

Competency Based Interview

Scoring and Candidate Recommendations Booklet

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SECTION 1: Example Competency Based Question Responses

In this section, we present some example competency based question responses, which address the specific competency of the question. These example responses are designed to highlight the structure, format, and content of competency based question responses, giving you an idea of how best to answer similar questions using your own experiences. The responses follow the popular STAR method or responding to competency based interview questions, i.e. try to cover:

Situation – describe the situation you are talking about

Task – explain what it is you had to achieve

Action – tell the interviewer what you did to achieve the objective

Result – what was the outcome of your actions and your evaluation of your actions?

This section should not be considered a list of ‘model’ answers as countless other responses may also be effective. The important factor when responding to competency based questions is to have **evidence** to present from your own individual experience. That being said, how you present that information is of vital importance, and will ensure that your skills and abilities are well represented in the interview.

Key Competency: Organisational Ability

Competency Based question: Tell me about a time in which you were required to produce something to a high standard, within a fixed period of time.

Example Response:

Situation: During my final year of university, I conducted a quantitative research project on consumer brand loyalty and customer satisfaction. My project received an undergraduate research grant from the organisation of which I conducted my research in.

Task: In order to provide valuable information to the organisation financing my research project, and maintain my grade average of over 70%, I was required to conduct high quality research, within the project deadline of 4 months, and achieve a grade result of 70% or above. Simultaneously, I was required to continue with my part time job, volunteering activities and assignments for other courses

Action: To ensure that a high quality project was produced prior to the deadline, I first attended additional training in quantitative research methodology, I attended a short course in academic writing in business, and I conducted a pilot study prior to my main project in order to gain preliminary data.

Result: Despite a heavy workload and significant pressure, my undergraduate project received a grade of 75%, and was published in the journal of consumer marketing. The organisations which provided the research grant incorporated the findings of my project in their overall marketing strategy and offered me a 7 week paid internship at their company.

Competency Based question: Describe a time when effective time management skills were the key to success.

Example Response:

Context: During my internship, two fellow interns suddenly dropped out of the program without notice. Our task was to conduct challenging client work, helping a major client form a salient group marketing strategy, before the end of the first 4 weeks of the internship. The loss of the two interns put the team in a precarious position, as everyone in the team had already been allotted specific responsibilities. Naturally, my aim was to gain valuable experience from my internship and to highlight my skills and abilities to the employing organisations.

Action: Although the company offered to decrease the group's workload, I convinced the team and our employers to provide us with the responsibilities of the vacated interns. I redesigned the teams work schedules, allocated new responsibilities evenly across the team while keeping our current responsibilities. Similarly, I personally undertook two extra hours of work per day, unpaid.

Result: The team and I contributed significantly to the clients marketing strategy, which has been credited with turning the company around. Due to our extra effort, the loss of the two interns did not inhibit the team's performance. Following the first 4 weeks of my internship, I was promoted to lead intern, a newly created job title to reward my efforts during the prior 4 weeks.

Competency Based question: Give me an example of where a strict, challenging deadline had to be met.

Example Response:

Situation: During the final weeks of my internship, my role was becoming increasingly strategic and increasingly client facing, requiring a more “hands on” approach to our client work. Performance at this stage became more important than ever, as the possibility of a permanent position became viable. Similarly, the client’s expectations of my team and I rose continually throughout the internship, due to continued success.

Task: At the start of week 7 of my internship, I was required to provide a written report of our findings throughout our client work, along with a list of practical recommendations to be put forward to clients before the end of the week. With my contract ending at the end of week 7 of my internship, a deadline extension was not possible.

Action: Using the findings of our client work, along with my practical and theoretical knowledge of marketing, I generated the report with 2 days left to spare. The report outlined limitations of current marketing strategy and practice, along with practical recommendations. Although I was only required to address marketing strategy, with the client’s permission I also provided recommendations for cost cutting procedures, functional improvements and competitor analysis.

Result: Both the client and the company were highly satisfied with my report, using it as the basis of their new marketing strategy, and used my other recommendations to improve the functioning of the marketing department. The organisation provided me with a full time graduate position following my internship, and allowed me to help implement my recommendations to the client as my first order of duty.

