

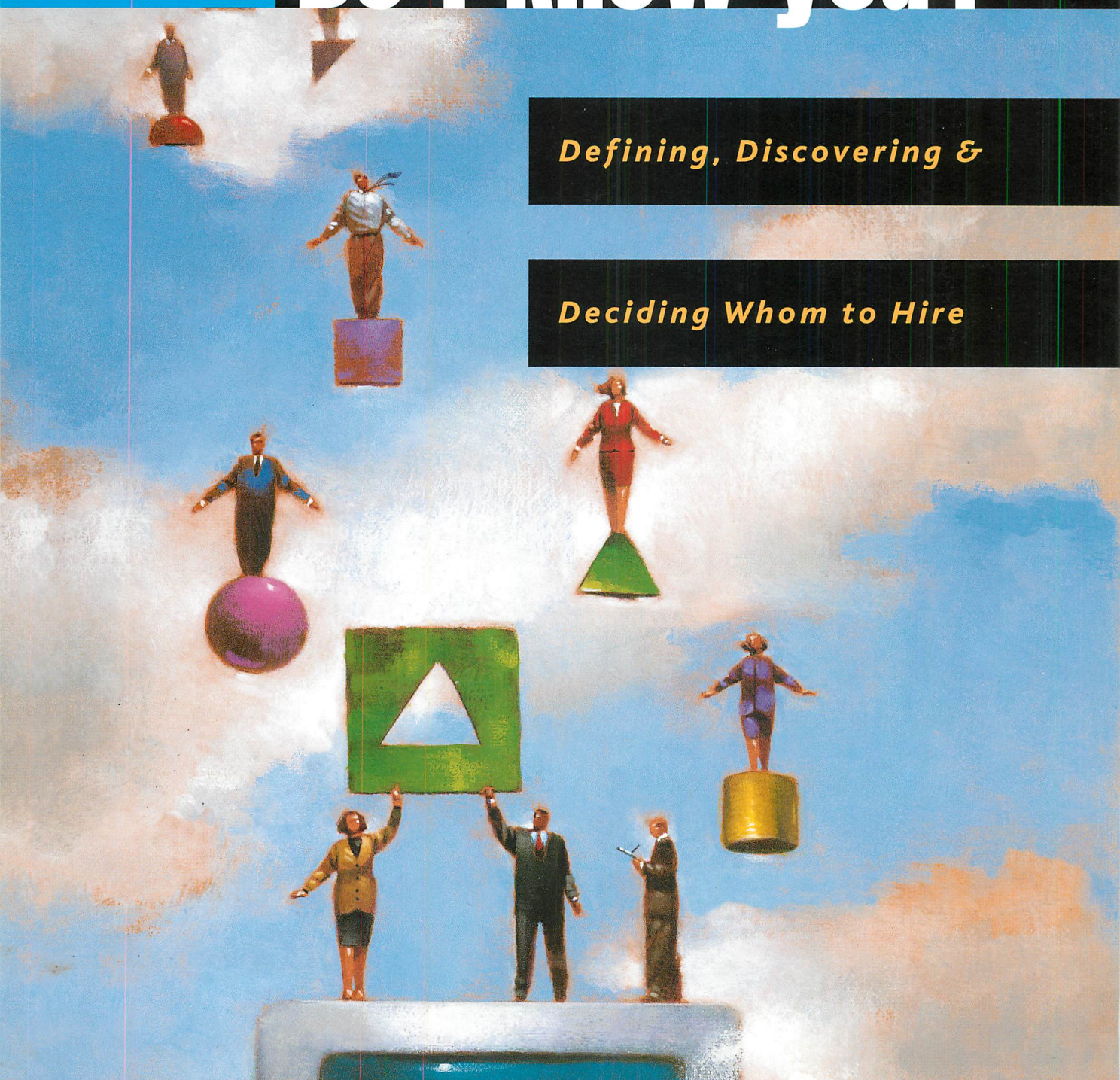


CMD PUBLISHING

# Do I know you?

*Defining, Discovering &*

*Deciding Whom to Hire*



INTERVIEWING & SELECTION SKILLS

FROM CMD PUBLISHING

LEADER'S GUIDE

# **Do I know you?**

*Defining, Discovering &  
Deciding Whom to Hire*

# Do I know you?

## *Defining, Discovering & Deciding Whom to Hire*

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# About Paradigm Group

Paradigm Group is a research, training and consulting firm specializing in customized training and development systems. Our mission is to help organizations develop the mind-set, the processes and the practices that create competitive advantage in today's global marketplace.

