

FULLY UPDATED EDITION OF THE BEST-SELLING GUIDE

YOU'RE
HIRED!

IMPRESSIVE INTERVIEW ANSWERS

Ceri Roderick



CONTENTS

List of activities	vi
About the author	vii
Acknowledgements	viii
Introduction to the 2nd edition	1
How to navigate this book	2
Chapter 1 What is a competency and what is a competency-based interview?	7
Exploring competencies	8
Structured competency-based interviews	10
What is the structure and process of the interview?	13
How will the interview be conducted?	15
Why are competency-based interviews used at all?	16
What is the interviewer looking for?	18
Chapter 2 Preparing for the interview	21
Perfecting your preparation	22
Researching the organisation/department	23
Where to find information	24
Understanding their competencies/criteria: what are they looking for?	28
Researching the interview situation	31
Researching yourself: assets and risks	36
Chapter 3 During the interview	41
Arriving for the interview	42
The interview situation	42
Building rapport	43
Being authentic and credible	45
The way you answer questions	47
Closing the interview	48
The parting shot	49

Chapter 4 Task-based questions: example interview answers	51
Putting the CAR model to work	52
Recognising task-based questions	52
Preparing to respond to task-based questions	53
Example interview questions	54
Entry level	54
Graduate/trainee management level	57
Middle management level	64
Senior management level	68
 Chapter 5 Thought-based questions: example interview answers	 75
Thought-based questions	76
Recognising a thought-based interview question	76
Preparing to respond to thought-based questions	77
Example interview questions	78
Entry level	79
Graduate/trainee management level	80
Middle management level	88
Senior management level	93
Further practice questions	100
 Chapter 6 People-based questions: example interview answers	 103
What are employers looking for in terms of people skills?	104
Recognising people-based questions	104
Preparing to respond to people-based questions	105
Example interview questions	106
Entry level	106
Graduate/trainee management level	108
Middle management level	111
Senior management level	120
 Chapter 7 Non-competency-based questions – but still tough!	 125
Dealing with non-competency-based questions	126
CV- and chronology-based questions	127
Knowledge-based questions	129
Hypothetical questions	130
Vague or general questions	133
Self-evaluation, self-disclosure and motivation questions	134

Chapter 8 Troubleshooting	139
Before the interview	140
During the interview	142
Chapter 9 And finally	149

LIST OF ACTIVITIES

1.	Identifying competency-based questions	12
2.	Job and person specifications	25
3.	Practise using CAR	53
4.	Gathering your thoughts	77
5.	Introducing change and improvement	85
6.	Review your thought leadership experience	93
7.	Mock interview	100
8.	Are you a people person?	105

INTRODUCTION TO THE 2ND EDITION

Since the first edition of this book a few things have changed, but thankfully not the key skills of doing well at an interview. Since Covid and lock-down, a trend that was already emerging has accelerated, namely remote online interviewing. I now give this explicit attention in a new section because there are some important tips to help you do your best in these situations. I have also broadened the scope of the guidance to include entry-level job applications because it has become more and more common for rigorous interviews to be used at this first job career stage. It is never too soon to start getting good at interviews! So, I have included example questions and answers pitched at those of you entering work from school or from further education.

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, they are not intended to be deliberately intimidating or designed to trip you up; they are simply designed to be very thorough. The plus side of this is that if you handle them well they also give you the best opportunity to show yourself in a good light. This book is designed to make sure that you do handle them well and, by following my guidance and tips, you’ll be well armed to face the toughest of interviews.

As mentioned above, the first edition of this book was mainly aimed at people applying for graduates, middle and senior management roles. However, over recent years it has become more common for structured, competency-based interviews to be used for all levels of job application – from school leavers right up to company directors and I have broadened the scope of the book accordingly.

Think about what any employer wants to know: is this person honest, reliable, hard working, easy to get along with? But how do they assess this when they

are talking to you? Most large employers – and increasingly smaller employers too – don't trust their luck or their personal instincts; they use rigorous interviews. However, at the start of any selection process you probably won't know what kind of interview you will face. With luck – and probably with most large organisations – the process will be professional and rigorous; good! This is to your advantage! If you are unlucky you might be faced with an incompetent interviewer (I have met a lot of them!) who will have only a vague idea of what they are looking for. At this point you have a couple of options; you can use the advice in this book to help them do a better job, or you can ask yourself if you really want to work for an organisation that does such a poor job of recruitment?

