

right job
right person!



Behaviourally Based Questions

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This guide should be used in conjunction with the *Right Job, Right Person! Recruitment and Selection Framework*, in particular [Stage 3 – Select](#).



HOW TO WRITE BEHAVIOURALLY BASED QUESTIONS

Past behaviour is an excellent predictor of future behaviour. As a result, a structured behavioural interview can help to elicit valuable evidence about how someone is likely to perform in the role.

In a behavioural interview we seek to find out what happened, and the role that the individual played in what happened. What did they actually do and experience? The questions don't focus on the future, what might have happened, or on hypothetical scenarios. The other important aspect of behaviourally based questions is a focus on behaviours that are going to be important for the role in question.

So what makes a question behaviourally based?

The first key to behavioural questioning is to ask about a specific situation. In this way you can probe for specific behaviours. Behavioural questions start with phrases such as "Tell me about a time when ..." or "Describe a situation where ...". In both of these examples the interviewee is being asked to reflect on a particular event or situation.

So, what makes an effective behavioural question response?

Let's take the capability "Initiative".

An example of a behaviourally based question on initiative is:

"Give me a recent example of a time where you showed initiative.
What were the circumstances?
In what way did you show initiative?
What was the outcome?"

So, what kind of information would you look for from this question?

Essentially, you want to understand to what extent the applicant has taken responsibility for their own actions and made decisions without referring to others. You would want to understand to what extent the applicant has acted on their own initiative in the past.

Below is an example of a response to the question.

"A recent example was when my manager was suddenly taken ill and was in hospital. We had a project that needed to be progressed, and we couldn't contact her. The project need to be completed within a week, and it looked like my manager would not be back for a month."

The interviewer asks the first probe question. **"In what way did you show initiative?"**

The applicant responds with: *"Well, I let my manager's manager (the group manager) know the situation regarding the project that it was something that we would need to complete in her absence. Before I did this, I checked to see what work had been done and what was left to do. The project had been scoped and documented, so this was quite easy to do. I discovered that there was still quite a bit of work that needed to be done in order to meet the project deadline. I suggested to the group manager that we could still get the project completed in time if we divided the rest of the work equally amongst the team. Because I had been involved in the project right from the start, I volunteered to act as the project coordinator in my manager's absence."*

Then the interviewer asks a second probe question. **"What was the outcome?"**

The applicant responds with: “Well I was really pleased. The project was finished to the deadline, and the internal client wasn’t impacted. I also received special thanks from my manager when she returned and from the group manager.”

This is an effective answer. In evaluating the applicant’s response, the interviewer checks back to the capability Initiative, especially the behavioural indicators. That is:

- proactive and self-starting
- seize opportunities and act upon them
- originate action and actively influence events.

As you can see, the responses provided by the applicant demonstrate strengths against each of the three behavioural indicators.

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2 SAMPLE BEHAVIOURAL QUESTIONS

Introduction:

The following **sample** behaviourally based questions provide a **guide** for you when creating the main questions to be used in a structured behavioural interview and/or referee check. The questions you create should reflect the particular capabilities (selection criteria) required for the role.

The sample questions are constructed to be behaviourally based. Behavioural interviewing focuses on relevant situations that the applicant has been involved with in the past. They are designed to elicit from the applicant what they did in each situation and the role that the individual played in what happened. This is based on the premise that past behaviour is an excellent predictor of future behaviour. It is therefore important that the behaviourally based questions focus on relevant behaviours (skills and personal qualities) that are going to be important for the role.

Let’s take the capability (personal quality) of ‘Resilience’. The first question is: “Describe a situation in which you needed to work under pressure for a long period of time.”

The behavioural elements of the question are set out in bolder text below:

“**Describe a situation** in which you **needed to work under pressure for a long period of time.**”

Why Use the Sample Questions?

The sample questions have been designed to assess each of the capabilities found on the “Right Job, Right Person!” – Capability Cards. The Capability Cards are grouped into *personal qualities, skills and specific knowledge*. A structured behavioural interview is an effective method for assessing *personal qualities*.

