

Employee Growth- A Two Day Program

Interviewing Skills

Essential Interviewing Practice That Identifies the Best Talent for Any Job

WHO SHOULD ATTEND?

Leaders, directors, managers at all levels and top talent in the organization that want to improve their interviewing competency so that they can get the very best results from their selection activity in pursuit of the organization's goals.

PROGRAM DESCRIPTION

Failings in the recruitment and selection process can do more damage to your organisation than almost any other factor. Matching the right person to the right role is vital and so the better the quality of information shared at any interview the better the results will be! Mastery of effective interviewing practice is vital for effective selection processes that attracts and retaining the best talent for any job. The average cost of replacing a professional employee is around £10,000. Research has shown that comprehensive training in behavioural competence interviewing techniques significantly improves the effectiveness of interviewers resulting in more objective, cost saving, decisions.

Interviewing Skills is a proven approach to effective interviewing that considers the fundamentals of the interview process with particular attention given to preparation and technique as it is these areas that we often find interviewing practice fails. The program takes a holistic view of interviewing practice and will help the delegate gain the specialist knowledge and skills required to effectively manage any selection interview for great results.

The program is well researched, knowledge-based and designed with the individual learner at the centre of the learning process which means that the course is extremely interactive and practical.

PROGRAM OBJECTIVES

- ✓ Identified a range of selection tools.
- ✓ Discussed some of the common myths associated with selection.
- ✓ Described the differences between personality, attitude and behaviour.
- ✓ Described techniques for creating rapport with candidates.
- ✓ Discussed the use of behavioural competencies in candidate selection.
- ✓ Written interview questions to elicit evidence of competence.
- ✓ Described some common biases in selection.
- ✓ Applied the ORCE model in recording and classifying evidence to make objective selection decisions.
- ✓ Practiced the skills of effective interviewing.
- ✓ Analysed their interviewing style to identify strengths and areas for development.
- ✓ Used their analysis to devise a short action plan
- ✓ Produce drive to self-develop in interviewing practice
- ✓ Produce positive impact on the overall performance of each delegate and the organization

DAY 1 • INTERVIEWING FUNDAMENTALS

Selection Tools

- What tools are available to make the best decisions?
- How can we decide the best tools to use?
- Criteria for choosing a selection tools ;Validity reliability cost and fairness (legislation)

- Psychometrics and assessment centres

Selection Interviewing

Preparation

- What do we want to assess?
- Competence frameworks; universals, occupationals, relationals (“will they fit in”).
- The importance of gaining evidence of behaviour rather than personality and attitudes in the selection process.
- Reading the CV. Filtering candidates

Creating Rapport

- Creating a positive image of your organization (good candidates will have many other offers).
- Setting up the interview room
- Effective introductions
- Pressure questions?
- Body Language (Non-verbal communication)

Question Types

- Behavioural competence and past behaviour questions compared to hypothetical, leading, multiple or closed questions.
- Behavioural competence questions; advantages and design.
- Contra behaviour, motivational depth critical incident and warm up questions
- Assessing core values

Problems and Challenges

- Candidates with limited work experience; new graduates
- Dealing with the introverted or shy candidates
- Interviewing for technical roles
- How can we tell if the candidate is being honest?

Probing

- Active listening
- Barriers to listening
- Evidence of competence

DAY 2 • INTERVIEWING IN ACTION

Biases

- Spotting and avoiding potential biases
- Individual and group biases
- Emotional Reaction Avoiding the ‘halo’ and ‘horns’ effect
- Recency and primacy

Making decisions

- Recording and classifying evidence
- Evaluating evidence; strength impact frequency
- What’s the minimum standard?
- ORCE model.

"The Interview"

- Each delegate will interview another colleague to gain evidence of competence against pre –set competencies. Observers will complete an Interviewing Observation Sheet to

record their observations and comments on each interview based on the principals and checklists given earlier in the program. All Observation Sheets will be collected and given to each Interviewer for their review and self-development.

Action Planning

Different Types of Interviewing

- *Disciplinary*
- *Mentor, Coaching or Counselling*
- *Appraisal interviewing*
- *Exit*

Key Learning Review

- Group discussion and professional feedback to consolidate key learning. Delegates will leave the day with a list of development activities to improve their interviewing competency back at work.

IN ADVANCE

Each delegate will be asked to complete a pre-course questionnaire to determine their individual learning objectives. These will be used by the trainer to give on track training that is focused on the individual learner attending.

The most appropriate training format, content and approach for this course will be discussed with you prior to the start of your course.

ON-TRACK FOR GROWTH

The individual leaves this program with a personal action plan to encourage immediate transfer of training to the job.

EVALUATION TO ENSURE CONSISTENT QUALITY

All our courses are evaluated at Kirkpatrick's Reaction and Learning levels as part of our quality control process as follows:

Level 1- Reaction- Training Course Evaluation Form

This training course evaluation form is used to maintain and improve the standards of our training courses.

Level 2- Learning- Pre and Post Training Test

The test is confidential and used to evaluate our training, **not the delegate**. The results help us answer the question "Did people learn what we wanted them to learn from the training?" This test is run at the beginning and at the end of this training course.

The Whole Thing can help properly position and align all learning and development with business priorities to ensure that effective evaluation is possible. We encourage all our clients to agree measures prior to any intervention so that return on investment (ROI) and process gets attention.

Please contact **The Whole Thing** to explore the many ways that we can help you.