

Behavioral Interviewing

“More Than a Gut Feeling”



FACILITATOR GUIDE

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Getting Started

About this Program

More Than a Gut Feeling is designed to educate interviewers on how to make the right hiring decisions by using Dr. Paul Green's behavior-based interviewing program. This interviewing strategy is behavior-based because of its emphasis on gaining specific examples of what a person has done in order to help predict what that person will do. It is based on the premise that behavior predicts. People tend to perform in the future in the way that they performed in the past.

Although this is a commonsense approach to interviewing, it may not come naturally. In order to use this technique well, an interviewer must go beyond first impressions, stereotypes, and personal theories about people. Then, they will be able to apply the behavior-based approach and make their assessments by using "more than a gut feeling."

This Leader's Guide is designed to help you conduct a training session on More Than a Gut Feeling for our organization and its umbrella of associated companies.

Introduction to Author

About Paul C. Green, Ph.D.

Paul Green is an industrial organizational psychologist with over 40 years of experience in training, job search coaching and competency modeling. His interviewing techniques are used by interviewers worldwide and behavior-based interviewing strategy is the most current reflection of his views on "how-to" interview.

In terms of impact, Dr. Green has had a significant influence on how interviews are done today. Conservatively, his techniques have been presented to three million interviewers worldwide. His work was also recognized by Fortune Magazine, which describes More Than A Gut Feeling one of the best-selling training videos of all time.

Target Audience

This course is intended for new managers within our organization with little to no interview experience.

The class size should range from 5 to 20 people. Most of the activities in this program require that the class break into smaller groups or partners in order to increase participation.

Learning Objectives

After completing this course, the learner will be able to:

- Explain why the behavior-based approach to interviewing is so important in selection
- Use a job description to build a structured interview
- Use behavior-based interview strategies
- Make hiring decisions based on job-related skills, not gut feelings
- Use a job-related approach to interviewing that will support legal defensibility

Training Materials

There are a few things you'll need for an effective training session:

- A training room located away from major distractions or interruptions.
- A comfortable "POD" arrangement of chairs and tables, perhaps in a circular pattern, with an opening for a projection screen and other visual aids. (Be certain all participants can see the screen and each other).
- Adequate lighting that can be adjusted while viewing the program.
- A location, possibly including a podium and/or flipchart, from which the facilitator can lead discussion.
- Participant Guide and pen/pencil for each participant
- One flipchart and markers per pod
- Music to set the tone as participants enter the classroom
- Game paddles for "Legal or Not" game
- Prepared flipchart to track points for "Legal or Not" game
- The training program More Than A Gut Feeling IV: USB Drive and Leader Guide
- Computer with projector, audio, and remote.
- Participant Handouts:
 - Job Description
 - Interview Guide
 - Candidate Profile
 - Observer Form
- Internet connectivity for websites to be accessed for use during the class:
 - [Icebreaker Bad Interview Mashup](#)
 - [Cost of Bad Hire Calculator](#)
 - [Return from Break Video \(Frazier 3:30\)](#)
 - [Return from break \(Office Space The Bobs :55\)](#)
 - [Return from break \(Office Space People Skills 1:17\)](#)

Recommended Reading

For best preparation, it is recommended to read *Interviewing, More Than a Gut Feeling* by Paul Green, prior to teaching the class.

Agenda Overview

Activity	Time
Welcome/Objectives/Icebreaker	20 minutes
The Cost of a Bad Hire	15 minutes
Video / Key Points 1 - 3	40 minutes
Break	10 minutes
Video / Key Points 5 – 6	40 minutes
Your Legal Obligations	20 minutes
Identifying Technical & Performance Skills Needed for the Job	10 minutes
Preparing the Interview Questions	20 minutes
Break	10 minutes
Role Play: Practice & Feedback	45 minutes
Summary	10 minutes
Total Training Time	4 Hours

Instruction Notes

Use this Leader's Guide to prepare for and deliver the program. Suggested scripts, talking points, answers and activities are included. Be sure to reference and direct learners to their Participant's Guide as well.

The following instructions will be visually represented in the text:

The script for the facilitator to SAY will look like this

Suggested ANSWERS from participants will look like this

The following icons will be used:



Flip Charting activity; flip chart responses, ideas, etc.



Participant Guide; learner should read or write in page referenced



Video; play video



PowerPoint Slide; show referenced slide to guide discussion



Group activity; divide participants as instructed to complete assignment



Break; class break for designated amount of time



Transition; move from one topic to the next

Presentation “Facilitator” Tips

Overcoming anxiety

The best way to overcome anxiety about speaking before a group is to be prepared. Although it is natural to be nervous, your sweaty palms will disappear once you focus on what you are saying. Concentrate on communicating your message and your presentation will flow naturally.

Choosing your vocabulary

It’s best to use the same comfortable language that you would use when speaking one-on-one. Avoid jargon and overly complicated words or phrases.

Getting rid of the “umms”

One of the most annoying mistakes a speaker makes is saying “umm” every time there is a break between thoughts. Remain silent while you think about what you’re going to say next. The silence will seem longer to you than it will to the audience. If you remember this, you’ll feel less pressure to fill the silence. You can control your “umms” by jotting down notes beforehand. If you want to include personal anecdotes or examples, write down a few notes to trigger your memory. Beware of writing down too much, however. You’ll deliver your message to your note cards instead of your audience.

Controlling the speed and tone of your voice

You’ll put your audience to sleep if you speak too slowly, and they won’t be able to keep up with the content if you speak too quickly. Approximately 150 words per minute is the best speed (that’s about two thirds of a page, typed, double-spaced). Vary your tone often, especially when making an important point. Adding emotion to your presentation will keep your audience involved. Again, strive for a conversational tone.

Sticking to the schedule

Begin class on time and restart the session promptly at the end of the break. Except for emergencies, participants should not be interrupted for messages.

Asking for questions

Ask for questions throughout the session. Be prepared to answer all types of questions, but don’t be worried you don’t know every answer. You can simply say, “Let me find out for you and get back to you.” Keep in mind many questions are best answered through discussion. An appropriate response might be, “Good question. Let’s hear some discussion on that one.” Watch the clock, though. Too many unplanned discussions can eat up your time.

Facilitation Outline

Welcome

Duration	20 minutes
Key Points	<ul style="list-style-type: none">✓ Make participants feel welcome✓ Introduce learning objectives✓ Conduct Icebreaker activity
Materials	PP slides, Parking Lot flip chart, Learning Goals flip chart

 Slide 1	<p>Show Slide 1</p> <p>Have this slide showing on screen when participants enter the room.</p>
	<p>Say: What if I could show you a way to reduce your stress at work, increase your comfort level with interviewing, and improve your overall hiring choices? Would you be interested in that? Then stick around with me for the next few hours and see what you can learn.</p>
	<p>Welcome participants to the class; introduce yourself, your role, and your experience in the world of interviewing.</p> <p>Facilitator Note: It's helpful to <u>briefly</u> highlight your interviewing experience in order to build credibility with your learners.</p>

 <p>Slide 2</p>	<p>Show Slide 2</p> <p>Say: What exactly is “Behavioral Interviewing?” Not only will you walk away from this class knowing what it is, most importantly, you’ll leave having practiced doing it.</p> <p>Review: Learning objectives</p> <ul style="list-style-type: none"> • Explain why the behavior-based approach to interviewing is so important in selection • Use a job description to build a structured interview • Use behavior-based interview strategies • Make hiring decisions based on job-related skills, not gut feelings • Use a job-related approach to interviewing that will support legal defensibility <p>Say: Not only will you <u>learn</u> about these things, you’re going to practice <u>doing</u> them, right here in this classroom.</p>
 <p>Link to video Slide 3</p>	<p>Say: If we’re successful in the objectives we’ve just covered, then you shouldn’t end up with interviews that look like this ...</p> <p>Show Movie Clip: https://www.youtube.com/watch?v=FEJswfDbXyw</p>
	<p>Activity: Ice Breaker</p> <p>Say: Have any of you ever experienced a colorful interview like that before? Or does that spark an idea of what you what want to learn how to do, or avoid doing, during an interview?</p> <p>No matter whether you’re brand new to interviewing or you’ve done a bunch before, we all have something to learn or improve on. What do you want to walk away with from this class? Take two minutes to discuss this with your table. When the two minutes are up I will ask you to introduce yourself and share your learning goal with the class as a whole.</p> <p>Directions: <u>two</u> minute group discussion</p> <ul style="list-style-type: none"> - Share name, company, position with tablemates (if not already acquainted) - Share one thing you like to learn or improve on with tablemates

	<p>Record: responses of what participants want to learn on flipchart labeled “Learning Goals.”</p> <p>Facilitator Note: Refer to this flipchart at the end of the class to ensure each participant’s personal learning goals have a) been met or b) can be addressed with future resources.</p>
	<p>Show Slide 4 (Click to reveal)</p> <p>Say: We’ve all got some things we would like to learn so let’s use our time wisely.</p> <p>Review: “Logistics” items</p> <ul style="list-style-type: none"> - Class schedule, 8am – 12noon - Two breaks, early morning and late morning - Limit distractions: phones on vibrate; refrain from checking email, text messages, etc. - “Parking Lot” for questions outside of class context, or needing additional information - Participant Guide: introduce class to “Big Ideas” first page – make this the page to record big ideas, key points, or action items for yourself - Use restroom as needed
	<p>Say: With the class logistics out of the way, the first question to ponder is, “Why is it so important to ‘get it right’ with the interview?” What’s the big deal if we make a not-so-great hire every once in a while? Let’s take a look at that next.</p>