



Intervenor Services

The future is in your hands

Intervenor Services Human Resource Strategy Best Practices in Human Resources Sub-Committee

Behavioural-Based Interview Guide Role: Supervisor

Candidate Name:	
Interviewer Name(s):	
Position:	
Date:	



ABOUT THIS GUIDE

The purpose of this Behavioural-Based Interview Guide is to outline the process for conducting a behavioural-based interview. This guide contains a behavioural-based interview script, which can be used to interview for supervisory positions at your agency. This guide provides a structure for conducting behavioural-based interviews. The behavioural-based interviewing process can be enhanced by skill level in behavioural-based interviewing techniques; your knowledge of behavioural competencies for Intervenor Services; your ability to evaluate the information you collect from candidates; and personal interviewing style. In this guide, the authors also provide suggestions for how to adapt the guide to meet your agency's needs.

The following sections are contained in this guide:

- Competency model for the supervisor role;
- Behavioural-based interviewing process;
- Behavioural-based interview script;
- Interview questions for each competency;
- Evaluation of the candidate and scoring to assess the candidate after the interview;
- Sample supervisor interview guide; and
- Supervisor competency dictionary.

Competency Model for the Supervisor Role

Competencies	Target Level
Competency Cluster: Be Your Best Self	
Act with Integrity	4
Be Flexible	3
Commit to Personal Growth and Development	3
Competency Cluster: Build Bonds	
Engage, Influence and Advocate	3
Work as a Team	4
Deliver Excellence	
Demonstrate Creative Problem Solving and Decision Making	3
Demonstrate Financial Acumen	2/3*
Plan and Coordinate	3
Show Passion, Enthusiasm and Dedication	3
Lead and Engage Others	
Lead and Develop Others	3
Hold Self and Others Accountable	3/4*

*Depending on the agency and its expectations of the role.

Behavioural-Based Interviewing Process

Pre-Interview:

- Create a job description highlighting the key behavioural competencies needed for the position (i.e. think about the qualities, experiences, education and characteristics of successful employees in the position, or similar positions);
- Select eight competency questions. See Appendix A: Interview Questions to assist with drafting an interview guide;
- Customize a scorecard based on the requirements of the position (e.g. required experience, training and education);
- Identify the interviewing and/or hiring team(s). The interviewing team will review each competency targeted in the job description, and its behavioural scale, focusing on the target level for supervisors;
- Review the interview script;
- Print the interview guide. See Appendix C: Sample Supervisor Interview Guide. Two probes are recommended for each competency;
- Review the candidates' résumés and applications; and
- Appoint note-taker(s) and interviewer(s).

Interview:

- Review the position and job description;
- Review the candidate's résumé and application;
- The note-taker will take thorough notes, and document the candidate's exact words as much as possible;
- Ask about the candidate's career history; focus on key transitions and responsibilities that are relevant to the current position;
- Conduct the behavioural-based interview using the interview guide;
- Ask final questions, and provide the candidate with an opportunity to ask questions; and
- Request references.

Post-Interview:

- The interviewing team individually scores the interview;
- Scores are compared to identify the top candidates; and
- The interviewing and/or hiring team evaluates the top candidates, checks references, and makes a selection decision.

Behavioural-Based Interview Script

1. Open the Interview

- a. Introductions and building rapport and comfort level
- b. Purpose of the interview (i.e. background information about the position)
- c. Structure of the interview (i.e. length of interview and introduce the concept of behavioural-based interviewing)
- d. Candidate's Pre-Questions

2. Review the Candidate's Career History (select a few of the questions below)

- a. *What is/was your position?*
- b. *What are/were your responsibilities?*
- c. *Do/did you have any direct reports? If so, how many?*
- d. *What key skills are/were required in the job?*
- e. *What technical abilities do you have that you feel are relevant to this job?*
- f. *How have you demonstrated these skills?*
- g. *Do you have any other educational accomplishments that are not indicated on your résumé?*
- h. *Which of your previous positions do you feel has most prepared you for this job?*
- i. *Do you have any additional credentials that you feel are relevant to this job?*
- j. *Explore any gaps in employment.*

Note: While exploring the candidate's career history, remember to ask the candidate what caused them to make the job choices they did along the way.

3. Conduct Behavioural-Based Interview

“We’re now going to move into the behaviour-based part of the interview. The purpose of this phase of the interview is to gather information about you and how you do your job to really get a more detailed understanding of the behaviours you use to get things done, and determine how well these align with the behaviours required for the role you have applied for. This will give us insight into the competencies you’ve demonstrated in the past, because our approach is based on the premise that what you’ve done in the past is the best predictor of what you’re likely to do in the future.

I’m going to ask you several questions where I’d like you to answer by providing examples from current or past work experience. Once again, these should be situations that have happened in the recent past – ideally within the last 1-2 years – and should be ones where you were principally involved.

I’ll ask you to walk me through the situation in detail, describing the actions you took in that situation. I want to be able to understand what it is you did, said, thought, and felt as if I were there with you.

Finally, I’ll ask you for the results/outcome of the situation – how did it end up?

Do you have any questions before we get started?”

4. Close the Interview

Review the next steps and timing with the candidate. Thank the candidate for his/her time.

“Thank you for your time today and your interest in the position. We will review all of the information provided, and will likely make a selection decision in the next couple of weeks. We will be in touch with you by _____ (specify a date, if possible).”

5. Evaluate the Candidate

Immediately after finishing the interview (if possible), review your notes and finalize your behavioural rating for each competency. Below are some guidelines for evaluating candidates.

Note: Do not compare thoughts about a candidate with other interviewers (if applicable) until everyone has fully completed their evaluation.

