

Appendix B: Sample Interview Assessment Booklet

This template, designed for the position of Assistant Deputy Minister, may be adapted to suit any occupational group or level and the specific assessment needs of your organization. Among the different proposed parts, choose those that are best suited to the position that you are assessing. For instance, the behavioural indicators for the Key Leadership Competencies can be replaced by the appropriate level of leadership by copying and pasting the behaviours for each competency from the [Key Leadership Competencies](#) Website. For other specific groups or levels, both the competencies and behaviours can be replaced.

Note that this Assessment Booklet corresponds to the Note-taking Booklet presented in Appendix A, for the related qualifications and questions.

INTERVIEW ASSESSMENT BOOKLET

Position Title, Group and Level: Assistant Deputy Minister

Selection Process Number: _____

Applicant's Name/ID #: _____

Date: _____

Interview Board Members

1. _____

2. _____

3. _____

Assessment

To assess the applicant's qualifications, the interview board members will need the following:

- Notes taken during the interview in the Interview Note-taking Booklet.
- This Interview Assessment Booklet, which includes the competencies and behavioural indicators assessed during the interview.

After each interview, interview board members first assign an independent rating for the first qualification assessed, for each applicant. The board then engages in a discussion to determine a final consensus rating for that qualification and proceeds in the same manner with the other qualifications, one at a time. The following seven steps are recommended to assist the board in reaching a single consensus rating for each of the competencies:

Step 1: All members of the board review the definition of the first qualification to be assessed and its behavioural indicators.

Step 2: The board members independently review their notes and determine which of the behavioural indicators associated with the qualification under review were demonstrated in the interview. Board members should record examples of the applicant's demonstration of the behavioural indicators.

Step 3: Each board member independently rates the applicant on the first qualification.

Step 4: The board members then discuss their individual ratings for that qualification, with the goal of determining a single group rating for the applicant. This discussion continues until a consensus is reached.

Step 5: The lead interviewer ensures that the final consensus rating is recorded on the Final Rating Form. The rationale for the rating in terms of the behaviours that the applicant did or did not demonstrate is also recorded.

Step 6: Having reached consensus on the first qualification, the board then proceeds to rate the remaining competencies in turn.

Step 7: The final group ratings and notes for the rationale are documented in the applicant's file, along with the Interview Note-taking Booklets.

Assigning a rating

Each interview question is designed to assess one or more qualifications. However, during the interview, interviewers may observe that an applicant's response to a

question targeting one qualification also provides behavioural evidence for another. When deriving their qualification ratings, interview board members should use all the behavioural evidence provided by the applicant, even if the evidence appears in responses to questions targeting other competencies.

Each qualification will be assessed using the following rating scale:

Does not meet the qualification		Meets the qualification		
Very Poor/ Unacceptable	Poor/Below Average	Moderate/Average	Strong/Above Average	Very Strong/Excellent
1	2	3	4	5

The purpose of the rating scale is to assess:

- The demonstration of the scope of the behaviours that constitute the qualification; and
- The demonstration of the depth to which the behaviours were demonstrated during the interview.

The scope of the behaviours refers to how many of the behaviours for the given competencies were evident in the applicant's responses.

The depth of the observed behaviours refers to how they were demonstrated. It may be evaluated by the degree of complexity, soundness and precision with which the behaviours were demonstrated by the applicant.

Here are some tips for the board to consider when evaluating the quality and breadth of the information that has been gathered from the structured interview:

- Try not to place undue weight on isolated incidents. Rather, look for overall patterns in the evidence. Also, consider the possibility that the applicant's performance may have been influenced by situational factors.
- Consider the quality of the provided information, especially if you suspect that the applicant is not being entirely frank or if there is inconsistent information.
- Ensure that responses are weighted in the same way for all applicants.
- Document the behavioural examples that were gathered during the interview.
- Be aware of rater biases and common rater errors, such as central tendency (see Common Assessment Errors).

Key Leadership Competencies Definitions

Values & Ethics

Integrity & Respect

Public service (PS) leaders serve Canadians, ensuring integrity in personal and organizational practices, and respect people and PS principles, including democratic, professional, ethical and people values. They build respectful, bilingual, diverse, and inclusive workplaces where decisions and transactions are transparent and fair. They hold themselves, their employees, and their organizations accountable for their actions.

Strategic Thinking

Analysis & Ideas

PS leaders advise and plan based on analysis of issues and trends and how these link to the responsibilities, capabilities, and potential of their organization. They scan an ever-changing, complex environment in anticipation of emerging crises and opportunities. They develop well-informed advice and strategies that are sensitive to the various needs of multiple stakeholders and partners, reflect the strategic direction of the PS, and position the organization for success.

