

**DEVELOPMENTAL SERVICES
HUMAN RESOURCE STRATEGY**

**BEHAVIOUR-BASED INTERVIEW GUIDE
ROLE: DIRECT SUPPORT PROFESSIONAL**

CANDIDATE NAME:	
INTERVIEWER NAME:	
DATE:	

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ABOUT THIS GUIDE

What this document contains

This *Behaviour-Based Interview Guide* outlines the process for preparing for and conducting a behaviour-based interview and is designed to guide you through the interview, providing you with scripting around conducting the interview. While the interview process is quite structured, any interview still requires a personal touch. Allow your own style and personality to come through. This will help you to feel more comfortable throughout the interview and will undoubtedly have a similar impact on the candidate.

This guide includes:

- Things to consider and steps to complete before conducting interviews
- A “script” of the key points to cover in the interview
- All of the competencies for a specific role (i.e., Frontline Professionals, Frontline Supervisors, Specialized Support Workers, Clinical Specialists, Managers and Directors)
- A list of behaviour-based – *targeted* – interview questions for each competency
- Space for taking notes during the interview
- An Interview Summary to capture the interviewer’s assessment of the candidate following the interview

The behaviour-based interview process requires in-depth knowledge of both the technique itself, as well as the competencies and the behavioural scales against which you will evaluate the data you gather from the candidate.

PRE-INTERVIEW PREPARATION

Considerations when preparing to conduct behaviour-based interviews

Before conducting interviews, there are two key steps:

1. First, you need to define the requirements for the position for which you are hiring.
2. You then need to design the selection process.

Each of these steps is described below. Once you've completed these two steps, you will have the information required to begin the interview process.

Step 1: Define the job requirements

Determining the job requirements involves defining the following:

- What are the key accountabilities for the position?
- What are the credentials, qualifications and/or educational requirements you are seeking in the candidate?
- What technical skills are required?
- What experience, if any, is required?
- Which competencies are required for the position?

It is helpful to refer to the job description for the position, and also to think about your experience with other employees who have worked successfully in this or similar positions (i.e., in terms of the qualities, experiences, education and characteristics that made those individuals successful). You may also want to refer to the job posting.

This step will give you a clear picture of the position – the requirements for success in the position.

PRE-INTERVIEW PREPARATION, CONTINUED

Step 2: Design the selection process

The selection process is a multiple hurdle process. The key is to use broad, less costly assessment methods to pre-screen candidates (e.g., application forms, self-assessment questionnaires, resume screening, cognitive ability tests), and then to use more specific (and typically more labour intensive) assessment methods to assess the competencies and capabilities of candidates (e.g., behaviour-based interviews, work simulations).

Decide on the selection process you will use, ensuring it is aligned with the process, guidelines and policies of the agency.

This step involves:

- Identifying who will be on the hiring team
- Determining the screening process
- Determining the interview process, including:
 - How many interviews will be conducted with candidates?
 - Who will conduct the interviews?
 - What will be the length of the interviews (e.g., 90 minutes, 2 hours)?
 - Which competencies will be covered in the interview and/or by each interviewer? (If conducting multiple rounds of interviews, you will need to determine which competencies will be explored in each round.)
 - As a guideline, you will need approximately 10-15 minutes to explore each competency. Therefore, in a 90-minute interview (with 60 minutes of that time devoted to the behaviour-based component), you will likely be able to cover 4-6 competencies. The more senior the position, the more time you will require per competency as the situations the candidates share will likely be more complex, and therefore, will require more time to explore.
 - If you choose to select a threshold competency, determine an appropriate target level for the position for which you are hiring.
 - Which targeted questions you will ask from the list of questions provided. It is recommended that you ask a minimum of two questions per competency to ensure a more in-depth understanding of the candidate's ability to demonstrate the behaviours associated with the competency. Refer to the competencies and the target levels for the position to help you determine the most suitable questions that you feel best apply to the position.
 - Who will set up the logistics of the interview process?
 - Will there be any additional assessments or testing required as part of the interview process (e.g., psychological or personality assessments, writing tests, etc.)?
- Arranging a meeting of the hiring team to evaluate candidates and make a selection decision
- Planning the reference check process and any other pre-employment checks

When you have designed the process, ensure all interviewers are briefed.

PHASES OF THE INTERVIEW

The four phases of the interview

The *Behaviour-Based Interview Guide* takes you through the four phases of the interview:

PHASE	ACTION
1	Preparing for the interview.
2	Conducting the interview.
3	Assessing the candidate.
4	Making a selection decision.

PREPARING FOR THE INTERVIEW

Preparation checklist

Use the following checklist to prepare for an interview:

STEP	ACTION	DONE
1	Schedule the interview with the candidate. Note: Try to schedule enough time to conduct the interview <i>and</i> evaluate the data following the interview (if possible). This will depend on the number of competencies to explore with the candidate, and, if possible, time to “code” the data provided by the candidate. (Alternatively, you may want to code the data at another time.)	
2	Reserve a room in a quiet area to conduct the interview.	
3	Record the candidate’s name, your name, and the date and location of the interview on the front of the Interview Guide.	
4	Review each competency you will be targeting in the interview – the definition and behavioural scale – to ensure you have a clear understanding of the competency, focusing on the target level for the role so that you can focus your probing. Note: If you have selected a threshold competency, identify an appropriate target level for the position.	
5	Review the prepared “script” in the <i>Behaviour-Based Interview Guide</i> . Remember, the script is a guide – use your own language to give it your personal touch.	
6	Review the position/job description.	
7	Review the candidate’s resumé and application.	
8	Ensure you have a pen/pencil and paper on hand to take notes when conducting the interview.	
9	Have water and/or coffee/tea available for both you and the job candidate.	

CONDUCTING THE INTERVIEW

The interview – key steps

Summarized below are the steps to follow during the interview. Each step is described in more detail on subsequent pages.

