DEVELOPMENTAL SERVICES
HUMAN RESOURCE STRATEGY

Enhancing the lives of the people we support

BEHAVIOUR-BASED INTERVIEWING
WORKSHOP

FACILITATOR’S GUIDE

NOVEMBER 2010
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HOW TO USE THIS GUIDE

The Facilitator's Guide is divided into sections. Each section covers a segment of the training session. The heading for each section indicates the topic that will be covered. On the right-hand side of the page below the heading is the approximate number of minutes required to complete the topic, as well as the time frame.

The format for each section contains two columns as follows:

1. **Left-hand Column**
   
   This column contains graphics, such as copies of the slides and other icons, indicating the major aspect of the training segment. For example, a flipchart indicates that a flipchart will be required.

2. **Right-hand Column**
   
   This column:
   
   - Describes the activity to be completed and contains possible trigger questions you can ask about the topic to engage participants in discussion
   
   - Lists the information or instructions to be conveyed to the participants

**NOTE:** While you want to respect the content in this column, try to convey the messages in your own words as much as possible. This will provide a more enjoyable and meaningful session for the participants. Add any notes as you see fit to make the session “your own”.
# MATERIALS

Following is a list of the materials to be used in this workshop:

<table>
<thead>
<tr>
<th>Facilitator’s Materials:</th>
<th>Participant Binder:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Facilitator’s Guide (this document)</td>
<td>□ Participant Workbook (one per person)</td>
</tr>
<tr>
<td>□ Electronic copy of slides to run using an LCD projector</td>
<td>□ Hardy copy of workshop slides</td>
</tr>
<tr>
<td>□ Participant materials</td>
<td>□ Core Competency Dictionary (1 per person)</td>
</tr>
<tr>
<td></td>
<td>□ Direct Support Professional Behaviour-Based Interview Guide (to be used for interview practice)</td>
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<tr>
<td></td>
<td>□ Direct Support Supervisor Behaviour-Based Interview Guide (to be used for interview practice)</td>
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<table>
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<tr>
<th>Participant Handouts:</th>
</tr>
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<tbody>
<tr>
<td>□ Identifying Codable Data: Answers (1 per person)</td>
</tr>
<tr>
<td>□ Observer Checklist (2 per person)</td>
</tr>
<tr>
<td>□ Workshop Evaluation (1 per person)</td>
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</tbody>
</table>
EQUIPMENT AND FACILITIES

Following is a list of the equipment and facilities you will need to deliver the training program:

- LCD projector and remote control (optional) if this is your preference
- Screen
- 2 flipchart easels and paper
- 2 sets of markers
- Masking tape
- 1 package of loose leaf, lined 3-hole punched paper for participants to use as needed

Here are some recommendations for the facilities required and how to set them up:

- **Main Meeting Room:** You will need a main meeting room that comfortably seats the number of participants. We suggest you set up the main meeting room in a “u-shaped” fashion. Have a small table beside the LCD projector for the facilitator to place his/her notes. In addition, have a table set up at the side for supplies. At the front of the room have a screen and 2 flipcharts, and at the back, 2 more flipcharts and a table with two chairs for observers.

- **Breakout Rooms:** Ideally you will need 1-2 breakout rooms for participants to use to practice interviewing each other (they will do this in groups of three), or a large meeting room where each group can go to a corner of the room for their interview practice. If using breakout rooms, each room will require a table and 4 chairs.

**NOTES:**

- It is recommended that you do not exceed 6-9 participants with one facilitator. Should there be more participants, an additional trained facilitator is recommended to be able to manage the group and provide individualized feedback to participants.

- Ensure you know whom to contact if you are experiencing technical difficulties.
Symbols Used in the Facilitator’s Guide

There are a number of symbols used in this Facilitator’s Guide to serve as prompts for the type of activity occurring at that point in the program. Here is a list of those symbols and what they mean.

- Facilitator
- Flipchart
- Individual Exercise
- Participant Workbook
- Small Group Exercise
- Break
- Handouts
- Lunch
**AGENDA**

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>FACILITATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Welcome, Introductions, Objectives and Agenda</td>
<td></td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Introduction to Behaviour-Based Interviewing</td>
<td></td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Getting Codable Data</td>
<td></td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>Getting Codable Data, continued</td>
<td></td>
</tr>
<tr>
<td>11:15 a.m.</td>
<td>The Behaviour-Based Interview Process</td>
<td></td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>LUNCH</td>
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<tr>
<td>12:30 p.m.</td>
<td>Interview Practice: Round 1</td>
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<tr>
<td>2:30 p.m.</td>
<td>BREAK</td>
<td></td>
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<tr>
<td>2:45 p.m.</td>
<td>Interview Practice: Round 2</td>
<td></td>
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<tr>
<td>4:15 p.m.</td>
<td>Assessing the Candidate</td>
<td></td>
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<tr>
<td>4:45 p.m.</td>
<td>Making a Selection Decision</td>
<td></td>
</tr>
<tr>
<td>4:55 p.m.</td>
<td>Summary and Workshop Evaluation</td>
<td></td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>ADJOURN</td>
<td></td>
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**NOTE:** You may find it helpful to keep the agenda in front of you to keep the session running on time.
### Welcome Introduction, Objectives and Agenda

**SECTION OBJECTIVES:**

- Welcome participants
- Review agenda and objectives
- Review housekeeping items
INTRODUCTION, OBJECTIVES AND AGENDA

SHOW OH1 (Behaviour-Based Interviewing Workshop)

Welcome participants to the session.
Introduce self and any other facilitators (if participants have not met you before).

SHOW OH2 (Icebreaker)

Have participants introduce themselves by stating the following:
- Name
- Role and tenure
- Expectations for the session
- Worst interviewing nightmare (either as an interviewer or interviewee)

Note interviewing nightmares and address, as appropriate, when reviewing the objectives for the session.

SHOW OH3 (Objectives) and review the objectives for the session.

The objective of this session is to build your capability in conducting behaviour-based interviews and assessing candidate data for evidence of competencies by:
- Practicing conducting behaviour-based interviews, including probing for “codable” data
- Taking effective notes
- “Coding” candidate data for competencies

Reference participant expectations shared in the icebreaker.
INTRODUCTION, OBJECTIVES AND AGENDA, CONTINUED

Timing: 30 minutes
8:30 – 9:00 a.m.

SHOW OH4 (Agenda) and review the agenda for the session.

