

## TIP SHEET

# How to Interview Candidates for the SRAE Facilitator Role

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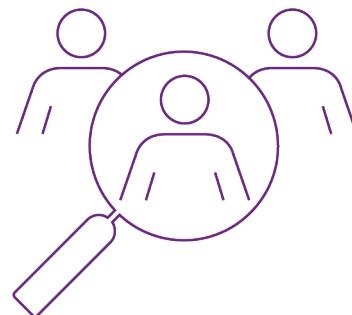
## INTRODUCTION

Perhaps the most impactful decision that is made by a Sexual Risk Avoidance Education (SRAE) program director is the choice of who will deliver the program curriculum to the middle school and high school participants. This choice can make or break the program because it is essential that the facilitator be someone who communicates authentically and clearly with youth, and it is critical that the facilitator chosen is able to engage and establish rapport with youth. There is no guaranteed formula for hiring an effective SRAE curriculum facilitator. To ensure selection of the best candidates for an SRAE facilitator position, it is important to identify the qualities desired in the facilitator, ask the right questions in the interview, and evaluate candidates as related to the desired qualities.

Before beginning the process of recruiting and hiring a facilitator for your program, consider the individuals your organization serves. These individuals make up your program facilitator's audience. The audience may be comprised of people from diverse backgrounds, and your facilitators should understand, reflect, and connect with the diverse group of youth served by your program. Therefore, it is important that hiring decisions demonstrate a commitment to the value of a diverse staff and an inclusive program culture (Recruiting for Diversity, 2013).

### Program and hiring guidelines should communicate:

- Diversity is an expressed value that generates creativity and innovation
- Cultural competency is a sought-after attribute and an important component of staff/facilitator training
- The position is open to multi-ethnic and multi-generational applicants
- Organizational efforts to include underrepresented minorities are intentional and fair
- Barriers to diversity and inclusion are regularly reviewed for quality improvement



## DESIRABLE QUALITIES FOR AN SRAE FACILITATOR

An effective facilitator possesses various skills and personal attributes. The following qualities reflect some of the most desirable characteristics to consider:

**Passion** – A strong belief in the Sexual Risk Avoidance (SRA) message and a passion for working with youth increases the facilitator's ability to teach effectively and connect with participants.

**Empathy** – Connecting with an audience is of utmost importance in presenting curriculum topics. Imagining and/or understanding how audience members think or feel about a topic can create the empathy needed to make a presentation resonate.

**Self-Awareness** – Understanding how tone, verbiage, and body language impact the delivery of one's message is essential to compelling and effective delivery of content.

**Other-Awareness** – Reading the audience's facial expressions, body language, and movements to gauge comprehension is a significant asset for a facilitator.

**Energy** – The facilitator sets the tone and expectation for the presentation of the curriculum. An energetic personality and presentation style engages audience members and captures participants' attention.

**Confidence** – An expert facilitator knows the curriculum material, including the how and why behind curriculum concepts. A confident facilitator is aware of personal strengths and weaknesses and is not intimidated by questions or push-back on the material. Helping participants think critically about challenging concepts is a welcomed opportunity.

**Authenticity** – Young people are perceptive and sensitive to disingenuous behaviors and attitudes. Honesty is important. It is okay to not know all the answers and to let participants know their questions are important. An effective facilitator will find answers and report back to participants.

**Dependability** – Consistent, reliable interaction and the same facilitator delivering information builds trust and fosters healthy relationships and learning.

**Flexibility** – Unique and unpredictable circumstances are a norm for most SRAE facilitators. Adjustments may be necessary due to changing schedules and unanticipated events that interrupt presentations.

## ASK THE RIGHT QUESTIONS IN THE INTERVIEW

Creating an effective interview process is an important component in helping to ensure you hire the right individual for the role of SRAE facilitator. When hiring an SRAE facilitator for program delivery, carefully designed questions can serve two important purposes:

- 1** Allow the interview team to assess whether the candidate has the required qualities for the role.
- 2** Allow the candidate to self-assess whether the role is a good fit for them.

## EVALUATE CANDIDATES RELATED TO DESIRED QUALITIES

To help in your decision-making process, you may choose to use a 0-5 rating system during the interview. Ratings can help supplement your overall evaluation of the candidate,

provide clarity, and promote effective recall when evaluating multiple candidates. Consider weighting important questions. For example, if availability is critical to the role, assign questions about that topic a greater weight than others.

#### Sample Rating Scale

#	EXPERIENCE
0	No experience
1	Limited or unrelated experience
2	Minimal experience
3	Standard experience
4	Multiple extensive experiences
5	Extensive and exceptional experience

After a candidate responds to a question, record your rating of the response before moving to the next question. This helps ensure you accurately capture your thoughts in the moment. When the interview is complete, add the numbers checked to get a total score for that candidate.

When conducting team interviews, consistency among interviewers is important and considerations should be made in the following areas:

- Create an interview form or tailor this sample [Interview Form for SRAE Facilitator Candidates](#) to record the candidate's responses and your rating of the quality of the responses.
- Determine what defines each rating—e.g., what is the difference between a 2 and 3 (University of Washington Human Resources, 2021).
- Compare notes and discuss impressions immediately after the interview.
- Allow at least 30 minutes between interviews for this process.

#### SAMPLE QUESTIONS, RESPONSES AND RESPONSE SCORES

1 As an SRAE facilitator, you may undergo personal scrutiny. How comfortable are you with others examining your life experiences as they relate to healthy life choices?

*I believe my personal life experiences are not relevant to my work. I would be uncomfortable with sharing certain things about my past.*

0  1  2  3  4  5

2 What is your experience in working with youth?

*I began working with youth at an after-school program during an internship in college. That led to a full-time job where I have spent the last 10 years in a nonprofit that serves children and youth in my community. We offer mental health counseling and academic success coaching.*

0  1  2  3  4  5

3 What is your greatest strength related to teaching and facilitating group discussions?

*My greatest strength is my empathy borne of experiences that are similar to those of the youth in this community.*

0  1  2  3  4  5

## References

- *Recruiting for Diversity* (2013). Harvard University. [https://hr.fas.harvard.edu/files/fas-hr/files/recruiting\\_for\\_diversity\\_9.17.13\\_0.pdf](https://hr.fas.harvard.edu/files/fas-hr/files/recruiting_for_diversity_9.17.13_0.pdf)
- University of Washington Human Resources. Diversity Equity and Inclusion. (n.d.). Candidate evaluation form tips and guidelines. <https://hr.uw.edu/diversity/hiring/candidate-evaluation-form-tips-and-guidelines/>

## Related Resources

[Optimal SRAE Staff Performance](#) webinar provides a view from the field with practical lessons learned and helpful strategies for successfully recruiting, hiring, engaging, and developing staff for program success.

[Beyond Curriculum Training \(Part 1\)](#) topical training session provides facilitators with relevant information and activities to create an engaging learning environment and incorporates skills-based learning with an emphasis on providing a positive learning environment in the classroom.

[Foundations of Effectively Relating to Students](#) explores the communication dynamics needed to answer student questions effectively. It expands an understanding of the whole person when relating to youth while developing the practical skills of building positive student and teacher relationships.

[Creating Safe Spaces: A Facilitator's Guide to Trauma-Informed Programming for Youth in Optimal Health Programs](#) is for facilitators who work directly with youth and is intended to complement other activities, policies, and procedures that support this approach.

## Suggested Citation

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## Adolescent Pregnancy Prevention Program