Examples of these are:

- Building productive networks
- Flexibility
- Team work
- Drive and commitment
- Initiative
- Cross-cultural awareness
- Ethics and values
- Coaching and developing others

- Resilience

An interview is not as effective at assessing skills, e.g. problem solving, leadership skills and written communication skills. These are more appropriately assessed with ability tests, work sample tests and referee checks using behaviourally based questions. However, there may be situations where you are not able to use these methods. For this reason, sample interview questions have also been provided for the *skills cards*.

The same questions will also provide you with a guide to constructing questions for the referee check. A referee check is a more appropriate method for assessing the following skills:

- Problem solving
- Client service orientation
- Project management skills
- Decision making
- Persuasion and influencing skills
- Presentation skills
- Leadership skills
- Strategic thinking skills
- Business focus
- Organisational awareness
- Written communication skills

Sample questions have not been provided for the *Specific Knowledge* cards. Given that these will be technical questions, they will need to be specifically constructed to be relevant to the particular capabilities needed for the role in question and for the work area in particular.

How to Use the Sample Questions:

Five broad questions have been provided as **examples** for each capability card. There are also generally three 'prompt' questions. These will guide you in asking the right follow-up questions to obtain the most relevant information from the applicant. They can also help the applicant focus on providing the most useful information. This approach follows the **STAR model**, which is also sometimes used by applicants to guide them in writing statements against the selection criteria. That is:

Situation – brief outline of the situation or setting

Task – what you did

Approach or action – how you did it

Result – describe the outcomes

Each sample question has been designed to tap into different elements of the capability, as provided in the definition for each Right Job, Right Person – Capability Cards (See Appendix A). You will probably want to modify the sample questions to suit the role you are filling. Typically, you would ask two or three questions per capability.

TO USE THE SAMPLE BEHAVIOURAL QUESTIONS, YOU WILL NEED TO ADAPT THEM TO SUIT YOUR OWN CIRCUMSTANCES – TO SUIT THE PARTICULAR CAPABILITIES (SELECTION CRITERIA) REQUIRED FOR THE ROLE.

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'WRITTEN COMMUNICATION SKILLS'

Definition: write in a clear, fluent and concise manner; produce written communications which are appropriate and readily understood by the intended audience; and organise information in a logical sequence.

1. Give me a recent example of when you have had to **write an important document (e.g. memo, report, and letter)** to a client or stakeholder.
What was the purpose of the document?
How did you ensure that it was clear for the reader?
What feedback did you receive about your document?
2. Describe a situation where you **chose to communicate in writing**.
What were the circumstances?
Why did you choose to write?
How effective was this as a way of getting your view across?
3. Describe an example of when you **had to adapt** a standard document **to suit a particular audience** (e.g. client or stakeholder).
What was the document about?
How did you change it?
What would you do differently next time?
4. Tell me about a written documentation where you **needed to organise information into a logical sequence**.
Why did it need to be in a logical sequence?
How did you check for clarity?
What was the most difficult part of producing this document?
5. Tell me about a **written document** you have **produced** which used **style** very **different** from what you would normally use.
What were the stylistic differences?
What led you to produce the document in this style?
What was the impact?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'CLIENT SERVICE ORIENTATION'

Definition: provide a prompt, efficient and personalised service to clients; respond flexibly to client needs; committed to delivering a high quality output to clients.

1. Give me an example of a time when you have **put the needs of a client first** (e.g. over your own needs).
Why was this necessary?
How well did you manage to meet their needs?
What sacrifices did you need to make in order to ensure that their needs were met?

2. Tell me about the last time that a **client made an unreasonable or unrealistic demand** on you.
What was it that made you think it was unreasonable or excessive?
How much time and effort did this take?
What was the outcome?

3. What, in your view, makes it **difficult to relate well to certain clients**?
What types of people are particularly difficult to get to know?
What have you done to improve poor relationships with other people in the past?
How are those relationships now?

4. Describe a situation where you **had to deal with a particularly angry or frustrated client**.
Why were they angry or frustrated?
How did you begin to calm them down?
If you were in a similar situation again, what would you do differently?

