DEVELOPMENTAL SERVICES
HUMAN RESOURCE STRATEGY

BEHAVIOUR-BASED INTERVIEW GUIDE

ROLE: MANAGER

CANDIDATE NAME:	
INTERVIEWER NAME:	
DATE:	

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.

Step 2: Design the selection process

The selection process is a multiple hurdle process. They 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.)

    o 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.

    o 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 *and* 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 *Behaviour-Based Interview Guide*. 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:** • 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:

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).

_____	1. **States facts to persuade or motivate:** • 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).
_____	2. **Takes multiple actions to persuade:** • Makes two or more _different_ 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).
_____	3. **Calculates impact of actions or words:** • 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.
_____	4. **Uses indirect influence:** • 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.
_____	5. **Uses complex influence strategies:** • 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 manoeuvering 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.

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:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |
| | | | |

ADVOCATING FOR OTHERS, CONTINUED

Context:	Probes:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • 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.

_____	1.	**Uses a common sense approach to solve problems:**
		• 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).
_____	2.	**Is open to new ideas/solutions:**
		• 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.
_____	3.	**Understands and acts on basic relationships:**
		• 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.
_____	4.	**Identifies and considers options to solve a problem or issue:**
		• 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.
_____	5.	**Solves complex problems:**
		• 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.

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.

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

Context:	Probes:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

Results/Outcome:	Probes:	• What was the result/outcome of the situation?	• How did you feel?

DEVELOPING OTHERS

Developing Others involves a genuine intent and passion to foster the long-term learning or development of others through encouraging, managing performance and coaching, in order to fulfill the current and future skill requirements of both individuals within the profession and the organization. Developing Others is not limited to formal positions of authority.

_____	**1. Shares task-related advice and expertise with others:** • Within a developmental context, gives detailed instructions and/or on-the-job demonstrations e.g., volunteers to show how to do the task. • Willingly shares own task-related expertise with others. • Provides direction or advice on how to do the work.
_____	**2. Creates learning opportunities for others relative to technical skills acquisition:** • Identifies or suggests activities that could help others develop new technical skills. • Gives directions or demonstrations with reasons or rationale as a training strategy. • Asks questions, gives tests, or uses other methods to verify that others have understood explanations or directions. • Have people work out answers to problems themselves, so they really know how, rather than simply giving them the answer.
_____	**3. Coaches others and provides advice relative to competency acquisition:** • Gives specific constructive feedback for developmental purposes. • Coaches others by providing feedback relative to learning new competencies. • Reassures and/or expresses positive expectations for future performance when giving corrective feedback and/or after a setback. • Gives individualized suggestions for improvement.
_____	**4. Provides in-depth coaching:** • Invests significant amount of time to help foster the growth and development of others. • Delegates full authority and responsibility with the latitude to do a task in their own way in order to develop specific characteristics, including the opportunity to make and learn from mistakes in a non-critical setting. • Understands and identifies a training or developmental need and establishes new programs or materials to meet it. • Encourages others to assess their strengths and weaknesses, career goals, and strategies for achieving them.
_____	**5. Champions a supportive learning environment that facilitates employee growth and development:** • Creates an environment where mistakes are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among employees. • Provides opportunities for employee development in light of current and future organizational needs. • Aligns organizational systems to support employee growth and development. Implements structures, succession planning mechanisms, and processes that promote employee development in line with the organization's goals. • Structures work processes to facilitate employee development (e.g., cross-functional training, participative management, etc.).

Developing Others, continued

Targeted questions

Identify which targeted competency questions you will ask:

☐ Tell me about a time when you coached an employee or peer around a task or assignment.

☐ Can you tell me about someone who became successful as a result of the steps you took to coach/develop them?

☐ Describe a time when you feel you contributed to someone's ability to take on a task and work independently.

☐ Tell me about a time when you had an opportunity to develop the knowledge, skills or abilities of another person.

☐ Tell me about a time when you provided feedback to someone about their performance (for developmental purposes).

