

Industrial Semi-Skilled 7.1 (International) Interview Report

Candidate name:

Sample Candidate4556



Percentile: 43%

 **Recommended**

Disclaimer:

Information enclosed on these pages is confidential in nature and is intended only for the person(s) to whom it pertains or other authorised individuals.

You must not rely on the information in the report as an alternative to certain advice from an appropriately qualified professional. If you have any specific questions about any specific matter you should consult an appropriately qualified professional.

Instructions

This guide provides interviewers with a standard set of questions that can be used to further evaluate important candidate competencies. Along with the interview questions, you will find instructions for how best to carry out the interview, question probes to help facilitate conversations, and a rating guide to help you score each response.

Prepare for the Interview:

In order to conduct an effective interview, appropriate preparation needs to take place. It is important to complete the following before interviewing an applicant:

- Become familiar with the competencies associated with the job and choose one or two questions from each competency to ask the interviewee.
- Review the candidate's application or CV and make note of any issues that you need to follow-up on. Some examples of potential issues are gaps in employment or working at a job for less than a year.

Greeting and Introduction:

Now you are ready to meet the applicant. When greeting the applicant, introduce yourself and provide him/her with some background information about yourself. Explain the purpose of the interview, for example, 'The purpose of the interview is to determine if there is a match between your interests and qualifications and the position.' Provide the interviewee with a brief overview of the interview structure so that he/she knows what to expect. Here are some tips for structuring the interview:

- Take notes. It will make it easier to evaluate the applicants afterwards, without forgetting the specific details.
- Tell the applicant that there will be time at the end of the interview for any questions that he/she may have.
- At the end of the interview tell the applicant about the company and the specific job that he/she is applying for.

Ask Competency-based Interview Questions:

Now you are ready to begin asking questions. Begin with questions that you have about the interviewee's application or CV. Ask questions about his/her previous work history or any potential issues that you noticed from the CV. When these are complete, transition into the structured part of the interview by asking questions associated with competencies for the job. Probe the applicant to give you a complete answer by asking Situation, Behaviour, Outcome probes.

Bring the Interview to a Close:

When all of the questions are asked, you need to close the interview. Give the applicant specific details including the job duties, hours worked, compensation, and information about the company. Sell the position and company to the applicant by emphasizing job fit, sources for job satisfaction, and opportunity for growth. Finally, close the interview by thanking the candidate for his/her time and by giving him/her a timeline for the application process.

Rate the Applicant:

The last step is to evaluate the candidate. Some tips to help you complete a good evaluation are:

- Review your notes.
- Determine ratings for the applicant on each competency as well as an overall rating by using the anchor scales.
- Determine your final recommendation.

Safety Orientation




This measures the work history, personal experiences, and achievements related to occupational success in industries and jobs that focus on safety. This is characterised by scores derived from responses regarding safety training, adherence to rules and procedures, and other personal and professional experiences.

 **Tell me about a time when you noticed a safety hazard at work.**

 **Situation:** What was the safety hazard? Why hadn't it been dealt with?

 **Behaviour:** What did you do?

 **Outcome:** Were you able to remove the safety hazard?

 **Wearing the proper protective equipment can be a nuisance. Give me an example of a time when you wore safety equipment at work even though you weren't sure it was necessary.**

 **Situation:** What type of work were you performing?

 **Behaviour:** Why did you feel the need to wear the equipment?

 **Outcome:** Were you able to complete the task safely? Were you pleased that you had decided to wear the equipment?

<p>Below Average</p>	<p>① ②</p>	<p>Fails to take the safety precautions required by the situation; generally takes unnecessary risks of injury and/or property damage.</p> <p>Takes inadequate action to correct unsafe working conditions (for example, addresses an obvious problem only after someone was hurt or applies only a short-term fix to a long-term problem).</p> <p>Demonstrates disregard for the safety of persons or the protection of property.</p>
<p>Average</p>	<p>③</p>	<p>Takes almost all of the appropriate safety precautions required by the work environment or situation; may overlook a relatively minor detail.</p> <p>Identifies most unsafe working conditions and takes corrective action in a timely manner; although it may not be the most efficient action to address the issue.</p> <p>Demonstrates concern for own safety or others' safety; may not be as careful to protect property.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Takes all of the appropriate safety precautions required by the work environment or situation.</p> <p>Quickly and accurately identifies unsafe working conditions and takes efficient corrective action.</p> <p>Demonstrates sincere concern for own safety, others' safety, and protection of property.</p>

Achievement



This component measures the tendency to set and accomplish challenging goals, while persisting in the face of significant obstacles. This trait is characterised by: working hard; taking satisfaction and pride in producing high-quality work; and being competitive.

