

# Hiring The Right People: Focus On The Interview

Storyboard

# Overview

<b>Course Title:</b>	Hiring The Right People: Focus On The Interview
<b>Authoring Tools:</b>	Articulate Rise with content made using Canva, Biteable, Microsoft PowerPoint, WellSaid Labs, Camtasia
<b>Learning objective:</b>	Module 1: Planning for the Interview A- Prepare For the Interview B- Create Interview Questions Module 2: Best Practices C- Apply Interview Best Practices and Considerations Module 3: Choosing An Assessment Method D- Assess The Applicants' Performance
<b>Client:</b>	IDOL World Project
<b>Instructional Designer:</b>	Marina Rofaeil, Patricia Okorie
<b>Description Text:</b>  <b>Notes:</b> check for active hyperlink in “writing job postings” and “filtering resumes” on Rise	<p>You may find yourself overwhelmed or confused about the process of interviewing candidates for vacancies. This training works to improve your confidence, resources, and experience to interview and hire <del>better candidates</del>, <u>the exact candidates you need</u>, whether your interviews are in-person or virtual, <u>to save you and your organization time, money, and frustration</u>.</p> <p>In this course, you can complete each module independent of the other modules, depending on your needs.</p> <p>There are few related topics we won't cover, but here are some external resources for them: <a href="#">writing job postings</a>, and <a href="#">filtering resumes</a>.</p>

# Sections

Section Number	Section Name	Lesson Name	Block Numbers
1	Course Goals and Table of Content	Course Goals and Table of Content	0.1
2	Module 1 - Plan For The Interview	Check Your Prior Knowledge	1.1 - 1.2
		Goal A - Prepare For The Interview	2.1 - 2.4
		Goal B - Create Interview Questions - Prioritize Competencies	3.1 - 3.17
		Goal B - Create Interview Questions - How To Create Questions	4.1 - 4.16
		Quiz	5.1
3	Module 2 - Best Practices	Check Your Prior Knowledge	6.1 - 6.2
		Goal C - Apply Interview Best Practices and Considerations	7.1 -7.11
		Quiz	8.1
4	Module 3 - Choosing An Assessment Method	Check Your Prior Knowledge	9.1
		Goal D - Assess The Applicants' Answers	10.1 - 10.9
		Quiz	11.1
5	Credits, References, External Resources		12.1

# Style Guide

## Logo



## Cover Photo

Choose a job interview with multiple interviewers stock image from the Rise library

## Custom colours

- **edit course accent colour to f3b918**
- 42ba78 (primary IDOL color - green)
- 2b2b26 (text color - black)
- F59cb1 (accent color - pink)
- F5f4ec (IDOL white)
- F3b918 (secondary IDOL color - yellow)
- 56638A (tertiary color, accent Purple)

## Fonts

Heading: Lato  
Body: Merriweather

## Additional Notes

- free navigation

## Templates

n/a

# Section Number 1: Goals and Table of Content

**Lesson:** Course Goals and Table of Content

<b>Lesson</b>		Course Goals and Table of Content	
<b>BLOCK ID</b>	<b>0.1</b>	<b>BLOCK TYPE</b>	interactive - button stack
<b>NOTES</b>  button colour: 42ba78 (primary IDOL color)  edit buttons to direct to modules		<b>CONTENT</b>  <b>Module 1: Plan for the Interview - approximate time: 35 minutes</b> (button: go to Module 1) <ul style="list-style-type: none"> <li>- <b>Goal A- Prepare For the Interview</b> - steps to cover before contacting the candidates</li> <li>- <b>Goal B- Create Interview Questions</b> - narrowing down the essential competencies for the role and creating a variety of behaviour- and scenario- based questions to target the competencies</li> </ul> <b>Module 2: Best Practices - approximate time: 15 minutes</b> (button: go to Module 2) <ul style="list-style-type: none"> <li>- <b>Goal C- Apply Interview Best Practices and Considerations</b> - create interview agenda, apply body language considerations, set strategies to put the candidates at ease, apply virtual interview considerations, and apply legal considerations</li> </ul> <b>Module 3: Choosing An Assessment Method - approximate time: 10 minutes</b> (button: go to Module 3) <ul style="list-style-type: none"> <li>- <b>Goal D- Assess The Applicants' Answers</b> - choosing from different rating methods, hiring for the organization's culture fit, avoiding bias</li> </ul>	

# Section Number 2:

## Module 1 - Plan For The Interview

**Lesson:** Check Your Prior Knowledge







# Section Number 2:



## Module 1 - Plan For The Interview


**Lesson:** Goal A - Prepare For The Interview

Lesson		Goal A - Prepare For The Interview	
BLOCK ID	2.1	BLOCK TYPE	paragraph with image
<div>NOTES</div> <div>text aligned to the left, the image to the right of it</div>		<div>CONTENT</div> <div>George is a manager in a small but growing non-profit. He is now taking on some hiring responsibilities that he has never had to do before.</div> <div>George worked with Human Resources to create a job advertisement <u>for an administration assistant position</u> that listed the requirements for the ideal candidate. He has received resumes and covers letters, and he has reviewed and selected the candidates he would like to interview.</div> <div>Before George contacts them, he wants to prepare and ensure that these interviews go well, especially since it's his first time.</div> <div>Help George sort out the steps below into the right order of steps to follow before the interview. Then, click on the tabs to explore the correct answers.</div>	



<b>Lesson</b>		Goal A - Prepare For The Interview	
<b>BLOCK ID</b>	2.2	<b>BLOCK TYPE</b>	knowledge check: matching
<b>NOTES</b>		<b>CONTENT</b>  Step 1: Review documents to select applicants Step 2: Decide on interviewer’s roles Step 3: Determine the length Step 4: Communicate with applicants	

Lesson		Goal A - Prepare For The Interview			
BLOCK ID	2.3	BLOCK TYPE	tabbed interaction		
NOTES		CONTENT	Step	Description	image
		Tab 1	Step 1: Review the documents submitted by the applicants	<u>George needs to</u> review cover letters, resumes, and any essential copies of certificates for qualifications related to the position, and ensure all interviewers have copies before the interview.	
		Tab 2	Step 2: Decide on interviewers' roles	<ul style="list-style-type: none"><li>● <u>George and all interviewers need to</u> agree <del>with all interviewers</del> on what each of them wants to address or target the most during the interview.</li><li>● <u>George</u> writes down expectations and distributes a copy to all interviewers.</li></ul>	