Engagement

People, Organizations, and Partners

PS leaders engage people, organizations, and partners, in developing goals, executing plans, and delivering results. They lay the groundwork by building coalitions with key players. They mobilize teams, building momentum to get things done by communicating clearly and consistently, investing time and energy to engage the whole organization. They use their negotiation skills and adaptability to encourage recognition of joint concerns and collaboration and to influence the success of outcomes. They follow and lead across boundaries to engage broad-based stakeholders, partners and constituencies in a shared agenda and strategy.

Management Excellence

Action Management, People Management, and Financial Management

PS leaders deliver results by maximizing organizational effectiveness and sustainability. They ensure that people have the support and tools they need, and that the workforce as a whole has the capacity and diversity to meet current and longer-term organizational objectives. They align people, work, and systems, with the business strategy to harmonize how they work and what they do. They implement rigorous and comprehensive human and financial resources accountability systems, consistent with the MAF. They ensure that the integrity and management of information and knowledge are a responsibility at all levels and a key factor in the design and execution of all policies and programs.

Values and Ethics- *Integrity and Respect*

Behavioural indicators (choose the indicators specific to the position):

- Demonstrates Values and Ethics, including the Code, in personal behaviour
- Integrates Values and Ethics, including the Code, into branch practices
- Reflects a commitment to citizens and clients in own and branch activities
- Provides fearless advice and acts with the courage of their convictions
- Builds departmental/agency values into branch policies and programs
- Builds and promotes a bilingual, diverse, inclusive branch, based on official language and employment equity policies
- Builds and promotes a safe, healthy, respectful branch, free of harassment and discrimination
- Models transparency and fairness

Interview question(s): #5

Independent Rating

Does not meet the qualification

Meets the qualification

Very Poor/ Unacceptable	Poor/Below Average	Moderate/Average	Strong/Above Average	Very Strong/Excellent
1	2	3	4	5

Consensus Rating

<i>Interviewer</i> 1	<i>Interviewer</i> 2	<i>Interviewer</i> 3	Consensus Rating
/5	/5	/5	/5

Examples/Comments

Strategic Thinking- Analysis

Behavioural indicators (choose the indicators specific to the position):

- Frames questions and analyses with a thorough understanding of legislation and the ADM role
- Seeks DM, government, national, regional, global and technical perspectives on sector issues
- Recognizes critical or sensitive issues and makes links to priorities
- Distinguishes between critical and trivial factors in making judgments
- Analyzes setbacks and seeks honest feedback to learn from mistakes

Interview question(s): #2

Independent Rating

Does not meet the qualification

Meets the qualifications

Very Poor/ Unacceptable	Poor/Below Average	Moderate/Average	Strong/Above Average	Very Strong/Excellent
1	2	3	4	5

Consensus Rating

<i>Interviewer</i> 1	<i>Interviewer</i> 2	<i>Interviewer</i> 3	Consensus Rating
/5	/5	/5	/5

Examples/Comments

Strategic Thinking- *Ideas*

Behavioural indicators (choose the indicators specific to the position):

- Provides quality judgment and policy advice to the DM
- Contributes to the elaboration of the collective/DM vision
- Articulates the vision in terms of own mandate
- Develops innovative solutions to non-traditional problems
- Develops strategies to manage the scope and pace of change
- Develops strategies that are effective in the short and longer term
- Encourages constructive questioning of policies
- Envisions possibilities without detailed information
- Exercises sound professional judgment based on analysis and consultation, as needed
- Teaches and learns from others

Interview question(s): #2

Independent Rating

Does not meet the qualification

Meets the qualification

Very Poor/ Unacceptable	Poor/Below Average	Moderate/Average	Strong/Above Average	Very Strong/Excellent
1	2	3	4	5

Consensus Rating

<i>Interviewer</i> 1	<i>Interviewer</i> 2	<i>Interviewer</i> 3	Consensus Rating
/5	/5	/5	/5

Examples/Comments

ENGAGEMENT — *People, Organizations, Partners*

Behavioural indicators (choose the indicators specific to the position):

- Cultivates effective relationships and networks with central agencies, other organizations, clients, citizens, unions, central and regional employees and other levels of government
- Provides communication links up, down and throughout the organization and networks
- Communicates with, and encourages, candour and clarity
- Communicates and interprets external contexts to position branch, team and individual contributions
- Demonstrates and elicits trust by seeking and providing honest and constructive feedback
- Actively listens to and understands impact on others
- Influences outcomes by negotiating win-win solutions and compromise and resolving conflict
- Tailors approach to context, e.g., collaborative for consensus building, directive in crisis
- Inspires a commitment to excellence by demonstrating passionate personal commitment
- Works with the departmental/agency and PS-wide ADM community to deliver on shared objectives
- Creates an open, positive environment to stimulate open discussion