- This workshop is designed as a “hands-on” learning experience to develop the skills and knowledge you need to effectively conduct behaviour-based interviews.
- We’ll spend most of the morning introducing you to the behaviour-based interviewing process and give you practice identifying “codable” data to prepare for the behavioural interview.
- We’ll then spend the afternoon practicing conducting behaviour-based interviews.
- Throughout the workshop, there are 2 key skills that we’ll be focusing on (FLIPCHART THE 2 SKILLS):
  1. **Getting codable data**, which is about gathering data from the candidate that is linked to the competencies identified for success in the role.
  2. **Probing**, which is the basis of a behaviour-based interview. It is about asking questions to get the codable data that you need from the candidate to enable you to make an objective and accurate assessment of the candidate’s suitability for the job you are seeking to fill.
- Having a clear understanding of the competencies is critical to becoming effective in conducting behaviour-based interviews.
- You need to know what you’re looking for to be able to probe effectively. What you’re looking for is “codable” data, which is your evidence that someone has the competencies you’re trying to evaluate.

Reference the Participant Workbook/Binder and explain the following:

- The Participant Workbook/Binder contains the worksheets that will be used, space for notes and a copy of the overheads, as well as space to capture your reflections and key insights to support you in your development.

Establish a “parking lot” location to record any issues to be discussed at a later point in the session by posting a flipchart page on a wall in a convenient location. Make sure these issues are addressed at some point during the day. Good times are before lunch and at the end of the day.

Tell participants to feel free to ask questions as you will be introducing several new terms and concepts, and gaining clarification is critical to getting the most out of the session.
SHOW OH5 (A question ...) and introduce a discussion on the cost of a hiring mistake.

ASK:

Q What is the cost of making a hiring mistake?

Solicit responses.

SHOW OH6 (The cost of a hiring mistake) and discuss the financial impact of a hiring mistake.

- The cost of a poor selection decision can be substantial – up to 1.5 times the employee’s annual salary, and possibly more depending on the position.
- To calculate the cost of a hiring mistake, you need to consider a whole host of costs – direct and indirect – which would include costs associated with:
  - Recruiting the individual – advertising for the position, job postings
  - Administrative costs associated with the recruitment and selection process (pre-employment assessments, background check, etc.)
  - The individual’s base salary and benefits
  - Orientation, training and development (it takes, on average, 3-6 months for a new employee to become “ramped up”)
  - Low productivity and quality while a poor performer is in the role
  - Lost opportunities (e.g., processes that don’t improve, objectives that aren’t met)
  - Lower morale as others struggle to pick up the slack
  - A poor job/person “fit” and the associated negative impact
  - Dissatisfied people receiving support or customers who may form a negative long-term perspective of your department and/or organization.

- That’s why making the right hiring decision strengthens overall performance, helps build morale, provides you with a source of skilled people for future job promotions, and saves you significant time and money involved in correcting a hiring mistake.
- This involves considerable thought and preparation. Remember, however, that the quality of the individual you select is a function of the time and energy you commit to the recruitment, interviewing and
selection process.
**INTRODUCTION, OBJECTIVES AND AGENDA, CONTINUED**

Timing: 30 minutes  
8:30 – 9:00 a.m.

**ASK:**

Q  Why do we make some of these mistakes?

Solicit and discuss responses.

Sample responses may include:

- Hiring based on “gut” feelings – it is critical to have a systematic hiring process in place to increase your chances of making a good hire.
- Hiring based on personality versus competencies and skills – this is typically because people tend to hire those who are similar to themselves. They are the most comfortable with those candidates.
- We are unclear about the job criteria – there is a tendency to focus on a “wish list” instead of the 6-8 key criteria for success in the position.
- We try to duplicate the person who was previously in the position – this goes back to the criteria for success. If you are unclear about the key criteria for success, you will tend to focus on finding someone most like the last person in the job.
- The interviewer does all the talking instead of asking questions and listening to the candidate.
- Inadequate reference checks – reference checks, if conducted properly, can yield valuable information. Too often just a few cursory questions are asked.

**SHOW OH7 (Selection methods and their validity)**

- There are a variety of selection methods – many organizations use a combination of methods, not just one – as well as varying degrees of validity or predictability – the ability to accurately predict outcomes.
- The various methods identified here include:
  - **Age** – hiring people based on their age
  - **Non-structured interview** – a process where different questions may be asked of different applicants
  - **Work interest** – the level of interest demonstrated by the candidate
  - **Performance appraisals** – looking at past performance appraisals to gather insight into the individual’s ability to perform the role for which he/she is being interviewed
  - **Experience** – looking at the relevant experience an individual has in relation to the job being filled
INTRODUCTION, OBJECTIVES AND AGENDA, CONTINUED

Timing: 30 minutes
8:30 – 9:00 a.m.

- **References** – considering the input gathered from the people whom the candidate has provided as references

- **Biodata** – Biographical data or “biodata” involves having candidates complete surveys or interviews that work on the same principle as behavioural interviewing: what was done in the past predicts what will be done in the future. The key difference between bio-data and behavioural interviews is that a good behavioural interview is backed by a thorough job analysis, interviewers can ask follow-up and clarification questions, and multiple interviewers coordinate the information.

- **Personality tests** – Personality or “psychological” tests are often administered to job candidates to measure a variety of personality characteristics that are related to future job performance. Personality tests typically measure one or more of five personality dimensions: extraversion, emotional stability, agreeableness, conscientiousness, and openness to experience.

- **Cognitive ability tests** – These are typically paper and pencil or individualized assessment measures of an individual’s general mental ability or intelligence. They are often categorized as general intelligence or aptitude tests.

- **Work sample** – This involves having the candidate provide samples of their work, either from work they’ve done in the past or having them complete an exercise (for example, an in-basket exercise) to get a sense of how they would perform on the job.

- **Behaviour-based interview**, which we’ve described and which will be the focus of our day, is among the highest in predictability.

- **Assessment centre** – this selection method requires putting candidates through a series of exercises that simulate the work to be performed in the position for which you are hiring. Assessment centres require a significant investment of time and effort in the development of the centre itself, as well as in observing and assessing candidates as they complete the assessment centre exercises. They can be one to several days in duration.

- This slide shows that behaviour-based interviews significantly increase the chances of making a sound selection decision, and therefore a good hire, versus traditional interviews. We’ll talk about why in a few moments.
Introduction, Objectives and Agenda, continued

Timing: 30 minutes
8:30 – 9:00 a.m.