Lesson		Goal A - Prepare For The Interview			
BLOCK ID	2.3 cont'd	BLOCK TYPE	tabbed interaction		
NOTES		CONTENT	Step	Description	image
		Tab 3	Determine the length of time	<u>George</u> needs to determine how long the interview will take. <ul style="list-style-type: none"><li>For entry-level or mid-level roles: plan for 45 minutes to 1 hour to allow time for the candidates questions.</li><li>For senior roles: plan for up to 1.5 hours, breaks may be included.</li></ul>	
		Tab 4	Communicate with applicants	One person ( <u>George</u> ) should act as the sole point of contact, to communicate via email all details with the applicant <ul style="list-style-type: none"><li>Number of interviewers and their names</li><li>How long the interview will take, and if there will be evaluation tests and when</li><li>Interviewing In-person: arrival and parking details, whom to ask for</li><li>Interviewing virtually: link to join the meeting, and any instructions</li><li>What to bring or prepare</li><li>A copy of the job posting</li></ul>	



<b>Lesson</b>		Goal A - Prepare For The Interview	
<b>BLOCK ID</b>	2.4	<b>BLOCK TYPE</b>	multimedia - attachment
<b>NOTES</b>		<b>CONTENT</b>	
		Download - Job Aid Checklist - Steps To Prepare For The Interview	

**1001 courses**

## Steps To Prepare For The Interview

**Step 1**

**Review The Applicant's Documents**

- ☐ Review cover letters, resumes, and copies of certificates for qualifications related to the position.
- ☐ Ensure interviewers have copies before the interview.

**Step 2**

**Decide On Interviewers' Roles**

- ☐ Agree with all interviewers on what each of them wants to address or target the most during the interview.
- ☐ Write down expectations and distribute a copy to all interviewers.

**Step 3**

**Plan For The Length**

- ☐ Entry- or mid-level roles: plan for 45 minutes to 1 hour (10-13 questions plus candidates' questions).
- ☐ Senior roles: up to 1.5 hours, consider dividing the interview into two sessions.
- ☐ Determine and schedule any needed evaluation tests for hard skills

**Step 4**

**Communicate All Details With Applicants**

- ☐ One person communicates via email all details:
  - Who the interviewers will be
  - How long the interview will take, and if there will be evaluation tests and when
  - Interviewing In-person: arrival and parking details, whom to ask for
  - Interviewing virtually: link to join the meeting, any instructions
  - What to bring or prepare
  - A copy of the job posting

# Section Number 2:

## Module 1 - Plan For The Interview

**Lesson:** Goal B - Create Interview  
Questions - Prioritize Competencies

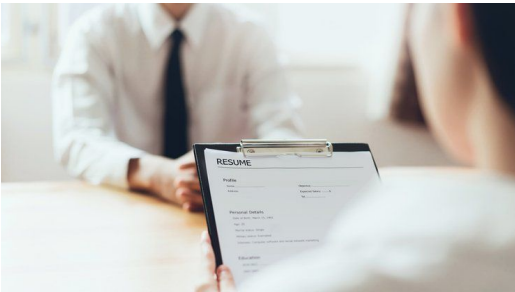



Lesson		Goal B - Create Interview Questions - Prioritize Competencies	
BLOCK ID	3.1	BLOCK TYPE	text
<div>NOTES</div> <div>block background colour: F3b918</div>		<div>CONTENT</div> <div><u>George is ready to think about the next step:</u> How to start choosing interview questions?</div> <div>Narrowing down the specific goals, priorities, and competencies for the interview will lead to better-formulated questions.</div> <div>Watch this video to start thinking about how to narrow down those metrics:</div>	

<b>Lesson</b>		Goal B - Create Interview Questions - Prioritize Competencies	
<b>BLOCK ID</b>	3.2	<b>BLOCK TYPE</b>	video
<b>NOTES</b>  video storyboard - see shared drive		<b>CONTENT</b>	

<b>Lesson</b>		Goal B - Create Interview Questions - Prioritize Competencies	
<b>BLOCK ID</b>	<b>3.3</b>	<b>BLOCK TYPE</b>	knowledge check: fill in the blank
<b>NOTES</b>  block background colour: F3b918		<b>CONTENT</b>  To recap, "a competency" is: a behaviour or a set of behaviours that describe the applicant's expected _____ in the particular context of the organization, the department, and the specific job.  (answer: performance)	

Lesson		Goal B - Create Interview Questions - Prioritize Competencies	
BLOCK ID	3.4	BLOCK TYPE	image & text
NOTES		CONTENT	
check for active hyperlink in “click here”		heading: Prioritizing Competencies into Must-Haves, Should-Haves, and Could-Haves	
use a similar image from Rise’s content library		content: To help you narrow down your interview competencies and to structure them, one method you could use is sorting out the competencies into priorities - Must Haves, Should Haves, and Could Haves (this method is sometimes called the MoSCoW method - <u>see the reference section for more information</u> )	
image centered, with text below		<ul style="list-style-type: none"><li>- Interviewers should do this exercise together to agree on the priorities of the position the company is hiring for.</li><li>- This method is flexible. You could go back to reassess some of the categories once a new answer in another category affects it.</li></ul>	
		Start by looking at the job posting you provided, and picking out those competencies by priority from the “qualifications” section. It may also help you to sort the priorities into hard skills (the technical skills required for the specific position) and soft/interpersonal skills. <del>(We assume you have some knowledge of what counts as hard vs. soft skills, but if you need a primer, <a href="#">click here</a>)</del> <u>If you need a reminder of what are hard skills vs. soft skills, <a href="#">here is a primer.</a></u>	
		Let’s see the example below to demonstrate the priorities.	



