

United Nations
Competency-based
Interviewing Guide



United Nations

Office of Human Resources Management

What are
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What are Competencies ?

The term "competency" refers to a combination of skills, attributes and behaviours that are directly related to successful performance on the job.

Core competencies are the skills, attributes and behaviours which are considered important for all staff of the Organization, regardless of their function or level.

Managerial competencies are the skills, attributes and behaviours which are considered essential for staff with managerial or supervisory responsibilities.

Competencies
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What are
the UN core values and
competencies?

Core Values

- Integrity • Professionalism • Respect for Diversity

Core Competencies

- Communication • Teamwork • Planning and Organizing • Accountability
- Creativity • Client Orientation • Commitment to Continuous Learning
- Technological Awareness

Managerial Competencies

- Leadership • Vision • Empowering Others • Building Trust
- Managing Performance • Judgement/Decision-making

For more on the United Nations competencies, see United Nations Competencies for the Future (OHRM, November 1999), and

the Secretary-General's Bulletin "Organizational Core and Managerial Competencies" (ST/SGB/1999/13).

How to Use This Guide

- Each of the United Nations competencies chosen has a comprehensive series of sample questions and associated prompts that may provide useful information about each competency area.
- Choose up to five competencies to focus on during the interview (research indicates that more than five key areas are difficult to assess thoroughly and accurately in an interview).
- You may wish to make photocopies of the appropriate pages in the Guide (including the Assessment Sheet at the end) for note-taking.

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- Review the sample questions and select those you feel would be most useful or modify them as required.
- Ask one question at a time, beginning with the first in a series and following up with probes to elicit further information.
- Listen carefully to the candidate and assess his or her answers against the associated positive and negative indicators.
- The Assessment Sheet at the end of this Guide contains notes pages for writing notes during and after the interview.
- Immediately after the interview, complete the ratings on the Assessment Sheet.
- Allow time to cover any other areas and to give the candidate the opportunity to ask you questions.

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Obtaining Information

- The interview provides two opportunities to obtain information: listening to verbal statements and observing the candidate (during the interview). Both are important and are interrelated.
- Interviewers must take care that they do not get so involved in asking questions that they do not listen to the answers. A symptom of this is when an interviewer asks a pre-arranged question for information just volunteered by the candidate.
- Apart from what the candidate actually says, there are other non-verbal clues that may be observed and which can assist in the assessment of a candidate. These can include pauses, avoidance of areas, speed of response, digressions, platitudes, failure to answer questions and displayed nervousness, etc.

Taking Notes

- Make photocopies of the pages of the Guide you intend to use for taking notes (including the Assessment Sheet at the end of the Guide).
- The interviewer must take notes during and immediately after the interview. No one can remember all the examples of behaviour brought out in an interview without taking notes. An Assessment Sheet is provided for the interviewer's notes.

- Most candidates expect notes to be taken. Some interviewers may find it helpful to mention that they will be taking notes at the beginning of the interview, while others do not mention it. It should be done openly but not in such a way that the candidate could see what is recorded.
- The important thing to remember is not to let note-taking become a signal to the candidate. For example, if the interviewer starts taking notes every time a particular topic is mentioned the candidate will eventually feel that this is an important area and focus on it.
- Conversely, note-taking immediately after the disclosure of an embarrassing incident will indicate that this information is being recorded and the rest of the interview may be inhibited.
- When the candidate does or says something where immediate note-taking would be inappropriate, the interviewer should make a mental note but delay writing (until it will not affect the information obtained). A few minutes later, when the conversation has shifted to a neutral topic, or to an area where note-taking would appear warranted (e.g., clarification of a job title), the previously observed information should be recorded.

Non-Verbal Behaviour

Non-verbal behaviour is replete with cultural and individual factors. The following elements are based on research from a large population of interviews in a variety of cultures and languages. The following list is by no means exhaustive and should be considered a general guide. Sensitivity of the interviewer is the most important element.

- **Positioning:** A distance of from three to five feet is best suited to the selection interview. Less than three feet seems to produce discomfort and uneasiness for most people, while more than five feet becomes overly formal.
- **Posture:** The interviewer's body needs to be directly oriented towards the candidate. The interviewer should sit up and slightly lean forward in order to show energy and a concern to get on with the task in hand.
- **Eye Contact:** Eye contact indicates when the interviewee has finished talking, and interviewers who do not look sufficiently at the candidate will find it harder to control and regulate the interview comfortably.
- **Facial Expression:** Facial expression should indicate interest in what the candidate is saying. Try to ensure that the expression conveys interest and avoid showing boredom, irritation or disbelief.

- **Head Movements:** Head nodding and shaking can also provide messages that, as the interviewer, you are keeping abreast of what is being said, that such information is useful and that you would like to hear more of it.
- **Gestures:** It is necessary for the interviewer to come across as calm and confident in what he or she is doing and gestures can help or hinder this. Clenched hands and entwined legs can give the impression of nervousness. Hands can be used both to give a greater emphasis to the interviewer's questions but also, to a certain extent, to control or encourage the flow of information coming from the candidate.
- **Voice Production:** Nervousness and under-confidence in the interviewer can come across by talking too quickly or too slowly—calmness by having a steady, reasonable, energetic pace. Lack of interest could be the message received if the tone of the interviewer's voice is monotonous without different levels of pitch. Criticism and judgement, which within the interview can be disabling, should not be conveyed by the interviewer's tone of voice.

Verbal Behaviour

Key verbal signs of attention are:

- Using open questions such as “tell me about ...” which shows interest in knowing more about the candidate;
- Simple responses, such as “mm”, “yes”, “fine” and “I see”, which are especially useful when the interviewee is recounting a lengthy experience;
- Restating and summarizing, which show that the interviewer is intent on getting an accurate picture of what the candidate is saying;
- Perceptive probing and use of follow-up questions, which again reinforce the interviewer’s interest.

Follow-up Questioning

Below are some useful hints on how to ask additional questions:

- **Follow up question areas until it is clear what the candidate actually did.** Candidates will often skim over an important area. Be prepared to take it up and ask for further explanation or probe for clarification.
- **Ask for clarification.** If a candidate uses jargon that you do not understand, do not let it go unexplained for fear of appearing uninformed or offending the candidate.

- **Find out the “why” behind actions.** Do not assume stereotyped motives. Interviewers must be careful not to project their values on candidates. It is very easy for a highly motivated interviewer to assume a candidate feels the same way.
- **Avoid collecting information not relevant to the specific competency.**
- **Do not talk too much.** A good interviewer controls without monopolizing the conversation.

Rating the Candidate

During the interview the interviewer should have noted examples of situations, behaviours and outcomes for the different competencies and have information concerning the candidate’s work experience. The next step is to classify and evaluate the information and assign a rating, using the Assessment Sheet.

The key actions are:

- Add to the notes and review the candidate’s responses.
- Summarize and classify the evidence for each competency covered in the interview.
- Make a rating based on the positive and negative behaviour indicators, using the rating system provided.
- Make a final rating on the candidate and enter this on the Assessment Sheet.

