

SUPERVISION

This tool provides a selection of sample behavioural questions for the Behavioural Competencies and proficiency levels relevant to the **Supervision** competency profile. It also includes the procedures for conducting the interview and evaluating candidate responses.

While this tool is a useful template for your interview process, it might not accurately represent the competencies required for the position for which you are interviewing. Review the suggested competency profile before use to determine if it is relevant. If not relevant, review the competencies to determine which competencies and/or proficiency levels you should change to give a more accurate representation. A brief overview of the steps involved in identifying the relevant Behavioural Competencies for a profile has been provided in the Behavioural Competencies Report.

Keep in mind that a job competency profile should include only the critical competencies required for the job (not those that are “nice to have”—i.e., not essential to performing the job successfully). Preferably, there are no more than 12 competencies per profile.

After confirming the relevant competency profile (competencies and proficiency levels), you must determine which competencies you will assess in the interview and which questions you will ask. Sample questions have been provided for the relevant proficiency level for the suggested profile. A generic interview bank has been provided in the Generic Questions for the Behavioural Competencies (Sect. II) to assist you in selecting and adapting alternate questions if a different competency profile is used.

Avoid assessing all competencies by interview. It would take far too much time and some competencies are better assessed through other methods (e.g., reference checks, knowledge tests or simulations). For a one-hour interview, a reasonable number of questions to ask is five to seven.

To determine which questions to ask, consider the relative importance of a competency to the position. Also, review competencies for overlap to determine if asking a question on one competency will provide information on another competency that can then be excluded. Overlapping competencies are identified in the Behavioural Competencies Report.

You might choose to assess the same competency using more than one method if it is very important for the position. For example, if Interpersonal Rapport/Savvy is more important than other competencies, you may wish to assess this both in the interview and through a reference check. Alternatively, you may ask two questions on this competency instead of one in the interview.

Questions can be used for reference checking by adapting the text to ask about the candidate in the third-person narrative, rather than in the second person. For example:

- **Interview Question:** “Please provide an example of a time when you coordinated a large project”
(second person)
- **Reference Question:** “Please provide an example of a time when Mark coordinated a large project”
(third person)

Ensure that all interviews are conducted in accordance with existing organizational policies and procedures.

Interviewing Tool for Positions Related to Supervision

Position Title:

Candidate Name:

Interviewer's Name:

Interviewer's Title:

Date of Interview:

Location of Interview:

Preparation Checklist

- Review résumé and candidate file information, paying particular attention to jobs/experiences and education/training most related to the target position.
- Review competencies required for the target position.
- Determine which competencies to focus on in the interview.

Suggested Competency Profile

Job Cluster	Example Job Titles
Supervision	Clinical Supervisor, Non-Clinical Supervisor, Senior Counsellor, Lead Clinician, Manager, Coordinator

Competency Required	Proficiency Level
Adaptability/Flexibility	3
Analytical Thinking and Decision Making	3
Client Service Orientation	3
Continuous Learning	3
Creativity and Innovation	3
Developing Others	3
Diversity and Cultural Responsiveness	3
Effective Communication	3
Ethical Conduct and Professionalism	3
Interpersonal Rapport/Savvy	3
Leadership	3
Planning and Organizing	3
Self Care	3
Teamwork and Cooperation	3

Conducting the Interview

1. Greet the candidate and introduce yourself, giving your name and position within the organization.
2. Confirm the job for which the candidate is being considered.
3. Explain the purpose of the interview: to gather specific information about the candidate's past experiences and accomplishments, particularly in the past two to three years; and to help the organization make a fair and informed decision on the most qualified candidate for the job.
4. Describe the interview plan:

The questions in the interview guide are designed to obtain information about the candidate's experience and accomplishments (do not have to be work-related) that relate to the competencies that are important for success in the job to be filled.