Lesson		Goal B - Create Interview Questions - Prioritize Competencies	
BLOCK ID	3.5	BLOCK TYPE	image with text
<div>NOTES</div> <div>image aligned left, text to the right of it</div>		<div>CONTENT</div> <div>George will use the Must-Haves, Should-Haves, and Could-Haves method to sort out his prioritizes for the interview with the candidates. <del>Here is the job posting:</del> <u>The video below gives the guidelines for how to sort the priorities:</u></div> <div></div>	

Lesson		Goal B - Create Interview Questions - Prioritize Competencies	
BLOCK ID	3.6	BLOCK TYPE	video
NOTES		CONTENT	
table will be animated and screen-recorded on PowerPoint		<p>(video narration): <del>Understanding</del> <u>Here are some guidelines for how priorities-what should go under the categories of Must-Haves, Should-Haves, and Could-Haves:</u></p> <p>Must have: What competency (or competencies) must the candidate have?</p> <ul style="list-style-type: none"><li>- These are competencies necessary for the job, where the candidate is wholly competent in them already.</li><li>- often, the job description identifies these competencies when it describes them using words like “must” or “essential”</li></ul> <p>Should Have: what competency (or competencies) are important for a candidate to have, but not vital? Or, what competency makes the candidate more valuable than others?</p> <ul style="list-style-type: none"><li>- Often, the job description identifies these competencies when it describes them using words like “preferred” or “an asset”</li></ul> <p>Could Have: what other competencies could the candidate have that are not necessary, <del>but could be helpful to have?</del> <del>Or that could contribute to an extra/future opportunity within the role?</del> <u>but could be valuable for this role, now or in the future?</u></p> <ul style="list-style-type: none"><li>-sometimes the job description identifies these competencies when it describes them using words like</li></ul>	

Lesson		Goal B - Create Interview Questions - Prioritize Competencies				
BLOCK ID	3.6 cont'd	BLOCK TYPE	video			
NOTES		CONTENT				
table will be animated and screen-recorded on PowerPoint						
phrases in cells appear as the narration continues						
		<table><tr><td>Must-Haves: What competency must the candidate have? - on posting: “essential”</td><td>Should-Haves: what competency (or competencies) <del>would be</del> <u>is</u> important for a candidate to have, but not vital? What competency makes the candidate more valuable than others? - on posting: “preferred”, “an asset”</td><td>Could-Haves: what other competencies could the candidate have that are not necessary,<del>but could be helpful to have?</del> <del>Or that could contribute to an extra/future opportunity within the role?</del> <u>but could be valuable for this role, now or in the future?</u>  - on posting “preferred”</td></tr></table>		Must-Haves: What competency must the candidate have? - on posting: “essential”	Should-Haves: what competency (or competencies) <del>would be</del> <u>is</u> important for a candidate to have, but not vital? What competency makes the candidate more valuable than others? - on posting: “preferred”, “an asset”	Could-Haves: what other competencies could the candidate have that are not necessary, <del>but could be helpful to have?</del> <del>Or that could contribute to an extra/future opportunity within the role?</del> <u>but could be valuable for this role, now or in the future?</u>  - on posting “preferred”
Must-Haves: What competency must the candidate have? - on posting: “essential”	Should-Haves: what competency (or competencies) <del>would be</del> <u>is</u> important for a candidate to have, but not vital? What competency makes the candidate more valuable than others? - on posting: “preferred”, “an asset”	Could-Haves: what other competencies could the candidate have that are not necessary, <del>but could be helpful to have?</del> <del>Or that could contribute to an extra/future opportunity within the role?</del> <u>but could be valuable for this role, now or in the future?</u>  - on posting “preferred”				

<b>Lesson</b>		Goal B - Create Interview Questions - Prioritize Competencies	
<b>BLOCK ID</b>	3.8	<b>BLOCK TYPE</b>	text
<b>NOTES</b>		<b>CONTENT</b> <p>For George’s team and non-profit, George prioritizes as following, keeping in mind the organization’s and the position’s context - it’s the first time for the organization to hire an admin assistant, George will be the one responsible for training them, and they will be working mostly independently:</p> <p><u>Recall when the first video talked about defining competencies within the context of the organization and its needs, the job category, and the specific job position.</u></p> <p><u>For George’s organization, the position of administration assistant falls into the context of:</u></p> <ul style="list-style-type: none"><li>● <u>The organization: a small non-profit experiencing quick growth</u></li><li>● <u>The job category: administration, where George is the current main employee, needing to hire an administration assistant for the first time who will be reporting directly to him</u></li><li>● <u>The specific job position: needing a person already experienced in specific administration assistant duties who can work mostly independently</u></li></ul> <p><u>With this context in mind, George looks at the job posting for the administration assistant below, and uses it to prioritizes the competencies for the position:</u></p>	






Lesson		Goal B - Create Interview Questions - Prioritize Competencies			
BLOCK ID	3.9	BLOCK TYPE	text - table		
<div>NOTES</div> <div>text colour: 2b2b26 (standard black)</div> <div>top row of cells - background colour: F3b918</div>		CONTENT			
		Type of Skill	Must-Haves: What competency must the candidate have? <div>- on posting: "essential"</div>	Should-Haves: what competency (or competencies) would be important for a candidate to have, but not vital? What competency makes the candidate more valuable than others? <div>- on posting: "preferred", "an asset"</div>	Could-Haves: what other competencies could the candidate have that are not necessary, but could be helpful to have? <div>Or that could contribute to an extra/future opportunity within the role? but could be valuable for this role, now or in the future?</div> <div>- on posting "preferred"</div>
		Hard Skills	<div><div>• Must have excellent data entry skills with attention to detail</div><div>• Quick to learn new software</div></div>	<div><div>• Previous experience as an admin assistant is preferred</div></div>	<div><div>• Experience writing newsletters and social media posts is an asset</div></div>
		Soft Skills		<div><div>• Ability to multi-task with priorities shifting regularly</div><div>• A patient and professional communicator who walks clients through necessary steps and handles their concerns</div><div>• Displays punctuality and discretion</div></div>	

<b>Lesson</b>		Goal B - Create Interview Questions - Prioritize Competencies	
<b>BLOCK ID</b>	<b>3.10</b>	<b>BLOCK TYPE</b>	text - heading
<b>NOTES</b>  background colour: F59cb1 (accent color - pink)		<b>CONTENT</b>  heading: Making the Most out of the Must-Haves, Should-Haves, and Could-Haves Prioritization method	

Lesson		Goal B - Create Interview Questions - Prioritize Competencies	
BLOCK ID	3.11	BLOCK TYPE	bulleted list
NOTES		<p><b>CONTENT</b></p> <p>Here are some guidelines for using this method for prioritizing competencies:</p> <ul style="list-style-type: none"><li><del>— Filter the applicants’ resumes for any required licensure, specific certification, or mandatory prior experience before you choose them for interviews. It shouldn't be at the stage of this analysis.</del> <u>Resumes which do not meet the minimum requirements (such as specific certifications or mandatory prior experience) have already been filtered out and are not considered for an interview.</u></li><li>- Use the “duties” section <u>of the job listing</u> to guide you with the priorities as you see fit</li><li>- Identify the needs of your team, and prioritize what competencies they would want the new employee to have the most.</li><li>- A possible issue that may come up: the job description may list just skills or knowledge that the ideal employee must have, but doesn’t take in mind the descriptive “competencies” as we’re defining them here. In the next few parts, we cover how you could make the competencies more specific and descriptive even when they’re general on the job description.</li></ul>	