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Integrity Core Values

Positive Indicators

- Upholds the principles of the United Nations Charter.
- Demonstrates the values of the United Nations, including impartiality, fairness, honesty and truthfulness, in daily activities and behaviours.
- Acts without consideration of personal gain.
- Resists undue political pressure in decision-making.
- Does not abuse power or authority.
- Stands by decisions that are in the Organization's interest even if they are unpopular.
- Takes prompt action in cases of unprofessional or unethical behaviour.

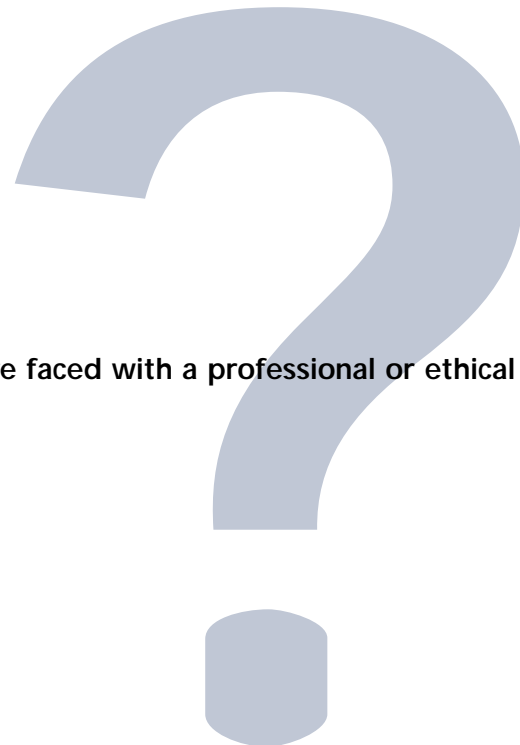
Negative Indicators

- Interprets principles and ethics flexibly without justification.
- Seeks personal gain.
- Compromises too readily when under pressure.
- Favours certain issues, individuals or groups in a subjective way.
- Is not reliable.
- May be dishonest.

Sample Questions

Tell me about the last time that you were faced with a professional or ethical dilemma at work (in the recent past).

- What was the specific situation?
- How did you feel?
- How did you resolve the dilemma?



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When have you been asked to 'bend the rules' by a colleague or client?

- How did you manage the situation?
- What pressures were you under?
- What factors did you have to consider?
- What was the outcome?

Describe a time when you have had to choose between admitting a mistake and maintaining credibility to a superior or client.

- What did you do?
- How did you decide what to do?
- How does your approach compare to colleagues (others) who have faced this situation?
- What would you do differently next time?

Tell me about a time you have observed others working in an unprofessional or unethical manner.

- What was unprofessional or unethical about their behaviour?
- What did you specifically do about their behaviour?
- What were the implications of taking action?
- How did you deal with the possible consequences?
- How likely are you to take action compared with your colleagues?

In most organizations there are rules, regulations and principles that have to be adhered to and some that can be interpreted more flexibly. Give me an example of a time where you have interpreted the rules with more flexibility.

- What was the specific situation?
- What made the situation ambiguous?
- What did you do well in handling the situation?
- What else could have you done?

Give me an example of when you have had to defend an organization's decision to others who did not agree with the viewpoint.

- What was the specific situation?
- Why did you defend the decision?
- What did you say or do that was particularly effective?
- In hindsight, what would have you done differently?

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Core Values

Professionalism

Positive Indicators

- Shows pride in work and in achievements.
- Demonstrates professional competence and mastery of subject matter.
- Is conscientious and efficient in meeting commitments, observing deadlines and achieving results.
- Is motivated by professional rather than personal concerns.
- Shows persistence when faced with difficult problems or challenges.
- Remains calm in stressful situations.

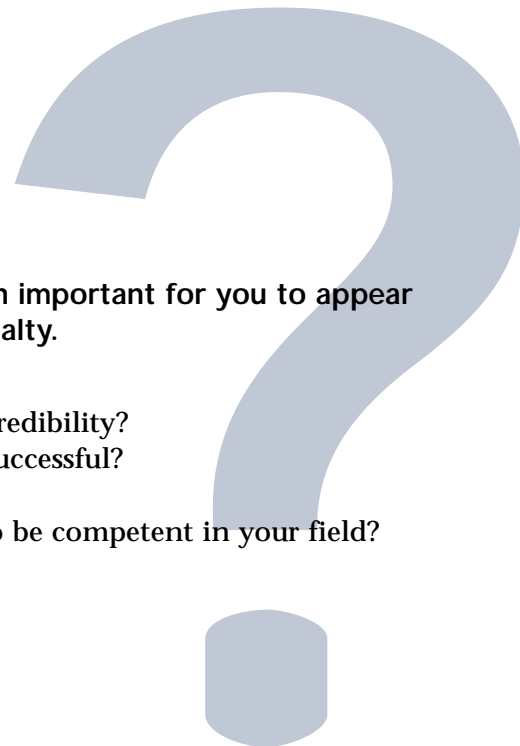
Negative Indicators

- Is less motivated than others to achieve.
- Appears less knowledgeable to others about subject matter or field.
- Is complacent about achievements.
- Sets easy targets and personal objectives.
- Allows pressure to get to him/her.
- Tends to find it hard to bounce back after setbacks and difficult challenges.

Sample Questions

Give me an example of when it has been important for you to appear knowledgeable about your area of specialty.

- Why was this so important?
- How did you go about establishing credibility?
- When has your approach been less successful?
- What would you do differently?
- To what extent are you considered to be competent in your field?
- How do you know this?



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Core Values

Respect for Diversity

Positive Indicators

- Works effectively with people from all backgrounds.
- Treats all people with dignity and respect.
- Shows respect for, and understanding of, diverse points of view and demonstrates this understanding in daily work and decision-making.
- Examines own biases and behaviours to avoid stereotypical responses.
- Does not discriminate against any individual or group.

Negative Indicators

- Is unable to relate to people from other backgrounds.
- Is insensitive to the needs of individuals with different perspectives.
- May offend people from different background.
- Is unable to view issues from the perspective of people with diverse viewpoints.

Sample Questions

What experience have you had with working with people from diverse backgrounds?

- Describe a specific situation where you have had to relate to others from a different background from yours?
- How could you improve how you interact with people from different backgrounds?
- Based upon your experience, what advice would you give to someone having difficulty working with people from different backgrounds.

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Core Competencies

Communication

Positive Indicators

- Speaks and writes clearly and effectively.
- Listens to others, correctly interprets messages from others and responds appropriately.
- Asks questions to clarify, and exhibits interest in having two-way communication.
- Tailors language, tone, style and format to match the audience.
- Demonstrates openness in sharing information and keeping people informed.

Negative Indicators

- Lacks confidence when talking.
- Produces writing that is vague or wordy.
- Uses inappropriate language.
- Tends to stick to one style of communication.
- Lacks expression during the interview.
- Loses the attention of the reader/audience at times.
- Tends to drift from one topic to another.
- Limited positive feedback from others on communication effectiveness.
- Withholds information without sufficient justification.

Sample Questions

How would other people describe your communication skills?

- What positive things have people said about your ability to communicate with others?
- What development areas have been highlighted for you (e.g., speaking skills, listening skills)?
- Compared to others, how would you rate yourself as a communicator? Why?
- What could you do to become better at communicating with others?

