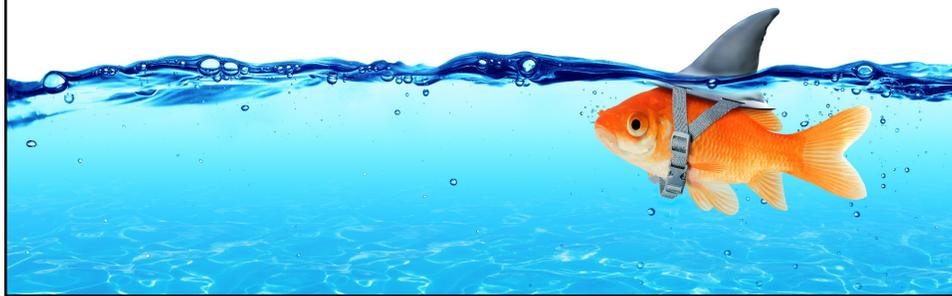


Train-the-Trainer: Developing an In-House Interview Skills Workshop

Andy Hales
Sr. Director of Prof. Development
& Training, Venable LLP

Shannon Curry
Legal Recruiting Manager
Venable LLP



OBJECTIVES

Provide information and resources to:

- Get your department/team ready for OCI
- Help make your lawyers feel prepared
- Set your organization up for quality hires

...and provide tips/hacks along the way.

FOUR STEPS TO A STANDOUT PROGRAM

1. **Gather** Information
2. **Analyze** the Information
3. **Design** Training
4. **Deliver** Training

Step One: Gather Information



ITEMS TO COLLECT

- q Historical data by school
- q Cost per recruit
- q Market salary information
- q GPA
- q Firm wide OCI schedule
- q Logistical information from law schools
- q Summer program start and end dates
- q Benefits and firm perks
- q Information about firm rankings and accolades

Step One: Gather



Hack #1:
OCI Trends Document
Post OCI Survey

FEEDBACK SURVEYS

Interview Declines

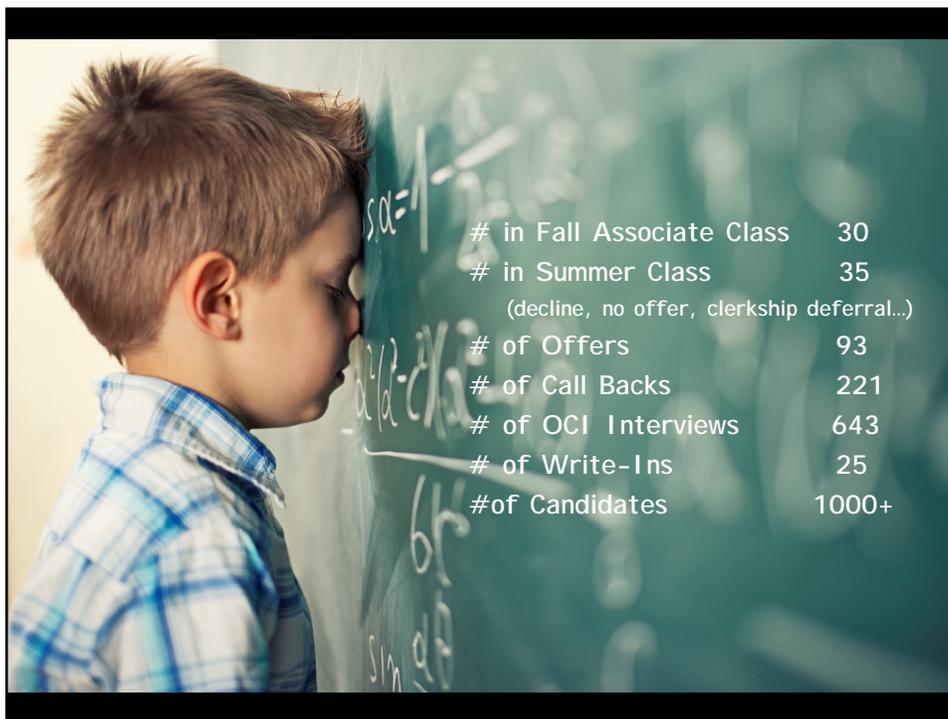
- Where do we lose summer associates? Why?
- Comments about the interview process.

Summer Associate Exit Interviews

- What do summer associates like about summer program?