☐ Describe a time when you provided coaching and support around an individual's long-term development.

☐ Can you tell me about a time when you took steps to create a supportive learning environment to facilitate growth and development?

DEVELOPING OTHERS, CONTINUED

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

DEVELOPING OTHERS, CONTINUED

Context:	Probes:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |
| | | | |

HOLDING PEOPLE ACCOUNTABLE

Holding People Accountable is about communicating in a direct way what one wants or requires of others. It includes giving directions, setting limits, and holding people accountable for performance, insisting on high performance, confronting problem employees, and using appropriate positional authority to ensure performance with the long-term good of the organization in mind. It involves being firm and assertive, and stepping up to difficult decisions.

_____	1. **Gives directions:** • Gives adequate directions; makes needs and requirements reasonably clear. • Ensures understanding of what needs to be accomplished in a defined time frame.
_____	2. **Sets limits:** • Firmly says "no" to unreasonable requests, or sets limits for others' behaviour.
_____	3. **Insists on high performance:** • Sets standards and insists on performance, or insists on compliance with direction in a no-nonsense manner. • Follows through with interim checkpoints; rewards success and takes concrete, systematic steps to correct failures.
_____	4. **Holds people accountable for performance:** • Reviews performance against clear standards or expectations. • Addresses performance problems in a timely way by confronting others openly and directly about performance problems and holding them accountable for taking action for improvement. • Creates an environment in which all systems and processes support high levels of performance and are used to motivate employees to achieve goals.
_____	5. **Steps up to difficult decisions:** • Handles contentious issues directly and decisively even if actions adversely impact long-term employees or teams (i.e., performance problems, layoffs, redeployments). • Addresses performance issues in a timely manner by creating concrete goals, development steps or alternative working arrangements.

Targeted questions

Identify which targeted competency question you will ask:

☐ Tell me about a situation when you had to deal with a direct report who wanted something that you felt was unreasonable. How did you handle that situation.

☐ Can you describe a time when you set and communicated clear performance goals, measures and perspectives?

☐ Describe a time when you recognized that a member of your team had a performance deficiency/difficulty.

☐ Can you tell me about a time when the details of a task you had assigned to someone slipped through the cracks? What happened and what did you do?

☐ Describe a time when you felt an employee was not meeting the performance standards. What did you do?

☐ Tell me about a time when you confronted an individual/direct report about a performance issue.

☐ Can you tell me about a time when you had to deal with an employee with a serious performance issue where termination was a possibility?

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
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Actions:	Probes:	• What happened first/next?	• What were you thinking?
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| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

LEADING OTHERS

Leading Others is about taking on the role of leader of a team or other group. It involves providing inspiration, clarity and direction through a compelling vision of the future. This includes ensuring that those who are led work together and are provided with the required resources and motivational support. Leaders measure their success through the success of others.