5. Tell me about a time when you were **unable to satisfy a client's demands**.
What did they ask of you?
Why were you unable to meet their needs?
How did this make you feel?
Is there anything else you could have done differently?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'PROBLEM SOLVING'

Definition: seek all relevant information for problem solving; probe for the facts; analyse issues from different perspectives; is analytically agile; draws sound inferences from information available.

1. Tell me about a time recently when you **had to identify the key cause of a problem**.
How did you work out the cause?
How did you solve the problem?
What lessons did you learn?
2. Give me a recent example of when you **came up with several different solutions to a problem**.
What suggestions did you come up with? Why did you need several?
What did others think of your ideas?
How well did they work in practice?
3. Describe a **complex problem** which you **solved** recently for someone (e.g. a stakeholder)?
What made it so challenging?
How did you handle it?
What was the outcome?
4. Tell me about the last time you were **able to anticipate a problem**.
How did you know that the problem was likely to occur?
What did you do?
How effective was your action?
5. Could you give me an example of when you **analysed a problem from different perspectives**.
Did this help solve the problem?
How did you think of what perspectives to take?
How did you ensure that you covered the most important perspectives?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'PROJECT MANAGEMENT'

Definition: schedule activities to ensure optimal use of time and resources; consult and liaise with key stakeholders; monitor performance against objectives; produce detailed project plans where objectives are clearly defined and action steps for achieving them are clearly specified; and ensure that key project objectives are met.

1. Tell me about a **project** that you were **responsible for that required a lot of planning**.
What aspects of the project meant that a lot of planning was required?
How did you decide on priorities?
How successful were you in achieving the objectives of the project?
2. Describe a time when you **needed to complete** a piece of work **to a specified deadline**.
Why was this activity so important?
What steps did you take to ensure that the deadline could be reached?
What would you do differently next time?
3. Tell me about a time when you **had to liaise** with a **wide variety of people** when **planning work**.
What was the work?
What feature of this project required you to liaise extensively?
How did you choose whom to involve?
4. There are always elements of project management and planning that individuals do well and less well. What would you **describe** as your **particular skills in planning**?
Describe a time when you had to use these skills?
What could you do better in terms of project planning?
Tell me about when you ensured you did this despite it not being a strength of yours?
5. Tell me about a time when you **had to put a detailed project plan together** for other people to follow.
How did you go about producing the plan?
How did you ensure that others stuck to the deadlines and milestones you set?
What feedback did you receive on the clarity of your plan?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'DECISION MAKING'

Definition: make rational and sound decisions based on a consideration of the facts and alternatives available; make quick decisions where required; commit to definite courses of action.

1. Tell me about a **difficult decision** that you **needed to make** recently.
What was the situation?
What made the situation difficult?
How quickly were you able to make the decision?
How did you weigh up the options?

2. We all make **incorrect decisions** from time to time. Tell me about the **last time** that this **happened to you**.
When did you realise it was the wrong decision?
What was the impact?
What did you learn from the experience?

3. Tell me about the last time that you **needed to commit** to a **definite course of action**.
What was the situation?
Why was it important for you to commit to action?
How did you demonstrate this commitment?

4. Tell me about a **decision** you **made** that first **required significant data gathering**.
How did you gather the facts you needed?
What was it about this particular decision that led you to seek a lot of information?
Where did you seek the information from?

5. When have you **had to make a decision** on the **basis of conflicting or ambiguous information**?
What was the decision that was required?
In what way did the data you have conflict?
How did you feel about this?
How did you eventually reconcile the information you had and make a decision?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'PRESENTATION SKILLS'

Definition: make an immediate positive impression on others; come across with presence and credibility; communicate orally in a manner which is clear, fluent and which holds the audience's attention.

1. Give me an example of a situation when it was **important for you to appear confident** when talking to others.
Why was it important?
How did you feel?
What steps did you take to boost your confidence?

2. **Describe a talk or presentation** that you have **given recently**.
How did you tailor it to suit the audience?
Roughly how many people were in the audience?
How did the audience react?

3. Tell me about a time when you **found it difficult to keep someone's attention**.
Why was it so difficult?
What did you do?
How well did this work?