- Research has demonstrated that BBI is more likely to accurately predict future behaviour on the job based on past experience.
- Traditional interviews typically ask candidates theoretical questions (e.g., “What would you do in this situation …?”), which may not elicit what a candidate would actually do in a certain situation. In addition, candidates may try to tell interviewers what they think they want to hear or give “rehearsed” answers to questions. Therefore, many employers are moving away from traditional interview questions and including more behavioural interview questions in their interviews to really help them understand the competencies a person has demonstrated.

SHOW OH8 (Using a competency-based approach for selection) and summarize.

- While behaviour-based interviews require more time and preparation than a traditional interview, it is a lot more costly to make a bad hiring decision than to keep a job open for an extra week or two.

Transition to a discussion on behaviour-based interviewing.
INTRODUCTION TO BEHAVIOUR-BASED INTERVIEWING

SHOW OH9 (Introduction to behaviour-based interviewing) and introduce a discussion about what behaviour-based interviewing is.

SHOW OH10 (What is behaviour-based interviewing?) and review the definition.

- The interview is your primary mechanism for gathering data about a candidate. Behavioural interviewing will provide you with the objective data you need to make an informed selection decision. It follows a structured process that enables you to explore the competencies a candidate has demonstrated in the past, which is important because we know that the best predictor of future behaviour is past behaviour.

- In addition, behaviour-based interviewing minimizes the potential for rater bias. This type of interview focuses on past performance and capability, which increases objectivity and accuracy in selection decisions.

- This type of interviewing tends to be viewed by candidates as a fair and equitable process, and even though people may not be selected, they tend to feel more positive about the process, and can more readily identify where they fell short.

SHOW OH11 (The goal – a good job-person fit) and review.

- The goal of behaviour-based interviewing is to find the candidate whose competencies best match those required for success in the job or role. A good fit shortens the learning curve.

- If there’s not a good fit between an individual’s competencies and the requirements of the job, additional effort may be necessary to carry out the job. Ultimately, a poor job-person fit will lead to turnover, which, as we discussed earlier, can be very costly for the organization.
INTRODUCTION TO BEHAVIOUR-BASED INTERVIEWING, CONTINUED

Timing: 15 minutes
8:50 – 9:05 a.m.

SHOW OH12 (Traditional interviews) and discuss how traditional interviews are conducted.

- In traditional interviews, interviewers tend to ask hypothetical, situational questions (e.g., "What would you do in this situation …?"). which may not elicit what a candidate would actually do in a certain situation. So, for example, if an interviewer asks, "How would you handle XYZ situation?" the candidate can easily provide the "right" answer. How does the interviewer know, after all, if the candidate would really react in a given situation the way he/she said they would?
- In addition, candidates may try to tell interviewers what they think they want to hear or give "rehearsed" answers to questions. Therefore, many employers are moving away from traditional interview questions and including more behavioural interview questions in their interviews.
- What’s worse is that many organizations allow interviewers to just "wing it" by asking their favorite questions, which may or may not relate to job success.

SHOW OH13 (Behaviour-based interviews) and discuss how behaviour-based interviews are conducted.

- In a behaviour-based interview, however, it's much more difficult to give responses that are not true to one’s character. When the candidate relays a behavioural story, the interviewer will probe to try to get at the specific behaviour(s) demonstrated, and for more depth or detail such as, “What were you thinking at that point?” or “Tell me more about your meeting with that person,” or “Lead me through your decision process.” With the level of probing required to effectively conduct a behaviour-based interview, it is very difficult for a candidate to be less than honest.

SHOW OH14 (Benefits) and review the benefits of behaviour-based interviewing.

- Behaviour-based interviewing helps to ensure that the people you hire have the potential to succeed.
- This competency-based approach can also be used to provide appropriate development to help employees realize their potential.
INTRODUCTION TO BEHAVIOUR-BASED INTERVIEWING, CONTINUED

SHOW OH15 (Behaviour-based interviews avoid these mistakes made in traditional interviews) and review the mistakes commonly made in traditional interviews.

- Some of the most common mistakes made by interviewers in traditional interviews include:
  - The interviewer talks more than the candidate, wasting valuable time.
  - Hiring decisions are based on first impressions and gut instincts.
  - The interviewer asks inappropriate (or potentially illegal) questions.
  - The same general questions are used for every position, making it difficult to judge if a candidate is right for a specific position.
  - Interviewers disagree on which candidate to hire because they cannot agree on which characteristics are most important for job success.

- The return on investment for organizations that apply behaviour-based interviewing techniques has been estimated to be as high as 20:1 for each training dollar spent. These estimates are based on savings related to avoiding bad hires and increased revenue resulting from hiring top performers who are a good fit for the job and the organization.

Transition to the next component on getting codable data.
GETTING CODABLE DATA

MODULE OBJECTIVES:
- Understand what “codable” data is
- Practice identifying codable vs. non-codable data
SHOW OH16 (Getting codable data) and introduce the next segment on getting codable data.

- Coding is about making the links between what you hear in an interview and what you are looking for – specific competencies at a specific level of expertise.
- You want to start by correctly determining if what the candidate is saying is in fact “codable information,” and if so, how do you code it; that is, what competency does it reflect?

SHOW OH17 (What is codable information?) and review.

- So, what is codable information? Codable information reveals what a candidate said, thought, did and felt in a particular situation.
SHOW OH18 (Criteria for codable data) and review the criteria.

- Information provided by a candidate is codable if it meets certain criteria:

  1. **It must be clearly attributable to the interviewee.** People often talk in terms of “we.” When gathering information from a candidate, you want to find out what the candidate himself/herself actually said or did – in other words, his/her actions, thoughts and feelings.

  2. **It must have occurred in the past.** Actions, thoughts and feelings that occurred at the time of the incident being described are codable. Anything that the candidate says they would do or would do differently in the future may be interesting, but it is not codable – it hasn’t actually occurred.

  3. **It must be volunteered by the interviewee.** Information the candidate volunteers is codable; information coming from leading questions is not. For example, asking a candidate “Were you angry?” is a leading question and the answer is not codable. In this case, it would be better to ask “How did you feel when that happened?” This does not “lead” the candidate to give a certain answer.

  4. **It must be specific.** General information is not codable – it must be specific behaviour. “I made the sale” is not codable. “I offered four different reasons the product would help them, including initial cost and overall value because I knew these were their biggest concerns” is codable information because it reveals specific actions.

SHOW OH19 (What is codable?) and summarize.