 **Tell me about a time when you set a challenging goal and had to go through numerous obstacles to achieve this goal.**

 **Situation:** What was the goal? What were the obstacles?

 **Behaviour:** What actions did you take to mitigate the problems created by the obstacles?

 **Outcome:** Did you accomplish the goal with quality work and in a timely fashion?

 **Tell me about a time when you had to take initiative to complete a project in a team setting.**

 **Situation:** Why did you have to take initiative?

 **Behaviour:** What strategies did you use to take lead of the project to ensure completion?

 **Outcome:** Did you complete the project? What was your team's reaction to your ambitious behaviour?

 **Describe an ambitious goal that you have met and the plan that you used to complete the goal.**

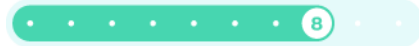
 **Situation:** What was the goal? Why did you set such a challenging goal?

 **Behaviour:** How did you develop the plan? What did you do if you were off course with the plan?

 **Outcome:** What was the outcome?

<p>Below Average</p>	<p>① ②</p>	<p>Only sets aggressive goals when absolutely necessary and when the motivating factor is an outside influence (e.g., supervisor).</p> <p>Gives up easily or transfers work to a peer when faced with challenging obstacles.</p> <p>Avoids peer competition when completing work.</p> <p>Does not work with a sense of urgency when needed and disregards time pressures for completing work.</p> <p>Lacks initiative, intensity, and/or drive to complete quality work.</p> <p>Is not concerned with recognition for hard work or goal achievement.</p>
<p>Average</p>	<p>③</p>	<p>Generally sets moderately challenging goals, but needs outside motivation to set extremely challenging goals.</p> <p>Usually works through challenging obstacles, but will sometimes give up if the challenge appears to be too daunting.</p> <p>Displays a moderate degree of competitiveness if an environment is suited for peer competition.</p> <p>Will work with a sense of urgency if an outside source suggests to do so.</p> <p>Has initiative or intensity to provide quality work occasionally.</p> <p>Usually completes difficult work out of necessity and not for recognition of quality work.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Sets ambitious goals and is motivated to achieve goals by intrinsic factors.</p> <p>Perseveres through all obstacles when attempting to complete a goal.</p> <p>Very competitive in applicable work situations.</p> <p>Works with a sense of urgency when faced with time pressures.</p> <p>Approaches work with a high amount of intensity.</p> <p>Enjoys being recognised for hard work and achievements.</p>

Learning Potential



This is a measure of the potential to learn new information and solve problems. This competency is characterised by the ability to learn work-related tasks, policies, procedures, and to use information to form solutions to complex work situations.

Describe a time when you needed to complete a new process that you knew nothing about and there was no one available to train you.

Situation: What was the process?

Behaviour: What did you do in order to learn the process?

Outcome: What was the outcome? Were you able to learn the new process?

Describe a time when you had to put in extra effort in order to complete a complex task

Situation: What was the assignment or task?

Behaviour: What did you do, if anything, to ensure that you did well on the assignment or task?

Outcome: How well did you do on the assignment or task?

Tell me about a time when you were able to learn something faster than your peers.

Situation: What were you trying to learn?

Behaviour: Why were you able to learn the material faster than your peers?

Outcome: What was the outcome of having learned the material?

Tell me about a time when you were required to learn a new process that was different from your usual process.

Situation: What was the task? What was the new process?

Behaviour: What did you do to learn the new process? What difficulties did you have?

Outcome: What was the benefit of the new process? How did you adapt to this process?