Step One: Gather





# in Fall Associate Class	30
# in Summer Class	35
(decline, no offer, clerkship deferral...)	
# of Offers	93
# of Call Backs	221
# of OCI Interviews	643
# of Write-Ins	25
# of Candidates	1000+



= How many candidates can each team invite back?

COLLECT DIVERSITY HIGHLIGHTS

- Diversity Plan / Goals
- Key Diversity Initiatives
- Key Diversity Events
- Relationship Efforts
- Recognition and Awards

Step One: Gather

The Venable Study

Step One: Gather

Step Two: Analyze Information



INDICATORS FOR SUCCESS

- Academic and non-academic achievement
- Personality
- Judgment
- Ambition
- Intellectual curiosity
- Emotional intelligence
- Critical thinking
- Overall “balance”

Step Two: Analyze

26 LAWYERING EFFECTIVENESS FACTORS (Schultz and Zedeck)

26 LAWYERING EFFECTIVENESS FACTORS

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Creativity/Innovation: Thinks "outside the box," develops innovative approaches and solutions.

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Able to See the World Through the Eyes of Others: Understands positions, views, objectives, and goals of others.

Find this list
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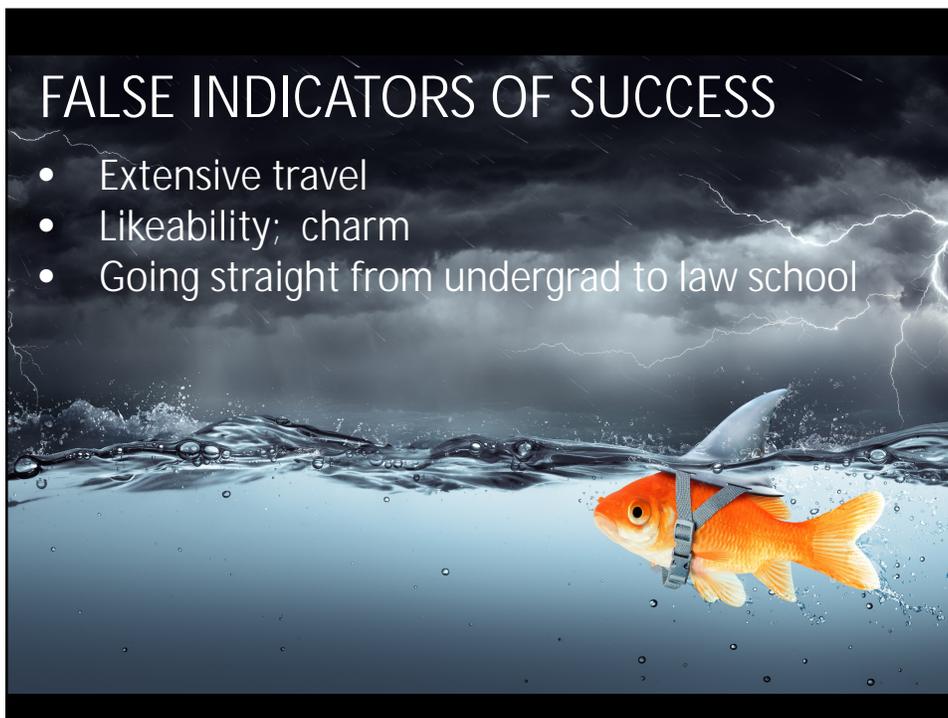
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FALSE INDICATORS OF SUCCESS

- Extensive travel
- Likeability; charm
- Going straight from undergrad to law school



Pre-OCI TEAM MEETING

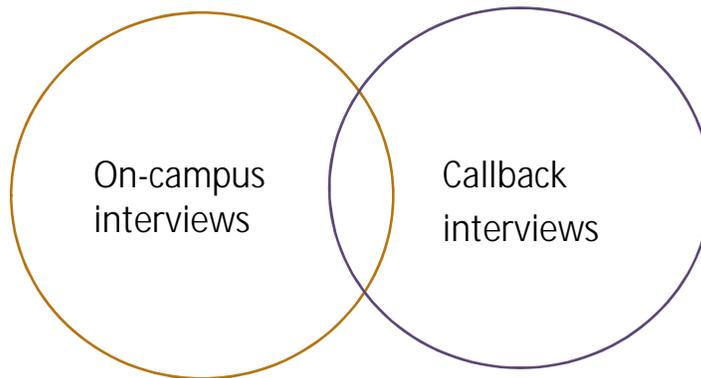
- Internal post mortem on last year's OCI
 - Review indicators of success
 - Set hiring goals
 - Review strategies
 - Consider changing what didn't work
 - Discuss efficiencies and workflow

