

# HELP WANTED

## Training Leader's Guide

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# TO THE TRAINER/FACILITATOR

This leader's guide is intended to be used with "Help Wanted," a film on interviewing and selection for retail. In this guide, we have included:

1. Meeting room checklist
2. Tips on conducting the training session
3. Program option schedules
4. Outline of the main points of the program
5. Introduction to the program
6. Suggested discussion questions
7. A Role Play Exercise
8. Sample Participant Workbook
9. Sample Interviewing Forms

## PREPARING FOR THE TRAINING SESSION

If you are an experienced trainer/facilitator, you may not need to read this first section. We have included it primarily for the individual who is relatively new in the training field.

### **ANALYZE YOUR AUDIENCE:**

The film "Help Wanted" is designed to build interviewing and selection skills. Your workshop or seminar should have as its objective "to increase the participants' effectiveness in interviewing and selection." If your audience is made up of experienced interviewers, the program, workbook and exercises can serve to heighten their awareness of what they do well and what areas in which they may need to improve. If your group is made up of new interviewers, the program, workbook and exercises can serve to help them develop effective interviewing and selection techniques.

### **REVIEW THE PROGRAM:**

In addition to viewing the videotape before the training session, review the content in this leader's guide and the discussion questions contained in the workbook. Familiarize yourself with them and your company's policies and procedures with respect to these various areas. We also recommend that you become familiar with your company's EEO and affirmative action guidelines to answer questions from participants.



## **USE OF THE WORKBOOK:**

As you preview the workbook, you will notice that we have designed it as a multi-use training tool. As the participants watch the videotape, we have provided space for them to take notes on the page opposite questions relating to specific subject areas. If time permits, participants may then use these notes and information you have given them to answer the questions on the opposite pages. With this design, the workbook can be used as a self-paced instrument or as support material in a group training session.

## **PROGRAM OPTIONS:**

Because of varying time constraints, we have outlined on page 7 some alternative program schedules for showing and discussing the training points in "HELP WANTED." The times we show for discussion and review are suggested times, and, of course, will vary with your needs and the availability of training time. In addition, we have included a Role Play Exercise. This is designed as an experiential exercise to give participants a chance to practice the interviewing techniques shown in the videotape and discussed in class. The feedback and critiques that you give and the other participants give to each interviewer will be very valuable.



## MEETING ROOM CHECKLIST

- Do you have a good copy of the videotape?
- Is the VCR in good working order?
- Are all the VCR's cables correctly hooked up?
- Is the monitor visible to all participants?
- Is the room dark enough?
- Is the room closed off from distractions?
- Is the room ventilated?
- Is the room large enough for the session?
- If a trainer/facilitator is conducting the session, is there a lecturn, flip chart and dark colored magic marker available?
- Will the speaker need a microphone?
- Do you have enough copies of the support materials?
- Do the participants know the time, date, place and purpose of the training session?

# CONDUCTING THE SESSION

If you are unfamiliar with training sessions, the following tips on conducting the session may prove useful.

## INTRODUCTION

- Establish a relaxed open atmosphere
- Introduce yourself and everyone in the room
- Let your enthusiasm show

## VOICE

- Speak clearly and distinctly
- Use simple direct questions

## EYE CONTACT

- Maintain eye contact with the entire group
- Face the group when speaking
- Avoid reading the leader's guide or any other materials—Prepare yourself so you can paraphrase

## BE PREPARED

- Have an example of each principle in mind in case no one in the group does
- View the film beforehand so you are familiar with its content
- Use humor when you can do it naturally, but avoid excessive joke telling

## QUESTIONS

- Always watch for puzzled looks; you may have to solicit questions
- Repeat each question so everyone in the group understands it
- Answer each question to the entire group, not just to the person who asked it
- Ask one at a time—Don't confuse the issue
- Ask open ended questions—Let the participants open up
- Ask follow-up questions—Obtain more specific information when necessary
- Turn the question over to the group when appropriate—Gain the group's involvement



## **LISTENING**

- Reinforce participant's involvement with verbal and non-verbal cues. Verbal statements such as "go on." "You're on the right track." "So you feel that's the key?" encourage participant's response
- Allow silence for important points to sink in. When asking questions, allow time for participant's response
- Rephrase and summarize for the group





# PROGRAM OPTIONS

Because of varying time constraints, we have outlined two suggested schedules for one and three-hour programs. Program times may vary according to your needs and time constraints.