Over the last decade, Paradigm Group has developed significant expertise helping clients in two key areas:

- Finding and retaining the best employees
- Finding and retaining the best customers

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The measured results achieved by our efforts typically are defined as improved retention, increased productivity and greater profitability.

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# About CMD Publishing

## “FRAME OF MIND” LEARNING

Our training media deliver what we call “frame of mind” learning. Our products are designed to give learners both a reason to take part in their training and a way to remember it. To us, audio/visual media is best suited to just a few “high altitude” tasks. First, a book, video, CD-ROM or online program must offer learners a frame of mind for the training, a way to think about the lesson content. Second, it must persuade them that they should take part in the training—that what we are trying to teach is worth learning. Lastly, it must provide them with a way to remember what we are trying to teach—a mental framework to easily recall the training when they need it most.

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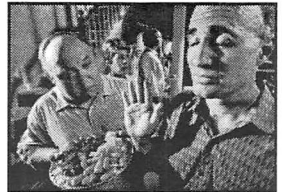
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### *Are you with me?* *Common Courtesy On the Phone*

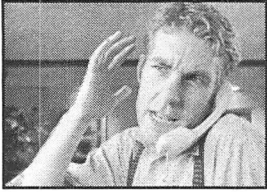
When we're with other people, we naturally tend to do what we can to understand one another, to ensure that we're communicating, to make certain we are making a connection. But when we interact with others on the phone, it's easy to lose touch with the basic rules of common courtesy. Wouldn't it be great if we all went out of our way—all the time—to treat each other on the phone the way we naturally know how to in person?

From making and taking calls to transferring calls and putting people on hold, to taking and leaving messages, *Are you with me?* connects all the rules of telephone courtesy to a single, simple, easy-to-remember concept: Treat the person on the other end of the line as though they were right there in the same room with you.

*(Includes 22-minute video, Workbook & Leader's Guide, Pocket Reminder Card)*



*Imagine being treated in person the way some people treat you on the phone.*



*When you're dealing with dissatisfied customers, never take things personally.*

### ***It's Your Call***

#### ***Remarkable Customer C.A.R.E. On the Phone***

Truly great customer service professionals make a choice: Every day, with every customer, on every call, they choose to do all they can to make their customer's experience as positive as it can be. In other words, they care. And it isn't just that they want to care, it's that they know how to care. They know that to deliver remarkable customer service, you have to choose to be:

- C**ONNECTED      Meet customers "where they are." Treat them like you'd want to be treated.
- A**TENTIVE        Give every customer your full attention. Guide the call by listening, being clear and checking in.
- R**ESPONSIBLE    Own the call, never take things personally, and follow through. Remember, it's your call!
- E**NTHUSIASTIC    Treat each and every customer as if they were your only customer.

From being an active listener and gracefully guiding phone calls, to handling dissatisfied customers and keeping a fresh outlook call after call, *It's Your Call* emphasizes personal accountability as it teaches your employees to actively improve their telephone customer service skills.

*(Includes 23-minute video, Workbook & Leader's Guide, Pocket Reminder Card)*

## ***Taking C.A.R.E. of Business***

### *Choosing to Deliver Remarkable Customer Service*

Truly great customer service professionals make a choice: Every day, with every customer, they choose to do all they can to make their customer's experience as positive as it can be. In other words, they care. And it isn't just that they want to care, it's that they know how to care. They know that to deliver remarkable customer service, you have to choose to be:

- C**ONNECTED    Meet customers "where they are." Treat internal and external customers like you'd want to be treated.
- A**TTENTIVE    Give all your customers your full attention. Be efficient and clear, but never rush your customers.
- R**ESPONSIBLE    Take ownership, but never take things personally. Let upset customers vent; then apologize, find solutions, say "Thank you" and add value.
- E**NTHUSIASTIC    Treat each and every customer as if they were your only customer.