_____	**1. Facilitates the team function:** • States agendas and objectives; controls time; makes assignments (gives assignments to employees), etc. • Conducts effective meetings and holds informal discussions with staff to keep them well informed on work issues and changes. • Involves staff in planning, problem-solving and decision-making on matters that affect them. • Makes sure the group has all the necessary information; communicates a direction. • Explains the reasons for a decision. Solicits input from team members by encouraging their ideas and contributions. • Identifies and provides information and resources required for the team to work effectively. • Uses group process skills to facilitate team meetings and ensure group tasks are completed.
_____	**2. Promotes team effectiveness:** • Takes specific actions with the intent of enabling the team to function optimally. • Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people). • Gets others' input for purposes of promoting the effectiveness of the group or process. • Resolves conflicts in the team, gives fair feedback (individual or collective). • Acts to build team spirit for purposes of promoting the effectiveness of the group or process. • Ensures all team members are fully deployed. • Recognizes staff efforts by celebrating accomplishments. • Takes a proactive, positive review of staff and their capabilities, ensuring they understand their role and responsibilities, counselling and supporting them in improving their skills. • Fosters a climate of openness, trust and solidarity among staff by treating each person as a valued team member and where people feel comfortable in expressing their opinions and needs. • Effectively diagnoses, and works to resolve, conflict situations.
_____	**3. Obtains resources/takes care of the team:** • Determines what tools/resources are required to get a job done and takes action to secure them. • Facilitates the work of others by providing tools (frameworks, examples) to help accomplish tasks. • Anticipates the implications of changes (e.g., caseload, staffing, funding, policy changes) on resource needs.
_____	**4. Positions self as leader:** • Establishes norms for group behaviour ("rules of engagement") and imposes sanctions on people who violate these norms. • Takes action to ensure that others buy into their mission, goals, agenda, climate, tone, policy, and creates the optimum climate for their achievement. • Leads by example; models behaviour desired of staff and aligns own behaviour with the organization's vision and values. • Combines clarity of purpose with personal conviction and a sense of determination to be the best. Is seen by others as a role model and credible leader.
_____	**5. Builds commitment to a compelling vision:** • Inspires confidence in the mission. • Generates excitement, enthusiasm and commitment in people, by translating the agency's vision, mission and values into terms that are relevant to the work being performed. • Has genuine "charisma", communicates a long-term vision that goes beyond the team and generates excitement. • Shapes the efforts of others, (including the Board in the case of the Executive Director) towards the achievement of a common purpose. • Takes action to reinforce the vision and ensure processes and practices are aligned accordingly (e.g., rewards behaviour aligned with the vision).

Targeted questions

Identify which targeted competency question you will ask:

☐ Can you tell me about a time when you took on a leadership role?

☐ Describe a time when you had to lead a group to achieve an objective.

☐ Can you tell me about a time when you had to lead a group of people to work together effectively?

☐ Can you give me an example of a time when you helped your team deal with a difficult decision or situation?

☐ Tell me about a time when you had an opportunity to demonstrate leadership of a team or other group.

☐ Describe a situation where you had to ensure that your "actions spoke louder than your words" to a team.

☐ Can you tell me about a time when you solicited and used the team's input to help make decisions or plans?

☐ Tell me about a time when you got others to "buy-in" to your mission, goals or strategy. What did you do?

| **Context:** | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| **Results/Outcome:** | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

| **Context:** | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| **Results/Outcome:** | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

MANAGING CHANGE

Managing Change is about supporting a change initiative that has been mandated within the agency and/or sector. It involves helping employees and individuals and their families understand what the change means to them. People with this competency willingly embrace and champion change.

_____	1.	**Speaks out for change:**
		• Publicly supports the change initiative, verbally or in writing.
		• May repeat the change message(s) on a number of occasions to ensure others are clear on the purpose and direction of the change.
		• Presents change in a positive manner, focusing on impacts and current and future benefits of change.
_____	2.	**Links change to work processes:**
		• Provides information and probes for understanding and acceptance of change in others.
		• Explains how the change(s) will affect work processes or structures in general.
		• Considers the interests of related external parties, such as family members, suppliers, or other community or sector groups.
		• Reinforces the link to overall objectives.
_____	3.	**Makes changes real for individuals:**
		• Explains to employees specifically how the change will affect their roles or positions.
		• Recognizes others' fears and initial resistance to change and the effects change can have on them, and encourages dialogue among all parties affected by the change.
		• Deals sensitively with the emotional responses to change, and carefully manages expectations.
		• Integrates the change very clearly with existing work.
		• Builds on recent change initiatives to increase enthusiasm and commitment to the change process.
_____	4.	**Follows through on change initiative:**
		• Involves others in the development of the change management plan.
		• Takes specific actions to ensure the successful implementation of the change initiative(s).
		• Reinforces the change message with own actions and attitudes – models new behaviours.
		• Develops skills and confidence in employees to thrive in the new environment.
		• Publicly recognizes individuals who are demonstrating behaviours consistent with the "new way/organization".
_____	5.	**Manages the change process:**
		• Translates organizational change strategies into specific and practical goals, processes and time frames.
		• Develops and implements strategies to transition from the current to the future situation.
		• Develops contingency plans for major resistance and/or unforeseen issues in implementing change.
		• Creates an environment that embraces change.
		• Develops more challenging stakeholder understanding of and commitment to the proposed changes.
		• Deals sensitively with the emotional responses, and carefully manages expectations.
		• Anticipates any sources of resistance in the agency and/or sector and their possible causes.
		• Clearly communicates the consequences, both positive and negative, of complying with a change objective.
		• Develops skills and confidence in teams and staff to thrive in the new environment. Models new behaviours associated with the change.
		• Reinforces the link to overall objectives. Inspires others to become champions for the needed change.

