

**Ventura County Community College District
Human Resources Department**



Success in Interviews

Preparation, Presentation, Structure of Response

*Presented to the Classified Employees of the Ventura County
Community College District on April 26, 2018*



AGENDA



Preparation

- Knowledge of the interview process
- Knowledge of the job



Presentation

- Professionalism
- Strategies to diffuse anxiety



Structuring your Response

- The STAR Technique

Mock Interview

Learning Objectives

After this presentation, you will be able to:

1. Identify the types of questions typically presented in an interview.
2. Have a general understanding of how structured interviews are scored.
3. Better identify, recognize, and utilize available information upon which interview questions are based.
4. Recognize and be attentive to effective interview presentation behaviors.
5. Have strategies to deal with anxiety.
6. Identify the correct usage of the STAR technique for experience-based interview questions.

Preparation

Part 1 (A) *Knowledge of the Interview Process:*

What the questions are designed to measure and how to best respond.



*“By failing to prepare, you are
preparing to fail.”*

-Benjamin Franklin



Interview Process: Questions

Interviews fall into one of two categories:

- A. Unstructured
- B. Structured



- Situational interview questions
- Experience-based interview questions
- Technical interview questions



Interview Process: Situational Questions

Candidates are asked about what actions they would take in job-related situations.





Sample Situational Question

Sample question for Cashier:

Imagine you are approached by a customer who becomes very angry and starts to insult you. How would you handle the situation?



Interview Process: Experience-based Interviews

This technique involves asking all candidates questions about how they handled past situations that were similar to situations they may face on the job.

This is based upon the premise that *“The best predictor of future behavior is past behavior.”*



Sample Experience-based Question

Tell me about a recent situation in which you had to deal with a very angry or upset customer or co-worker. What did you do to address the customer's concerns?





Interview Process: Technical Questions

Candidates are asked questions in which answers require the demonstration of job knowledge.



Sample Technical Question

Sample question for Student Health Center Assistant:

What are the steps for treating a bee sting?





Sample Rating Scales

| Limited | | Average | | Outstanding |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| <p>1.The limited candidate does not present an effective strategy to address the task at hand.</p> <p>2.The candidate may take action without conducting the proper diagnoses or assessment or may propose an incorrect solution.</p> <p>3.The limited candidate’s response may be vague and lack sufficient detail to make an accurate assessment.</p> | <p>This candidate falls in between the “limited” and “average” candidate.</p> | <p>1.The average candidate presents an effective strategy to address the task at hand.</p> <p>2.The candidate explains they would provide the student with an epinephrine shot and monitor the student to ensure the symptoms of the reaction are not serious.</p> <p>3.The average candidate’s response was effective, articulate, and easy to understand.</p> | <p>This candidate falls in between the “average” and “outstanding” candidate.</p> | <p>1.The outstanding candidate presents an effective strategy to address the task at hand . The strategy is detailed, well thought out, and includes an effective method of assessment.</p> <p>2.The candidate inquires as to whether or not the student carries epinephrine and asks questions to determine the severity of the reaction such as “<i>Is your throat swollen?</i>”</p> <p>3.This candidate takes into consideration the severity of the reaction. The resolution may include providing epinephrine or other common treatments.</p> <p>4.In comparison to the average candidate, the outstanding candidate’s response had more depth and detail.</p> |

Preparation

Part 1 (B) *Knowledge of the Job*





Knowledge of the Job: Preview

1. Law behind job examinations used by the District.
2. Important literature to review and resources to utilize.



Knowledge of the Job

“Examinations shall be administered objectively, and shall consist of test parts that relate to job performance” (E.C. #88091).

Job performance is NOT randomly determined.

The majority of the elements of job performance for any given job are contained within the classification specification (job description).



Knowledge of the Job (cont.)

In order to comply with the law, questions are based on job requirements, which are often outlined in the classification specification.

ALL interview questions are based on the information gathered during a job analysis.



Knowledge of the Job (cont.)

Important resources to review include the following:

1. Class Specification - Try to predict the questions. The more crucial the duty, the more likely the panel will ask about it.
2. Review the job posting.
3. Find out as much as you can about the department or agency that has the vacancy.

Let's try to predict some questions.

CLASSIFICATION TITLE: HUMAN RESOURCES ANALYST II

BASIC FUNCTION:

Under the general supervision of the Director of Employment/Personnel Commission, perform technical and specialized functions related to planning and conducting classification and compensation studies, developing and administering selection and recruitment methodologies and materials, and assisting in the analysis and development of HR policies and procedures for the purpose of maintaining best practices and keeping current with changes in state and federal legislation.

REPRESENTATIVE DUTIES:

Conduct classification and organization studies for new and existing positions of all levels within the classified and academic systems; recommend changes to the classification plan; develop, revise, and maintain classification specifications; prepare recommendations for the establishment of new classes and the reclassification of existing positions; present recommendations to the Personnel Commission and/or Governing Board. **E**

Conduct job analyses to determine the knowledge, skills, and abilities or competencies that should be measured in content-valid examinations; devise and develop methods of testing for required competencies or knowledge, skills, and abilities; confer with subject-matter experts in the development and evaluation of tests. **E**

Plan, obtain, construct, analyze, and edit examination materials, content, and procedures; plan, coordinate, and participate in the administration and rating of performance tests, work sample tests, interviews, and other selection methods; determine and recommend appropriate pass points. **E**

Coordinate and conduct salary studies; collect and analyze salary data; make recommendations and presentations for appropriate placement of classifications on salary schedules; prepare and present related reports. **E**