For each question, you must obtain one or more specific examples of the candidate's experience or accomplishments, ensuring that the candidate describes:

- The **Situation** or circumstances related to the example;
 - The **Actions** taken by the candidate to address the situation, along with the rationale for the action taken; and
 - The **Results** or outcome of the candidate's actions.
5. Ask follow-up questions as necessary to clarify or obtain additional information. Follow-up questions are provided below the main question.
 6. Take notes on the candidate's answers during the interview to have an accurate record of the information on the candidate's experience and accomplishments to evaluate later.
 7. Provide an opportunity at the end of the interview for the candidate to ask questions.
 8. Clarify the next steps in the selection process.

Questions for Applicable Competencies at the Appropriate Level of Proficiency

The next several pages contain interview questions, one per page, with follow-up questions and space for you, the interviewer, to jot down notes. The follow-up questions are especially helpful because you can encourage the candidate to elaborate on his or her response to the initial question.

Question 1: Adaptability/Flexibility

Definition: Willingly adjust one's approach to meet the demands and needs of constantly changing conditions, situations and people and to work effectively in difficult or ambiguous situations.

LEVEL 3 INTERMEDIATE

Question

Please give me an example of a situation where you changed your behaviour or approach according to the circumstances and the people involved.

- Why did you need to change your approach?
- Describe how you changed your approach/behaviour.
- How easily did you adapt to the situation?
- What was the outcome?

NOTES

Situation	Action	Results

Question 2: Analytical Thinking and Decision Making

Definition: Gather, synthesize and evaluate information to determine possible alternatives and outcomes and make well-informed, timely decisions. Includes critical thinking and reasoning skills.

LEVEL 3 INTERMEDIATE

Question

Tell me about a time when you used evidence-based knowledge, past experience and/or consultation with others to determine a solution to a problem where no precedent existed.

- Describe the nature of the problem and why it required a creative solution.
- What factors did you consider in trying to understand the problem in greater depth?
- What knowledge/experience/consultation did you use to analyze the problem and why?
- What solution did you develop and how effective was it?

NOTES

Situation	Action	Results

Question 3: Client Service Orientation

Definition: Provide service excellence to clients (which may include individuals, groups, communities and organizations). Includes making a commitment to serve clients and focusing one's efforts on discovering and meeting client needs within personal, professional and organizational capacities and boundaries.

LEVEL 3 INTERMEDIATE

Question

Tell me about a time when you provided high-quality service based on your ability to assist a client to resolve a complex issue.

- Describe the client and issue involved.
- What made the issue complex?
- How did you help the client?
- What was the outcome? What difference did your service make?

NOTES

Situation	Action	Results

Question 4: Continuous Learning

Definition: Identify and pursue learning opportunities to enhance one’s professional performance/development and the effective delivery of high-quality programs and services.

LEVEL 3 INTERMEDIATE

Question

Describe a time when you sought a challenging learning opportunity or experience that was outside your usual role or area of expertise, but that enhanced your performance in your current role.

- What learning opportunity did you pursue? Why?
- How did what you learned apply to your work?
- What impact, if any, did this experience have on your performance?
- What effect, if any, did this have on your current work?

NOTES

Situation	Action	Results

Question 5: Creativity and Innovation

Definition: Use evidence-based practices in innovative and creative ways to initiate both effective new ways of working and advances in the understanding of the field of practice. Innovation and creativity are achieved in translating research into practice to optimize improvements in service delivery and professional practice.

LEVEL 3 INTERMEDIATE

Question

Describe a complex problem that you were faced with and how you generated a new approach or explanation or solution.

- What was the problem?
- What new approach or explanation did you come up with?
- What was new about it?
- How did you arrive at that solution?

NOTES

Situation	Action	Results

Question 6: Developing Others

Definition: Facilitate and motivate sustained learning and create learning opportunities and resources, as well as promote and respect others' needs for ownership of learning outcomes. Includes creation of a continuous learning environment that fosters positive growth in both work and public contexts among peers, clients, client families, communities and other groups (recipients).

LEVEL 3 INTERMEDIATE

Question

Give me an example of what you have done to develop team members or help other groups learn from each other.