Interview question(s): #1

Independent Rating

Does not meet the qualification

Meets the qualification

Very Poor/ Unacceptable	Poor/Below Average	Moderate/Average	Strong/Above Average	Very Strong/Excellent
1	2	3	4	5

Consensus Rating

<i>Interviewer 1</i>	<i>Interviewer 2</i>	<i>Interviewer 3</i>	Consensus Rating
/5	/5	/5	/5

Examples/Comments

Management Excellence— *Action Management*

Behavioural indicators (choose the indicators specific to the position):

- Leads change that maximizes results in the branch, organizationally and in the sector
- Acts as a steward for the entire department/agency, not just their own branch
- Identifies and communicates priorities, milestones, timelines, performance measures, clear accountabilities and performance agreements for DGs
- Designs and manages a strategic risk management framework
- Coordinates national and regional priorities, planning and performance
- Aligns priorities and resources
- Follows through on the branch business plan from planning, implementing, monitoring and evaluating through to reporting
- Integrates comptrollership, MAF, federal legislation, regulations and policies into branch practices
- Fulfils obligations of branch management accountabilities
- Integrates HR, finance, IT, IM and communications issues into planning and actions
- Revises goals and plans to reflect changing priorities or conditions
- Commits to a course of action, if required, despite incomplete information
- Makes decisions, initiates urgent actions and remains calm in crisis situations
- Recognizes and acknowledges errors and makes corrections

Interview question(s): #2

Independent Rating

Does not meet the qualification

Meets the qualification

Very Poor/ Unacceptable	Poor/Below Average	Moderate/Average	Strong/Above Average	Very Strong/Excellent
1	2	3	4	5

Consensus Rating

Interviewer 1	Interviewer 2	Interviewer 3	Consensus Rating
/5	/5	/5	/5

Examples/Comments

Management Excellence— *People Management*

Behavioural indicators (choose the indicators specific to the position):

- Develops HR strategy for succession planning
- Creates expert teams to address specific or crisis issues
- Sets clear expectations, monitors, evaluates, rewards and develops performance
- Recognizes people's accomplishments and best efforts
- Gives honest feedback, encourages learning and manages non-performance
- Deals with HR problems decisively and effectively
- Recognizes the importance of and supports the DG community
- Balances complementary strengths in teams
- Builds leadership throughout the branch
- Guides and develops people through appraisals, career planning and development
- Consults with support services prior to changing HR protocols
- Implements rigorous HR systems and fulfils obligations of HRM accountabilities

Interview question(s): #3

Independent Rating

Does not meet the qualification

Meets the qualification

Very Poor/ Unacceptable	Poor/Below Average	Moderate/Average	Strong/Above Average	Very Strong/Excellent
1	2	3	4	5

Consensus Rating

<i>Interviewer</i> 1	<i>Interviewer</i> 2	<i>Interviewer</i> 3	Consensus Rating
/5	/5	/5	/5

Examples/Comments

Management Excellence— *Financial Management*

Behavioural indicators (choose the indicators specific to the position):

- Allocates resources transparently and establishes a culture of ongoing reallocation
- Aligns business drivers with financial management regime
- Promotes innovative approaches to deal with fiscal restraint
- Integrates comptrollership processes and promotes due diligence
- Reviews and reacts to the results of audits and evaluations
- Continuously monitors performance and seeks efficiencies
- Fulfils obligations of accountabilities for branch financial management
- Provides objective, credible and timely reporting to the DM
- Consults with support services prior to changing financial protocols

Interview question(s): #4

Independent Rating

Does not meet the qualification

Meets the qualification

Very Poor/ Unacceptable	Poor/Below Average	Moderate/Average	Strong/Above Average	Very Strong/Excellent
1	2	3	4	5

Consensus Rating

<i>Interviewer 1</i>	<i>Interviewer 2</i>	<i>Interviewer 3</i>	Consensus Rating
/5	/5	/5	/5

Examples/Comments

FINAL RATING SUMMARY

Applicant:		
Date:		
Interview board	Name	Signature
Interviewer 1:		
Interviewer 2:		
Interviewer 3:		

Competencies	Consensus rating	Results	
		Meets	Does not meet
Values and Ethics	/5	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Thinking- Analysis	/5	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Thinking- Ideas	/5	<input type="checkbox"/>	<input type="checkbox"/>
Engagement	/5	<input type="checkbox"/>	<input type="checkbox"/>
Management Excellence- <i>Action Management</i>	/5	<input type="checkbox"/>	<input type="checkbox"/>
Management Excellence- <i>People Management</i>	/5	<input type="checkbox"/>	<input type="checkbox"/>
Management Excellence- <i>Financial Management</i>	/5	<input type="checkbox"/>	<input type="checkbox"/>