STEP	ACTION
1	Open the interview: Be on time for the interview. Greet the candidate, establish rapport and explain the purpose of the interview.
2	Review the candidate's career history: Ask the candidate to review their career history, focusing on the key transitions. Have the candidate outline the key/relevant responsibilities in each job, particularly those that are relevant to the role for which you are hiring.
3	Conduct the behaviour-based interview: <ul style="list-style-type: none">• Provide the candidate with detailed instructions on how this component of the interview will work• Begin with the first competency and ask the targeted selection question• Ask focused probes• Take thorough notes
4	Ask any final questions: This is your opportunity to explore any final questions you may have that you may have thought of during the course of the interview.
5	Give the candidate an opportunity to ask questions: Allow the candidate to ask questions about the job/position, the organization, and any other relevant issues.
6	Close the interview: Close the interview by explaining the next steps in the recruitment and selection process.
7	Evaluate the candidate: Assess the candidate's responses immediately following the interview, if possible, and complete the summary page at the back of this guide.

1. OPEN THE INTERVIEW

Build rapport

Use the opening to build rapport and make the candidate feel at ease by making small talk. This should only take about 2-3 minutes at the start of the interview.

1. Begin by introducing yourself and your role.
2. Help put the candidate at ease by asking a question – some examples include:
 - Did you have any problems finding our office today?
 - Have you visited our location before?
 - Have you been following _____ (a global event, for example, the Olympics – something that cannot be construed as political or religious)?
 - Would you like some coffee or a glass of water?
 - Are you enjoying the weather?

3. Explain the purpose and structure of the interview:

The purpose of this interview today is to determine whether there is a match between your interests and capabilities for the role.

To enable our organization to make the best decision, I'll be asking you to spend a few minutes talking about your previous work-related experience and career history. Then, I'll ask you about some events or situations where you played a key role. I'd like you to focus on situations that occurred within the past 1-2 years and are most relevant to your work. It's much easier to recall recent events than events that occurred in the distant past.

If, at any time, you don't understand a question, let me know.

4. Mention timeframe for the interview.

We will have approximately __ hours to conduct the interview.

5. Mention note-taking and interruptions during the interview.

I'll be taking detailed notes during the interview so that I'll be able to remember all the information that you share with me.

Then, once I've asked you our questions, I'll give you an opportunity to ask me any questions that you may have about the job or organization, or add additional information that you consider important for me to know.

Do you have any questions before we get started?

2. REVIEW THE CANDIDATE'S CAREER HISTORY

Review the candidate's work-related experience and career overview

Review the candidate's career history and key job responsibilities. As you hear evidence of technical skills, probe for more information about the candidate's technical knowledge and expertise. Here are examples of an introductory statement and some follow-up questions.

"I'd like to discuss your career history. Let's start with your most recent position. Why don't you give me a sense of the major things you've done and are accountable for?"

Questions to ask:

- What is/was your position?
- What are/were your responsibilities?
- Do/did you have any direct reports? If so, how many?
- What key skills are/were required in the job?
- What technical abilities do you possess that you feel are relevant to this job?
- How have you demonstrated these skills?
- Do you have any other educational accomplishments that are not indicated on your resumé?
- Which of your previous positions do you feel has most prepared you for this job?
- Do you have any additional credentials that you feel are relevant to this job?

Explore any gaps in employment.

Note: While exploring the candidate's career history, remember to ask the candidate what caused them to make the job choices they did along the way, as relevant.

Notes:

2. REVIEW THE CANDIDATE'S CAREER HISTORY, CONTINUED

Notes:

3. CONDUCT THE BEHAVIOUR-BASED INTERVIEW

Explain the process

Transition to the behaviour-based component of the interview and explain the process as follows:

1. *We're now going to move into the behaviour-based part of the interview. The purpose of this phase of the interview is to gather information about you and how you do your job to really get a more detailed understanding of the behaviours you use to get things done, and determine how well these match to the behaviours required for the role you have applied for. This will give us insight into the competencies you've demonstrated in the past, because our approach is based on the premise that what you've done in the past is the best predictor of what you're likely to do in the future.*
2. *I'm going to ask you to **share several situations or events from current or past work experience**, depending on our time. Once again, these should be situations that have happened in the recent past – ideally within the last 1-2 years – and should be ones where you were principally involved.*
3. *I'll ask you to tell me about the situations in a very specific way. For each situation:*
 - *I'll first ask you to describe in a **2-3 sentence overview** the **context** of the situation – the essence of the situation and what led up to it.*
 - *Then I'll ask you to walk me through the situation in detail, describing the **actions** you took in that situation. I want to be able to understand what it is you did, said, thought and felt as if I were there with you.*
 - *Finally, I'll ask you for the **results/outcome** of the situation – how did it end up?*
 - *As you tell your stories, I'm likely to interrupt you from time to time because, again, I'm looking for a certain type of information. For this reason, **I'll likely be interrupting you quite frequently** to gather this detail, so I apologize in advance.*
 - *The most important thing I'll ask you to do is to **talk in the first person – to focus on "I" instead of "we"**. It's critical that I know exactly what you said, did, etc. So, whenever you use "we", I'll again interrupt you to remind you to focus on exactly what it was that you said, did, etc.*
 - *Do you have any questions before we get started?*

**Turn the page and begin
the behaviour-based portion of the interview.**

ADVOCATING FOR OTHERS

Individuals demonstrating the competency “Advocating for Others” show through their behaviours an inclination to champion a cause or issue and try to get others to support it (i.e., trying to win the support of others).