This book focuses on a particular type of interview – the structured competency-based interview; experienced recruiters use them a lot and these are probably the toughest interviews you will come across. With the right knowledge, preparation and work experience, though, you can actually turn this situation around and make it the most straightforward interview you have. We'll explain more of why that is so 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 a threat to you. On the contrary, you're more likely to do well and get the job you want.

So, this book gives you a rich resource to help you prepare for that job winning interview. While 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 of managing them 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, and if you have interview experience you may know exactly what area you want to focus on and 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 education experience, 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, give you a shorthand way of understanding different competencies more easily and how, in an interview, these are tested and explored.

Chapter 2: Preparing for the interview

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 potential sources of preparatory information and what the different aspects of preparation are. If you already understand all about competency-based interviews you might want to start here.

Chapter 3: During the interview

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 puts you in the best light possible. You might have all the right attributes but you have to get them out there where the interviewer can see them.

Chapters 4–6 deal with the three broad competency areas I will outline in Chapter 1. This is the section of the book where I share a range of questions and what effective and less effective answers look like. I'm not giving you the answers, that wouldn't be possible, but by working with the structure from Chapter 1 and by giving you examples of what a strong or weak response would look like in practice, I 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

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 competence based. You can't avoid them when this happens, so this chapter addresses how you can respond to these types of questions, again giving you examples.

Chapter 8: Troubleshooting

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

The book will not blind you with science, but inevitably there will be some places where I 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 while 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 while it might 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 might 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 if an organisation’s processes are fair, thorough and relevant to the job that you are going for. I know from my 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.

Many years ago I was involved as an external observer at an interview process that was going wrong! The organisation had forgotten that candidates were making judgements about them at the same time as they were trying to assess the candidates. The process had become so ham-fisted and poorly run that candidates were walking out in exasperation. So, be a critical consumer – are these people you really want to work with?

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

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.

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 to your best at interviews.

Competencies

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 competence. The timely and accurate descriptors – the ‘how’ bit – make this a competence. 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 so that they can be applied across a range of jobs in the organisation. So, coming back to the example from above, ‘Producing accounts in a timely and accurate manner’ is very specific; it only applies 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 other roles 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 and 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 oriented
- analytical thinking
- influencing and persuading
- energy and drive
- judgement and decision-making
- motivating others.

The nine competencies shown 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 the ones 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 it is 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 will 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 broader areas; this gives you a very useful shorthand for understanding the competencies of an organisation much more easily. These three areas are as follows:

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

As you can see from the much shortened list above, 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 exclusively on ‘thought’ to the exclusion of all else; it’s highly likely you will have to talk to people and deliver something too!

Taking the example competencies from above, I have clustered them for you into the Task, Thought and People categories below:

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

I 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 are interested in, why you want to work for the organisation and so on. Such unstructured interviews, often delivered 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 also 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 land face up get invited to interview. (It is a joke, and I 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 ensure 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 ensure 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

ACTIVITY 1

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 interviewers job is to pursue a particular line of enquiry until they are satisfied that they can give you an accurate rating.

IDENTIFYING COMPETENCY-BASED QUESTIONS

Now that I have described what this type of interview is, 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?'

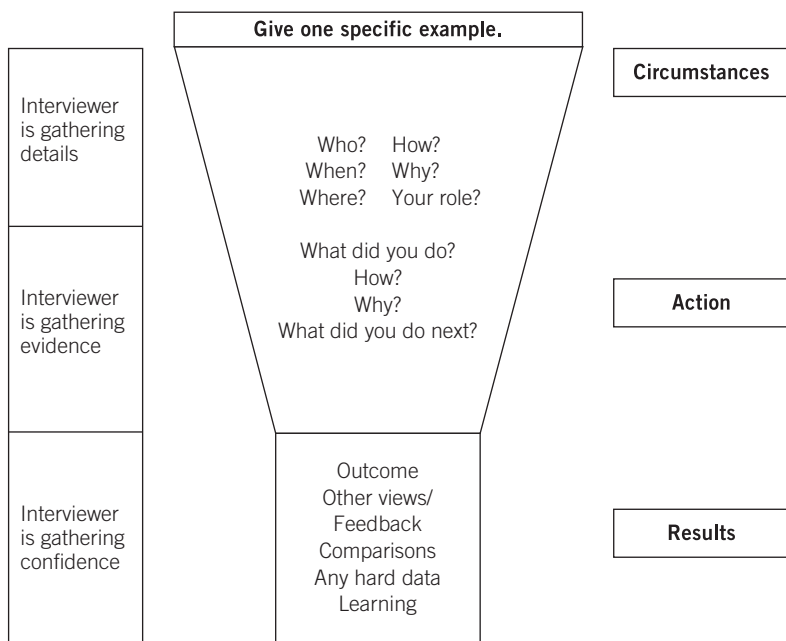
Of the three questions above, only question one is a true structured competency-based question.

