# Recruit a High Performance Team

**RECRUIT A HIGH PERFORMANCE TEAM**

# INTRODUCTORY LEADER'S NOTES

These module introductory notes are designed to provide you with a teaching overview of the module. They contain a discussion of the purpose of the module, its objectives, tips for teaching the module and a suggested module agenda. This material can be used in conjunction with the Margin Leader's Notes as you teach the module.

## PURPOSE OF THE MODULE

The purpose of this module is to help participants use the behavior-based interview process and negotiation skills to recruit and hire quality employees.

## OBJECTIVES OF THE MODULE

By the end of the module, the participants should be able to:

1. **Hiring Criteria**. Establish hiring criteria for positions in their department.
2. **Source**. Identify sources for locating qualified candidates
3. **Analyze Resume**. Analyze résumés in order to conduct a preliminary screening.
4. **Interview**. Describe the elements of the behavior-based interviewing process.
5. **Conduct Interview**. Conduct a behavior-based interview using the techniques learned in class.
6. **Interview Errors**. Identify common interview errors.
7. **Evaluate Candidate**. Evaluate and select candidates using a systematic approach — review sources, check references.
8. **Negotiate**. Apply principles of negotiation to the hiring process.
9. **Sell the Company**. Sell the company to the candidate.

## TIPS FOR TEACHING

1. **Introduce and Position the Module.** Using the Course Model, introduce and position the module. Tell the participants this helps to answer the question, "How can I recruit high quality employees?"
2. **Preview the Module.** Preview the module by referring to the information contained in the Introduction. Previewing the module is important because it provides the intellectual context, which enables people to organize information and consequently avoid being overwhelmed. It also helps to prevent them from thumbing through the module while you are talking.

3. **Emphasize Key Concepts.** The most important information that participants need to learn is listed below.

   a. **Recruit High Performance Employees.**

   b. **Interview Effectively.**

   c. **Evaluate and Select Candidate.**

4. **Summarize the Module.** Summarize the module by reviewing the key concepts listed in the Summary. Refer to the module overview you flip charted for the Introduction as you review the module. Ask participants to volunteer answers as you review.

## MODULE THREE: RECRUIT A HIGH PERFORMANCE TEAM

# AGENDA

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| 215-261 | |

## INTRODUCTION

**LECTURETTE**

(Allow 3-4 min.)

Briefly review this information with the participants.

Being a strong manager is a lot easier when you are working with good people. But what happens when you lose a high performer to another organization, or they move up within the organization? How do you respond? Do you have a number of candidates in your pipeline that you can begin recruiting, or do you start from scratch? How long does it take to fill the position? Is it weeks or months?

In high performance operations, succession planning is a high priority. Managers in high performance operations respond more effectively to unmanaged turnover by maintaining a good pipeline of candidates. In contrast, out non-high performance operations tend to languish for as long as six-to-eight months, while they look for replacements. Clearly, the lost opportunities created by this practice can make a significant difference in the overall profitability of the operation.

Your team is like a machine that runs with very few but critical components. If one of those components is missing it makes a big difference in the performance. It is very critical that you can replace a lost component as rapidly as possible.

In this module, we will be discussing the importance of succession planning and the recruiting process. The chart below outlines the material we will cover.

**FLIP CHART**

"Recruit a High Performance Team"

Refer to the flip chart as you preview the module.

*Hang the flip chart on the wall when you have completed the module.

**RECRUIT A HIGH PERFORMANCE TEAM**

FIND/RECRUIT HIGH PERFORMANCE EMPLOYEES

- Establish Criteria
  - Hiring Profile
  - Position Description
- Locate Qualified Candidates
- Conduct Preliminary Screening

INTERVIEW EFFECTIVELY

- Plan the Interview
- Create the Environment
- Conduct the Interview
- Common Interviewer Errors

EVALUATE AND SELECT CANDIDATE

- Allow Time for Evaluation
- Be Aware of Legal Considerations
- Follow a Systematic Approach
- Persuade and Negotiate

**TRANSITION**

Let's look a little closer at the hiring process.

Before we begin our discussion, let's review the process that we typically go through when we hire a new employee.

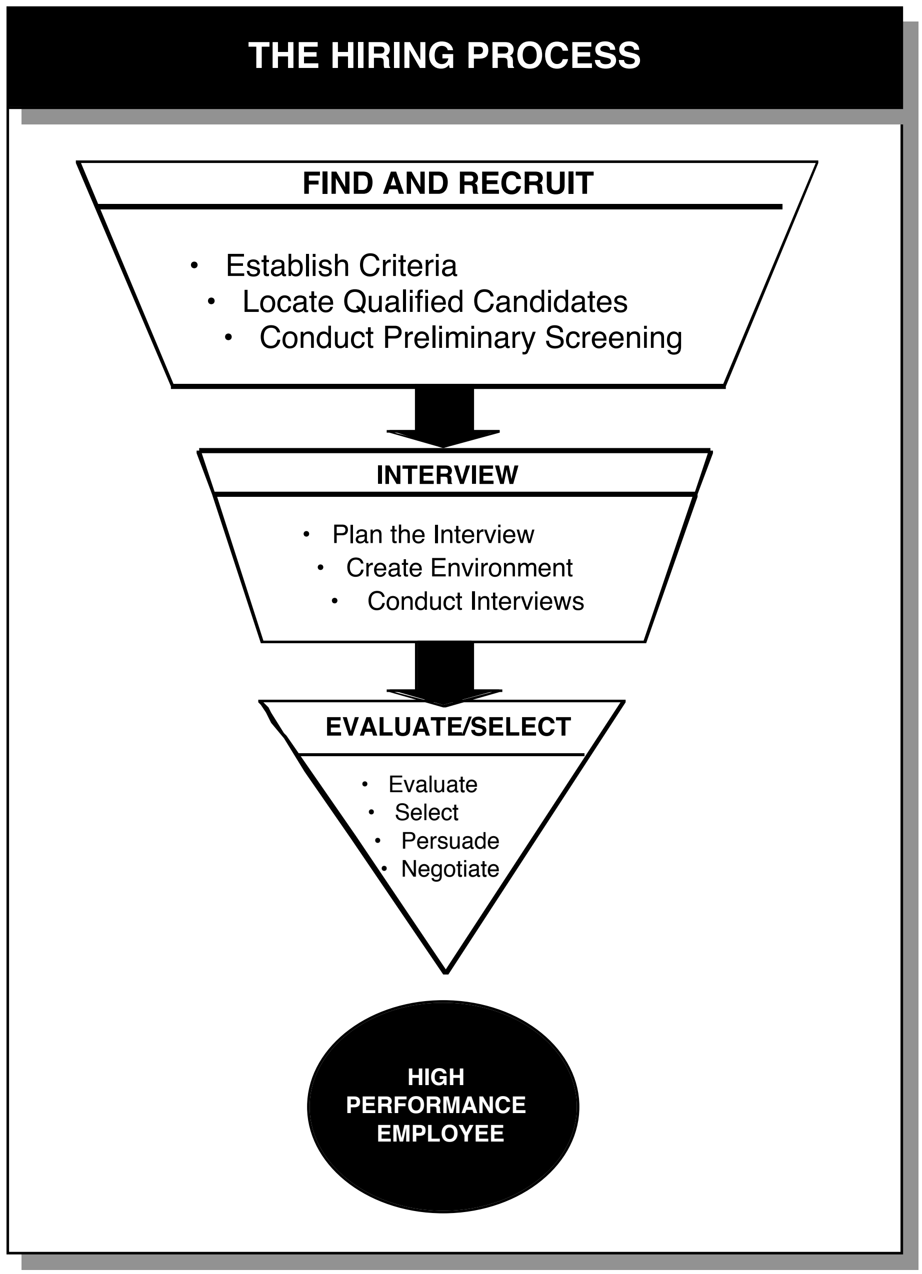
## THE HIRING PROCESS

**LECTURETTE**

(Allow 1-2 min.)

Briefly review this information with the participants.

The hiring process usually involves three major activities: recruiting, interviewing, and evaluating and selecting your candidate. The graphic below illustrates the key steps that are required for each of these activities.




**FLIP CHART**

“The Hiring Process”

Refer to the flip chart as you review the information.

Pin flip chart on the wall.

**TRANSITION**

Let’s **discuss** the first step in the hiring process – Recruiting.

## RECRUIT HIGH PERFORMANCE EMPLOYEES

**LECTURETTE**

(Continued)

Staffing is a time-consuming job that becomes urgent when you have an unmanned territory on your hands. Unfortunately, a person recruited under pressure often turns out to be a mediocre technician or salesperson who brings little benefit to you, your team, or to the organization. However, if you increase your understanding of the recruiting process, you will be able to surround yourself with highly-skilled people and eliminate non-productive hiring practices.

### THE RECRUITING PROCESS

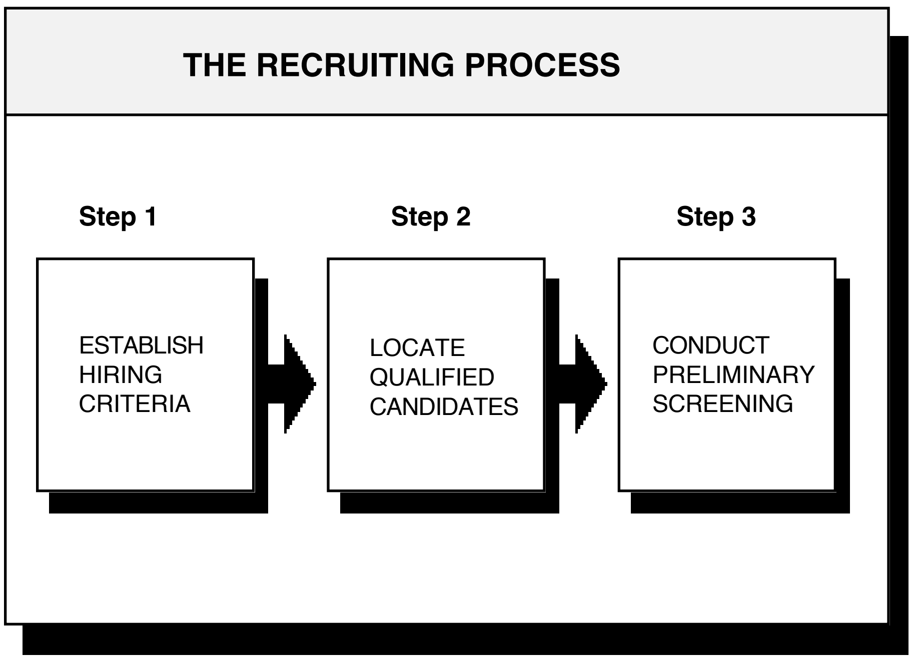
**ASK:** When you need to fill a position, what do you do to recruit qualified candidates?