4. Tell me about a time where you **needed to make an immediate impression** on someone.
Why was this?
What steps did you take to maximise the impression that you conveyed?
How successful were you?

5. Give me an example of when you **had to explain something difficult** to someone.
What information did you need to get across?
What was the most difficult thing about the conversation?
How would you act differently next time?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'PERSUASION AND INFLUENCING SKILLS'

Definition: is able to create consensus and gain agreement to proposals and ideas; is able to stand ground in the face of opposition; produce written communication which is clear, concise and is readily understood by the intended audience; is skilful at negotiating.

1. Tell me about the last time that you **persuaded someone** to your point of view.
How did you put across your ideas?
What kind of agreement did you reach?
On reflection, what would you do differently next time?

2. Give me an example of when you were **unable to persuade someone** around to your point of view.
What did you do?
Why didn't it work?
What feedback did you receive about your approach?

3. Give me an example of when you have **had to respond** to someone's **objections**.
What were those objections?
How did you challenge their views?
How effective were you?

4. Tell me about the last time you **won a group of people** around to **your way of thinking**.
What was your opinion?
How did this contrast with the group's original position?
What were the key things that you did which persuaded the group?

5. Describe an occasion when you **had to negotiate a compromise solution**.
What did you have to compromise on?
How did you decide what you were prepared to negotiate one?
How did this affect the ongoing relationship between the groups?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'LEADERSHIP SKILLS'

Definition: provide the team with a clear sense of direction; inspire a positive attitude to work; inspire a strong desire to succeed among team members; steer other towards successful goal and task accomplishment; promote diversity in the team.

1. Give me an example of when you **had to lead your team** in pursuit of a **significant organisational or department objective**.
How did you do?
What did the project involve?
How did you know that you had been effective?
How did you ensure that the team's individual objectives were met?
2. Give me an example of when you **experienced difficulty or problems** in **getting a team to accept your leadership**.
What did you do to overcome this?
How were you sure that you had successfully overcome the difficulties?
What feedback did you receive from the team?
3. Give me an example of when you have **needed to motivate people** to achieve difficult results and **also keep them feeling positive**.
What did you do to ensure your team remained positive?
How did you balance the needs of the individual team members with organisational requirements?
What feedback did you receive from individuals involved?
4. Tell me about a time you **made use of the divergent skills** or approaches of team members.
What made you aware of the different skills in the team?
What benefits did you feel this offered you?
How did you take advantage of these benefits?
5. Give me an example of how you operationalised an organisation strategy to your team?
What components of the overall strategy did you focus on? Why?
How did you check your teams understanding?
Is there anything that you would do differently next time?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'STRATEGIC THINKING'

Definition: think at big picture level; take a long term view; entertain wide ranging possibilities in developing a vision for the future.

1. Tell me about a time that you worked on something and **had to consider its longer-term consequences**.
What factors did you take into account?
What was the outcome of this?
What would you do differently next time?

2. We cannot always 'keep tabs' on everything that's happening in the outside world. When have you been surprised and perhaps caught unawares by **something that happened outside** the organisation?
How do you usually keep abreast of outside trends?
On reflection, what might you have done to keep tabs on this? To prevent being caught unawares?
How did you react?
What was the final outcome?

3. Tell me about a time when it was **necessary** for you **to plan several alternatives in response to changes** facing the organisation?
How did you evaluate the alternatives?
What factors did you take into consideration?
What was the outcome?

4. Tell me about a time you **had to take a broad view of a problem** rather than get stuck in the detail.
What was the problem?
How did you ensure you did not get lost in the detail?
What was the outcome of this?

5. What are the **key issues likely to affect the future of your work** or department/Agency?
How is your role likely to change in response to these issues?
What will you need to do to meet these challenges?
What, if anything, can you do now to prepare for these changes?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'CROSS CULTURAL AWARENESS'

Definition: communicate well with, relate to and see issues from the perspective of people of other cultures.

1. Tell me about a time recently when you **had to take someone's cultural perspective into account** in dealing with them.
How did you know what their expectations would be?
How did you behave differently to meet these?
What was the outcome?

2. How would you **describe your awareness of other cultures?**
How does this compare with your peers?
How do you research other cultures and ways of doing things?
What have you learnt from this process?

