

Instructional Design Document - Hiring The Right People For The Job: Focus on the Interview

Company: nonprofits

Type of course: elearning

Audience: staff responsible for hiring employees

Tools used in course development: Articulate Rise, Biteable, WellSaid Labs, Canva

Components: elearning, job aids

- [Summary:](#)
- [Course Objectives:](#)
- [Instructional Strategy:](#)
- [Assessment Strategy:](#)
- [Course Format \(Outline\):](#)
- [Development Tools:](#)
- [Project Members Sign Off:](#)
- [Appendix A](#)
- [Appendix B](#)

Summary:

Nonprofit staff who lack experience, resources, and/or training in interviewing and hiring employees may face difficulties in effectively interviewing and hiring suitable candidates. An on-demand elearning course will equip nonprofit staff to prepare and apply effective interview questions and techniques and assess the applicants.

Project Context:

Information Gathering and Needs Analysis:

SME: our chosen subject matter expert, also serving as a client of sorts, is a housing manager in the field of homelessness in Calgary, Canada (population of approximately 1 million, the largest city in the province of Alberta), who currently works with families facing eviction before they are evicted, having worked in the sector for over 10 years in different organizations and capacities and having hired multiple employees over her career.

Needs Analysis Interview with SME: In small or new non-profit organizations without HR departments, or where the HR department is not heavily involved in hiring decisions, managers with little or no experience in hiring employees may find the hiring process daunting for many reasons; such as lack of specificity of what qualities to look for in a candidate, or asking interview questions that do not directly help them evaluate the candidate. This can result in on-the-job problems with the newly hired employees when their skills and competencies do not match what the position needs or what the team needs. In addition, this could be contributing to longer or laborious training procedures, or higher employee turnover rates/shorter retentions. The SME highlighted the value of asking scenario-based and behavioural interview questions over other kinds of general questions and other organization-specific questions. The SME believes that giving

managers the tools to feel more confident in holding targeted and purposeful job interviews will lead to better hiring decisions. The elearning development team decided to target that specific goal, as the other possible organizational concerns of troublesome onboarding of employees and high turnover rates could have other underlying factors that are out of scope for the project.

Proposed Learning Solution:

Working with the SME, our elearning development team decided on an elearning project (with supporting job aids and external resources) to train managers on scenario- and behavioural-based interview questions.

- Furthermore, the team identified two other training ideas that would help managers in the process of hiring employees: writing job descriptions, and filtering resumes. However, the team decided to narrow the project scope for the time being to only include training on the interview itself and scenario-based questions, as those were the most immediate needs of the organization identified by the SME.

Purpose of the course:

to equip non-profit managers to hire the most suitable candidate for the job, through training the hiring managers on interview questions and on how to run an efficient interview.

Project Requirements:

Cost:

No monetary costs, as the project members are volunteers and will depend on free trial versions of e-learning authoring tools, but approximate costs are:

- Development (needs analysis, instructional design, elearning development, SME/stakeholder review) cost: \$4000-\$5000 (for about 70-100 hours)
- Course delivery: \$350

- Paid training time for hiring manager: \$40 (for approximately 45 minutes)
- Approximate maximum total: \$5390

Timelines:

Deliverable	Date
script and visual storyboard - demonstrating sequence, scaffolding and specific content being delivered <ul style="list-style-type: none"> • Including evaluation questions and learning checks • Including videos' script and storyboard - separate documents 	Friday December 3, 2021 Revisions: by Monday, December 13rd, 2021
Module 1 prototype - showing graphical design, navigation and learner experience elements <ul style="list-style-type: none"> • Including videos and job aids 	Friday, December 17, 2021 Revisions: by Wednesday, December 29, 2021
Modules 2 and 3 prototypes - showing graphical design, navigation and learner experience elements <ul style="list-style-type: none"> • Including videos and job aids 	Monday, January 3, 2021 Revisions: by Monday, January 10, 2022
Final Delivery	Monday, January 17, 2022

Learning Requirements:

Audience profile:

This training is intended for managers in non-profit organizations who are asked to take on hiring responsibilities. The learners are new managers who lack experience (no experience or little experience) in interviewing job applicants. They are motivated to improve their hiring skills to become more efficient, save time, and reduce turnover in their departments. As busy professionals, the learners appreciate different formats of learning new material based on their preferences.

Learning environment:

Learners can access the elearning modules and guides online on-demand, depending on their organization's preference, or whenever the need arises. They can access the course, resource guides, and job aids on their computers or phones (the course will be performance-tested for compatibility for both). All modules would take approximately half an hour to forty-five minutes to complete.