What exactly do we mean when we say “recruit”? The word derives its meaning from the Latin word **recrescere**, which means “to grow again.” In our vernacular, recruit has come to mean “enlist” or “replace.” To replace with some degree of accuracy; however, we need to be very clear about what it is we’re replacing, where to go to replace it, and knowing when we’ve found it. The graphic below illustrates the recruitment process.

**FLIP CHART**

“The Recruiting Process”

Refer to the flip chart as you review the information.




**TRANSITION**

Let’s look a little closer at Step One in the Hiring Process: Establish Hiring Criteria.

## STEP 1: ESTABLISH HIRING CRITERIA

**LECTURETTE**

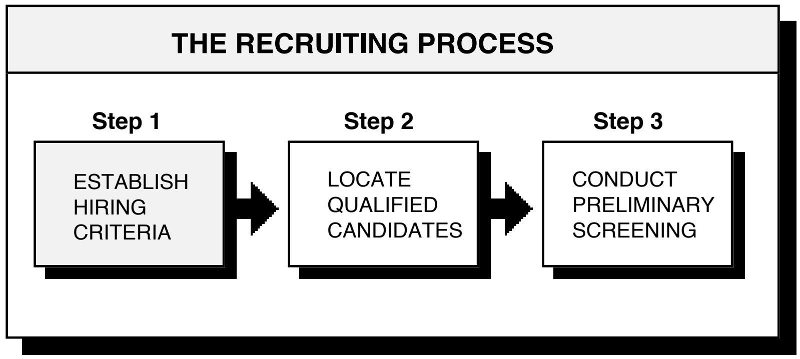
(Continued)

There are a number of resources you can draw upon when trying to establish hiring criteria for the position you are trying to fill. The two most commonly used and effective techniques for establishing hiring criteria are the hiring profile and job descriptions.

**FLIP CHART**

"The Recruiting Process"

Refer to the flip chart as you review the information.




**ASK:** How do you establish hiring criteria?

**ASK:** What is a hiring profile?

**Ask:** What are the advantages to using a hiring profile?

**Ask:** What are the disadvantages of relying on a hiring profile?

### HIRING PROFILE

One of the ways some organizations have attempted to shortcut the recruiting process is by establishing a profile of those individuals who have historically done well in the organization and then use it as a model. Typically, the profile addresses the following characteristics and experiences:

- Personal Success Attributes
- Skills
  - Interpersonal
  - Technical
- Career Direction
- Employment Experience
- Education

Think about the people in your work unit, keeping the above criteria in mind. In what areas do the people tend to be similar? Do they share any consistent traits/characteristics that have over time contributed to their success? If so, perhaps you should recognize this as an important criteria. For example, do we have a consistent image or social style? If so, has this served us well? Are there times when it has gotten in the way? What were they? What has made them successful in brokerage? These are important considerations to keep in mind as we survey potential candidates to fill our pipeline.

**TRANSITION**

Let's **discuss** how one company used the hiring profile concept.

**LECTURETTE**

(Continued)

**ONE COMPANY'S SUCCESS PROFILE**

The following profile was developed by a sales-oriented organization that had a very clear picture of the kind of individual that would do well in their organization. Take a moment and quickly review this profile now.

| **PERSONAL SUCCESS ATTRIBUTES** |
| --- |

**FLIP CHART**

"Personal Characteristics"

Refer to the flip chart as you review the information.

1. **Intelligence.** Does applicant have the intelligence necessary to handle the job? Does applicant have a good capacity to learn quickly?

2. **Poise and Maturity.** Would the applicant be able to effectively deal with an impassive, irate customer? Are leadership traits evident that would enable the candidate to train or instill *esprit des corps* in others?

3. **Impressive Appearance**. Is the candidate neat and well groomed, careful and fashionable in dress? Are the candidate's manners polished? Does the person have a command of social situations?

4. **Independence.** Is applicant a self-starter? Will applicant be able to perform with little structure or direction, but be able to set up structure and good patterns?

5. **Attitudes and Motivation.** Is applicant aggressive/competitive? Does he/she have a drive to succeed? Is he/she task oriented? Is he/she motivated by money rather than position? Is he/she service oriented? Is the person fair minded and flexible?

6. **Gregariousness.** Does the applicant communicate with others easily and exhibit strong people-contact appeal?

7. **Achievement.** Is there a pattern of success (a history of setting and successfully attaining goals) that has been a habit in the applicant's life? High-level achievement in clubs, college activities, and military service and logically extended into employment?

## PERSONAL CHARACTERISTICS (CONTINUED)

**LECTURETTE**

(Continued)

### SKILLS

***INTERPERSONAL EFFECTIVENESS SKILLS***

1. **Communication Skills**. Is applicant's speech clear with good use of grammar and appropriate selection of words? Does he/she think through a question and present a logical and well-ordered answer?

**FLIP CHART**

"Personal Characteristics"

Refer to the flip chart as you review the information.

2. **Persuasive Impact.** What kind of persuasive impact would this person make on people, especially our clients? Can he/she sell him/herself?

***TECHNICAL SKILLS***

1. **Sales Skills.** Does applicant demonstrate mastery of prospecting and consultative selling techniques?
2. **Financial Expertise.** Does applicant have understanding of our products and the industry?
3. **Business Acumen.** Does applicant have business acumen, which would enable him/her to interact with credibility and recognize opportunity/applications?
4. **Underwriting.** Does applicant understand the basic concepts of underwriting?

### CAREER DIRECTION

1. **Career Path.** Has the applicant honestly investigated the industry through reading, contact with professors, business associates, sales-people, etc.? Is he/she enthusiastically oriented to sales and finance rather than teaching or administrative work? Has college work, summer and part-time work, or family background lent business orientation?
2. **Career Goals.** Is the candidate relatively clear on career direction? Does this industry accommodate the candidate's career goals? Do we fit the overall direction?

**LECTURETTE**

(Continued)

## EMPLOYMENT EXPERIENCE

1. **Work in College.** Does applicant have specialized training or education?

**FLIP CHART**

"Employment Experience"

Refer to the flip chart as you review the information.

2. **Professional Work Experience.** Does applicant's professional work experience reflect steady advancement, leadership, and creativity?

    - Financial
    - Sales Experience (3-5 years)
        - Creative
        - Maintenance
    - Military
    - Leadership
    - Specialized Areas
    - Job Stability
        - Has applicant changed jobs frequently?
        - What do you gauge his/her longevity to be?

## EDUCATION

1. **High School Education**. Is there a pattern of success in scholastic, sports, and extracurricular activities?

2. **College Education**. Is there a continuous success pattern?

**FLIP CHART**

"Education"

Refer to the flip chart as you review the information.

    - **Major**. BS degree, preferably in business. A large proportion of our sales people have either a business or economics major. Such majors tend to show a greater preparation or career direction toward our work than others: thus, we generally consider them sounder employment risks. But we hire other majors, particularly in the liberal arts. However, in evaluating non-business majors, career direction towards selling or financing must be predominant criterion.

    - **Grades**. To an extent, above average grades is a measure of successful attainment of objectives. However, grades do not necessarily indicate job success or intelligence level. They are but one factor and must be evaluated with all other qualities. Average or lower grades could mean lower intelligence, but the applicant's abilities may have been directed towards activities or part-time job.

**TRANSITION**

In the next **exercise**, you'll have the opportunity to identify your success profile.

## EXERCISE: IDENTIFY YOUR SUCCESS PROFILE

**TABLE GROUP EXERCISE**

(Allow 6-8 min.)

**Ask:** What positions do you have to recruit for?

Have each team take a different type of position if they have to recruit for different positions.

**FLIP CHART**

Have Table Groups write their ideas on their flip charts.

**LARGE GROUP PRESENTATION**

(Allow 8-10 min.)

Have each Table Group present their ideas to the large group.

**REFERENCE MATERIAL**

If available, have participants review Company Success Profiles as part of the exercise.

**TRANSITION**

Let's talk about using position descriptions to identify required skills.

The purpose of this exercise is to get you thinking about the special skills and attributes that are needed in order to successfully perform in a specific role on your team.

Think about the successful individuals on your team. Is there a consistent profile in terms of the criteria listed below? Identify a specific position.

**Position:** ______________________________________________

1. Personal Success Attributes: ________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

2. Skills (Technical and Interpersonal): _________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

3. Employment Experience: ___________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

4. Education: _______________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

5. Career Direction: _________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

## USE POSITION DESCRIPTIONS TO IDENTIFY REQUIRED SKILLS

**LECTURETTE**

(Allow 3-5 min.)

The position description is an obvious and important resource for establishing hiring criteria when recruiting new employees.

### WHAT JOB DESCRIPTIONS DO

The primary purpose of the job description is to clarify roles and responsibilities. It does this by performing the following functions.