Step Two: Analyze

Step Three: Design Training



HOW TO INTERVIEW



Step Three: Design

OCI VS CALLBACK

OCI

- Trying to screen candidates
- Condensed
- Requires quick judgments and opinions
- There to narrow the pool

Callback

- Assess true fit
- Longer
- Requires careful analysis
- Real 'recruiting'

Step Three: Design

INTERVIEW FUNNEL

Topic Opener

Accomplishment Question

Self Appraisal Question

Direct Competency Probe



“STAR”

Situation

Task

Action

Result

Step Three: Design

INTERVIEW FUNNEL QUESTIONS

Tell me about your experience at...

Can you give an example of...?

Why did you...?

How did you...?

What did you...?

How many...?

How much...?

How often...?

So, you're
saying...



Step Three: Design

ANALYZING THE RESPONSE

EXAMPLE CANDIDATE #1

- What did you like most about that experience?
 - The firm really wined and dined us. There were lots of events from bowling to sailing on the Chesapeake Bay.
 - We were paid the same as first year associates. My friends were so jealous.
 - We all got our own assistants from day one.
- This person seems to value...
 - Feeling and looking important.
 - How peers perceive them.
 - A focus on self.
 - Having someone who does things for them.

Step Three: Design

ANALYZING THE RESPONSE

EXAMPLE CANDIDATE #2

- What did you like most about that experience?
 - I had the opportunity to learn from great attorneys.
 - I was part of a cross-functional team. I met attorneys and staff from at least four different departments.
 - I was able to interact with the client during one of the early meetings.
- This person seems to value...
 - Teamwork.
 - Respect for staff and attorneys at all levels.
 - Client focus.
 - Gratitude for an important opportunity.

Step Three: Design

ACTIVE LISTENING

“We have two ears and one mouth so that we may hear twice as much as we speak.”

- Epictetus (a.d. 55 – 135)

Step Three: Design

BIASES

- **Contrast Error** – Tendency to make judgments based on a comparison between individuals
- **Recency Effect** – Giving weight to what you have seen recently, and diminishing the importance of the overall
- **Primacy Effect** – The opposite of recency effect; giving too much weight to a first impression without the context of the overall
- **Halo and Horns Effects** – Generalizing based on one positive attribute or one or two negative aspects
- **Similar to Me Effect** – Tendency to favor people who have similar backgrounds or interests

Step Three: Design

LEGAL SIDE OF RECRUITING

- Get to know your employment counsel
 - Invite to your HC meetings
- Avoid **any and all** talk on:
 - Sex/Gender
 - Race/Color
 - Age
 - National Origin
 - Marital / Family Status
 - Religion
 - Disabilities
 - Sexual Orientation
 - Others??

Step Three: Design

EVALUATIONS

- Take a critical review of your Interview Evaluation Form
 - Receiving helpful comments?
 - Clear decisions?
- Provide clear instructions - how to complete it
 - What to do...
 - What **not** to do!

Step Three: Design



Hack #2:
Design Resources



NALP website
Speakers kit
Past conference handouts
Directory of Legal Employers

ATD (ASTD) SHRM
Trainers' Workshop Series
Interview Toolkits

Quality images
iStockphoto
flickr
Microsoft SmartArt

SAMPLE POWERPOINT DECK

1. Recruiting Schedule
 - Dates, notable changes in lineup and why
 2. Hiring Targets
 - Size of class, how many team can invite back
 3. Goal of On-Campus Interviews
 - Screening, not recruiting
 4. Indicators of Success
 - From your 'study'
 5. Planning Ahead
 - Review resumes, what to bring, what to wear
- Step Three: Design**

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SAMPLE POWERPOINT DECK

6. Exercise: Resume Review
 - What characteristics can we identify in advance?
 7. To Begin (building rapport)
 8. Effective Listening Skills
 9. Multiple Interviewers
 - Meet each other! Plan who/what
 10. Interview Questions ('Funnel')
 11. Exercise: Interview Questions & Listening
 12. Analyzing Responses
- Step Three: Design**

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SAMPLE POWERPOINT DECK

13. Questions to Avoid

- Exercise: T/F you can ask this question

14. Bias

15. Diversity

16. Call Back Interviews

- More focused on fit, observing in our environment, listening for concerns, recruiting

17. How (Firm) Stacks Up

18. Recruiting Guide / Materials (walk-thru)

19. Q&A

Step Three: Design

20. Key Contacts

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Hack #3:

Interview ~~Training~~

On-Campus Recruiting Kickoff Meeting

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Step Four: Deliver Training



TIPS TO PREPARE

Characteristics of Adult Learners

- Experienced
- Autonomous and self-directed
- Practical
- Goal-oriented
- Relevancy-oriented
- Respect

Source: NALP Annual Conf. Speakers' Kit

Step Four: Deliver

TIPS TO PREPARE

How to Make Training Interactive

- Case study exercise; resume review
- Small group discussions
- Facilitated brainstorming
- Reading
- Role plays; demonstration
- Polling / show of hands

Source: NALP Annual Conf. Speakers' Kit

Step Four: Deliver

TIPS TO PREPARE

Repurpose Training Materials

- Orientation
- Giving Feedback
- Management Training

Invite Key Stakeholders

- Employment Counsel
- Lawyers who experienced the process

Step Four: Deliver

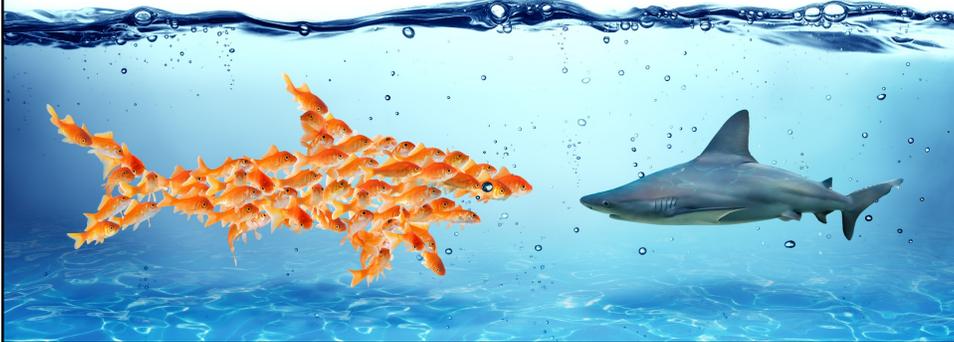


Hack #4:
Quality Materials
Annual Recruiting Guide
Tabbed PDF for ea. school
Sample resumes
'Legal' quiz

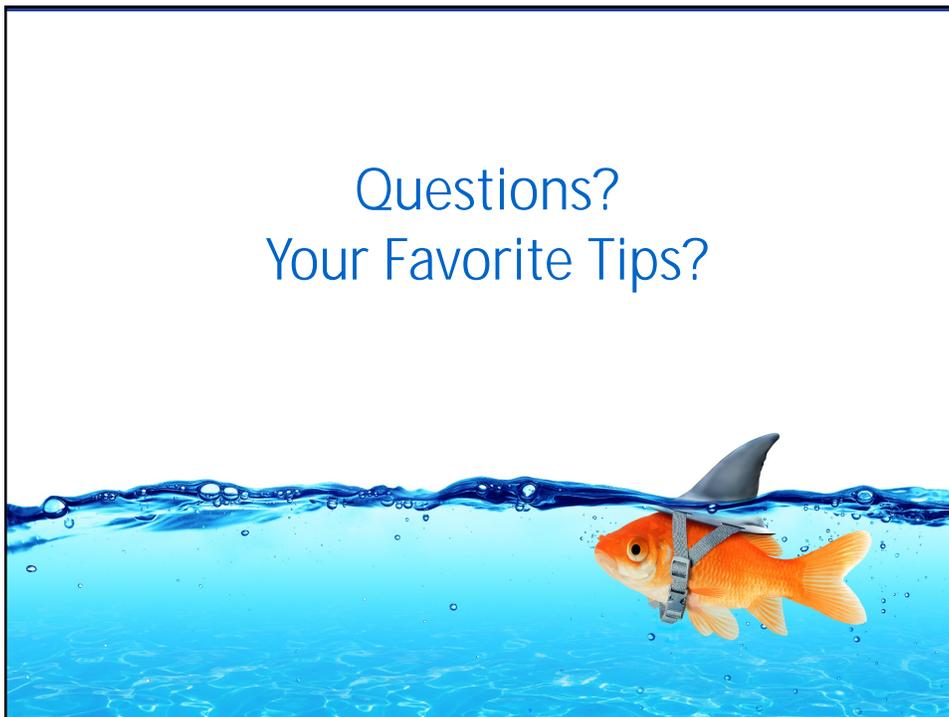
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“If I’m nothing else today, I want to be helpful”

- Lane Bowes



Questions? Your Favorite Tips?



