OBTC Teaching Conference for Management Educators

OBTC 2015 at University of La Verne
June 17th – 20th, 2015

Submission Template

SUBMISSION GUIDANCE

* Remove all identifying properties from this document *
* All files must be saved in PDF format *
Please include ALL supplementary text at the end of this document
Only one document should be submitted

1) Title of Proposal:

Structured Speed Interviewing: Building Skills in Staffing and Selection Courses

2) Abstract:

Please include a brief session description (not to exceed 100 words).If your proposal is accepted, this description will be printed in the conference program.

Structured interviews are a widely used selection tool in the employment process; however, students often have little experience asking and responding to structured interview questions. In a format similar to "seed dating," this workshop actively engages students in the interviewing process. Students pair-off (one partner gains experience asking structured interview questions and rating responses as the interviewer, while the other partner gains practice responding to such questions as the interviewee), for a few minutes, before moving on to another partner. In both roles students are actively engaged in building skills and applying course content.

Keywords:

Use three or four keywords to describe your session.
Structured Interview, Behavioral Interview, Situational Interview

3) Format
__X__ Activity or exercise
____ Discussion roundtable (60 minute only)
____ General discussion session

4) Time Requested:
____ 30 Minutes
__X__ 60 Minutes (*Roundtables must select 60 minutes*)
____ 90 Minutes

5) Planning Details:
Does your session have any special requirements for space or materials?
For this session, we will need a projector and a screen. We will also need a space in which we can move chairs around easily.

6) Learning Objectives or Goals for the Session:
What are 2-4 specific learning outcomes that participants will get from your session?
At the end of this session, participants will be able to:
1. Design an activity which actively engages students in the application of principles related to structured interviews.
2. Prepare competency-based tools to use in the activity.
3. Evaluate student learning from the activity via reflection.

7) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

This activity is most relevant for staffing or selection courses as the activity teaches students about behavioral and situational interview questions.

Interviews are one of the most commonly used selection tools (Ployhart, Schneider, & Schmitt, 2006). However, not all interviews are created equal. For example, unstructured interviews, in which interview questions can vary from candidate to candidate and may not have standards for scoring, tend to have lower reliability and validity than structured interviews, in which candidates are asked standardized, job-related questions that are scored based on performance benchmarks. In this activity, students are introduced to the difference between structured and unstructured interview questions. Second, they are introduced to the difference between behavioral and situational interview questions. Third, they engage in the interview process and play the roles of both an "interviewer" and an "interviewee" to gain practice in the way structured interview questions are created, asked, and scored.

While this activity would primarily be useful in staffing or selection classes, it provides a number of teaching opportunities relevant to topics in management including: individual differences (e.g., personality, KSA's, etc.), recruitment, selection, and interpersonal skills (e.g., oral communication, listening, etc.).

8) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

Proposed format: Introduction (15 minutes). The organizer of the workshop will facilitate introductions of all participants and briefly discuss the literature on structured vs. unstructured interviews.

Part 2: Demonstration of speed structured interviews (30 minutes). This portion of the workshop will introduce how speed structured interviews have been used in staffing and selection courses. Then, materials for the activity (e.g., interview questions, scoring sheet, and interview tips) will be distributed to participants. Attendees will then be asked to actively participate in the activity. The participants will be divided into two

groups: interviewers and interviewees. The participants will arrange their chairs into two concentric circles, so that in the each chair in the inner circle faces a chair in the outer circle. Interviewers will sit in the inner circle, while interviewees will sit in the outer circle. After each interviewer identifies their partner (an interviewee) they will have 2 minutes to ask him/her structured interview questions (a mix of behavioral and situational questions) and score his/her responses. After two minutes, a timer will alert the participants that it is time to move on to the next interview. The participant interviewees in the outer circle will move one seat to their left, while the interviewers in the inner circle will remain seated. Thus, each participant will have a new partner. If there is an odd number, a group of three may be formed. After 10 minutes, the interviewers and interviewees will switch roles so that participants have a chance to play both parts.

Part 3: Debriefing (15 minutes): This portion will summarize the presentation, address additional questions about how the activity has been used, and provide time for general discussion of the activity.

9) For Activities and Exercises:
Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

Session participants will be provided materials to replicate this process in their classes:

1. Teaching notes
2. Handouts: Example interview questions and scoring rubric (for interviewers), Interview tips (for interviewees)
3. Activity evaluation*

*Currently, the sample size is too small for a meaningful evaluation of the activity's effectiveness; however, preliminary data suggests that affective reaction and learning after completing the activity is favorable.

10) Implications for Teaching or for Teachers:
What is the contribution of your session?

Participant Takeaways: There are two takeaways:
1. participants will leave the workshop with a plan of action for implementing an engaging activity in their classes that teaches students about structured interviews,

2. participants will receive materials that help them use the speed structured interview activity to engage their students.

11) Application to Conference theme:
How does your session fit with the overall OBTC theme of Learning in Community?