**Ask:** What do job descriptions do?

| JOB DESCRIPTION FUNCTIONS |
|---|
| • Describe Broad Parameters of a Job |
| • Identify Required Skills |
| • Identify Priorities |
| • Describe Standards of Performance |
| • Describe Salary and Range |

**FLIP CHART**

"Job Description Functions"

Refer to the flip chart as you review what job descriptions do.

**Ask:** How do job descriptions describe the parameters of our jobs?

**Describe Broad Parameters**. Job descriptions describe the broad parameters of a position and let employees and potential employees know what is expected of them.

**Ask:** Why should job descriptions describe performance standards?

**Identify Required Skills**. If the job description is well constructed, it also identifies the key result areas and the skills required in order to fulfill the position requirements. For this reason, it is a useful document for you as manager to review when recruiting new candidates.

**Ask:** Why is it important for job descriptions to describe salary ranges?

**Identify Priorities.** The job description will help both you and your employees identify and manage priorities. The key result areas of the job description tell you where you will need to focus your time.

**Ask:** How do they help us identify our priorities?

**Describe Standards for Performance**. Job descriptions often describe the level at which a person should function in order to do the job satisfactorily. Job descriptions take the guesswork out of what you expect by establishing the standards for performance. It also helps to weed out non-performers more quickly.

**Describe Salary and Range**. Job descriptions typically describe the salary range a person can expect in a given position. It is important to review them and know what the ranges are.

**TRANSITION**

In the next **exercise**, we'll use a job description to identify hiring criteria.

## EXERCISE: ANALYZE A JOB DESCRIPTION

**TABLE GROUP EXERCISE**

(Allow 8-10 min.)

Have participants work in their Table Groups to complete their exercise.

Have each table take a different position description.

The purpose of this exercise is to give you an opportunity to analyze a job description using the criteria we discussed earlier. Select a job description for one of the jobs for which you need to hire people. Review the job description and answer the following questions.

Position: ______________________________________

1. **Key Elements.** What are the most important elements of this position description?

a. Parameters/Mission:

**REFERENCE MATERIAL**

Have participants refer to their reference material for position descriptions.

b. Required Skills:

c. Priorities/Standards of Performance:

d. Salary and Range:

**LARGE GROUP DISCUSSION**

(Allow 8-10 min.)

Have teams share their response to the exercise.

e. Relationships:

f. Other:

**TRANSITION**

Once we establish hiring criteria, the next step is locating qualified candidates. Let's **discuss** how to do that now.

2. **Use of the Description.** How can this position description be used to assist in the hiring process?

## STEP 2: LOCATE QUALIFIED CANDIDATES

**LECTURETTE**

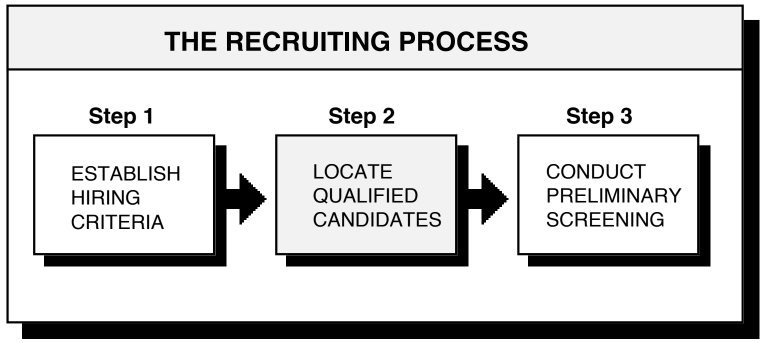
(Allow 2-3 min.)

Once you have established the hiring criteria for the position you wish to fill, the next step in the recruiting process is locating qualified candidates.

**FLIP CHART**

"The Recruiting Process"

Refer to the flip chart as you review the information.




### RECRUITING SOURCES

**Ask:** What are the recruiting sources you currently use?

The second step in the recruiting process is to meet people in the community and become familiar with the variety of sources available to you. Sources you should consider using are:

**RECRUITING SOURCES**

- Competitors (Know your competitors)
- Referrals from present employees/clients
- Former employees
- Individuals with industry experience
- Other departments
- Schools and colleges in local areas
- Executive search firms (Headhunters)
- Industry associations

You should consider using several of these sources to find those that work best for you. You may have been fairly successful with one source that you usually use, but by trying new sources you may find you are even more successful.

If you have found that particular sources provide good applicants for you, you would obviously want to continue using them In certain situations, you may find that a particular recruiting source would be most likely to provide the type of applicants you need.

- You may find at a particular time that you need someone who is already trained to a great extent. In this case, you may want to try to recruit a former employee or referrals from present employees.

- In other situations, you may feel that you would like someone with a strong educational background who could be trained and molded into the requirements of your team. In this case, you would want to use the local school and campus recruiting system.

## TECHNIQUES FOR RECRUITING

**LECTURETTE**

(continued)

Knowing when and how to use recruiting sources effectively will greatly enhance their value to you. The techniques describe below can help you obtain top caliber applicants from each of your sources.

Discuss techniques for using various recruiting sources.

**COMPETITORS**

- Keeping tabs on high performers in competitive organizations also provide a potential pool of candidates.
- Meet them and get to know them.

**REFERRALS FROM PRESENT EMPLOYEES/CLIENTS**

- Referrals from present employees are very good potential sources of applicants because present employees know the job and the organization.

**Ask:** Have you used Executive Search Firms? How effective were they?

**FORMER EMPLOYEES**

- Keep close tabs on good employees who leave the company. They may decide to come back. Let them know you would be interested in re-hiring them.

**INDIVIDUALS WITH EXPERIENCE (Technical or Sales)**

- If someone working for another company suggests he or she is interested in changing jobs, you may want to consider this person as a potential applicant.

**Ask:** Have you ever recruited from schools, MBA programs, etc.?

**OTHER DEPARTMENTS**

- Other departments may have professionals interested in management and sales opportunities.

**SCHOOLS AND COLLEGES IN LOCAL AREAS**

Schools and colleges are often neglected as recruiting sources. They can provide applicants who have training in business and finance and who may have great potential.

- Become familiar with the campuses in your area that may provide referrals to you.
- Visit the campus and develop a relationship with the staff of the recruiting office. Leave your business cards and brochures with them.
- Make sure that the recruiting office knows the requirements of the job. Leave a copy of the job description.

**LECTURETTE**

(continued)

- Keep the names of your contacts at the recruiting office in your files.
- Keep records of how well the applicants they send match your needs, so that you can provide feedback if the applicants they send are not the type you need.

  This may be more appropriate for larger offices.

Review recruiting sources with class.

**EXECUTIVE SEARCH FIRMS**

Executive search firms generally work strictly for the corporation and the corporation pays the search firm a fee for its services. Firms may work on contingency, getting paid only if the search results in success, or they may also work on retainer. The headhunter offers the know-how, access to executive talent, objectivity, and anonymity in the recruitment process. Before the recruiter begins his search, he conducts a comprehensive interview with the client company in order to determine the job specifications and the kind of talent the corporation wants for the job. Below are some pointers for working with Executive Search Firms.

- Recognize that this may not always be the most popular alternative to take because it is expensive. Use it after you have tried other sources.
- Check with businesses in the area to find out what kind of success they are having with other organizations before choosing one or two.
- Develop a relationship with one or two firms. Go out and visit their office and talk to them, so that they understand your needs. Take business cards and brochures to leave with the agency.
- Make sure they know the requirements of the job. Leave a copy of the job description with him or her.
- Keep the recruiters name in your files.
- Keep records of how well the applicants they send you match your needs, so that you can change to other recruiters if the ones you are using are not productive.
- Retainers are not hard and fast. They can be negotiated.

Don’t let salary constraints keep you from talking to the most qualified people. Talk to them and get them in your pipeline.

**TRANSITION**

Think about the recruiting resources you’ve used in the past, and complete the next **exercise.**

**INDUSTRY ASSOCIATIONS**

- Industry associations provide another way to network with other professionals in the same industry, and can be a useful way to connect with professionals who may be looking.

**CLIENT/PROSPECT**

If the client is not willing to move to you because they have a strong account executive, you should get to know the account executive.

## EXERCISE: USING RECRUITING RESOURCES

**INDIVIDUAL EXERCISE**

(Allow 4-6 min.)

Have participants complete this exercise individually.

The purpose of this exercise is to give you an opportunity to assess the effectiveness of the recruiting resources you are currently using. Think about how you've filled vacant positions in the past, and answer the questions below.

POSITION: ____________________________________

1. **Effective Sources.** What recruiting sources did you find to be most effective, and why?

______________________________________________

______________________________________________

______________________________________________

**LARGE GROUP DISCUSSION**

(Allow 3-6 min.)

Ask individuals to share their responses to the questions.

2. **Less Effective Sources.** What recruiting sources were least effective, and why?

______________________________________________

______________________________________________

______________________________________________

3. **Information Provided to Recruiters.** What information and feedback did you provide to recruiting sources to help ensure that the candidates recruited from these sources were qualified for the job?

______________________________________________

______________________________________________

______________________________________________

**FLIP CHART**

You may want to list their responses on your flip chart.

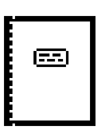
4. **Candidates Recruited.** How many candidates did you try to recruit for the position?

______________________________________________

______________________________________________

______________________________________________

**REFERENCE MATERIAL**



If available, refer to a listing of recruiting resources.

5. **Time Involved.** How much time did it take to recruit and hire new employees?

______________________________________________

______________________________________________

______________________________________________

## KEEP RECORDS ON RECRUITING RESOURCES

**LECTURETTE**

(Allow 1-2 min.)

Discuss the importance of keeping good records on recruiters.

It is a good idea to keep a list of the recruiting sources you've had the best luck with. Often certain agencies will specialize in or attract certain types of job applicants, and you can save yourself a lot of time if you know who caters to what kinds of jobs. Some of the larger national agencies are Dunhill, Sales Consultants and Management Recruiters. Or, you may want to use a local outfit that you are familiar with.

