

Employment Interviewing for Success in Public Child Welfare



Committed to Excellence through Supervision
University of Iowa School of Social Work
National Resource Center for Family Centered Practice

1

© Copyright 2009 The University of Iowa

Workshop Overview

- Elements of effective interviews
- Employment interview styles
- Behavioral based interviewing techniques
- Review outcomes and examples of realistic job preview tools
- Bias in employment interviewing
- Best practices shared by peers

© Copyright 2009 The University of Iowa

Components of a Successful Selection Process

- 1) Develop Job Description and Task Analysis
- 2) Prepare Interviewers
- 3) Recruit Applicants
- 4) **Prepare Applicants**
- 5) Screen Applications
- 6) **Conduct Employment Interview**
- 7) Document, Evaluate, Select
- 8) Make the Offer
- 9) Close with Other Candidates
- 10) Ensure Effective Use of Probationary Period

3

© Copyright 2009 The University of Iowa

Purpose of an Interview

- 1) To accurately assess candidate's **K-V-S** and "fit" with position.
- 2) To make the best **strength/risk assessment** possible.
- 3) To promote a strong and **positive public image** as an "employer of choice."



4

© Copyright 2009 The University of Iowa

Four Interview Styles

<p><u>Personal Rapport</u></p> <p>Interviewer spends time building personal rapport with candidate; subjectively assesses desirable personal attributes; uses intuition to make judgment about applicant's "fit" in organization.</p>	<p><u>Make or Break</u></p> <p>Interviewer remains emotionally detached from applicant. Delivers questions in such a way to assess how applicant does under stress; makes quick assessment using narrow range of personal attributes and job qualifications.</p>
<p><u>Information Exchange</u></p> <p>Interviewer is focused on formal qualifications for position; seeks specific facts about the candidate (e.g., dates, numbers, degrees); also spends extensive time in interview giving information about the organization and asking candidate if they have questions.</p>	<p><u>Mutual Exchange</u></p> <p>Interviewer prepares self and candidate to engage in directed conversation to develop an interview environment in which needed data is exchanged by both. Multiple methods are used to explore K-V-S in action. ⁵</p>

© Copyright 2009 The University of Iowa

Interview Styles

<p><u>Personal Rapport</u></p> <p>Interviewer spends time building personal rapport with candidate; subjectively assesses desirable personal attributes; uses intuition to make judgment about applicant's "fit" in organization.</p>	<p><u>Make or Break</u></p> <p>Interviewer remains emotionally detached from applicant. Delivers questions in such a way to assess how applicant does under stress; makes quick assessment using narrow range of personal attributes and job qualifications.</p>
<p><u>Information Exchange</u></p> <p>Interviewer is focused on formal qualifications for position; seeks specific facts about the candidate (e.g., dates, numbers, degrees); also spends extensive time in interview giving information about the organization and asking candidate if they have questions.</p>	<p><u>Mutual Exchange</u></p> <p>Interviewer prepares self and candidate to engage in directed conversation to develop an interview environment in which needed data is exchanged by both. Multiple methods are used to explore K-V-S in action.</p>

© Copyright 2009 The University of Iowa

Four Interview Styles

<p><u>Personal Rapport</u></p> <p>Interviewer spends time building personal rapport with candidate; subjectively assesses desirable personal attributes; uses intuition to make judgment about applicant's "fit" in organization.</p>	<p><u>Make or Break</u></p> <p>Interviewer remains emotionally detached from applicant. Delivers questions in such a way to assess how applicant does under stress; makes quick assessment using narrow range of personal attributes and job qualifications.</p>
<p><u>Information Exchange</u></p> <p>Interviewer is focused on formal qualifications for position; seeks specific facts about the candidate (e.g., dates, numbers, degrees); also spends extensive time in interview giving information about the organization and asking candidate if they have questions.</p>	<p><u>Mutual Exchange</u></p> <p>Interviewer prepares self and candidate to engage in directed conversation to develop an interview environment in which needed data is exchanged by both. Multiple methods are used to explore K-V-S in action.</p>

© Copyright 2009 The University of Iowa

Four Interview Styles

<p><u>Personal Rapport</u></p> <p>Interviewer spends time building personal rapport with candidate; subjectively assesses desirable personal attributes; uses intuition to make judgment about applicant's "fit" in organization.</p>	<p><u>Make or Break</u></p> <p>Interviewer remains emotionally detached from applicant. Delivers questions in such a way to assess how applicant does under stress; makes quick assessment using narrow range of personal attributes and job qualifications.</p>
<p><u>Information Exchange</u></p> <p>Interviewer is focused on formal qualifications for position; seeks specific facts about the candidate (e.g., dates, numbers, degrees); also spends extensive time in interview giving information about the organization and asking candidate if they have questions.</p>	<p><u>Mutual Exchange</u></p> <p>Interviewer prepares self and candidate to engage in directed conversation to develop an interview environment in which needed data is exchanged by both. Multiple methods are used to explore K-V-S in action.</p>

