

November 2010

Behavior-Based Interviewing Workshop

Participant Workbook

Developmental Services Human Resource Strategy

Enhancing the lives of the people we support

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AN INVITATION TO LEARN

An invitation to learn

Learning is about creating and applying new knowledge and behaviour. To get the most out of the *Behaviour-Based Interviewing Workshop*, reflect on what you hear and experience throughout the session, capture your key insights, and determine what actions you need to take as a result.

Some learning principles to keep in mind

Following are some learning principles to keep in mind:

- Engage your passions and create your future
 - Know yourself
 - Identify both your strengths and development needs
 - Experiment and practice – try to learn more from your experiences
 - Take time to reflect and challenge your assumptions and beliefs
 - Find settings in which you feel safe to try new things
 - Take on tasks that you don't feel ready for
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Dimensions of continuous learning

As the pace of change accelerates, success depends increasingly on the ability to benefit from continuous learning. There are four dimensions of continuous learning:

1. *Enhancing Self-Management* – At the heart of continuous learning are individuals driven to continually increase their expertise. They reflect on, and learn from their actions and manage emotions in themselves and others. They challenge assumptions and they pursue new knowledge. Through enhanced self-management, they increase the capacity to become continuous learners.
2. *Sharing Expert Knowledge* – Continuous learners share expert knowledge. They share formal information, such as technical knowledge or theory, and best practices. Individuals reinvest in the continuous learning process by encouraging reflection, challenging assumptions and disseminating team learning throughout the organization.
3. *Working at the Edge* – Continuous learners regularly take risks and pursue the new tasks and opportunities that push the edge of their capabilities.
4. *Experimentation* – Continuous learners test and develop their understanding of how things work through experimentation. Experimentation encourages reflective thinking and innovation, and supports reinvestment.

Superior performers are deliberate about their learning. They continually reflect on their own thinking, push themselves to the edge of their competence, and pursue new learning. They continually reinvest to build and increase their expert knowledge.

OVERVIEW

Workshop objectives

The objective of this workshop is to:

- Build capability in behaviour-based interviewing and assessing candidate information for evidence of competencies by:
 - Practicing conducting behavioural-based interviews, including probing for codable data
 - Taking effective notes
 - “Coding” candidate data for competencies
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Agenda

Following is the agenda for the workshop:

TIME	TOPIC
8:30 a.m.	Welcome, Introductions, Objectives and Agenda
9:00 a.m.	Introduction to Behaviour-Based Interviewing
9:30 a.m.	Getting Codable Data
10:30 a.m.	BREAK
10:45 a.m.	Getting Codable Data, continued
11:15 a.m.	The Behaviour-Based Interview Process
11:45 a.m.	LUNCH
12:30 p.m.	Interview Practice – Round #1
2:30 p.m.	BREAK
2:45 p.m.	Interview Practice – Round #2
4:15 p.m.	Assessing the Candidate
4:45 p.m.	Making a Selection Decision
4:55 p.m.	Summary and Workshop Evaluation
5:00 p.m.	ADJOURN

CODING CHART

The following table provides guidelines about what you can and cannot “code”.

Can Code	Can't Code
<p>Statements beginning with “I” that describe what the candidate did, said, thought, or felt (e.g., “I thought I’d better talk to his boss first...”)</p>	<p>Statements in which the person says “we”, “he/she and I”, “our team”, etc. (e.g., “We planned it and organized our goals....”)</p> <p>PROBLEM: What did the candidate contribute to the group effort? You can't be sure.</p>
<p>Statements in the first person “I” in which the candidate is describing his/her involvement in one situation (e.g., “On Thursday morning, I called up Ed...”)</p>	<p>Statements that begin: “What I do,” “Usually I”, “I would”, “Typically I”, etc. (e.g., “I would try to do that first ...”).</p> <p>PROBLEM: These are generalizations of how he/she sees situations or prefers to act. In any situation, a person may or may not act in the typical or desired way. This is too general to code.</p>
<p>Statements that, although they do not specify the actor, make clear from the context that the actor is the candidate (e.g., “So the report got done on time...My boss always has me write the quarterly reports.”)</p>	<p>Vague statements about actions, thoughts, interactions, or outcomes in which it is unclear who played what part (e.g., “He was convinced in the end.”).</p> <p>PROBLEM: All candidates are unclear at some point in describing who did what. Unless the interviewer probes to clarify a statement or the candidate volunteers more detail, the candidate won't get credit for vaguely described actions.</p>
<p>Statements in which the candidate describes his/her activities in detail (e.g., “I asked Helen to hold my calls. Then I sat down behind my desk and said, ‘You owe me an explanation...’”).</p>	<p>Statements in which the candidate uses nonspecific terms to describe his/her activity (e.g., “We met and I got him to explain....”).</p> <p>PROBLEM: You don't know what he/she said, did, thought, felt. The description is too vague. More precise behavioural data are needed to code.</p>
<p>Statements that include clear explanations of the roles people played in a particular situation (e.g., “Ed was my boss. I told him his ideas were lousy.”).</p>	<p>Statements in which it is unclear who was involved (e.g., “I told him the idea was lousy...”).</p> <p>PROBLEM: A statement is ambiguous if the roles are not specified. For example, telling off a subordinate provides a different picture from telling off the boss.</p>
<p>Statements of thought, feeling, words or action that the candidate volunteers in response to a question that does not solicit a particular response (e.g., “What were you feeling?” “I felt let down. I'd counted on him.”).</p>	<p>Statements confirming the interviewer's stated expectation of what the candidate did, said, felt (e.g., “So you felt let down?” “Yeah, I did.”)</p> <p>PROBLEM: Even though the interviewer's expectation could be right, the candidate might be giving the expected response to please the interviewer. This is not codable because you can't be sure that the candidate would have said this had it not been suggested by the interviewer.</p>

