

FEATURES  
COMPETENCY  
BASED  
QUESTIONS

**YOU'RE HIRED!**

# INTERVIEW ANSWERS

IMPRESSIVE ANSWERS  
TO TOUGH QUESTIONS

CERI RODERICK & STEPHAN LUCKS

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# ABOUT THE AUTHORS

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# INTRODUCTION

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The prospect of going for any interview can be pretty daunting, even more so if it is a process that is billed as a 'tough' interview. Images of being grilled by a relentless interviewer come to mind, but in fact, when they are done well, interviews are not intended to be deliberately intimidating, or designed to trip you up; they are simply designed to be very thorough. The plus side is that if you handle them well they give you the best opportunity to show yourself in a good light. This book is designed to make sure that you can handle them well, and by following our guidance and tips you'll be well armed to face the toughest of interviews.

We have deliberately aimed this book at graduates, middle and senior management roles, and people in this bracket are most likely to experience this type of interview. Overall, it will be of use to anybody seeking a professional role in an organisation.

This book is about a very particular type of interview – the structured competency-based interview. Experienced recruiters use them a lot, and they are probably the toughest interviews you will come across. With the right knowledge, preparation and work experience, though, you can actually turn the situation around and make it the most straightforward interview you have. We'll explain how in more detail later, but for now rest assured that if you follow the guidance in these pages and you have the appropriate experience, then going for this type of interview is not going to be intimidating. On the contrary, you're more likely to do well and get the job you want.

So, this book will provide you a rich resource to help you prepare for that job-winning interview. Whilst it will introduce you to a very specific type of interview, the approaches and techniques presented here will stand you in good stead in any interview situation, giving you the chance to manage it in a way that demonstrates your skills and abilities.

## How to navigate this book

Although this book is written in a serial fashion and can take you from beginning to end in your preparation, it doesn't have to be read that way. It's OK to just dip in and out of it – if you have interview experience you may know exactly what area you want to focus on, and want to turn straight to that.

In a nutshell, here is an outline of what is covered:

**Chapter 1: What is a competency and what is a competency-based interview?**

The really tough interviews are those that test your relevant work experience, skills and aptitudes. These are called competency-based interviews. If you're not familiar with this approach, this chapter will introduce you to the concept of competencies, giving you a shorthand way of understanding different competencies more easily and explaining how, in an interview, these are tested and explored.

## **Chapter 2: Preparing for the interview**

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In this chapter you'll learn about all the different ways in which you need to prepare yourself for the interview. There's guidance about sources of preparatory information and the different aspects of preparation. If you already understand all about competency-based interviews you may want to start here.

## **Chapter 3: During the interview**

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Clearly, how you conduct yourself in the interview is important, but equally important is how you respond and structure your responses; this will have a big impact on how well you come across and, consequently, how well you do. This chapter is packed with hints and tips about how you can achieve this and actually manage the interview in a way that shows you in the best light possible. You may have all the right attributes, but you have to get them out there where the interviewer can see them.

## **Chapters 4 to 6**

These three chapters deal with the three broad competency areas outlined in Chapter 1. This is the section of the book where we share a range of questions and what effective and less effective answers look like. We're not giving you the answers – that wouldn't be possible – but by working with the structure from Chapter 1 and giving you examples of what a strong or weak response would look like in practice, we aim to help you hone your answering technique so that you get the best out of the question. The key here is to see the questions as opportunities and not as traps!

## **Chapter 7: Non-competency-based questions – but still tough!**

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Even though an interview may be signposted as a competency-based interview, you can never be sure that the interviewer won't throw in questions that are not strictly competency-based. You can't avoid them when this happens, so this chapter addresses how you can respond to these types of question, again giving you examples.

## Chapter 8: Troubleshooting/FAQ

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Finally, this chapter is a quick reference guide. It addresses the most common questions you may have and provides you with further potential sources of information.

The book will not blind you with science, but inevitably there will be some places where we need to draw on and explain the science behind this particular way of interviewing so that you are well informed about the process. The good part is that whilst it is headlined as 'Answering tough interview questions', there is a real reason why organisations use this approach – it helps them choose the best people for the job, but it also gives you the best opportunity to show how good you are. So whilst it may be tough, it's actually doing you a favour and ensuring that if you get the job you are going for, you will probably be a good fit, which in turn means you're likely to perform well and enjoy it more than if you were less well adapted to the role.