## PROGRAM OPTION ONE: 1-HOUR GROUP OR SELF-PACED DESIGN

### Timing

- :30 Viewing of program "HELP WANTED"
  - :30 Completion of workbook and discussion of program content
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## PROGRAM OPTION TWO: 3-HOUR GROUP SESSION

### Timing

- :10 Introduction of facilitator, participants, and objective of the training session
- :30 Viewing of program "HELP WANTED"
- :30 Completion of workbook and discussion of the main points of the program
- :10 Explanation of Role Play Exercise
- :90 Conducting Role Play Exercise
- :10 Concluding Remarks





# OUTLINE OF THE PROGRAM “HELP WANTED”

## **I. Plan and prepare for the interview**

- A. Develop a current job description
- B. Make a list of the job skills required to be successful in the position
- C. Study company EEO and Affirmative Action guidelines
- D. Write out specific job-related questions

## **II. Ensure location is conducive to effective communication**

- A. Arrange to limit distractions and interruptions
- B. Build rapport by greeting the applicant and by putting them at ease
- C. Speak in a relaxed tone
- D. Try to remove physical barriers

## **III. Ask specific questions that are job related**

- A. Focus on questions about past performance and work experience
- B. Ask open-ended questions
- C. Use probing questions to gain additional information
- D. Listen actively using the 80/20 rule
- E. Stay in control and redirect the applicant if necessary
- F. Get a balanced picture
- G. Take notes
- H. Let applicant know when the interview is over

## **IV. Objectively evaluate all of the job-related information about the applicant**

- A. Review notes from the interview
- B. Review application form
- C. Include personal observations, testing and reference checks
- D. Compare these to the original job description and job-related skills





## INTRODUCTION OF PROGRAM

The following is a suggested introduction to the program “HELP WANTED.”

The program you are about to see focuses on the skills professional interviewers use to effectively select the best employees for retail positions. Because of the dynamic environment of retail with part-time positions, seasonal work, and sometimes high turnover rates, it is important to select the best qualified people for the job. “HELP WANTED” illustrates, through dramatization, a clear, step-by-step approach that will help you make decisions based on objective, job-related information. After we view the program, we will have a discussion about the content.

Now, let's watch “HELP WANTED.”

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### **AFTER VIEWING “HELP WANTED”**

To the meeting leader: The discussion questions on page 13 may help you and the participants discuss the main points of the program.





## SUGGESTED DISCUSSION QUESTIONS

1. Comment on the central problem facing the main character, Mark Jones. What scenes in the program bring this out?
2. Comment on the style of interviewing that Mark followed when we first met him. What errors did he seem to be making?
3. What did Mark learn about his style of interviewing after talking with Margo?
4. What was the four-step plan that Margo used when she interviewed?
5. How did Margo go about preparing for interviews?
6. What should be considered when deciding where to have the interview?
7. Margo mentioned several different kinds of questions that would be asked during an interview. What were some of these and why do you feel these were more effective than Mark's first questions?
8. What did Mark learn about predicting future performance of an applicant?
9. Discuss the major points to keep in mind about conducting an effective interview, such as active listening, keeping on track, getting a balanced picture, and ending the interview.
10. What are the legal issues to consider when conducting an interview?
11. How is a final decision made as to who is the best person for the job?





# ROLE PLAY EXERCISE

## Conducting An Interview

### EXPLANATION FOR TRAINING LEADER/FACILITATOR

The purpose of this exercise is to learn the benefits of following a step-by-step process when interviewing applicants for a position. Please read the information and the detailed instructions on the following pages.

