Hiring The Right People: Focus On The Interview

Storyboard

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Section Number 4:
Module 3 - Assessing The Applicant

Lesson: Check Your Prior Knowledge

Lesson		Check Your Prior Knowledge	
BLOCK ID	**9.1**	**BLOCK TYPE**	knowledge check - multiple response

NOTES	CONTENT
correct answers are indicated by *	Check your prior knowledge: How does ranking the candidates' answers help you decide on your top candidates? - it is the only way to decide on candidates, since going with your gut feeling could mislead you - it helps you look at candidates' answers objectively and avoid bias* - multiple interviewers can tabulate their rankings to narrow down top candidates* Feedback: we'll explore the important functions of a ranking scale, and how it works well with deciding based on gut feelings.

Section Number 4:
Module 3 - Assessing The Applicants

Lesson: Goal D - Assess The Applicants' Answers

Lesson	Goal D - Assess The Applicants' Answers	
BLOCK ID	10.1	**BLOCK TYPE**	heading

NOTES	CONTENT
check that the hyperlink on "here" works on Rise	You'll need a form or guide for all interviewers to use during and after the interview. Here is what to include, and you can make a copy of the template here :

Lesson		Goal D - Assess The Applicants' Answers	
BLOCK ID	10.2	**BLOCK TYPE**	labeled graphic
NOTES		**CONTENT**	
place marker 1 next to heading "summary of strengths and weaknesses" place marker 2 under "requirement 1"		marker 1: You may want to include a "summary of strengths and weaknesses" and fill it after the interview, using specific details from the interview. This will help you draw a side-by-side comparison of what the candidate already brings and what they'll need training on. marker 2: An "executive summary" type of section will also help you list major requirements	

Candidate Interview Evaluation Form

Candidate Name: _____
Position Title: _____
Interview Date: _____
Form Filled By: _____
Names of Interviewers: _____

Organization Logo

Summary of Strengths and Weaknesses

Strengths	Weaknesses
1.........	1.........

Requirement 1: (ex. degree/certificate)	Other Notes:
Requirement 2: (ex. hard skill knowledge)	
Requirement 3:	
Requirement 4:	

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Lesson	Goal D - Assess The Applicants' Answers	
BLOCK ID	10.3	**BLOCK TYPE**	paragraph with subheading

NOTES	CONTENT
block background colour: F59cb1 (accent color - pink)	subheading: Noting Down Answers: content: As mentioned, keep everything the "same" across all interviews to help you keep track of the interview and the answers: - Ask all applicants the same questions - By the same interviewers - Using the same wording - In the same order of questions Since you'll be expecting candidates to answer most questions using the S.T.A.R. method, divide up your interview form to take notes according to S.T.A.R., and change this part of the form according to other types of answers you're expecting on other questions:

Lesson	Goal D - Assess The Applicants' Answers	
BLOCK ID	10.4	**BLOCK TYPE**	image
NOTES	**CONTENT**	

Question _: _____
_____

Situation	Task
Action	Result

Lesson		Goal D - Assess The Applicants' Answers	
BLOCK ID	10.5	**BLOCK TYPE**	paragraph with subheading

NOTES	CONTENT
bold text on Rise as bolded here block background colour: 42ba78 (primary IDOL color - green)	subheading: Ranking and Choosing Successful Candidates: content: Narrowing your top choices should include looking at the details of candidates' answers and how they correspond to the competencies you expect is a part of it. But when multiple interviewers are involved, it calls for a more streamlined and objective process. A rating scale is helpful, especially for less experienced interviewers. It helps interviewers agree on how a candidate ranks. It is also important to help interviewers avoid bias, by weighing the candidates' answers objectively. ~~when you're a beginner in interviewing, so that all interviewers come to an agreement through using it. It also serves the important function of avoiding bias.~~ A rating scale can start out simple, and can get more defined and structured as you need it to. **The more detailed the competencies' definitions for the position are, the more consistent ratings will be across different interviewers.** Defining the competencies takes some effort, but remember that you only need to create those competencies and their corresponding questions ~~only~~ once for each position ~~you hire for.~~

Lesson		Goal D - Assess The Applicants' Answers	
BLOCK ID	10.6	**BLOCK TYPE**	labeled graphic
NOTES place marker 1 on "score: 0" cell place marker 2 on "score: 1" cell place marker 3 on "score: 3" cell place marker 5 on "score: 4 cell" place marker 5 between "weight" and "weighted score" cells place marker 6 on "total" cell		**CONTENT** marker 1 content: You can choose to include the rating scale to be completed during the interview and on the same pages as your prepared questions….. marker 2 content: …or, you could make the rating scale a separate step to be completed ~~after the interview.~~ immediately after the interview, so that the discussion is still fresh in everyone's mind. marker 3 content: Combine points rating system (such as this one that ranges from no answer to excellent answer) with yes/no and pass/fail rating as suitable. marker 4 content: Customize the rating scale to work for you. For example: If you defined the competency to include 3 aspects, your scale can go from "score 0 - candidate mentions none of the aspects" to "score 3 - candidate mentions all 3 aspects". marker 5 content: Some experts recommend that you weigh critical competencies for the position more than other competencies. ~~You can refer to your Must-Haves, Could-Haves, and Should-Haves breakdown to guide weighing the competencies.~~ For example, you can assign the Must-Have competencies (refer to Module 1) the most weight, then the Should-Have followed by the Could-Have competencies.. marker 6 content: Ratings from different interviewers can then be collected and averaged. The overall ratings objectively point to your top candidates.	