From greeting customers and gracefully managing several at once, to handling dissatisfied customers and keeping a fresh outlook at all times, *Taking C.A.R.E. of Business* emphasizes personal accountability as it teaches your employees to actively improve their customer service skills.

*(Includes 20-minute video, Workbook & Leader's Guide, Pocket Reminder Card)*



*Being Attentive means taking care of all your customers without making any of them feel rushed.*



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# About This Video/ Workbook Course

The “*Do I know you?*” workbook and video is designed to help people who interview job applicants select the best possible talent from internal and external sources using a systematic process that ensures fair treatment of all candidates.

## WHO SHOULD PARTICIPATE

The information contained in the “*Do I know you?*” video and workbook is intended for anyone who participates directly in the recruitment and selection process. Participants will value the practical “how-to” approaches and tips detailed in the video and accompanying workbook exercises.

## GETTING STARTED

Whether you’re working with just one other person or in a small group it is important to assign a point person to organize the learning group, facilitate each session, and follow up as needed when the session is over. This person should have basic facilitation skills, as well as an understanding of the material to be covered. This “Leader’s Guide” provides specific suggestions for the learning group facilitator to follow in preparing for and leading session activities.

## PLANNING THE SESSIONS

Here is a list of things that you need to do if you have agreed to facilitate a group organized to study and discuss the “*Do I know you?*” video and workbook course materials.

**Choose participants.** You can use a group study method with groups as small as two or as large as 10 participants. The ideal group size from the standpoint of optimum discussion is six or more participants. Including people from different departments in the learning group is a good idea, since it enhances discussion and allows participants to benefit from exposure to a variety of perspectives.

**Make a list of expected participants.** This roster should include phone numbers and email addresses for each participant. It will prove useful should you need to notify the group of schedule or meeting location changes as sessions progress.

**Arrange a meeting location.** Any room large enough to accommodate 10 people will do. If you elect to follow the recommended three-meeting format, you will need the use of this room for 1 1/2–2 hours on three separate days. Arrange to have a VCR, TV monitor and flip chart available in the room for your use on each scheduled meeting date. Make these arrangements well in advance to avoid scrambling for a meeting location at the last minute.

**Plan the learning sequence.** Decide how many sessions to include in the learning sequence, and what material to cover during each session. Although a three-session format is suggested, feel free to adjust this plan as necessary to accommodate the needs of the group. Here are some suggestions:

- Follow the order of the workbook chapters for best understanding.
- Solicit help from your human resources or personnel department.
- Assign some exercises as homework to be done between meetings.

**Create an agenda for each session.** Prepare for each session by reviewing the video and reading through the topics that you intend to cover, then sit down and write out a detailed agenda to follow in leading the session.

**Notify participants of the time and location of the session.** Advise participants of the goals and schedule of the learning group. Emphasize the start date of the learning group, and ask participants to confirm their attendance on that date. It is important that everyone agree on the meeting times and places, and commit to attending. At the end of each session confirm the date, time and location of the next session.

## USE THE VIDEO WITH THE WORKBOOK

The “*Do I know you?*” video and workbook complement one another and are designed to be used together. Using either without reference to the other is not recommended.

Although you may elect to begin the first session by showing the “*Do I know you?*” video, best learning occurs when the video is viewed at the conclusion of the introduction unit of the workbook. Be sure to take the time to preview the video before the session to familiarize yourself with its message and focus.

Depending on how you decide to group the session topics and the number of sessions you schedule, you may find that reviewing selected portions of the video is an effective way of reintroducing certain topics for discussion. You will also find reviewing the entire video serves as a useful summary at the conclusion of the final session.

## VIDEO TIPS

### Before showing any video

- Preview it to identify key points you want viewers to get from viewing it.
- Cue up the tape to the appropriate place.
- Tell learners what they’ll see, and why.
- Tell learners what to do during the video (for example, take notes).
- Tell learners what they’ll do after the video; (for example, discuss what they saw).