- **Review all of your notes and code the data** – look for behavioural evidence that best matches a specific competency level. Be conservative where you feel you do not have enough supporting evidence (i.e. rate the candidate at a lower level rather than giving him/her the benefit of the doubt);
- **Indicate the level you have chosen for each competency**, see Appendix B: Interview Scorecard. The level you select should reflect the level that the candidate demonstrated most of the time (i.e. on a consistent basis across all situations);
- **Compare your assessment of the competency level demonstrated to the target level for the position** to provide a good understanding of the candidate's competency strengths and areas for development. Use the Supervisor Competency Dictionary as a reference (Appendix D);
- **Complete the interview scorecard by using the candidate's résumé to determine experience, education, and related training.** (Note: the scorecard is meant to be customized by the agency based on the job description); and
- When evaluating the candidate, take into consideration the following:
 - Business priorities;
 - The candidate's ability to develop; and
 - The size of the gaps.

Appendix A: Interview Questions

Act with Integrity

Identify which targeted competency question(s) you will ask:

- Can you tell me about a time when you had to take an action that was consistent with what you thought was important, or had to “walk the talk?”
 - Tell me about a difficult situation in which you behaved in a way that was consistent with your values.
 - Discuss a time when you had to handle a situation with a co-worker that could have been (or was) sensitive or uncomfortable. How did you handle it?
 - Describe a time when you realized that a decision you made was incorrect.
 - Give an example when you had to deal with a difficult ethical issue. How did you handle the issue?
 - Give an example of how you acted with integrity in your position.
 - Give us an example of when you were expected to follow a policy/procedure/process with which you did not agree. What did you do?
-

Be Flexible

Identify which targeted competency question(s) you will ask:

- Can you tell me about a time when a situation you had planned for did not turn out the way you expected?
 - Describe a time when you altered your own behaviour to fit the situation.
 - Give me an example about a time when your priorities were changed by someone else, and you were given very little advance notice about the change.
 - Tell me about a time when you had to change your perspective or plans to take into account new information or changing priorities.
 - Describe a time when you adjusted your approach to a problem or issued based on new or changing information.
 - Can you tell me about a time when you changed your approach or priorities to meet others' expectations?
 - Tell me about a time when you had to change your plans or activities because of an unexpected event. What did you do?
 - Can you describe a time when you had to change your whole approach and start again to finish a task?
-

Commit to Personal Growth and Development

Identify which targeted competency question(s) you will ask:

- Can you tell me about a time when you felt you were lacking particular knowledge and/or skills to perform a job or task? What did you do?
 - Tell me about a time when you took action to improve your skills or capabilities.
 - Describe a situation in when you realized that your results did not meet expectations. What did you do?
 - Give me an example of a time when you learned something from a failure or mistake.
 - Tell me about a time when you actively sought feedback from people who receive support, colleagues or your manager, and incorporated that feedback into your personal development.
 - Can you think of a time when, despite your best efforts, things didn't go as expected? What were your key learnings, and what did you do as a result?
 - Describe a time when you took action to improve own abilities to align with your career goals.
-

Engage, Influence and Advocate

Identify which targeted competency question(s) you will ask:

- Tell me about a time when you had to convince an individual or group of an idea, position or approach.
 - Describe a recent situation when you convinced an individual or a group to do something.
 - Can you tell me about a time when you had to take several steps to persuade an individual or group?
 - Tell me about a time when you had to sell an idea to several individuals or groups.
 - Describe a time when you considered other people's perspectives in your efforts to convince or persuade them.
 - Tell me about a time when you used multiple influence strategies to achieve an outcome.
 - Tell me about a time when you used a complex influencing strategy to create a desired impression or impact, or to reach a goal.
 - Can you describe a situation when you used a highly sophisticated influencing strategy to bring about sustainable change?
-

Work as a Team

Identify which targeted competency question(s) you will ask:

- Can you tell me about a time when you were involved in a challenging or difficult team situation?
 - Can you tell me about a time when you collaborated with others outside the organization/agency, for example, to share knowledge, build capacity, and/or develop original approaches to meeting challenging goals?
 - Tell me about a time when you had to enlist the support of your coworkers to complete a task. How did you go about getting their help?
 - Give a specific example of a time when you were involved in a conflict at work. Describe your approach to conflict resolution. Was your approach effective? Why or why not?
-

Demonstrate Creative Problem Solving and Decision Making

Identify which targeted competency question(s) you will ask:

- Tell me about a time when you had to solve a problem or make a decision.
 - Can you tell me about a time when you identified a new, unusual or different approach to addressing a problem or decision?
 - Tell me about a recent problem when you know that previous solutions would not resolve it. How did you solve the problem?
 - Describe a situation when you had to come up with a creative or unique solution to a problem.
 - Can you tell me about a situation where you had to solve a problem or make a decision that required careful thought? What did you do?
 - Tell me about the most challenging situation you have had to analyze and make a decision to move forward.
-

Demonstrate Financial Acumen

Identify which targeted competency question(s) you will ask:

- Can you describe a time when you used financial data to identify key business planning issues or concerns?
 - Tell me about a time when you had to deal with a particular resource management issue.
 - Describe a time when you had to obtain ongoing information and feedback about resource utilization to make a timely and effective decision.
 - Give an example of a decision that was made in your department/location that had an adverse impact on another department/location.
 - Can you tell me about a time when you had to improve the utilization of resources even when this required having your group/team make “sacrifices?”
-

Plan and Coordinate

Identify which targeted competency question(s) you will ask:

- Describe a time when you worked with your team to set program or operational goals and plans to align with a strategic vision.
 - Tell me about a time when you worked with your employees/team to set strategic goals for your own area/department.
 - Tell me about a time when you planned a project/task/ event.
 - Tell me when you have had to reprioritize in response to changing business requirements/strategic needs.
 - Describe a time when you planned, implemented and/or monitored a project.
 - Tell me about a time you had to handle multiple responsibilities. How did you organize your tasks and time?
 - Tell us about a time when you had more to do than you could complete in the time allocated.
 - Give me an example of a time when your schedule was suddenly interrupted, and your plan for the day was completely changed.
 - Give me an example of a time when you had a lot of tasks allocated to you at the same time. How did you decide which tasks to complete, and when to do them?
-