Targeted questions

Identify which targeted competency question you will ask:

☐ Can you tell me about a time when you had to communicate a change to your team?

☐ Describe a challenging change initiative you helped to implement. What did you do to ensure its success?

☐ Tell me about a time when you helped others understand or accept a (substantial/significant) change in their work or work environment.

☐ Can you tell me about a time when you were part of a significant change initiative? What did you do to make it real for people?

☐ Tell me about a time when you were working on a change initiative and had to involve others.

☐ Can you tell me about a change initiative you were implementing and how you prepared people for the change?

☐ Describe a change initiative you were responsible for implementing. How did you gain commitment of your people to the change?

MANAGING CHANGE, CONTINUED

Context:	Probes:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |
| | | | |

MANAGING CHANGE, CONTINUED

Context:	Probes:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

Results/Outcome:	Probes:	• What was the result/outcome of the situation?	• How did you feel?

RELATIONSHIP/NETWORK BUILDING

Relationship and Network Building is about building and maintain effective and constructive working relationships, partnerships or networks of contacts with people who are, or might someday be, instrumental in achieving work-related goals. It is the desire to work co-operatively with all stakeholders to meet mutual goals. It includes demonstrating strong interpersonal relations where one interacts with others in ways that advance the work of the agency/sector by developing respect, trust and mutual understanding, and productive working relationships. It involves awareness that a relationship based on trust is the foundation for success in delivering results.

_____	1. **Maintains current relationships:** • Maintains an established network of contacts or constructive working relationships with others through established structures and mechanisms (e.g., meetings, status reports, etc.) for general information sharing and to keep on top of public and political issues. • Pursues friendly relationships and maintains contact or meets regularly with individuals and groups to ensure a positive working environment. • Participates in relevant governmental and community activities
_____	2. **Solidifies working relationships:** • Proactively solidifies relationships through systematically building a solid foundation of mutual understanding and trust. • Involves working to uncover the real underlying concerns and needs of contacts, e.g., community partners, stakeholder groups.
_____	3. **Proactively establishes planned networks to address specific issues:** • Looks beyond own agency to build relationships with other partners in the field and community. • Initiates constructive working relationships with others (e.g., external colleagues, families, community groups, etc.) to address immediate needs or specific issues. • Discusses issues or opportunities in the wider environment that may affect or benefit stakeholders. • Proactively develops and maintains a planned network of beneficial and senior working relationships with internal colleagues or community organizations to support the achievement of immediate and future business needs or objectives.
_____	4. **Networks to enhance strategic influence opportunities:** • Uses one's network of contacts to gather information, identify strategic opportunities and seek input to strategic problems with a view to sustaining service excellence and/or to develop a reputation in the community. • Creates a network of contacts to influence public policy with a view to sustaining organizational excellence.

RELATIONSHIP/NETWORK BUILDING, CONTINUED

Targeted questions

Identify which targeted competency question you will ask:

☐ Tell me about a time when you pursued a friendly relationship to ensure a positive working environment.

☐ Can you tell me about a time when you intentionally chose to establish a positive, collegial relationship with a new team member or employee?

☐ Tell me about a time when you used your personal relationships to solve a problem.

☐ Can you tell me about a time where you felt particularly effective in establishing a business relationship with a customer or person who receives support?

☐ Describe a time when you relied on a contact in your network to help you with a work-related task or problem.