- Let’s look at some examples.
SHOW OH20 (Coding example) and review the example.

ASK:

Q Why aren’t the examples on the right-hand side of the slide codable?

- What you see on the left-hand side is codable – the candidate is describing what his/her thinking was in the situation being described. On the right-hand side, however, the candidate is making general statements.

ASK:

Q Does anyone know which competency is being demonstrated?

Refer participants to the Core Competency Dictionary to help them identify the competency demonstrated in the example.

Answer: Interpersonal Relations and Respect. The level demonstrated is Level 1: Listens Respectfully to Others, which involves the ability to pick up on others’ emotions and non-verbals.

- Let’s look at a couple more examples.

SHOW OH21 (Behavioural example) and ask the questions that follow.

Q Is this codable?

Answer: Yes

Q How would you code this data – what is the competency being demonstrated?

Once again, refer participants to the Core Competency Dictionary and solicit responses.

Answer: Developing Others. The level being demonstrated here is Level 3: Coaches Others and Provides Advice Relative to Competency Acquisition.
SHOW OH22 (Behavioural example) and ask the questions that follow.

Once again, refer participants to the Core Competency Dictionary and solicit responses.

Q Is this codable?
Answer: Yes

Q How would you code this data – what is the competency being demonstrated?
Answer: Collaboration. The level demonstrated is Level 3: Values Others and Solicits Input.

SHOW OH23 (Exercise: Identifying codable data) and introduce an exercise in which participants will practice identifying codable data.

Instructions:
1. With a partner, review the statements on pages 5-7 of the Participant Workbook and determine if they are codable. You’ll have 20 minutes to complete the exercise. Refer to the Coding Chart on pages 3-4 in your Participant Workbook when working through the exercise.
2. Be prepared to report out to the large group.

Transition to a break. Let participants know you will take up the exercise after the break.

BREAK
(10:30 – 10:45 a.m.)
Debrief:
Review each statement with participants.
When all responses have been discussed, **HAND OUT** a copy of the Identifying Codable Data: Answers sheet to each participant.

- The objective of this exercise was to give you practice identifying codable information so that when you interview candidates, you'll know when you are getting codable data.
- Codable data helps you objectively identify/evaluate the competencies candidates have demonstrated and, therefore, make better selection decisions. That is why it is critical to be very familiar with the competencies for the position for which you are hiring, and able to recognize what is and isn’t codable.

Have participants turn to **page 8 in the Participant Workbook** and note their key reflections.

**Transition** to the next component – how to conduct a behaviour-based interview.
THE BEHAVIOUR-BASED INTERVIEW PROCESS

MODULE OBJECTIVES:

- Understand the process for preparing for and conducting behaviour-based interviews
The behaviour-based interview process

Timing: 30 minutes
11:15 – 11:45 a.m.

SHOW OH24 (The behaviour-based interview process) and explain that the remainder of the day will be focused on the process and practicing conducting behaviour-based interviews.

SHOW OH25 (Pre-interview preparation) and briefly review the first pre-interview preparation step – defining the job requirements:

1. **Define the job requirements:**

Defining the job requirements will give you a clear understanding of the position in terms of:

- Key accountabilities
- Credentials, qualifications and/or educational requirements
- Technical skill requirements
- Experience required, if any
- The competencies for the position
SHOW OH26 (Pre-interview preparation, continued) and briefly review the considerations in designing the selection process:

2. Design the selection process:

Once you have a clear picture of the job/position, you then need to design the selection process. Your agency may have a standard process in place – ensure the process you design is aligned with the organization’s interviewing and selection policies, procedures and guidelines.

This step includes such things as:

- Identifying who will be on the hiring team
- Determining the screening process
- Determining the interview process, including:
  - How many interviews will be conducted with candidates?
  - Who will conduct the interviews?
  - Which competencies will be covered in the interview and/or by each interviewer? (If conducting multiple rounds of interviews, you will need to determine which competencies will be explored in each round.)
    - As a guideline, you will need approximately 10-15 minutes to explore each competency. Therefore, in a 90-minute interview (with 60 minutes of that time devoted to the behaviour-based component), you will likely be able to cover 4-6 competencies. The more senior the position, the more time you will require per competency as the situations the candidate shares will likely be more complex, and therefore, will require more time to explore.
    - You will also need to consider whether you would like to explore any of the threshold competencies.
      - Who will set up the logistics of the interview process?
      - Will there be any additional assessments or testing required as part of the interview process?
- Arranging a meeting of the hiring team to evaluate candidates and make a selection decision
- Planning the reference check process
SHOW OH27 (The behaviour-based selection funnel) and briefly explain the recruitment and selection process using the funnel analogy – the goal is to whittle down a large number of candidates using less costly assessment methods, to using behaviour-based interviews to assess short-listed candidates, to conducting behaviour-based reference checks for the top candidate(s).

SHOW OH28 (Pre-interview preparation, continued) and continue reviewing how to prepare the Behaviour-Based Interview Guide:

3. Prepare/customize the Behaviour-Based Interview Guide:
   - The most important tool you will need in conducting behaviour-based interviews is the Behaviour-Based Interview Guide.
   - It will guide you through the interview, and includes:
     - A script of the key points to cover in the interview
     - The competencies for the role
     - Targeted questions for each competency
     - Space for taking notes during the interview
     - An Interview Summary page to capture the interviewer’s assessment of the candidate
SHOW OH29 (Interview and selection phases) and review the four phases of the interview and selection process:

1. Prepare for the interview
2. Conduct the interview
3. Assess the candidate
4. Make a selection decision

ASK:

Q Before conducting an interview, what do you do to prepare?

Solicit and flipchart responses.

SHOW OH30 (Phase 1: Prepare for the interview) and review the key steps to preparing for the interview.

- Preparing for a behaviour-based interview involves:
  - Reviewing the competencies required for effective performance in the role to ensure you have a clear understanding of them.
  - Reviewing the candidate’s resumé and application.
  - Reviewing the job description so that you have a clear picture of the requirements for the job – the key accountabilities, tasks, skills required, and any educational/certification requirements; most of this information can be found in a job description, if available.
  - Reviewing/revising the “script” in the interview guide – you may want to tailor it for your needs.
  - Arranging a quiet place for the interview.

- Now let’s take a closer look at the interview itself.
SHOW OH31 (Phase 2: Conduct the interview) and review the stages and timeframe for the interview.