It is important not to overlook any possible source of candidates. Your own sales force may have good leads or other sales managers might be helpful, too.

Below is a sample record, which you can use to track the effectiveness of your resources.

Review the sample Recruiting Sources Record.

Ask: When might you use this approach?

**RECRUITING SOURCES RECORD**

| APPLICANT | RECRUITING SOURCE | DATE OF INTERVIEW | QUALITY OF APPLICANT | | | DID APP. UNDERSTAND BASIC JOB REQUIREMENTS | | | WAS APP. HIRED? | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | UNSATIS-FACTORY | SATIS-FACTORY | OUT-STANDING | N/A | NO | YES | NO | YES |
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**TRANSITION**

Let's **discuss** Step 3 in the Recruiting Process – Conduct Preliminary Screening.

## STEP 3: CONDUCT PRELIMINARY SCREENING

**LECTURETTE**

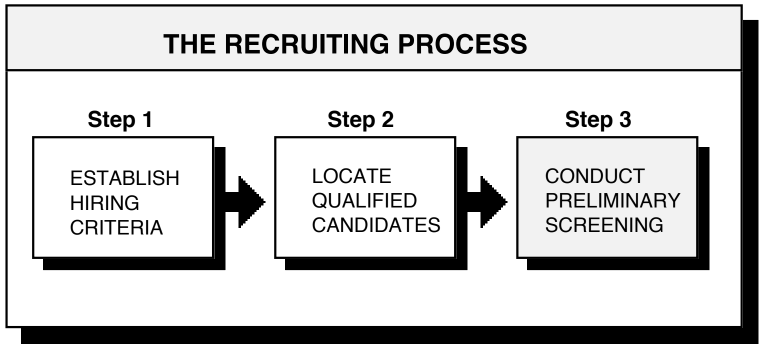
(Allow 2-3 min.)

Once you've established hiring criteria and located a number of potential candidates, you are now in a position to begin the preliminary screening process — Step Three in the recruiting process.

**FLIP CHART**

"The Recruiting Process"

Refer to the flip chart as you review the information.




### ANALYZING THE RESUME

**Ask**: What is the purpose of the résumé?

As a result of your recruiting activities, you will be receiving a number of résumés and job applications. It is helpful to keep in mind that the résumé is a personal advertisement designed to entice potential employers into wanting to know more about the applicant. Consequently, most good résumés will do the following.

- Sell experience
- Describe achievements
- Selectively obscure gray areas, and
- Provide supportive references.

**Ask:** When you analyze a résumé, what do you look for?

For these reasons, it is in your best interest not to rely totally on the image created by the résumé. Without discounting what is presented, you should try to "read between the lines" and find references they do not provide. This will give you a more objective point of view and enable you to screen your applicants more effectively.

### TECHNIQUES FOR ANALYZING RESUMES

Below are some tips for analyzing résumés.

**Ask:** What factors do you look for in job stability?

**Job Stability**. Some of the most important information you can obtain from a résumé/application deals with job stability. You should look for the following:

- Few or no gaps in employment.

- Employment at each job for fairly long periods of time.

  Note: Usually, one year or more would be considered fairly long.

**LECTURETTE**

(continued)

- Valid reasons for changes in employment.

  Note: A job history of frequent changes in employment without good cause is a signal of potential trouble. If the applicant has such an employment history, you would want to ask about the gaps in employment or frequent changes to clarify whether this may be a potential problem. Normally, the following reasons would be acceptable for leaving a job:

  - lack of opportunities to expand skills and knowledge
  - low salary or lack of possibility to increase salary
  - illness
  - moving out of the area
  - job conflicted with school

  Reasons are unacceptable when they are vague, or when the applicant appears to have given little thought to the decision to leave, or has a history of leaving jobs.

- A general pattern in jobs showing career plans and goals.

**Ask:** What factors do you look for in education? In experience?

**Relevance of Education and Experience.** The second important area of information you can discover by reviewing an application is whether the applicant's education and experience appears relevant to jobs in the financial services industry.

- It is valuable to find an individual who has direct experience in the business, or education directly applicable to the job.

- While you might not reject an applicant with little experience or whose educational background is unrelated, someone who has a history of interest in the field is more likely to find this work rewarding.

**Ask:** What factors do you look for in interests and other abilities?

**Interests and Abilities.** The third piece of information you obtain from the application will be a general indication of the applicant's abilities and interest. This information can be found in the applicant's list of involvements such as social organization, community, and professional groups.

## EXERCISE: ANALYZE FIVE CANDIDATES RESUMES

**TABLE GROUP EXERCISE**

(Allow 5-6 min.)

The purpose of this exercise is to give you an opportunity to practice analyzing résumés. Take a few moments to review the five sample résumés. Think about the strengths and weaknesses they present and complete the exercise below.

Have participants work in their Table Group to complete their exercise.

Have them review the sample résumés at the end of the module.

Candidate 1: ________________________________

| STRENGTHS | WEAKNESSES |
|---|---|
| | |

Would you interview him/her? Yes ❑ No ❑ If so, why?

______________________________________________

______________________________________________

**FLIP CHART**

Have them put their answers on their flip charts.

**LARGE GROUP DISCUSSION**

(Allow 8-12 min.)

Have each team present their analysis on one of the candidates.

Have all the teams give yes/no decisions on each candidate.

Summarize their answers on your leader's Flip Chart.

| RESUME | TEAM | | | |
|---|---|---|---|---|
| | A | B | C | D |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

Candidate 2: ________________________________

| STRENGTHS | WEAKNESSES |
|---|---|
| | |

Would you interview him/her? Yes ❑ No ❑ If so, why?

______________________________________________

______________________________________________

**TABLE GROUP EXERCISE**

(continued)

Candidate 3: ______________________________

| STRENGTHS | WEAKNESSES |
| --- | --- |
| | |

Would you interview him/her? Yes ❑ No ❑ If so, why?

______________________________

______________________________

Candidate 4: ______________________________

| STRENGTHS | WEAKNESSES |
| --- | --- |
| | |

Would you interview him/her? Yes ❑ No ❑ If so, why?

______________________________

______________________________

Candidate 5: ______________________________

| STRENGTHS | WEAKNESSES |
| --- | --- |
| | |

Would you interview him/her? Yes ❑ No ❑ If so, why?

______________________________

______________________________

**TRANSITION**
Once we've screened our candidates, we're ready to begin the interviewing process. Let's **discuss** how we can enhance our interviewing process

## INTERVIEW EFFECTIVELY

**LECTURETTE**

(Allow 2-3 min.)

Once we've completed our preliminary screening, we're ready to begin the interview process. The ability to predict successful on-the-job performance based on an interview is not an easy task, especially today when we're confronted with very sophisticated pre-packaged applicants. In fact, the statistics reveal only a one-third success rate in predicting on-the-job performance.

Preview the behavior-based interviewing process.

Knowing how to conduct a well-structured interview and how to objectively evaluate job applicants is an important, but often overlooked management skills.

### USE BEHAVIOR-BASED INTERVIEWING

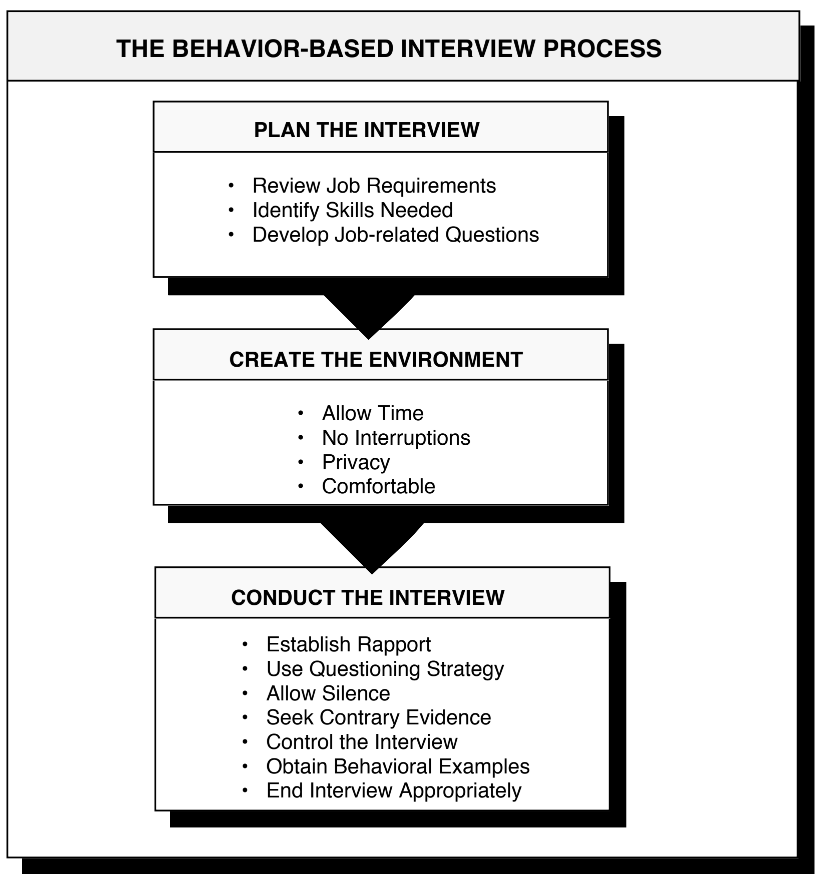
The interviewing model we will discuss in this workshop is based on the axiom that the best predictor of future behavior is past behavior. Given that, our task as an interviewer is to uncover behavioral examples that reflect real life events. These examples provide a basis for predicting whether an individual will demonstrate the skills needed for the job.

The chart below illustrates the interviewing process we will use to help us predict performance.

**FLIP CHART**

"Behavior-based Interview Process"

Refer to the flip chart as you review the information.




**Ask:** Why is it important to obtain behavioral examples?

**TRANSITION**

Let's begin our discussion of the interview process by watching a short **video** entitled, "More that a gut feeling."