☐ Tell me about a professional relationship you have established, and a situation where you used that relationship to deal with a work-related task or problem.

☐ Describe a situation where you used your network of contacts to benefit the agency or organization.

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

| | | | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| | | | |

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

| | | | |

RESOURCE MANAGEMENT

Resource Management is understanding and effectively managing resources (e.g., people, materials, funds). This is demonstrated through measurement, planning and control of resources to maximize results. People who demonstrate this competency treat the agency's/sector's financial resources as if they were their own. It requires a balance of qualitative (e.g., human resources) and quantitative (e.g., financial resources) measures.

_____	**1. Understands resource issues:** • Understands key resource issues affecting one's responsibilities and how these relate to the agency/sector/organization.
_____	**2. Pursues resource effectiveness:** • Ensures that things are done using efficient and effective alternatives while maintaining or improving quality of programs, processes or services.
_____	**3. Advocates effective utilization:** • Promotes the need for and models the effective utilization of resources. • Obtains ongoing information and feedback about resource utilization to make timely, effective decisions. • May make resources available to other areas in the agency as needed.
_____	**4. Benefits the agency:** • Makes decisions that improve effective utilization of resources for the agency even when own group, department or team must "sacrifice". This includes utilizing resources to meet current and future agency goals, with a view and tie-in to the tactical and strategic aspects of the business.

Targeted questions

Identify which targeted competency question you will ask:

☐ Tell me about a time when you had to deal with a particular resource management issue.

☐ Describe a time when you had to obtain ongoing information and feedback about resource utilization to make a timely and effective decision.

☐ Can you tell me about a time when you had to improve the effective utilization of resources even when this required having your group/team make "sacrifices"?

RESOURCE MANAGEMENT, CONTINUED

Context:	Probes:	• Give me a brief overview of the situation. • What led up to the situation?	• Who was involved?

Actions:	Probes:	• What happened first/next? • What did you do? • What did you say?	• What were you thinking? • What/how were you feeling?

Results/Outcome:	Probes:	• What was the result/outcome of the situation?	• How did you feel?

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

STRATEGIC THINKING

Strategic Thinking is linking long-range visions and concepts to daily work, ranging from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and on choices.

_____	**1. Demonstrates personal work alignment:** • Sets personal work goals in line with operational goals of work area. • Continually evaluates personal progress and actions to ensure alignment with agency/organizational vision and operational goals. • Liaises with others to ensure alignment with the goals and vision of the agency/organization.
_____	**2. Promotes team alignment:** • Effectively communicates and interprets the strategic vision to employees within area of responsibility. • Clearly articulates and promotes the significance and impact of employee contributions to promoting and achieving agency/organizational goals. • Monitors the work of the team to ensure alignment with strategic direction, vision and values of the agency/organization. • Identifies potential future directions for work area in line with the vision. • Proactively helps others to understand the importance of the strategy and vision.
_____	**3. Aligns program/operational goals and plans:** • Works with teams to set program/operational goals and plans in keeping with the strategic direction. • Regularly promotes the agency/organization, its vision and value to people who receive support, stakeholders and partners. • Works with staff to set strategic goals for own area/department of the agency. • Assesses the gap between the current state and desired future direction and establishes effective ways for closing the gap.
_____	**4. Influences strategic direction:** • Foresees obstacles and opportunities for the agency (with a long-term horizon) and acts accordingly. • Defines issues, generates opinions and selects solutions that are consistent with the strategy and vision. • Scans, seeks out and assesses information on potential future directions. • Provides direction and communicates the vision to encourage alignment with the organization. • Energetically and persistently promotes strategic objectives with colleagues in other departments. • **Promotes new directions using sound, leading edge conceptual approaches.**
_____	**5. Develops vision:** • Leads the development of the vision for the agency. • Defines and continuously articulates the vision and strategy in the context of wider agency/sector priorities. • Describes the vision and values in compelling terms to develop understanding and promote acceptance/commitment among staff and stakeholders. • Identifies, conceptualizes and synthesizes new trends or connections between organizational issues and translates them into priorities for the agency/sector. • Develops strategies that fundamentally change the way the agency/sector does business.