The exercise goal is to give each person in the class an opportunity to develop their interviewing skills. As an interviewer they should gain enough information from their interviewing experience to make a hiring decision.

The exercise will be conducted in two parts. The first part will have the class observe four interviews being conducted, one at a time. Four people, picked at random from the class, will conduct an interview with four people who are picked by the instructor to act as the applicants. After the interviews are completed, there will be a discussion of what the class observed during each of the interviews.

The second part of the exercise will give everyone in the class an opportunity to conduct at least one interview. This will be done by having everyone in the class conduct an interview by pairing with the person sitting next to them.

After explaining the exercise procedure to the class, have everyone write down 10 questions that they will use during the second exercise when they conduct their own interview session. They will likely have time to ask additional questions, but these ten will get them started.

Before conducting this training session, prepare a kit for each of the four persons who will be interviewed as "applicants" in the first exercise. Each kit includes a description of a character trait that the applicant will portray and paper and pencil if they want to make notes about their character.

Also prepare a kit for each of the interviewers. It will include a typical description of a job position which the interviewer is trying to fill, the handout materials included in this guide, as well as a notepad and pencil.

You will also want to hand out directions for the class which includes a list of things they will observe. They will want to use this list as a guide during the discussion afterwards.

After the exercise, discuss with the class some of the problems they found in handling particular difficulties during their interviewing session. Also discuss the skills they have learned which will apply on the job when they are actually interviewing for their own store or company.







# TASK DIRECTIONS

## TO BEGIN!

1. Carefully read and explain the directions of both exercise one and exercise two.
2. Have each person write a list of 10 questions to be used during the second interview exercise.
3. Choose four people in the class who will be “interviewers” for the first exercise. Have their job descriptions ready.
4. Choose four people in the class who will be the “applicants” for the first exercise. Have their character descriptions ready.

### Exercise One:

- Meet with the four people who are chosen to be the “applicants.” Have them each read their character description to be sure they understand what is required. Answer any questions they may have. Have them take their seats again until they are called on for the interview session.
- Meet with the four people you have chosen as the “interviewers.” Hand out the descriptions of the job position they are trying to fill. Give them a notepad and a pencil. Have them take a seat until called upon to conduct their interview session.
- Set two chairs in the front of the class. Call on an interviewer and an applicant to come forward and conduct an interview session. Proceed with the remaining participants until all four of the interview sessions have been completed. Each session should run 5-10 minutes. Monitor the time and end the session on time.
- At the end of the role play exercise, the class will discuss the results of the interview sessions in terms of the questions, the information that was gathered, and how these factors affected the results of the interviews.

### Exercise Two:

- Have the class divide up into pairs. First, have one person conduct an interview with their partner. There will be 10 minutes for the interview session. Monitor the time and signal when it's over.
- Next, have the partners switch roles and proceed with a second round of interviews. Again, monitor the time and signal when 10 minutes have elapsed.
- At the end of this role play exercise, the class will again discuss what was learned in the exercise about interviewing techniques.



# **ROLE PLAY INSTRUCTIONS**

## **Conducting An Interview**

### **EXPLANATION FOR CLASS MEMBERS**

The exercise goal is to give each person in the class an opportunity to develop their interviewing skills. In a two-part exercise you will be applying what you have learned about interviewing from watching the program "Help Wanted."

The first part of the exercise will give you four different interviews to observe as they are conducted, one at a time, in front of the class. Four people, picked at random, will conduct an interview with four people who are picked by the instructor to act as the 'applicants.' After the interviews are completed, there will be a discussion of what the class observed during each of the interviews.

The second part of the exercise will give you an opportunity to conduct your own interview. This will be done by having everyone in the class pair with the person sitting next to them. As an interviewer, your goal is to gain enough information from your session to make a hiring decision. Again, there will be a class discussion after the exercise to share observations.

### **TASK DIRECTIONS**

Before the exercises begin, each class participant will have the opportunity to write a list of ten interview questions which will be used during the second exercise. You will likely have time to ask additional questions, but these 10 will get you started.