## VIDEO: MORE THAN A GUT FEELING

**VIDEO**

(Allow 18 min.)

"More Than a Gut Feeling"

Position the video.

Preview the video.

Preview the questions for discussion.

Tell the participants to keep the questions on this page in mind as they watch the video.

The video, "More Than a Gut Feeling" introduces an approach to interviewing that stresses the importance of obtaining behavior-based examples of past performance, as a means of predicting future performance more effectively. Think about the concepts introduced in the video and then answer the questions below.

1. **Plan**. What ideas did the film present that could be helpful in planning for interviews?

___

___

___

___

2. **Create Environment**. What might you do to create an appropriate environment for the interview?

___

___

___

___

**LARGE GROUP DISCUSSION**

(Allow 4-5 min.)

Debrief the video by asking these questions.

3. **Conduct Interviews**. Based on the concepts introduced in the film, how can you obtain specific behavioral examples?

___

___

___

4. **Obtain Contrary Evidence.** How can you obtain contrary evidence during the interview?

___

___

___

**TRANSITION**

Let **discuss** some of the techniques for effective interviewing covered in the video.

5. **Evaluate the Interview.** Why is it important to rate and record skills directly following the interview?

___

___

___

## EFFECTIVE INTERVIEW TECHNIQUES

**LECTURETTE**

(Allow 7-8 min.)

Briefly review this information with the participants.

Learning to use effective interviewing techniques represents an investment in your future as well as our organization. It is a valuable management skill which will enable you to discriminate among a field of candidates and ultimately to improve the caliber of your staff. Let's take a few moments and briefly review them now.

### PLAN THE INTERVIEW

Adequate preparation for an interview is extremely important because without preparation the information obtained may be incorrect or invalid. To prepare for the interview you should do the following:

**Ask:** Why is it important to plan the interview?

- Standardize your interview procedure to ensure that each individual is evaluated consistently.
- Thoroughly review job requirements.
- Identify key skills needed, e.g., financial, persuasive communication, sales, etc.
- Develop job-related questions to elicit behavioral examples.
- Write questions down, and use them.

### CREATE THE ENVIRONMENT

It is difficult to obtain solid information from an overly anxious candidate. To avoid creating unnecessary tension, you should create a friendly and relaxed environment to set applicants at ease. Some of the things you can do to create an appropriate environment include:

**Ask:** How does creating a relaxed environment facilitate effective interviewing?

- Make sure staff provides friendly welcome.
- Offer candidate coffee/soft drink.
- Keep atmosphere informal and private.
- Conduct interview in comfortable setting.
- Allow no interruptions.
- Hold calls.
- Allow adequate time.

We shouldn't make the mistake of assuming that the person applying for the job is desperate to work for us. They may be shopping for the best deal, and part of that may include intangibles such as atmosphere, friendliness, and so on. Consequently, we should keep in mind that we, too, are being evaluated and project the image that will attract quality individuals.

## CONDUCT THE INTERVIEW

**LECTURETTE**

(Continued)

Although résumés, references, and recommendations of others are important, the face-to-face interview determines the decision to hire someone. It provides you with the opportunity to evaluate your personal reactions to the candidate, to predict how this individual will perform, and to probe for information that can't be gleaned form other sources. But interviewing is an art — one that requires training and experience. Learning to structure the interview, how to use questioning techniques skillfully, and how to avoid stress that so often accompanies this stage in the selection process is vital if you want to hire the best available people. Some of the skills you will need to master in order to conduct effective behavior-based interviews are listed below.

**FLIP CHART**

"Conduct the Interview"

Refer to the flip chart as you review the information.

| CONDUCT THE INTERVIEW |
|---|
| Establish Rapport<br>Use Questioning Strategy<br>Obtain Behavioral Examples<br>Give Candidates a Chance to Ask Questions<br>Allow Silence<br>Seek Contrary Evidence<br>Control the Interview<br>End Interview Appropriately |

**Ask:** What can you do in an interview to establish rapport?

Quickly review ways to establish rapport.

### ESTABLISH RAPPORT

It is important to establish rapport at the beginning of the interview to decrease tension and establish a relaxed environment.

**Use Small Talk.** Open the interview with some friendly, low-pressure questions or small talk about the weather, hobbies, sports, or events in the news. The objective is to put the candidate at ease before launching into the specifics of the interview.

**Explain the interview procedure**. Explain the structure and time frame of the interview to the applicant. This technique helps to keep you on track, and it puts the applicant at ease because he/she knows what to expect.

**Start by giving information about the company.** The opening few minutes of the interview is a good time to "sell" the candidate on the advantages of working for the company. A brief history of the organization or an overview of its standing in the industry will get the interview off to a positive start and at the same time give the applicant a few minutes to just listen and relax.

**Explain that you'll be taking notes**. Explain that you'll periodically take down notes during the interview in order to remember important facts about the applicant.

Try to avoid distracting the applicant as you do this. Take whatever notes you think are necessary in order to evaluate the applicant. You may find it easier to jot down a few notes immediately after the applicant answers each question, rather than while the applicant is speaking.

## USE QUESTIONING STRATEGY

**LECTURETTE**

(continued)

There are a number of questioning strategies that you can use to obtain various types of information. The following describes some of the most useful questioning strategies for controlling the flow of information.

**Open-ended Questions**. There are questions that cannot be answered with a simple yes or no. Closed questions tend to make people feel they're being interrogated; consequently, they give brief, uninformative responses. Open-ended questions force people to elaborate. They open up the conversation and help you obtain the information you need.

***When to Use:***

- *When you want to get the conversation flowing.*
- *When the applicant clams up or gives one-word answers.*
- *When you want to draw out a shy or nervous candidate.*
- *When you want to obtain behavioral examples.*

***Examples:***

- *Tell me about . . .*
- *Describe your experience at . . .*
- *Explain what you mean by . . .*
- *Can you elaborate on . . .*
- *Why did you . . .*

**Fact-seeking Questions**. These are questions designed to get highly specific or factual information from the candidate. Although they may be asked in an open-ended fashion, their focus is narrow and precise.

***When to Use:***

- *When you want to pin the individual down about something.*
- *When you want to obtain information that the candidate hasn't volunteered.*
- *When you want to find out how much the applicant knows.*

***Examples:***

- *What were your gross sales for the year?*
- *Who did you report to?*
- *How often did you lose a sale because of inadequate sales support?*

**Projective Questions**. A projective question poses a hypothetical situation and asks the interviewee to respond to it.

***When to Use:***

- *When you want to elicit information of a sensitive nature.*
- *When you feel that the candidate would be threatened by a direct open-ended questions.*
- *When you're trying to get the candidate to reveal hidden feelings.*

***Examples:***

- *If you had been the manager in your old job, how would you have handled the situation.*

**LECTURETTE**

(continued)

**Summarizing Questions**. Summarizing questions may be phrased as a statements. Their purpose is to recapitulate points that have already been made.

***When to Use:***

- *At the end of the interview, or just before you want to move on to another subject.*
- *When you want to prevent the candidate from going off on a tangent.*
- *When you want to organize a rambling or disconnected series of remarks.*

***Examples:***

- *You feel that your real strengths lie in the area of sales.*
- *You enjoy dealing with the public and have excellent interpersonal skills.*
- *Your point is that if you could just get some additional public speaking experience, you think you'd be able to improve your presentation skills.*

**OBTAIN BEHAVIORAL EXAMPLES**

A behavioral example is a description of a specific life history event which can be used to rate the presence of a job skill. During the interview, it is up to you to gain as many behavioral examples as possible, in order to gain information which can be used to evaluate a candidate's ability to do a specific job. It is the interviewer's responsibility to gain the behavioral example — most interviewees will not spontaneously refer to life history events in the interview. Typically, they will give brief descriptions which reflect how they see themselves. Consequently, it is up to you to instruct the applicant how to give specific examples that relate to self-described characteristics.

**To obtain specifics.** Behavioral examples are characterized by specific references to names, dates, times, number, and location. The response to the question below illustrates a good behavioral example.

Question: *What do you consider your greatest strengths?*

Answer:

*I think my greatest strengths are my determination and willingness to work hard. For example, we had a last minute opportunity to make a presentation at Franklin and Franklin. Everyone in the office said we didn't have time to put together a presentation. I felt we could do it if we could meet with some of the key people, and we worked late for a couple of nights to pull the proposal together. I convinced Franklin and Franklin to let me interview the key decision-maker, and then worked late with an assistant for two nights. It turned out to be one of our best presentations, and we got the deal. I think it was due largely to my initiative, determination, and willingness to hustle.*

**LECTURETTE**

(continued)

**To Determine Presence of Skills.** Behavioral examples enable you to determine the relative presence or absence of specific skills — skills that may be important to the position you are trying to fill. Below are some sample probing questions that you can ask to obtain behavior-based examples of specific skills.

**QUESTIONS TO DETERMINE PRESENCE OF SKILLS**

ANALYTICAL SKILLS

- *Describe a situation in your last job that required you to analyze a large amount of information and then make a decision.*

PERSUASIVE COMMUNICATION SKILLS

- *Describe a situation in which you were able to positively influence the actions of others.*

SALES SKILLS

- *Describe the most difficult sales situation you experienced on your last job.*

ORGANIZATION AND PLANNING

- *Can you give me an example of a recent deal that depended on your ability to plan and organize.*

DECISION-MAKING SKILLS

- *Describe a situation in which you had to make an unpopular decision. What was the result?*

WRITING SKILLS

- *Can you describe the most complex writing project you have ever done? How was it received?*

MOTIVATIONAL SKILLS

- *Give me an example of a time when you were able to motivate people to perform at higher levels. What did you do?*

PROBLEM-SOLVING SKILLS

- *Describe the most difficult problem you had to deal with on your last job.*

**To Compare Skills.** Behavior examples also enable you compare skills against one another. For example, if the above individual acknowledged that he alienated half of the office in an attempt to get his proposal out, you might question his interpersonal effectiveness, or ability to motivate others to support him. You would weigh his task effectiveness against interpersonal effectiveness.