Key Competency: Interpersonal Skills

Competency Based question: Tell me when you had to manage or resolve a conflict between two or more co-workers.

Example Response:

Context: While on the shop floor, two of my fellow co-workers engaged in a dispute regarding who had been entitled to commission on recently sold items. The commission gained from this sale would have exceeded £150, and the true recipient of the commission was not immediately clear. Both co-workers claimed that the sale was theirs, and therefore, were solely entitled to the sales commission. In order to prevent this incident escalating into a heated argument, and potentially putting off customers, I needed to intervene.

Action: I took the two co-workers off the shop floor in order to prevent putting off customers and listened to each co-worker individually. I then searched for objective evidence to the co-workers claims, including payment details, customer records and CCTV footage. Using this evidence, I had come to the conclusion that both co-workers had participated equally in this sale. I brought this to the attention of our line manager, and I recommended to all parties that the commission be shared equitably.

Result: Both co-workers and our line manager agreed to share the sales commission between the two co-workers. Upon my request, store policy was subsequently changed following my intervention, allowing multiple employees to receive commission for the same sale if multiple individuals participated. This new style of commission has led to decreased conflict within the team, and has encouraged a more collaborative culture on the shop floor.

Competency Based question: Describe a situation which required you to be sensitive to the needs of fellow co-workers?

Example Response:

Situation: A colleague had recently suffered bereavement within their immediate family. As a result, the colleague's sales performance had diminished motivation to perform decreased and the colleague would frequently take extended sickness absences. Our organisation did not have a standard procedure for managing bereaved employees, leading to the co-worker feeling increasingly isolated.

Task: In order to ensure the emotional and physical wellbeing of my colleague, and to ensure optimum performance of our team, I needed to ensure that the colleague's needs were met, and find a solution which addresses the needs of the organisation.

Action: I arranged a meeting with the colleague, the human resources department and I, addressing the implementation of an official bereavement leave policy. Similarly, I offered to cover my colleague's shifts during the suggested leave of absence, and convinced fellow co-workers to do the same.

Result: The human resources department welcomed the idea, and amended the organisations leave policy to incorporate paid bereavement leave. The colleague subsequently took their entitled bereavement leave, allowing time to grieve and to address funeral arrangements. The cover staff, including myself, was happy to cover the additional shifts, and upon the colleagues return, their performance and motivation were at pre-bereavement levels. Members of staff now feel significantly more at ease with the addition to the leave policy, and the bereaved co-worker was extremely grateful for the sensitivity and compassion shown by myself and our organisation.

Competency Based question: Tell me about a disagreement had between you and your manager/supervisor.

Example Response:

Context: At my organisation, commission is paid individually based on the number of sales conducted by that employee. However, sales commission varies significantly between staff, since particular days/working hours see a greater number of sales. Similarly, individual commission often leads to disputes between staff, generating a highly competitive/non collaborative working culture. My line manager was at the time, particularly keen on individual commission as a method of reward and encouraging performance.

Action: I requested a meeting with my line manager at a time which would be mutually convenient. At this meeting, I raised my concerns regarding the individual commission and its negative implications, highlighting its effect on the culture of the store. I also recommended that group commission be paid to employees either instead, or alongside, in order to encourage teamwork among staff.

Result: My line manager did not agree with my proposal, being highly supportive of an individual commission scheme. We both voiced our disagreements politely, and at the meeting we agreed to disagree. However, my line manager encouraged me to present my case to head office, who received my proposal well. Subsequently, our store trialled a form of team commission alongside our individual commission, which has led to improved sales performance and a greater sense of team spirit within the store. My line manager and I felt that a fair compromise had been met, and a positive outcome had arisen from this disagreement.

Key Competency: Problem Solving

Competency Based question: Describe a situation in which the cause of a problem was not initially clear.

Example Response:

Situation: E-commerce data suggested that our company recently suffered a 12% drop in referral revenue, consistently over 2 months. Customer satisfaction surveys suggested customers had not been put off the company, and market research did not suggest competitors had gained an edge over us. Our company had previously been experiencing linear growth, and our sales performance is typically non seasonal.