Show Passion, Enthusiasm and Dedication

Identify which targeted competency question(s) you will ask:

- Tell us about a time you persisted to reach a specific goal.
 - Tell us about a recent goal/project/task you worked on that demonstrated your passion and enthusiasm for the work that you do.
 - Tell us about a recent project/task you worked on that demonstrated the standards you've set for yourself.
 - Tell us about a time when you exceeded the needs/expectations of a consumer.
 - Tell us about a time you promoted awareness about your field in the community.
 - Tell us about a time you worked with others to achieve a common goal.
 - Tell us about a time you encountered setbacks or obstacles in a project/task, and how you overcame the obstacles.
 - Give an example of a time when events occurred at work resulted in reducing your enthusiasm. How did you motivate yourself and your team?
 - Describe a situation where you actively took steps to build team spirit and encourage others to complete a goal or objective.
 - Tell me about the methods you use to motivate others to be committed and work hard.
 - Tell us about a time you were asked to represent your organization in a public setting (e.g. community event, conference, etc.).
 - Tell us about a time when you felt proud of the work that you do within your organization.
 - Describe a time when you communicated your organization's vision to peers in an effort to help them understand the reason for goals and objectives for a client or department.
-

Lead and Develop Others

Identify which targeted competency question(s) you will ask:

- Can you tell me about a time when you took on a leadership role?
 - Describe a time when you had to lead a group to achieve an objective.
 - Can you tell me about a time when you led a group of people to work together effectively?
 - Can you give me an example of a time when you helped your team deal with a difficult decision or situation?
 - Tell me about a time when you had an opportunity to demonstrate leadership of a team or group.
 - Describe a situation where you had to ensure that your actions spoke louder than your words to others.
 - Can you tell me about a time when you solicited and used the team's input to help make decisions or plans?
 - Tell me about a time when you got others to believe in your mission, goals or strategy. What did you do?
 - Tell me about a time when you coached an employee or peer to complete a task or assignment.
 - Can you tell me about someone who became successful as a result of the steps you took to coach/develop them?
 - Describe a time when you feel you contributed to someone's ability to complete a task and work independently.
 - Tell me about a time when you had an opportunity to develop the knowledge, skills or abilities of another person.
 - Tell me about a time when you provided feedback to someone about their performance (for developmental purposes).
 - Describe a time when you provided coaching and support to further an individual's long-term development.
 - Can you tell me about a time when you took steps to create a supportive learning environment to facilitate growth and development?
-

Hold Self and Others Accountable

Identify which targeted competency question(s) you will ask:

- Tell me about a situation when you had to deal with a direct report who wanted something that you felt was unreasonable. How did you handle the situation?
 - Can you describe a time when you set and communicated clear performance goals, measures, and perspectives?
 - Describe a time when you recognized that a member of your team had a performance deficiency/difficulty.
 - Can you tell me about a time when the details of a task you had assigned to someone were misinterpreted? What happened and what did you do?
 - Describe a time when you felt an employee was not meeting the performance standards. What did you do?
 - Tell me about a time when you confronted an individual/direct report about a performance issue.
 - Can you tell me about a time when you had to deal with an employee with a serious performance issue where termination was a possibility?
-

Appendix B: Interview Scorecard

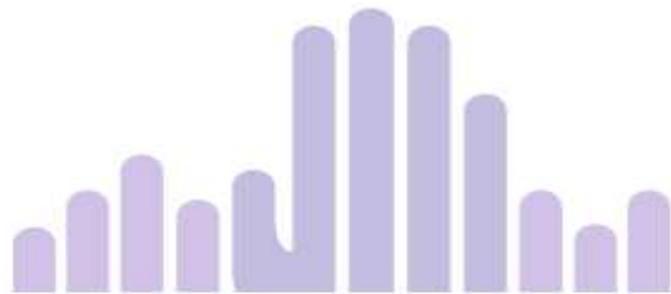
Interview Questions (60%)	____ / 32 (Target level for supervisors based on selected competencies = ____)					
*customize based on job description (e.g. training, education, experience requirements)	Unacceptable 20%	Needs Improvement 40%	Meets Expectations 60%	Exceeds Expectations 80%	Outstanding/Exceptional 100%	
Relevant Supervisor Experience (20%)	____ Score = 2.12	____ Score = 4.24	____ Score = 6.36	____ Score = 8.48	____ Score = 10.6	____ / 10.6
Relevant Education (10%)	____ Score = 2.12	____ Score = 2.12	____ Score = 3.18	____ Score = 4.24	____ Score = 5.3	____ / 5.3
Relevant Training (10%)	____ Score = 0	____ Score = 2.12	____ Score = 3.18	____ Score = 4.24	____ Score = 5.3	____ / 5.3
(Target total score for a supervisor based on selected competencies = ____)					Total:	____ / 53.2

Appendix C: Sample Supervisor Interview Guide

Intervenor Services Human Resource Strategy Best Practices in Human Resources Sub-Committee

Behavioural-Based Interview Guide Role: Supervisor

Candidate Name:	
Position:	
Interviewer Name(s):	
Date:	



Competency Model for the Supervisor Role

Competencies	Target Level
Competency Cluster: Be Your Best Self	
Act with Integrity	4
Be Flexible	3
Commit to Personal Growth and Development	3
Competency Cluster: Build Bonds	
Engage, Influence and Advocate	3
Work as a Team	4
Deliver Excellence	
Demonstrate Creative Problem Solving and Decision Making	3
Demonstrate Financial Acumen	2/3*
Plan and Coordinate	3
Show Passion, Enthusiasm and Dedication	3
Lead and Engage Others	
Lead and Develop Others	3
Hold Self and Others Accountable	3/4*

Build Rapport

- Introduce yourself and your role;
- Thank the applicant for coming in for the interview;
- Provide a brief overview of the position; and
- Explain the structure of the interview, such as, “We have a number of questions to ask you today to help us determine if there is a match between your interests and capabilities for the role. We will be taking detailed notes during the interview so that we can remember all the information you share with us today. To enable our organization to make the best hiring decision, I would like to start by spending a few minutes discussing your previous work related experience and your career history.”