<b>Lesson</b>		Goal B - Create Interview Questions - Prioritize Competencies	
<b>BLOCK ID</b>	<b>3.12</b>	<b>BLOCK TYPE</b>	text - heading and paragraph
<b>NOTES</b>  background colour: 42ba78 (primary IDOL color - green)  bold the text as indicated		<b>CONTENT</b>  Heading: Practice:  Text: In the following scenario, you are asked to hire a volunteer coordinator.  <b>Instructions:</b> <b>1. Think about which category (Must-Haves/Should-Haves/Could-Haves) you would place the competency under, and answer in your head.</b> <b>2. Then, click on the card to flip it to see where we would put it.</b>	

Lesson		Goal B - Create Interview Questions - Prioritize Competencies	
BLOCK ID	3.13	BLOCK TYPE	image
NOTES		CONTENT	
can edit white borders of image to make it fit better to improve visibility of text on it		 <p><b>Volunteer Coordinator - Full-Time Position</b></p> <p><b>Duties</b></p> <ul style="list-style-type: none"><li>• Recruit volunteers using various recruitment techniques (databases, email, social media, etc.)</li><li>• Keep track of volunteer information of availability, skills, volunteering preferences, etc.</li><li>• Schedule and follow up with volunteers for regular and special volunteering opportunities</li><li>• Lead orientation and training</li><li>• Assign responsibilities to volunteers and mentor them as needed</li><li>• Keep and manage records of volunteers' assignments and hours</li><li>• Evaluate volunteers' work and ensure feedback surveys are filled</li><li>• Issue certificates and recommendations upon request</li><li>• Write reports for funding purposes</li></ul> <p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>• Experience as a volunteer coordinator or a similar role is essential</li><li>• Experience in different volunteer recruiting methods</li><li>• Advanced Microsoft Office proficiency</li><li>• Excellent organizational and team coordination skills</li><li>• Effective time-management skills</li><li>• Great interpersonal and communication skills</li><li>• A diploma or degree in human resources management or non-profit administration is an asset</li><li>• Current police background check</li><li>• Experience evaluating and updating training material is an asset</li></ul>	

<b>Lesson</b>		Goal B - Create Interview Questions - Prioritize Competencies	
<b>BLOCK ID</b>	<b>3.14</b>	<b>BLOCK TYPE</b>	flashcard grid
<b>NOTES</b>		<b>CONTENT</b> <ul style="list-style-type: none"> <li>● card 1 front: Great interpersonal and communication skills</li> <li>● card 1 back: Should-Haves</li> <li>● card 2 front: Effective time-management skills</li> <li>● card 2 back: Must-Haves</li> <li>● card 3 front: Advanced Microsoft Office proficiency</li> <li>● card 3 back: Must-Haves</li> <li>● card 4 front: Experience as a volunteer coordinator or a similar role is essential</li> <li>● card 4 back: Must-Haves</li> <li>● card 5 front: Experience evaluating and updating training material is an asset</li> <li>● card 5 back: Could-Haves</li> <li>● card 6 front: Excellent organizational and team coordination skills</li> <li>● card 6 back: Must-Haves</li> <li>● card 7 front: Experience in different volunteer recruiting methods</li> <li>● card 7 back: Should-Haves</li> </ul>	

Lesson		Goal B - Create Interview Questions - Prioritize Competencies	
BLOCK ID	3.15	BLOCK TYPE	text
NOTES		CONTENT	
		<p>The “correct” answers indicated may be different than how you would have personally categorized the competencies <u>That's okay, since each of us thought of different job and organization contexts.</u></p>	




<b>Lesson</b>		Goal B - Create Interview Questions - Prioritize Competencies	
<b>BLOCK ID</b>	<b>3.16</b>	<b>BLOCK TYPE</b>	multimedia - attachment
<b>NOTES</b>  download will include a table with the description of must-haves, should-haves, and could-haves, and the grid with soft and hard skills in the left column		<b>CONTENT</b>  Download - Job Aid: Competencies Priorities Worksheet	

<b>Lesson</b>		Goal B - Create Interview Questions - Prioritize Competencies	
<b>BLOCK ID</b>	<b>3.17</b>	<b>BLOCK TYPE</b>	divider - “continue” block
<b>NOTES</b>  block background colour: F3b918 (secondary IDOL color - yellow)		<b>CONTENT</b>  Continue To Creating Interview Questions	

# Section Number 2:


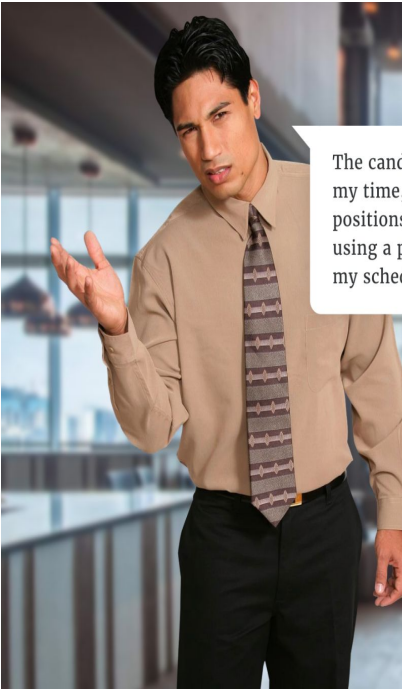
## Module 1 - Plan For The Interview

**Lesson:** Goal B - Create Interview  
Questions - How To Create  
Questions

Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.1	BLOCK TYPE	image and text
<div>NOTES</div> <div>text on top of image, aligned left, white background</div> <div>image: stock image from the Rise library of an interview with multiple interviewers (different from the placeholder image here)</div>		<div>CONTENT</div> <div>You’ve sorted out your interview priorities from the job competencies. Now let’s look into developing questions for those priorities.</div> <div>How should <del>we</del><u>you</u> ask questions that prompt the candidates to accurately describe the competencies you’re looking for?</div> <div></div>	

Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.2	BLOCK TYPE	scenario
NOTES		<div>CONTENT - SCENE 1.1 - TEXT</div> <p>Types Of Interview Questions</p> <p><u>Let's see some examples of questions that George could ask the candidates, and the type of answers he might expect to get, to determine which kinds of questions are most helpful.</u></p> <p><del>Let's walk George through some example of questions he could ask on the interview, and what answer we could expect from candidates, to see which kinds of questions are most helpful.</del></p> <p>Go to: next in scene</p>	<div>CONTENT - SCENE 1.2 - DIALOGUE</div> <p>Dialogue: For the administration assistant position, I narrowed down time management as a "Should-Have" competency. I'm wondering how to best ask about it. I'm thinking of these options:</p> <p>Responses:</p> <ol style="list-style-type: none"><li>1. "Tell me about a time when you balance multiple responsibilities <del>at</del> at once as an admin assistant."</li><li>2. "What are your time management skills like?"</li></ol>



Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.2 CONT'D	BLOCK TYPE	scenario
NOTES		<div>CONTENT - SCENE 1.2 - DIALOGUE - CONTINUED</div> <div>1. <b>FEEDBACK:</b> The candidate answers: "Once we had an event that involved a lot of phone calls and extra bookings, and my task was to keep the bookings organized in external software. I tracked them periodically..."</div> <div>Go to: 1.3</div> <div></div>	<div>CONTENT - SCENE 1.2 - DIALOGUE - CONTINUED</div> <div>2. <b>FEEDBACK:</b> The candidate answers: "I'm good at managing my time, and have done so in my previous positions. I've learned to use strategies such as using a planner, on paper or digitally, to plan my schedule..."</div> <div>Go to: 1.4</div> <div></div>

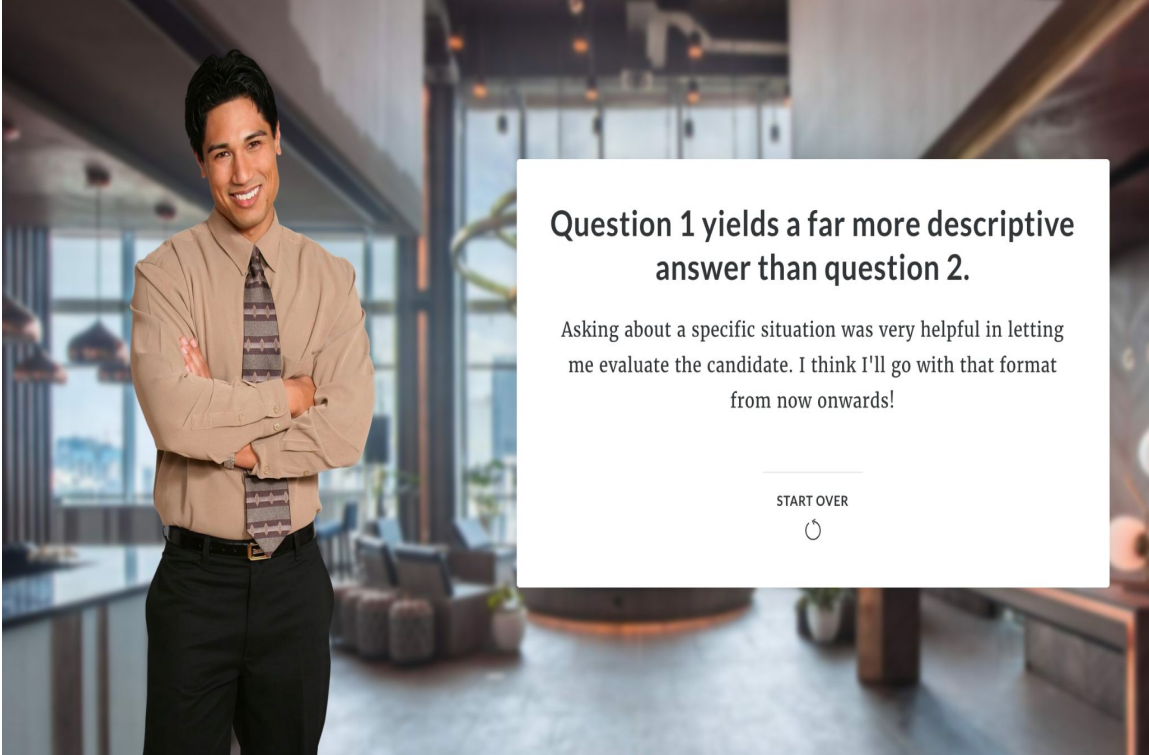

Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.2 cont'd	BLOCK TYPE	scenario
NOTES		<div>CONTENT - SCENE 1.3 - text</div> <p>Analyzing The Answer For Question 1</p> <p>The candidate described how they actually handle managing their time, what strategies they regularly use, and what they consider as efficient time management.</p> <p>Go to: 1.5</p>	



Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.2 cont'd	BLOCK TYPE	scenario
NOTES		<div>CONTENT - SCENE 1.4 - text</div> <p>Analyzing The Answer For Question 2</p> <p><del>†</del> <u>This response</u> doesn't tell me about this person's actual competency in managing their time. I don't know if the candidate actually uses those strategies, and don't know what they consider "good" time management</p> <p>Go to: 1.5</p>	






Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.2 cont'd	BLOCK TYPE	
NOTES		<div>CONTENT - SCENE 1.5 - text</div> <p>Question 1 yields a far more descriptive answer than question 2.</p> <p>Asking about a specific situation was very helpful in letting me evaluate the candidate. I think I'll go with that format <u>in the future!</u> <del>from now onwards!</del></p> <p>Go to: End Scenario</p> <div><div><p>Question 1 yields a far more descriptive answer than question 2.</p><p>Asking about a specific situation was very helpful in letting me evaluate the candidate. I think I'll go with that format from now onwards!</p><p>START OVER</p></div></div>	

<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	4.3	<b>BLOCK TYPE</b>	subheading
<b>NOTES</b>		<b>CONTENT</b>  What helped George is the descriptive question that targeted a specific competency. Those are called “competency-based questions”. The infographic below explores them and their two different types:	









Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.4	BLOCK TYPE	image
NOTES		CONTENT	




## Competency-Based Interview Questions

**Definition:** when you ask about a competency within the typical context of the job.

Two types of questions within competency-based interviewing:

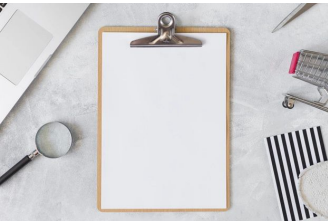
Behaviour-Based Questions	Scenario-Based Questions
<p><b>Description</b> </p> <p>Ask candidates to describe how they have handled specific challenges in previous positions.</p>	<p><b>Description</b> </p> <p>Present the candidates with a hypothetical scenario involving a challenging situation and ask them how they would handle it.</p>
<p><b>Example</b> </p> <p>"Tell me about a time when you practiced balancing multiple responsibilities all at once."</p>	<p><b>Example</b> </p> <p>"One of the managers gives you a task during a busy day, but you find that the manager's instructions are vague and incomplete. <b>How would you approach this situation?</b>"</p>
<p><b>Why ask it</b> </p> <p>Past performance is one of the best predictors of future performance.</p>	<p><b>Why ask it</b> </p> <p>An opportunity to ask about real on-the-job situations (e.g. in areas where your employees have faced challenges in the past).</p>
<p><b>Considerations</b> </p> <p>Include more behavioural questions than situational - target previous behaviour that the candidate actually displayed.</p> <p>You still want to ask about potential behaviour in scenario-based questions, but candidates sometimes could be influenced to say what they think you want to hear.</p>	<p><b>Considerations</b> </p> <p>Don't include too many details about real situations that may violate other employees' privacy.</p> <p>Ask for approval from your HR professionals and upper managers for the amount of detail and the specific situations to include. (More about legal considerations in Module 2)</p>



<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	4.5	<b>BLOCK TYPE</b>	Heading
<b>NOTES</b>		<b>CONTENT</b>	
		More Reasons To Focus On Behaviour and Scenario Questions:	

Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.6	BLOCK TYPE	checkbox list
NOTES		<b>CONTENT</b> <ul style="list-style-type: none"><li>● To streamline your process: you'll create most of those questions only once for each position you're hiring for! Update <del>periodically</del> <u>with each hiring round</u> as needed, <u>for example, when the job duties change.</u></li><li>● To evaluate with ease: you'll ask all the candidates the same questions, ensuring you evaluate all of them fairly (more about evaluation in module 3) and making it easier for you to compare candidates.</li><li>● To target competencies: as mentioned, competencies are powerful indicators to defining job performance.</li><li>● To align with candidates' expectations: candidates <del>train</del> <u>prepare</u> for those kinds of questions before <u>the interview</u> <del>they come in and meet you.</del> They would search "interview questions for _____ position" on the internet, and interview guides will have tips for answering behavioural and situational questions.</li></ul>	

Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.7	BLOCK TYPE	process
<div>NOTES</div> <div>images centered in introduction and all steps,</div> <div>use Rise library for stock images</div> <div>bolded phrase: also bolded on Rise</div>		<div>CONTENT</div> <div>Title: How should you form the specific behavioural or situational questions that you want to ask?</div> <div>Description: First, reflect on the competency priorities that you identified earlier. You’ve already categorized them into Must-Haves, Should-Haves, and Could-Haves.</div> <div>What makes a good behavioural or situational question? <b>If it accurately and specifically addresses the competencies <del>in needed for the role. This is where you can define the specifics of the competencies, before creating questions for them.</del> This is where you can define the specific of the competencies - make the specifics clearer through your questions</b></div> <div>image: picture of blank paper on clipboard</div> <div>Step 1 title: Must-Haves Competencies</div> <div>Description: Since you want your candidates to be very well-versed in these, you want to ask both behavioural and situational questions:</div> <div><ul style="list-style-type: none"><li>ask <u>a minimum of one</u> behavioural question about each of the competencies in these categories<ul style="list-style-type: none"><li>you can divide up the competency further, and ask about different aspects of it.</li></ul></li><li><del>Then,</del> aim to ask a situational question related to a competency area that you expect would be challenging to the candidate - for example, something they did not indicate on their resume, or something that’s</li></ul></div>	



Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.7 cont'd	BLOCK TYPE	process
<b>NOTES</b> images centered in introduction and all steps,  use Rise library for stock images		<b>CONTENT</b> Step 2 title: Should-Have and Could-Have Competencies  Description: <ul style="list-style-type: none"><li>○ Aim to ask <u>approximately</u> one behavioural question for each competency</li><li>○ Again, ask some situational questions for competencies that you expect would be challenging to the candidate - for example, something they did not indicate on their resume, or something that's typically challenging on the job</li></ul> image: picture of conversation in an office  Summary title: Considerations:  Description: <ul style="list-style-type: none"><li>● Some competencies lend themselves better to one kind of question over the other.</li><li>● Consider asking questions in the negative form - when it's important for you to see how the candidate responds when things don't go their way, or how they recognize a weak area and work <del>on them to</del> <u>improve it</u>.<ul style="list-style-type: none"><li>○ For example: you can ask "tell me about a time when you successfully communicated with a coworker over a project", you can also ask "Tell me about a time when you were not successful in communicating with a coworker, and what you would have liked to do differently".</li></ul></li></ul>	



Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.8	BLOCK TYPE	heading
NOTES		CONTENT	
block background colour: F3b918 (secondary IDOL color - yellow)		<del>Example:</del> Using those guidelines and <del>the example of George's example earlier</del> <u>and George's situation</u> where he needs to interview administration assistants, <u>think about</u> some behavioural and situational question ideas <u>for the competencies, then expand the competency to see examples:</u>	



Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.9	BLOCK TYPE	accordion
NOTES		<div><div>CONTENT</div><div><div>item 1 title: Must-Have: Must have excellent data entry skills with attention to detail.</div><div>item 1 content:<ul style="list-style-type: none"><li>Behavioural question: Describe a task where you had to ensure the accuracy and the speed of your data entry process.</li><li>Situational question: what would you do if you find you cannot keep up with the data entry workload you have?</li></ul></div></div><div><div>item 2 title: Must-Have: Quick to learn new software.</div><div>item 2 content:<ul style="list-style-type: none"><li>Behavioural question: Tell me about a time when you had to learn new software <u>in a short period of time.</u> What was your process to become competent in it <u>quickly</u>?</li></ul></div></div><div><div>item 3 title: Should-Have: Previous experience as an admin assistant is preferred.</div><div>item 3 content<ul style="list-style-type: none"><li>(if candidates have previous experience as admin assistants: Situational question - What would you bring from your previous experience as an admin assistant to the current position?</li><li>(if candidates have no specific previous experience as admin assistants, but transferable experiences): Situational question - When you worked as a _____, what skills did you develop that will help you with the admin assistant position?<ul style="list-style-type: none"><li>This question gives you insight into what transferable skills the candidate thinks makes them a strong candidate, and their understanding of the position they're applying to</li></ul></li></ul></div></div><div><div>Item 4 title: Should-Have: Ability to multi-task with priorities shifting regularly.</div><div>Item 4 content:<ul style="list-style-type: none"><li>Situational question: One of the managers gives you a task during a busy day, but you find that the manager's instructions are vague and incomplete. How would you approach this situation?</li><li>Behavioural question: Describe a situation when you had to prioritize one task over the other. What made you choose it as a priority, and how did you balance your other tasks?</li></ul></div></div></div>	




<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	<b>4.9 cont'd</b>	<b>BLOCK TYPE</b>	accordion
<b>NOTES</b>		<b>CONTENT</b>  Item 5 title: Should-Have: A patient and professional communicator who walks clients through necessary steps and handles their concerns Item 5 content: <ul style="list-style-type: none"><li>● Behavioural question: Give me an example of an instance when you practiced patience in communicating. Were you successful? How did you know you were successful or not?</li></ul> Item 6 title: Should-Have: Displays punctuality and discretion Item 6 content: <ul style="list-style-type: none"><li>● Behavioural question: Describe a situation in which discretion was needed, and how you handled it.</li></ul> Item 7 title: Should-Have: Can work independently and as a part of a team Item 7 content: <ul style="list-style-type: none"><li>● Behavioural question: Tell me about a time when you coordinated with the rest of your team to accomplish a task. What steps did you take to ensure the task was accomplished successfully?</li><li>● Behavioural question: Describe a situation in which you had to make a decision and act on it independently. What were your considerations?</li></ul> *Notice: this competency is divided into two parts, and thus it's appropriate to address it with two questions  Item 8 title: Could-Have: Experience writing newsletters and social media posts is an asset  Item 8 content: <ul style="list-style-type: none"><li>● Behavioural question: Give me an example of a piece of writing you are experienced in.</li></ul>	

<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	<b>4.10</b>	<b>BLOCK TYPE</b>	Heading
<b>NOTES</b>  block background colour: 42ba78 (primary IDOL color - green)		<b>CONTENT</b>  Practice: You’ve practiced sorting out competency priorities for a volunteer coordinator position. Now, practice choosing the most effective behavioural questions for some of the competencies.	

<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	<b>4.11</b>	<b>BLOCK TYPE</b>	knowledge checks - multiple choice
<b>NOTES</b>  block background colour: 42ba78 (primary IDOL color - green)  correct answers are indicated by *		<b>CONTENT</b>  Question title: Competency: Great interpersonal and communication skills Option 1: Tell me about a time when you communicated with a person you supervised. *Option 2: Tell me about a time when an issue came up with a person you were supervising, and how you took steps to solve it. Feedback: Feedback: Option 2 is the better question, as it addresses a more specific competency within the context of working as a volunteer coordinator in a non-profit organization.  Question title: competency: Excellent organizational and team coordination skills.  *Option 1: Tell me about a time when you lead a team to accomplish a goal.  Option 2: Tell me about your leadership style.  Feedback: Option 1 is the better question, as option 2 is a very general question, and does not address a specific competency)	

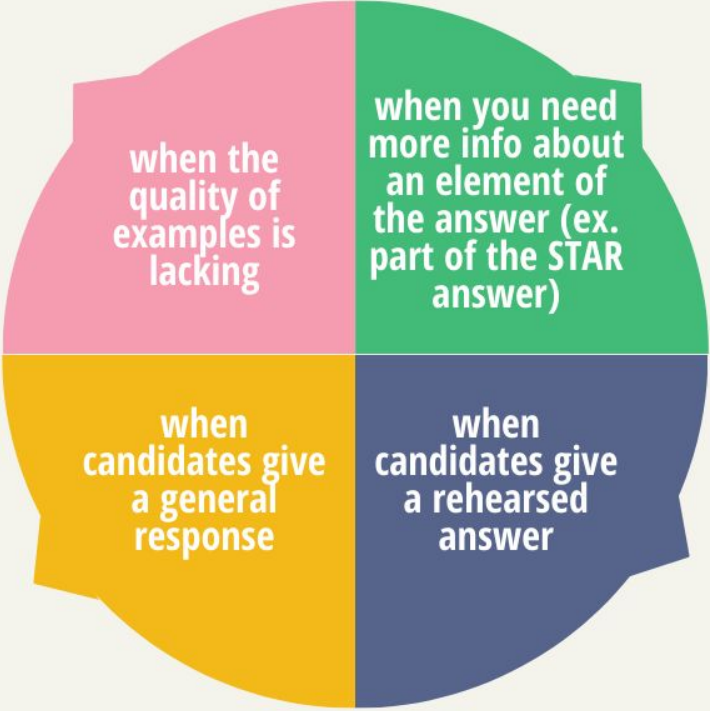
<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	<b>4.12</b>	<b>BLOCK TYPE</b>	knowledge checks - multiple choice
<b>NOTES</b>  block background colour: 42ba78 (primary IDOL color - green)  correct answers are indicated by *		<b>CONTENT</b>  Question title: competency: Experience evaluating and updating training material is an asset *Option 1: Describe an instance when you researched, evaluated, and recommended improvements to a process or documentation. Option 2: Describe a time when you gave feedback about a project  Feedback: option 1 is the better answer, as it encompasses the competency with more depth, while option 2 could lead the candidates to give an answer for a different range of competencies.	

<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	4.13	<b>BLOCK TYPE</b>	heading
<b>NOTES</b>		<b>CONTENT</b>  How will you know the answer to those questions are good answers? How do you follow up to get more detailed answers? Explore the next two interactive graphics:	

Lesson		Goal B - Create Interview Questions - How To Create Questions	
BLOCK ID	4.14	BLOCK TYPE	labeled graphic
NOTES		<div>CONTENT</div> <div><h2>EVALUATING INTERVIEW QUESTIONS</h2><div><h3>BEHAVIOURAL</h3><ul style="list-style-type: none"><li>✓ Use the <b>S.T.A.R.</b> method to track answer</li><li>✓ <b>Ranking Answers:</b> you want to give each answer a ranking to indicate how close it was to the competency you're looking for. (More in Module 3) </li><li>✓ <b>Quality of Answers:</b> Pay attention to the kinds of examples the candidates give.</li></ul></div><div><h3>SITUATIONAL</h3><ul style="list-style-type: none"><li>✓ Note down creative ways of thinking and problem-solving.</li><li>✓ When suitable, ask for examples.</li></ul></div></div>	

<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	<b>4.14 cont'd</b>	<b>BLOCK TYPE</b>	labeled graphic
<b>NOTES</b>  place the markers next to/above the heading they represent without obscuring it		<b>CONTENT</b> marker name: The S.T.A.R method: marker content: <ul style="list-style-type: none"><li>● <b>Situation:</b> what was the challenge?</li><li>● <b>Task:</b> what did the candidate have to do?</li><li>● <b>Action:</b> what action did they take?</li><li>● <b>Result:</b> what was the outcome/what was learned?</li></ul> <u>You are looking for a clear and thorough answer of each of the S.T.A.R. elements, as well as the quality of answers (next marker) and how it aligns with the competency as you define it. You'll find more details about evaluating S.T.A.R. answers in module 3.</u>  marker name: quality of answers marker content: <ul style="list-style-type: none"><li>● What do your applicants define as a conflict with colleagues, a procedure successfully followed, or a breakdown in communication?</li><li>● How do they acknowledge their mistakes and learn from them?</li><li>● Do their answers align with the competencies?</li></ul>	



<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	4.15	<b>BLOCK TYPE</b>	labeled graphic
<b>NOTES</b>		<b>CONTENT</b> <div data-bbox="922 334 2196 1286"><p><b>FOLLOW-UP QUESTIONS:</b> When and How to Follow Up</p><p>when the quality of examples is lacking</p><p>when you need more info about an element of the answer (ex. part of the STAR answer)</p><p>when candidates give a general response</p><p>when candidates give a rehearsed answer</p><p>idol courses</p></div>	

<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	4.15 cont'd	<b>BLOCK TYPE</b>	labeled graphic
<b>NOTES</b>  place each marker on the pointed end of the triangle with the corresponding colour  “bottom marker”: place it centered under the shape		<b>CONTENT</b>  content for pink marker: Give the candidate another chance. Follow up with a question like "can you think of another more high-stakes situation?"  content for green marker: Prompt candidates to follow the STAR method - remind them to phrase their answers through it, clarify the part they missed until you get enough details  content for yellow marker: Follow up with "that's great, can you give me a specific example?"  content for bottom marker: <ul style="list-style-type: none"><li>● Prepare some follow up questions at the same time you're deciding on your questions</li><li>● Practice rephrasing your initial questions a certain unified way</li></ul>	

<b>Lesson</b>		Goal B - Create Interview Questions - How To Create Questions	
<b>BLOCK ID</b>	4.16	<b>BLOCK TYPE</b>	Text with heading
<b>NOTES</b>  test the hyperlinks on Rise		<b>CONTENT</b>  heading: External Resources:  Other kinds of interview questions: structured questions (about knowledge of the organization), hard skills proficiency ratings and listings - click <a href="#">here</a>  <a href="#">Click here</a> for resources on: Questions you're not asking but you probably should cliche questions to avoid and why avoiding inappropriate questions  <a href="#">Bank of Competency-Based Questions</a>	

# Section Number 2:

## Module 1 - Plan For The Interview

**Lesson:** Module 1 Quiz

Lesson		Module 1 Quiz	
BLOCK ID	5.1	BLOCK TYPE	quiz
<b>NOTES</b>  correct answers noted by * at end of sentences		<b>CONTENT:</b> <b>quiz description:</b> You need to score 80% or more on this quiz to pass it. Best of luck!  1. (multiple choice) A “Should-Have” competency is one that: a. <del>could contribute to an extra/future opportunity within the role</del> <u>could be valuable for the role, now or in the future.</u> b. makes a candidate more valuable to the organization than other candidates* (feedback: It also is important to have but not vital to the performance). c. is considered essential for job performance. d. consists of soft skills only. 2. (multiple choice) When a candidate gives you a response that sounds rehearsed, you should: a. prompt them to follow the STAR method b. call them out on it c. give them a personal example of the answer you’re looking for d. try to get a more genuine response by asking “could you tell me more about that”* (a second chance could help a nervous candidate, you could also phrase the competency differently) 3. (multiple choice) Once a job posting is advertised, it is not possible to develop specific competencies. a. true b. false* (feedback: it’s better to define competencies and put them on the job posting, but it’s always possible to develop competencies for the role even if the job posting is not sufficient. Do this at the stage of forming questions). 4. (multiple response) mark all of the competency-based behavioural questions: a. Describe a situation in which discretion was needed, and how you handled it.* b. Describe how your values align with our mission statement. c. Describe an instance when you faced a complex problem with software.* d. How have you adjusted your style of work when it was not meeting objectives?*	

Lesson		Module 1 Quiz	
BLOCK ID	5.1	BLOCK TYPE	quiz
<div>NOTES</div> <div>correct answers noted by * at end of sentences</div>		<div>CONTENT:</div> <div>5. (multiple choice) pick the highest quality answer to this question: “tell us about a time when you fell behind on your assigned duties”</div> <div><div>a) having been a manager, I usually set my own deadlines anyways, and I can fix things when I fall behind by moving other duties around. If there’s a deadline that my bosses expect though, I prioritize that first.</div><div>b) I had a report due to hand in to my manager, and it was close to the holiday season, our busiest time of the year. A few days before it was due, I recognized that I would be seriously behind, and I had a quick talk with my manager to see if I still need to prioritize it or if I can postpone its due date to later. My manager appreciated the notice, and we ended up switching some of my other duties with another colleague so I can get the report done on time. *</div><div>Feedback: a) is not a true STAR-method answer, too general, and could raise some red flags with how nonchalant that person treats their own deadlines. b) goes into the STAR method more thoroughly</div></div> <div>6. (multiple response) Check all that applies when you’ll have multiple interviewers:</div> <div><div>a) interviewers should create competencies together for the job posting *</div><div>b) interviewers should agree on their roles before the interview *</div><div>c) interviewers could ask each other’s questions</div><div>d) the candidates should know they will be interviewing with multiple interviewers*</div><div>e) all interviewers should introduce themselves via email before meeting the candidate for the interview</div><div>feedback: c) is not advisable, and e) is too confusing and unnecessary</div></div>	