Task: I was tasked with identifying the most likely cause of this 12% drop in referral revenue, along with practice recommendations for remedying the issue, returning the company to its previous level of revenue.

Action: Using a variety of tools such as Google analytics, Alexa and SEOmoz, I analysed competitor behaviour/performance, our websites search engine optimisation and the effectiveness of the company's key word advertisement strategy.

Result: Using these programs, I followed the backlinks to our website and identified a group of UK and Australian universities with a coordinated careers services, which recently ceased linking to our website. Because of the large number of universities in this group, and the relatively small referral income generated by these links individually, the loss of their links had previously gone unnoticed. After this problem had been identified, I coordinated with members of the marketing team to present a case to these universities to regain our links on their careers pages. Through highlighting the value of our products to the universities careers services, the links were restored and referral revenue was restored to its previous level.

Competency Based question: Tell me about a time where practical improvements needed to be made based on large amounts of data.

Example Response:

Context: The company's website position within search engines is key to the success of the business, as search engine traffic generated over half of our revenue. However, our average position within the top search engines had abruptly dropped, taking us off the first page on many key work searches. This issue required addressing immediately, however the cause of this drop was not initially clear, and vast array of metrics needed to be analysed in order to identify it.

Action: Using a variety of tools such as Google analytics, SEOmoz and Web CEO, I analysed the historical position of the website across multiple search engines and key word searches. I used SEOmoz and Web CEO to analyse the company's back links to evaluate the websites organic search engine optimisation (SEO) strategy. Similarly, I identified and evaluated our competitors back links to assess the effectiveness of our competitor's organic SEO strategies.

Result: Using the data gained from these tools, I came to the conclusion that our previous SEO strategy was negatively affecting our average position on search engines. Because the company used a paid SEO service to provide links through blacklisted directories, search engines began to penalise our website. Using this information, I contacted the owners of these directories and requested that our links be removed, and used various tools to ensure that these links were nullified. After these links were removed, our average position on top search engines began to climb, and our average position is currently at a record high, preventing a large drop in revenue which may have occurred.

Competency Based question: When have you needed to solve a problem using abstract, lateral thinking?

Example Response:

Situation: After re-designing the company's website and optimising the homepage for our keyword strategy, the bounce rate for the homepage increased, lowering the numbers of users navigating to other pages, including the sales page. With the homepage optimised for our existing keyword strategy, the increased bounce rate seemed counter intuitive.

Task: As the tools available offered no insight into the cause of the increased bounce rate, I was required to think outside the box when identifying the cause of the problem and therefore, resolve the underlying problem.

Action: I decided to approach the issue from the visitor's point of view, qualitatively, rather than the traditional quantitative, data driven approach. I requested that members of staff from other departments not specialised in IT or web related work provide feedback on the homepage, providing a better proxy for our target audience. Similarly, I requested the purchase of a visitor behaviour tool, to allow me to view the actions of visitors when they land on the homepage.

Result: Using the information gained from staff feedback, a common theme was the complaint that the website was too "salesy" and not informative. The keyword strategy had improved the websites ranking in search engines, however qualitatively; it may have been putting off visitors. The data from the visitor behaviour tool also supported this hypothesis. The content on the homepage was re-structured in order to keep the optimisation for keywords, while improving the overall informative nature of the page. Subsequently, the websites bounce rate substantially decreased, and the benefits of the keyword optimisation could finally be seen, leading to increased revenue.

Key Competency: Judgement

Competency Based question: Provide an example of when you made a decision based on logical, rational thinking.

Example Response:

Context: When recruiting for additional staff I was ultimately responsible for the selection decision. Traditionally, informal interviews have been used to select members of staff, with few other additional selection stages. Naturally, personal biases, opinions and gut feelings cannot be relied upon when selecting future employees and relying on objective selection procedures is essential, which led my decision to adopt a more rigorous selection process for these candidates. This new selection procedure included an assessment centre incorporating numerous exercises, psychometric tests and a structured, competency based interview.