Apart from learning about being interviewed and getting lots of hints and tips throughout, what you'll also gain is the eye of a critical consumer. The interview is a great window on an organisation and gives you a good opportunity to evaluate the company and whether you want to work there. It's always important to remember that an interview is a two-way process, and a good interviewer will also be aware of this. They will be trying to sell their organisation to you. What they may not be aware of, though, is that the selection process in itself will also communicate something to you. By learning about good interviewing technique, you'll be in a better position to evaluate whether an organisation's processes are fair, thorough and relevant to the job that you are going for. We know from our own work that candidates are most likely to trust a selection decision based on a process that they see as tough, testing and well managed.

The key message to leave you with, therefore, is not to be fearful of this type of interview. Reading this book and adhering to the guidance we provide here will put you in a powerful position to do well at interview, and help you in getting the job you really desire.

# 1 ~~WHAT IS A COMPETENCY AND WHAT IS A COMPETENCY-~~ BASED INTERVIEW?

This chapter is going to be a vital starting point if you have no knowledge or previous experience of this type of interview. In it you'll discover:

- what competencies are
- what the interview process is and how an interviewer will structure the interview
- how competencies can be grouped into three easy-to-remember categories that will help you in your preparation.

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# Exploring competencies

You may well have come across the term 'competencies' before. Most organisations refer to competencies, but what exactly are they and how are they useful? Understanding how and why competencies are used will help you to focus your preparation and perform your best in an interview.

Put simply, competencies are the way that organisations define the qualities that they need (and that you need) to be excellent at a job. Not to be confused with skills, competencies are usually concerned with *how* we do things, whereas skills are usually about *what* we do. Think of competencies as the adjectives of skills. To give you a concrete example:

- 'Producing accounts' is a skill. It is a specific set of steps and procedures.
- 'Providing information in a timely and accurate manner' is a competency. The 'timely' and 'accurate' descriptors – the *how* bit – make this a competency. So, competencies are the behaviours which are used to exercise a skill.

When using them for recruitment and performance measurement, businesses need competencies to be specific enough to be recognisable by people, but general enough that they can be applied across a range of jobs in the organisation. So, coming back to our example above, 'Producing accounts in a timely and accurate manner' is very specific; it applies only to people working in an accounts role, and would be inappropriate in, say, a research and development role. However, 'Providing information in a timely and accurate manner' can apply to both roles – and probably a lot of others as well.

Competencies are typically drawn together in what is known as a 'competency model'. A competency model is simply a collection of competencies which define what outstanding performance would look like. Typically, organisations have between seven to nine competencies, although of course some organisations have many more.

Let's take a look at some competencies:

- planning and organising
- creativity and innovation
- team leadership
- achievement orientation
- analytical thinking
- influencing and persuading
- energy and drive
- judgement and decision making
- motivating others.

The nine competencies listed above are typical of those that organisations use and could be applied to a wide range of different jobs. Competencies that you may have come across may well have different names to those listed above, because competencies in part describe the



nature and culture of an organisation and, quite rightly, organisations hone the wording to reflect their specific needs. In this sense, the competency framework is an important way in which an organisation differentiates itself and makes clear – for itself and for others – ‘what you have to do to be effective around here’. So, while specific wording will vary, the nine competencies outlined above are a good generic ‘average’ of the kinds of competency you will see, and they fit a lot of organisations.

A lot of work has been done on job analysis and on statistically analysing organisational behaviours to identify what it is that differentiates good performance in any specific job. Look at most competency models, and they can be collapsed (or clustered) into three broad areas. This gives you a very useful shorthand for understanding the competencies of an organisation. The three areas are:

- **Task competencies:** these are about delivering/completing tasks, setting objectives, getting things done.
- **Thought competencies:** these are typically about direction, strategy, creativity, problem solving, change, innovation, judgement, decision making.
- **People competencies:** these are about the people things, communicating, motivating, developing.

As you can see from this list, almost all jobs will require elements from each of these three areas. For example, very few jobs are purely about task delivery – there are bound to be ‘people’ and ‘thought’ elements involved. In the same way, very few jobs would allow you to focus on ‘thought’ to the exclusion of all else; it’s highly likely you will have to talk to people and deliver something too!

