

FACILITATOR GUIDE

Ace the Interview

Preparing Instructional Designers for Interview Success

COURSE AT-A-GLANCE

Audience	Instructional Designers preparing for job interviews
Duration	Approximately 3–4 hours (ILT, instructor-led)
Delivery Format	Instructor-Led Training (ILT) with slide deck, group activities, and pair practice
Materials Needed	Slide deck (AceTheInterview_ILT.pptx) Participant workbooks / handouts STAR response worksheet (one per learner) Whiteboard or flip chart for group brainstorm Post-training survey link (3-month follow-up)
Measurement	Post-training survey at 3 months; self-assessment of delivery and confidence improvement

LEARNING OBJECTIVES

By the end of this course, Instructional Designers will be able to:

- Analyze a job posting to identify required skills and align personal experience.
- Develop clear, confident STAR responses for common behavioral interview questions.
- Apply effective strategies during live or simulated interview scenarios.
- Demonstrate increased confidence and measurable improvement through self-assessment.

SLIDE-BY-SLIDE FACILITATOR NOTES

Slide 1 | Title Slide — Ace the Interview

TIME	5 minutes
PURPOSE	Welcome learners, set the tone, and establish psychological safety.
SAY / DO	<p>Welcome participants and briefly introduce yourself.</p> <p>"Today we're going to tackle something most of us have found uncomfortable at some point — the job interview. Our goal isn't just to help you survive it; it's to help you own it."</p> <p>Ask a quick show of hands: "Who has had an interview in the last 2 years?" Use this to gauge the room.</p>

★ Facilitator Tip: Encourage a relaxed opening. Acknowledge that interview anxiety is normal and that this training provides concrete, practiced tools to address it.

Slide 2 | Learning Objectives

TIME	5 minutes
SAY / DO	<p>Walk through each objective. Invite participants to connect each one to a personal goal.</p> <p>"Which of these four outcomes feels most important to you personally? Keep that in mind as we go through today's session."</p>
TRANSITION	"Before we get into the how, let's get clear on the why — what's actually causing the problem we're here to solve."

Slide 3 | Course Agenda

TIME	3 minutes
SAY / DO	Briefly preview the four lessons. Mention any scheduled breaks.

"We'll move through four lessons today — from understanding the problem, to building and practicing your responses, to applying strategies in the interview room itself."

Slide 4 | Lesson 1 — The Gap We're Solving

TIME	10 minutes
SAY / DO	<p>Read each gap aloud and pause briefly for recognition. Ask:</p> <p>"Which of these has shown up for you personally? Take 30 seconds to reflect."</p> <p>Invite 2–3 volunteers to share. Validate all responses — normalize the experience.</p> <p>"These aren't failures — they're gaps that no one trained us for. That's exactly what we're fixing today."</p>
DISCUSSION PROMPT	<p>"Think about a time you left an interview wishing you had said something differently. What would you change?"</p> <p>Small group discussion (2 minutes), then 2–3 shares with the whole group.</p>

★ **Facilitator Tip:** This slide sets the emotional hook. Don't rush it. Shared vulnerability builds trust and motivates learning.

Slide 5 | Performance & Organizational Goals

TIME	8 minutes
SAY / DO	<p>Explain both the performance goal (what learners will do) and the organizational goal (why it matters at a business level).</p> <p>Emphasize the 3-month post-survey: "Your growth will be measured — this is real professional development with accountability built in."</p> <p>Connect the org goal to professional pride: "How we show up in interviews represents the profession of instructional design."</p>

Slide 6 | Task Analysis — Three Main Tasks

TIME	15 minutes
SAY / DO	<p>Walk through all three tasks and their subtasks column by column.</p> <p>For Task 1 — Analyze the Job Posting:</p> <ul style="list-style-type: none"> Model a quick live example: pull up a sample ID job posting and identify 2–3 key requirements together as a group. <p>For Task 2 — Develop Interview Responses:</p> <ul style="list-style-type: none"> Preview that learners will practice this directly in the STAR activity coming up. <p>For Task 3 — Apply Strategies:</p> <ul style="list-style-type: none"> Ask: "Has anyone ever adapted their answer mid-interview? How did that feel?"
TRANSITION	"Task 2 is where most of the skill-building happens, and it all revolves around one powerful structure — STAR. Let's dig into that now."

Slide 7 | The STAR Method

TIME	20 minutes
SAY / DO	<p>Introduce each letter of STAR. After presenting all four, demonstrate a full STAR response:</p> <p>Example question: "Tell me about a time you had to design learning with tight constraints."</p> <p>Model response (read aloud):</p> <p>S — "I was working at an org with a 2-week turnaround and no LMS access." T — "My role was to create onboarding content for 30 new hires." A — "I chose a job aid format aligned to performance objectives, used Google Slides for delivery, and built in a peer practice component." R — "Managers reported a 40% reduction in repeat questions from new hires after 60 days."</p> <p>Debrief the model: "What made the Action step strong? What could be stronger?"</p>
COMMON ERRORS	<ul style="list-style-type: none"> Spending too long on Situation — keep it to 1–2 sentences. Saying "we" instead of "I" — the interviewer needs to know YOUR contribution. Skipping the Result — always close with a measurable or observable outcome.

★ **Facilitator Tip:** Model the STAR method yourself using a real (or realistic) ID scenario. Seeing it done well is more powerful than any explanation.