- A behaviour-based interview should take approximately 90 minutes (ideally 2 hours) to provide you with time to gather enough behavioural data from the candidate to enable you to make a selection decision. This slide shows a typical breakdown of the timeframes for each component of the interview.

- As you can see, the bulk of the interview is spent on the behaviour-based component. It takes time to gather behavioural data, and you need to count on approximately 10-15 minutes per competency, which is why you will likely only have time to cover 4 to 6 competencies in a 90-minute interview. The more senior the position, however, the more time you will likely need to explore each competency, so in some cases, you will only be able to cover four.

SHOW OH32 (1. Open the interview) and review the key steps in opening the interview.

- Your intent here is to establish rapport and put the candidate at ease. Have a couple of questions ready so that you can help put the candidate at ease.

- Then review how the interview will work – the purpose and flow.

- Remind the candidate how long the interview will take (this should have been communicated when the interview was scheduled) and let him/her know that you will be taking notes.
SHOW OH33 (2. Review the candidate’s career history) and review the key steps in getting the candidate’s career history.

- This step gives you the opportunity to explore the candidate’s résumé and address any questions you may have. Focus on the candidate’s previous jobs/experience, education and training that are most relevant to the job for which you are hiring.

- The interview guide will provide you with the key questions to ask the candidate when exploring their career history.

- At this stage, you will begin to get a sense of the candidate’s skills and knowledge. Note any information about which you would like more detail and remember to probe for it in the next step.

- Remember to ask the candidate what caused them to make the job choices they did along the way. This information can give you some interesting insights. For example, the candidate may like to take on challenges, he/she may demonstrate a desire to continuously learn, etc.

- In addition, explore any gaps in employment.

- If you are unclear about the candidate’s education (should there be specific educational requirements for the position), this is a good time to ask.

- Once you’ve captured the candidate’s career history, it’s time to move on to the behaviour-based component of the interview.

SHOW OH34 (3. Conduct the behaviour-based interview) and review how to explain the process to candidates.

Facilitator Note: Point out to participants that the interview guide contains a “script” for introducing and explaining the behaviour-based component of the interview.

- Begin by telling the candidate that you will be asking him/her to share some situations or stories from their work experiences, and that ideally, these stories should have taken place within the last 1-2 years. The reason for this is that you will be asking for quite a bit of detail around what the candidate said, did, thought and felt in the situations, and the candidate needs to be able to recall this information.
The Behaviour-Based Interview Process, continued

Timing: 30 minutes
11:15 – 11:45 a.m.

- Explain to the candidate that for each situation/story, you will be asking them to describe:
  - The **CONTEXT** – a brief (i.e., 2-3 sentence) overview of the situation and what led up to it to provide you with some context for the story
  - The **ACTIONS** he/she took in that situation
  - The **RESULTS** or outcome of the situation – how the situation ended and what was accomplished

- Point out the C-A-R acronym as an easy way to remember the three key elements.

- Let the candidate know that you will likely be interrupting as they tell their story so that you can probe for the detail you are looking for – apologize in advance for this.

- Remind the candidate to talk in “I” versus “we”.

- Before jumping into the first story, ask the candidate if he/she has any questions before beginning as you’ve just covered quite a bit of information.

SHOW OH35 (Gathering behavioural data – the process) and review the slide which provides a more visual look at the process.

- Once you’ve obtained the **context**, have the candidate tell you about the situation in detail – the **actions** he/she took in the situation.

- Probe as needed to get sufficient codable data. Probe for what the candidate:
  - **Said**
  - **Did**
  - **Thought**
  - **Felt**

- Keep probing, gathering codable data and taking notes until the candidate has come to the end of the story. At this point, ask the candidate if he/she has anything else to add before moving on to the next question or competency.

- Let’s go back to the beginning and take a closer look at how this portion of the interview unfolds.
SHOW OH36 (Begin by asking a targeted competency-based question) and review the typical phrasing for targeted competency-based questions.

- As mentioned earlier, part of your preparation for the interview involves identifying the targeted competency-based questions you will ask for each competency you want to explore with the candidate.
- The Behaviour-Based Interview Guide contains several targeted questions per competency – in preparing the guide, you will need to identify 2-3 of the questions.
- It is recommended that you ask a minimum of two questions per competency to ensure a more in-depth understanding of the candidate’s ability to demonstrate the behaviours associated with the competency.

SHOW OH37 (Getting a good overview of the context) and review the importance of getting a good overview and the example provided.

- Getting a good overview of the context is extremely helpful as it:
  - Provides you with the context for the story the candidate will tell you, and
  - Gives you a good idea about the complexity of the story itself

SHOW OH38 (Getting to the detail) and review.

- Once you have the context overview – a high level description of the story – it’s time to start getting at the detail, and gathering the codable information you need to make an informed selection decision.
- This is done through probing. As we mentioned at the beginning of the session, questioning and probing skills are critical for effective behaviour-based interviewing.
SHOW OH39 (Probing for actions and intent) and explain that you need to probe not just for action, but also for intent.

- One of the best kept secrets about interviewing is probing for the candidate’s intent – the reasons behind their actions. This is done by asking the candidate what their thinking was.
- Probing for intent will help you identify which competency the candidate is trying to demonstrate, and at which level.

Review the following example to help participants understand the value of probing for intent.

- Let’s say you observe a waitress who very quickly brings the order to her customer. She appears to be attentive to the customer and you would describe her behaviour as moving the customer through the lunch process as quickly as possible. So what competency is she demonstrating? To find out, you would need to ask her what her intent was:
  - If she says she is bringing the order quickly because she wants to seat another customer so that she can sell more food and beverages, she is probably demonstrating a competency related to achieving results.
  - If she says she is bringing the order quickly because she felt they were upset, had read their body language, and they looked to be in a rush, then she may be demonstrating a different competency.

ASK:

Q What competency do you think this would be?
   - Answer: Interpersonal Relations and Respect.
   - If she says she is bring the order quickly because she has served this customer on several occasions and knows that she has a short lunch break, then she may be demonstrating another competency.

ASK:

Q What competency do you think this would be?
   - Answer: Service Orientation.
   - Therefore, understanding intent is critical to accurately identifying which competency a person is demonstrating.
THE BEHAVIOUR-BASED INTERVIEW PROCESS, CONTINUED

Timing: 30 minutes
11:15 – 11:45 a.m.

OH40

Why probe for intent?