Evaluate proposed and current state and federal legislation; analyze and interpret existing policies, rules, and procedures; write reports recommending new Personnel Commission rules and rule amendments. **E**

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Working knowledge of principles, methods, and trends of public personnel administration

District organization, operations, policies, and objectives

Computerized testing software applications

Principles of recruitment, personnel selection, and test construction and administration

Applicable sections of California State Education Code and other applicable law

Modern office practices, procedures, and equipment, and computer software applications

Correct English usage, grammar, spelling, punctuation and vocabulary

Methods of job analysis and research

Principles of position classification and compensation

ABILITY TO:

Express technical concepts clearly, concisely, and persuasively, both orally and in writing

Analyze and resolve problems in position classification, compensation, and employee selection processes

Plan, organize and coordinate a variety of complex and technical personnel functions

Collect, compile, and analyze information and data

Understand, interpret, and apply personnel rules, regulations, standards, and procedures

Analyze situations accurately and adopt an effective course of action

Work independently with little direction

Communicate effectively, both orally and in writing

Work confidentially with discretion

Keyboard at an acceptable rate of speed

Establish and maintain cooperative and effective working relationships with others

Interact tactfully and effectively with others at all levels of the organization

Part 2:
Presentation
Professionalism





Professionalism: First Impressions

1. Dress professionally
2. Be early, be polite.....
3. How's your handshake?





Professionalism: Be mindful of what you say and how you say it

1. Sit up straight
2. Maintain eye contact
3. Tell the truth
4. Speak clearly and concisely
5. Sell yourself!





Professionalism: But I'm *Nervous!!*

Manage your nervousness:

1. Be well prepared
2. Breathe deeply
3. Visualize success
4. Stay positive!



Part 3:
Structuring Your Response
The STAR Technique





The STAR Technique: Preview

1. The importance of a structured response
2. Definition of the STAR Technique
3. Selecting experiences to discuss
4. Applying steps of STAR to an example



STAR: Why To Structure Your Response

1. The quality and completeness of your responses has an enormous impact on the success of your interview.
2. With organized responses, you appear more competent and will feel more confident.
3. The STAR technique helps you to shape your responses with quality and completeness.



STAR - The Basics

1. Situation - the circumstance
2. Task - your responsibility
3. Action - what you did
4. Result - positive outcome





Step 1: Situation and Task

In response to an interview question

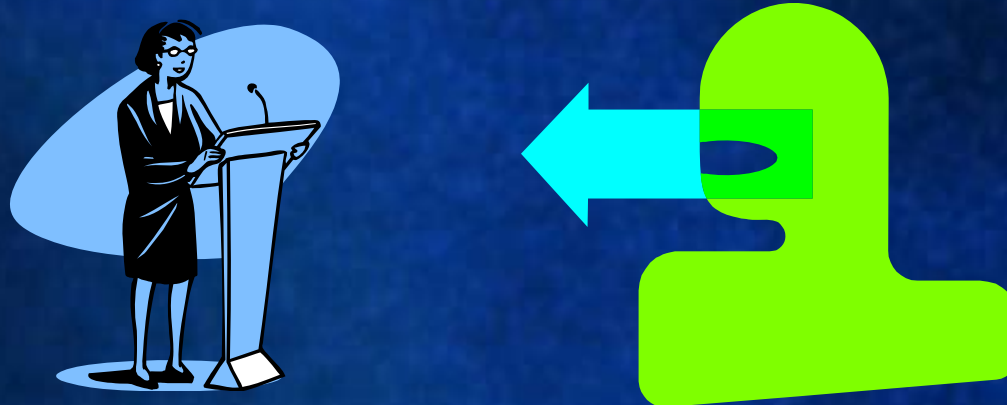
- Describe a relevant *situation* that you were in.
- Describe the *task* that you needed to accomplish.
 - Be specific and detailed.





Step 2: Action you took

- Describe the *action* you took:
 1. Be specific about what your contribution was in the situation.
 2. In a group project, focus on what *you* did.





Step 3: Results you achieved

1. Did you achieve your goal?
 - If not, what did you learn?
2. What did you accomplish?
 - Or, how did the event end?
3. Highlight success!





STAR in Action

Question: What is one of your greatest accomplishments?

1. **Situation** - When I was a senior in High School...
2. **Task** - I was put in charge of fundraising for an annual charity drive.
3. **Action** - I organized a benefit concert and charity basketball game.
4. **Result** - In the end, we raised a record amount of money for the benefit.





STAR: When to use it

1. Following a Procedure
 - Describing a process
2. Working with People
 - Organizing/motivating co-workers
 - Working in a group or team
3. Problem Solving
 - Coming up with a solution
 - New way to do something





STAR: What can you use?

- Where can past experiences come from?

1. Previous jobs
2. School
3. Volunteer activities
4. Family events
5. Peer interactions





Example of the STAR Technique

Example Interview Question 1:

“Tell me about a time when you provided customer service to an upset client.”



Example of the STAR Technique

(Situation/Task)

- *I was an office assistant in a payroll department.*
- *An angry employee came to the counter and explained that his check amount was too low and that he wasn't able to pay rent on time because of the mistake.*



Example of the STAR Technique

(Action)

1. *I informed the man that I would figure out what happened and what could be done.*
2. *I compared the payroll records logbook with the computer payroll database.*
3. *I discovered a data error, which explained the incorrect amount.*
4. *I explained what had happened and took action to give the man a check for his missing balance.*



Example of the STAR Technique

(Result)

- *The employee thanked me and even asked to speak with my supervisor about how helpful I was.*

Questions?

Thank You!



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