- What was the specific situation?
- What did the individuals in the group have to offer each other in this case?
- What did you do to facilitate an exchange that would allow them to share their knowledge?
- Was this exercise successful? How did you measure the success?

NOTES

Situation	Action	Results

Question 7: Diversity and Cultural Responsiveness

Definition: Provide respectful, equitable and effective services to diverse populations, as defined by culture, age, gender, language, ethnicity, socio-economic status, legal status, health, ability, sexual orientation, type and mode of substance use, etc. Affirm and value the worth of all individuals, families, groups, and communities; and protect the dignity of all.

LEVEL 3 INTERMEDIATE

Question

Tell me about an experience where you provided assistance to an individual/family from a unique diverse or cultural background and how your understanding of their circumstances enabled you to provide a service tailored specifically to their needs.

- Describe the situation and the unique background of the person/family.
- How did you assess the unique sensitivities of the situation?
- What practices/services/techniques did you employ to adapt to their needs?
- What was the outcome?

NOTES

Situation	Action	Results

Question 8: Effective Communication

Definition: Articulate both verbally and in writing across a range of technologies in a manner that builds trust, respect and credibility and that ensures the message is received and understood by the audience. Includes active listening skills (attending, being silent, summarizing, paraphrasing, questioning and empathizing) and congruent non-verbal communication.

LEVEL 3 INTERMEDIATE

Question

Describe a time when you had to adjust your communication for a diverse audience.

- What was the purpose of your communication?
- In what way(s) was the audience diverse?
- How did you tailor your communication to achieve its purpose?
- How did you know that your audience understood what you were trying to communicate?

NOTES

Situation	Action	Results

Question 9: Ethical Conduct and Professionalism

Definition: Provide professional services according to the principles and values of integrity, competence, responsibility, respect and trust to safeguard both self and others. Includes the development of professionalism and ethical behaviour in self and others (individuals, groups, organizations, communities).

LEVEL 3 INTERMEDIATE

Question

Describe a specific example when you had to ensure that others understood the organization's ethics and values?

- What were the values and ethics involved?
- How did you deal with the situation?
- What information did you communicate?
- What was the outcome?

NOTES

Situation	Action	Results

Question 10: Interpersonal Rapport/Savvy

Definition: Establish and maintain relationships based on mutual respect and trust, appropriate sensitivity and transparency, empathy, and compassion with clients, colleagues, professional associates and the greater community. Encompasses skills of tact, diplomacy, and sensitivity in all encounters with others.

LEVEL 3 INTERMEDIATE

Question

Describe a time when your ability to communicate effectively in a highly sensitive situation helped to produce a successful outcome.

- What was the situation and what made it sensitive?
- What aspects of your communication did you focus on to help produce a positive outcome?
- What was the outcome?

NOTES

Situation	Action	Results

Question 11: Leadership

Definition: Help others achieve excellent results and create enthusiasm for a shared vision and mission, even in the face of critical debate and adversity.

LEVEL 3 INTERMEDIATE

Question

Describe a time when you were required to assist others to help them successfully cope with their resistance to a change to their work or to the organization.

- What change affected these employees?
- What was your role?
- What method did you use to help them cope?
- What was the result?

NOTES

Situation	Action	Results

Question 12: Planning and Organizing

Definition: Identify and prioritize tasks, develop and implement plans, evaluate outcomes, and adjust activities in order to achieve objectives.

LEVEL 3 INTERMEDIATE

Question

Describe challenges you have encountered in coordinating a number of complex activities or projects and how your planning and organizing abilities proved to be key in keeping things on track.

- What activities/projects were you responsible for?
- What challenges did you encounter?
- How did your planning/organizing skills prove to be key?
- What skills did you use?

NOTES

Situation	Action	Results

Question 13: Self Care

Definition: Deliberately and continuously apply professional and personal self care principles to oneself and, at times, others to sustain optimal productivity while maintaining physical, mental, spiritual and emotional health.