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Teamwork Core Competencies

Positive Indicators

- Works collaboratively with colleagues to achieve organisational goals.
- Solicits input by genuinely valuing others' ideas and expertise; is willing to learn from others.
- Places team agenda before personal agenda.
- Builds consensus for task purpose and direction with team members.
- Supports and acts in accordance with final group decisions, even when such decisions may not entirely reflect own position.
- Shares credit for team accomplishments and accepts joint responsibility for team shortcomings.

Negative Indicators

- Rarely offers support to colleagues.
- Prefers to work alone.
- Emphasizes achieving personal goals.
- Shows limited consideration of the ideas and input of others.
- Prefers to act alone.
- Is prepared to ignore/disrupt majority decisions.
- Takes the credit for team accomplishments; passes on responsibility for team limitations.

Sample Questions

Tell me about the last time you worked as part of a team.

- What was the purpose of the team?
- What did you like about working in the group?
- What did you dislike?
- How did you get the team members to cooperate?

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Core Competencies

Planning and Organizing

Positive Indicators

- Develops clear goals that are consistent with agreed strategies.
- Identifies priority activities and assignments; adjusts priorities as required.
- Allocates appropriate amount of time and resources for completing work.
- Foresees risks and allows for contingencies when planning.
- Monitors and adjusts plans and actions as necessary.
- Uses time efficiently.

Negative Indicators

- Has no clear system of priorities.
- Appears disorganized and unsystematic.
- Organizes impractical work schedules.
- Is unrealistic about timescales.
- Efforts get sidetracked.
- Deadlines not met.
- Tasks not completed.
- No checks on activities.
- Is unwilling to change plans to meet new demands.

Sample Questions

Tell me how you personally organize yourself when you have a lot of work.

- Where do you start?
- On what basis did you make your decisions?
- What do you do to ensure that it all gets done?
- How do you feel inside when you have so much to do?

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Describe a recent situation where you had to set clearly defined objectives.

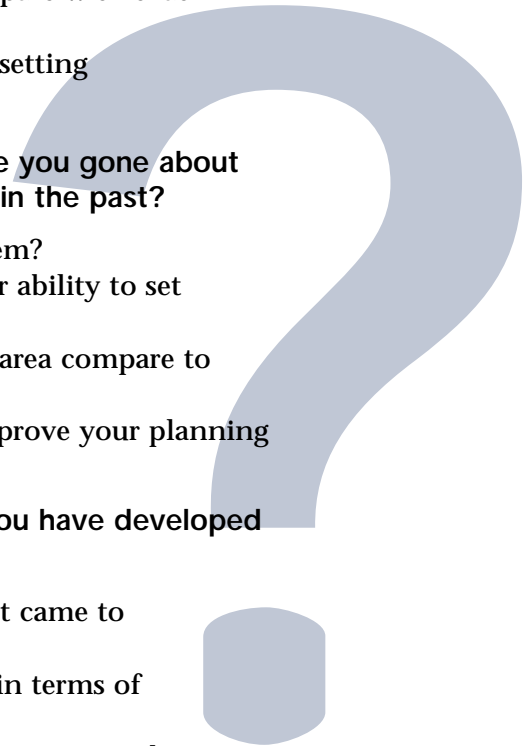
- How did you go about setting your objectives?
- In hindsight, how realistic were your objectives?
- What areas do you think you need to work on in terms of your objective setting?
- How does your objective-setting compare with that of your colleagues?
- What do you see as being the key to setting realistic objectives?

Thinking of a specific example, how have you gone about helping others with planning their work in the past?

- What kind of advice did you give them?
- What feedback have you had on your ability to set plans for others?
- How do you think your skills in this area compare to your colleagues?
- How do you think you could you improve your planning for other people?

Using a recent example, describe how you have developed actions for achieving an objective.

- How useful were your actions when it came to achieving your objectives?
- What would you like to improve on in terms of your action planning?
- How do your action planning skills compare with those of your colleagues?
- What do you think are the key things to remember when developing action plans?



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Tell me about a time when it was necessary for you to plan several alternative courses of action in response to a change in an organization's direction.

- How did you re-prioritize?
- How far did you plan ahead?
- How did you monitor the progress of the plans?

Tell me about a time when you have had to translate a strategy into actions and plans.

- What did you specifically do that was effective?
- How did you know that your plans were clear enough to be implemented?
- How do you break down strategy into manageable tasks?
- What would you do differently in hindsight?

When have you considered strategic issues when developing goals?

- Why was this important?
- What advice do you give others on strategic implications for goal-setting?
- What is the impact of failing to align goals with an organization's strategy?
- How might you address this?



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Core Competencies

Accountability

Positive Indicators

- Takes ownership for all responsibilities and honours commitments.
- Delivers outputs for which one has responsibility within prescribed time, cost and quality standards.
- Operates in compliance with organizational regulations and rules.
- Supports subordinates, provides oversight and takes responsibility for delegated assignments.
- Takes personal responsibility for his/her own shortcomings and those of the work unit, where applicable.

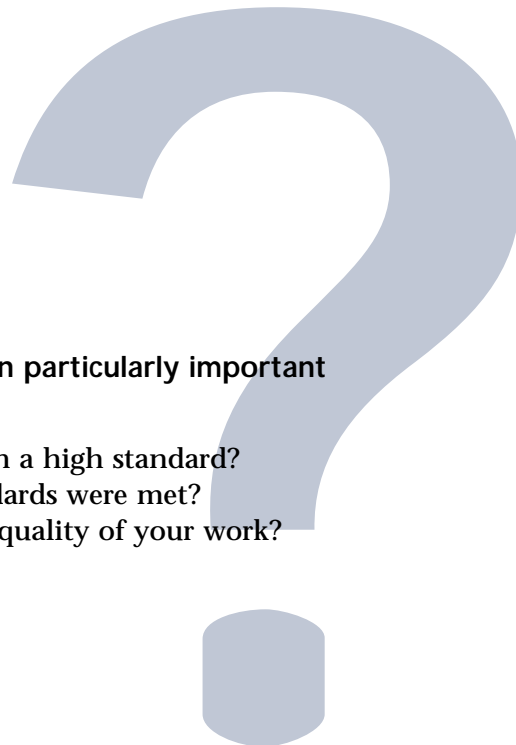
Negative Indicators

- Defers responsibility.
- Does not deliver on commitments.
- Produces poor-quality work.
- Is unaware of standards that need to be achieved.
- Takes longer than is efficient to achieve quality.
- Compromises standards easily; cuts corners.
- Is unconcerned with the standards of other people's work once it has been delegated.

Sample Questions

Give me an example of when it has been particularly important for you to produce high-quality work.

- Why did the work have to be of such a high standard?
- How did you ensure that these standards were met?
- What would you do to improve the quality of your work?



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Core Competencies

Client Orientation

Positive Indicators

- Considers all those to whom services are provided to be "clients" and seeks to see things from clients' point of view.
- Establishes and maintains productive partnerships with clients by gaining their trust and respect.
- Identifies clients' needs and matches them to appropriate solutions.
- Monitors ongoing developments inside and outside the clients' environment to keep informed and anticipate problems.
- Keeps clients informed of progress or setbacks in projects.
- Meets time line for delivery of product or services to client.

