Hire Right and Sleep at Night

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Montana State Fund
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Presentation to Montana Medical Association
Before you start

Know what you are looking for:

- Have a job description
  - The first tool you need for successful interviewing
- Identify the minimum qualifications you need
  - Experience, background, education
- Define what you want them to do
  - Skills, procedures
- Know what competencies you want
  - What motivates them
  - How they apply their skills, do their job, interactions, team work, patient relations
Interviewing

- Behavioral interviewing
  - Been around awhile
  - Based on past performance as predictor of future
  - Competency based

- Motivational Interviewing
  - Enhances behavioral interviewing
  - Assesses three components common to high performers

The combination is a powerful tool
Behavioral Interviewing

- Application of Knowledge
  - Competencies
  - How they do their job

- Fit
  - With your organization’s culture
  - With others they will work with
  - With your business/practice philosophy
Behavior – Knowledge

- Not just what they know
- How they do what they know
  - Application of their skills
  - “Been there, done that”
  - How they learn from what they do
Behavior – Fit

- How they perform their job in relation to others
- Assess against your performance expectations
- Frequently re-occurring patterns of thought and behavior
  - Judgment
  - Critical thinking
  - Interactions
  - Political savvy
Motivational Interviewing

- Skill
- Attitude
- Passion
Motivation – Skills

- “I’m great at this!”
  - Their technical skills and experience
    - What they know
    - What they’ve learned
    - How they deal with their skills
    - This changes throughout their career
  - What they can do professionally
  - Note: don’t confuse skill with performance
Motivation – Attitude

Their ‘locus of control’

- **How they deal with achievement**
  - Internal or External
  - **Internal:**
    - “I can” attitude
    - How they deal with obstacles and get through them
    - These people often accomplish more
    - They overcome obstacles
  - **External:**
    - “I can’t” attitude
    - They deal with obstacles differently
    - Roadblocks
    - Difficulty overcoming them
Motivation – Passion

Career fit
- Why they do what they do
- Why they chose this course in life
- Why they want this job
- What are their goals?
- Do they ‘love’ what they do?
How it all works

Your candidate should have:
- **Motivation**
  - Skills
  - Attitude
  - Passion

And match:
- **Behavior**
  - Knowledge
  - Fit
Cost of a bad hire

One CEO estimated that the first year cost of a new physician is up to $1 million!
- Time spent interviewing, selecting, deciding:
  - Salaries, time away from the practice
- Relocation costs
- On-Boarding, training costs
- New hire’s salary and benefits

If it doesn’t work out:
- Impact on the organization:
  - Reputation
- Cost of terminating the relationship
- Starting the process over again.
Candidate Assessment Tools

- **Caliper** – Caliper Corporation
- **ProfileXT** – Profiles International
- **Predictive Index** – PI Worldwide
- **Meyers Briggs Type Indicator** – Meyers & Briggs
- **DiSC** – Everything DiSC
- **True Colors** – True Colors International
- **Wonderlic** – Wonderlic, Inc.
Behavioral/Motivational Interviewing

“Past behavior can be a predictor of future behavior.”

- Things you want in the new employee or you want to avoid
- Know what you need in an employee (skills)
- Know how you want them to approach the job (motivation)
- Know how you want them to do the job (behaviors)
  - Ways of approaching things
  - Organizational skills
  - People skills
  - Learnings from prior experiences
  - Personal accountability
- You can ask any JOB RELATED questions
- You can ask follow up questions as long as they are:
  - Job Related

Remember – every contact is part of the interview!
Behavioral/Motivational Interviews

Before you begin:
- Structure your interview
  - Know what you are looking for
  - Design questions that will reflect behaviors/motivation and the ‘why’
  - Know what you expect in the candidate’s answers
  - Maintain your standards
  - Have an interview guide with a scoring mechanism
  - Be consistent
  - Have more than one interviewer – panel
  - Do a consensus after the interview.

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Behavioral/Motivational Questions

- Ask questions that require the candidate to share specific situations and how they handled them.

- Look for **STAR** answers:
  - The **SITUATION** the candidate faced
  - The **TASK** (or problem) associated with the situation
  - The **ACTION** the candidate took
  - The **RESULT** of the action.

  - **NOTE:** It doesn’t have to be a success. In fact, learning about a failure and how they handled it can be very significant and helpful in your selection process.
Situational Questions:

- Tell me about a time ...
- Describe a situation when you ...
- Give me an example of ...
- Consider a time when ...
- Think of a recent example of ______ and tell me how you handled it and why.
- Explain a risk you took, the reason you took it and the result. What would you do differently?
- “When I talk to ______ what will they say about____?”
Follow-Up Questions

- Dig deeper to confirm what was just shared
  “Spirit of inquiry” – pull the thread at least three more times – reveals behavior pattern versus a practiced answer.
  ◦ What did you do then?
  ◦ Why?
  ◦ How did you share this with others?
  ◦ Was this the result you expected? Why? Why not?
  ◦ What would you do next time in this situation?
  ◦ What did you learn from this?
  ◦ What will you (or did you) do to help others avoid or deal with this type situation if they face it at some point?
Process

“Warm up” – review the resume/application

◦ Have the candidate go through their experience
◦ Check it against what they have provided
  • Keep responses in mind as they answer later questions
◦ Ask questions about job changes, experience
◦ Explore employment gaps or short tenures

Ask why they are making a move or want this job.

◦ Does it sound real?
◦ Don’t let them “Schmooze” you.
Analytical Thinking:

Has a flexible approach to understanding issues and seeks information prior to making decisions. Has the ability and the inclination to identify and synthesize information from diverse resources. Looks for patterns and makes connections between seemingly unrelated events. Comes to conclusions and makes decisions that are rational, based on sound evidence.

- Describe a situation in which you needed to solve a problem or make a decision based on information from multiple sources. How did you go about organizing the available information? What conclusion or decision did you reach? What was the result of your decision?

- Tell me about a time when you made a mistake because you did not know all of the facts. What was the situation? What were the consequences? What would you do differently now in that same situation?

- Tell me about a time when you had to solve a difficult or important problem.

- Tell me about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? What was the reasoning behind your decision?
## Analytical Thinking Scoring Guide

<table>
<thead>
<tr>
<th>Behavioral Anchors:</th>
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<th>2</th>
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<tbody>
<tr>
<td>Is not able to think logically and pragmatically about problems</td>
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<td>Identifies and conveys the pros and cons of alternative courses of action</td>
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<td>Is able to think logically and pragmatically about situations, problems and issues</td>
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<td>Is unable to present complex analysis to others in a clear and understandable way</td>
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<td>Breaks down problems/issues into their component parts</td>
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<td>Identifies themes, trends and interrelationships in complex and diverse information</td>
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<td>Fails to obtain all relevant information prior to making interpretations and decisions</td>
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<td>Makes timely decisions based upon available information</td>
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<td>Uses data and facts in order to make decisions and involves other individuals as needed</td>
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<td>Does not accurately predict the consequences and implications of decisions and actions</td>
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<td>Locates, understands and uses the prevailing policies, procedures, guides and/or best practices to make decisions</td>
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<td>Adapts frameworks and methodologies used in other situations and applies judgment to address new applications</td>
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<td>Fails to consider the wider and less obvious implications behind a situation or set of facts</td>
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TEAMWORK:
Works cooperatively with others and, as part of a team, works together and collaboratively as opposed to working separately. (While maintaining individual accountability for own contributions).

- Describe an assignment you worked on that involved several other people. How did you work with the group to achieve the goals?
- Give an example of a situation where you sought guidance or expertise from others to accomplish a task.
- Tell me about a time when you were an effective resource for others (physicians, other professionals, patients).

1. Does not accept group decisions or goals and does not volunteer to help others and when does participate provides little support or credit to others.
2. Cooperates selectively with others, pushes one’s own interests and tends to want to solve problems on his or her own.
3. Participates fully in organizational goals – seeks other perspectives and shows respects for everyone’s opinion – shares success or failure with others.
4. Answer 3 + helps members of one’s team or work groups through different periods – asks clarifying questions to help others understand issues – identifies tools and resources necessary for the team or organization to be successful. Shares all useful information, documentation, and reports with team members.
5. Answer 3 & 4 – Builds trusting, collaborative relationships and alliances with stakeholders inside and outside of MSF and encourages others to contribute and seek resources within the team throughout the organization.
ACCOUNTABILITY
Taking personal responsibility for own actions and consequences.

• How do you follow-up or track the plan of care to ensure it is evolving as anticipated?
• How do you hold your patient accountable to your plan of care?

1. Does not identify and focus attention and resources on high-priority activities. Spends too much time on unimportant tasks.
2. Jumps into tasks without planning first and adheres to original plans even when circumstances change or problems are encountered. Does not anticipate problems or factors that may limit the achievement of a plan.
3. Organizes oneself to complete one’s own priorities and allows sufficient time for other involved parties.
4. Uses planning and other personal organizational tools and techniques effectively. Targets activities and resources where they have the greatest impact on achievement of goals and balances short-term requests with long term priorities, plans ahead, anticipating events and making contingency plans.
5. Sets priorities in complex situations where there are conflicting demands on time and resources, plans ahead and anticipates predictable changes in priorities, follows through to meet deadlines.
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<tr>
<th>COMPETENCY/DIMENSION</th>
<th>TEAM MEMBER</th>
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<th>CONSENSUS RATING</th>
<th>NOTES</th>
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<td>Education/Experience</td>
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<td>Job Motivation</td>
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<td>Job Knowledge</td>
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<td>Overall Rating</td>
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Ratings to be used are shown on 2nd page and on final page of Interview Guide.

RATINGS:

(5) Much More Than Acceptable
(4) More Than Acceptable
(3) Acceptable
(2) Less Than Acceptable
(1) Much Less Than Acceptable
Exercise

- At your table draft one or two behavioral/motivational questions that address your needs. (10 minutes)
- Interview the next table using one of your questions. (10 minutes)
  - “Interviewees” – answer using STAR
  - “Interviewers” – “pull the string”
- Then…”turn the tables” the second table interviews the first table.
Exercise

- What did you learn?
After the interview

Next steps:
- Check references (reference issues)
- Follow up (other candidates)
- On boarding
  - Making the offer
    - Have standards of expectations and behaviors in print and with their signature. Sets the accountability equation.
  - Keeping in touch after the offer until first day
  - Set the first day up for success
  - Set expectations
  - Follow up and give feedback
  - If it is not working, take action
    - You’ve set the expectations
Need/Want More?

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