<p>Below Average</p>	<p>① ②</p>	<p>Does not put extra effort into learning.</p> <p>Has difficulty understanding material.</p> <p>Gives up easily.</p> <p>Cannot think of a time when he/she was able to learn something faster than his/her peers.</p> <p>Needs a lot of time to fully understand and learn a new task.</p> <p>Is not able to interpret unclear information.</p> <p>Is not open to learning to ways of doing tasks; is unable to learn how to learn new processes.</p>
<p>Average</p>	<p>③</p>	<p>Studies material well enough to get by.</p> <p>Understands most material.</p> <p>Gives up if material is very challenging.</p> <p>Performs at about the same level as his/her peers.</p> <p>Can usually learn the basics of a new task quickly, but may require more time to fully understand the task.</p> <p>After a period of time is able to interpret unclear information.</p> <p>May have difficulty learning and accepting new tasks and processes.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Does everything possible in order to learn material.</p> <p>Easily understands most material.</p> <p>Uses strategies for learning new materials.</p> <p>Learns faster than his/her peers most of the time.</p> <p>Can quickly process and learn new tasks when faced with them.</p> <p>Quickly and efficiently interprets unclear information.</p> <p>Is able to quickly and efficiently learn new tasks and processes.</p>

Thoroughness

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This component measures the tendency to be thorough and precise in approaching work and personal activities. This trait is characterised by: being accurate; finding and correcting errors; and maintaining order in work and personal affairs.

 Describe a situation where you had to check for errors in your work and describe your reaction to always double checking your work.

 **Situation:** What types of errors were you trying to find?

 **Behaviour:** What was your reaction to checking all your work for errors? How did you detect the errors?

 **Outcome:** Was your work completed error free?

 Tell me about of a time when you had to use organisational skills to complete your work.

 **Situation:** What was the situation?

 **Behaviour:** What did you do to make sure everything was organised?

 **Outcome:** What was the final outcome?

 Tell me about a time when you had to pay attention to details to get your work completed correctly.

 **Situation:** What details did you have to pay attention to?

 **Behaviour:** How did you pay attention to the finer points?

 **Outcome:** What were the results?

<p>Below Average</p>	<p>① ②</p>	<p>Performs work in a very disorganised or haphazard manner.</p> <p>Usually does not check work for errors.</p> <p>Has a work setting that appears disorganised or messy.</p> <p>Focuses on "big picture" instead of small details.</p>
<p>Average</p>	<p>③</p>	<p>Works in an organised manner when the situation requires order, but will work in an erroneous manner without proper, organised methods.</p> <p>Checks errors in work occasionally and looks for inaccuracies in work when required.</p> <p>Has a work setting that can become disorganised at times.</p> <p>Focuses work on both the "big picture" and the details.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Performs work in a very efficient and organised manner.</p> <p>Devotes extra time to checking for errors in work to ensure accurate products.</p> <p>Has a work setting that appears neat and organised.</p> <p>Pays attention to details in work.</p>

Teamwork



This component measures the tendency to work effectively in teams. High scorers are likely to be polite and friendly, make an effort to help others, stay calm in tense situations, communicate openly and directly with other team members, and display a willingness to help others.

 **People often have different ways of approaching work. Tell me about a time when you didn't like how another person approached a task that you were working on together.**

 **Situation:** What was the situation? What was the task? What was the approach?

 **Behaviour:** What did you do?

 **Outcome:** What was the outcome?

 **Tell me about a time when you went out of your way to help someone at work.**

 **Situation:** What was the situation? What kind of help was needed?

 **Behaviour:** What did you do to help this person?

 **Outcome:** What happened as a result of your assistance?

 **Tell me about a time when you had to prioritise a team goal over a personal goal.**

 **Situation:** What was the situation?

 **Behaviour:** How did you react to having to put your personal goals on hold for the team?

 **Outcome:** What did you learn from that situation?

<p>Below Average</p>	<p>① ②</p>	<p>Focused on personal success rather than shared success.</p> <p>Had trouble adjusting work style or efforts to work collaboratively with others or failed to recognise the need to do so.</p> <p>Provided grudging and/or minimal assistance to a person in need.</p> <p>Failed to recognise when someone really needed help.</p>
<p>Average</p>	<p>③</p>	<p>Valued shared success when it was relatively convenient and easy to focus on the group.</p> <p>Attempted to adjust work style and efforts to work more effectively with others, may have made a slightly inappropriate change.</p> <p>Provided assistance relevant to the situation; little or no personal sacrifice was involved.</p> <p>Recognised when someone really needed help, although it may have taken a while to notice.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Promoted shared success above individual success.</p> <p>Adeptly adjusted work style and efforts to complement those of others in the group and enhance group productivity and effectiveness.</p> <p>Provided relevant assistance in spite of meaningful personal costs.</p> <p>Was the first or only person to notice that someone needed help.</p>