

*West Virginia Department of Transportation*

# Competency Based Interviewing Skills

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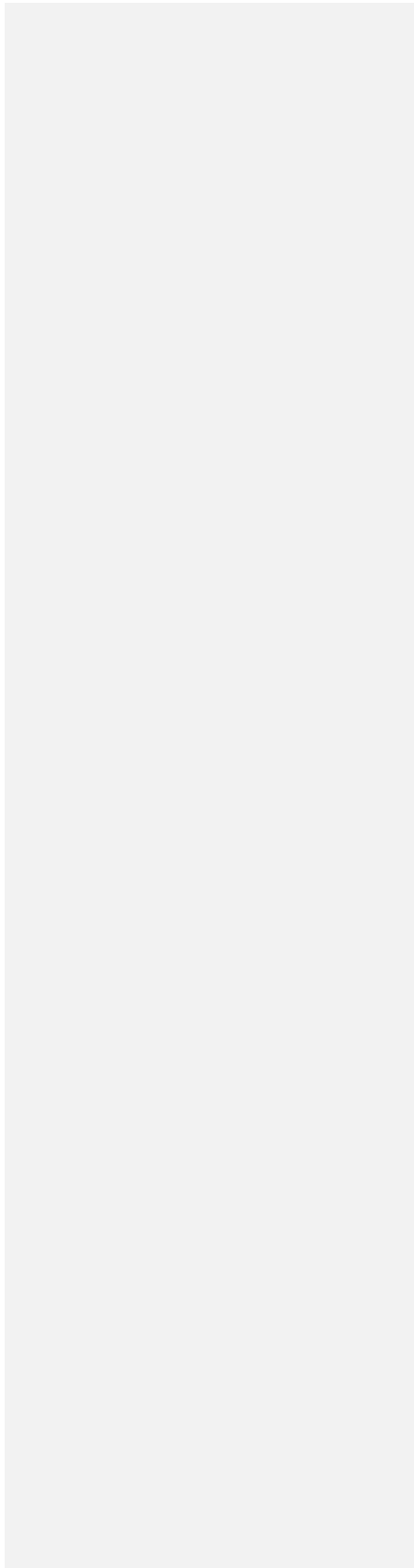


## INSTRUCTOR GUIDE

West Virginia Department of Transportation  
Division of Highways, Human Resources  
Training and Development Section  
FY2015

## Table of Contents

A Supervisor's Guide to Competency Based Interviewing Skills .....	2
Learning Objectives:.....	2
Trainer Preparation.....	3
Agenda.....	4
Power Point Slides .....	5



## A Supervisor's Guide to Competency Based Interviewing Skills

Due to the recent increase of staff retiring and high turnovers, it's very important as supervisors to make sure you understand the importance of hiring the right person. During interviews, supervisors should think about: who will do the job the best; are they looking at the job as a stepping stone or long term; and what skills they can offer that will add to the unit. These are just some of the things to consider when hiring. This course is designed to guide you through the three step interviewing process and how to create competency based questions.

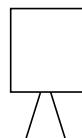
### Learning Objectives:

- Identify the three step process of interviewing.
- Identify the five main competencies.
- Develop Competency Based Interviewing Questions.
- Identify common mistakes done by interviewers.

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#### Icons

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Flip Charts



Small Groups



Activities

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## **Trainer Preparation**

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- Arrange for classroom
- Make travel arrangements
- Reserve state car

### **Classroom materials:**

- Flip chart easels and paper
- Marking pens
- Power Point projector and screen
- Facilitator manual
- Power Point slide of program
- Masking tape
- Laptop
- Extension cord
- Power strip
- Case Studies (3) Handout
- Good Interviewer Handout
- Employee Orientations Handout

### **Participant materials:**

- Participant guide
- Name tents
- Sign-in sheet
- Pens or pencils
- Evaluation forms
- Certification Tests
- Certificates

**Agenda** \_\_\_\_\_

**7:30a.m. – 8:00a.m.**

**Registration**

08:00 a.m. – 08:30 a.m.

Preparing for Interview

08:30 a.m. – 09:00 a.m.

