[Interview Strategies]

Target Audience: The training audience is new HR interviewers, along with hiring managers and recruiters with an average age of 35.

Learning Objectives: [make however many are applicable]

1. Explain the purpose of the interview to identify the right candidate for the job.
2. Identify the necessary skills for the job.
3. Develop quality questions based on the candidate's skills that are important to the job.

Seat Time: 25 minutes of e-learning

Outline:

- Course Intro / Navigation
- Strategies
- Knowledge Check
- Example Questions
- Identifying the right candidate
- Summary
- Congratulations

Directions: Please provide comments on this word document using the comment tool.

[Titles for each slide will fly in from the bottom that will last for 0.75s]

HEX #352C51, #0A577B, #513B56, #415A77, #98C1D9

Open Sans (bold; heading) size 20

Open Sans (body) size 16

Layout: Rectangle at the top of the slide with the title the bottom half will contain text/various interactions/images.

Slide [1.1]/ Menu Title: *[Introduction]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Background image of an office with a group of people having a meeting. Custom start and navigation buttons.	[Slide Title] **Interview Strategies**	Welcome to the Interview Strategies e-learning course. In this module, you will learn about important strategies needed to hire quality candidates. Before we start, select the navigation button to familiarize yourself with the navigation setting in this module. If you already know your way around, you may select the start button to begin this course.	Start and navigation buttons will appear with VO. Start goes to slide 1.3 Navigation goes to slide 1.2
Notes:			

Slide [1.2]/ Menu Title: *[Navigation]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Player shows Menu on the left. A hand with labels have a finger point to each individual player features.	[Slide Title] **Navigation** [Directions] Use these options to navigate the course [Captions] Next Previous Accessibility Volume Replay Seekbar Play/Pause Menu Resources	Please take a moment to review the course player so you feel comfortable navigating through the course. If you know your way around, you may proceed to the next slide. If you'd like to go backward or forward in the course, select the previous or next buttons. Accessibility options are located here. To adjust the volume, click the volume icon. Select the replay button to see the entire slide again or adjust the seekbar at any time to review a portion of the slide. You can also pause the player. Select the same button again to resume play. Revisit a slide by using the menu on the left. You can access	Next button is disabled until the timeline ends. Title flies in from the bottom. Caption bubbles with text labels with a finger pointing to each feature will appear timed with their reference in the V.O. Caption bubbles with text will disappear with the next V.O. Next goes to slide 1.3

| | | resources by selecting the resources on the right.

Select the next button now to begin the course. | |
|---|---|---|---|
| **Notes:** | | | |

Slide [1.3]/ Menu Title: *[Scenario]* Hidden from menu			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Office background, two young (30s) characters in corporate attire.

Sarah is on their phone, listening, then talking.

Rosie appears first walking, then talking.

Image of a cell phone with the email. | [Slide Title] **Scenario**

[Caption] Email alert

Sarah,

The company is looking to hire 200 new candidates for our team. Please coordinate with Rosie to interview applicants for this position by the end of next month.

Regards,

The boss

[Rosie] Hi Sarah, did you see the boss's email? | The company is looking to hire 200 new candidates for our team. Please coordinate with Rosie to interview applicants for this position by the end of next month.

[Rosie] Hi, Sarah, did you see the boss's email?

[Sarah] Hi Rosie, yes, I just got the email. He wants us to work together to interview new candidates.

[Rosie] I don't have experience conducting interviews.

[Sarah] No problem let's go over some important interview strategies first.

[Rosie] Great, let's get started! | Sarah is on their phone when an alert goes off, Image of a cell phone will fade in with the email message.

Rosie appears after the VO from the email is at the end and walks over to the first character.

Rosie and Sarah face each other and are having a conversation.

No next button on this slide.

After the timeline ends the slide auto advance to slide 1.4 |

	[Sarah] Hi Rosie, yes, I just got the email. He wants us to work together to interview new candidates. [Rosie] I don't have experience conducting interviews. [Sarah] No problem let's go over some important interview strategies first. [Rosie] Great, let's get started!		