**LECTURETTE**

(continued)

### ALLOW FOR SILENCE

**Ask:** Why is it important to allow for silence?

Silence can be a very effective tool in obtaining additional information on a topic. By pausing after an applicant has answered a question, the interviewer can give the feeling that her or she is interested in hearing more. The pause allows the applicant to collect thoughts and discuss answers in detail rather than in generalities.

Although the pause is effective, it should not be overdone. If the applicant does not continue after five to ten seconds, the interviewer should assist by asking another question or by making a comment.

### SEEK CONTRARY EVIDENCE

**Ask:** How can you seek contrary information?

Because people are motivated to give as many positives about their skills and abilities, it is important to ask questions which will provide evidence about mistakes, weaknesses, or problems in the past. This system of seeking contrary information enables you to gain a balance of strengths and weaknesses during the interview. Although seeking contrary information requires some degree of persistence, most people will, with some encouragement, share information about both their assets and liabilities.

### CONTROL THE INTERVIEW

**Ask:** How can you lose control of the interview?

Sometimes it is difficult to control very talkative individuals. When you allow an individual to over talk, digress, or occupy all of the interview time with miscellaneous chit-chat, then you will not have sufficient opportunity to gain enough information about the candidate's skills. In this instance, it is appropriate and necessary to interrupt by beginning to talk at the same time he or she is talking.

You should keep to the agenda so the interview can be completed in a reasonable period of time. However, it is important to avoid creating a sense of urgency or of being rushed even though the interview time is limited.

### END THE INTERVIEW APPROPRIATELY

If you are genuinely interested in the candidate, he or she should be allowed time to ask questions about the job and the company. The close of the interview is also a good time to do a little PR work and "sell" the job and the company to the applicant. While it would clearly be a mistake to promise an applicant — even an outstanding one — anything on the spot, there's nothing wrong in expressing your interest.

Make sure you call back everyone you interview. Let them know your decision.

## EXERCISE: INTERVIEW PREPARATION WORKSHEET

**TABLE GROUP EXERCISE**

(Allow 30 min.)

Have participants work in Table Groups and identify questions they will ask.

Each team gets a résumé.

Prepare for Interview.

**INTERVIEW**

(Allow 40 min.)

Have each team interview "interviewee".

**OPTIONAL ROLE-PLAY**

Refer class to Role Play exercise at the end of the Module.

The purpose of this exercise is to give you an opportunity to plan your questioning strategy in preparation for the role-play. Review the sample résumés and prepare some behavior-based questions you would ask based on the requirements of the job and the skills and experience presented in the résumé.

INTERVIEWEE NAME: ______________________________

**ESTABLISH RAPPORT**. What will you do to establish rapport?

______________________________

______________________________

**GENERAL QUESTIONS:**

1. **Open-ended Questions**. What open-ended questions will you ask?

______________________________

______________________________

2. **Fact Seeking Questions.** What fact seeking questions will you ask?

______________________________

______________________________

3. **Projective Questions.** What projective questions will you ask?

______________________________

______________________________

4. **Summarizing Questions.** What summarizing questions might you ask?

______________________________

______________________________

5. **Contrary Evidence.** What questions will you use to seek contrary evidence?

______________________________

______________________________

**QUESTIONS TO OBTAIN BEHAVIORAL EXAMPLES**

What questions will you ask to obtain behavioral examples?

______________________________

______________________________

**TABLE GROUP EXERCISE**

(Continued)

**QUESTIONS TO DETERMINE PRESENCE OF SKILLS**

What questions will you ask to determine the presence of skills?

1. **Analytical Skills**

2. **Persuasive Commutative Skills**

3. **Sales Skills**

4. **Organization and Planning**

5. **Decision-Making Skills**

6. **Writing Skills**

7. **Motivational Skills**

8. **Problem Solving Skills**

9. **Others:**

## COMMON INTERVIEWER ERRORS

**LARGE GROUP DISCUSSION**

(Allow 2-3 min.)

Briefly review this information with the participants.

Interviewers frequently make errors when interviewing which reduce the effectiveness of their ratings. Below is a list of errors commonly make by even seasoned managers.

**FLIP CHART**

"Common Interviewer Errors"

Refer to the clip chart as you review the material.

| COMMON INTERVIEWER ERRORS |
|---|
| Halo Effect |
| "Easy" or "Hard" Rater |
| Playing it Safe |
| Quick Decisions |
| Biases and Stereotypes |
| Identifying with People Like Ourselves |
| Focusing on Negative Information |
| Distorting Effect of Contrasts |

**Ask:** What are some common mistakes made by interviewers?

List answers on your flip chart.

**Halo Effect**. The halo effect is the most common error interviewers make. It is the tendency to rate a person in about the same way on all characteristics because of a general overall impression, which may be favorable or unfavorable. This is due primarily to the interviewer's inability to differentiate between different characteristics.

**"Easy" or "Hard" Rater**. There is often a tendency among individual interviewers to give mainly favorable or mainly unfavorable ratings. These "easy" or "hard" interviewers tend to give all applicants high or low ratings.

**Playing it Safe**. This error results from an interviewer limiting ratings to points in the middle of the range regardless of individual differences in applicants. The interviewer plays it safe by not giving extreme ratings in either direction; therefore, all applicants receive approximately equal ratings.

**Quick Decisions**. Interviewers sometimes make quick decisions on applicants; these decisions may be based on first impressions. Such quick decisions may be positive or negative. In either case, the accuracy of ratings is diminished. Several studies have shown that after making an initial decision, people tend to seek information that supports the decision and discount information that disagrees with the decision. It is essential that interviewers delay decisions until specific interview questions are carefully answered by applicants.

**LECTURETTE**

(Continued)

**Biases and Stereotypes**. Our judgments may be affected by unconscious and conscious biases and stereotypes. As interviewers we tend to form idealized concepts or stereotypes of what we think is a good or bad worker. An interviewer may have certain biases toward people who are like him or her or against people with a particular style of dress, or of a particular religion or race. It is important that interviewers recognize that they may be influenced by stereotypes and biases and take precautions to base their evaluations only on behavior and not on generalized impressions.

**Identifying with People Like Ourselves**. Interviewers tend to identify with persons who are similar to themselves in appearance, culture, education, or lifestyle and give these persons higher ratings. When we see an individual who is or is not like us, we may unknowingly be influenced by these irrelevant factors. For this reason, we should take special caution to ensure that evaluations are based upon behavior and not on overall impressions.

Hiring people like yourself can be a good idea, if you exhibit all the qualities needed in the job. It can be a mistake however if you need other attributes or skills to round out your team.

**Focusing on Negative Information**. Interviewers are often more alert for negative than for positive information. Research has shown that negative information uncovered during the course of the interview carries at least twice the impact of equal positive information. This is because interviewers rarely obtain negative information concerning individuals. Consequently, it is important to weigh negative information in comparison to positive information about an applicant.

**Ask:** Which errors have you made?

Encourage “war” stories.

**Distorting Effect of Contrast**. The quality of individuals already interviewed may falsely influence the ratings of those who follow. For example, an average individual who follows two outstanding applicants may be rated below average. The same average individual may be rated above average if he or she follows two unsatisfactory applicants. Interviewers should be aware of the distorting effect of contrasts in applicants.

**TRANSITION:**

Once the interview in concluded, its time to evaluate the applicant. Let’s **discuss** some techniques for evaluation.

## EVALUATE AND SELECT CANDIDATE

**LECTURETTE**

(Allow 4-5 min.)

Briefly review this information with the participants.

Once you've completed the interviewing process, your next step is to evaluate and select the final candidates. This is the time when you pull together and synthesize all the information and insights you've obtained from the hiring process.

**FLIP CHART**

"Evaluate and Select Candidate"

| EVALUATE AND SELECT CANDIDATE |
| --- |
| ALLOW TIME FOR EVALUATION |
| BE AWARE OF LEGAL CONSIDERATIONS |
| FOLLOW A SYSTEMATIC APPROACH<br>Review Sources<br>Check References<br>Use Application Evaluation Worksheet |
| PERSUADE AND NEGOTIATE<br>Identify and Sell Benefits<br>Identify What Each Party Offers<br>Determine Bargaining Position<br>Anticipate Protocol<br>Know Your Limits |

**Allow Time for Evaluation.** Be sure that you get in the habit of allowing a short period of time between interviews to put your thoughts about the candidate in writing. If you wait until the end of the day, you may forget important information. If there are close contenders, these notes will be helpful.

**Legal Considerations.** Because your written notes are part of the applicant's file, any personal reactions you put in writing can be used as evidence if a discrimination complaint arises later on. Consequently, all written comments should be job related. With comments on an applicant's personality or appearance, you should be able to prove legitimate, job-related considerations. Avoid saying anything about whether or not you liked the applicant personally.

## FOLLOW A SYSTEMATIC APPROACH

**LECTURETTE**

(Continued)

It is important, when evaluating your candidate to use a systematic approach, so that you are comparing people using the same criteria.

**FLIP CHART**

"Systematic Approach"

| SYSTEMATIC APPROACH |
|---|
| REVIEW SOURCES<br>Application<br>Résumé<br>Interview<br><br>CHECK REFERENCES<br>Use the Phone<br>Questions to Ask<br>Patterns to Look For<br><br>USE COMPARISON WORKSHEET |

**REVIEW SOURCES**

It is important to quickly review the source of information from which you obtained candidates information. It will refresh your memory and help you to compare skills, experience, and references.

**Application.** The application should help you obtain information about the applicant that **you** need to know. In this respect, it has an advantage over a résumé, which presents the information that the applicant wants you to know. It is also a basic screening device and quickly points out deficiencies in key areas.