- Actions describe what a person did or said
- Intentions explain the why behind the behaviour
- Both are critical to accurately identify the correct competency

Candidate: “...so I told him to clean up his act!”
Interviewer: “What was going through your mind when you said that?”
Candidate: “I wanted him to understand that his behaviour was disruptive to the team.”

SHOW OH40 (Why probe for intent?) and summarize.

OH41

Examples of follow-up probes

- Who was involved?
- What did you actually say?
- What did you do?
- What were you thinking? What was going through your mind?
- How were you feeling? How did you feel when that happened?
- What happened next?
- How did the situation end – what was the outcome/result?

SHOW OH41 (Examples of follow-up probes) and review examples of follow-up probes.

- When listening to the candidate’s story, keep probing so that you gather sufficient codable data. These are examples of probes you can use. You will also find these in the interview guide.
- Your follow-up questions, or probes, should be short and to the point. The more complicated they are, the greater the chance that they will be leading the candidate, which, as we mentioned earlier, will not get you the codable data you’re looking for. It is advisable to stick to these or similar questions, particularly as you develop your behaviour-based interviewing skills.
SHOW OH42 (Probing guidelines) and review the guidelines for probing.

- There is a preferred balance of probes. Most of your time will be spent gathering information about what the candidate did and said, and prompting him/her by asking what happened. These are the questions that get at the "action".

- You’ll also need to probe for what the candidate was thinking at the time, to get at their "intent."

- Finally, ask the candidate what he/she was feeling at the time.

- The key is to probe from the outside in. People often make the mistake of asking too many questions about how people felt. It’s more important to first find out what they did, said and thought, and then what they felt, as appropriate.

- Your role is not to play psychologist, but rather to get a detailed account of the actions and thoughts behind the actions.

ASK participants if they have any questions about the behaviour-based interview process.

Summarize this component by reviewing some interview do’s and don'ts.

SHOW OH43 (Interviewing do’s and don'ts) and review the do’s and don'ts.

Transition to a discussion on note-taking.
NOTE-TAKING

SHOW OH44 (Note-taking – the value of good notes) and discuss the importance of taking good notes.

- When it comes to note-taking, the goal is to record enough information so that you clearly understand the context, what actions were taken, what thoughts and feelings were experienced by the candidate and what the outcome was.
- What you want to make sure you have here is codable data – your evidence for a competency – that you can link to the behaviours of a particular level in a competency scale.
- With regard to legalities, the accuracy of notes is very important. There may be circumstances where a candidate may have the potential to gain access to your notes through legal means (e.g., the Ontario Human Rights Code), so you want to make sure that they’re as unbiased and objective as possible, and the best way to ensure that is to capture detailed notes – as detailed as possible. Don’t interpret during the interview, and never write anything you don’t want the candidate to see!

Hold a brief discussion on the various requirements of organizations with regard to keeping interview notes on file.

ASK:

Q Are you aware of any guidelines within your organization with regard to keeping notes on file?

SHOW OH45 (Tips for note-taking) and review the key tips for effective note-taking.

- One of the most important things to do is become completely familiar with the competencies you will be exploring with the candidate – your familiarity with the scales will help you understand the type of information to record (i.e., anything that helps you code the competencies), and will also help you probe, since you will know where to go with questions to get the maximum amount of relevant information in the shortest time. Remember, if you don’t hear it, you can’t code it; you need to get enough information so that you can go back and make the connections.
- Keep lots of paper on hand in case you need more for note-taking.
- Collect information in as much detail as much as possible. Remember, write down only what the person says, rather than your impressions or opinions about the individual.
4. Ask any additional questions

- Once you have completed the behaviour-based component of the interview, ask the candidate any additional questions you may have.

5. Give the candidate an opportunity to ask questions

- Before closing the interview, give the candidate a few moments to ask any question he/she may have, for example, about:
  - The position
  - The organization
  - Next steps, etc.

6. Close the interview

- Finally, close the interview by letting the candidate know about next steps, for example, the next step in the interview process, when a selection decision will likely be made, etc.
- Thank the candidate for their time.

- The quantity and quality of the information you collect and your knowledge of the competencies is tied directly to the accuracy you will achieve in your evaluation of the candidate.
- Also, it is advisable that you not try to code the data you have gathered until after the interview.

ASK participants if they have any questions about note-taking.

SHOW OH46 (4. Ask any additional questions) and review.

- Take a few moments at the end of the behaviour-based component of the interview to ask any additional questions that may have come to mind over the course of the interview.

SHOW OH47 (5. Give the candidate an opportunity to ask questions) and review.

- Before closing the interview, give the candidate a few moments to ask any question he/she may have, for example, about:
  - The position
  - The organization
  - Next steps, etc.

SHOW OH48 (6. Close the interview) and review.

- Finally, close the interview by letting the candidate know about next steps, for example, the next step in the interview process, when a selection decision will likely be made, etc.
- Thank the candidate for their time.
Timing: 30 minutes  
11:15 – 11:45 a.m.

Before breaking for lunch, have participants turn to page 9 in the Participant Workbook and note their key reflections.

Transition to lunch. Explain that after lunch, participants will spend the afternoon practicing interviewing.

LUNCH  
(11:45 a.m. – 12:30 p.m.)
INTERVIEW PRACTICE

MODULE OBJECTIVES:
• Develop effective behaviour-based interviewing skills through skill practice.
INTERVIEW PRACTICE ROUND 1

SHOW OH49 (Interview practice) and explain that the remainder of the day will be spent on skill practice. There will be two rounds of practice.

SHOW OH50 (Interviewing practice – roles) and review the three roles for the practice rounds.

- For the purpose of these practice rounds, you will be interviewing the candidate for a Direct Support Professional or Supervisor role. The competencies and associated target levels for the role are included on the Summary Page at the back of the Interview Guide.

- You’ll be working in trios for the practice rounds, and I’ll be circulating and observing each group.