### When you play the video

- Adjust the lighting in the training room.
- Adjust picture and volume.

### After showing the video

- Solicit participants’ reactions.
- Summarize key points that you want learners to retain from the video.

## FACILITATION TIPS

Effective facilitation is essential for successful group learning. In practice, effective facilitation simply means helping participants to be clear about the organization of the session and about what's expected of them. Please note that successful facilitation does not mean having all of the answers. Participants, especially adult learners, bring valuable opinions and ideas to the group process. As facilitator it's your job to see that this rich experience finds its way into session discussions. Here are some suggestions:

- Arrive early.
- Manage the room so it is clean, comfortable, appropriately lit and quiet.
- Arrange chairs so participants can see each other and the front of the room.
- Start and end on time.
- Give simple and clear instructions.
- Keep the conversation on the topic.
- Encourage discussion by asking open-ended and overhead questions.  
*Examples of each are provided on the following page under "Questioning Tips."*
- Respect all opinions.
- Ask for input from participants who are silent.
- Manage overly talkative participants by calling on others to contribute.

## FLIP CHART TIPS

- Record key words quickly and check to make sure you're reflecting ideas accurately when recording participants' input.
- Use two flip charts side by side when you want to compare different points, concepts, or ideas.
- Hang flip chart pages on the wall if you want to display information for later reference.

## QUESTIONING TIPS

- Generally try to avoid the role of "expert" by dispelling the expectation that you have all the answers.
- Use open-ended and overhead questions to stimulate participation.

*"Why do you think Tom's approach in this situation failed?"*

*"What insights did you gain as a result of the exercise?"*

- Use closed and direct questions to take control or to draw out silent members.

*"Did that approach solve the problem?"*

*"Tom, what do you think we should do about ...?"*

- Use return and redirect questions to avoid the role of the expert.

*"Jack, that's an interesting question. What's been your experience in such situations?"*

*"That's a very good question, can anyone suggest a solution?"*

## **ESTIMATED TIME REQUIREMENTS**

Conducting the entire *“Do I know you?”* interviewing discussion series will require about four and one-half hours of training time. If you elect to present the material in three sessions, allow about one and one-half hours of discussion time for each session.

# Session One Overview

## INTRODUCTION—CHAPTER 1

Session One consists of the Introduction and Chapter 1 of the *“Do I know you?”* workbook.

The **Introduction** establishes the importance of making the “right” choice when selecting new employees. Key points developed in the introduction include:

- Organizations succeed because of the superior quality of their people.
- Bad selection decisions are bad business because they are expensive in terms of time, money and public image.
- Good hiring decisions result from a systematic three-step process:
  1. **Define**—specify the skills required for success in the job.
  2. **Discover**—ask questions to learn which candidates have those skills.
  3. **Decide**—hire the applicant who has the skills needed to do the job.

## KEY POINTS

Chapter 1 develops the following key points:

- The interviewing process is highly visible and subject to close scrutiny.
- Good interviews are:

<b>Objective</b>	(free of bias)
<b>Consistent</b>	(treat everyone the same)
<b>Job-relevant</b>	(based on factors that matter on the job)
<b>Legal</b>	(in compliance with state and federal equal employment laws)
<b>Appropriate</b>	(treat applicants in a way that reflects well on the company)



## CONDUCTING SESSION ONE

**Begin by telling all to read “The Importance of Doing it Right”**  
—Allow 2 minutes.

**Have all complete “Understanding the Cost of Poor Hiring Decisions”**  
—Allow 5 minutes.

- Solicit and list some participant responses for each question on flip chart.
- Get agreement on the answer to the last question before moving on  
—Hold to 5 minutes.

**Tell all to read “Understanding the Cost of Poor Hiring Decisions.”**  
—Allow 2 minutes.

**Tell all to read “Making Good Hiring Decisions—A Process, Not An Event”**  
—Allow 3 minutes.

**Introduce the “Your World” exercise.**

- Break participants into small groups of two or three members.
- Tell groups to list the steps in the recruitment process—Allow 10 minutes.
- Compare group products.
- Discuss and resolve areas of disagreement—Hold to 5 minutes.
- Agree on steps where managers are responsible for advancing the process.