- gaps in education
- gaps in employment
- frequent changes in jobs
- reasons for leaving
- working for less pay
- decreasing responsibility

**Résumés.** The résumé is the calling card that brings the job candidate to your attention. It is a personal advertisement designed to get the applicant's foot in the door; consequently, it should be judged as such. In other words, how effectively does it present form and content? Does it look good? Is it well written? Is the language succinct and correct? How are the candidate's credentials presented? Does it list accomplishments and achievements? These are all factors to consider when reviewing résumés.

There are so many sources available today for helping people put together résumés that there is really no excuse for a poorly executed résumé. The biggest challenge today is not to be fooled by slick packaging. Learn to check content thoroughly by looking for accomplishments and steady advancement.

**LECTURETTE**

(Continued)

**The Interview.** When re-evaluating candidates, be sure to check the notes you made during the interview. How did you rate them on your Applicant Evaluation Worksheet?

What were your "gut instincts" telling you regarding each individual? If a candidate had all the right skills, said all the right things, and you still felt uncomfortable, perhaps it would be wise to get another person to interview the candidate, then compare notes.

**Check References.** As we said earlier in the module, one of the best ways to predict future performance is by looking at how a candidate performed in the past. The best place to find this information is by asking former employers.

Many people are reluctant to call former employers for a number of reasons:

- Employers are reluctant to say anything negative because they fear law suits.
- They only provide dates of employment.
- Applicants provide only positive reference sources.

**Use the Phone.** The phone is both a convenient and effective way to check references. Listening to a former employer describe performance allows you to pick up on subtle verbal clues such as tone, silence, pauses, etc.

**Questions to Ask.** Phrasing your questions appropriately will also facilitate getting more meaningful information. Below are some questions you can ask.

- Why did the individual leave your company?
- What do you consider to be the applicant's strengths? Weaknesses?
- How well did the applicant get along with co-workers? With you?
- How often was he or she late or absent during the past year?
- Would you employ this person? If not, why?
- Did the applicant demonstrate initiative?

**Patterns to Look For.** In addition to considering the responses from references, you should also look at the pattern of the references.

- Are they all from peers rather than managers?
- Were references omitted from previous jobs?

In these instances, you should dig deeper. Ask for specific names or the reasons why these patterns exist.

## USE COMPARISON WORKSHEET

**LECTURETTE**

(Continued)

It is important to take a structured approach when evaluating job candidates. One of the tools we will be working with in the exercise that follows is the Applicant Evaluation Comparison Worksheet. This worksheet helps you to organize your thinking and review and summarize the various sources of applicant information on one page.

The chart below is a sample worksheet that has been filled out on one candidate.

**FLIP CHART**

"Applicant Evaluation Comparison Worksheet"

**Ask:** What is the value of a worksheet like this?

**Ask:** How might you use a worksheet like this?

**APPLICANT EVALUATION COMPARISON WORKSHEET**

**POSITION APPLIED FOR:** **Account Executive**

| Applicant Name/Phone | Date of Interview(s) | GENERAL EVALUATION (Rate from 1 — 10) | | | | Comments |
|---|---|---|---|---|---|---|
| | | Technical Knowledge | Inter-Personal Skills | Success Attributes | References | |
| John Jones 213-782-2654 | 9-3-98 | 8 | 6 | 9 | 6 | • Strong technical skills.<br>• Need additional references |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**LECTURETTE**

(Continued)

**APPLICANT EVALUATION COMPARISON WORKSHEET**

The Applicant Evaluation Comparison Worksheet is designed to help you do the following:

**List Applicants.** Lists applicants on one page, so that you can compare information.

**Identify Date.** Identifies date of the interview.

**General Evaluation.** Includes general Evaluation information regarding technical and interpersonal skills and success attributes.

Focusing entirely on job performance and technical competence can also lead to disaster. The ability to get along with people is an important part of almost any job. Your instincts about an applicant's communication and interpersonal skills are often a reliable predictor of success in the job. The best qualified applicant may have left her last three jobs because of "personality conflicts" — conflicts you don't want to see recreated in her new position with your company. For that reason, a skilled, experienced interviewer will weigh both performance and personality factors against the demands of the job. By evaluating a candidate's suitability in both areas as objectively as possible, you can avoid the risk of discrimination complaints and at the same time encourage interviewers to use intuition and instinct to their advantage.

No matter what the job, the best candidates usually score high in the following areas:

**FLIP CHART**

"Key Performance Areas"

Refer to the flip chart as you review the material.

| KEY PERFORMANCE AREAS |
|---|
| TECHNICAL SKILLS<br>Performance Skills<br>Specialized Knowledge<br>INTERPERSONAL SKILLS<br>Rapport and Respect<br>Communication Skills<br>SUCCESS ATTRIBUTES<br>Initiative<br>Ambition<br>Creativity<br>Dependability |

**Reference Check Rating.** This provides a place to score your references.

**Comments.** This provides a place to put appropriate comments.

## EXERCISE: HIRE/DON'T HIRE ASSESSMENT

**INDIVIDUAL EXERCISE**

(Allow 5-7 min.)

Have participants complete this exercise as an individual exercise.

**TABLE GROUP DISCUSSION**

(Allow 6-8 min.)

After participants have completed their individual work, have them discuss their ideas in the Table Group and come to a group consensus.

**LARGE GROUP DISCUSSION**

(Allow 8-12 min.)

Have participants present their analysis.

**THE REST OF THE STORY**

Read the Rest of the Story letter.

Discuss what was withheld and how.

**Ask:** How could you have uncovered this?

Now that you have completed your preliminary assessment and interviews, analyze whether or not you want to move forward with this candidate. (Interview Candidate)

Candidate: ______________________________________

1. **GENERAL EVALUATION** *Rate from 1 — 10*

a. Technical Knowledge 1 2 3 4 5 6 7 8 9 10

__________________________________________________

__________________________________________________

b. Interpersonal Skills 1 2 3 4 5 6 7 8 9 10

__________________________________________________

__________________________________________________

c. Success Attributes 1 2 3 4 5 6 7 8 9 10

__________________________________________________

__________________________________________________

d. Other 1 2 3 4 5 6 7 8 9 10

__________________________________________________

__________________________________________________

d. Overall gut feeling 1 2 3 4 5 6 7 8 9 10

__________________________________________________

__________________________________________________

2. **COMMENTS**

__________________________________________________

__________________________________________________

3. **FURTHER AREAS TO INVESTIGATE**

__________________________________________________

__________________________________________________

4. **HIRE** ❑ **DON'T HIRE** ❑ **Why?**

__________________________________________________

__________________________________________________

## PERSUADE AND NEGOTIATE

**LECTURETTE**

(Allow 12-15 min.)

After you've selected the candidate that you feel is most qualified and capable, the next step is to notify him/her of your choice. If the candidate is unsure and has reservations about accepting the position, you may find yourself in the position of having to "sell them" on the organization, the department, and you. On the other hand, if they are over-confident or considering other positions, you may have to negotiate with them.

### PERSUADE — SELL THE BENEFITS

**Ask**: When should you persuade?

In both persuasion and negotiation, you need to know what you have to offer and what you need to hold back. You need to know the benefits of your organization and the benefits of the candidate.

**Ask**: How early in the interview should persuasion start?

**Negotiating Terms.** One of the things you will want to do in order to conserve your resources is get the best talent that you can for the money. This may require some negotiation. Negotiating terms of employment is probably one of the least appealing aspects of the hiring process for most managers. It usually is an emotionally charged situation for both manager and applicant alike. The applicant feels obliged to drive the hardest bargain possible, anticipating that his or her price will be driven down below a level that is satisfactory. On the other side, the manager is thinking about his or her budget, the fee collected by the headhunter, and keeping salaries equitable in the department. It's a challenging and sometimes stressful situation.

**Ask**: When should you negotiate?

As you prepare to persuade or to negotiate there are some important factors to keep in mind.

**FLIP CHART**

"Factors in Negotiation"

**FACTORS IN NEGOTIATION**

**PREPARATION FOR THE NEGOTIATION**

**The Benefits of Your Organization**

- Know what you have to offer (your organization, benefits, etc.)

**The Benefits of the Candidate**

- Know what candidate has to offer (from résumé, interview, references)

**BARGAINING IN THE NEGOTIATION**

- Identify Bargaining Positions
  - Manager/Company
  - Candidate
- Anticipate Bargaining Protocol
  - Timing
  - Aim High
- Know Your Limits

## PREPARE FOR THE NEGOTIATION

**LECTURETTE**

(Continued)

An astute candidate will be well-prepared for the negotiating process. Typically, they will have investigated the following:

- The financial health of your organization.
- The existing compensation plans and policies of the corporation.
- The corporate operating style and philosophy.
- The going rate of pay for like positions.
- Your record of meeting its bonus and incentive program pay outs.

You should be able to discuss all of the areas mentioned above. You may have to justify why your offer is lower than they anticipated based on the past history of the organization.

**Ask:** What do we have to offer people?

### THE BENEFITS OF YOUR ORGANIZATION

**Sell the Benefits.** Sometimes there are "intangible" benefits of working for an organization such as yours, which you can use as leverage.

**Ask:** Why do people come to us?

**The Company Image.** High performance employees like to associate with winners. Many times the prestige of working for a "world class" organization with an outstanding reputation in the industry will appeal to the type of individual you want to hire. So don't be shy in selling the company, or reminding them of the reflected glory they can expect to receive as a result of joining your organization.

Other factors that you should be prepared to discuss in terms of benefits include:

- Company products
- The WORK UNIT
- The job itself

**Employee Benefits.** Employee benefits typically account for almost 40 percent of the average organization's payroll. Why not leverage this investment to your advantage by promoting this as an added incentive for joining the company. Typically, people are mostly concerned about health care and pension or profit sharing plans. Be prepared to discuss this with your selected candidate. Any other extraordinary benefits that are unique to the organization that might be overlooked as a benefit should also be mentioned.