LEVEL 3 INTERMEDIATE

Question

Please describe a situation when you assisted a peer who had a problem with self care.

- Describe the issues related to self care that you were concerned about.
- How did you assist the person?
- What was the outcome?
- What has been the long-term effect of your assistance?

NOTES

Situation	Action	Results

Question 14: Teamwork and Cooperation

Definition: Work cooperatively and productively with others within and across organizational units to achieve common goals while demonstrating respect, cooperation, collaboration, and consensus-building.

LEVEL 3 INTERMEDIATE

Question

Discuss a time when you helped your team reach agreement after you all seemed unable to reach consensus.

- Describe the situation.
- On what issue was the team unable to reach consensus?
- Can you elaborate on how the team experienced differences of opinion?
- What did you do that helped the team get “unstuck”?
- What was the outcome?

NOTES

Situation	Action	Results

Evaluating the Interview

All the energy and effort devoted to capturing good job-related information during the selection interview will be lost if this information is not evaluated consistently and appropriately for all candidates.

The following provides information on how to evaluate candidate information from the competency-based interview.

Each behavioural question is designed to elicit information relevant to a specific competency. However, human behaviour can be complex. Accordingly, the following situations may arise:

- A behaviourally based question will be asked focusing on one competency area, but the candidate will provide a behavioural example that demonstrates another
- Examples will be provided that relate to more than one competency area
- Examples that relate to the required competencies will be provided during the introductory phases of the interview, or during the close of the interview

The whole interview should, therefore, be reviewed carefully for evidence of the competencies being assessed. One suggested method for doing this is to circle each behavioural example

and, if it demonstrates a competency other than the one intended by the question, note the competency demonstrated alongside the example. Then cross-reference this example in the section of the interview tool devoted to that competency.

Once all relevant information from the interview has been reviewed and correctly classified, the interviewer is in a position to fully understand and evaluate a candidate's past behaviour for each competency.

The next step is to assign a rating, or score, for each competency, using the rating scale provided below. The assigned rating/score is based on the candidate's demonstration of the relevant behaviour indicators for the proficiency levels in the competency profile at the beginning of this tool. Refer as necessary to the Behavioural Competency Report for an extended sampling of appropriate behaviour indicators for each competency.

Record the rating/score in the scoring grid on the next page. Add any particular comments needed to support the rating.

If there are multiple interviewers, each interviewer completes the scoring grid individually, without consulting the others. Upon completion of all scoring, the interviewers discuss the ratings they assigned and arrive at a consensus score for each competency.

Interview Rating Scale

5	Well Above Standard (<i>significantly exceeds requirements</i>) Evidence of candidate's demonstration of the competency is exceptional and reflects superior ability to perform; all aspects of the competency are demonstrated to a high degree.
4	Above Standard (<i>exceeds requirements</i>) Evidence of candidate's demonstration of the competency is above average and reflects more than an adequate ability to perform; all or most aspects of the competency are demonstrated at an above-average level.
3	Meets Standard (<i>meets requirement</i>) Evidence of candidate's demonstration of the competency meets expectations and reflects an adequate ability to perform; candidate may have demonstrated minor weaknesses in some aspects of the competency, but none of major significance.
2	Below Standard (<i>falls below expected requirements</i>) Evidence of candidate's demonstration of the competency is inadequate in key respects.
1	Well Below Standard (<i>falls significantly below requirements</i>) Evidence of candidate's demonstration of the competency is far from adequate in all or most respects.

SUPERVISION

IV-90

Scoring Grid

Competency	Interviewer Score	Rationale/Comments	Consensus Score
Adaptability/ Flexibility			
Analytical Thinking and Decision Making			
Client Service Orientation			
Continuous Learning			
Creativity and Innovation			
Developing Others			
Diversity and Cultural Responsiveness			
Effective Communication			
Ethical Conduct and Professionalism			
Interpersonal Rapport/Savvy			
Leadership			
Planning and Organizing			
Self Care			
Teamwork and Cooperation			