Review the Candidate’s Career History

- What is/was your position?
- What are/were your responsibilities?
- Do/did you have any direct reports? If so, how many?
- What key skills are/were required in the job?
- Do you have any other educational accomplishments that are not indicated on your résumé?
- Explore any gaps in employment.

Note: While exploring the candidate’s career history, remember to ask the candidate what caused them to make the job choices they did along the way, as relevant.

Notes:

Conduct Behavioural-Based Interview

“We’re now going to move into the behaviour-based part of the interview. The purpose of this phase of the interview is to gather information about you and how you do your job to get a more detailed understanding of the behaviours you use to get things done, and determine how well these align with the behaviours required for the role you have applied for. This will give us insight into the competencies you’ve demonstrated in the past, because our approach is based on the premise that what you’ve done in the past is the best predictor of what you’re likely to do in the future.

I’m going to ask you several questions where I’d like you to answer by providing examples from current or past work experience. Once again, these should be situations that have happened in the recent past – ideally within the last 1-2 years – and should be ones where you were principally involved.

I’ll ask you to walk me through the situation in detail, describing the actions you took in that situation. I want to be able to understand what it is you did, said, thought and felt as if I were there with you.

Finally, I’ll ask you for the results/outcome of the situation – how did it end up?

Do you have any questions before we get started?”

Act with Integrity

Sample Question:	
<i>Can you tell me about a time when you had to take an action that was consistent with what you thought was important, or, in other words, had to “walk the talk”?</i>	
Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • Who was involved? • What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?
Candidate Competency Level	Target Competency Level
	4

Be Flexible

Sample Question:	
<i>Can you tell me about a time when you changed your approach or priorities to meet others' expectations?</i>	
Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • What led up to the situation? • Who was involved?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?
Candidate Competency Level	Target Competency Level
	3

Engage, Influence and Advocate

Sample Question:	
<i>Describe a recent situation in which you convinced an individual or a group to do something.</i>	
Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • Who was involved? • What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?
Candidate Competency Level	Target Competency Level
	3

Work as a Team

Sample Question:	
<i>Give a specific example of a time when you were involved in a conflict at work. Describe your approach to conflict resolution. Was your approach effective? Why or why not?</i>	
Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • Who was involved? • What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?
Candidate Competency Level	Target Competency Level
	4

Demonstrate Creative Problem Solving and Decision Making

Sample Question:	
<i>Describe a situation in which you had to come up with a creative or unique solution to a problem.</i>	
Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • Who was involved? • What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?
Candidate Competency Level	Target Competency Level
	3

Plan and Coordinate

Sample Question:	
<i>Tell me about a time when you have had to re-prioritize in response to changing business requirements/strategic needs.</i>	
Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • Who was involved? • What led up to the situation?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?
Candidate Competency Level	Target Competency Level
	3

Show Passion, Enthusiasm and Dedication

Sample Question:	
<i>Describe a situation where you actively took steps to build team spirit and encourage others to complete a goal or objective.</i>	
Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • What led up to the situation? • Who was involved?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?
Candidate Competency Level	Target Competency Level
	3

Lead and Develop Others

Sample Question:	
<i>Tell me about a time when you had an opportunity to demonstrate leadership of a team or other group.</i>	
Context:	Probes: <ul style="list-style-type: none"> • Give me a brief overview of the situation. • What led up to the situation? • Who was involved?
Actions:	Probes: <ul style="list-style-type: none"> • What happened first/next? • What did you do? • What did you say? • What were you thinking? • What/how were you feeling?
Results/Outcome:	Probes: <ul style="list-style-type: none"> • What was the result/outcome of the situation? • How did you feel?
Candidate Competency Level	Target Competency Level
	3

Close the Interview

Do you have any questions for us?

“Thank you for your time today and your interest in the position. We will review all of the information provided, and will likely make a selection decision in the next couple of weeks. We will be in touch with you by _____ (specify a date, if possible).”

Interview Scorecard

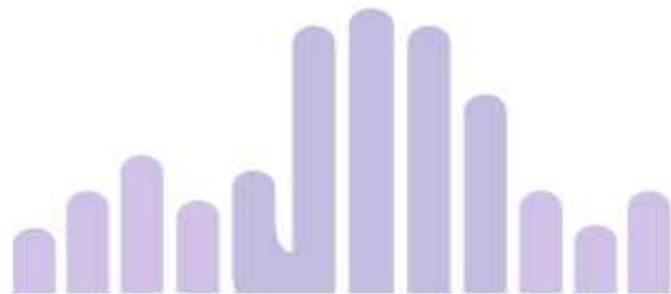
Note: based on 5-point rating scale; 60% = meets expectations.