Notes:

Slide [1.4]/ Menu Title: *[Strategies]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Video clip of an interview taking place. Office background image. Nearly the entire slide is taken up by an accordion interaction. Four tabs displaying the tab titles take up about 1/3-1/4 of the accordion area and are shown	[Slide Title] **Interviewing Strategies** **[Directions]** Select each tab to learn more. Select next to continue. **[Tab titles]** ● Purpose ● Time	Effective interview strategies are vital for identifying the right candidate with the necessary skills for the job, saving their time, and ensuring they can perform well. Prepared questions are essential to avoid irrelevant discussions, such as the weather. Select each tab to learn more. Select next to continue.	When the video clips end it will fade out and the office image will fade in along with the 4 tabs and directions. The learner will be able to click on tabs, which will open the accordion and show the corresponding slide layer. When the learner clicks on each tab, the accordion will

vertically, leaving the remaining space for content to show within the accordion frame. The closed accordion will show on the screen to start. When the learner clicks on each tab, it will pop to its open position and display the information for that tab. Each tab will be a different palette color. The layer associated with each tab, and therefore the "open" section of each accordion area will have the same background palette color as the tab for that section.	● Skill-based questions ● Behavioral questions		open to the corresponding layer. The learner will not be able to interact with the tabs until the timeline ends. The next button will be hidden until all 4 of the tabs have been selected and all 4 layers have been viewed. Directions to select next will appear with VO after all 4 tabs have been selected. When the learner clicks on the next button, it will jump to slide 1.5
Notes:			

Slide [1.4a]/ Menu Title: *[Insert Title]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
The text will be displayed under the rectangular tab as if it is open when the learner clicks the tab. This will be the same for slides 1.4a/b/c/d. Text will be displayed over the rectangle with the same color that coincides with that tab. The rectangle will fill up the entire space between the tabs	[Slide Title] **Purpose** [Directions] Select each tab to learn more. ● Understand the interview strategy.	To conduct effective interviews, we must understand the interview strategy, including a structured approach to evaluating candidates. This involves checking if candidates meet the job's basic requirements and assessing their proficiency in relevant tools. Interviews evaluate both technical skills and cultural fit with company values. Meeting all decision-makers and potential team members is also crucial.	Slide 1.4a/b/c/d will have the same interaction. The accordion will appear to "slide open" with a whooshing sound as it opens. Learners can select another tab from this layer.

	● Checking if candidates meet the job requirements. ● Assessing their proficiency. ● Evaluate technical skills and cultural fit. ● Meet all decision-makers and team members.		Each bullet point will fade in from the bottom aligned with the VO.

Notes:

Slide [1.4b]/ Menu Title: *[Insert Title]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
	[Slide Title] **Time** **[Directions]** Select each tab to learn more. ● Schedule interviews quickly. ● Interviews that are too brief may lead to incomplete assessments. ● Interviews that are too long can be exhausting.	When selecting a potential candidate, it is important to schedule an interview quickly so that you don't waste a candidate's time. Interviews that are too brief may lead to incomplete assessments, while excessively long interviews can be exhausting for candidates. Effective listening and note-taking techniques are crucial for managing time effectively. Distractions during interviews can waste valuable time. Turn off phone notifications to create a distraction-free environment.	

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
		● Effective listening and note-taking are crucial. ● Turn off phone notifications to avoid distractions.		

Notes:

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
	[Slide Title] **Skill-based questions** **[Directions]** Select each tab to learn more. ● Assess a candidate's specific abilities and qualifications. ● Define the essential skills required. ● Develop questions that allow candidates to showcase their expertise and relate to the identified skills.	Skill-based questions assess a candidate's specific abilities and qualifications, providing valuable insights into their suitability for the job. Before creating these questions, define the essential skills directly related to the role's responsibilities. Develop questions that allow candidates to showcase their expertise in critical areas and directly relate to the identified skills and competencies.	