© Copyright 2009 The University of Iowa

Four Interview Styles

<p><u>Personal Rapport</u></p> <p>Interviewer spends time building personal rapport with candidate; subjectively assesses desirable personal attributes; uses intuition to make judgment about applicant's "fit" in organization.</p>	<p><u>Make or Break</u></p> <p>Interviewer remains emotionally detached from applicant. Delivers questions in such a way to assess how applicant does under stress; makes quick assessment using narrow range of personal attributes and job qualifications.</p>
<p><u>Information Exchange</u></p> <p>Interviewer is focused on formal qualifications for position; seeks specific facts about the candidate (e.g., dates, numbers, degrees); also spends extensive time in interview giving information about the organization and asking candidate if they have questions.</p>	<p><u>Mutual Exchange</u></p> <p>Interviewer prepares self and candidate to engage in directed conversation to develop an interview environment in which needed data is exchanged by both. Multiple methods are used to explore K-V-S in action.</p>

© Copyright 2009 The University of Iowa

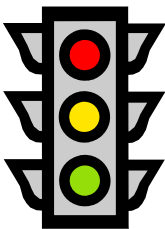
Conducting a Job Interview

1. Open interview and establish rapport
2. Use multiple methods to assess K-V-S
 - **Behavioral-based questions**, Work samples, Response to assigned tasks, Applicant walk-through in work environment
3. Exchange information per candidate's questions
4. Close the Interview
5. Document, Assess, Evaluate, Select

© Copyright 2009 The University of Iowa

Green Light

- Think back on the best hire you have ever made. What qualities and characteristics does (did) this person have that made them an excellent selection?



© Copyright 2009 The University of Iowa

Types of Interview Questions



- Rapport Building
- Behavioral Based
- Critical Reflection

© Copyright 2009 The University of Iowa

Behavioral-based Job Interviewing

- Designed to discover how the interviewee acted in specific employment-related situations in the past.
- Rationale: description of previous behavior will best predict future behavior
- Allows opportunity to assess applicant's **critical reflection skills** on actual events with follow-up probing questions: "What did you appreciate about that experience? What do you wish had been different?"

13

© Copyright 2009 The University of Iowa

Example

Quality: Knows how to set boundaries

Skills: assertion and role clarity

Behaviorally Based Interview Questions:

"Tell me about a time when you were effectively assertive."

"Give me an example of when you were able to stay clear about the limits of your professional role in a helping relationship."

14

© Copyright 2009 The University of Iowa

Example, continued

- Critical Reflection questions:

"Tell me about other experiences that have contributed to your ability to be appropriately assertive with others."

"What skills do you think helped you in staying clear about the limits of your helping role?"

15

© Copyright 2009 The University of Iowa

Exercise One: Asking the Questions



In groups of two or three:

- Identify top three qualities and skills required
- Develop at least two Behavioral Based questions
- Discuss possible interviewee **responses** to these questions
- Develop at least two **Critical Reflection** questions

16

© Copyright 2009 The University of Iowa

Pitfalls

- Inconsistent interview administration
- Contrasting applicants
- Stereotyping
- Closure
- Halo and Pitchfork Effect
- Responsibility Error
- Leniency Error
- Central Tendency Error

17

© Copyright 2009 The University of Iowa

Name that Bias!

- "That's an interesting name. Where are you from?"
- "We are looking to bring more diversity to our staff, so we were so glad to receive your application."
- "With your qualifications, I'm surprised you applied. Are you *sure* you want this job?"
- "This work isn't for the meek. A few years ago we hired someone who didn't stay on the job longer than a week. What can you say to convince me that you will last longer than that?"

18

© Copyright 2009 The University of Iowa

Realistic Job Previews

- **Description:** Tools to provide applicants with a day-in-the-life depiction of a job in income maintenance
- **Outcomes:**
 - Increases understanding of job descriptions
 - Increases self-assessment of job fit
 - Increases public understanding of income maintenance work
 - Decreases employee turnover through facilitating self-assessment of “fit”

19

© Copyright 2009 The University of Iowa

Realistic Job Preview

- “Is This the Job for Me?” (36 min)
- Michigan Department of Human Services

20

© Copyright 2009 The University of Iowa

Review and Remember

- Examples of past behaviors best indicators for _____
- Even if you decide the applicant won't work out, you should leave them _____
- Once the interview is completed, the selection process isn't over yet. Many, in fact, see the _____ as an extended on-the-job interview.

21

© Copyright 2009 The University of Iowa

Here's to Successful Hiring!



22

© Copyright 2009 The University of Iowa