3. What **experience of international work do you have**, or have you worked with international audiences?
How does it compare to working with Australians?
What do you find easier/more difficult?
What have you learnt about yourself in the process?

4. What do you see as the **challenges of attempting to see issues from the perspective of other cultures?**
What factors do you take into account when doing so?
What are the benefits of doing so?
What have you learnt about yourself as a result?

5. When have you **committed a cultural mistake?**
What was the situation?
What did you do?
How were you alerted to this?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'ORGANISATIONAL AWARENESS'

Definition: is attuned to changing organisational dynamics; forge links with other teams and business areas; take into account of different functions in developing plans and activities.

1. Which other **teams do/did you liaise with** in your job?
How are/were they similar or different from your own team?
What things did/do you need to take account of in cooperating with them?
How did/do you know who to liaise with?

2. It can be difficult to keep yourself fully aware of the wider organisational environment in which your team operates. When did **something you did not know about**, in another division or part of the department, **limit your ability to achieve an outcome**?
What did you learn?
How did you deal with this differently next time?

3. How do you **keep up with** your colleagues about **issues in other parts of your organisation**?
Give me an example of when this was especially important.
How did you ensure you spoke to the right people?
What was the outcome?

4. How do you **find out about what is happening** in other parts of the organisation?
How would you compare your knowledge in this area to those of your colleagues?
What do they know more about than you?
What do you know more about than them?

5. When have you **had to take account of another area's responsibilities** when working or planning work?
Why was this important?
How did you ensure their needs were addressed?
What feedback have you received on this?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'BUSINESS FOCUS'

Definition: is knowledgeable about financial issues and responsibilities; is focussed on knowing the business of the organisation; is focussed on delivering the best outcome using the resources available; proactively seek more efficient ways of doing things; focus on activities and projects that will bring the best business return for the team/organisation.

1. When have you **changed a process** or system to make it more **efficient**?
How did the idea for the change come to you?
How did you go about making the change?
What was the impact of this?
2. Provide a recent example of when you have **evaluated and tracked** the **cost** of a particular activity.
How did this feed into future planning?
To what extent did you share this information with others?
What would you do differently next time?
3. Provide an example where you have **needed to be across financial issues** in your team and function?
How would you compare your knowledge of financial issues to your colleagues?
Where could your knowledge be improved?
What steps have you already taken to improve you knowledge in this area?
4. What **experience** do you have **of budgetary and cost control** in your role?
Who sets the parameters?
How do you oversee the implementation?
What feedback have you had about your skills in this area?
(For those with no direction experience: What part do you play in your team to minimise costs or overheads?)
5. **How have you** been able to **enhance your organisation's functions efficiency** during the past 12 months?
(Listen for sense of responsibility and awareness to work within budgets or minimise cost.)
What did you do?
Why did you focus on this area?
What feedback did you get?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'VERBAL COMMUNICATION SKILLS'

Definition: confidently conveys ideas and information in a clear and interesting way; understands and meets the needs of your audience (the right information to the right people); actively listens to others point of view and welcomes constructive feedback.

1. Tell me about a situation where you **chose to communicate** information **verbally**?
What were the circumstances?
Why did you choose to communicate verbally?
How effective was it as a way of getting the information across to your audience?

2. Tell me about a situation where you were required to **modify your verbal communication** to **meet the needs** of the audience?
What was the communication about?
Why and how did you change it?
Would you do any thing differently next time?

3. Describe a situation where it was important for you to **actively listen** to **someone else's point of view**?
Why was it important to listen to the other point of view?
How did you provide feedback to the other person?
What was the outcome?

4. Describe a situation where you were required to **communicate information** verbally in a **clear and interesting manner**?
Why was it important to be clear and interesting?
What did you do to make the information clear and interesting?
What feedback did you receive from your audience?

5. Describe a situation where you have **received constructive feedback** when communicating your point of view?
What was the situation?
How did you feel about and handle this situation?
What was the outcome?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'BUILDING PRODUCTIVE WORKING RELATIONSHIPS'

Definition: able to establish and maintain relationships with people at all levels; promote harmony and consensus through diplomatic handling of disagreements; is able to forge useful partnerships with people across business areas, functions and organisations.