Notes:

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

	[Slide Title] **Behavioral questions** **[Directions]** Select each tab to learn more. ● Tool to assess candidates' real-life performance. ● STAR method (Situation, Task, Action, Result), candidates provide examples of past experiences. ● Pose scenario-based questions. ● Assess candidates' responses with key competencies. ● Analyze their problem-solving skills.	Behavioral questions are a powerful tool to assess candidates' real-life performance and predict their fit within the organization. Using the STAR method, candidates provide specific examples of past experiences. Pose scenario-based questions that prompt candidates to describe situations from their previous roles. Assess how well their responses align with key job competencies and analyze their problem-solving skills based on how they handled challenges in the past.	
Notes:			

Slide [1.5]/ Menu Title: *[Scenario]* Hidden from menu			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Same office background as slide 1.3 Rosie and Sarah are facing each other.	[Slide Title] **Scenario**	[Rosie] Thanks for your help, Sarah, that was informative.	There is no next button on this slide. The slide auto advances to 1.6 after the timeline ends.

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
When Rosie is talking, Sarah is listening. When Sarah is talking, Rosie is listening.	[Rosie] Thanks for your help, Sarah, that was informative. [Sarah] Anytime, Rosie, I'm here to help you. Before we start interviewing candidates, let's make sure you understand everything you just learned.	[Sarah] Anytime, Rosie, I'm here to help you. Before we start interviewing candidates, let's make sure you understand everything you just learned.	

Notes:

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Four circles appear with various interview strategies.	[Slide Title] **Knowledge Check** Determine which interview strategies Rosie should use. Select all that apply then hit the check mark to submit. [Rectangular box text] **Schedule an interview right away** Ask the candidate about their travel plans **Create a list of topics**		Each circle will have various interview strategies. When the learner clicks each box, it will display a message indicating whether that is the correct strategy.

	Put off scheduling the interview		
	Hit submit when you are done.		
	Post-quiz review: It is essential to schedule an interview right away and create a list of topics beforehand as to not waste an applicant's time.		

Notes: Answers to assessment questions will be in bold

Slide [1.7/ Menu Title: *[Example questions]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Slider on the bottom of the slide.	[Slide title] Example questions [Directions] Drag the slider to see example skill-based and behavior questions. Select next when you are done.	Drag the slider to see example skill-based and behavior questions that Rosie and Sarah developed. Select next when you are done.	Slider interaction, each time the learner drags the bar, an example question will appear.

Notes:

Slide [1.7a]/ Menu Title: *[]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
	Can you describe a specific technical skill that you possess and		

how you have applied it in a previous job?		
Notes:			

Slide [1.7b]/ Menu Title: *[]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	
	Can you share an example of how you handled a difficult team member or colleague in the past?		
Notes:			

Slide [1.7c/ Menu Title: *[]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	
	How do you stay updated with the latest industry trends and technologies in your field?		
Notes:			

Slide [1.7d]/ Menu Title: *[]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	
	Describe a time when you faced a major setback on a project and how you managed to overcome it.		
Notes:			

Slide [1.8]/ Menu Title: *[Identifying the right candidate]*

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Image of a paper titled skills. 4 markers vertically aligned.		After evaluating all the candidates, a skills matrix can help identify each person's proficiency in the core competencies. Select each marker to learn more about creating a skills matrix.	The next button is hidden until all 4 markers have been visited. The learner is unable to interact with the markers until the timeline ends. There is a semi-transparent rectangle over the slide which is hidden when the timeline ends.

Notes:

Slide [1.8a]/ Menu Title: *[]*

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
1.8a/b/c/d will have the same visuals Arrow pointing from the marker to the rectangle. Rectangle with text.	● Determine what skills are needed ● Get input from team leaders, managers, and candidates with experience ● Keep your list of skills to those that are necessary	When creating a skills matrix, first you need to determine what skills are needed for the job. It is a good idea to get input from team leaders, managers, and candidates who have experience in that particulate line of work that you are hiring for. Keep your list of skills to those that are necessary for the candidate to do the job so that you don't have a long list of irrelevant skills.	1.8a/b/c/d will have the same animations Text in the rectangle appears with timed VO.