Interview Questions (60%)	____ / 32 (Target level for Supervisor based on selected competencies = 26)					
	Unacceptable 20%	Needs Improvement 40%	Meets Expectations 60%	Exceeds Expectations 80%	Outstanding/Exceptional 100%	
*customize based on job description (e.g. training, education, experience requirements)						
Relevant Supervisor Experience (20%)	No experience Score = 0	Less than 1 year Score = 4.24	1-3 years Score = 6.36	3-5 years Score = 8.48	5+ years Score = 10.6	___ / 10.6
Relevant Education (10%)	No education Score = 0	Incomplete degree/diploma Score = 2.12	Completed degree/diploma in related field Score = 3.18	_____ Score = 4.24	_____ Score = 5.3	___ / 5.3
Relevant Training (10%)	No relevant training Score = 0	_____ Score = 2.12	List required training Score = 3.18	_____ Score = 4.24	_____ Score = 5.3	___ / 5.3
(Target total score for a supervisor based on selected competencies = 38.72)					Total:	____ / 53.2

Appendix D: Supervisor Competency Dictionary

Intervenor Services Human Resource Strategy Best Practices in Human Resources Sub-Committee

Supervisor Competency Dictionary



Competency Model for the Supervisor Role

Competencies	Target Level
Competency Cluster: Be Your Best Self	
Act with Integrity	4
Be Flexible	3
Commit to Personal Growth and Development	3
Competency Cluster: Build Bonds	
Engage, Influence and Advocate	3
Work as a Team	4
Deliver Excellence	
Demonstrate Creative Problem Solving and Decision Making	3
Demonstrate Financial Acumen	2/3*
Plan and Coordinate	3
Show Passion, Enthusiasm and Dedication	3
Lead and Engage Others	
Lead and Develop Others	3
Hold Self and Others Accountable	3/4*

*Depending on the agency and its expectations of the role.

Act with Integrity

This competency reflects the ability to demonstrate and be sensitive to the core values of the profession, agency and sector. It includes using sound ethical judgment in an ethically complex work environment, and interacting respectfully, professionally and honestly with consumers, families and the community at large.

<p>Level 1</p>	<p>Demonstrate personal integrity toward core values of the profession and workplace</p> <ul style="list-style-type: none"> • Demonstrate an awareness of, and concern for, the core values and goals of the profession of deafblind intervention; • Seek guidance on the norms and guidelines of the profession to understand the rationale behind them; • Demonstrate honesty, confidentiality, fairness, respect, tact and sensitivity to personal/professional boundaries, and keep personal biases aside; • Take responsibility for their own actions and accountability for mistakes; and • Act in accordance with the Intervenor Code of Ethics or other relevant codes of ethics.
<p>Level 2</p>	<p>Act consistently with professional values and ethics</p> <ul style="list-style-type: none"> • Seek to fully understand the facts and interests of all concerned when confronting ethical issues and dilemmas, and reflect on viable options in search of optimal solutions; • Consistently attempt to apply the core values and ethics of the profession to daily work; • Encourage individuals to raise, discuss, and address ethical issues; • Openly acknowledge personal errors of judgment, without being prompted by others; and • Decide to speak out, even if it may hurt a trusted relationship when it's the right/most ethical choice.
<p>Level 3</p>	<p>Act on values and ethics when it is not easy to do so</p> <ul style="list-style-type: none"> • Recognize when workplace practices go against professional ethics, and question discrepancies when there are personal risks involved; • Practice ongoing inquiry and dialogue into the practical meaning and application of the core values and ethics of the profession, and encourage others to do the same; • Adhere to all ethical standards, and hold others accountable for doing the same; and • Address others who are not demonstrating ethical and professional behaviour (e.g. colleagues, supervisor, manager) in a professional manner.
<p>Level 4</p>	<p>Create an environment that nurtures ethical, professional, and values-based behaviours</p> <ul style="list-style-type: none"> • Generate enthusiasm and commitment to the ethics, values and professionalism of Intervenor Services for individuals who are deafblind; • Consistently model and make decisions aligned with professional and agency values and ethics; • Set high standards for the team and/or agency when serving individuals who are deafblind; • Establish processes and procedures that help people integrate values and ethics into making decisions;

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| | <ul style="list-style-type: none">• Explain and develop ethical knowledge, standards, and conduct in others; and• Challenge persons in positions of authority (e.g. senior management) to act on the values and ethics of the agency and sector. |
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Be Flexible

This competency reflects the ability to adapt to, and work effectively within, a variety of situations and with various individuals or groups. It involves being open to and flexibly responding to different needs and perspectives, as well as accepting changes in tasks, responsibilities or job requirements.

Level 1	Accept the need for flexibility <ul style="list-style-type: none">• Understand and respect differences in needs, perspectives, working styles and priorities, and the need to tailor your approach accordingly;• Acknowledge that people are entitled to their opinions, and accept them when they differ from your own;• Recognize that consumers have very different needs, attitudes, and abilities; and• Project an open mind and attitude to changing needs and situations.
Level 2	Be responsive in the moment <ul style="list-style-type: none">• Change your approach to get a job done or meet the team's needs;• Adapt to situations when things do not go as planned or to meet changing demands;• Respond flexibly to consumers' changing requests and needs (e.g. including changing client moods and behaviours); and• Manage multiple tasks by placing one or more on hold to handle an immediate need, and then return to the original tasks.
Level 3	Adapt your approach <ul style="list-style-type: none">• Use good judgment to decide when a situation requires regular procedures or guidelines to be altered;• Evaluate a situation and decide which approach to take based on the demands of the situation or the needs of the consumer;• Explore different and creative possibilities and approaches; and• Accept that people have different working styles, and adapt your own approach to work with them and best meet the needs of team.
Level 4	Adapt overall approach <ul style="list-style-type: none">• Change the overall plan, goal or project (i.e. what you're trying to accomplish) to fit the situation, when appropriate;• Question and revisit the validity of your own and/or the team's ideas and approaches, and change the strategy when your existing approach proves ineffective; and• Make agency recommendations and/or changes to meet the needs of specific situations (e.g. changes in funding, delivery of services).

Commit to Personal Growth and Development

This competency reflects the ability to continually develop and enhance one’s personal and professional skills, knowledge, and abilities. This involves regularly reflecting on your performance and abilities, seeking feedback from others (e.g. manager, colleagues, consumers), and taking action based on their feedback.