1. To what extent do you **have to meet new people** in your work? Give me an **example of when you had to do this**?
How did you build effective relationships with them?
What were the challenges?
What would you do differently next time?

2. **With which kinds of people** have you found it **difficult to develop relationships**?
Can you tell me why?
Can you give me an example?
What steps have you taken to enhance your effectiveness in this area?

3. When have you **needed to put other people at their ease**?
Why was it important that you took the lead in doing this?
How did you do this?
What could you have done to make them feel even more comfortable?

4. Tell me about a time when you had to manage conflict between two people.
What was the conflict about?
How did you manage this?
What was the outcome?

5. Who are the **most senior and junior people you need to build relationships with**?
Tell me how you built these relationships?
In what way was your approach different, given the different seniority levels of the individuals?
What steps could you take to increase your effectiveness in this area?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'TEAMWORK'

Definition: cooperate and work well with others in the pursuit of team goals; share information; support others; show consideration, concern and respect for others' feelings and ideas; accommodate and work well with the different working styles of others.

1. Give me an example of **when you had to support others in a team.**
Why did they require support?
How did you identify what kind of support they needed?
What was the outcome?

2. Tell me about the **last time that you worked as part of a team.**
What elements of the team environment did you most enjoy?
How did you get the team members to cooperate?
What elements of the team environment did you least enjoy? Why?

3. Tell me about a time recently when you have **had to work with people with very different styles.**
How did you accommodate these differences?
Which style did you find it easiest to work with?
What would you do differently next time?

4. Tell me someone has **come to you for support**, but you have **too busy** to offer it.
Why did they come to you?
What support, if any, were you able to offer?
What was the outcome?

5. Give me an example of when you had to **put aside personal differences** in order **to achieve** a team goal.
Why was the team goal more important?
How did you deal with personal differences?
What impact did this have on your longer term working relationships?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'FLEXIBILITY'

Definition: adaptable; receptive to new ideas; respond and adjust easily to changing work demands and circumstances; not bound by old ways of doing things.

1. Tell me about a time recently when you **needed to plan an alternative course of action** in response to a change in circumstances or demands.
How did you evaluate the alternatives?
What factors did you take into consideration?
What was the outcome?

2. It can be frustrating when the **goal posts change**. When have you been working towards a goal **when this has happened**?
What did you do about it?
How did you feel?
What would you do differently next time?

3. Give me an example of when you **needed to adapt your existing knowledge or skills** to a novel situation?
(Listen for proactivity, approach to change)
What was the situation?
Why was it novel?
What was the outcome?

4. Tell me about a situation where your **manager suggested a change in the way in which you do something**.
How did you feel about this? How much did you question this?
What did you do about it?
What was the outcome?

5. Tell me about the **most radical idea** or **new approach** someone has **suggested to you**?
How did you react?
Did you accept the idea? If not, what feedback did you give the individual who suggested it?
What did you learn from this situation?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'DRIVE AND COMMITMENT'

Definition: demonstrated capacity for sustained effort and work; is enthusiastic and committed; sets high standards of performance for self and others.

1. Tell me about a **time when you had to work very hard**.
What caused this?
How did you sustain your energy and motivation?
How did you feel during this time?

2. Sometimes the **end result of work we do does not show the amount of effort** and hard work put in. **When has this happened** to you?
What happened?
How did you react?
How did you feel?

3. Tell me about a time when you **needed to maintain your enthusiasm and others' enthusiasm** for a challenging project.
Why was it important?
What did you do to maintain your enthusiasm?
What did you do to maintain the enthusiasm of others?
What feedback did you receive about how successful you were?

4. Provide an example which describes **how you set work standards for yourself?**
How do these compare with your colleagues?
Where would you say your standards are higher?
Where are the standards of your peers likely to be higher?

5. Provide an example which describes **how you set work standards for others?**
How does this compare with your colleagues?
Where would you say you set higher standards?
Where are the standards set by your peers higher?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'INITIATIVE'

Definition: proactive and self-starting; seize opportunities and act upon them; originate action and actively influence events.