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CODING CHART, CONTINUED

Can Code	Can't Code
<p>Statements of what the candidate felt or thought during the situation he/she is describing (e.g., "At that point, I didn't want to deal with him again.").</p>	<p>Statements of current feelings or thoughts about the past (e.g., "I think it was an upsetting situation").</p> <p>PROBLEM: One's intended message or tone does not necessarily match what was said. Reconstructed dialogue, by contrast, specifies what the person said, uncontaminated by his/her current interpretation of the nature of the conversation.</p>
<p>Statements describing what the candidate did in the past (e.g., "I picked up the report three hours before the meeting.").</p>	<p>Statements about what the candidate might do in the future (e.g., "I'll pick up the report early next time.")</p> <p>PROBLEM: There's no behaviour, since it hasn't happened yet.</p>

EXERCISE: IDENTIFYING CODABLE DATA

Instructions

Read each of the following statements and decide whether it is codable or not by putting a checkmark in the appropriate box. Provide a reason for your responses.

1. "I thought they'd be put off by a suit and briefcase, so I walked into the plant in shirtsleeves, carrying a clipboard."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
2. "Usually I call my boss first. That way I know for sure whether I can make accommodations on the terms of the agreement."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
3. "Usually I call my boss first. That way I know for sure whether I can make accommodations on the terms of the agreement. That's what I did this time."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
4. "Tom and I went into the meeting with some apprehension. The presentation went over well. Everyone acknowledged that it represented clear reasoning and a good plan for reorganizing the department."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		

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EXERCISE: IDENTIFYING CODABLE DATA, CONTINUED

5. "We were able to convince the buyer to try our product. It was new in our line, but the sales manager and I had data from our test market studies that turned out to be very persuasive."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
6. "The conversation went round and round until I got them to see that they were really arguing about the exact same problem as last month."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
7. Candidate: "I don't know how I felt, really." Question: "Were you annoyed by the way he treated you?" Candidate: "I guess I was."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
8. "I was really annoyed that he treated me as if I had no good reason to question him."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		

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EXERCISE: IDENTIFYING CODABLE DATA, CONTINUED

9. "I feel as if that meeting should have gone differently. The way things have turned out, my idea would have worked. I think he should have listened to me."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
10. "I feel as if that meeting should have gone differently. The way things turned out, my idea would have worked. He should have listened to me. I thought that then, and now I know it's true."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
11. "I just talked about it until he started to agree with the schedule as planned."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		
12. "I told him that if we worked together, this would save him time. When he looked at it that way, he agreed with the schedule as planned."		
Is this codable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason:		

GETTING CODABLE DATA

Notes and reflections:

THE BEHAVIOUR-BASED INTERVIEW PROCESS

Notes and reflections:

INTERVIEW PRACTICE ROUNDS

Instructions

In your group, take turns playing the role of interviewer, interviewee and observer.

The observer will evaluate the interviewer's techniques using an Observer Checklist, and then provide feedback following the practice interview.

Using the *Behaviour-Based Interview Guide*, prepare to conduct the interview by selecting a competency and targeted competency-based questions to ask the interviewee during the practice rounds. Assume you are interviewing for a Manager role in your organization. Then use probes to gather specific behavioural data. Follow the steps outlined below for each role to practice conducting a behaviour-based interview.

Instructions for interviewers

The following table outlines the instructions for the *interviewers*:

Step	Action
1	Refer to the <i>Behaviour-Based Interview Guide</i> to identify a competency to explore during the interview. You may want to discuss your selection with the interviewee to ensure it is a competency around which he/she has situations to share. You will have 20 minutes in total to conduct the interview.
2	For the competency you have chosen, select two targeted competency questions to ask the candidate.
3	Open the interview and establish rapport.
4	Clearly explain the entire interview process (even though you will only be conducting the behavioural component). Refer to the Interview Guide for a script of what to say.
5	Clearly explain the behaviour-based component of the interview.
6	Explore the behavioural competency you have selected, taking accurate notes. You will be using this data to assess the candidate later in the workshop. Ideally, and time permitting, have the interviewee share two situations.
7	Close the interview.
8	Solicit feedback from the observer and interviewee. The observer will give you the Observer's Checklist he/she completed so that you can reflect on what you did well and what you will do differently in the next round.

Instructions for interviewees

To prepare for the interview, ask the interviewer which competency he/she will explore with you and think about a story to share that demonstrates this competency.

Instructions for observers

Observe the interview, focusing on the interviewer, and complete the Observer Checklist on the next page to evaluate the interviewer.

Upon completion of the interview, you will have five minutes to provide feedback to the interviewer.

INTERVIEW PRACTICE ROUND #1: REFLECTIONS

Reflections

Reflect on your performance as interviewer and the feedback you received, and note your insights.

Round #1 Reflections
What did you do well?
What are your areas for improvement?
What will you do differently in the next round?

INTERVIEW PRACTICE ROUND #2: REFLECTIONS

Reflections

Reflect on your performance as interviewer and the feedback you received, and note your insights.

Round #2 Reflections
What did you do well?
What are your areas for improvement?
What will you do differently going forward?

ASSESSING THE CANDIDATE

Notes and reflections:

MAKING A SELECTION DECISION

Notes and reflections:

FINAL REFLECTIONS

Identify 2-3 key things you have learned in this workshop:

Create a development plan of how you will develop your behavioural interviewing skills.

AREA TO DEVELOP	KEY STEPS	TIMING