### **EXERCISE ONE:**

For the first exercise, the facilitator will be picking four people from the class to be interviewers and four people to be applicants. The rest of the class will observe the four sessions and then together everyone will discuss what was learned. Each interviewing session will last about 5-10 minutes.

### **EXERCISE TWO:**

For this exercise, each class member will pair up with a partner. Each person will have a chance to interview the other. Each interviewing session will last for 10 minutes. Afterwards the class will discuss what was learned by the experience.



# **ROLE PLAY EXERCISE**

## **Role Directions for Interviewers and Observers**

### **INTERVIEWER:**

You have an opening on your staff and are about to interview an applicant for that position. The facilitator will give you a job description for the position you are trying to fill. You will be asking questions from the list you created at the beginning of the exercise. You will have a notepad if you need to take notes during the interview.

### **OBSERVERS (THE REMAINING CLASS MEMBERS):**

You will make notes on how each of the interviewers proceed with their interviewing sessions.

Record if the person:

- 1) puts the applicant at ease
- 2) uses open-ended questions
- 3) uses probing questions
- 4) focuses questions on past experience
- 5) keeps the interview on track
- 6) gets a balanced picture
- 7) ends the interview appropriately, and
- 8) any other comments you feel were noteworthy in the interview session



# **ROLE PLAY EXERCISE**

## **Role Directions for Applicants**

### **APPLICANT CHARACTERS**

Four class members will be chosen to be the 'applicants.' Each applicant will have a specific problem characteristic that is seen throughout their interview. The goal is for the interviewer to overcome whatever the applicant's problem is and get as much information as possible to help make a hiring decision.

### **OFF THE TRACK**

Be yourself as far as the character is concerned, however, you have one small problem. When you respond to questions, you have a tendency to get carried away with what you're saying and, before you know it, you're off on another subject altogether. Let the interviewer break in to get you back on the subject.

### **MINIMAL RESPONSE**

Be yourself. But when the interviewer asks you a question, make short responses. Don't offer much additional information. Be as brief as possible. Let the interviewer dig out the information by asking probing questions.

### **UNBALANCED DREAM**

Don't try to be someone other than yourself. However, you should always try to answer the interviewer's questions in a positive way. Don't be overly wonderful, but make your answers good. Be the interviewer's dream of the perfect employee. The point is to present a totally positive picture to see if the interviewer will ask you questions that give a more 'balanced' picture.

### **UNBALANCED NIGHTMARE**

Be friendly and smiling and as much yourself as possible. But when the interviewer asks questions, always try to answer in a way that is slightly negative. The point is to present a negative picture to see if the interviewer will ask you questions that gives a more 'balanced' picture.

### **PERFECTION PERSONIFIED**

Of course you need only to relax and be yourself for this type of applicant. Answer questions completely, giving enough information to satisfy the interviewer without talking too long. Always stay on the subject and never get sidetracked. Show in your answers that you aren't perfect, but you've learned a lot of lessons in your work history. Demonstrate eagerness for the job, willingness to take on responsibility, and maturity in your responses. See if the interviewer will take notes, actively listen, and ask the right kind of questions, and close properly.



# QUESTION DEVELOPMENT FORM

## Job-Related Skills

## Experience— Based Questions

1. \_\_\_\_\_

\_\_\_\_\_  
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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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5. \_\_\_\_\_

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# INTERVIEW EVALUATION

\_\_\_\_\_  
(Applicant Name)

\_\_\_\_\_  
Position

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Telephone Number

Qualifications	Comments	Rating	Weight
Job Related Skills			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Education			
Knowledge			
Personal Observations			
Other Factors			
TOTAL			

Combined Total \_\_\_\_\_

**Note:** Both the Rating and the Weight columns are based on a numerical rating system ranging from one to ten in value, with one being the least and ten the maximum value.

The Weight should be established by you **before** the interview takes place, according to the importance you attach to the various categories.

At the conclusion of the interview, both the Rating and the Weight column should be added together for a total score.