Lesson	Goal D - Assess The Applicants' Answers		
BLOCK ID	**10.6 cont'd**	**BLOCK TYPE**	labeled graphic
NOTES	**CONTENT**		

Question _: _____
_____

Situation	Task
Action	**Result**

Score: 0	Score: 1	Score: 2	Score: 3
no answer	demonstrates basic practice of the competency	demonstrates good practice of the competency	demonstrates excellent practice of the competency

Question #	Competency	Score	Weight	Weighted Score
1	prioritizing and balancing tasks	3	2	6
				Total

Lesson		Goal D - Assess The Applicants' Answers	
BLOCK ID	10.7	**BLOCK TYPE**	paragraph with subheading

NOTES	CONTENT
block background colour: F3b918 (secondary IDOL color - yellow)	subheading: Hiring for Culture Fit content: While ranking candidates helps multiple interviewers make objective hiring decisions, it's important to consider your subjective general impressions about the candidate's fit with your organization. Can the candidate work well with the existing team? Do they align with the organization's work ethic? <u>Do they add valuable experiences and perspectives to the workplace?</u> However, when looking to hire for culture fit, hiring managers may think they're looking for someone who is easy to talk to during the interview, or someone similar to existing team members. ~~only depending on "gut feeling" after the interview. This could lead to bias in hiring~~. <u>They may depend on "gut feelings" after the interview - which can lead to bias in hiring.</u> To avoid bias but still hire for fit, becoming aware of bias is the first step. After that, specify the following categories that you consider important for the organization, and compare your candidates' answers against them after the interviews.

Lesson		Goal D - Assess The Applicants' Answers	
BLOCK ID	10.8	**BLOCK TYPE**	image with text

NOTES	CONTENT
image aligned to the right, text on the left include the grid on Rise	For George's situation, he defines these expectations as part of the organization's culture. He is already addressing them through the competencies he chose, and he'll complete this table after the interview using the answers that he notes down during the interview.

actions and behaviours expected by the team: - asking each other for help when facing a new issue -	actions and behaviours the candidate mentions: -
values and beliefs held by the team: - treating customers from vulnerable sectors with additional care and empathy -	**values and beliefs the candidate mentions:** -

Lesson	Goal D - Assess The Applicants' Answers	
BLOCK ID	**10.9**	**BLOCK TYPE**	knowledge check - matching

NOTES	**CONTENT**
	Review: put the steps in order:
	step 1: interviewers decide on and develop the interview evaluation form
	step 2: interviewers fill the form
	step 3: each interviewer completes the rankings
	step 4: tabulate the rankings
	step 5: discuss the rankings and other impressions to decide on top choices

Section Number 4:
Module 3 - Assessing The Applicants

Lesson: Module 3 quiz

Lesson		Module 3 Quiz	
BLOCK ID	11.1	**BLOCK TYPE**	quiz

NOTES	CONTENT

	quiz description: You need to score 80% or more on this quiz to pass it. Best of luck!
	
	question 1 (matching): match the following to their purpose:
	Using rankings: helps to objectively evaluate candidates
	Coming up with detailed description of competencies: helps the results to be consistent across different interviewers
	Using metrics of behaviours and values the organization expects: helps to subjectively evaluate candidates
	Summarizing strengths and weaknesses of each candidate after the interview: helps you visualize the advantages of hiring the candidate and the training needs they have
	
	question 2 (multiple response): Which are good practices when hiring with cultural fit in mind?
	  a. evaluating if the candidate can work well with the existing team*
	  b. aiming for someone who carries the conversation well during the interview
	  c. coming up with definitions of what makes up the organization's culture expectations*
	  d. avoiding ~~implicit~~ bias*

Lesson		Module 3 Quiz	
BLOCK ID	**11.1**	**BLOCK TYPE**	quiz

NOTES	**CONTENT**

	question 3 (multiple response): when ranking <u>the candidates' answers</u> ~~competencies~~, it is important to:
	
	  a. weigh critical competencies for the position more than other competencies*
	  b. define the competencies thoroughly*
	  c. have all interviewers agree on ranking
	
	C is not ~~necessarily~~ correct - each interviewer can develop their own rankings, then average all rankings.