_____	<p>1. States facts to persuade or motivate:</p> <ul style="list-style-type: none"> • Uses direct persuasion in a discussion or presentation. • May appeal to reason, data, others’ self-interest. • May use concrete examples, visual aids, demonstrations, etc. • At this level, focuses on fact but makes no apparent attempt to adapt presentation to the interest and level of the audience (adapting presentation or language is level 3).
_____	<p>2. Takes multiple actions to persuade:</p> <ul style="list-style-type: none"> • Makes two or more <i>different</i> arguments or points in a presentation or a discussion. • Takes two or more steps to convince. Includes careful preparation of multiple sets of data for presentation (e.g. may use both statistics and actual examples).
_____	<p>3. Calculates impact of actions or words:</p> <ul style="list-style-type: none"> • Adapts a presentation or discussion to appeal to the interest and level of others. • Anticipates the effect of one’s words or actions on others’ perceptions of himself/herself. • Takes a well-thought-out dramatic or unusual action in order to have a specific impact. • Anticipates and prepares for others’ reactions.
_____	<p>4. Uses indirect influence:</p> <ul style="list-style-type: none"> • Uses chains of indirect influence: “get A to show B so B will tell C such-and-such”. • Takes two or more steps to influence, with each step adapted to the specific audience. • Anticipates areas where support or influence will be required and takes steps to add these key individuals to own network. • Judges when to seek support to enlist the involvement of credible resources/objective experts to bolster arguments or improve buy-in of reluctant or resistant people. • Solicits and engages the support of like-minded individuals to help convince others. • Uses experts or other third parties to influence. • Sounds out key decision-makers and influencers prior to meetings. • Uses a combination of logical argument, personal conviction and passion to create a winning case.
_____	<p>5. Uses complex influence strategies:</p> <ul style="list-style-type: none"> • Uses an in-depth understanding of the interactions within a group to move toward a specific agenda (e.g., may give or defer information among individuals to have specific effects); uses “group process skills” to lead or direct a group. • Assembles political coalitions; uses complex manoeuvring to reach a goal or have an effect. • Builds “behind the scenes” support for ideas. This may include building support within the Board for management suggestions. • Builds and continuously maintains a network of contacts and resources to support initiatives.

ADVOCATING FOR OTHERS, CONTINUED

Targeted questions

Identify which targeted competency questions you will ask:

- Tell me about a time when you had to convince an individual or group of an idea, position or approach.
 - Describe a recent situation in which you convinced an individual or a group to do something.
 - Can you tell me about a time when you had to take several steps to persuade an individual or group?
 - Tell me about a time when you had to sell an idea to several individuals or groups.
 - Describe a time when you considered others' perspectives in your efforts to convince or persuade them.
 - Tell me about a time when you used multiple influence strategies to achieve an outcome.
 - Tell me about a time when you used a complex influencing strategy to create a desired impression or impact, or to reach a goal.
 - Can you describe a situation when you used a highly sophisticated influencing strategy to bring about sustainable change?
-

ADVOCATING FOR OTHERS, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• What led up to the situation?• Who was involved?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

ADVOCATING FOR OTHERS, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• What led up to the situation?• Who was involved?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

COLLABORATION

Collaboration is about communicating with others both within one's team as well as with individuals, agencies and organizations outside one's immediate work area or span of control (e.g., with community partners and stakeholders) to create alignment within and across groups. It is not only encouraging but expecting collaborative efforts and information sharing across agency/organizational lines toward shared outcomes.

<p>_____</p>	<p>1. Collaborates/does own share of work:</p> <ul style="list-style-type: none"> • Willingly accepts and quickly adapts to an assigned role as a member of a large or small team. • Shares information with team members about actions or proposed changes that will affect them. • Pitches in and works with others, in unusual circumstances or when necessary to get the job done. • Shares expertise and insight with others (e.g., through team discussions, brainstorming sessions). • Clearly understands the goals of the team as well as the roles and responsibilities of each team member. • Treats other team members with respect; recognizes that each person's contribution is valuable and essential to the overall success of the team.
<p>_____</p>	<p>2. Values others and solicits input:</p> <ul style="list-style-type: none"> • Genuinely values others' input and expertise. • Wants all members of a group to contribute to a process. • Recognizes and builds on the good ideas of others and willingly seeks feedback on ideas. • Willing to help and encourages others to learn new and different parts of their jobs by sharing knowledge, experience and information. • Respects the expertise of others and takes advantage of opportunities to learn from them. • Recognizes where strengths lie within and across departmental resources and taps into their expertise; makes best use of people's talents. • Reinforces sharing of expertise between team members and among teams to achieve superior services/results. • Values the diversity of talents, skills, cultures and backgrounds that others bring to joint team efforts. • Builds positive relationships within and across teams.
<p>_____</p>	<p>3. Encourages others:</p> <ul style="list-style-type: none"> • Credits others who have performed well. • Encourages and empowers others, making them feel strong and important. • Demonstrates own commitment to important initiatives by actively contributing to the efforts of a team and by recognizing the contributions of other team members. • Is quick to provide guidance and support to new team members/other teams to facilitate learning. • Encourages people to continue their efforts when they become discouraged. • Objectively represents the needs of own work area in cross functional initiatives.
<p>_____</p>	<p>4. Works to build team commitment and spirit:</p> <ul style="list-style-type: none"> • Acts to promote a friendly climate and a good working relationship regardless of personal likes or dislikes. • Builds good morale or cooperation within the team, including creating symbols of group identity or other actions to build cohesiveness. • Works to resolve conflicts, within and/or across teams, by clarifying understanding, listening for underlying concerns, and defining areas of agreement and of disagreement between parties. • Consults with others and maintains objectivity when working on issues that cross boundaries. • Aligns multiple perspectives across agencies/groups to best meet the needs of the people who receive support or other stakeholders to create synergy. • Consistently holds self and others accountable for promoting collaboration and resolving cross-boundary conflicts to facilitate win-win resolution of differences.

COLLABORATION, CONTINUED

Targeted questions

Identify which targeted competency questions you will ask:

- Describe a time when you worked successfully as a member of a team.
 - Tell me about a time when you collaborated with others to make specific decisions or plans.
 - Can you tell me about a time when you were involved in a challenging or difficult team situation?
 - Tell me about a time when it was important but challenging for you to interact with different members of a group/team. Specifically, how did you go about it?
 - Describe a time when you had to build relationships or links with different departments across an organization/agency. How did you go about it?
 - Can you tell me about a time when you collaborated with others outside the organization/agency, for example, to share knowledge, build capacity, and/or come up with original approaches to meeting challenging goals?
 - Describe a situation when you worked collaboratively with other agencies or organizations to further the goals of the agency/organization/sector.
-

COLLABORATION, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

COLLABORATION, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

CREATIVE PROBLEM SOLVING & DECISION MAKING

Creative problem solving and decision making is the demonstration of behaviours that enable one to identify and solve problems by understanding the situation, seeking additional information, developing and weighing alternatives, and choosing the most appropriate course of action given the circumstances. Problems can be solved by breaking the issue into smaller pieces or by identifying patterns or connections between situations that are not obviously related. It involves the willingness to and demonstration of behaviours associated with taking a creative approach to problems or issues. It includes “thinking outside of the box”, to go beyond the conventional, and to explore creative uses of resources.