Action: When conducting interviews with candidates, a strictly structured competency based interview format was used to keep the interview processes reliable. Assessment centre exercises were conducted fairly, giving each candidate equal analysis and evaluation. Psychometric testing was used in conjunction with other selection procedures, giving a holistic view of the candidate's. Personal biases were intentionally ignored, and recorded evidence was used to make the final selection decision.

Result: The selected candidate has continued to show exceptional ability and work ethic throughout their employment, with both co-workers and managers are extremely satisfied with my selection decision. Similarly, other departments are following suit, adopting the structured competency based interview format for their selection procedures, along with other objective selection tools. Subsequently, staff turnover markedly decreased and the quality of new hires has universally improved

Competency Based question: Describe a situation which required you to adopt multiple points of view.

Example Response:

Situation: When addressing the issue of payment and rewards, my department generated a preliminary report, outlining the compensation packages for members of staff for the year. Due to economic difficulties, annual pay rises were frozen and other benefits were reduced. As a matter of policy, my department is not required to consult other departments or employees when drafting the recommended payment report, only that it is given to the chief human resources officer and CEO.

Task: In order to ensure that employee pay packages are still competitive, and that costs are minimised to allow the viability and salience of my organisation, I needed to ensure that the company's pay strategy would be acceptable to all parties involved.

Action: Due to the economic difficulties facing the company, I decided to hold a meeting between upper management, the trade unions and representatives of the companies departments to address pay. I believed the conflicting interests of the trade unions, the upper management and the individual employees required addressing prior to the implementation of a compensation strategy, and that each party needed representation. My department and I acted as impartial mediators, helping facilitate the meeting to reach a common agreement regarding the company's compensation strategy.

Result: Through adopting the points of view of the trade unions, the employees and management, I was successfully able to facilitate a joint agreement on the compensation strategy. Although the trade unions pushed for significantly higher salaries, and the management wanting to further reduce compensation, a compromise was reached, both preventing union action and saving money compared to the previous year. The unions, management and department heads all praised my efforts, thanking me for adopting an empathic but impartial stand point, clearly understanding their respective needs and imperatives. Despite the cuts in payment and rewards, employee turnover remains unchanged, union support increased and rewards policy was adapted to incorporate more input from other relevant parties.

Competency Based question: Tell me about a decision you had made objectively, despite your own personal bias.

Example Response:

Context: When addressing augmentations for selection and assessment processes at my current organisation, the option of incorporating psychometric testing was raised, and consultants specialising in this field provided a sales pitch, highlighting the benefits and advantages of psychometric testing. Historically, my company and I have been firmly against the use of psychometric testing as a selection process in favour of interviews, being significantly more experienced in conducting interviews. Similarly, I was unconvinced as to the validity of the claims provided by the consultants at the pitch, believing traditional selection procedures to be more effective, cheaper and less stress inducing than psychometric testing.

Action: I decided to read the literature regarding the validity of psychometric testing and other selection procedures. The peer reviewed research suggested that psychometric testing was the most valid predictor of job performance, outperforming interviews and other common selection procedures. Similarly, research suggesting the return on investment and cost saving benefits of psychometric test also increased its appeal. Despite my reservations and my own personal opinion of psychometric tests, I recommended to my superior that psychometric testing be used in our next graduate recruitment scheme.

Result: After presenting the peer reviewed research, and convincing my superiors of the benefits of psychometric testing, psychometrics were added to the graduate recruitment process for that year. Compared to previous years, graduate staff turnover decreased significantly, HR staff spent less time conducting interviews and the overall quality of the graduates was notably improved. Although I still hold reservations regarding psychometric testing, its advantages were clear and my personal biases did not interfere with making the correct decision.

Key Competency: Innovative Thinking

Competency Based question: Tell me about a time which your creative ideas were ignored.

Example Response:

Situation: When addressing cost saving measures for a client, traditionally the same methods are employed, redundancies are recommended and underperforming areas of the organisation are liquidated, in line with the company's 'lean six sigma' strategy of eliminating waste. However, through my research into the clients operations, I believed the client to already be overly thin, lacking necessary staff and resources in key areas, rather than being over encumbered. I believed the overuse of cost-cutting measures and redundancies to be the cause of the client's problems, not the solution.

