

INTERVIEW QUESTION DESIGN & PRACTICE PROFORMA

Structured template for **designing competency-based interview questions**, probes, evidence indicators, and scoring anchors for selection and assessment use. Use before mock interview (individual or panel training).

How to use this form

- Complete one proforma **per competency, per individual**.
- Use prior to practice interviewing and as part of practice interviewing – one question only interaction.
- Questions should elicit evidence of demonstrated behaviour (not opinions, intentions, hypothetical views).
- The strongest questions anchor the candidate in a real situation, surface the action taken, and test the outcome, judgment, and learning.

1. INTERVIEW CONTEXT AND COMPETENCY SCOPE

NAME		FUNCTION / DEPARTMENT	
EMPLOYEE ID		ASSESSOR / TRAINER	
COMPETENCY DOMAIN (One of TACO)		DATE & PLACE	

2. COMPETENCY DEFINITION / INTENDED BEHAVIOUR

Write the competency in **behaviour** terms. It should begin with an action verb and indicate what effective behaviour looks like in-role.

3. WHY THIS COMPETENCY MATTERS

State why the competency is important for selection quality, capability, values, risk reduction, stakeholder standards, or performance outcomes.

4. INTERVIEW QUESTION DESIGN

PRIMARY QUESTION STEM	Draft the main competency question. Use a past-behaviour format where possible: “Tell us about a time when...”
PURPOSE OF QUESTION	What specifically is this question intended to test?
ASSESSMENT PROBES (5-point coverage – see training deck)	List 1-2 probes to test clarity, depth, judgment, ownership, outcomes, learning.
UNSUITABLE QUESTION RISKS	Note any risks to avoid: hypothetical phrasing, double-barreled wording, leading the candidate, over-complexity, weak fit to role.
EVIDENCE SOURCES EXPECTED	Examples: interview narrative, situation for behaviour (pressures, standards, skills required), work examples, portfolio/documentation, panel observation, reference triangulation.
FAIRNESS / BIAS CHECK	Confirm the question is role-relevant, clear, non-leading, culturally fair, and not dependent on insider knowledge.

5. EVIDENCE INDICATORS

INDICATOR TYPE	WHAT GOOD EVIDENCE LOOKS LIKE	WARNING SIGNS / WEAK EVIDENCE
SITUATION		
ACTION / BEHAVIOUR		
OUTCOME / RESULT		
REFLECTION / LEARNING (Self)		

NOW CONDUCT SINGLE-QUESTION INTERVIEW

Coach / Trainer or other as interviewee. Coach / Trainer /Interviewee assumes 'competency' standard.

RATING ANCHORS FOR INTERVIEW ASSESSMENT

SCORE	ASSESSMENT BAND	ANCHOR DESCRIPTION
1	INSUFFICIENT EVIDENCE	Little or no relevant example; unclear ownership; weak relevance to competency; evidence unreliable or largely theoretical.
2	BELOW EXPECTED	Some relevant evidence but fragmented, superficial, overly prompted, or weak on judgment, action, or outcome.
3	MEETS EXPECTED STANDARD	Clear and relevant evidence of competent behaviour, reasonable ownership, sound decisions, and credible outcomes.
4	STRONG	Convincing and well-structured example; strong judgment; good self-awareness; positive outcome and clear value to role/context.
5	OUTSTANDING	Highly credible, specific, and reflective evidence; strong impact; excellent judgment; exemplary standard for the competency.

ASSESSOR / COACH / TRAINER SCORING

Take sheet from participant.

SCORING CRITERIA		Score (1-5)
COMPETENCY USED		
WHY IT MATTERS		
QUESTION DESIGN		
Primary Question Stem		
Purpose of Question		
Assessment Probes (5 pt)		
Unsuitable Question Risks		
Evidence Sources Expected		
Fairness /Bias Check		
EVIDENCE INDICATORS		
Situation		
Action / Behaviour		
Outcome / Result		
Reflection / Learning		
QUESTION DESIGN	PROVISIONAL RATING (prior to 1-2-1 coaching and evaluation)	
COACHING FOCUS	Take into individual coaching and evaluation	
Strengths		
Risks / Gaps		