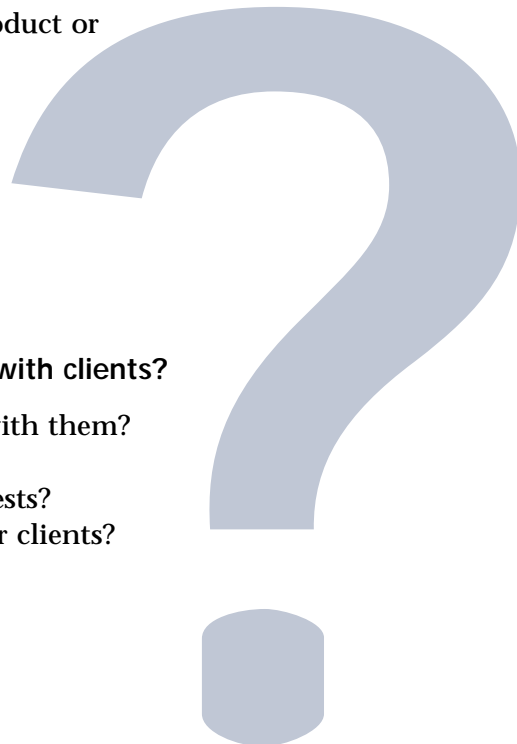
Negative Indicators

- Limited awareness of client's point of view.
- Is only moderately concerned about helping others.
- Takes time to warm to people and establish relationships.
- Does not work as hard as colleagues to meet client needs.
- Little evidence of receiving positive client feedback.
- Is lax in keeping client informed.

Sample Questions

How much experience have you had with clients?

- What do you like about dealing with them?
- What do you dislike?
- How do you look after their interests?
- Whom do you consider to be your clients?



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Give me an example of when you have put a client first.

- What sacrifices did you have to make?
- What impact did this have on your other activities?
- How was this seen by others?

Describe a time in the last 6 months when you had to help a client.

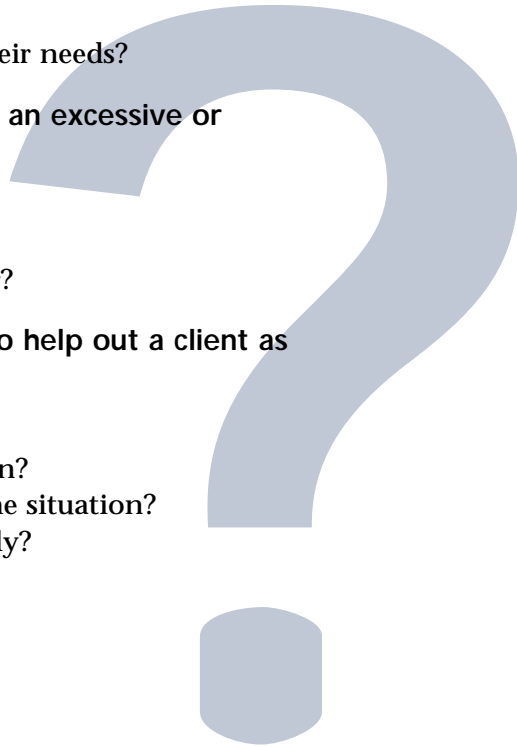
- How did you find out about their real needs?
- Why did they come to you?
- How well did you manage to meet their needs?

Tell me about the last time a client made an excessive or unreasonable demand on you.

- What made them so demanding?
- What did you do to assist them?
- What pressure did this put you under?

Describe a time when you were unable to help out a client as much as they wanted.

- Why was this?
- What did they say about your reaction?
- What feedback did you have about the situation?
- What would have you done differently?



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When have you considered the perspective of clients when making a decision?

- Why was this important?
- What did you specifically consider?
- What did this information add to the final decision?



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Core Competencies

Creativity

Positive Indicators

- Actively seeks to improve programmes or services.
- Offers new and different options to solve problems or meet client needs.
- Promotes and persuades others to consider new ideas.
- Takes calculated risks on new and unusual ideas; thinks "outside the box".
- Takes an interest in new ideas and new ways of doing things.
- Is not bound by current thinking or traditional approaches.

Negative Indicators

- Is slow to produce new ideas.
- Views problems in a conventional way.
- Accepts the status quo.
- Problem-solving lacks creativity.
- Thinks in a traditional manner.
- Is cautious with new approaches.
- Produces few alternatives.
- Accepts outdated working methods.
- Suggestions are not taken up by others.
- Little experience of creativity at work.

Sample Questions

Tell me about a time when you came up with a new idea at work.

- Why was this important?
- How did you arrive at this idea?
- What risks did you consider?
- How did you get other people interested in the idea?
- What was the outcome?

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Creative ideas may initially seem good but in practice be unusable. How often do you find this?

- Tell me about one such situation.
- How did you decide that the idea was not practical?
- What was the outcome of the situation?

Give me an example of a time when you used a less conventional approach to your work.

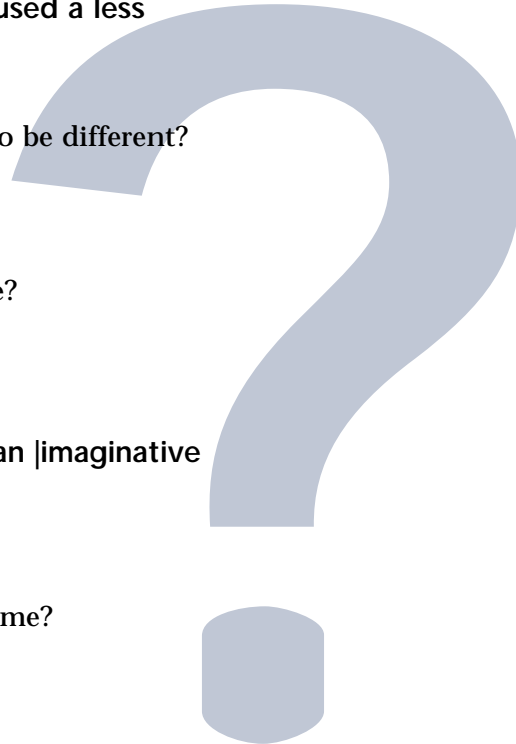
- Why was this necessary?
- Why do you consider your approach to be different?
- How well did it work?

In what situations are you least creative?

- What stops you from being innovative?
- How do you manage these situations?
- What would help you to handle these situations more effectively?

Describe a situation when you produced an imaginative solution to a problem at work.

- How did you generate the solution?
- What feedback did you receive?
- What would you do differently next time?



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Tell me about a time when you questioned a way of working.

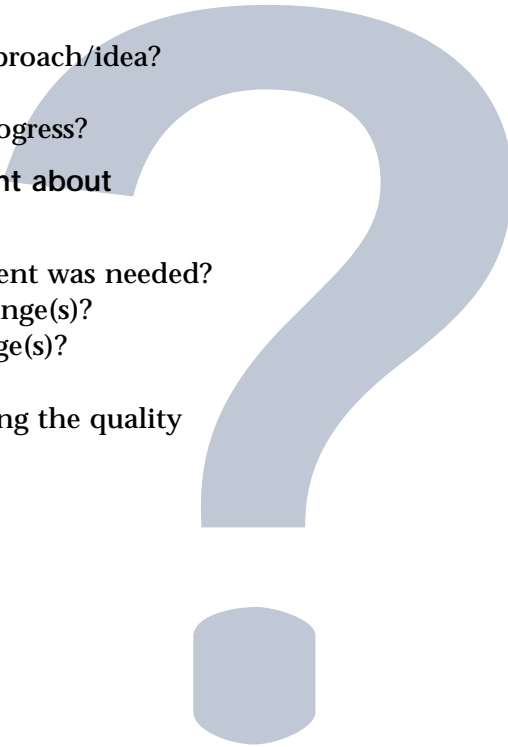
- Why did you question it?
- What alternative did you suggest?
- To what extent were your ideas used?

