview information to a specific job**

United States vs. Hazelwood Schools
(1976)

Weiner vs. County of Oakland
(1976)

Harless vs. Duck
(1977)