Task: Believing that the cure was in fact the cause of the client's problems, I needed to convince the lead consultant not to implement cost cutting measures, and instead try to approach this project from a different perspective.

Action: I raised this issue with the lead consultant on this project, highlighting my evidence for organisational anorexia in the client company, and recommended that further cuts not be implemented. Instead, I recommended that the organisation invest in training and development programs for staff, as the organisation was operating on a skeleton crew, putting significant strain on members of staff which were suffering from skills and knowledge gaps.

Result: My idea was initially rejected, in favour of continued cost cutting and redundancy measures. The lead consultant continued this process for many months, only to find the traditional strategy increasingly leading to further problems. After a heated discussion with senior staff at the client organisation, the lead consultant eventually decided to adopt my strategy and cease cost cutting. After conducting multiple training programs, organisational performance markedly increased, reversing the negative effects of extreme and repeated cost cutting. As a result, many consultants at my organisation are increasingly rejecting the traditional approach, in favour of direct investment into the human capital of client organisations.

Competency Based question: Describe a situation which called for your creative and original input?

Example Response:

Context: When attempting to identify why employee turnover was consistently high in a medium sized client organisation, the data could not reveal the cause. Employee satisfaction surveys yielded seemingly positive results, few complaints were raised to managers and the company's rewards strategy was competitive. However, a large percentage of staff would leave the organisation, well above bench marked averages for the sector and industry.

Action: Although my speciality is handling quantitative data, I decided to conduct semi structured interviews with members of staff outside of normal working hours, and away from the company's premises. I did not ask the interviewees names, and requested that they remain anonymous to put their minds at ease. The conversations were recorded as to allow qualitative analysis after the interview. This style of research is uncommon at my organisation, and extensive training is provided only in quantitative analysis, and not qualitative analysis. However, since the quantitative data had failed to identify the issue, improvisation was needed.

Result: A common theme in the interviews was that disputes between management and staff were very common. Management would frequently argue or cause disputes with staff, when consultants were not around. They stated that employee satisfaction survey results were exaggerated to avoid conflict with the management, and where too intimidated to raise the issue with the management via complaints. Armed with this knowledge, I was able to facilitate and mediate a meeting between the staff and the management to address this issue. The management team subsequently gave assurances that this behaviour would stop, and begun a regular series of meetings in order to foster communication between staff and management. These meetings were a success, and staff turnover rapidly declined, reaching average levels for the clients sector and industry.

Competency Based question: When have you managed to convince conventionally minded people into adopting new ideas?

Example Response:

Situation: A large client organisation began experiencing difficulties in recruiting adequate numbers of graduates for their annual graduate recruitment programs. The senior partners and executive team of this company held particularly traditional mind-sets with regards to attracting and recruiting staff. As a result, the client was not readily keen to adopt some of the more innovative methods of employer branding, such as social media. The senior management team have been leading the company for decades, and were very reluctant to make any changes.

Task: I needed to highlight the importance of employer branding to the executive team, as their traditional passive approach was leaving the company relatively unknown to graduates. Similarly, I needed to overcome resistance to change from the management team, and prevent hard-line executives from aggressively preventing the change in status quo.

Action: During a meeting with the senior executive team, I explained why employer branding has become a major issue in recent years, and highlighted top examples of companies turning round due to good employer branding. Similarly, I proposed using innovative new technologies such as social media in order to reach prospective candidates, and express employer branding. I also recommended the development of a specialised, graduate recruitment scheme website, which could serve as a poster for the company's recruitment scheme.

Result: Although initially hesitant and skeptical, the management team eventually admitted that their current, passive approach was likely the cause of the recruitment schemes failings, and agreed with my proposal. The adoption of social media based advertising, a recruitment scheme website and an official employer branding strategy was implemented, providing the company with a healthy surplus of graduate applicants to their recruitment scheme, with a ratio of applicants to vacancies of 8:1.

Key Competency: Integrity and Ethics

Competency Based question: Describe a time which a manager or co-worker made a decision which you disagreed with on moral terms?