Competencies

09:00 a.m. – 09:30 a.m.

Questions

**09:30 a.m. – 09:45 a.m.**

**Break**

09:45 a.m. – 10:15 a.m.

Types of Interviews

10:15 a.m. – 10:45 a.m.

Impressions

10:45 a.m. – 11:15 a.m.

Body Language

11:15 a.m. – 11:30 a.m.

Barriers to Interviewing


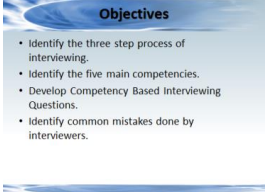

11:30 a.m. – 11:45 a.m.



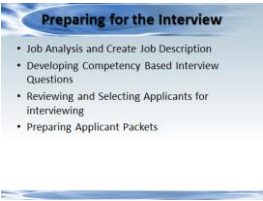
After the Interview

**12:00 pm**

**Adjourn for lunch**

## Power Point Slides

 <p>Competency Based Interviewing Skills for Supervisors</p> <p>West Virginia Department of Transportation Division of Highways Human Resource Development &amp; Training Unit</p>	<p>Welcome, and Housekeeping.</p> <p><b>Ask:</b> Before getting started, take an assessment of who has or hasn't facilitated job interviews before? This will give you an idea of how to place them in groups for activities. Make sure you have one experienced interviewer with others that may not have interviewed.</p>
 <p><b>Objectives</b></p> <ul style="list-style-type: none"><li>• Identify the three step process of interviewing.</li><li>• Identify the five main competencies.</li><li>• Develop Competency Based Interviewing Questions.</li><li>• Identify common mistakes done by interviewers.</li></ul>	<p>Go over the objectives.</p>  <p><b>Activity: Open Discussion (icebreaker)</b></p> <p><i>“Think of a time you have either interviewed someone or were the one being interviewed.” Have them share and discuss their challenges and experiences with interviewing and record them on a flip chart (if you want) in a large group.</i></p> <p><b>Debrief:</b></p> <ul style="list-style-type: none"><li>• <i>What was your role during the interview?</i></li><li>• <i>Was the interview goal accomplished?</i></li><li>• <i>If you had a chance to do it over again, what would you have done differently?</i></li></ul>

	<p>Interviewing is a three step process. In order to have a successful interview, you must be prepared, have a fair and effective process for conducting the interview and follow up with all the applicants after your decision is made. The main purpose for an interview is to gather information about each applicant and compare them not to each other but to the competencies of the job, skills and knowledge. This way the interviewer can select the best qualified applicant for the job.</p>  <p><b>Activity: Eight Characteristics of a Good Interviewer:</b>  <i>Ask the students to think back to the interview they used in the previous activity and ask “what do you think makes a good interviewer?” After they have shared their answer review a few of the characteristics on the <b>Good Interviewer Handout</b>. Pass out the handout and have the students review the list of traits required of a good interviewer:</i></p> <p><b>Debrief:</b></p> <ul style="list-style-type: none"> <li>• <i>Be honest, how many of these do you currently possess?</i></li> <li>• <i>Which traits do you need to improve or develop to ensure future success in your next interview?</i></li> <li>• <i>What strategy will you adopt to become a better interviewer?</i></li> </ul>
	<p>Preparation is the first process of an interview. During the Preparation you must Review job description, select competencies, review each candidate’s application, and prepare competency-based questions. Some of the other things to consider are:</p> <ul style="list-style-type: none"> <li>• Although your job descriptions are created for you, if there are any skills, or duties not listed can be added to the description.</li> <li>• Preparing individual packets for each interviewee which includes information about your office, the position description, information about employment benefits, programs, and contact information.</li> </ul>



Competencies are used widely in business and personnel psychology. They refer to behaviors that are necessary to achieve the objectives of an organization. Competencies can also describe how people will perform in different situations. There are a total of five competencies: **(Refer to Handout 1)**