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"The Venable Study"

Our review of hiring now known as "The Venable Study" was conceived of and designed by James L. Shea, then Chairman of the Associates Committee, and Grace Cunningham, the Director of Legal Personnel, in the winter of 1989. We wanted to assess the actual validity and reliability of factors frequently cited in hiring committee meetings as reasons for hiring candidates, starting with grades but extending through many other factors. We had maintained an enormous amount of historical information in our files and our memories about the hiring of associates and their subsequent performance at the firm, and the existence of fairly detailed records gave us the means to conduct our study.

Initially, we reviewed associate hiring from 1981 to 1987, the time frame for which we had contemporaneous hiring reports as well as records from individual associate evaluations. Later, in the spring of 1992, we "updated" the study by adding the classes of 1988 and 1989. We rated each associate in this pool as "successful", "average" or "unsuccessful". The "successful" category included associates who had become partners, associates who were clearly on track, and some who were still quite junior but were receiving consistently excellent reviews. (With these high standards, "successful" had a very narrow application.) "Average" included associates who did not yet seem definitely headed for partnership but were receiving reasonably favorable reviews, as well as those who had left the firm before it was apparent whether they would make partner. The "unsuccessful" rating was assigned to associates who had been asked to leave the firm, or were doing poorly enough to suggest termination or resignation was likely. We limited the study to entry level hires (incumbent and former associates), of which there were over 150 in the first study and 60 more in the follow-up three years later.

We then made a list of the resume factors the hiring committee articulated when assessing candidates. Among these were such factors as law school class standing (top 10%, 33%, or under 33%), honors as an undergraduate, significant achievement as an undergraduate (such as captain of a major varsity sports team, distinction as a musician, student government president), offer status from another firm, federal clerkships, law review, and long gaps between college and law school. The complete list is attached.

Reviewing each person in the study, we checked for the presence or absence of the twenty five factors for each person. We assessed the data for a while, then refined it to a list of individual factors and combinations of factors which provided the information we were seeking. Thus, when the data were fully compiled and analyzed we could see how many of our "successful" associates had particular factors or combinations of factors. Conversely, we could see in certain instances that the presence or absence of factors and combinations of factors were predictors of success (or failure) at Venable.

Among our findings as positive factors for Venable were high academic and extracurricular achievement as an undergraduate, federal clerkships, law review editor positions (but not necessarily mere membership on law review), and particularly engaging personalities. On the negative side were not receiving an offer from a summer program, "niche" or specialty hiring, and grades below the top third of the class. Other factors, such as attendance (unaccompanied by academic achievement) at "national law schools", other law school activities, and nonlegal employment experience, while not negatives, did not portend success either.

The results have not been published because they reflect the unique values and culture of this firm, and because we made a wide variety of subjective determinations, both in rating the associates and in deciding the presence or absence of some of the variables. It was apparent as we ended the project that the very process of conducting such a study, i.e. of testing previously untested beliefs and reviewing in detail a large

number of individual files over a short period of time, was at least as beneficial as the specific numbers and percentages.

Moreover, since 1989, we have discussed the findings at the first hiring committee of the each recruiting season. The study has produced more focused discussions on the merits of candidates and a realistic assessment of the risks involved in extending certain offers. We now have a sense of the relative importance of academic performance and some confidence that attributes other than grades do seem to predict success here, while others are apparently neutral and thus should not carry much weight in hiring decisions. Other attributes are clearly negative predictors and deserve careful scrutiny, requiring the existence of countervailing positive factors to justify extending an offer.

FACTORS

National Undergraduate College or University
High Honors as an Undergraduate
National Undergraduate College or University, with Honors
Significant Extracurricular Achievement as an Undergraduate
National Law School
Top 10% Law School Grades
Top 33% Law School Grades
Not Top 33%
National Law School and Top 33%
Law Review
Editor
Significant Non-Law Review Achievement
Summer Associate 1L
Summer Associate 2L
Summer Associate 3L
Offer from other firm
VB&H or Other Summer Associate Offer
No offer from other firm
Clerkship - Federal or Highest State Court
Clerkship - other
3 Years plus off between College and Law School
Personality
Significant Non-legal Achievement
Star Recruit
On Campus Interview
Niche Hire
Graduate Degree
Graduate Law Degrees
Local Ties

26 LAWYERING EFFECTIVENESS FACTORS

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