Example Response:

Context: A fellow financial advisor operating on a different compensation structure to myself charged his clients a fee of 1% of assets under management per year. As a result, this advisor adopted particularly aggressive investment strategies, aimed at expanding the size of the portfolio rather than attempting to increase profitability. The advisor began to take significant risks in order to increase the size of the portfolio, and would regularly ask his clients for additional capital under the pretence of having identified a profitable opportunity, seemingly just to expand the size of the portfolio. This behaviour runs counter to the company's ethos, and strongly runs counter to my personal sense of professionalism and best practice.

Action: I arranged an informal, one on one discussion with the advisor at a time of mutual convenience in order to discuss this issue over a cup of coffee. At this discussion, I politely mentioned that the advisors investment strategies were overzealous, and was not the accepted practice at this company. Similarly, I recommended that the advisor adopt a more long term perspective to investing, in order to retain the client's custom for years to come. I assured the advisor that in raising this issue I am acting in their best interests, helping prevent this issue being taken further by management.

Result: The advisor welcomed my advice and agreed with me that their investment strategies had been overzealous. The advisor stated that they felt pressured to achieve high results in a fixed period of time, which ran counter to their preferred investment style. The advisor then adopted a more traditional, long term approach to investing, which substantially decreased the risk to his client's capital, and led to many fruitful, long term client partnerships.

Competency Based question: Tell me about a time you had felt guilty at work.

Example Response:

Context: During my first year as an advisor, I came across a fresh article stating that a large public utilities company had made arrangements to be purchase by a larger conglomerate. Naturally, this article led to a sizable increase in share price due to the potential for an arbitrage situation. The article was posted on a reputable finance and investment website and I believed its source to be credible.

Action: I decided to act on the information from the article, convincing clients to provide permission for the addition of this stock to their respective portfolios. In order to take advantage of the rising stock price, I ensured that I made this purchase as quickly as possible, as the share price was already quickly rising. I purchased a relatively small amount of stock due to the volatile nature of the share price at the time.

Result: Shortly after my purchase, the share price continued to rise, and then began to plateau, which prompted me to sell the shares and make an exit from the trade to secure a profit for my clients. However, I later read that the information which I had acted upon was leaked illegally, which had made its way through to the media. Although this information was made publically accessible, and I had committed no wrong doing, I still felt guilty about acting on this information. From that point on, in future trades I ensured that I did not rely on short term trends in order to drive my investment strategies, instead I began to focus on long term solutions, with verifiable information.

Competency Based question: When have you experienced a potential conflict of interest at work?

Example Response:

Situation: Previously, almost 60% of assets under managements belong to a single client, with the remaining 40% belonging to multiple, smaller clients. It is in my personal interest to ensure that I retain the custom of my largest client, which provides by far, the largest percentage of my commission. However, I am obliged contractually to work in the interest of all my clients equally, not discriminating against certain clients due to the size of their portfolios.

Task: At the time I was faced with the difficult decision of how much time to allot to my largest client, and how much time to focus on my smaller clients, balancing the financial imperatives with contractual obligations.

Action: Regardless of the personal financial incentives, I have always maintained my contractual obligations to treat all clients equitably, and work in all of their best interests. Therefore, I have always allotted adequate time to all of my clients, putting in overtime should regular working hours be insufficient, rather than working on a larger portfolio at the expense of another.

Result: Through my continued compliance with contractual obligations, I have retained the custom of my smaller clients, along with the custom of the mentioned large client. My focus equal focus on all clients has been highlighted as an example within the office for trainees, helping stress the importance of maintaining smaller client engagements. I have always maintained that personal financial incentives should never cause advisors to act against their contractual obligations, or to favour certain clients over others.

SECTION 2: Competency Indicators and Evidence

This section provides a list of example indicators of interview performance and competence. The first section provides a list of positive indicators of interview performance, which may aid in interview performance. The second list provides negative indicators of interview performance, which may hamper interview performance. Following these lists, example indicators for individual competencies will be provided. The first list provides positive indicators, which an interviewer will look for during an interview as evidence for the assessed competency. The second list will provide negative indicators, which an assessor will look for during an interview as evidence against the assessed competency. In a mock interview, these indicators may be recorded in the “evidence” section of the previous document.