Question two 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 decide to only describe the positive aspects of their style, or give you a text book answer that does not represent what they are actually capable of doing.

Question three 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. I can give you a very plausible theoretical answer to a question about how I would resuscitate someone after a heart attack – I've watched enough episodes of *Casualty* – but I have never done it and nor would you want me 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 onto gathering information about what you did – your actions, why you did it 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 that 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 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:

- **C**ircumstances
- **A**ction
- **R**esults

You can imagine that with this level of questioning and probing, it is going to be difficult to make something up on the spur of the moment. 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 with your responses.

It is this structure, the probing and the seeking of real examples of activity, that differentiates this 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; increasingly, screening interviews are conducted online;
- 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 exercise;
- As the very last stage before a final decision is made.

How will the interview be conducted?

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

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 stakeholders. 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 might be used 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 role, or if for logistic 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 that are unable to attend in person.

Post Covid a lot of organisations have got into the habit (not always a good habit!) of doing their screening interviews online. It means that more people from the business can get involved in making the decision, but it puts pressure on you to 'sell' yourself on multiple occasions. There is also the risk that lazy organisations don't give the same time, attention and rigour to the selection process, making it all the more important that you use my suggestions to help them to do a better job!

Finally, of course, the number of interviews you face may vary. Some organisations will use several interviews to start filtering people out 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 all in 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 in one go – 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 is being used, the same principals 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; there is. At the same time there is also a payoff for you as the candidate.

This table below shows how well different types of assessment methods are able to predict later job performance. For those that are not statistically minded, the numbers shown 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 it shows the relationship between performance in one situation with performance in another. Correlation coefficients can range between -1 and +1, with a value of zero indicating no correlation, and a value of -1 meaning perfect negative correlation and +1 perfect positive correlation. The higher the number, therefore, the better the validity or predictive power of the tool. In other words, as one score goes up so does the other.

Method	Validity
Psychometric (ability) tests	0.5
Assessment centres	0.5
Structured interview	0.4
Competence 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. (To illustrate the significance of this I've included tossing a coin which has a correlation of zero.) 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 them. 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 this 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.
- It creates a clear audit trail that is evidence based;
- The structure and training reduce the impact of bias and stereotype – 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 interviews.

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

Why should you care about any of this? The answer to this is that the benefits to the organisation actually hold benefits for you too as shown overleaf:

Features of the interview	Benefit to you
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 accidentally being 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 apparent 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 while 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 some other, unstructured open-ended interview – handled well, they give you a better chance of getting your relevant abilities across.

The feedback I 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 one that seemed less thorough, less related to the role and unfair. You might end up in a job that you are ill suited to in the latter, or worse, be discriminated against in some way. From my experience I know that job applicants, while finding them tough, are more likely to buy into the decision that is made, be it positive or negative for them. Those that get a job feel that they really have earned it, while those that are rejected understand why. The feedback that is given, which is linked to the competencies and therefore 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 daunted by it!

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, they are 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 past behaviour evidence that we now know is a good predictor of future performance. For entry-level jobs the interviewer is trying to assess competencies based on your approach and experience in situations that are not just work related – you may not have work experience. For example, how you organise yourself for study/exams, or examples of how you collaborate with others during projects. At the very simplest level the employer wants to know about your reliability! Will you show up – and show up on time!

Remember **CAR**? (See page 14 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 I have introduced you to 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 Thought-related, People-related and Task-related activities.
- In their 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 these competencies – performance in the interview is related to job performance.