Level 1	<p>Work to maintain and develop skills and abilities</p> <ul style="list-style-type: none"> • Develop the knowledge, skills, and abilities required to perform the job effectively; • Understand the need for ongoing training and learning; • Take appropriate steps to update skills and abilities to continue to be effective in your role; and • Respond positively to feedback and suggestions.
Level 2	<p>Seek opportunities to learn and improve</p> <ul style="list-style-type: none"> • Demonstrate a desire to enhance your knowledge, skills, and abilities; • Reflect on your performance to understand your strengths and opportunities for development, as well as how you can improve your interactions/intervention with consumers; • Regularly seek feedback and suggestions from others to enhance performance; and • Keep up-to-date with new information, methods, technologies, approaches and best practices (e.g. by reading, liaising with contacts, attending training, etc.).
Level 3	<p>Proactively address development and apply learning</p> <ul style="list-style-type: none"> • Take the initiative to identify and seek opportunities to develop skills and further knowledge in areas that require development; • Prepare a self-development plan to develop skills and improve performance; • Seek opportunities to incorporate new ideas, knowledge and skills to more effectively manage tasks and challenges (e.g. improve the intervention process, leadership skills, communication skills, problem solving skills, etc.); • Adapt work habits, routines or approaches to incorporate new learning, training and development to enhance performance; and • Share what you have learned with others.
Level 4	<p>Model a learning orientation</p> <ul style="list-style-type: none"> • Readily critique your own abilities, and invite the same from others; • Focus on enhancing performance, not on “saving face;” • Encourage and support others in developing new skills to enhance performance; and • Create an environment where mistakes are viewed as learning opportunities.

Engage, Influence and Advocate

This competency reflects the ability to encourage or influence others (e.g. consumers, team members, community partners, government) to motivate or gain their commitment and support. It involves giving voice to others who cannot speak for themselves or communicate their needs, or enabling others to self-advocate.

Level 1	<p>Encouraging others using a single approach</p> <ul style="list-style-type: none"> • Use facts and logic to encourage others, without adapting to their interests; • Make clear, logical, and succinct arguments when presenting your own position or speaking on behalf of the consumer; • Provide objective and accurate information to professionals; • Use concrete examples, visual and tactile aids, demonstrations, etc. to influence others; • Outline the positive/negative factors of different options and approaches; • Convey ideas in a way that is easy to understand; and • Make two or more different arguments or points in a presentation or a discussion.
Level 2	<p>Adapt your approach to the individual, group or situation</p> <ul style="list-style-type: none"> • Adapt your style, language or content to gently engage, encourage, inform, or educate; • Anticipate and prepare for other people’s reactions; • Listen and be sensitive to the needs, concerns, interests and views of others, and adapt your approach accordingly; • Change things when the first attempt to influence or advocate fails – do not be afraid to try a different approach; and • Evaluate your approach and the needs of the consumer or the team when advocating on their behalf or supporting them in advocating for themselves.
Level 3	<p>Carefully plan your approach</p> <ul style="list-style-type: none"> • When advocating for others (e.g. for consumers who cannot advocate for themselves), prepare an approach that is tailored to the individual or group to be influenced; • Anticipate areas where support or encouragement will be required, and work proactively to garner support; • For consumers who can self-advocate, help create the right environment for this to happen; • Solicit and engage the support of like-minded individuals or other third parties to help educate or influence others; • Use a combination of logical arguments, personal conviction, and passion to create a winning case when advocating for others; and • Collect and provide objective, accurate information to professionals on behalf of the consumer, and collaborate with them as directed.
Level 4	<p>Advocate for the needs of consumers</p> <ul style="list-style-type: none"> • Be an advocate for the sector, the agency, the consumer, and the intervenor by developing deliberate, long-term influencing strategies; • Build internal and external relationships, networks and alliances, and leverage them to garner and sustain support; • Move a group toward a specific outcome based on an in-depth understanding of group interactions or dynamics; • Foster “behind the scenes” support for ideas; and • Grow and continuously maintain a network of contacts and resources to support initiatives or causes.

Work as a Team

This competency reflects the ability to collaborate and work cooperatively with others (e.g. consumers, co-workers, occupational therapists, behavioural specialists, physicians, family members, etc.) to achieve shared goals, and deliver outstanding service for consumers and families.

<p>Level 1</p>	<p>Collaborate with others</p> <ul style="list-style-type: none"> • Be a team player, share information, and see the benefits of working as a team; • Promote a friendly, cooperative environment; • Keep others informed and up-to-date about what is happening in the agency, and with each consumer; • Share expertise and insight with others (e.g. through team discussions, brainstorming sessions); • Clearly understand the goals of the team as well as the roles and responsibilities of each team member; and • Treat other team members with respect, and recognize that each person’s contribution, talents, skills, culture and background are valuable and essential to the overall success of the team and agency.
<p>Level 2</p>	<p>Value others and solicit input</p> <ul style="list-style-type: none"> • Genuinely value others’ input and expertise, and encourage all team members to contribute; • Recognize and build on the good ideas of others; willingly seek feedback on ideas; • Help and encourage others to learn new and different parts of their roles by sharing knowledge, experience, and information; • Respect the expertise of others, and seek opportunities to learn from them; and • Recognize where strengths lie within and across the team and/or agency, and leverage their resources – make the best use of people’s talents.
<p>Level 3</p>	<p>Encourage Others</p> <ul style="list-style-type: none"> • Recognize others who have performed well; • Encourage and empower others to make them feel valued; • Demonstrate commitment to important initiatives by actively contributing to the efforts of the team and recognizing the contributions of team members; • Readily provide guidance or support to new team members or other teams to facilitate learning; • Encourage people to continue their efforts when they become discouraged; and • Put the goals of consumers, the team and agency ahead of one’s own individual needs and wants.
<p>Level 4</p>	<p>Work to build team commitment and spirit</p> <ul style="list-style-type: none"> • Act to promote a friendly climate and good working relationships (with colleagues, stakeholders, other teams, community partners, board, government, etc.) • Work to resolve conflicts within or across teams by clarifying understanding, listening for underlying concerns, and identifying areas of agreement and disagreement • Align multiple perspectives to best meet the needs of the consumers, families and other stakeholders

Demonstrate Creative Problem Solving and Decision Making

This competency reflects the ability to implement and execute creative ideas and solutions to solve problems and make decisions. This involves understanding the situation, gathering information, weighing alternatives, and choosing the most appropriate solution or course of action. This competency includes going beyond conventional approaches to exploring creative ideas.