### LEADER’S NOTE

**Involve someone from Human Resources in this discussion if possible.**

**Tell groups to discuss “Think About It: The Employment Interview and Your Corporate Image” and answer the three questions—Allow 5 minutes.**

- Ask groups to report their answers to questions 1 and 2—*Hold to 2 minutes.*
- List group answers to question 3 on the flip chart—*Hold to 2 minutes.*
- Post charted answers to question 3 on wall for later reference.

**Introduce and show the “Do I know you?” video—Allow 22 minutes.**

When the video is concluded, ask participants:

- What would they add to the posted chart as a result of seeing the video?
- What aspects of the video would they like to explore in greater detail?  
—*Hold to 5 minutes.*

Explain that the points introduced in the video will be developed in greater detail in the sessions to come.

**Tell all to read “Fairness In the Selection Process”—Allow 3 minutes.**

**Tell all to read “Discrimination and The Law”—Allow 2 minutes.**

**Have participants perform the “Legal (and Illegal) Interview Questions” exercise—Allow 10 minutes.**

- Use the answer key in the workbook appendix to score responses.
- Discuss and resolve areas of disagreement—*Hold to 5 minutes.*

#### LEADER'S NOTE

You may find it useful to have your Human Resources representative present for this discussion. In general, questions which seek information of questionable job-relevance and which disqualify one class of applicant (minorities, women) to a greater degree than other classes of applicants have been ruled illegal in the courts.

**Summarize by having all read “Ensuring Fair Treatment of All Applicants”—Allow 5 minutes.**

# Session Two Overview

## INTRODUCTION—CHAPTERS 2 AND 3

Session Two consists of Chapters 2 and 3 from the *“Do I know you?”* workbook.

**Chapter 2** explains the process to be followed in figuring out exactly what we are looking for as we interview job applicants. The starting point and focus of this process is the job to be filled. If we don’t know what it takes to do the job, we have no basis on which to decide among candidates. The secret is to analyze the job to be filled to determine the essential skills and knowledge that anyone will need to survive and succeed. Doing this is called defining position factors. Defining organizational factors is also important because norms of behavior in the organization can make qualified people uncomfortable enough to cause them to leave. Good hiring decisions put candidates with the know-how to succeed on the job into organizations where they will experience “good fit.”

**Chapter 3** focuses on the questions that interviewers need to ask to discover whether an applicant has the skills and knowledge to do the job. The “**FACT**” questioning model is a simple way of asking questions that tell us what we need to know, namely, “can this candidate do the job?” This questioning sequence starts by asking the candidate to identify a specific time in the past when he or she had to use the skill in question. This done, the model guides us to probe for specifics concerning what was done, what happened as a consequence, and what was learned in the process. Candidates who can relate a story that demonstrates their use of the required skill establish their ability to perform relative to the factor in question. If we can get the candidate to tell us about a time in the past when they used each factor required for success in the current job opening, we are talking to a qualified applicant. Doing this means developing a set of fact questions to probe for each factor. Hence, the Golden Rule of Selection — “There is a **FACT** for every factor.”

## CONDUCTING SESSION TWO

**Begin by reviewing Session One.**

- Ask participants to share their most important learnings from Session One  
—*Hold to 5 minutes.*

**Tell all to perform the “Recommending a Topal Gritter” exercise**  
—*Allow 3 minutes.*

When all are through, ask:

- Which candidate would they recommend?
- Why is this task difficult?  
—*Hold to 3 minutes.*

**Tell all to read “Defining Position Factors”**—*Allow 5 minutes.*

**Working in pairs, have participants do the “Practice Makes Perfect” exercise**—*Allow 10 minutes.*

When groups are through:

- List position factors identified by each pair on flip chart.

Ask participants:

- What was the hardest part of this process?
- What is the consequence of defining a long list of critical job factors?

