

2.00 Identifying Talent



Estimated Duration: 55 minutes

2.01 Quality Selection and Common Selection Problems

(25 min.)



PG page: 6



Display Slide 9: *Quality Selection*

Say: Please turn to page 6 in your Participant Guide.

Ask: What is most important to a person's success? Hiring, training, or managing?

Ask: With a show of hands, how many think it is hiring?

Ask: How many think it is training?

Ask: How many think it is managing?

Action If all/most think it is hiring, make a joke about everybody passing the first test since they are in a class about interviewing and hiring.

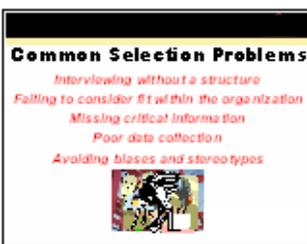
Action Spend 2 minutes facilitating a brief discussion around the question. Make the point that training and management are both critical to a person's success. However training and managing may not be able to overcome a person that was hired without the skills, experience or motivation to succeed.

Remind them that conversely, the best hired applicant will fail if they are not trained adequately and properly supervised.

Say: The reality is, hiring, training, and supervision are all important. Without all three, the person will likely not succeed.

Say: Today we are focusing on making sure the right people are hired.

Say: A little extra focused effort and diligence in the selection process will lead to employees that do a better job, require less supervision, and are more satisfied with the job.



PG page: 6

Instructor Note:

- For all activities, if people appear done before the allotted time, continue on with the training

Additional Media:

- Easel chart “Common Selection Problems”

PG page: 7



Display Slide 10: *Common Selection Problems*

Action Only display the title of the slide. The remainder of the slide will be revealed as each point is discussed.

Ask: What do you think the most common problems individuals or organizations make when hiring?

Say: Turn to page 6 of your Participant Guide and spend 3 minutes working alone writing down the common selection problems you can think of in the space labeled *Individual*.

Action After 2 minutes, provide a “one minute warning.”

Say: Take the next 5 minutes to work with the people at your table and compare your individual lists. Record the items that group members identified that you did not think of. As a group identify the 3 issues that you feel most contribute to selection problems. I would like each group to select a spokesperson that will present your groups conclusions to the class.

Action After 4 minutes, provide a “one minute warning,” and remind them to pick a spokesperson.



Easel Chart: *Common Selection Problems*

Action Have the spokesperson from each group present their issues.

If necessary, get the team to clarify the point.

Record each item on the easel chart.

If groups have the same/similar answer, only record the item once.

Ask: Does anybody have any questions about the selection problems identified?

Action Answer any questions.

Say: You did a great job. As you can see, there are many potential pitfalls when hiring people. There are 5 specific pitfalls that we will address in greater detail. If you can eliminate making these mistakes, you are well on your way to conducting an excellent interview.



Reveal Slide 10: *Common Selection Problems*

Action Reveal each of the 5 items one at a time as you discuss them.

PG page: 7

Say: Interviewing Without a Structure. Without knowing it the interview can fall into a social conversation instead of a process designed to gain information about the candidate’s ability to perform job requirements. Different candidates will experience different interviews.

Say: Failing to Consider Fit Within the Organization. It is important to consider the candidate’s skills and experience. It is also important to consider their likes and desires to determine if the job is a good fit for the applicant.

Say: Missing Critical Information. As interviewers you must be aware of all of the critical success factors for an applicant. Focusing too much on a few areas may not provide a comprehensive picture as to the candidate’s qualifications.

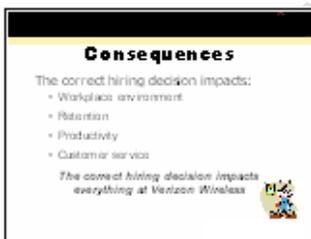
Say: Poor Data Collection. When it comes time to review and assess candidates, relying on your memory will not be accurate. It is imperative you take sufficient and legal notes for each candidate.

Say: Avoiding Biases and Stereotypes. Preconceived notions about a person, **good** and **bad**, have a very negative impact on interviews. It is imperative that each person be interviewed consistently and objectively.

Say: The interviewing process and the training you are receiving today will prepare you to overcome these selection problems as well as the other issues you identified previously.



Display Slide 11: *Consequences*



Action Only display the title of the slide. The remainder of the slide will be revealed after the exercise.

Ask: Are there consequences to hiring the wrong person? What are they?