Level 1	Use a common sense approach to solve problems <ul style="list-style-type: none"> • Use common sense and past experience to begin assessing problems or issues; • Recognize when a problem or situation requires a decision or approach that is new or different; • Break problems down into lists, activities, or tasks; • Participate in developing viable solutions or recommendations to typical problems; and • Recognize the cause and effect relationship between aspects of a problem or situation.
Level 2	Analyze problems or decisions and propose solutions <ul style="list-style-type: none"> • Do research to gather information to solve problems and make decisions; • Identify the cause-and-effect relationship between two aspects of a situation; • Identify the positive/negative factors and the impacts of different solutions to make decisions in the best interests of consumers and the agency; • Look beyond the facts to understand less obvious implications; • When examining information, see patterns, trends, or missing pieces and what is relevant to the problem or decision; and • Seek the input of others, incorporating creative suggestions and ideas to solve problems or make decisions.
Level 3	Think creatively to identify options and solutions <ul style="list-style-type: none"> • Generate multiple alternative solutions, evaluating the risks and benefits to choose the best one, and then implement them; • Think imaginatively – “outside the box” – to develop creative solutions or options; • Try different solutions while ensuring you maintain a safe environment; • Modify and apply concepts, ideas, or solutions that have been used in other environments; and • Analyze relationships among several parts of a problem or situation (e.g. anticipate obstacles and think ahead about next steps).
Level 4	Solve complex problems <ul style="list-style-type: none"> • Think beyond the immediate issues, and consider the implications that decisions may have over the long-term; • Use several analytical or creative techniques to fully understand and solve complex problems; • Consistently make sound decisions when faced with competing/ambiguous priorities; • Generate imaginative or unique solutions to problems facing consumers or the agency; and

	<ul style="list-style-type: none"> • Create new approaches or ways of thinking that are not obvious to others and that will lead to changes in approaches, processes, direction, etc.
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Demonstrate Financial Acumen

This competency reflects the ability to manage finances and resources to maximize results. It includes understanding financial management principles and reporting requirements, and effectively managing the agency’s funding through careful planning and monitoring of resources (e.g. financial and other).

Level 1	<p>Understand the importance of how finances and resources are managed</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the funding and budgeting process; • Be familiar with financial reporting requirements; • Understand that Intervenor Services operate through funding, requiring individuals to be fiscally responsible; and • Understand how effective management of resources (e.g. time, materials, full-time employees, etc.) contribute to the overall success of the agency and services provided to consumers.
Level 2	<p>Manage finances and resources</p> <ul style="list-style-type: none"> • Understand that the agency is a business, and individuals must demonstrate fiscal responsibility; • Manage finances within the allocated budget; containing costs and effectively allocating financial resources; • Keep accurate records of costs and expenditures for reporting purposes, and prepare financial reports; • Treat agency resources as if they are your own – make fiscally responsible decisions; and • Control costs, monitor expenditures, and individual expenses.
Level 3	<p>Seek to improve financial and resources management</p> <ul style="list-style-type: none"> • Enhance the management of operations and finances without compromising the quality of programs or services; • Consult with other agencies to identify what they are doing well with respect to managing finances and resources; • Share resources and expertise to achieve overall agency objectives and consumer outcomes; • Mobilize resources in the most cost efficient way possible for optimal service delivery; and • Promote and model effective use of resources.

Level 4	<p>Make financial and resource management a priority</p> <ul style="list-style-type: none"> • Find new ways to maximize financial management and efficiency; • Identify trends and patterns across the agency and/or sector, and make connections when preparing financial plans, and managing funds/finances; • Obtain ongoing information and feedback about resource utilization to make timely, effective decisions; and • Look up to one year ahead to determine future funding and resource requirements.
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Plan and Coordinate

This competency reflects the ability to plan and coordinate work, and execute individual and team activities in a way that promotes achieving individual, agency, and consumer objectives.

Level 1	<p>Plan own work activities</p> <ul style="list-style-type: none"> • Use time wisely to complete tasks/projects on schedule by planning your own work efficiently; • Keep appropriate people informed about progress on tasks or projects; and • Ensure you have the resources you need to complete your work.
Level 2	<p>Manage multiple priorities</p> <ul style="list-style-type: none"> • Demonstrate the ability to multi-task, and prioritize a variety of competing tasks in a fast-paced environment; • Determine the relative importance of tasks/activities, and transition to new/different tasks efficiently; • Ensure tasks/deliverables are completed while maintaining or improving the quality of programs, processes, or services; and • Develop plans for simple projects that involve determining milestones, organizing resources, assessing the impact of the project on others, and communicating progress/updates at appropriate stages.
Level 3	<p>Coordinate activities involving others within one's team</p> <ul style="list-style-type: none"> • Prioritize the team's involvement on several initiatives simultaneously; • Organize schedules, work, and the environment to maximize efficiency; • Be flexible in adjusting schedules to meet consumers' needs (within reason); • Anticipate and be prepared to effectively deal with problems or roadblocks; and • Seek ways to improve the allocation of resources to better meet consumer needs.

Level 4	Plan and execute broader and more complex projects <ul style="list-style-type: none">• Develop and implement efficient work plans for complex projects involving multiple groups;• Demonstrate an understanding of the relationships between different internal and external stakeholder groups to coordinate involvement in large-scale projects; and• Coordinate the utilization of cross-agency resources, as appropriate, to deliver agency or sector-wide projects.
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Show Passion, Enthusiasm and Dedication

The belief in, and passion for, enhancing the lives of individuals who are deafblind, and being a champion for them, enabling them to live rich, meaningful lives. It is about demonstrating through words and actions a true commitment to supporting and promoting the interests and priorities of individuals who are deafblind, the agency and the sector as a whole.