## KNOW WHAT YOU HAVE TO OFFER

**LECTURETTE**

(Continued)

The following is a list of points, which your candidate may negotiate with you. What's the company policy in these areas? How flexible are they? Where will you have the most "room" to negotiate?

**Ask**: What limitations do you have about salary?

**Salary.** If you recruited them, they may expect a 20 - 50 percent cash increase. If they approached you, they may be worth 10 - 15 percent. If they are unemployed, you may be able to get them at their last salary.

**Signing Bonus**. Use a signing bonus if you have to.

**Long-term Income Plans.** The key bargaining issues are capital accumulation plans like profit sharing plans. Salary range of a position is often predetermined and beyond a certain latitude, salary alone is not a negotiable point.

**Pension and Stock Options.** If you have recruited them and if by leaving their present job they would sacrifice stock options or personal benefits, you may have to negotiate to replace them with comparable plans.

**Severance.** They may ask for a severance package just in case, especially if the financial future of the company is shaky, or if a merger is imminent.

**Relocation Costs.** If they are relocating, they will expect the company to pay for the cost of the move. This is often a sensitive issue with branch managers.

**Employment Contract.** If they make $50,000 plus, they may want to negotiate for an employment contract. You may not be able to offer this.

**Company Bonus Plans.** They will probably request at least minimum participation for the first year of new employment. You'll probably need to review your bonus program, noting how it is applied, and how rewards are administered in practice as well as in principle.

**Promotions.** If they are on a fast track, they will probably try to nail down a time schedule for their next promotion, as well as the terms of compensation increase. Be prepared to discuss career paths.

**Perks.** They will probably inquire about your policy on perquisites.

## KNOW THE VALUE OF YOUR BENEFIT PACKAGE

Your benefits package costs the company a lot of money, and it is worth a lot to a perspective employee. It's a good idea, therefore, to know what those benefits and perks are worth in terms of income equivalents. They may help bolster your offer and help to overcome objections to salary.

The worksheet that follows provides a structured approach for pulling this information together on one page.

# BENEFIT PACKAGE WORKSHEET

## BONUS AWARDS

Payout options: ❑ Current ❑ Over ____ years ❑ Deferred: ______________________

Comments: ________________________________________________________________
______________________________________________________________________

| Projected Bonus | Size: Dollars | Size: Percentage | Assumptions/Requirements |
|---|---|---|---|
| Minimum | $____________ | __________% | ____________________________ |
| Most likely | $____________ | __________% | ____________________________ |
| High | $____________ | __________% | ____________________________ |

## PERQUISITES/INCOME/EQUIVALENTS

| Type | Estimated Value | Imputed Income | Comments |
|---|---|---|---|
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |
| Other: ________________ | $_________ | $_______ | ____________________________ |

## PROTECTION

| Type | Coverage | Personal Contribution Required | Imputed Income |
|---|---|---|---|
| Basic group life | ______________________________ | $__________ | $_______ |
| Supplemental life | ______________________________ | $__________ | $_______ |
| Accidental death and dismemberment | ______________________________ | $__________ | $_______ |
| All-risk accident | ______________________________ | $__________ | $_______ |
| Travel accident | ______________________________ | $__________ | $_______ |
| Comprehensive personal Liability | ______________________________ | $__________ | $_______ |
| Long-term disability | ______________________________ | $__________ | $_______ |
| Hospital/surgical | ______________________________ | $__________ | $_______ |
| Major medical | ______________________________ | $__________ | $_______ |
| Dental | ______________________________ | $__________ | $_______ |

## THE CANDIDATE: KNOW WHAT CANDIDATE HAS TO OFFER

**LECTURETTE**

(Continued)

All of the resources and reference information that you used to learn more about the candidate will tell you what he or she has to offer.

- Résumé
- Application
- Interview
- References

From these sources, you will have formed a fairly good picture of what the candidate has to offer.

**Ask:** How do you determine what the candidate has to offer?

| WHAT THE CANDIDATE HAS TO OFFER |
|---|
| SKILLS<br>• Specialized<br>• Technical<br>• Interpersonal<br>ATTRIBUTES<br>• Personality<br>• Initiative<br>• Productivity<br>• Creativity<br>CONNECTIONS<br>• In the Industry<br>• In the Community<br>• In the Marketplace |

### WEIGH THE VALUE OF THE CANDIDATE

In order to ”put a price” on what your candidate is offering, you need to determine his/her relative value to your organization. To help you determine his/her value, you should ask yourself the following questions.

**Ask:** How do you determine the value of a candidate?

- What are they worth to my department/organization?
- How scarce are these skills?
- Is there a great demand for these particular skills?
- Given our current personnel, how much do we need these skills and attributes?

## IDENTIFY BARGAINING POSITION

**LECTURETTE**

(Continued)

To identify the relative bargaining position of both parties, you need to identify strengths and weaknesses. This will enable you to balance one against the other.

Listed below are some typical strengths and weaknesses to consider.

**Ask:** What do we mean by bargaining position?

**Ask:** How do you determine bargaining positions?

| MANAGER/OUR COMPANY | APPLICANT |
|---|---|
| • Uniqueness of skills needed<br>• Image/reputation<br>• Supply and demand — availability of talent<br>• Who sought out whom<br>• Applicants current employment status<br>• Condition of our company | • The uniqueness of skills and qualifications<br>• Past performance and visibility<br>• Supply and demand/how much we need them<br>• Current employment status<br>• The condition of our company<br>• The client portfolio |

In preparing for bargaining, you may want to make up a chart like the one below to determine relative strengths and weaknesses.

| MANAGER/OUR COMPANY | | |
|---|---|---|
| **Categories** | **Strengths** | **Weaknesses** |
| | | |

| CANDIDATE | | |
|---|---|---|
| **Categories** | **Strengths** | **Weaknesses** |
| | | |

**LECTURETTE**

(Continued)

**ANTICIPATE BARGAINING PROTOCOL**

To help prepare for negotiation, it is a good idea to anticipate a possible bargaining protocol to use with a candidate. Listed below are some typical techniques to keep in mind when you begin the actual negotiation.

**Ask:** What does the term "bargaining protocol" mean?

Review protocol ideas.

**Ask**: What types of protocol rules of thumb do you use?

**BARGAINING PROTOCOL**

**Timing.** Know when to bring up compensation issue.

- Establish parameters early, but don't make compensation the big issue. Or:
- Don't bring it up at all, and when the question arises, turn it around: "Now that you mention it, what was your salary range on your previous job?" "What are your salary expectations?"

*Know when to drive a hard bargain.*

- When you are sure the candidate wants you, i.e., when they express interest.
- Don't put off for tomorrow what you can negotiate today: Use positive mood of the moment.
- Don't make a final offer on the spot: Allow for adjustments tomorrow.

**Active**. Take an active role once bargaining begins.

**Aim High.** Have confidence and shoot for the most appropriate deal.

**Current Plan**. Don't offer a plan that is not already part of the corporate compensation policy, unless the circumstances are quite unique or unusual.

**Relative Stakes**. The higher the stakes, the more room to negotiate.

**Beyond Value**. In compensation terms, an individual is defined not by title, but by his or her perceived value to the company. What counts is his or her net effect on corporate success and prosperity. Keep asking, "What is this person worth to our team?"

**KNOW YOUR LIMITS**

Always consider your limits when you are negotiating and know when to walk away. You know the limitations of your resources and your needs; don't over extend. Be willing to say, "We can't afford this person, their price is too high." But be prepared to fight for the best person and justify a higher salary if warranted.

## EXERCISE: PREPARE TO PERSUADE AND NEGOTIATE

**TABLE GROUP EXERCISE**

(Allow 5-6 min.)

Have participants work in their Table Group to complete their exercise.

The purpose of this exercise is to help you prepare to negotiate the terms of employment with a real-life potential candidate. Think about the concepts covered in this section and answer the questions below.

Candidate: ________________________________________

1. **Your Organization's Benefits.** What are the benefits of working with your organization?

______________________________________________

______________________________________________

______________________________________________

2. **Candidate's Benefits.** What are the benefits you can expect to derive as a result of hiring this candidate?

______________________________________________

______________________________________________

______________________________________________

**LARGE GROUP PRESENTATION**

(Allow 7-8 min.)

Have each Table Group present their ideas to the large group.

**OR**

**OPTIONAL ROLE-PLAY**

Refer class to Role Play exercise at the end of the Module.

3. **Bargaining Position.** What is the bargaining position that you and the candidate will take?

You:

______________________________________________

______________________________________________

Candidate:

______________________________________________

______________________________________________

4. **Protocol.** What bargaining protocol do you anticipate from the candidate?

______________________________________________

______________________________________________

______________________________________________

5. **Your Limits.** What are your limits?

______________________________________________

______________________________________________

______________________________________________

## SUMMARY

**LECTURETTE**

(Allow 3-5 min.)

Use the checklist to summarize the module.

Encourage participants to give input.

In this module we discussed the importance of and how to recruit a high performance team. Some of the key concepts discussed in the module are outlined below.

**RECRUIT A HIGH PERFORMANCE TEAM**

FIND/RECRUIT HIGH PERFORMANCE EMPLOYEES

- Establish Criteria
  - Hiring Profile
  - Position Description
- Locate Qualified Candidates
- Conduct Preliminary Screening

INTERVIEW EFFECTIVELY

- Plan the Interview
- Create the Environment
- Conduct the Interview
- Common Interviewer Errors

EVALUATE AND SELECT CANDIDATE

- Allow Time for Evaluation
- Be Aware of Legal Considerations
- Follow a Systematic Approach
- Persuade and Negotiate

**FLIP CHART**

"Recruit a High Performance Team"

Refer to the flip chart as you summarize the module.

**OPEN DISCUSSION**

(War Stories)

Any particular problems you are having around staffing?

**POST-WORKSHOP IMPLEMENTATION**

Review the Action Items for this module.