1. **Personal/Individual** - Personal/Individual refers to personal attributes required for the job. The focuses are on key areas such as: decisiveness, integrity, autonomy, flexibility, tenacity, and risk taking.
2. **Interpersonal** - Refers to how an individual copes with other individuals. The focuses are on key areas such as: communication, sociability, persuasiveness, interpersonal sensitivity, and the ability to work as part of a team.
3. **Motivational** - Refers to the things that drive you and qualities that will be required to succeed in the role. The focuses are on key areas such as: energy, self-motivation, resilience, initiative, commitment and service orientation are vital in this area.
4. **Decision-Making** -Cognitive attributes such as analytical skills, numerical problem solving judgment, vision, creativity and entrepreneurial skills.
5. **Managerial**-Taking charge, the ability to manage others. The focuses are on key areas such as: leadership empowerment, strategic planning, corporate sensitivity and managerial control.

**Activity: Employee Organizational orientations: Handout/Assessment**

Presthus has identified three organizational orientations which dealt with individuals motivation. Flip chart: They are: **Upwardly Mobile, Indifferent, Ambivalent. Ask them to turn to Orientation Assessment Handout 2 and have them complete it. Instructions:** Once everyone is complete with the assessment read a few of the attributes out loud in no particular order. Ask participants if they can pick which attribute belongs to which orientation. Once you have finished **hand out the Orientations Handout** so they can see all the different characteristics of each orientation.

**Debrief:**

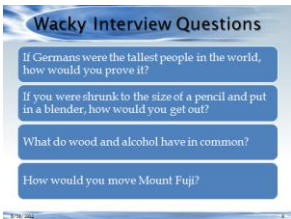


- *How many scored something in all three orientations?" This is normal as most people have attributes in all three orientations. Also let them know that 70% of people who filled out the assessment honestly were Indifferents, with Upwardly Mobile and Ambivalents as 15% each. This will then lead into the importance of asking effective competency based questions.*

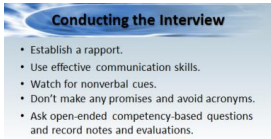
**Ask:**


- *"Have you ever worked with any of these orientation*




	<p><i>types?</i></p> <ul style="list-style-type: none"><li>• <i>What type of employee would you prefer to have – one who lives to work, one who works to live, or one who makes everyone else miserable?</i></li><li>• <i>How could you determine each applicant's orientation and would you want to?</i></li><li>• <i>You could ask an interview question that addresses motivation to work."</i></li></ul>
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	 <p><b>Activity:</b> <i>Wacky Interview Questions 15–30 min.</i> <b>Objective:</b> <i>To experience unusual interview questions and discuss whether they have a value in a job interview situation</i></p> <p><b>Resources:</b> <i>PowerPoint Slide</i> <i>Explain that these questions have allegedly been used in job interviews. Arrange the participants into small groups and give each group a question. Have them spend 5-10 minutes discussing the possible answer to each question. At the end of the time ask each group to give their answers.</i></p> <p><b>Debrief:</b></p> <ul style="list-style-type: none"><li>• <i>How would you feel if you were asked one of these questions in a real interview?</i></li><li>• <i>Do you think there is a place for questions like these in a job interview?</i></li><li>• <i>What was the strangest question that you were asked in an interview?</i></li><li>• <i>Discuss how important it is to prepare and analyze the job description to base your competency interview questions.</i></li></ul> <p><i>Talk about the main reasons why we ask questions:</i></p> <ul style="list-style-type: none"><li>• <b>Qualifications</b></li><li>• <b>Experience</b></li><li>• <b>Supervisory Skills</b></li><li>• <b>Interpersonal Skills</b></li><li>• <b>Flexibility/Adaptability</b></li><li>• <b>Preventability</b></li><li>• <b>Character/Personality</b></li></ul>  <p><b>Activity:</b> <i>Case Study Part One (Samples on Handout 3)</i></p> <p><i>“In this activity, you are a district supervisor in the Division of Highways. You just received a two week resignation notice from one of your employees. You must now prepare yourself to facilitate interviews and, once you have selected an employee, start the hiring process.</i></p> <ol style="list-style-type: none"><li>1. <i>Choose a job description from the following job classifications:</i><ul style="list-style-type: none"><li>• <i>Transportation Worker 1</i></li><li>• <i>Transportation Engineering Technician Trainee</i></li><li>• <i>Bridge Safety Inspector 1</i></li><li>• <i>Office Assistant 2</i></li></ul></li><li>2. <i>From these five competency categories choose three critical competencies to create questions for:</i><ul style="list-style-type: none"><li>• <i>Personal/Individual</i></li><li>• <i>Interpersonal</i></li></ul></li></ol>
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	<ul style="list-style-type: none"> <li>• Motivational</li> <li>• Analytical/Decision-making</li> <li>• Managerial</li> </ul> <p>3. Create three competency questions - one for each category you chose in question 2. Also develop a follow-up question for one of the three questions you created below.</p> <p><b>Debrief:</b> Have them volunteer and discuss their questions and ask them how they chose their questions.</p> <p><b>BREAK...</b></p>
	<ul style="list-style-type: none"> <li>• Applicants are very nervous when interviewing. You can establish rapport by reviewing each application for things you have in common and share that with them, maintain eye contact which shows engagement, and share your feelings about the agency.</li> <li>• You want to listen more than you speak during an interview. If you are spending more than 20% talking then you're not giving the candidates a chance to talk about themselves.</li> <li>• Did you know that 93% of communication comes from your non-verbal communication? 55% is based on your gestures and facial expressions and 38% is based on your voice (tone and pitch). Only 7% of communication comes from verbal communication – the actual words that we speak. Subtle cues such as a <b>handshake</b> (firm or weak) can determine confidence or authority, <b>Voice Projection:</b> Your voice will tell a lot to the interviewee. For example; if you are nervous or lacking in confidence or use a monotone voice, which can show disinterest on your part, you might influence the applicant's desire to want the job or not. <u>Your</u> body language is just as important as the interviewee's. The interview also gives the interviewee an opportunity to see how you conduct yourself as a potential boss.</li> <li>• Avoid using acronyms during an interview, because although the applicant may have done research on the organization before hand doesn't mean they understand the acronyms.</li> </ul> <p>The ideal interview should have open-ended questions followed up with probing questions on specific points the interviewee has disclosed. A good interviewer will try to avoid using closed, multiple, and trick questions. These questions do not reveal enough information and it can be difficult to focus on multiple questions at the same time.</p> <p><b>Refer to Handout 4 for more information on types of</b></p>

	<p><b>questions.</b></p> <p><b>Ask:</b> Has anyone had a trick question during an interview? What is the point of giving someone a trick question? Usually the interviewer is playing games with the interviewee and in the end the result is a waste of everyone's time.</p> <p>Another type of question is a leading question where the interviewer leads you to what he wants to hear, versus what the interviewee wants to say.</p>
 <p><b>Competency Interviews</b></p> <ul style="list-style-type: none"> <li>• There are four styles of competency based interviews:             <ul style="list-style-type: none"> <li>– Situational</li> <li>– Behavioral</li> <li>– Structured</li> <li>– Unstructured</li> </ul> </li> <li>• Types of Interviews:             <ul style="list-style-type: none"> <li>– Face to Face, Telephone, Stress</li> </ul> </li> </ul>	<p>Interviews of the past have focused on applicants' accomplishments and future plans. Competency-based interviews emphasize excellent communication throughout the interview and focus on the applicant's life learning experiences. These interviews also focus on learning and the applicant's ability to relate learning from experience to the job.</p> <p>There are four types of Competency-Based Interviews:  <b>Refer to Handout 5 for more information.</b></p> <ul style="list-style-type: none"> <li>• <b>Situational</b> – focuses on what the candidates <i>would do</i> in a specific situation. This type of interview is very useful in weeding out the less experienced applicants.</li> <li>• <b>Behavioral</b> – evaluates an applicant's experiences and behaviors in order to determine the potential for success. This approach is based on the belief that past performance is the best predictor of future behavior.</li> <li>• <b>Structured</b> – ensures the applicants have equal opportunities to provide information consistently. All applicants are asked the same questions in the same order and evaluated using a common rating scale.</li> <li>• <b>Unstructured</b> – There is a lack of standardization in the procedure and questions of an unstructured interview which makes them susceptible to legal challenges. Usually demonstrates low levels of reliability, and validity.</li> </ul> <p><b>FACE TO FACE</b> – Is the most traditional way of interviewing. There are several types of face to face interviewing such as:</p> <ul style="list-style-type: none"> <li>• <b>Panel/Group</b> mostly held for higher positions within the organization and when the individual is working for more than one person.</li> <li>• <b>Case interview</b> is where the applicant has to perform a specific task related to the position.</li> <li>• <b>Telephone interviews</b> are now being used as a pre-</li> </ul>

	<p>screening tool or when the applicant is out of state. <b>Stress Interviews</b> are mostly related to sales positions to see how someone deals with pressure in certain conditions.</p> <p><b>Activity: Handout 6 - Herman Grid:</b></p> <p><b>Goals</b> To discover that first impressions of people are not always true.</p> <p><b>Instructions</b> Pass out copies of the Herman Grid to each learner. Ask them to share their impressions and if they see gray dots at the white intersections. Are the Gray spots really there? This is an example of how we sometimes see things that are not really there.</p> <p><b>Discussion</b> Have you ever had a wrong first impression of someone who had a different background or came from another culture? Has someone from a different background or another culture ever had the wrong first impression of you? Ask participants to share and discuss their examples in the large group or in small groups.</p>
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<p><b>Why are Competencies Important?</b></p> <ul style="list-style-type: none"><li>• Assessments</li><li>• Cost</li><li>• Learning agility of applicants</li><li>• Evaluation of qualities</li></ul>	<p>Competency interviews use the interview process to obtain in-depth information about the applicants, and how they perform, and translate learning to new situations. So they are very important because:</p> <ul style="list-style-type: none"><li>• Assess how selections are made and ensuring the right people are getting into the jobs. Assessments of the applicants are critical to the success of the organization.</li><li>• The cost of an unsuccessful selection is an expense that organizations just cannot afford especially in state government. (<i>Emphasis on average it takes 11 months to fire someone from their position, and all the documentation that goes along with it</i>).</li><li>• The emphasis of competency based interviews is the learning agility of applicants and how that learning agility can be used to the assess success in a position. (<i>The ability to learn new things</i>)</li><li>• Gives the organization a tool to evaluate qualities and see them in a different light, and also their ability to make effective contributions to the organization.</li></ul>  <p><b>Case Study Part 2:</b> <b>Activity: Case Study 2: Conducting Interviews (see the handout)</b> <i>Place students into groups of 3's. There will be two interviewees and one interviewer. The interviewer will ask the questions they created to both applicants (one at a time), take notes, and decide make a decision on who to hire.</i> The interviewer has created competency-based questions, reserved a room for the interviews and also reviewed all the applications. Out of all the applicants, only two are qualified by the Division of Personnel. John calls the qualified applicants and sets up a time for them to come in for an interview. <b>Use the interview questions you created and interview the two applicants – one at a time..</b> <b>Interview # One (Good interview)</b> Question: Did you bring your resume? <i>Yes sir/ma'am I did. (Hand them a clean piece of paper make sure it has no wrinkles or creases in it)</i> Question: Tell me about yourself? <i>Give a brief good description of yourself. You can use some of the examples listed on <b>Case Study 2 Handout</b>.</i> Competency Based Questions: <i>Hint: Think of what you would want to hear if you were hiring someone.</i></p>
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**Comment [SKH1]:** What examples?

**Interview #Two: Bad Interview Instructions**

Interviewee folds a sheet of paper and put it in his pocket)

Question: Did you bring your Resume?

*Yes I did. (Hand the interviewer the folded piece of paper)*

Question: Tell me about yourself?

*Give a brief "off the wall" description of yourself. Have fun with it.*

*Competency Based Questions:*

*Suggestions:*

*Answer the questions and give the interviewer vague answers.*

*Try to work your way around the question.*

*Fidget in your seat, slouch in the chair, or look like you're answering a text message while the interviewer is asking questions.*

**Debrief:**

How was the interview process?


If you had to do it over again would you change anything?

**Directed to the Interviewees:**


Did your interviewer apply some of the good interviewer characteristics?