- You will be taking turns in one of three roles:

1. **Interviewer** – the interviewer will:
   - **Select a competency and two targeted competency questions from the Behaviour-Based Interview Guide (there are two copies in the Participant Binder, one for each round)** – when selecting a competency to explore, discuss your selection with the interviewee to ensure it is a competency around which he/she has situations to share (i.e., try to select questions where individuals are more likely to have had an opportunity to demonstrate the behaviours associated with the competency)
   - Open the interview and establish rapport
   - Set up the behaviour-based component and ask the competency question
   - Get the situation overview
   - Probe for detail around the actions and result for one competency

2. **Interviewee** – the interviewee/candidate will:
   - Think of a situation/story
   - Respond to the interviewer’s questions

3. **Observer** – the observer will:
   - Observe the interview, focusing on the interviewer
   - Complete an Observer Checklist
   - Provide feedback to the interviewer at the end of the interview

Timing: 2 hours
12:30 – 2:30 p.m.
Interview Practice Round 1, continued

**Materials:**
- Behaviour-Based Interview Guide
- Observation Checklist

**Instructions:**

1. You’ll each have 20 minutes to conduct the interview, including:
   - Opening the interview and establishing rapport
   - Setting up the behavioural component of the interview (you will not be going through the career history)
   - Asking a targeted competency question and getting the context. Ideally, time permitting, try to get the candidate to share two situations.
   - Probing for the details – remember to take detailed notes
   - Be sure to obtain the context, actions and results.

2. The interview guide is designed to take you through the process, but avoid reading the “script” in the guide – put it in your own words so that you are comfortable saying it. At the end of the 20 minutes, the observer will have 5 minutes to provide feedback. The interviewee should provide feedback as well.

3. You’ll then switch roles until each person has had a chance to conduct the interview.

Before participants begin, **HAND OUT** a copy of the Observer Checklist to each participant.

- Once everyone has played the role of interviewer, take a few moments to reflect on your performance and the feedback you received, and note ideas for what you will do differently in the next round. There is space on **page 11 of the Participant Workbook** to capture your reflections. If you have breakout rooms, have a group go to each room, and the other groups spread out in the main meeting room.

Give participants 5 minutes to prepare by selecting a competency and a targeted competency question.

Have participants begin round 1. Circulate among the trios and note your observations for use during the debrief.
INTERVIEW PRACTICE ROUND 1, CONTINUED

Timing: 2 hours
12:30 – 2:30 p.m.

Debrief:
ASK the Interviewers:
Q How did it feel to be the interviewer?
Q How comfortable were you with the process?
Q What went well? What could have gone better?
Q Did you hear any competency-related behaviours?
Q What will you do differently the next round?
Solicit and discuss responses.
ASK the Interviewees:
Q How did it feel to be the interviewee?
Q How engaged did the interviewer seem to be?
Q What went well? What could have gone better?
Solicit and discuss responses.
ASK the Observers:
Q What were your key observations?
Q What went well? What could have gone better?
Solicit and discuss responses.
Share your own observations with the group.
SHOW OH52-55 (Interview problems and solutions) and review the common problems interviewers experience and ideas for dealing with these problems. Solicit input from the group. When reviewing the problems, link back to any challenges participants mentioned in the debrief.

- This type of interviewing takes practice, particularly around knowing when to probe, when you are getting codable data, and when you have enough to move on.
- In a moment we’re going to take a break, and after the break you’ll have another opportunity to practice and build your interviewing skills.
- Once you’ve completed the second round, you’ll go back to your notes from both rounds and code the data you gathered in the interview.

Before the break, take a moment to write down one thing you would like to work on in the next practice round, and then I’ll have you share that with the group.

Have participants take a few moments to complete the reflections worksheet on page 11 in the Participant Workbook (if they have not already done so), including one thing they would like to work on, and briefly go around the room and have them share it with the large group.

BREAK
(2:30 – 2:45 p.m.)
SHOW OH56 (Interviewing practice round 2) and review the instructions for the second round.

Materials:
- Behaviour-Based Interview Guide
- Observation Checklist (handout)

Instructions:
(Facilitator Note: The same process will be used as in Round 1.)

1. Once again, you’ll each have 20 minutes to conduct the interview, including:
   - Opening the interview and establishing rapport
   - Setting up the behavioural component of the interview (you will not be going through the career history)
   - Asking a targeted competency question and getting the context. Again, time permitting, ideally try to get the candidate to share two situations.
   - Probing for the details – remember to take detailed notes
   - Be sure to obtain the context, actions and results.

2. Once again, you’ll then switch roles until each person has had a chance to conduct the interview.

Once again, HAND OUT a copy of the Observer Checklist to each participant.

- Once everyone has played the role of interviewer, take a few moments to reflect on your performance and the feedback you received, and note ideas for what you will do differently going forward. There is space on page 12 of the Participant Workbook to capture your reflections. If you have breakout rooms, have a group go to each room, and the other groups spread out in the main meeting room.

Give participants 5 minutes to prepare by selecting a competency and a targeted competency question.

Have participants begin round 2. Circulate among the trios and note your observations for use during the debrief.
**Debrief:**

**ASK the Interviewers:**

1. **Q** As the interviewer, what went well? What could have gone better?

2. **Q** What will you do differently going forward?

Solicit and discuss responses.

**ASK the Interviewees:**

1. **Q** As the interviewee, what went well? What could have gone better?

Solicit and discuss responses.

**ASK the Observers:**

1. **Q** As the interviewee, what went well? What could have gone better?

Solicit and discuss responses.

Share your own observations with the group.

Remind participants to take a few moments to complete the reflections worksheet on page 12 of the Participant Workbook (if they have not already done so).

**Transition** to a discussion on assessing candidate data.
ASSESS THE CANDIDATE

MODULE OBJECTIVES:

- Understand how to assess the candidate.
- Practice coding interview notes.
SHOW OH57 (Assess the candidate) and introduce the next component on assessing the candidate.

SHOW OH58 (Phase 3: Assess the candidate) and review the steps in assessing the candidate.

- If possible, try to arrange time immediately following the interview to code the data you gathered while it is still fresh in your mind. Take this time to review all your notes and fill in any details you may have missed.

- You may want to record your observations of the candidate’s behaviours and reactions to your questions during the interview, but be careful to remain objective in your observations.

- Rate the candidate on each competency and note your ratings on the summary page at the back of the Behaviour-Based Interview Guide. Refer to the competency scales in the Interview Guide (or alternatively in the Core Competence Dictionary) to help you code the data.

- If you see what you perceive to be a negative example of a competency, make a note of it and “flag” it as a concern. A “negative” example is like a “contraindication” of the competency. What’s most important, however, is that it be evaluated in perspective of all the other responses. This is where intent comes into play. If you get a negative example, it’s important to probe for intent, e.g., “What prompted you to take that action?” or “What was your thinking in doing that?,” etc. Be careful not to allow one negative example to overshadow the data as a whole. If there are no positive examples of the competency, and only one negative example, then assign a “0” to the competency.

- Note any strengths, areas for development and your recommendation.

- Review all other data, including the candidate’s work experience, education, training, technical skills, certifications or designations, and, if appropriate, consider how this person would fit with the job, manager, department and organization.

- Do not compare thoughts about a candidate with other interviewers (if applicable) until after everyone has completed their evaluation.

ASK participants if they have any questions before moving on to the next exercise.
Exercise: Coding candidate data

1. Review the notes you took in both practice rounds and code the data.
2. Review your work with a partner.
3. Be prepared to share examples of codable data with the large group.

Give participants 15-20 minutes to complete the exercise.

Debrief:

ASK:

Q Where did you have areas of difficulty?
Q How well did you take notes during the interviews you conducted?
Q How would you do things differently?
Q What questions do you have?

Solicit and discuss responses.

- Ultimately, you will be able to see how a candidate matches up to the target levels for effective performance in the role for which you are interviewing. This will enable you to see where his/her strengths are and areas for development.

Before transitioning to the final component on making a selection decision, have participants turn to page 13 of the Participant Workbook and note their reflections on assessing the candidate.

Transition to the final component – making a selection decision.
MAKE A SELECTION DECISION

MODULE OBJECTIVES:
- Understand how to make a selection decision.
- Understand how to conduct reference checks.
SHOW OH60 (Make a selection decision) and introduce the final component on making a selection decision.

SHOW OH61 (Phase 4: Make a selection decision) and review the steps in making a selection decision.

- Making a selection decision should be done with all other interviewers who were involved in the process.

- The key steps in this stage are to:
  1. Review one candidate at a time – look at the competency ratings you have assigned and review the behavioural evidence to support the ratings.
  2. Consider all other data you have about the candidate, including any assessments or tests the candidate completed, his/her résumé, etc., for example:
    - Job/fit and the candidate’s career aspirations
    - The candidate’s key strengths as they relate to the role, and any gaps or opportunities for development – if there is a gap in a particular area, consider how critical the gap is to success in the role and how much effort would be required to close the gap (i.e., is this something that can be developed within a reasonable period of time?)
    - Any risks associated with hiring the candidate for the role and any strategies to mitigate these risks, e.g., training that might be required post-hire
  3. If there are multiple interviewers, discuss and come to agreement on your assessment of the candidates.
  4. Make a hiring recommendation.
  5. Conduct reference checks and any other required checks. Ask participants what other types of checks are conducted in their organization.
  6. It is recommended that only after all checks have been completed should you make an offer to the candidate.
SHOW OH62 (Tips for making a hiring decision) and review the tips.

- When making a selection decision:
  - Resist the impulse to automatically weed out candidates immediately after the interview. Keep an open mind. Do not make any decisions until all candidates have been interviewed and evaluated.
  - Be objective – ensure your selection decision is based only on job-related factors.
  - Evaluate all candidates interviewed. Proper evaluation will ensure you make fair assessments and select the most suitable person for the job.
  - Compare the candidate’s skills/knowledge and behaviours to the selection criteria, not to other candidates.
  - Document your decision and rationale to ensure it is legally defensible.
  - Be conscious of any biases and do not allow them to affect your decision. It is illegal to allow biases toward any of the prohibited grounds under the Ontario Human Rights Code to affect your selection decision. Remember, it is not necessary for candidates to prove that you intended to discriminate, only that your actions had the effect of discrimination.
- Your role in the selection/hiring process is to make a sound decision based on the objective data you have gathered.
SHOW OH63 (Checking references) and review the tips.

- Checking references is a vital link in the selection process and it is highly recommended that they be completed for external recruits. It is the assessment tool for verifying and validating information you have gathered about a candidate during your interview(s). It is advisable to conduct reference checks before making a final selection decision.

- In addition to verifying such things as:
  - Work history
  - Reliability/attendance
  - Degrees, certificates and licenses
  - The reason for any gaps in employment
  - Competency strengths

  reference checks are conducted to validate a candidate’s job performance.

- It is important to ensure that references are current and that you maintain confidentiality.

SHOW OH64 (Reference check process) and review the reference check process.

- Ideally, you need to speak with the most recent manager/supervisor of the candidate. You want to avoid checking references with friends and/or family.

- Confirm any details provided by the candidate.

- Ask questions pertaining to the competencies and other relevant areas. When asking questions about competencies, ask the reference to provide you with behavioural examples.

- Be aware of any biases of the person providing the reference.

- Listen for any contradictions in information given.

- Take sufficient notes.

- Following the reference check, summarize the information and compare it to the interview data.
SHOW OH65 (Tips for reference checking) and review the tips.

- It’s important to get specific, behavioural data for the competencies, particularly where there are differences in the information provided by references – ask the reference to provide examples.
- Remember to keep reference check information confidential along with any other checks.

Before moving to the wrap-up of the workshop, have participants turn to page 14 of the Participant Workbook to note their key reflections on making a selection decision.

Transition to a wrap-up of the workshop.
SHOW OH66 (In summary…) and briefly summarize what was covered in the workshop:

- We talked about the value of behaviour-based interviews versus traditional interviews. Behaviour-based interviews are based on the premise that *past performance predicts future performance*.

- Ensure you have a clear understanding of the competencies you will be exploring with job candidates – this is critical to conducting effective behaviour-based interviews. Your understanding of competencies will better enable you to probe as you will be clear about the types of behaviours you are looking/listening for.

- When conducting behaviour-based interviews, focus on the three key elements: Context, Actions and Results/Outcome.

- Become comfortable explaining the behaviour-based interview process to candidates.

- Avoid letting biases come into play when making selection decisions.

- Be familiar with the Ontario *Human Rights Code* so that you avoid asking “illegal” questions.

- Take very detailed notes during the interview.

- It is highly recommended that you conduct reference checks for external recruits. When conducting reference checks, you can use your behaviour-based interviewing skills to gather behavioural data about the candidate from the reference.

SHOW OH67 (Questions?) and ask participants if they have any final questions

Have participants turn to page 15 in the Participant Workbook and note 2-3 key things they’ve learned in the workshop. In addition, have them think about the development they feel they will require to become proficient in conducting behaviour-based interviews, and note the key steps they will take.
SUMMARY, WORKSHOP EVALUATION AND ADJOURN, CONTINUED

Timing: 5 minutes
4:55 – 5:00 p.m.

HAND OUT a Workshop Evaluation to each participant. Have participants complete the evaluation and turn it in before leaving the session.

Thank participants for their hard work and adjourn the session.