Tell me about a time when you took a risk with pursuing a new approach or idea.

- What was risky about pursuing the approach/idea?
- How did you handle the situation?
- How far did the new approach/idea progress?

Tell me about a recent time when you went about instituting improvement and change.

- How was it decided that an improvement was needed?
- How did you go about making the change(s)?
- What resistance was there to the change(s)?
- What effect did the changes have?
- What feedback did you receive regarding the quality of your idea?



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Core Competencies

Technological Awareness

Positive Indicators

- Keeps abreast of available technology.
- Understands applicability and limitations of technology to the work of the office.
- Actively seeks to apply technology to appropriate tasks
- Shows willingness to learn new technology.

Negative Indicators

- Has limited knowledge about technology.
- Has little interest in finding out about technology.
- Is not proactive in applying technology to work.
- Has limited understanding of the applicability of technology to work.

Sample Questions

How do you keep up with advances in technology?

- How much time do you spend doing this?
- How do your efforts to keep up compare with those of your peers?
- What are the limitations of technology in your work?

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Which technical issues are the most challenging for you?

- What are your strengths in using technology?
- What are your weaknesses?
- How important is using technology in your role?

Give me an example of when your technological awareness helped you to solve a problem.

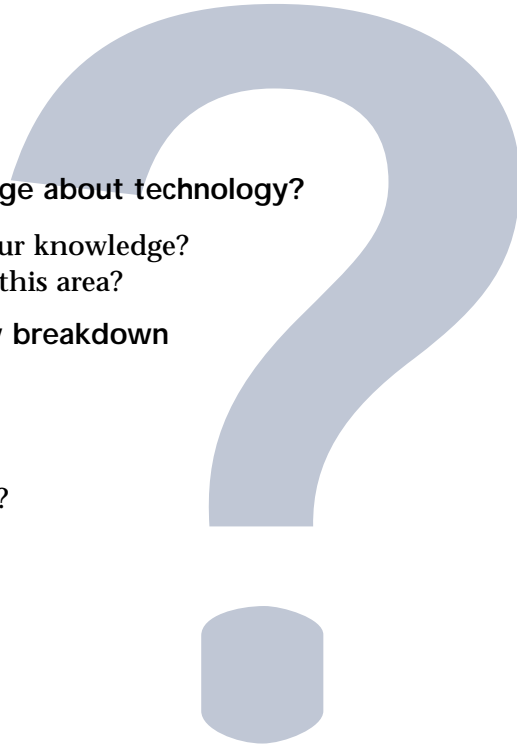
- What brought the issue to light?
- What did you do?
- What was the result of your efforts?

What have you done to acquire knowledge about technology?

- How did you go about developing your knowledge?
- What opportunities have you had in this area?

Give me an example of when technology breakdown had an impact on your delivery.

- What did you do?
- What were the implications?
- What did you learn from the episode?



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Core Competencies

Commitment to Continuous Learning

Positive Indicators

- Keeps abreast of new developments in own occupation/profession.
- Actively seeks to develop oneself professionally and personally.
- Contributes to the learning of colleagues and subordinates.
- Shows willingness to learn from others.
- Seeks feedback to learn and improve.

Negative Indicators

- Has limited knowledge about area of expertise.
- Struggles to keep up to date.
- Is not proactive in undertaking developmental tasks.
- Is reluctant to help others to learn.
- Has received little positive feedback about specialist knowledge.
- Is defensive with feedback from others.
- Is not an authority.

Sample Questions

What type of specialist knowledge have you needed to be aware of in your previous jobs/education?

- How have you gone about keeping your technical knowledge up to date in the past?
- In what areas of technical knowledge do you want to become more competent?
- How does your technical knowledge compare to that of your colleagues?

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Describe an occasion when you felt that your level of technical knowledge was insufficient.

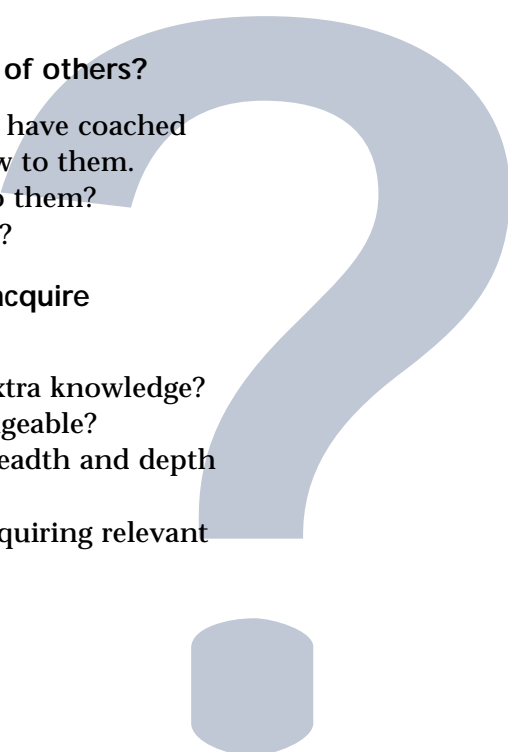
- What made you think this?
- What action did you take?
- What are your current strengths in terms of your specialist knowledge?
- What are your current weaknesses in terms of your specialist knowledge?

How have you contributed to the learning of others?

- Tell me about a specific time when you have coached or trained a colleague in something new to them.
- How did you make yourself available to them?
- What ongoing support did you provide?

Describe an example of when you had to acquire additional technical knowledge.

- How did you go about acquiring this extra knowledge?
- In what aspects were you least knowledgeable?
- What feedback have you had on the breadth and depth of your technical knowledge?
- What do you see as being the key to acquiring relevant technical knowledge?



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Managerial

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Vision Managerial Competencies

Positive Indicators

- Identifies strategic issues, opportunities and risks.
- Clearly communicates links between the Organization's strategy and the work unit's goals.
- Generates and communicates broad and compelling organizational direction, inspiring others to pursue that same direction.
- Conveys enthusiasm about future possibilities.

Negative Indicators

- Focuses on detail at the expense of the broader picture.
- Gets bogged down in detail; can't see the forest for the trees.
- Fails to anticipate future needs.
- Takes a short-term view.
- Does not think strategically.
- Views the future in a simplistic way.
- Focuses on short-term goals.
- Thinks in a narrow way.
- Struggles to inspire others about strategic direction.

Sample Questions

Tell me about a recent time when you needed to take a broad view of your own work.

- Why was this necessary?
- How useful was this approach?
- What would you do differently next time?

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Describe an occasion when you considered a range of possible future scenarios when planning.