Notes:

Slide [1.8b]/ Menu Title: *[]*

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
	- Evaluate each candidate's capability in each of the skills you've selected - Scale of 0-3 0=no capability 1=Basic capability 2=Intermediate capability 3=Advanced capability	Next, you need to evaluate each candidate's capability in each of the skills you've selected. This should be ranked on a simple scale, such as a scale of 0–3.	

Notes:

Slide [1.8c]/ Menu Title: *[]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
	- Candidates' interest in deploying each skill - Candidate who formerly worked in customer service but has IT skills but little interest in using them - Ask them to rate themselves	Another important element to include in your skills matrix is your candidates' interest in deploying each skill. For example, a candidate who has formerly worked in customer service but now works in IT might have skills in this area, but little interest in using them. To determine your candidates' level of interest in using each skill on your matrix, simply ask them to rate themselves as either a 0 (no interest) or a 1 (at least some interest).	

Notes:

Slide [1.8d]/ Menu Title: *[]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**

	Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
		● Put this information into a skills matrix ● Table showing each candidate's capability and interest in each skill ● Quickly look along each row and determine whether the candidate has the necessary skills	The final step is to put this information together into a skills matrix. This is usually a simple table showing each candidate's capability and interest in each skill. Once you have created your matrix, you'll be able to quickly look along each row and determine whether the candidate has the necessary skills to take a certain project to completion	

Notes:

Slide [1.9]/ Menu Title: *[Summary]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Semi-transparent background image of an interview taking place. Text will appear on a semi-transparent rectangle.	[Slide Title] **Interview Strategies** [Summary Points] ● Schedule interviews quickly ● Prepare quality questions ● Improvise and ask deeper questions ● Know the purpose ● Use a skills matrix ● Collaborate with team members	Here's a summary of what you learned so far. Don't waste a candidate's time, schedule interviews quickly. You should prepare quality questions ahead of time based on the candidate's skills, don't ask them questions you know they won't be able to answer. Don't be afraid the improvise and ask questions that dig deeper into the candidate's skills. Never forget that the purpose of the interview is to find quality candidates with the skills needed to perform the job by using a skills matrix and most importantly collaborate with team members to gain other perspectives.	Next button is disabled until the timeline ends on this slide. Bullet points will appear with timed VO. Bullet points will fly in from the bottom.

Notes:

Slide [1.10]/ Menu Title: *[Assessment]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Custom start quiz button.	[Slide Title] **Assessment** It's time for your assessment. You'll answer 5 questions. You must earn 80% to pass. [button] Start Quiz	It's time for your assessment. You'll answer 5 questions. You must earn 80% to pass. Select the Start quiz button to begin your quiz.	The start quiz button will take the learner to slide 1.11
Notes: Correct answers to questions indicated in bold.			

Slide [1.11]/ Menu Title: *[Question 1]* Hidden from menu			Objective: [#3]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
	[Question] What type of questions should an interviewer ask the candidates? Select all that apply then hit the checkmark to submit. [Answer choices] ● Questions about the weather. ● **Questions about different scenarios.** ● **Questions about their competency levels.**		This is a multiple-response question. There is no next button on this slide. Learner clicks submit after selecting their answer choices.

	● Questions about their age.		

Review: They should ask the candidates their competency levels and scenario-based questions to determine if they are a good fit for the job.

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
	[Question] Which of the following is an example of a skill-based question? Hit the checkmark to submit. [Answer choices] A. **Can you describe a specific technical skill that you possess and how you have applied it in a previous job?** B. Describe a time when you faced a major setback on a project and how you managed to overcome it. C. Can you share an example of how you handled a difficult team member or colleague in the past? D. How do you prioritize projects under pressure?		There is no next button on this slide. Learner clicks submit after selecting their answer choice.

Review: Skill-based questions help determine the candidate's competency level and how they will apply their skills to the job.