1. Give me a recent example of a **time when you showed initiative**.
What were the circumstances?
In what way did you show initiative?
What was the outcome?
2. Give me an example of when **you had to work without any guidance** in an unusual situation.
What kind of decisions did you have to make?
How did you cope?
What feedback did you receive?
3. Tell me about a time when you **went to more senior people for help**.
What was the background?
Why did you need help?
To what extent do you still seek advice in this area?
4. Tell me about a time when you **took on some work outside your usual responsibilities**.
What motivated you to take on these extra tasks?
What were the consequences of this?
What feedback did you receive on this?
5. Tell me about a time you **saw an opportunity and drove it forward**.
How did you spot the opportunity?
How did you decide whether to pursue the opportunity or not?
What was the outcome?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'ETHICS AND VALUES'

Definition: model the TSS values and code of conduct; serves the Government of the day irrespective of personal preferences; act with integrity and have high ethical standards; inspire trust by treating all individuals fairly.

1. Tell me about a time you **had to do work which conflicted with your own values or beliefs**.
How did you feel?
How did you reconcile the demands of your job with your belief system?
What would you do differently if a similar situation rose again?

2. There are always **people who we don't like** but still have to **treat professionally**. Tell me about **when this has happened to you**.
What was it about the individual you did not like?
How did you ensure that this did not effect your treatment of them?
In hindsight, is there anything that you would have done differently?

3. When have you **faced a conflict of interest at work?**
How did you deal with this?
What would you advise someone else to do in this situation?
How do you avoid these situations?

4. When have you **seen a colleague acting inappropriately or unethically?**
How did you deal with this?
What was their reaction?
How did it impact on your relationship?
What would you do differently next time?

5. **How do the TSS values apply to your role?**
(Use only if applicant is already working in the TSS)
When has it been especially hard for you to maintain these values?
What did you do? What was the impact of this?
How would you compare how well you act according to the Values compared to your peers?
What do they do better than you and vice versa?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'COACHING AND DEVELOPING OTHERS'

Definition: actively seek to improve others' skills and talents by providing constructive feedback, coaching and training opportunities; effectively empower others by investing them with the authority and latitude to accomplish tasks effectively; appropriately delegate responsibilities to further the development of others.

1. Give me an example of a time **when you worked with someone to develop his or her skills.**
What was the situation?
How did you raise the issue?
What was the outcome?
2. Tell me about a time when you **gave someone constructive criticism.**
How did they react to this?
What motivated you to convey this message?
How did you convey the feedback to the individual?
3. When have you **had to give someone a lot of responsibility?**
How did you ensure they did not let you down?
How did this make you feel?
How did you minimise the risks in delegating this level of responsibility?
4. Tell me **how you delegate tasks to others.**
Give me an example of when you were careful about who you delegated tasks to.
How did you ensure each individual's skills were best utilised.
What was the outcome?
5. Tell me about a time **when you delegated** a task to someone that **they were ultimately unable to do** as required.
What was the task?
Why were they unable to do it?
What would you do differently next time?

* The key behavioural aspects of each question have been highlighted in **bold**.

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'RESILIENCE'

Definition: persevere to achieve goals even in the face of obstacles; cope effectively with disappointments and setbacks; remain calm and in control under pressure; accept constructive criticism in an objective manner without becoming defensive.

1. Describe a situation in which you **needed to work under pressure** for a **long time**.
What was the cause of the pressure?
What did you do to complete the work, despite the pressure?
What would you do differently next time?
2. Tell me about a time when you **sought feedback from others**.
What was the situation?
How did you go about obtaining the feedback?
What was the outcome?
3. Tell me about a situation where you have **had to overcome considerable resistance to make something happen**.
What was the nature of the resistance?
How did you overcome this?
What was the outcome?
4. **When** have you **faced major setbacks in your work**?
What were these?
How did you deal with them?
What was the outcome?
5. Tell me about a time when **you received criticism from others**?
What was the criticism?
How did you feel?
What did you do as a result of this?

* The key behavioural aspects of each question have been highlighted in **bold**.

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