Say: Break into teams of 2 – 3 and turn to page 8 of your Participant Guide. Spend 5 minutes developing a list of consequences that result from making a poor hiring decision.

Action After 4 minutes, provide a “one minute warning.”

PG page: 8

Additional Media:

- Easel chart “Common Selection Problems”

PG page: 8

Easel Chart: *Consequences*

Action Ask for volunteers to list a consequence.

If necessary, get the team to clarify their point.

Record each item on the easel chart. If groups have the same/similar answer, only record the item once.

Continue this process until you have recorded all of the consequences.

Say: There are lots of consequences!

Say: Hiring the **wrong**, or at least not the **best**, candidate has many consequences.

Say: I agree with what you have come up with. I suspect if I gave you more time you could come up with even more.

Reveal Slide 11: *Consequences*

Say: The correct hiring decision impacts **everything**. Our workplace environment, retention, productivity, customer service, and everything else related to our jobs are **all** impacted by our coworkers around us.

Say: By the quality of individual that we hire to work with.

Say: What I want you to take away from this exercise is that hiring the **right** people is very important for our success.

Say: The impact on a poor hire also directly impacts our bottom line.

Say: To make hiring decisions even more tangible, let's look at the financial implications of making poor hiring decisions.

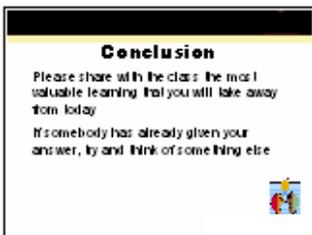
6.00 Conclusion and Evaluation



Estimated Duration: 40 minutes

6.01 Conclusion

(20 min.)



PG page: 51

Additional Media:

- Easel chart "Parking Lot"

Additional Media:

- Easel chart "Worst Interviewing Experience"



Display Slide 81: *Conclusion*

Say: We are going to go around the room, and I want each of you to briefly explain the most important thing that you will take away from today. If somebody has already given your answer, try and think of something else.

Say: There is space on page 51 of your Participant Guide to capture your colleague's learning's.

Action Facilitate a discussion that involves every participant.

Say: Thank you. That was a fantastic review of the day.



Easel Chart: *Parking Lot*

Action Review any outstanding items on the *Parking Lot*.

Ask: Are there any questions about what we have talked about today?

Action Answer any questions.



Easel Chart: *Worst Interviewing Experience*

Action Bring the "Worst Interviewing Experience" easel chart to the front of the class.

Say: We are going to revisit each of the bad experiences we collected from this morning.

Say: I want us to briefly review how we are going to make sure that we are never responsible for putting a candidate through this same horrible experience.

Action Read each bad experience.

Action Facilitate a brief discussion on each item tying it to something learned today and how nobody in class will ever put a candidate through the same experience.

Say: Thank you for your participation. I wish you all the best with your upcoming interviews.

6.02 Post Course Measurement and Participant Evaluation (20 min.)**Instructor Note:**

- The Post Course Measurement question and answer materials are the same ones that were used at the beginning of the class for the Pre Course Measurement

Additional Media:

- Participant Evaluation Forms



Display Slide 82: *Evaluation*

Say: You will be completing a Post Course Measurement so that we can measure how much you learned about behavioral interviewing today.

Say: You will use the same question and answer sheets used earlier during the Pre Course Measurement.

Say: I know that we have done lots of exercises today in teams. This is an individual activity! You have 10 minutes.

Action While the participants are completing the Post Course Measurement, handout a Participant Evaluation Form to every participant.

Action After 5 minutes, provide a “five minute warning.”

Action After 9 minutes, provide a “one minute warning.”

Action If all of the participants are done before 10 minutes has elapsed, review the answers.

Action Starting at the front of the class ask a participant to read a question, and share their answer. After each question, ask the class if they agree. When there is unanimous agreement, ask the next participant to read the next question. Repeat until all 10 questions have been answered.

Action The correct answers are:

1. B, 2. A, 3. D, 4. C, 5. B, 6. D, 7. C, 8. A, 9. A, 10. B

Say: I have handed out a second evaluation that allows you to evaluate the success of this program. The course evaluation is anonymous, so please be candid with your feedback about the class.

Say: Please leave both evaluation answer sheets with me on your way out.

Say: It has been a pleasure to work with you all. Thank you for your participation. Have a great day.

Action Return the completed Pre/Post Course Measurement answer sheets and Participant Evaluation Forms to me.