General Competency Based Interview Performance
POSITIVE INDICATORS
Body language, nonverbal cues and use of eye contact was welcoming and open.
The Candidate was polite, well-mannered and courteous to the interviewer(s).
The candidate’s demeanour was assertive, confident and focused.
The candidate arrived to the interview on time/with time to spare.
The candidate was dressed appropriately for an interview setting.
The candidate appeared to show genuine interest and enthusiasm for the role.
The candidate showed evidence of research and preparation before the interview.
The candidates showed evidence of knowledge regarding the role, company and industry.
Competency based questions were answered comprehensively and coherently.
The candidate brought the required materials i.e. CV/ invitation letter/application form etc.
In the event the candidate was late, adequate notice was given to the interviewer.

General Competency Based Interview Performance

NEGATIVE INDICATORS

Body language, nonverbal cues and eye contact was unwelcoming or inattentive.

The candidate was rude, abrasive or dismissive to the interviewer(s).

The candidate appeared excessively anxious, self-conscious or unconfident.

The candidate arrived to the interview late.

The candidate was dressed inappropriately for an interview setting.

The candidate appeared uninterested in the company/the role/the interview.

The candidate did not show evidence of prior preparation or research.

The candidate did not show evidence of commercial awareness or relevant knowledge.

Competency based questions were answered incoherently and/or vaguely.

The candidate did not bring the necessary materials to the interview.

The candidate arrived late and did not give notice to the interviewer.

Key Competency: Organisational Ability

POSITIVE INDICATORS

Shows awareness of time limits or fixed time periods.

Employs a specific time management strategy or style.

Is able to handle multiple responsibilities simultaneously.

Shows evidence of preparation before undertaking a complex task.

Is able to work with, utilise or collaborate with multiple separate parties.

Shows evidence of commitment and focus towards the stated goal.

Provides pragmatic and practical approaches to organisation.

Shows evidence of “taking responsibility” for actions.

Provides examples of undertaking tasks and responsibility beyond what is merely required.

Adopts a medium/long term perspective to achieving goals.

Key Competency: Organisational Ability

NEGATIVE INDICATORS

Shows little or no awareness of time constraints or fixed time periods

Does not employ a time management strategy or style

Only handles a single responsibility at any given time

Does not show evidence of preparation before undertaking a complex task

Is unable, or unwilling to collaborate with multiple involved parties.

Does not provide evidence of pragmatic or practical approaches to organisation.

Does not “take responsibility” for their own actions.

Only provides evidence for the minimum amount of responsibility required.

Adopts a strictly short term perspective to achieving goals

Key Competency: Interpersonal Skills

POSITIVE INDICATORS

Shows genuine concern for other individuals.

Is able to avoid “taking sides” when mediating a conflict.

Is open and honest with other individuals, does not act/talk behind their back.

Is able to adopt an informal leadership role when necessary/appropriate.

Identifies lasting, long term benefits of employing inter-personal skills.

Can Identify the strategic importance/advantages utilising of interpersonal skills.

Identifies the likely impact the action of others may have on co-workers/the organisation.

Goes the “extra mile” for co-workers and those in need.

Employs an appropriate balance between formality and informality.

Builds rapport with co-workers/managers/stake holders.

Key Competency: Interpersonal Skills

NEGATIVE INDICATORS

Shows no concern/false concern for other individuals.

Takes a one sided view to the disputes of others.

Goes “behind peoples back” when addressing issues, leaving key people out of the process.

Does not adopt an informal leadership position when appropriate/beneficial.

Does not identify the strategic importance/advantage of using interpersonal skills.

Does not identify the impact which others may have on co-workers/the organisation.

Does not “go the extra mile” for co-workers or those in need.

Is inappropriately formal or informal.

Does no identify lasting, long term benefits of employing inter personal skills.

Does not attempt to build rapport with co-workers/manager/stakeholders.

Key Competency: Problem Solving

POSITIVE INDICATORS

Is able to practically utilise complex sets of data when solving problems.

Is able to make use of appropriate technology to gather/interpret data.

Makes use of abstract and lateral thinking to solve or identify problems.

Provided solutions and recommendations which deliver results.

Provided evidence of persistence and effort when solving problems.