We have clustered the example competencies here into the task, thought and people categories:

Task	Thought	People
Energy and drive	Judgement and decision making	Motivating others
Achievement orientation	Analytical thinking	Influencing and persuading
Planning and organising	Creativity and innovation	Team leadership

We call this model the Leadership Radar™, because, like steering a ship or flying a plane, you need to keep your eye on all the radar screens if you want to navigate a safe course. Sometimes you’ll need to focus on just one screen, at other times all three screens need to be taken into account. We’ll return to this model in Chapter 2 and show you how you can use it to make a success of interviews, for example by using it to simplify your preparation.

## Structured competency-based interviews

Not all interviews are the same, and not all interviews are equally effective in uncovering relevant information on which to base a selection decision. For a long time – and for some

organisations this includes the present – interviews focused on work history, some general questions about what you were interested in, why you wanted to work for the organisation and so on. Such unstructured interviews, often conducted without there being any clear criteria in mind, did little more than give the interviewer some general idea about your social confidence and verbal fluency and ‘whether they liked the look of you’. Research showed that such interviews operated at little better than chance levels in terms of picking the right person for the job. In a lot of cases, the organisation would have done just as well by selecting CVs at random. There is a joke in the HR profession that you could just throw the pile of CVs in the air, and the ones that landed face up got invited to interview. (It *is* a joke, and we know of no one actually doing this!)

A structured, competency-based interview is intended to counter this impressionistic approach and is designed around three core premises:

- past behaviour is a good predictor of future behaviour
- competencies are a good indicator of success at a job
- maintaining a structure and asking each candidate the same questions ensures that you can more systematically differentiate between candidates in terms of relevant criteria.

Let’s look at each of these in turn.

### **Past behaviour is a good predictor of future behaviour**

Research has indeed shown that what people do and how they do it is relatively consistent over time. Past behaviour is therefore a good predictor of future behaviour. That is not to say that people cannot learn and develop over time, and a good interview will explore your learning as well – particularly when the job represents a step up from previous roles or involves different kinds of work. In general terms, however, if you can provide lots of rich examples of how you have structured and planned tasks, the interviewer can increase their confidence that this is an approach that you regularly adopt and that you will therefore bring to this job as well.

### **Competencies are a good indicator of success at a job**

Again, research has shown a relationship between how well somebody’s competencies are developed and how successfully they perform their role. So, for example, people who score poorly on ‘focusing on customers’ in an interview also tend not to perform well on this in a job. The interviewer’s task is to explore each competency thoroughly enough to be able to give a confident rating of your likely performance in relation to that competency. So, what you are good at is a fairly obvious indicator of your performance in a job that involves that skill, but at the same time the interviewer has to be satisfied that you really do have that competency.

### **Maintaining a structure and asking each candidate the same questions ensures that you can more systematically differentiate between candidates**

This one is quite logical really. If you do not ask questions about the same competencies of all candidates that are being interviewed, you will not have all of the information that is needed to make a good hiring decision. There is no point exploring one person’s people management skills and another person’s organisational skills only. You won’t be able to differentiate

between the two. The structure also ensures that nothing is left out and that all areas are explored in sufficient depth. Once again, the interviewer's job is to pursue a particular line of enquiry until they are satisfied that they can give you an accurate rating.

## ACTIVITY 1

### IDENTIFYING COMPETENCY-BASED QUESTIONS

Have a look at the questions below and see if you can identify the structured competency-based questions:

1. 'Describe to me a time where you helped a member of your team to improve their performance.'
2. 'What sort of people management experience do you have?'
3. 'One of your team is not performing as well as they need to be. What would you do?'

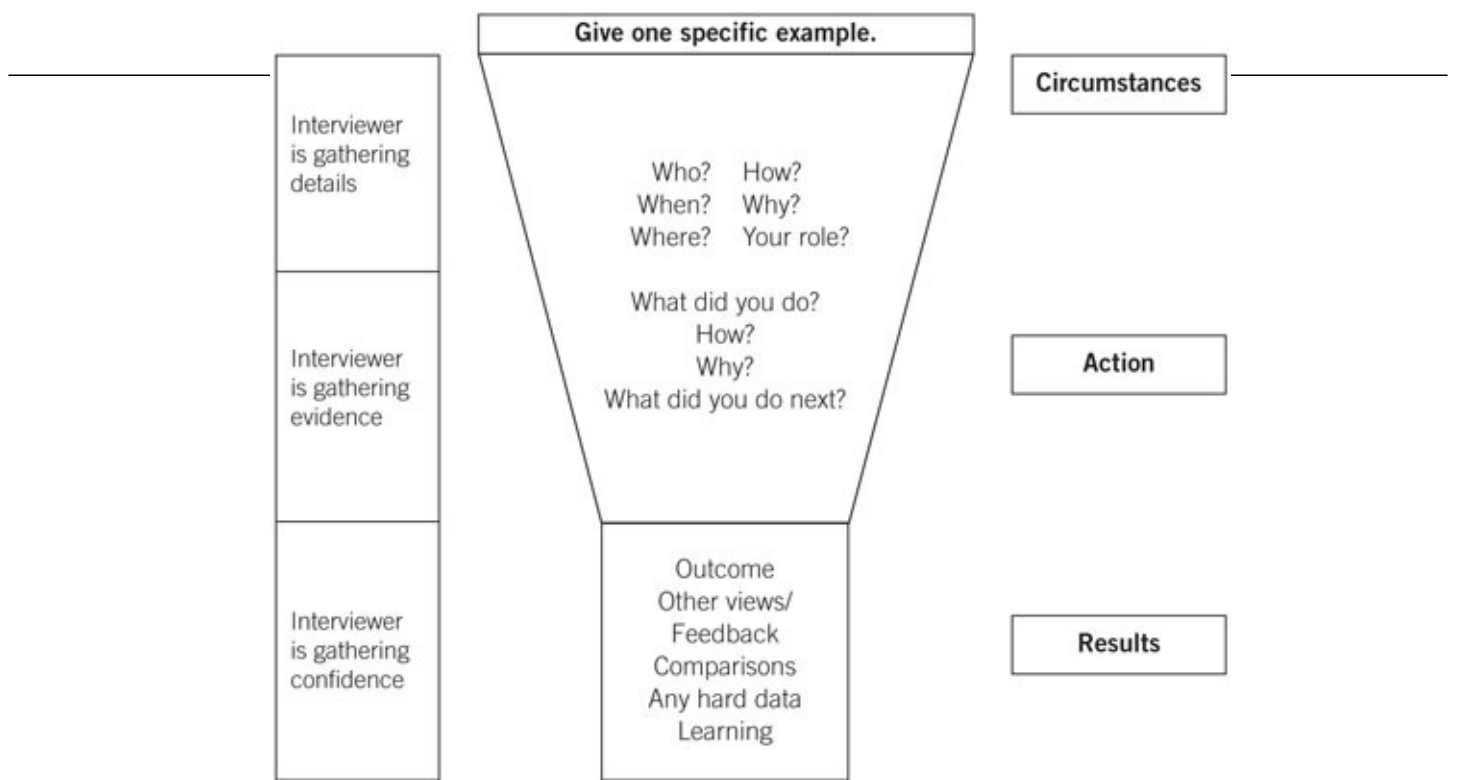
Of the three questions above, only 1 is a true, structured competency-based question.

Question 2 is quite generic and is not designed to elicit specific past behaviour. It invites the candidate to describe their approach, and of course has the risk that they will decide to describe only the positive aspects of their style, or give you a textbook answer that does not represent what they are actually capable of doing.

Question 3 is what we would call a situational question. It presents you with a situation and asks what you would do. Again, it does not test what you have actually done – it asks what you would do, hypothetically. People who are quick witted, and fast on their feet can answer this kind of question well; the trouble is, you are then measuring how well they can answer questions and not how well they can actually deliver the competency. We could give you a very plausible theoretical answer to a question about how we would resuscitate someone after a heart attack – we've watched enough episodes of *Casualty* – but we have never done it, nor would you want us practising on you!

## What is the structure and process of the interview?

There are two key components to a well conducted interview: the structure/process and the questioning technique. The interviewer will often use a process called the funnel technique where, essentially, he or she will funnel and probe more and more to gather very specific details about what you did in a particular situation.



As you can see from the funnel technique diagram, the interviewer will start with a broad question designed to elicit a specific example. E.g. 'Describe to me a time where you helped a member of your team to improve their performance.'

Following this, the interviewer will gather further details, such as the circumstances, who was involved, when this was, where, what your role was and why were you involved. The interviewer will then move on to gathering information about what you did – your actions, when you did them, and what other options you considered. They will want a step-by-step run through of what you did.

Finally, the interviewer will want to know about the outcome or results of the situation. What sort of feedback did you get, what hard data have you got about the outcome, what did you learn, would you do anything differently if faced with a similar situation?

All of this is summarised by the **CAR** acronym on the right of the diagram. It's important to remember this and to have it at the back of your mind for every interview. Framing your answers in these terms will help the interviewer to focus more quickly on the positive attributes you want to get across.

- Circumstances
- Action
- Results

You can imagine that with this level of questioning and probing, it's going to be difficult to make something up in the spur of the moment. And with all of this probing, the interviewer is not only collecting details of what you have done, they are also building confidence that you are being truthful in your responses.

It is this structure, the probing and the seeking of real examples of activity, that differentiates the competency-based approach from the more traditional interview process. Please believe us, that it is very difficult to invent answers in this situation – it shows! What you can do based on familiarity with the structure, is prepare and present your examples in a way which helps the interviewer. This will also help you!

## THE RECRUITMENT PROCESS

You can encounter an interview at various stages of the recruitment process:

- as an initial screening method before being asked to come back for another form of assessment
- as part of a longer day where different tools are used, e.g. psychometric tests, written exercises, or a role-play
- during an assessment centre – similar to above, but typically more in depth and making use of group discussions, simulated meetings and written exercises
- as the very last stage before a final decision is made.

## How will the interview be conducted?

Some companies will have a single interviewer, whilst others are likely to use two. Whilst this may at first seem intimidating, it is actually doing you a favour. Best practice is to use two interviewers, as it is a demanding job and taking notes whilst interviewing can be very difficult. Splitting the workload, therefore, makes it a more accurate and reliable process and reduces the chance of error creeping in.

Other organisations use a panel of interviewers. This is particularly popular in public sector organisations. Panels are typically made up of between three and five people representing different departments or interested parties. There may also be an HR representative in the interview. In a panel, there will usually be one person who chairs the process and the others will ask the questions. It is usually a very formal process and from that point of view can be more intimidating, but the intention is the same as with a non-panel format.

A final way that an interview may be conducted is over the telephone or using technology such as video conferencing. This approach is likely to be used if a role requires a lot of telephone interaction, such as a telesales position, or if, for logistical reasons, it is not possible to have a face-to-face interview. If applying for a role that has an international dimension, for example, you may well have an interview using video conferencing technology with interested parties who are unable to attend in person.

Finally, of course, the number of interviews you face may vary. Some organisations will use several interviews to start filtering down from many applicants to just a preferred few. Yet others will conduct several interviews, with each interview focusing on just one or two competencies rather than on all at one go. This is becoming more popular with more senior

roles, as the complexity of the job being applied for can make it difficult to explore everything at once – unless of course they were to interview you for several hours at a time!

Whatever the format of the interview, or whatever stage of the selection process it is being used, the same principles apply in terms of how to conduct yourself and make sure that you present yourself as well as possible.

## Why are competency-based interviews used at all?

Competency-based interviews work better for the organisation, even though they require more effort, training and preparation on the part of the interviewer. Businesses wouldn't bother if there wasn't a pay-off – and there is one. At the same time there is also a pay-off for you as the candidate.

The table below shows how well different types of assessment methods are able to predict later job performance. For those who are not statistically minded, the numbers in the second column are what are known as correlation coefficients and they are a measure, in this instance, of the validity of a selection process. In other words, they show the relationship between performance in one situation and performance in another. Correlation coefficients can range between  $-1$  and  $+1$ , with a value of  $0$  indicating no correlation, a value of  $-1$  meaning perfect negative correlation and  $+1$  meaning perfect positive correlation. The higher the number, therefore, the better the validity or predictive power of the tool. (To illustrate the significance of this we've included tossing a coin, which has a correlation of  $0$ .)

Method	Validity
Psychometric (ability) tests	0.5
Assessment centres	0.5
Structured interview	0.4
Competency interview (past behaviour)	0.4
Situational interview	0.3
Unstructured Interview	0.3
Graphology	0.02
Tossing a coin	0

Structured interviews and competency-based interviews are among those with the highest correlations. So, competency-based interviews are used because they let an employer make a better prediction of how well someone is likely to perform in a job.

However, their ability to facilitate better selection decisions is not the only reason why organisations use structured competency-based interviews. Employment legislation is now such that it is incumbent on the employer to be able to demonstrate that their processes are fair, should an applicant call them into question. Structured competency-based interviews are fairer for a number of reasons.

- The competencies tested are relevant to the role – asking questions about your people management skills is clearly relevant to a managerial position. Asking you how you would build a tower with three pieces of rope, a few straws and some sticky tape is not.
- The process follows the same structure, so all applicants are treated the same – it will generate comparable data.
- The process creates a clear audit trail that is evidence based.
- The structure and training reduce the impact of bias and stereotypes – the process is therefore fairer. Again, research has shown that the differences between how different groups of people e.g. men and women, Black and Minority Ethnic (BME) or non-BME perform in this type of interview are fewer than in other types of interview.

The combination of the thoroughness, fairness and validity of the interview is the reason why organisations use them. To put it bluntly, it reduces the chances of making a poor hiring decision (the cost of which is usually about 1.5 times salary, when you consider having to re-advertise and reselect a more suitable person) and reduces the risk of being taken to a tribunal on the grounds of discrimination.

Why should you care about any of this? The answer is that the benefits to the organisation actually hold benefits for you too, as shown in the table below.

<b>Features of the interview</b>	<b>Benefits to you</b>
Valid, it is a good predictor of job performance.	You are being selected on the basis of relevant attributes. Getting a job for which you have the right characteristics will result in higher job satisfaction than if you are accidentally selected for one that you are not so good at.
Competencies are linked clearly to the role.	You can see the relevance of the questions, there is no dark art involved – perceived fairness is thus higher.
There is a clear audit trail, notes are taken.	Evidence is available to enable the organisation to provide you with feedback, whether you are successful or not.
Structure ensures all candidates are treated the same.	The process is fair, chances of discrimination are reduced.

So whilst these interviews are tough, in that they really test your capabilities, it's better to be on the receiving end of one of these than of some other, unstructured, open-ended interview. Handled well, they give you a better chance to get your relevant abilities across.

The feedback we get is that people much prefer to get a job after having gone through a tough interview that was conducted professionally, clearly related to the role and fair, than to go through an interview that seemed less thorough, less related to the role and unfair. In the latter, you may end up in a job that you are ill-suited to, or worse, be discriminated against in some way. From our experience we know that job applicants, whilst finding structured interviews tough, are more likely to buy into the decision that is made, be it positive or negative for them. Those who get a job feel that they really have earned it, whilst those who are rejected understand why. The feedback that is given, which is linked to the competencies and therefore to the role, helps them to recognise why they were not suitable and, importantly, provides information that they can use for development purposes. Although you

may not feel it at the time, you should, therefore, be pleased if you have been invited to this type of interview, rather than feel daunted by it!

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## What is the interviewer looking for?

So you now know what a competency is, what a competency-based interview is and why they are a good thing. But what is an interviewer looking for when they ask you all those questions?

Simply, they are exploring your competence to carry out the job/role you have applied for. The interviewer is interested in the evidence that you can provide as to your suitability and, specifically, is looking for concrete examples of things that you have done. They will be asking you to illustrate your experience and skills by talking them through real examples of work activity in your career to date – thus eliciting that evidence of past behaviour that we now know is a good predictor of future performance.

Remember **CAR**? (See [here](#) if you've forgotten.) The interviewer is asking you to provide information about the context of the situation, what you did and what the results were. They are looking for a comprehensive answer that illustrates what you actually did. They are not looking for general answers that illustrate what you might do in theory.

### IN A NUTSHELL

In this chapter we have looked at the idea of the competency-based interview and how it differs from a more traditional interview. In summary:

- Competencies are the qualities that are needed to perform effectively in an organisation.
- Competencies can be grouped into three broad headings of task-related, thought-related and people-related activities.
- In its assessment processes, an organisation may use a structured, competency-based interview as a means to assessing whether you have the experience necessary to demonstrate these competencies. Research has shown that this is a good method of assessing competencies – performance in the interview is related to job performance.



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