Level 1	<p>Believe in providing service to those who are deafblind</p> <ul style="list-style-type: none"> • Have a working knowledge of the sector, its goals, and its services; • Speak positively about the work, the agency, and the sector; • Respect the way things are done in the agency and the profession and perform as expected; • Act consistently with the agency’s values, principles, and goals; and • Understand the link between one’s day-to-day activities and the overall purpose of the agency and the sector.
Level 2	<p>Do what is right for individuals who are deafblind, the agency and the sector</p> <ul style="list-style-type: none"> • Show passion, commitment, and pride in working with individuals who are deafblind; • Speak enthusiastically about the intervenor role and one’s involvement in improving the lives of others; • Make choices and set priorities that fit the agency’s needs, values, principles, and goals, and work with others toward a common goal; and • Participate in activities or events to provide consumers with unique experiences.
Level 3	<p>Demonstrate strong personal conviction and commitment</p> <ul style="list-style-type: none"> • Take the initiative to participate in meaningful activities and projects (e.g. charitable events, fundraisers) outside one’s role/responsibilities for the benefit of consumers and their families; • Demonstrate strong personal commitment to and optimism for individuals who are deafblind and the sector; • Motivate others through enthusiasm and commitment to community involvement; and • Seek opportunities within the community to promote and raise awareness about deafblindness and the services provided.
Level 4	<p>Place the highest priority on moving the sector forward</p> <ul style="list-style-type: none"> • Lobby local government on behalf of the deafblind community on issues such as accessibility, housing, and access to services; • Continually explore new ways to increase the impact and reach of programs and services and to drive the importance of professionalizing the sector; and • Develop programs and services that are designed to make a difference and encourage, motivate, and engage others.

Lead and Develop Others

This competency reflects the ability to energize and develop agency staff to create a climate in which they are motivated to do their best.

Level 1	<p>Provide clarity</p> <ul style="list-style-type: none"> • Engage in regular communication with staff to give them direction, keep them informed, and provide rationale for decisions; • Identify clear work priorities for the team; • Make sure the team understands what is expected of them and how they're performing; and • Give specific instructions and/or on-the-job training.
Level 2	<p>Enable the team to function effectively</p> <ul style="list-style-type: none"> • Solicit input from team members to encourage their ideas and contributions; • Involve the team in planning, problem solving, and decision making on matters that impact them; • Identify and provide resources required for the team to work effectively; • Support team members, especially during difficult times (e.g. take the time to discuss their concerns and answer their questions); • Help others learn new skills and acquire new knowledge, and ensure they receive the required formal or informal training to meet personal/professional goals; • Give specific, constructive feedback for developmental purposes; and • Assess the strengths and development needs of team members, and work with them to establish development plans based on their needs and interests.
Level 3	<p>Engage and empower the team</p> <ul style="list-style-type: none"> • Create a positive environment to enable the team to perform at its best (e.g. hire the right people, conduct team meetings, effectively manage performance and workload); • Clearly and consistently communicate the agency's priorities, and how they link to the agency's goals and consumer outcomes; • Provide or secure needed support and development for individuals and the team as a group; • Give staff specific opportunities, wherever possible, to grow and stretch their capabilities and practice new skills (e.g. delegate routine tasks); • Coach staff on an ongoing basis to support and foster their development; • Create an environment where mistakes are considered as opportunities for learning; • Find solutions to alleviate stress, and support the team in challenging times; and • Celebrate success, and openly recognize individuals and the team by acknowledging their performance(s).
Level 4	<p>Communicate a compelling vision and sense of purpose</p> <ul style="list-style-type: none"> • Communicate a clear vision of future success for the agency and/or the sector that is compelling and engaging; • Believe in and inspire confidence in the vision; • Talk about possibilities; be optimistic about the future; • Set a good example by personally modelling the desired behaviour(s); • Be aware of people's aspirations; hold career discussions to support their growth;

	<ul style="list-style-type: none"> • Provide in-depth mentoring, coaching, or training.
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Hold Self and Others Accountable

This competency reflects the ability to hold oneself and others accountable for meeting the highest standards. It involves consistently monitoring one's own and others' performance, and appropriately and effectively taking corrective action to improve performance.

Level 1	Hold self accountable <ul style="list-style-type: none"> • Seek guidance/clarity on standards and expectations; • Regularly reflect on your own performance relative to expectations, and identify areas for improvement; • Admit to mistakes, and take responsibility for correcting them; and • Follow through on commitments.
Level 2	Communicate performance expectations <ul style="list-style-type: none"> • Clearly communicate performance expectations to staff, and stress the importance of honouring commitments; • Regularly engage in dialogue regarding what constitutes positive and negative performance; • Make needs, responsibilities, priorities, and requirements clear for team members; • Ensure team members understand the agency's values, programs, policies, and standards; • Link individual accountabilities to agency objectives; and • Set specific milestones to measure progress toward targeted objectives and monitor performance
Level 3	Monitor performance <ul style="list-style-type: none"> • Monitor performance against clear standards; • Explain the consequences of under-performance and non-compliance with performance standards; • Give corrective feedback privately when performance is not meeting standards; and • Follow through with interim checkpoints to communicate to people how they are performing.
Level 4	Address performance issues <ul style="list-style-type: none"> • Confront others about performance issues directly, honestly, and privately; • Enforce consequences and take appropriate actions when people do not meet expectations ; • Know when to take a strong stand in dealing with problematic behaviours or poor performance; and • Implement disciplinary procedures when multiple actions to address ongoing poor performance have been unsuccessful.