_____	<p>1. Uses a common sense approach to solve problems:</p> <ul style="list-style-type: none"> • Uses simple rules, common sense and past experiences to recognize problems. Responds to situations at face value. • Identifies component parts of problems or situations. • Breaks problems down into simple lists, activities or tasks, without assigning values or priorities. • Sees single causal links between components of a problem/situation (e.g., “if this, then that” thinking).
_____	<p>2. Is open to new ideas/solutions:</p> <ul style="list-style-type: none"> • Is open minded when presented with a new perspective. • Applies new information to work problems and situations. • Recognizes when a situation calls for or can be improved by an approach different from the usual.
_____	<p>3. Understands and acts on basic relationships:</p> <ul style="list-style-type: none"> • Breaks down a problem/issue into its component parts. • Identifies discrepancies, trends and interrelationships in data. • Recognizes and acts on cause and effect relationships (A leads to B). • Recognizes that problems may be multi-dimensional. • Divides issues into categories (e.g., pros and cons). • Looks behind the face value of a set of facts; understands less obvious implications. • Uses knowledge and/or experience to understand, evaluate and solve problems/issues.
_____	<p>4. Identifies and considers options to solve a problem or issue:</p> <ul style="list-style-type: none"> • Generates multiple alternative solutions. • Thinks imaginatively in order to develop creative solutions or options for which there are few or no precedents. • Thinks “outside of the box” to identify new solutions. • Evaluates alternative solutions and identifies and acts on the optimum course of action. • Is prepared to try out different solutions while maintaining a safe environment. • Recognizes underlying issues and the implications of decisions or courses of action.
_____	<p>5. Solves complex problems:</p> <ul style="list-style-type: none"> • Solves complex problems that may involve using several analytical or creative techniques to break the problem down into component parts or issues. • Applies complex learned concepts when examining patterns or trends. • Adapts existing frameworks to approach a situation from a different perspective. • Examines potential implications of decisions/solutions on all affected stakeholder groups, which may include several areas/departments across the agency.

CREATIVE PROBLEM SOLVING & DECISION MAKING, CONTINUED

Targeted questions

Identify which targeted competency questions you will ask:

- Tell me about a time when you had to solve a problem or make a decision.
 - Can you tell me about a time when you identified a new, unusual or different approach to addressing a problem or decision?
 - Tell me about a recent problem to which old solutions wouldn't work. How did you solve the problem?
 - Describe a situation in which you had to come up with a creative or unique solution to a problem.
 - Can you tell me about a situation where you had to solve a problem or make a decision that required careful thought? What did you do?
 - Tell me about the most challenging situation you have had to analyze and make a decision on.
-

CREATIVE PROBLEM SOLVING & DECISION MAKING, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

CREATIVE PROBLEM SOLVING & DECISION MAKING, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

FOSTERING INDEPENDENCE IN OTHERS

Fostering Independence in Others is about enabling others to be self-sufficient and to nurture self-determination. It is also the sharing of responsibility with individuals and groups so that they have a deep sense of commitment and ownership. People who foster independence in others are creative and innovative, take sound risks, are willing to be held accountable and demonstrate leadership.

_____	<p>1. Provides encouragement:</p> <ul style="list-style-type: none"> • Expresses positive expectations of others in terms of their potential (e.g., individuals, employees, families), speaks of them in positive terms. • Shows respect for others' capabilities. • Publicly credits others who have performed well, making them feel stronger, more capable, and able to function to the best of their abilities.
_____	<p>2. Provides training and support:</p> <ul style="list-style-type: none"> • Demonstrates how to accomplish tasks to acceptable levels, and provides them with the information, tools and resources to best function and enable them to complete tasks and/or make decisions. • Maintains clear communication regarding mutual expectations. • Provides instruction, guidance and support in a helpful and supportive manner.
_____	<p>3. Delegates:</p> <ul style="list-style-type: none"> • Gives routine tasks to individuals or employees. • Demonstrates trust by recognizing and acknowledging that others have the skills and abilities necessary to achieve goals or desired outcomes. • Supports others during the transition of responsibility. • Monitors to ensure tasks are completed successfully and provides feedback as appropriate.
_____	<p>4. Fully empowers others:</p> <ul style="list-style-type: none"> • After assessing individuals' or employees' competence/capability, delegates full authority and responsibility with the latitude to do a task in their own way, including the opportunity to make and learn from mistakes in a non-critical setting. • Also assigns appropriate resources to employees, individuals and families.
_____	<p>5. Encourages individuals within the organization to empower others:</p> <ul style="list-style-type: none"> • Provides a learning environment that is supportive of frontline workers in delegating to and empowering the individuals they serve and families. • Coaches employees to ensure clear understanding of the principles of delegation. • Coaches employees to ensure clear understanding of the principles of delegation.

FOSTERING INDEPENDENCE IN OTHERS, CONTINUED

Targeted questions

Identify which targeted competency questions you will ask:

- Can you tell me about a time when you provided support and encouragement to someone?
 - Tell me about a time when you had to foster independence in someone? How did you do this?
 - Can you tell me about a time when you tried to fully empower another person to do something?
 - Describe a time when you provided instruction or guidance to someone in a supportive manner.
 - Can you tell me about a time when you delegated a task to someone? How did you go about doing this?
 - Tell me about a time when you transitioned responsibility of a task to someone else.
 - Describe a time when it was important to you to empower another person. How did you do this?
 - Can you tell me about a time when you encouraged others to delegate or empower others?
-

FOSTERING INDEPENDENCE IN OTHERS, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

FOSTERING INDEPENDENCE IN OTHERS, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

INITIATIVE

Initiative is about taking action, proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current opportunities or problems (being reactive) to acting on future opportunities or problems (being proactive). People with this competency are action-oriented – they act in the present to create value in the future.