- How did you take account of possible risks?
- What contingencies did you make?
- When are you least likely to consider future possibilities when planning?
- How effective were you at conveying enthusiasm about the possibilities?
- What was difficult about conveying this enthusiasm?

Give me an example of a time when you could have taken a more long-term view.

- Why was this important?
- What was the outcome?
- What did you learn?

Tell me about a time when you have had to translate a strategy into actions and plans.

- What did you specifically do that was effective?
- How did you know that your plans were clear enough to be implemented?
- What would you do differently in hindsight?

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It is not always easy to step back from day-to-day operations to consider the bigger picture when making decisions. Give me an example of when you have found it difficult to consider the bigger picture when making a decision.

- Why was this?
- What did you do?
- What would you do differently in a similar situation?
- What was the outcome?

Tell me about a situation when you took global trends into account in a strategy or plan.

- How successfully did you integrate these global trends with the work of your organization?
- How could you have been more effective at taking account of global trends?
- What advice would you give to someone who had difficulty taking a global perspective at work?



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Leadership Managerial Competencies

Positive Indicators

- Serves as a role model that other people want to follow.
- Empowers others to translate vision into results.
- Is proactive in developing strategies to accomplish objectives.
- Establishes and maintains relationships with a broad range of people to understand needs and gain support.
- Anticipates and resolves conflicts by pursuing mutually agreeable solutions.
- Drives for change and improvement; does not accept the status quo.
- Shows the courage to take unpopular stands.

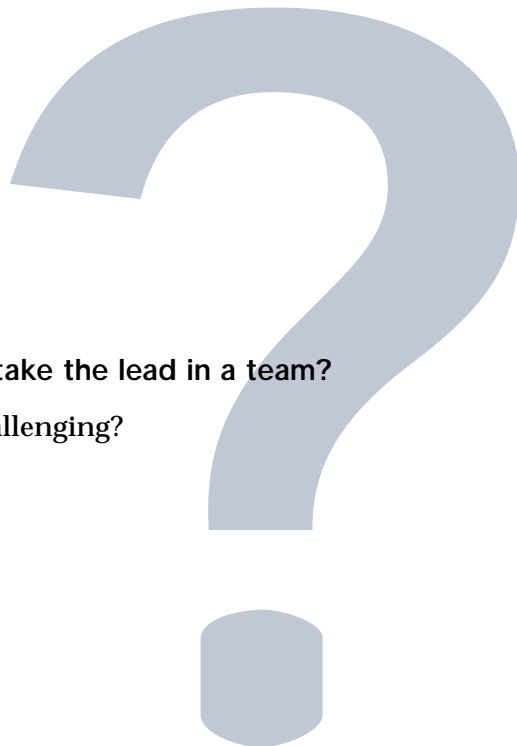
Negative Indicators

- Is uncomfortable in the management role.
- Doesn't take a stand.
- Is seen as avoiding/evading the leadership role.
- Does not make goals clear.
- Does not provide direction to group.
- Is not interested in people.
- Loses touch with how motivated people are.
- Delegates inappropriately.
- Prefers to let others take the lead.
- Is uncomfortable with resolving conflict.

Sample Questions

What opportunities have you had to take the lead in a team?

- Which of these were the most challenging?
- Why was that?



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Tell me about a situation when you have had to keep a team focused on objectives.

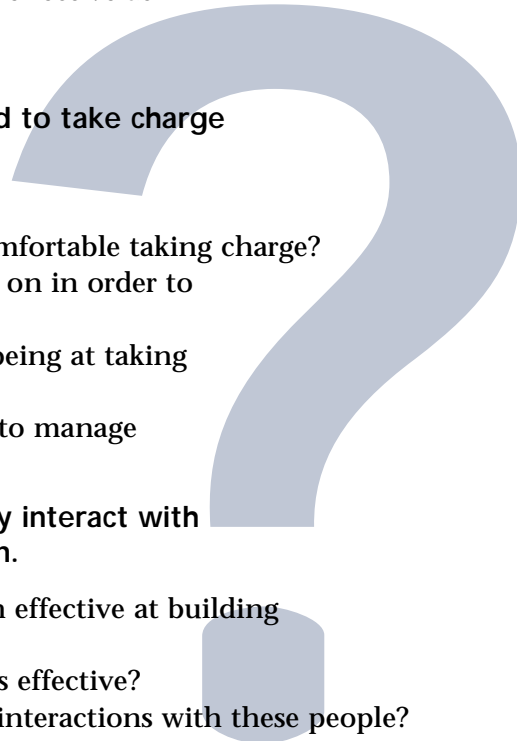
- What skills did you need to achieve your objective?
- What sort of strategies did you develop to achieve the objective?
- What feedback have you had on your ability to keep teams on track?
- In what situations have you been less effective at keeping others on track?

Describe an example where you have had to take charge and organize resources in your work.

- How successful were you?
- In what situations do you feel less comfortable taking charge?
- What do you think you need to work on in order to be more effective at taking charge?
- How effective do you see yourself as being at taking charge as compared with your peers?
- What do you see to be the key issues to manage when taking charge of others?

Describe an example of how you typically interact with staff at different levels of an organization.

- In what past situations have you been effective at building relationships with others?
- On what occasions have you been less effective?
- What have you gained through your interactions with these people?
- What do you see as being the key to successfully relating to people at different levels within an organization?



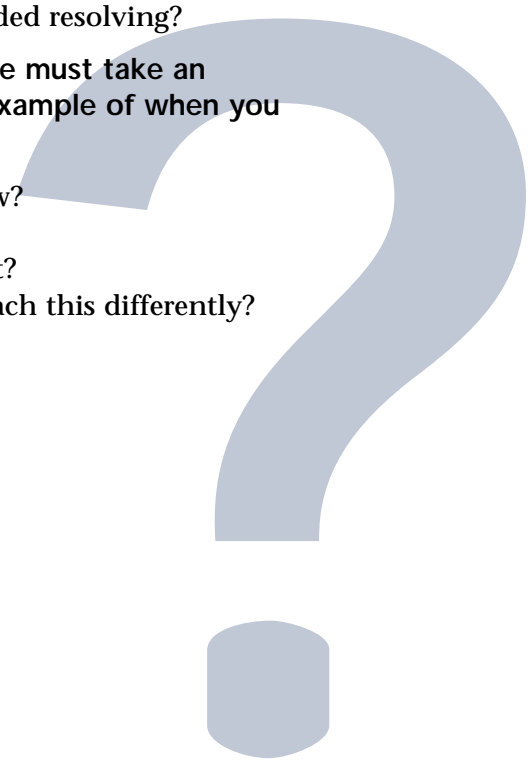
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Describe how you have gone about resolving conflict between others in the past, using a specific example.

- How successful were you?
- What would you do differently in hindsight?
- In what situations are you less comfortable about resolving conflict between others?
- What advice would you give to an inexperienced colleague faced with a conflict situation that needed resolving?

For most of us the occasion arises when we must take an unpopular stand or decision. Give me an example of when you had to take an unpopular stand.

- How did you present your point of view?
- What were the objections?
- How hard did you push your viewpoint?
- With hindsight, how would you approach this differently?



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Managerial Competencies

Empowering Others

Positive Indicators

- Delegates responsibility, clarifies expectations and gives staff autonomy in important areas of their work.
- Encourages others to set challenging goals.
- Holds others accountable for achieving results related to their area of responsibility.
- Genuinely values all staff members' input and expertise.
- Shows appreciation and rewards achievement and effort.
- Involves others when making decisions that affect them.

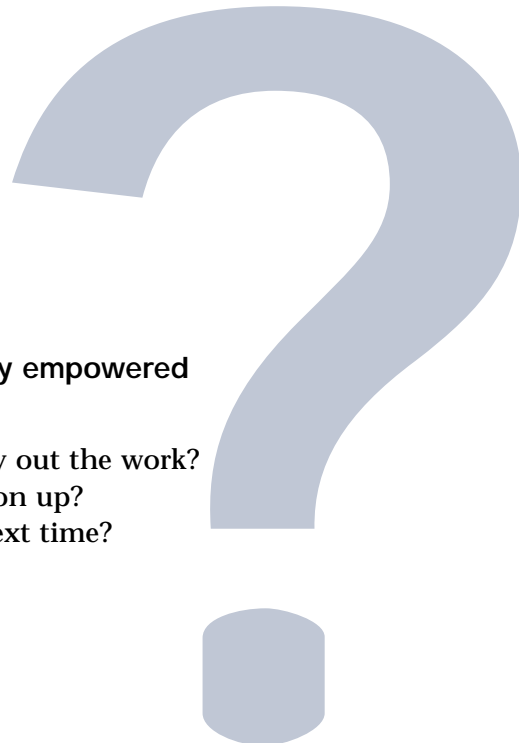
Negative Indicators

- Keeps responsibilities to self.
- Gives assignments without independence.
- Provides insufficient direction.
- Discourages initiative.
- Takes on too much personally/becomes personally overloaded.
- Consults only when necessary.
- Fails to stretch people.
- Makes self indispensable.

Sample Questions

Describe a time when you successfully empowered someone to carry out a task.

- How did you enable them to carry out the work?
- How did you follow this instruction up?
- What would you do differently next time?



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Thinking of a specific example, how do you normally go about providing others with the power and authority to accomplish a task?

- What feedback have you had on how successful you were in your empowering?
- When have you been least effective at empowering others in the past?
- What sort of accountability did you expect from them?



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Managerial Competencies

Managing Performance

Positive Indicators

- Delegates the appropriate responsibility, accountability and decision-making authority.
- Makes sure that roles, responsibilities and reporting lines are clear to each staff member.
- Accurately judges the amount of time and resources needed to accomplish a task and matches task to skills.
- Monitors progress against milestones and deadlines.
- Regularly discusses performance and provides feedback and coaching to staff.
- Encourages risk-taking and supports staff when they make mistakes.
- Actively supports the development and career aspirations of staff.
- Appraises performance fairly.

Negative Indicators

- Does not make expectations clear to others.
- Utilizes people on the basis of availability rather than skill.
- Does not use milestones and deadlines to assess progress.
- Is subjective in the assessment of people.
- Is intolerant of staff that make mistakes.
- Looks to assign blame for mistakes.
- Is lax or inconsistent in discussing performance.
- Is not supportive of development or career aspirations.

Sample Questions

Tell me about a situation where you have had to manage the performance of a team or individual through a particular assignment.

- What were your objectives?
- How did you manage the people through the assignment?
- What was the result?

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Describe a development plan that you have set for a team member.

- How did you set the development plan?
- What did you do that was effective?
- What would have done differently?
- What advice would you give to other managers/supervisors about setting development plans?



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Managerial Competencies

Building Trust

Positive Indicators

- Provides an environment in which others can talk and act without fear of repercussion.
- Manages in a deliberate and predictable way.
- Operates with transparency; has no hidden agenda.
- Places confidence in colleagues, staff members and clients.
- Gives proper credit to others.
- Follows through on agreed-upon actions.
- Treats sensitive or confidential information appropriately.

Negative Indicators

- Has hidden agendas; disguises intentions and feelings.
- Is unpredictable and inconsistent in management approach.
- Tends to be lax in delivering on promises.
- Tends to stick to one style of communication.
- Actions inconsistent with what is conveyed.
- Makes it difficult or provides a disincentive for others to speak openly.
- Can be indiscreet.

Sample Questions

Give me an example of how you have developed and maintained trust in the past.

- How effective were you at building and maintaining trust in your example?
- How could you be more effective at building and maintaining trust?
- What do you see as being the crucial issues to manage in order to get others to place their trust in you?
- How trusting are you of other people?

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Describe a time when others have been surprised about your reaction/approach to a management issue?

- Why was your reaction different from normal?
- How aware were people of your intentions?
- How predictable are you in your management approach compared to your peers?

When have you chosen to keep sensitive information to yourself?

- What made you decide to do this?
- Why did you not choose to be open with the information?
- How important is openness at work?

Tell me about a person with whom you worked that you found difficult to trust.

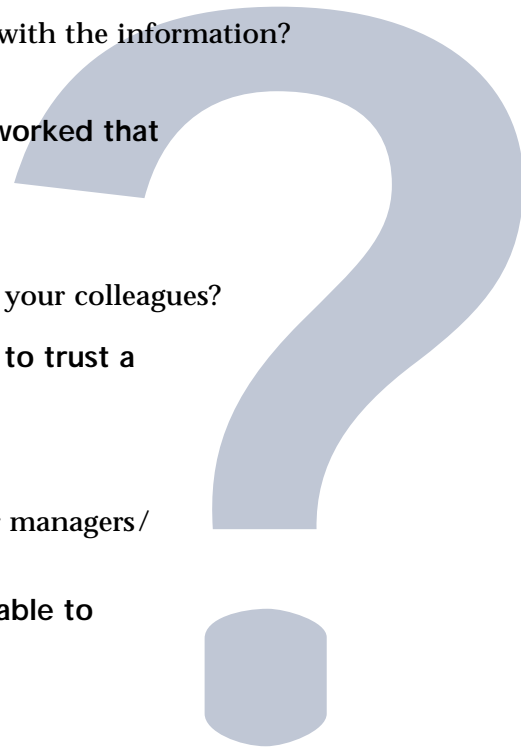
- Why did you not trust them?
- How did you deal with them?
- How trusting are you compared with your colleagues?

Tell me about the last time that you had to trust a new team member to do a task.

- How did you feel about it?
- What happened?
- What advice would you give to other managers/supervisors in this situation?

Describe a time when you have been unable to deliver on an agreed action.

- Why did this happen?
- How responsible were you for this?
- What were the repercussions?
- What did you do to try and overcome the problem?



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Managerial Competencies

Judgement/Decisionmaking

Positive Indicators

- Identifies the key issues in a complex situation, and comes to the heart of the problem quickly.
- Gathers relevant information before making a decision.
- Considers positive and negative impact on others and on the Organization.
- Proposes a course of action or makes a recommendation based on all available information.
- Checks assumptions against facts.
- Determines that the actions proposed will satisfy the expressed and underlying needs for the decision.
- Makes tough decisions when necessary.