Slide [1.13/ Menu Title: *[Question 3]*			Objective: [#2]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
	[Question] Choose the best explanation as to why interviews need to be conducted to identify the best candidate. Hit the checkmark to submit. [Answer choices] A. Interviews are conducted to have a pool of applicants in case there is a vacancy. B. **Interviews are conducted to better understand if a candidate fits in with the company culture.** C. Interviews are conducted to waste time. D. Interviews are conducted for experimental purposes.		There is no next button on this slide. Learners click submit after selecting the answer.
Review: The purpose of conducting interviews is to get to know candidates on a personal level to see if they would fit in with the company culture.			

Slide [1.14]/ Menu Title: *[Question 4]*			Objective: [#1]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
	[Question] How can an interviewer determine a candidate's skill level for a job? Select all that apply then hit the checkmark to submit. [Answers] ● **Use a skills matrix to rank a candidate's skills during the interview process.** ● **Ask the candidate to rate themselves.** ● Ask the candidate's friends about their skills. ● Ask the candidate's family about their skills.		This is a multiple-response question. Learner clicks submit after selecting their answer choices.
Review: To determine a candidate's skill level, you can have them rate themselves or use a skill matrix during the interview.			

Slide [1.15]/ Menu Title: *[Question 5]*			Objective: [#2]
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Enlarged illustration of 3 notepads with the text over it under the title	[Directions] Choose the best candidates for the job then hit the checkmark		Learner will select the candidates that are best fit for the job.

| | to submit.

[Candidate 1]
80% skills match
0 experience
Familiar with most of
the technologies.

[Candidate 2]
80% skills match
0 experience
Familiar with most of
the technologies.

[Candidate 3]
75% of skills match
5 months experience
Not very familiar with
the technologies. | | |

Notes: Although candidate 3 had the most skills match, they had the least amount of experience. Candidate 1 had the highest percentage of skills and candidate 2 had the most experience.

Slide [1.16]/ Menu Title: *[Results]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
[Slide Title] Your Score: **XX%** Passing Score: **YY%** [Button] Review Quiz	[Slide Title] Your Score: **XX%** Passing Score: **YY%** [Button] Review Quiz		Result side to show Success layer 1.13a when timeline starts if results are equal to or greater than the passing score.

Continue	Continue		Show Failure layer 1.13b when timeline starts if the results are less than passing score. Base layer will be visible (show through) from Success or Failure slide layers. Results variable reference shows the percent score only. Built in graded quiz variable reference displays learner score where **XX** appears on slide. 80% to pass shown where **YY** appears on the slide. There is no next button on this slide.

Notes:

Slide [1.16a]/ Menu Title: *[Success]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Rosie on the right and Sarah on the left, both facing forward excited. Custom review and continue buttons	[Slide Title] Your Score: **XX**% Passing Score: **YY**% Congratulations, you passed. [Button] Review Quiz Continue		There is no next button on this slide. Review quiz takes the learner back to review the quiz with correct/incorrect answers and feedback on each slide that allows the learner to understand what they got wrong.

			Continue jumps to slide 1.16
Notes:			

Slide [1.16b]/ Menu Title: *[Failure]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Rosie is on the right and Sarah is on the left, both look disappointed/concerned. Custom review quiz and retake quiz button.	[Slide Title] Your Score: **XX**% Passing Score: **YY**% [Button] Review Quiz Retake quiz		There is no next button on this slide. Review quiz takes the learner back to review the quiz with correct/incorrect answers and feedback on each slide that allows the learner to understand what they got wrong. Retake quiz
Notes:			

Slide [1.17]/ Menu Title: *[Congratulations]*			
Visual / Display:	**Slide Text:**	**Narration / Voiceover:**	**Animation / Interaction:**
Background image of two people shaking hands with text displayed over it.	[Slide Title] **Congratulations** You have successfully completed this course. [Button] Exit	Congratulations on completing the eLearning course on interview strategies. You are now ready to interview and hire quality candidates. Select the exit button to leave this course.	There is no next button on this slide. Exit button will allow the learner to exit the course.
Notes:			