Course Objectives:

Learning Objectives: By the end of this training, hiring managers would be able to

- A. Prepare and interview job applicants applying to different job positions at their organizations
- B. Create and select the right interview questions for different positions
- C. Apply best practices and considerations for conducting the interview
- D. Assess the applicants' responses to the interview questions

Business (Performance) Goals:

1. An increase in hiring managers' self-reported scores of confidence in interviewing and making hiring decisions by 30%.
 - A pre-and post-training survey about hiring managers' confidence in interviewing and hiring decisions is included in Appendix A.
 - While the survey can be given at any point before the training, we recommend that it is given not right after the training but after the managers have had the chance to implement their learning in subsequent job interviews they participate in.
2. An increase in upper managers', hiring managers', and employees' scores of satisfaction of new hires by 20%.
 - This is up to the individual organizations' processes of collecting feedback from employees about their coworkers or their junior employees.
3. If applicable to the organization, upper managers' observations of hiring managers during interviews will be more favourable, as hiring managers are expected to direct more purposeful interviews and develop competence in evaluating candidates post-interview.
 - If upper managers do not or cannot participate in interviews along with hiring managers, upper managers may still note favourable observations of hiring managers' hires over dealing with them and seeing the workflow of the team with the new hires.

Furthermore, we expect there will be increases in performance metrics related to the training but that may have other underlying factors, such as:

- A reduction in employee turnover rates
- An increase in the ease of training new staff
- An increase in customer satisfaction when dealing with the new hire or with the team where a new hire has been added

Organizations may wish to track those metrics against our training and may be able to identify possible positive associations.

Instructional Strategy:

Presentation Patterns:

The modules will be organized sequentially according to the steps, but the learner would have the freedom to pick to complete some or all of the modules depending on their individual needs.

Each module will include:

- An introduction to the learning objectives using a short video/text.
- Activation of prior knowledge using questions.
- Presentation of information in the form of text and other interactive elements.
- Demonstration of examples using scenarios.
- Application by the learner using scenarios.
- Knowledge checks, and a quiz at the end of each module.

To address learners' learning preferences, the material will be presented in a combination of text, audio, and video.

Presentation Methods: Articulate Rise, and some job aids in the forms of pdf documents.

Media strategy: within the elearning piece:

- will have voiceovers in some parts of the course, most likely in the parts with heavier text content (but not all)
- will have short videos, most likely in the introductions of modules

Assessment Strategy:

This training will be assessed using Kirkpatrick's Four-Level Training Evaluation Model.

Level 4 - Results: measured through achieving the previously-mentioned business (performance) goals of:

1. An increase in hiring managers' self-reported scores of confidence in interviewing and making hiring decisions by 30%. (survey provided in Appendix A)
2. An increase in upper managers', hiring managers', and employees' scores of satisfaction of new hires by 20%. (up to the individual organizations' processes of collecting feedback from employees about their coworkers or their junior employees.)

Level 3 - Behaviour:

- The increase in hiring managers' ability to prepare for the interview, select purposeful interview questions, apply interview best practices, and evaluate candidates after interviews will be assessed by hiring managers taking the survey in Appendix A after having the chance to apply the learning.
- As mentioned in business (performance) goals, upper managers can observe hiring managers in job interviews and during the post-interview evaluation of the candidates to evaluate their use of the techniques from the training.
- Job applicants can also be surveyed after job interviews about their interviewers, asking them questions such as how relevant they found the interview questions, how they feel about the hiring process, the suitability

of the number and kind of questions they were asked, how well the interviewer answered the applicants' questions about the job and the organization, and if they would recommend the organization to other job seekers based on the interview experience.

Level 2 - Learning: How much the hiring managers have learned will be measured using interview scenario knowledge checks within the modules (formative assessment) and a final quiz at the end of each module (summative assessment). The knowledge checks are ungraded, while the passing grade for the final quiz is 80%.

Level 1 - Reaction: A post-training reflection and feedback survey (Appendix B) will be included at the end of the course to measure how engaged the learners were, how actively they contributed, and how they reacted to the training. Furthermore, upper managers are encouraged to bring up the training and note the reactions and the feedback of hiring managers in team meetings or follow up via scheduled phone calls after the training to assess the reaction of the hiring managers.

Course Format (Outline):

This training will be made up of three modules as follows:

Module #	Module Title	Objective (also serve as lesson names)	Content Outline	Content Strategy
Module 1	Planning For The Interview	A. Prepare for the interview	<ul style="list-style-type: none"> • Reviewing the documents submitted by the applicant. • Deciding on the roles of the interviewers/ what each of them wants to address or target the most during the interview. • Communicating details with the applicant • Preparing the materials for applicants and other interviewers. 	eLearning using Articulate Rise - Plus: job aid
Module 1 (continued)	Planning For The Interview	B. Create interview questions for a position	<ul style="list-style-type: none"> • Narrow down your specific goals for the interview to better understand how you should formulate your questions. • Behavioural and scenario-based questions - use real-life situations from the past <ul style="list-style-type: none"> ○ The value of asking those questions ○ The difference between behaviour-based and scenario-based interview questions ○ How to choose the specific behavioural or situation questions to ask <ul style="list-style-type: none"> ■ Reflect on the goals you identified earlier for the interview, pick the competencies and the skills you want to ask about the most, 	

			<ul style="list-style-type: none"> ○ How and when to use follow-up questions: when the quality of the example they give is lacking, when you need the candidate to expand on an element of their answer, when they give a general response to a behavioural or situational question, when you need a specific piece of missing information ● Other types of questions and how/why ask them - ex. Structural questions - about company knowledge for example - such as “How do your values align with our core values?” ● External resources: : <ul style="list-style-type: none"> ○ Questions you’re not asking but you probably should, cliché questions to avoid and why, avoiding inappropriate questions ○ interview question banks: <ul style="list-style-type: none"> ■ Managers should also google the most recent questions - because that’s what their candidates are doing 	
Module 2	Applying best practices and considerations for conducting the interview	C. Apply best practices and considerations for conducting the interview	<ul style="list-style-type: none"> ● Creating an interview agenda to include the following: <ul style="list-style-type: none"> ○ Introductions of participants ○ Information about the position and the company ○ Questions for the interviewee ○ Answering the interviewee’s questions to the interviewers ○ Follow up for next steps ● Being mindful of body language ● Strategies to put the interviewee at ease and treat the interview as a personal encounter 	eLearning using Articulate Rise <ul style="list-style-type: none"> ● Plus: Job aid
Module 3	Assessing the	D. Assess	Choosing a method	eLearning using

	applicant	the applicant's performance	<ul style="list-style-type: none">• ex. rating scales and rating methods for avoiding any bias• Asking the same questions to all candidates• Using the STAR method in recording all answers	Articulate Rise
--	-----------	-----------------------------	---	-----------------

Development Tools:

- Authoring tools used: Articulate Rise
- Other tools:
 - Biteable - video editing
 - Canva - graphics
 - WellSaid Labs - voice narration

Project Members Sign Off:

Marina Rofaeil - Project Manager, Instructional Designer, eLearning Developer,
Visual/Graphic Designer

Nkem (Patricia) Okorie - Instructional Designer, eLearning Developer

Past Members- participated in early phases and the development of this Instructional Design
Document:

Emlyn Storrs

Patsy Glatt

Appendix A

Pre- and Post-Training Survey: Confidence in Interviewing and Hiring Decisions for Trainees (Hiring Managers)

Instructions: fill this survey twice:

- The first time: before the training
- The second time: after you have had a chance to implement your learning in a round of job interviews

Answer the following questions by choosing a number between 1 and 5, 1 being “not at all” and 5 being “extremely:

- 1) I am comfortable conducting interviews.
- 2) I feel well-prepared when I conduct interviews.
- 3) I know the industry-expected steps of the interviewing process well.
- 4) I know the qualities and the competencies I am looking for in a candidate.
- 5) I know the questions to ask to target the qualities I am looking for in a candidate.
- 6) I know different kinds of questions to ask to evaluate the candidate holistically.
- 7) I find the process of selecting, interviewing, and evaluating candidates manageable.
- 8) I am confident in the hiring choices I make.
- 9) I know of resources to help me become a more efficient interviewer.

Answer the following questions **only** the second time you take the survey:

- What have you used from the training to help you with the process of conducting job interviews?
 - Include the part you used from the elearning modules, the job aids, or the external resources.
 - Mention how the training helped you change your processes of interviewing and hiring the right employees for the role.

Appendix B

Post-Training Reflection and Feedback Survey

Indicate from the drop-down menu the modules you have completed:

- Module 1
- Module 2
- Module 3

How much time did you spend on each of the modules that you completed?

For questions 1-20: Rank the statements from 1 to 5, 1 being “strongly disagree” and 5 being “strongly agree”, and add comments on each item (optional)

First Impressions:

1. The training was relevant to the current tasks in my job.
2. I needed this training to help me with the current tasks in my job.
3. I found this training engaging.
4. I enjoyed this training.
5. I contributed actively to my learning by using methods such as listening or reading attentively, taking notes, talking to a coworker about what I’m learning, or making goals that I want to accomplish out of this training.

Content:

6. The modules covered the content I was expecting.
7. The content of the modules was consistent with the learning objectives.
8. I am now more confident in applying the skills from the modules I completed.
9. The examples and scenarios presented in the modules were realistic.
10. The examples and scenarios helped me gain a clearer understanding of the content.
11. The content was arranged clearly and logically.
12. The content adequately explained the knowledge, skills, and concepts it presented.

Knowledge checks and quizzes

- 13. The knowledge check questions and quizzes were relevant to the modules.
- 14. The knowledge check questions and the quizzes challenged me to learn.
- 15. The quiz feedback was timely and relevant.

Design

- 16. The overall visual design of the modules' content and materials was pleasing.
 - 17. The audio narration added value to these e-learning modules.
 - 18. The number of opportunities for interactive learning was sufficient.
 - 19. The interactivity was suitable for the content.
 - 20. I used the links to the external websites and resources.
-

Opinion (open-ended) questions:

- 21. What are the strengths and weaknesses of this elearning course?
- 22. What part of the e-learning course did you find most useful and interesting?
- 23. Was the amount of time it took to complete this course appropriate? Why or why not?
- 24. Identify three ways you will change how you do your job based on what you learned in the training.