Slide 8 | Practice Activity — Draft Your STAR Response

TIME	15 minutes individual + 5 minutes pair share
INSTRUCTIONS	<ol style="list-style-type: none"> 1. Distribute the STAR response worksheet to each participant. 2. Ask them to select one behavioral question from the handout list. 3. Give 15 minutes to draft a STAR response in writing — using a real ID project. 4. Pair participants. Each person reads their response aloud (2 min each). 5. Partner gives structured feedback: What was clear? What needs more specificity?
DEBRIEF	<p>Ask 2–3 volunteers to share their response with the full group.</p> <p>Use these debrief questions:</p> <ul style="list-style-type: none"> • "What was hardest to write — S, T, A, or R?" • "Where did your ID skills show up most clearly?" • "What would you change after hearing your partner's feedback?"

★ **Facilitator Tip:** Circulate during the individual writing time. Gently prompt learners who are stuck: "Tell me about a project you're proud of — let's start there."

Slide 9 | Lesson 3 — Apply Strategies During the Interview

TIME	15 minutes
SAY / DO	<p>Deliver STAR Responses: Reinforce the importance of pausing before answering — "It's okay to take 3 seconds to think."</p> <p>Handle Follow-Up Questions: Role-play a follow-up scenario: you give a STAR answer, then ask a planted participant to follow up with "Can you tell me more about your role specifically?"</p> <p>Ask Prepared Questions: Brainstorm as a group: what are 2–3 smart questions an ID candidate should always be ready to ask?</p> <p>Adapt in Real Time: Discuss: "How can you tell the interviewer is especially interested in a topic?" (body language, follow-up depth)</p>

★ **Facilitator Tip:** The "ask your prepared questions" strategy is often underestimated. Remind learners that good questions signal genuine interest and ID-level strategic thinking.

Slide 10 | Knowledge Check

TIME	5 minutes
ANSWER	<p>Correct Answer: C</p> <p>The Action step is where you detail the specific steps you personally took, highlighting your ID skills and methods.</p> <p>Common distractors:</p> <ul style="list-style-type: none"> • A = Situation (context/background) • B = Result (outcome) • D = Task (your role/responsibility)
SAY / DO	<p>Give participants 60 seconds to select an answer individually.</p> <p>Reveal answer C. Ask: "Did anyone choose a different answer? What drew you to it?" Use wrong answers to reinforce the distinctions between all four STAR components.</p>

Slide 11 | Summary & Next Steps

TIME	10 minutes
SAY / DO	<p>Revisit the four key takeaways on the slide. Ask learners: "Which one shifted your thinking the most today?"</p> <p>Review the three next steps aloud:</p> <ul style="list-style-type: none"> • Complete your STAR response worksheet before your next interview. • Schedule a mock interview with a colleague or mentor within the next 2 weeks. • Submit your Design Workbook Section 1 to your Academic Evaluator. <p>Close with an encouraging statement: "You now have a framework, a structure, and practice under your belt. The interview room is no longer unknown territory."</p>
REMINDER	Distribute the post-training survey QR code or link. Explain the 3-month follow-up process.



Facilitator Tip: End on energy. The last 5 minutes set the tone for what learners carry out the door. A strong, warm close increases the likelihood they'll follow through on next steps.

SESSION TIMING SUMMARY

SLIDE	TOPIC	TIME
1	Title & Welcome	5 min
2	Learning Objectives	5 min
3	Agenda Overview	3 min
4	Identify the Problem	10 min
5	Performance & Org Goals	8 min
6	Task Analysis	15 min
7	The STAR Method	20 min
8	Practice Activity	20 min
9	Interview Day Strategies	15 min
10	Knowledge Check	5 min
11	Summary & Next Steps	10 min
—	TOTAL	~116 min (~2 hrs)

FREQUENTLY ASKED FACILITATOR QUESTIONS

Q: What if participants can't think of an ID project to use for their STAR response?

A: Provide a list of 5–6 common ID scenarios on the handout (e.g., "designed an onboarding course," "created a job aid," "revised an existing module based on learner feedback"). Any authentic work experience qualifies, including volunteer or academic projects.

Q: What if the group is very small (fewer than 6)?

A: Adjust pair sharing to triads or do a full-group debrief instead. You can also do the STAR practice as a fishbowl — one person models while others observe and give feedback.

Q: What if participants are resistant or dismissive of the STAR method?

A: Acknowledge the critique — "Some interviewers don't ask behavioral questions." Then reframe: "STAR is a tool for organizing your thinking, not a script. You can adapt it to any format." Have participants discuss where it might need to flex.

Q: How should I handle someone who dominates the pair-share debrief?

A: Use round-robin techniques. Explicitly invite quieter participants: "Let's hear from someone we haven't heard from yet."

APPENDIX: SAMPLE BEHAVIORAL INTERVIEW QUESTIONS

Distribute these to participants for the practice activity (Slide 8). Learners choose one.

- Tell me about a time you had to design a learning solution with limited time or resources.
- Describe a project where you had to align instructional design to specific performance outcomes.
- Give an example of a time you received critical feedback on your design work. How did you respond?
- Tell me about a situation where you had to influence a stakeholder who pushed back on your instructional approach.
- Describe a time when your initial design didn't work as planned. What did you do?
- Tell me about a project where you applied a specific instructional model (e.g., ADDIE, SAM, Agile). Why that model?
- Give an example of how you measured the effectiveness of a training program you designed.
- Tell me about a time you collaborated with a subject matter expert. What challenges did you face?