_____	<p>1. Addresses current opportunities or problems:</p> <ul style="list-style-type: none"> • Recognizes and acts upon present opportunities or problems (usually within a one or two day timeframe). • Takes the initiative – identifies a current problem and takes ownership of it, working on it until it is resolved. • Takes action to overcome immediate obstacles/barriers to success. • Is alert to opportunities for innovative solutions to problems and pursues them. Works independently, does his/her work without constant supervision.
_____	<p>2. Takes action under pressure:</p> <ul style="list-style-type: none"> • Makes time-critical decisions even when only limited information may be available. • Acts promptly and with confidence when a situation requires a quick decision. • Proactively manages own time.
_____	<p>3. Thinks and plans ahead:</p> <ul style="list-style-type: none"> • Thinks ahead and plans for contingencies and effectively prepares and organizes resources and activities (usually taking place within 3 months). • Makes sure things aren't left to chance; sets up contingency plans to deal with last minute changes, ensures sufficient follow-up to check on progress, uncover potential problems and identify areas where support/assistance might be needed. • Anticipates and prepares for problems that may interfere with work or attainment of results.
_____	<p>4. Implements short-term plans:</p> <ul style="list-style-type: none"> • Puts plan(s) in place and effectively implements them. • Makes use of available resources and identifies alternatives to meet short-term goals.
_____	<p>5. Implements longer term comprehensive plan(s):</p> <ul style="list-style-type: none"> • Puts comprehensive plan(s) in place and effectively implements them. • Makes creative use of available resources or identifies alternatives to meet major or strategic goals. • Anticipates the potential ramifications of current actions on future events (e.g., liability, legal actions) and takes immediate long-term action to mitigate the risk/delays/difficulties they cause. • Creates an environment in which proactivity/initiative is valued.

INITIATIVE, CONTINUED

Targeted questions

Identify which targeted competency question you will ask:

- Tell me about a time when you took it upon yourself to do something outside of your normal responsibilities.
 - Tell me about a time when you had to address a situation promptly.
 - Describe a time when you had to quickly “size up” a situation and identify appropriate steps to deal with it.
 - Describe a time when you displayed a great deal of initiative to get things done quickly and efficiently.
 - Can you tell me about a time when you saw a potential problem and took action to address it?
 - Tell me about a time when you took action to resolve a problem/issue that could have been easy for you to ignore?
 - Describe a time when you took advantage of an opportunity you recognized.
 - Tell me about a project that you came up with on your own. What prompted you to start it and what did you do?
 - Can you tell me about a time when you anticipated problems or influenced new directions?
-

INITIATIVE, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• What led up to the situation? <ul style="list-style-type: none">• Who was involved?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say? <ul style="list-style-type: none">• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation? <ul style="list-style-type: none">• How did you feel?

INITIATIVE, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

INTERPERSONAL RELATIONS & RESPECT

Interpersonal Relations and Respect involves dealing with people in a respectful and sensitive manner. It implies truly listening, understanding, accepting and respecting the opinions, feelings, perspectives and motivations of others. It is also the demonstrated willingness to use this knowledge to shape one's own responses and to show a concern for the welfare, dignity and feelings of others.

_____	<p>1. Listens respectfully to others:</p> <ul style="list-style-type: none"> • Treats people with respect, dignity and courtesy in all situations. • Listens respectfully to others; picks up clues to others' feelings or meanings, or listens when approached by others. • Pays close attention to and accurately interprets behaviours of others (e.g., body language, tone of voice, facial expressions, nuances, questions).
_____	<p>2. Actively seeks to understand and responds appropriately:</p> <ul style="list-style-type: none"> • Takes the time to draw out and understand the interests, concerns and objectives of others. • Responds to people's concerns by altering one's own behaviour in a helpful, "responsive" manner. • Respects others' values and goals. • Shows concern, consideration and respect for others, including people with different values, background, culture and personalities. • Able to gain the confidence of others and establish good working rapport with people from different backgrounds or cultures.
_____	<p>3. Effectively uses empathy:</p> <ul style="list-style-type: none"> • Genuinely sees things from another person's perspective. • Takes a careful read of the atmosphere to accurately anticipate how individuals and groups will react, and tailors approach accordingly, pushing forward or holding back, as necessary. • Determines and uses the best response to calm irate, upset, or agitated individuals/people who receive support who find themselves in stressful or crisis situations (e.g., uses humour, empathic listening, explanations, etc.). • Sincerely cares for what people are experiencing and acts accordingly. • Consistently and effortlessly adjusts behaviours to current, unexpressed or poorly expressed thoughts, concerns, or feelings to enhance the relationship. • Produces good results when working with others by displaying tact, cooperation, sensitivity and respect for the opinions and situations of others and their culture.
_____	<p>4. Understands deep underlying issues/needs and adjusts behaviours accordingly:</p> <ul style="list-style-type: none"> • Displays an in-depth understanding of the ongoing reasons for a person's behaviour or responses and adapts his or her behaviours and uses this information to present, persuade, interact and work effectively with others. • Makes an assessment of a person's specific strengths, weaknesses, and needs based on a deeper understanding of the individual. • Takes into account the interrelationships between the individual, their culture, their community, their history and how this impacts their behaviours.

INTERPERSONAL RELATIONS & RESPECT, CONTINUED

Targeted questions

Identify which targeted competency question you will ask:

- Tell me about a time when you really had to pay attention to what someone was saying to understand their message.
 - Describe a challenging interpersonal situation you have had to handle. What did you do?
 - Can you tell me about a time when you used your understanding of another person's issues to guide your professional relationship with them?
 - Tell me about a time when you were interacting with someone who was unable to clearly express their thoughts, ideas, opinions or position about something. What did you do?
 - Can you tell me about a situation when you helped one of your employees who was experiencing a personal problem?
 - Tell me about a situation when you resolved a dispute or dealt with a conflict between you and another employee.
 - Can you tell me about a time when you were interacting with someone who was unable or reluctant to clearly express their position about something?
 - Describe a time when you had to demonstrate an understanding of another person's/group's perspective or point of view in order to solve a problem.
 - Can you tell me about a time when you had to deal with a conflict between yourself and an employee or colleague?
-

INTERPERSONAL RELATIONS & RESPECT, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

INTERPERSONAL RELATIONS & RESPECT, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

RESILIENCE

Resilience Involves maintaining stamina and performance under continuing stress, and to act effectively under pressure. It includes bouncing back from disappointments or confrontations, not letting them negatively influence ongoing performance. Resilient people consistently display determination, self-discipline and commitment in spite of setbacks or lack of support, and a willingness to take a stand when appropriate.

_____	<p>1. Tries to maintain consistency of performance:</p> <ul style="list-style-type: none"> • Accepts the need to perform monotonous and routine tasks and sees their value. • Tries hard to maintain level of work effort as pressure increases. • Tries to maintain a positive outlook as pressure increases.
_____	<p>2. Performs well under normal pressure:</p> <ul style="list-style-type: none"> • Maintains self-motivation in face of routine/repetitive tasks. • Maintains high quality standards regardless of task performed. • Maintains level of outputs as pressure increases.
_____	<p>3. Overcomes obstacles and/or distractions in specific situations (short to medium term):</p> <ul style="list-style-type: none"> • Focuses on how to successfully meet a challenge rather than on the obstacles or constraints. • Persists with tasks and maintains output when barriers are perceived/encountered. • Maintains positive demeanour and self-motivation under trying conditions.
_____	<p>4. Delivers results with a high level of consistency over a long period of time:</p> <ul style="list-style-type: none"> • Demonstrates ongoing commitment to complete routine tasks over the long term. • Persists (over a long period of time) with difficult tasks. Manages own stress effectively. • Sticks with tasks despite meeting frequent and/or repeated rejection and/or frustration. • Maintains positive demeanour and high levels of self-motivation whatever the circumstances. • Remains steadfast and ensures service providers, agencies, community partners, etc., continue to deliver the level of service agreed upon.

RESILIENCE, CONTINUED

Targeted questions

Identify which targeted competency question you will ask:

- Tell me about a situation where, despite significant pressure or stress, you were able to maintain a positive outlook.
 - Can you describe a time when you had to maintain your motivation and stamina while under pressure or trying conditions?
 - Describe a situation where you continued your efforts even though it may have been easier to give up?
 - Tell me about a time when you had to overcome obstacles to complete a task or achieve an objective.
 - Describe a time when you stuck with a task despite repeated rejection and/or frustration?
 - Can you recall a situation where you were faced with routine or repetitive tasks over a long period of time yet were able to maintain motivation?
-

RESILIENCE, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

RESILIENCE, CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

FLEXIBILITY (THRESHOLD COMPETENCY)

Flexibility is adapting to and working effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue or situation, adapting one’s approach as the requirements of a situation change, and changing or easily accepting changes in one’s own organization or job requirements.

_____	<p>1. Accepts need for flexibility:</p> <ul style="list-style-type: none"> • Understands and respects differences in culture, working style and priorities, and tailors approach to deal with an issue/situation accordingly. • Acknowledges that people are entitled to their opinions, and accepts that they are different. • Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence. • Understands that other people’s points of view can be as valuable and as reasonable as one’s own. • Projects an open attitude when dealing with change.
_____	<p>2. Applies rules flexibly:</p> <ul style="list-style-type: none"> • Alters normal procedures or guidelines to fit a specific situation to get a task done and/or meet goals (within acceptable boundaries). • Temporarily altering procedures or guidelines is in contrast to changing processes in a more permanent way. • Juggles multiple tasks, putting one or more on hold to handle an immediate need, and then returning to the original activities. • Adjusts behaviour to meet changing demands. • Exercises judgement to decide when special cases require flexibility in applying policies and procedures.
_____	<p>3. Adapts tactics:</p> <ul style="list-style-type: none"> • Decides what to do or how to do something based on the situation. • While maintaining the same overall goal or strategy, changes how to accomplish the goal. Acts to fit the situation or the person involved. • Evaluates the situation and decides what approach to take based on the demands of the situation or the needs of the person. • This may involve changing guidelines, processes, outcomes, etc., but would not include changing the overall strategy.
_____	<p>4. Adapts strategy:</p> <ul style="list-style-type: none"> • Changes the overall plan or goal (i.e., what you’re trying to accomplish) to fit the situation. • Questions and revisits validity of own ideas and approaches, and changes strategy when existing approach proves ineffective. • Makes organizational changes to meet the needs of a specific situation.

FLEXIBILITY (THRESHOLD COMPETENCY), CONTINUED

Targeted questions

Identify which targeted competency question you will ask:

- Can you tell me about a time when a situation you had planned for did not turn out the way you expected?
 - Describe a time when you altered your own behaviour to fit the situation?
 - Give me an example about a time when your priorities were changed by someone else and you didn't have much warning about it.
 - Tell me about a time when you had to change your perspective or plans to take into account new information or changing priorities.
 - Describe a time when you adjusted your approach to a problem or issued based on new or changing information.
 - Can you tell me about a time when you changed your approach or priorities to meet others' expectations?
 - Tell me about a time when you had to change your plans or activities because of an expected event. What did you do?
 - Can you describe a time when you had to change your whole approach and start over again in order to get something done?
-

FLEXIBILITY (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Give me a brief overview of the situation. <li style="display: inline-block; width: 45%;">• Who was involved? <li style="display: inline-block; width: 45%;">• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• What happened first/next? <li style="display: inline-block; width: 45%;">• What were you thinking? <li style="display: inline-block; width: 45%;">• What did you do? <li style="display: inline-block; width: 45%;">• What/how were you feeling? <li style="display: inline-block; width: 45%;">• What did you say?
Results/Outcome:	Probes: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• What was the result/outcome of the situation? <li style="display: inline-block; width: 45%;">• How did you feel?

FLEXIBILITY (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • Who was involved? • What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?

SELF-CONTROL (THRESHOLD COMPETENCY)

Self-control is keeping one's emotions under control and restraining negative responses when provoked or when faced with opposition or hostility from others, or when working under conditions of stress. While anger and frustration may, at times, be justified, this competency is concerned with expressing or resolving it in an appropriate way that doesn't harm self or others, emotionally or physically.

_____	<p>1. Restrains emotional impulses:</p> <ul style="list-style-type: none"> • Feels strong emotions (such as anger, frustration) and deals positively with them. • Maintains composure in situations when one's opinions, recommendations or ideas are being challenged. • Resists temptation to act immediately without thinking but does not take positive action. • Asks for a "time-out" and removes self from the room or situation if necessary for safety of self or other; as appropriate and with consideration for other parties. • Does not aggravate a situation.
_____	<p>2. Responds calmly in emotionally charged situations:</p> <ul style="list-style-type: none"> • Knows personal reactions well and when capable of responding calmly. • Maintains composure when challenged by others. • Communicates with confidence, and produces explanation(s) calmly and reasonably to achieve desired results. • Expresses divergent opinions and disagreements with tact.
_____	<p>3. Takes positive action to calm others:</p> <ul style="list-style-type: none"> • Maintains composure when challenged unreasonably. • Has the ability to intervene and strives to calm other party(ies) and find effective/acceptable solutions. • Creates an atmosphere that puts others at ease during difficult times. • Understands others' perspectives, builds consensus and negotiates effective solutions in difficult situations. • May apply special techniques or plan ahead of time to manage emotions or stress.
_____	<p>4. Manages self in highly adverse situations:</p> <ul style="list-style-type: none"> • Maintains self-control in the face of personally offensive provocation, and continues to work toward effective/acceptable solutions. • Ensures own safety and safety of others.

SELF-CONTROL (THRESHOLD COMPETENCY), CONTINUED

Targeted questions

Identify which targeted competency question you will ask:

- Give me an example of a recent situation that you found very stressful.
 - Describe a time when you were in a high pressure situation. What was the situation and what did you do?
 - Can you tell me about a situation where you were confronted with opposition or hostility? How did you handle it?
 - Tell me about a time when you found yourself in a challenging interpersonal situation.
 - Describe a time when you had to deal with an especially difficult or angry individual or person who receives support?
 - Can you tell me about a situation when you had to ensure your own safety or the safety of others?
-

SELF-CONTROL (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

SELF-CONTROL (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

SERVICE ORIENTATION (THRESHOLD COMPETENCY)

Service Orientation is about identifying and serving people who receive support, the public, colleagues, partners, co-workers and peers to best meet their needs. It is the ability to understand those underlying needs of others and to use this information to benefit those they serve/support – both those who receive support and others within the developmental services sector. Individuals demonstrating this competency are able to put himself/herself into the mind of the people who receive support and understand needs from their point of view. It includes focusing one's efforts on discovering and meeting the needs of the people who receive support, including unexpressed and/or future needs, in order to develop a broad understanding of those they support.

_____	<p>1. Follows up:</p> <ul style="list-style-type: none"> • Follows through on inquiries, requests, complaints from individuals, their families, community partners and others served by the agency. • Keeps people up-to-date about all relevant information.
_____	<p>2. Maintains clear communication:</p> <ul style="list-style-type: none"> • Maintains clear communication with individuals and families regarding mutual expectations, monitors satisfaction of those who receive support. • Distributes helpful information to individuals and families. • Ensures helpful, friendly service.
_____	<p>3. Takes personal responsibility:</p> <ul style="list-style-type: none"> • Takes personal responsibility for resolving service issues. • Responds to problems promptly and undefensively.
_____	<p>4. Takes action for the individual and/or families:</p> <ul style="list-style-type: none"> • Makes self fully available, especially when individual and/or family is going through a critical period. For example, takes actions beyond normal expectations or may change the process to ensure accessibility to assistance or information.
_____	<p>5. Addresses underlying needs of the people who receive support:</p> <ul style="list-style-type: none"> • Knows the individual's/family's issues/needs and/or seeks information about their real underlying needs, beyond those expressed initially. • Matches these to available (or customized) support/services.
_____	<p>6. Uses a long-term perspective:</p> <ul style="list-style-type: none"> • Works with a long-term perspective in addressing an individual's issues/needs/problems. • May trade off immediate costs for the sake of the long-term relationship. • Looks for long-term benefits to the individual and/or family. • Acts as a trusted advisor; becomes involved in the individual's and/or family's decision-making process. • Builds an independent opinion on their needs, problems, or opportunities and possibilities for implementation. • Acts on this opinion (e.g., recommends approaches that are new and different from those requested by the individual and/or family).

SERVICE ORIENTATION (THRESHOLD COMPETENCY), CONTINUED

Targeted questions

Identify which targeted competency question you will ask:

- Can you tell me about a time when you had to deal with a difficult customer/individual/person who receives support?
 - Describe a situation when you interacted with an internal or external customer or person who receives support.
 - Tell me about a challenging service issue you had to deal with and what you did to address it.
 - Can you tell me about a time when you really added value to an individual/customer/stakeholder?
 - Describe a time when you uncovered the real underlying needs of an individual, stakeholder, or person who receives support beyond those initially expressed.
 - Tell me about a time when you took action (proactively) to help ensure or improve quality service.
 - Describe a time when you focused your efforts on meeting the long-term needs of a person who receives support/stakeholder.
-

SERVICE ORIENTATION (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • Who was involved? • What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?

SERVICE ORIENTATION (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Give me a brief overview of the situation. <li style="display: inline-block; width: 45%;">• Who was involved? <li style="display: inline-block; width: 45%;">• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• What happened first/next? <li style="display: inline-block; width: 45%;">• What were you thinking? <li style="display: inline-block; width: 45%;">• What did you do? <li style="display: inline-block; width: 45%;">• What/how were you feeling? <li style="display: inline-block; width: 45%;">• What did you say?
Results/Outcome:	Probes: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• What was the result/outcome of the situation? <li style="display: inline-block; width: 45%;">• How did you feel?

VALUES & ETHICS (THRESHOLD COMPETENCY)

Values and Ethics refers to depicting conduct, dispositions and viewpoints consistent with personal integrity, as well as concern for and sensitivity to fundamental values and ethics of the agency/organization/sector and the profession. It includes the capacity for sound ethical judgment in an ethically complex work environment and in the face of pressures and constraints.

<p>_____</p>	<p>1. Demonstrates overall personal integrity and orientation towards fundamental values of the workplace:</p> <ul style="list-style-type: none"> • Shows basic awareness of and concern for fundamental values and goals of the helping profession as a whole. • Seeks guidance on details and norms of the profession and grasps the rationales behind them. • Demonstrates evidence of character traits such as honesty, fairness, respect, tact, sensitivity to personal/professional boundaries and to personal differences, courage, equal concern for means and ends. • Takes responsibility for one's own actions and for own mistakes once cognizant of them. • Is able to avoid misbehaviour by following instructions, guidelines, procedures and policies. Is careful to understand his/her own limited knowledge and to act accordingly.
<p>_____</p>	<p>2. Acts consistently with professional values and ethics:</p> <ul style="list-style-type: none"> • Broadly understands professional values and ethics and the essential tensions among them. • Seeks full understanding of facts and interests of all concerned when confronting ethical issues and dilemmas, and reflects upon all options in search of optimal solution (ethical judgment). • Depicts a thorough understanding of the relevance of fundamental values and ethics of the profession to everyday work, and consistently attempts to apply them. • Acts in support of an open and safe workplace atmosphere in which individuals feel encouraged to safely raise, discuss and address ethical issues. • Openly acknowledges own errors of judgment without being prompted by others.
<p>_____</p>	<p>3. Acts in accord with values and ethics when it is not easy to do so and promotes values and ethics in the profession:</p> <ul style="list-style-type: none"> • Recognizes workplace practices and conventions that diverge from espoused professional ethics of the workplace and questions and challenges the discrepancies, occasionally at considerable risk to personal interests in the workplace. • Practices and fosters in others ongoing, creative inquiry into the practical meaning of fundamental values of the profession. • Demonstrates adherence to all ethical standards and encourages others to do the same. • Promotes dialogue on relevance of ethics and values to daily issues and relevance of daily issues to the public good.
<p>_____</p>	<p>4. Acts in accord with values and ethics when significant cost or risk is associated with doing so:</p> <ul style="list-style-type: none"> • Challenges powerful (more experienced and senior) persons to act on espoused values and ethics. • Actively and intensely challenges directives that do not align with professional values and ethics. • Explains and develops ethical knowledge, standards and conduct in others.

VALUES & ETHICS (THRESHOLD COMPETENCY), CONTINUED

Targeted questions

Identify which targeted competency question you will ask:

- Can you tell me about a time when you had to take an action that was consistent with what you thought was important, or, in other words, had to “walk the talk”?
 - Tell me about a difficult situation in which you behaved in a way that was consistent with your values.
 - Describe a time when you realized that a decision you made was incorrect.
 - Can you give me an example of a time when you challenged a group’s or individual’s actions because you felt they were negatively impacting the agency/organization?
 - Tell me about a time when you challenged a directive or course of action that did not align with professional values and ethics.
-

VALUES & ETHICS (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

VALUES & ETHICS (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes: <ul style="list-style-type: none">• Give me a brief overview of the situation.• Who was involved?• What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none">• What happened first/next?• What did you do?• What did you say?• What were you thinking?• What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none">• What was the result/outcome of the situation?• How did you feel?

4. ASK ANY FINAL QUESTIONS

Ask any final questions or gather additional information

Ask the candidate any final questions you may have and note his/her responses.

Notes:

5. GIVE THE CANDIDATE AN OPPORTUNITY TO ASK QUESTIONS

Ask if the candidate has any questions

Give the candidate an opportunity to ask questions about the job/role, the organization or any other relevant issue.

“Thank you for the detail you’ve provided. This will help us make a selection decision. Do you have any questions you’d like to ask of me?”

Notes:

Ask if the candidate has additional information to provide

Before closing the interview, ask if the candidate has any other information they would like to share.

“Before we close the interview, is there anything else you would like to share?”

Notes:

6. CLOSE THE INTERVIEW

Review next steps and close the interview.

Review the next steps and timing with the candidate. Thank the candidate for his/her time.

“Thank you for your time today and your interest in the position. We will review all of the information provided, and will likely make a selection decision in the next couple of weeks. We will be in touch with you by _____ (specify a date, if possible).”

7. EVALUATE THE CANDIDATE

Guidelines for evaluating the candidate

Immediately upon finishing the interview (if possible), take time to review your notes and finalize your behavioural rating for each competency. Below are some guidelines for evaluating candidates.

1. Review all of your notes and code the data – look for behavioural evidence that best matches a specific competency level. Be conservative where you feel you don't have enough supporting evidence (i.e., rate the candidate at a lower level rather than giving him/her the benefit of the doubt).
 2. Indicate the level you have chosen for each competency on the Summary Page at the back of the Interview Guide. The level you select should reflect the level that the candidate demonstrated most of the time (i.e., on a consistent basis across all situations).
 3. Compare your assessment of the competency level demonstrated to the target level for the position to give you a good understanding of the candidate's competency strengths and areas for development.
 4. When evaluating the candidate, take into consideration the following:
 - Business priorities
 - The candidate's ability to develop
 - The size of the gaps
 5. Do not compare thoughts about a candidate with other interviewers (if applicable) until everyone has completed their evaluation.
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