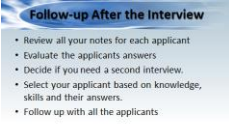


**Directed to Interviewers:**

What did you think of some of the responses to your questions?

	<p><b>Video:</b> <i>Interviewer Mistakes</i></p> <p><b>Debrief:</b> <i>Discuss the things they did wrong and also how to avoid making a bad first impression on the interviewee:</i></p> <ul style="list-style-type: none"><li>• <i>Make sure and review the applicant's resume.</i></li><li>• <i>Prepare all the information and competency based questions needed for the interview.</i></li><li>• <i>During the interview, take notes and do not try to monopolize the conversation, because this is the time to find out more about the interviewee.</i></li><li>• <i>Be objective; evaluate each applicant based on his answers and not on his personality.</i></li><li>• <i>Communicate effectively by asking open-ended and probing questions to obtain more information.</i></li><li>• <i>Dress appropriately and be on time</i></li></ul> <p><b>Refer to the Do's and Don'ts for Interviews Handout 7</b></p>
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	<p><b>Bias and Discrimination:</b> Bias can be based on your first impressions of the person. Do not compare yourself to the interviewee so that you choose an individual whose personality is similar to yours. Try to evaluate each applicant fairly based on his knowledge, experience and how he answers the interview questions. Avoid the Halo effect, in which one good aspect of the applicant makes him look good in other areas as well. Your judgments of his personal character can be influenced by your overall impression of him, with scanty information</p> <p><b>Limited Interviewing Skills:</b> If you are new to interviewing, practice with a co-worker if possible to make sure you have everything you need to do the interview. Another suggestion would be bringing another co-worker into the interview that has more interviewing experience.</p> <p><b>Lack of Preparation:</b> It's very important you make a checklist of all the things needed to do the interview. It's unprofessional and it looks bad on the organization when you are unprepared. Just remember the interview goes both ways, you are being judged just as you are judging them.</p> <p><b>Communication:</b> Some of the barriers in communication during an interview are:</p> <ul style="list-style-type: none"><li>• <i>Not listening to the interviewees and having them constantly repeat themselves.</i></li><li>• <i>Not projecting your voice for the interviewee to understand what is being asked of him.</i></li><li>• <i>Talking too much - you are trying to build a rapport with the interviewee and not hear yourself talk.</i></li><li>• <i>The non-verbal communication can say a lot about you as well: are you smiling, making eye contact, are you showing interest by the way you're sitting?</i></li></ul> <p><b>Refer to Handout 8: Interviewer Checklist</b></p>
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	<ul style="list-style-type: none"> <li>• Debrief and analyze the different applicants after the interviewing is complete.</li> <li>• Don't compare the applicants to each other; compare each entire applicant to the job requirement.</li> <li>• When choosing an applicant, be sure to evaluate only the experience, knowledge and responses from the interviewees. You want to make sure you have a diverse staff and choosing people with similar personalities could prove costly in the end.</li> <li>• Follow up with all the applicants after the interviews are concluded, even those who were not chosen.</li> </ul>  <p><b>Activity: Case Study 3: Choosing the Applicant</b>        You have now listened to both applicants and started reviewing your notes. Now you must make a decision on who you would like to hire for your position.</p> <ul style="list-style-type: none"> <li>• Which applicant did you choose?</li> <li>• What were the reasons why you chose this applicant?</li> <li>• Let each applicant know what decision you made and how you came to that decision.</li> </ul> <p><b>Debrief:</b>        Discuss each group's decision and why they chose the applicant. <i>If you're running late on time you may want to just select a few groups to discuss their answers.</i></p> <p><b>Discuss the Top 10 Hiring Mistakes on Handout 9</b></p>
	<p>Questions and Comments.        Handout Evaluations</p> <p><i>Review the three step process and the importance of competencies. Give them the website for the supervisory selection interviewing guide on the supervisory toolbox page:</i>  <a href="http://www.state.wv.us/admin/personnel/empref/toolbox/default.htm">http://www.state.wv.us/admin/personnel/empref/toolbox/default.htm</a></p>