12) Unique Contribution to OBTC:
Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

I have not presented this work before.

Proposal: Structured Speed Interviewing: Building Skills in Staffing and Selection
Courses: Session Materials

Session Materials Include:
1. Teaching notes
2. Handouts:
    a. Example interview questions
    b. Scoring rubric (for interviewers)
    c. Interview tips (for interviewees)
3. Activity evaluation

1. Teaching Notes

Activity overview

This activity is most relevant for staffing or selection courses as the activity teaches students about behavioral and situational interview questions. Before doing this activity, introduce the difference between structured and unstructured interviews, the difference between behavioral and situational interview questions, and the STAR method for answering behavioral interview questions.

In this activity, students engage in the interview process and play the roles of both an "interviewer" and an "interviewee" to gain practice in the way structured interview questions are asked, answered, and scored.

While this activity would primarily be useful in staffing or selection classes, it provides a number of teaching opportunities relevant to topics in management including: individual differences (e.g., personality, KSA's, etc.), recruitment, selection, and interpersonal skills (e.g., oral communication, listening, etc.).

Learning objectives

After participating in this activity, students should be able to:
    1. Identify structured interview questions
    2. Understand the difference between behavioral and situational interview questions
    3. Use standardized interview scoring rubrics accurately
    4. Answer behavioral interview questions using the STAR method

Time

30-40 minutes

Resources/Set-up

Handouts: Example Interview Questions, Scoring Rubric, Interviewee Tips, Activity Evaluation

Activity Instructions

Divide students into two groups: interviewers and interviewees. Then have students arrange their chairs into two concentric circles, so that in the each chair in the inner circle faces a chair in the outer circle. Interviewers will sit in the inner circle, while interviewees will sit in the outer circle. After each interviewer identifies their partner (an interviewee) they will have two minutes to tell the interviewee about the interview process and ask him/her structured interview questions (a mix of behavioral and

situational questions) and score his/her responses. After two minutes, a timer will alert the participants that it is time to move on to the next interview. The participant interviewees in the outer circle will move one seat to their left, while the interviewers in the inner circle will remain seated. Thus, each participant will have a new partner. If there is an odd number, a group of three may be formed. After 15 minutes, the interviewers and interviewees will switch roles so that participants have a chance to play both parts.

Discussion/Debrief Questions

- Were any questions more difficult to complete than others? Which ones and why?
- What did you learn about yourself in this exercise?
- What are some specific steps you could take to turn your weaknesses into strengths?

2. Example Structured Interview Questions and Scoring Rubric – For Interviewers
(I have a number of both behavioral and situational questions that I use for this exercise
that will be provided to participants)

Behavioral Structured Interview Question and Scoring Rubric Example:

Tell me about an important goal you have set in the past, and what you did to
accomplish it.

Question #1: Tell me about an important goal you set in the past, and what you did to accomplish it.		
Comments:		
Score		
Did Not Meet Expectations	Meets Expectations	Far Exceeds Expectations
1	2	3

↓	↓	↓
Did not set goal or did not set goal, but achieved something important to him/her. Or set goals, but did not achieve goal	Identified as specific goal and achieved goal	Set goal with benchmarks for performance and/or set goal and outcomes surpassed initial goal

Interview Tips – For Interviewees

STAR Technique: A technique for answering behavioral interview questions:

1. Describe a _S_ituation _or Ta_sk: describe in enough detail for the interviewer to understand the situation and what you needed to accomplish
2. Describe the _A_ction that you took
3. Describe the _R_esults that you achieved

Presentation Skills:

1. Good eye contact, smiling and firmly shaking hands when meeting the interviewer
2. Appropriate dress (as discussed in class)
3. Look engaged (as discussed in class)
4. Any items brought to the interview by the interviewee need to be properly housed during the interview (i.e., purse, portfolio, briefcase, etc.)
5. Needs to be prepared and provide good, solid answers to all the questions providing examples from previous experiences and their outcomes
6. Speak clearly and with confidence
7. Has good, job-related questions to ask at the end of the interview
8. Thanks the interviewer and shakes hands at the end of the interview

3. Activity Evaluation – For student participants

Learning Questions

Pre and Post Activity Questions:

1. What is the difference between structured and unstructured interview questions?
2. What is the difference between behavioral and situational structured interview questions?
3. Is it important to using a scoring rubric for interview questions? Why?
4. What does STAR stand for? How is it used?

Affective Reaction Questions

1. What are your initial reactions to the Speed Structured Interview activity?
2. Do you feel that this activity helped you learn the course material better than via lecture alone?
3. Did you like the way this activity presented the material?
4. Do you feel that this activity helped build your interviewing skills?
5. What, if anything, did you learn about yourself during this activity?
6. Where do you think you are strong as an interviewer? Interviewee? What do you think you can improve as an interviewer? Interviewee?
7. How would you improve this activity?