Press participants to reduce the number of listed factors by asking:

- Can any be satisfied via pre-screening before the interview?
- Can any be learned reasonably quickly on the job after hire?  
—*Hold to 10 minutes.*

<b>LEADER'S NOTE</b>	<b>The consequence of defining a long list of job factors is that you will need to verify each in the interview.</b>
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Conclude by pointing out that the final list of factors describes the candidates who are qualified to do the job. Applicants who can't satisfy these requirements can't do the job.

<b>LEADER'S NOTE</b>	<b>The book's answer to this position analysis is provided in the Appendix.</b>
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**Tell all to perform the "Think About It" exercise individually**  
*—Allow 3 minutes.*

- Ask for volunteers to share their experiences with the group—*Hold to 4 minutes.*

**Tell all to read "Organizational Factors"**—*Allow 1 minute.*

**Summarize by briefly presenting the concepts contained in the Chapter 2 Overview**—*Hold to 2 minutes.*

## INTRODUCE CHAPTER 3

Tell all to perform the “Selecting An Assistant” exercise—*Allow 3 minutes.*

- Ask volunteers to share some of the questions they might want to ask.
- Discuss what kinds of questions produce the most useful information—*Hold to 3 minutes.*

### LEADER’S NOTE

What you most need to find out is whether either one has ever done it.

Tell all to read “Understanding & Using FACTs”—*Allow 2 minutes.*

Using a prepared flip chart present the information covered in the “What is a FACT?” discussion and “The Golden Rule of Selection”—*Hold to 6 minutes.*

Introduce “How to Probe for FACTs.”

Demonstrate the FACTs process using an example of your own choosing in an informal role-play with a participant—*Hold to 5 minutes.*

Tell all to read “FACTs—the ‘Golden Nuggets’ of the Interview Process” and “‘Can Do’ Versus ‘Will Do’”—*Allow 5 minutes.*

Working in pairs tell participants to complete the “Your World” FACTs Questioning Sequence exercise—*Allow 10 minutes.*

When all are through:

- Have pairs read their FACTs questions to the group—*Hold debrief to 10 minutes.*

**LEADER'S NOTE**

**Make the following points in connection with this exercise:**

- Formulating **FACTs** questions is the key skill of a good interviewer.
- Good Framework Questions ask for a specific fact.
- Don't unnecessarily reveal the "right" answer.
- Don't suffer from an overly long preamble.
- A good way to start a Framework Question is, "Tell me about a time when ..."
- Good Action Questions seek as much detail as possible.
- Good Action Questions also clarify the applicant's role in the event.
- Good Conclusion Questions press the applicant to tell if the outcome was satisfactory or not, and explain why.
- Good "Will Do" Questions reveal how applicants felt about the experience.

Conclude this section by advising participants to write out **FACTs** questions before the interview. Doing so lowers interviewer stress and improves listening during the interview.

**LEADER'S NOTE**

**If you run out of time before you get to the "Your World" exercise have participants do this exercise as homework before moving on to Chapter 4. Participants will use the **FACTs** questions that result from this exercise to practice determining applicant qualifications in Chapter 4.**

# Session Three Overview

## INTRODUCTION—CHAPTERS 4 AND 5

Session Three consists of Chapters 4 and 5 from the *“Do I know you?”* workbook.

**Chapter 4** is about preparing to interview. We need to have a plan. We need to know what we are going to do and in what order. We need to decide how much time to spend doing each thing. Without a plan we easily fall victim to impulse and waste time on unimportant details. Sharing our plan helps applicants adjust to the interview situation. Our goal in opening the interview is to put candidates at ease. Focus first on less threatening topics such as school, and past jobs. Postpone discussing the job and the organization until after applicant qualifications have been determined. Reserve most interview time for probing for facts to establish applicant qualifications relative to critical job factors. Answer questions honestly. Conclude the interview without making any promises. Summarize your notes immediately after the interview.

**Chapter 5** develops a logical process for deciding whom to hire. First compare candidates individually against identified job requirements and disqualify those who lack critical job skills and knowledge. Consider feelings and organizational “fit” last and only in reviewing qualified candidates. Hire those candidates who demonstrate the greatest mastery of job-critical skills and knowledge, the strongest interest in the work required and the best “fit” for the organization.



## CONDUCTING SESSION THREE

Begin by reviewing the assigned homework.

- Have participants read the FACTs questions they developed.
- Have the group suggest changes to improve each set of questions.  
—*Hold to 10 minutes.*

## INTRODUCE CHAPTER 4

Introduce Chapter 4 by saying that this unit is about conducting the interview.

- Re-show two and a half minutes of the “*Do I know you?*” video beginning with the black and white interviewing sequence and ending at the on-screen graphic slide that reads “Discover—The good candidates can do, the right one will do”  
—*Hold to 5 minutes.*

Using a prepared flip chart and the concepts contained in the overview of Chapter 4, present the “Conducting Successful Interviews,” “Planning,” and “Timing” information—*Hold to 5 minutes.*

Review the suggested items for each element of the interview agenda:

- Opening the Interview
- Reviewing Education
- Reviewing Work History
- Determining Applicant Qualifications
- Previewing the Position and Organization
- Answering Questions from the Applicant
- Concluding the Interview  
—*Hold to 10 minutes.*

Reinforce these points by re-showing five minutes of the “*Do I know you?*” video beginning with the on-screen graphic slide that reads “Discover—The good candidates can do, the right one will do” and ending at the point where the narrator says, “and of course, always give them a chance to ask you questions.”—*Hold to 5 minutes.*

**LEADER’S NOTE**

Prepare participants to view the video by telling them that you want them to note three things that interviewers do that limit the information they obtain in the interview.

After viewing the tape segment ask participants what they saw interviewers doing that limited the information that they obtained from applicants—*Hold to 3 minutes.*

**LEADER’S NOTE**

The three greatest failures of interviewers in the interview are:

- Talking too much (*out of nervousness or lack of proper planning*)
- Poor listening (*interrupting, and/or not waiting for answers to questions asked*)
- Not asking follow-up questions to dig for specifics to really understand responses

**Using a prepared flip chart present the information relative to “Listening” and “Summarizing Your Notes”—Hold to 6 minutes.**

**Introduce the “Practice Makes Perfect” FACTs questioning Sequence exercise.**

- Break participants into pairs.
- Explain that pair members are going to practice interviewing each other using the FACTs questioning sequence that they developed as homework.
- To save time, pairs will practice only the determining qualifications part of the interview.
- Say, “when you are in the role of the interviewer you will have five minutes to determine if your applicant is qualified based on the factor that you have selected using the FACTs questions that you developed earlier.”
- Pair members who are role playing applicants will need to make up appropriate answers to questions asked by their interviewer.
- From the time each practice begins, interviewers will have five minutes to interview and determine if their “applicant” is qualified on the selected factor.
- After five minutes of practice pair members will switch roles so that each will have the chance to practice their FACTs questions.
- Check for understanding.
- Begin the practice.  
—Allow 12 minutes.

**Debrief practice by discussing participants’ experience with and reaction to use of the FACTs questioning model to probe applicant qualifications—Allow 5 minutes.**

**LEADER’S NOTE**

**Most participants will see value in the FACTs model. Encourage those who find it awkward by explaining that “it grows on you with continued use.” Encourage all to write out FACTs questions before the interview as this leads to better listening during interview sessions.**

## **INTRODUCE CHAPTER 5**

**Begin Chapter 5 by reviewing the FACTs questioning model from session 2—Hold to 5 minutes.**

**Using a prepared flip chart present the steps for “Deciding Whom to Hire”—Hold to 3 minutes.**

**Tell all to review the information covered under the headings “Evaluate Applicants Individually,” “Evaluate Applicants Collectively” and “Assess Organizational Fit”—Allow 6 minutes.**

**Conclude the session by re-showing the final five minutes of the “Do I know you?” video beginning at the point where the narrator says, “Every action you take as an interviewer must be consistent, fair and legal ...”—Allow 5 minutes.**

**Summarize the session by reviewing the Define, Discover, & Decide process emphasizing that:**

- Analyzing the job is the heart of the Define step.
- The FACTs questioning strategy is the key to the Discover step.
- Notes and observations from the Define and Discover steps are the basis for the decision that you reach in the Decide step.  
—Hold to 5 minutes.