Targeted questions

Identify which targeted competency question you will ask:

☐ Tell me about a time when you had to set personal goals in alignment with the goals of your work area?

☐ Can you tell me about a time when you had to communicate and interpret the strategic vision for your employees?

☐ Describe a time when you worked with your team to set program or operational goals and plans in keeping with the strategic vision.

☐ Tell me about a time when you worked with your employees/team to set the strategic goals for your own area/department.

☐ Can you tell me about a time when you provided direction and communicated the vision to encourage alignment with the organization?

| **Context:** | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| **Results/Outcome:** | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

Context:	Probes:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

Results/Outcome:	Probes:	• 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.

_____	**1. Accepts need for flexibility:** • 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.
_____	**2. Applies rules flexibly:** • 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.
_____	**3. Adapts tactics:** • 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.
_____	**4. Adapts strategy:** • 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: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

FLEXIBILITY (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • 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.

_____	**1. Restrains emotional impulses:** • 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.
_____	**2. Responds calmly in emotionally charged situations:** • 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.
_____	**3. Takes positive action to calm others:** • 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.
_____	**4. Manages self in highly adverse situations:** • 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.

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:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

Results/Outcome:	Probes:	• What was the result/outcome of the situation?	• How did you feel?

SELF-CONTROL (THRESHOLD COMPETENCY), CONTINUED

Context:	Probes:	• Give me a brief overview of the situation. • What led up to the situation?	• Who was involved?

Actions:	Probes:	• What happened first/next? • What did you do? • What did you say?	• What were you thinking? • What/how were you feeling?

Results/Outcome:	Probes:	• 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.

_____	**1. Follows up:** • 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.
_____	**2. Maintains clear communication:** • 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.
_____	**3. Takes personal responsibility:** • Takes personal responsibility for resolving service issues. • Responds to problems promptly and undefensively.
_____	**4. Takes action for the individual and/or families:** • 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.
_____	**5. Addresses underlying needs of the people who receive support:** • 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.
_____	**6. Uses a long-term perspective:** • 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).

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: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • How did you feel? |

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| Results/Outcome: | Probes: | • What was the result/outcome of the situation? | • 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.

_____	**1. Demonstrates overall personal integrity and orientation towards fundamental values of the workplace:** • 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.
_____	**2. Acts consistently with professional values and ethics:** • 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.
_____	**3. Acts in accord with values and ethics when it is not easy to do so and promotes values and ethics in the profession:** • 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.
_____	**4. Acts in accord with values and ethics when significant cost or risk is associated with doing so:** • 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.

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.

Context:	Probes:	• Give me a brief overview of the situation.	• Who was involved?
		• What led up to the situation?	

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

Results/Outcome:	Probes:	• What was the result/outcome of the situation?	• How did you feel?

VALUES & ETHICS (THRESHOLD COMPETENCY), CONTINUED

| Context: | Probes: | • Give me a brief overview of the situation. | • Who was involved? |
| | | • What led up to the situation? | |

| |
| |

Actions:	Probes:	• What happened first/next?	• What were you thinking?
		• What did you do?	• What/how were you feeling?
		• What did you say?	

| |
| |

| Results/Outcome: | Probes: | • 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.

INTERVIEW SUMMARY

Candidate:	
Position:	
Interviewer:	
Date:	Location:

SUMMARY OF OBSERVATIONS		
Competencies	**Target Level**	**Candidate's Level**
Advocating for Others	3	
Creative Problem Solving & Decision Making	4	
Developing Others	4	
Holding People Accountable	4	
Leading Others	5	
Managing Change	4	
Relationship/Network Building	3	
Resource Management	4	
Strategic Thinking	3	

General Comments (consider the following: key strengths relative to the role, any gaps or opportunities for development, any risks if the individual is hired, and any strategies for mitigating these risks)**:**

Selection Recommendation: