



COMPETENCY INTERVIEW GUIDE: LEARNING AND DEVELOPMENT CONSULTANT QUESTIONS INCLUDED FOR TWO COMPETENCIES

PURPOSE OF THE INTERVIEW GUIDE:

This Interview Guide is designed to assist in the behavioral interview process. It provides specific questions and probes for each of the L&D Consultant competencies that make up the Achieving Results cluster. In addition, positive and negative behavioral indicators are listed that will help evaluate the candidate’s responses. Similar guides can be developed for the other two clusters. While the process described below is designed for multiple interviewers seeing each candidate, it can be completed with only one interviewer.

Prior to the interview:

- ◆ Review the candidate’s resume
- ◆ Review the assigned the competencies, the behaviors that comprise each competency and select the questions to ask each candidate.

During the interview:

- ◆ Greet the candidate and spend a few minutes building rapport; talk about areas the candidate is interested in.
- ◆ Transition into the formal interview.
- ◆ Ask questions and follow-up to probe for accomplishments—ideally at least 2–3 examples in each area. Get complete examples which include:
The situation that the candidate encountered;
The actions that the candidate took;
The results or outcome of the actions taken;
- ◆ Use this guide to take notes and evaluate the candidates.

Following the interview:

- ◆ Check off appropriate behavioral indicators and summarize key observations and notes. Rate the candidate on each assigned competencies in the space provided at the bottom of each page.
- ◆ Note any observations for competencies not assigned and be prepared to discuss.
- ◆ After completing, interviewers should meet to discuss and reach consensus on the final ratings for each candidate and complete the Candidate Interview Summary.
- ◆ Make hiring decision.

Candidate:	
Interviewer:	
Date of Interview:	

COMPETENCIES IDENTIFIED IN JOB COMPETENCY MODEL FOR LEARNING AND DEVELOPMENT CONSULTANT

Managing Change: Demonstrating support for organizational changes needed to improve the organization's effectiveness; supporting, initiating, sponsoring, and implementing organizational change; helping others to successfully manage organizational change.

- ◆ Helps people to develop a clear understanding of what they will need to do differently, as a result of changes in the organization
- ◆ Helps individuals and groups manage the anxiety associated with significant change
- ◆ Facilitates groups or teams through the problem solving and creative thinking processes leading to the development and implementation of new approaches, systems, structures and methods
- ◆ Proposes new approaches, methods, or technologies

Influencing Others: The ability to gain others' support for ideas, proposals, projects, and solutions.

- ◆ Presents arguments that address others' most important concerns and issues and looks for win-win solutions
- ◆ Notices and accurately interprets what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior
- ◆ Identifies and targets influence efforts at the real decision makers and those who can influence them

Building Collaborative Relationships: The ability to develop, maintain, and strengthen partnerships with others inside or outside of the organization who can provide information, assistance and support.

Behaviors:

- ◆ Tries to build relationships with people whose assistance, cooperation and support may be needed
- ◆ Takes a personal interest in others (e.g., by asking about their concerns, interests, family, friends, hobbies), to develop relationships
- ◆ Shows an interest in what others have to say; acknowledges their perspectives and ideas
- ◆ Recognizes the business concerns and interests of others

DIAGNOSTIC INFORMATION GATHERING:

Definition: Identifying the information needed to clarify a situation, seeking that information from appropriate sources, and using skillful questioning to draw out the information when others are reluctant to disclose it.

Behaviors:

- ◆ Identifies the specific information needed to clarify a situation or to make a decision
- ◆ Probes skillfully to get at the facts, even when others are reluctant to provide full, detailed information
- ◆ Seeks the perspective of everyone involved in a situation

Forward Thinking: Anticipating the implications and consequences of situations and taking appropriate action to be prepared for possible contingencies.

- ◆ Anticipates possible problems and develops contingency plans in advance
- ◆ Anticipates how individuals and groups will react to situations and information and plans accordingly
- ◆ Anticipates the consequences of situations and plans accordingly

Results Orientation: Focusing on the desired end result of one's own or one's unit's work; setting challenging goals, focusing effort on the goals, and meeting or exceeding them.

- ◆ Maintains commitment to goals, in the face of obstacles and frustrations; does what he/she commits to doing
- ◆ Develops clear goals for meetings and projects
- ◆ Has a strong sense of urgency about solving problems and getting work done
- ◆ Identifies what needs to be done and takes action before being asked or required to

Adaptability: Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things.

- ◆ Switches to a different strategy when an initially selected one is unsuccessful
- ◆ Is able to see the merits of perspectives other than his/her own
- ◆ Can effectively handle several problems or tasks at once

RESULTS ORIENTATION

Behavioral Questions and Probes

1. Describe how you organize your time and schedule at work.
 - ◆ How do you set priorities? What can change those priorities?
2. What has been your 's biggest success in the last two years? To what do you attribute the success?
 - ◆ What was the biggest performance shortfall? What did you do? What was the outcome?
3. We often have multiple projects or tasks to perform in addition to our normal work. Tell me about a time when you had multiple projects to handle. How did you handle the situation? How did you keep on top of everything?
4. Think of a major goal that you have achieved at work even though you faced with significant obstacles or challenges. What was the goal? What were the obstacles you faced and how did you overcome them?
5. Tell me about a problem you saw that others had missed. What was the situation? What action did you take? How did it turn out?

Positive Indicators	Negative Indicators
<input type="checkbox"/> Stays focused on driving daily and monthly results <input type="checkbox"/> Sets clear goals for projects <input type="checkbox"/> Sets daily priorities based on a review of results; adjusts as needed <input type="checkbox"/> Continually measures results against plan and drives action to improve; looks for ways to improve today <input type="checkbox"/> Doesn't get overwhelmed or overloaded by multiple demands <input type="checkbox"/> Takes action without being asked or directed <input type="checkbox"/> Stays on top of things, doesn't let things fall through the crack	<input type="checkbox"/> Gets distracted by events of the day, loses focus on results <input type="checkbox"/> Doesn't set clear goals or is unrealistic <input type="checkbox"/> Doesn't set clear priorities or picks the wrong ones <input type="checkbox"/> Slow to react to shortfall in results, little sense of urgency <input type="checkbox"/> Is overwhelmed when faced with conflicting demands <input type="checkbox"/> Ignores or delays taking action on problems until assigned or directed <input type="checkbox"/> Fails to follow-up or stay on top of things, allows things to fall through the crack
Notes	

OVERALL EVALUATION

Strength Area	Demonstrates Proficiency	Improvement Opportunity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADAPTABILITY

Behavioral Questions and Probes

1. Tell me about a situation where you accepted and implemented another person's suggested course of action to a problem, even though you had identified a different solution.
 - What was the situation? What was the suggested course of action? How did it differ from your own? What was the outcome?
2. Tell me about a situation where you had to quickly adjust to a change in priorities.
 - What was the situation? What needed to be changed? What did you do? What was the outcome?
3. We all have implemented programs or ideas that didn't work out as we planned. Tell me about a time when your new program proved to be off target. How did you determine there was a problem? What did you do about it?
4. Think about a time that one of your direct reports or colleagues gave you constructive feedback. How did you respond to the individual? What, if any changes did you make?
5. All of us have been overloaded with work at times. Tell me about a time when you felt you were so overloaded that you may miss a deadline or not properly complete your tasks. Tell me about the situation and how you handled it. What was the outcome?

Positive Indicators	Negative Indicators
<ul style="list-style-type: none"> <input type="checkbox"/> Open to alternative solutions; sees the merits of others ideas <input type="checkbox"/> Reacts and adjusts to change quickly, can change direction quickly <input type="checkbox"/> Sees what is working and what needs to be changed <input type="checkbox"/> Keeps control of one's emotions in high-pressure situations <input type="checkbox"/> Can handle several projects at the same time <input type="checkbox"/> Deals constructively with mistakes or setbacks 	<ul style="list-style-type: none"> <input type="checkbox"/> Unwilling to consider others alternative solutions; rejects without seriously considering <input type="checkbox"/> Resists change, too set in ways; challenges the need for change <input type="checkbox"/> Sticks to his approach even if it is not working <input type="checkbox"/> Fails to control emotions in high-pressure situations <input type="checkbox"/> Has difficulty handling more than one or two things at a time <input type="checkbox"/> Reacts negatively to mistakes or setbacks, blames others
Notes	

OVERALL EVALUATION

Strength Area	Demonstrates Proficiency	Improvement Opportunity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CANDIDATE INTERVIEW SUMMARY

	Strength Area	Demonstrates Proficiency	Improvement Opportunity
Managing Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Influencing Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building Collaborative Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic Information Gathering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forward Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key Findings and Summary Comments

OVERALL CANDIDATE EVALUATION

More than Acceptable

 Acceptable

 Less than Acceptable

Candidate:	
Interviewers:	