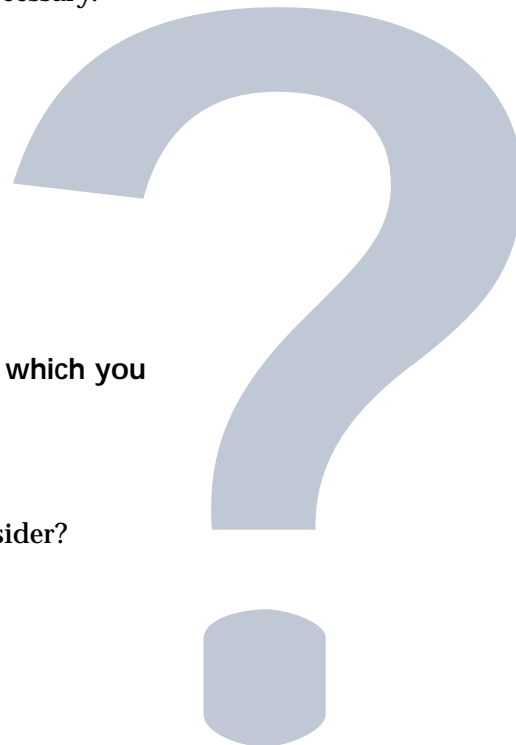
Negative Indicators

- Sees problem only as a whole.
- Makes illogical decisions.
- Uses intuition in decision-making.
- Takes a subjective approach.
- Solves problems slowly.
- Takes unnecessary risks.
- Draws inappropriate conclusions.
- Does not seek out additional information.
- Looks at data in isolation.
- Misses the core of a problem.
- Finds it difficult to make tough decisions.

Sample Questions

Describe to me a complex problem which you recently solved.

- What made it so challenging?
- How did you handle it?
- What implications did you consider?
- What was the outcome?



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Give me an example of the type of questions you have asked in order to establish the facts about a past situation or problem.

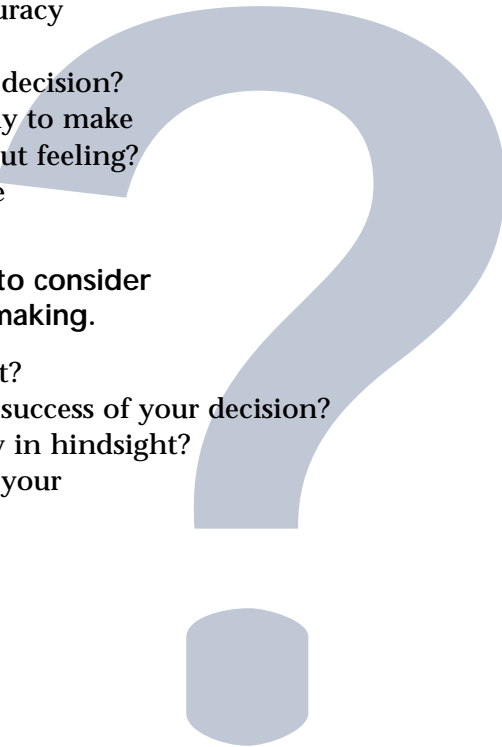
- How effective was your fact-finding?
- What do you see as being the area you need to develop in terms of your fact-finding skills?

Describe the last time that you had to analyse a large amount of information to solve a problem.

- What feedback did you get on the accuracy of your analysis?
- How did you incorporate data in your decision?
- In what type of situations are you likely to make decisions on the basis of intuition or gut feeling?
- What type of information do you have most difficulty analysing?

Describe a situation where you have had to consider a variety of alternatives in your decision-making.

- What factors did you take into account?
- What feedback did you receive on the success of your decision?
- What would you have done differently in hindsight?
- How do you think you could improve your decision-making approach?



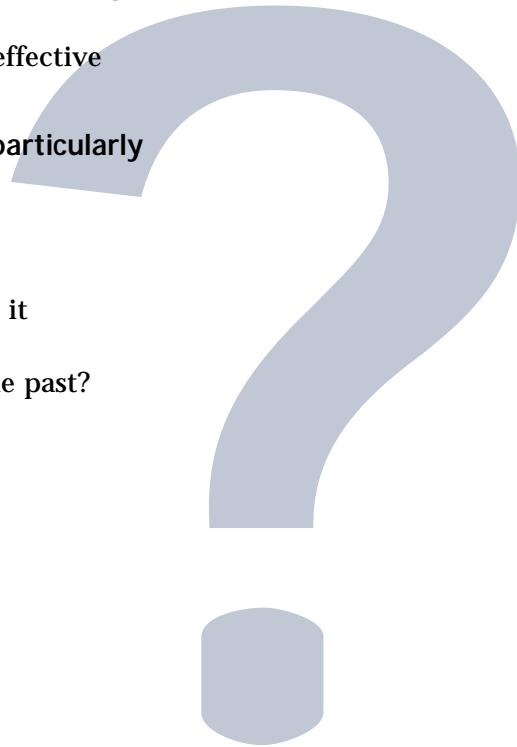
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Describe the process that you typically use to make a final decision.

- Tell me about an example of how you have applied this process in the past.
- How successful was your decision?
- In what situations are you unlikely to take a structured approach to your decision-making?
- How would you describe your decision-making approach in relation to your peers?
- What do you see as being the key to effective decision-making?

Tell me about a time when you found it particularly tough to make a decision?

- What were the circumstances?
- How did you handle the decision?
- In what sort of situations do you find it harder to make decisions?
- How have you coped with these in the past?



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Assessment Sheet

Interview Details

Candidate:

Interviewer:

Location:

Job Applied For :

Date:

Assessment Sheet

Interviewer's Recommendations

Not Recommended



Recommended with Reservations



Strongly Recommended



additional comments

additional comments

additional comments

additional comments

additional comments

additional comments

additional comments

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Competency 1:



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NE	1	2	3	4	5
No Evidence	Marginal	Less than Acceptable	Acceptable	More than Acceptable	Superior
Candidate unable to provide examples	Fails to meet most of the competency definition	Meets half of the competency definition	Meets half of the competency definition	Meets more than half of the competency definition	Meets most parts of the competency definition

Competency 2:



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NE	1	2	3	4	5
No Evidence	Marginal	Less than Acceptable	Acceptable	More than Acceptable	Superior
Candidate unable to provide examples	Fails to meet most of the competency definition	Meets half of the competency definition	Meets half of the competency definition	Meets more than half of the competency definition	Meets most parts of the competency definition

Competency 3:



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NE	1	2	3	4	5
No Evidence	Marginal	Less than Acceptable	Acceptable	More than Acceptable	Superior
Candidate unable to provide examples	Fails to meet most of the competency definition	Meets half of the competency definition	Meets half of the competency definition	Meets more than half of the competency definition	Meets most parts of the competency definition

Competency 4:



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NE	1	2	3	4	5
No Evidence	Marginal	Less than Acceptable	Acceptable	More than Acceptable	Superior
Candidate unable to provide examples	Fails to meet most of the competency definition	Meets half of the competency definition	Meets half of the competency definition	Meets more than half of the competency definition	Meets most parts of the competency definition

Competency 5:



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NE	1	2	3	4	5
No Evidence	Marginal	Less than Acceptable	Acceptable	More than Acceptable	Superior
Candidate unable to provide examples	Fails to meet most of the competency definition	Meets half of the competency definition	Meets half of the competency definition	Meets more than half of the competency definition	Meets most parts of the competency definition

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