Employs multiple tools/approaches when attempting to solve/identify problems.

Employs novel and creative approaches to problem solving.

Highlights the extent in which interventions solved the problem.

Uses a variety of reasoning skills to solve problems i.e. numerical & logical reasoning etc.

Key Competency: Problem Solving

NEGATIVE INDICATORS

Uses only simple sets of data to address problems.

Avoids using technology when gathering/interpreting data.

Avoids using abstract and lateral thinking when solving problems.

Provides little effort or persistence when solving problems.

Fails to deliver/highlight results from solutions or recommendations.

Only uses a single tool or approach when solving and identifying problems.

Employs basic or simple approaches to problem solving.

Omits the extent in which interventions solved the problem.

Uses a single form of reasoning when solving problems, i.e. only numerical reasoning.

Key Competency: Judgement

POSITIVE INDICATORS

Acknowledged personal biases, but ignores them.

Acts in the best interest of the organisation.

Provides evidence of empathic reasoning, can imagine “being in a person’s shoes”.

Makes decisions based on facts and not intuition.

Provides explanations and reasoning for decisions and actions.

Demonstrated understanding of the difference between objective and subjective reasoning.

Uses verifiable evidence to back up claims, actions and decisions.

Remains impartial when making decisions, ensuring decisions are fair and just.

Confidently makes decisions or takes action.

Considers the long term when making decision and taking actions.

Key Competency: Judgement

NEGATIVE INDICATORS

Acts or makes decisions based on personal biases.

Acts solely in their own best interest.

Avoids empathic reasoning when making decisions, ignoring the positions of others.

Makes decisions on intuition rather than facts.

Avoids explaining or offering reasoning to decisions and actions.

Fails to understand the difference between objective and subjective reasoning.

Does not use verifiable evidence to back up claims, actions and decisions.

Takes the sides of others when making decisions.

Tentatively or reluctantly makes decisions.

Focuses only on the short term when making decisions or taking action.

Key Competency: Innovative Thinking

POSITIVE INDICATORS

Willing to explore ideas which run counter to the status quo.

Acknowledges when traditional approaches have failed to achieve the desired goal.

Uses an explorative, experimental approach.

Confidently expresses new and innovative ideas.

Is not deterred by conventionally minded individuals.

Adopts different methodologies to explore ideas.

Is able to look past the obvious to understand information in the depth.

Takes responsibility for the generation of new and innovative ideas.

Understands when innovative thinking should be used over conventional thinking.

Key Competency: Innovative Thinking

NEGATIVE INDICATORS

Does not explore ideas outside of the status quo.

Does not explain why traditional approaches had failed to achieve the desired goal.

Does not use an explorative, experimental approach.

Tentatively or cautiously suggests new and innovative ideas.

Is easily deterred by conventionally minded people.

Uses the same methodologies to explore ideas.

Only looks at superficial or obvious solutions or explanations.

Does not readily accept responsibility for generating new ideas.

Does not use innovative thinking in the appropriate context.

Key Competency: Integrity and Ethics

POSITIVE INDICATORS

Provides evidence of moral character and principles.

Correctly identifies when morally questionable issues arise.

Acts in accordance with personal sense of morality.

Acts within the rules and regulations of their own position.

Encourages or promotes ethical or moral behaviour in others.

Remained principles and expresses integrity, even if pressured not to do so.

Correctly identifies when conflict of interests arise.

Raises the issue of integrity and ethics in a polite, professional manner.

Expresses understanding of policy, law and best practice.

Showed evidence of learning from morally questionable actions.

Key Competency: Integrity and Ethics

NEGATIVE INDICATORS

Does not provide evidence of moral character or integrity.

Fails to identify morally questionable issues.

Does not act in accordance with their personal sense of morality.

Does not act within the rules and regulations of their position.

Fails to promote ethical behaviour in others.

Fails to act with integrity or ethically when pressured not to do so.

Incorrectly identified conflicts of interest.

Shows little to no understanding of law, policy or best practice.

Showed little evidence of learning from morally questionable actions.

Raises the issue of integrity and ethics in a rude or unprofessional manner.

---End of Exercise Documentation ---