



ORGMASSTR

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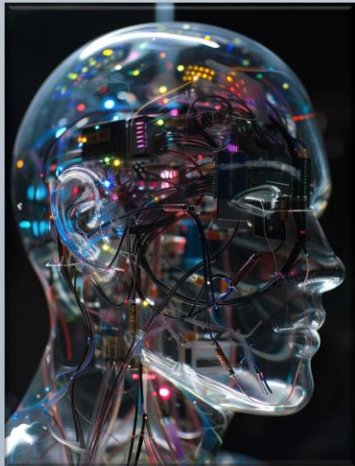
Competency-Based Interviews for Interviewers

Introduction

Who we are and what we do



- Start-Up 2023 in UAE
- Operated by ORGMAS^{TR} OPC, now registered in Philippines
- Specialty: organisation design + development for capability
- Consultants: management, social, and behavioral sciences
- Science-based approach: organisational development and strategy



ORGANISATION ASSESSMENT,
MEASUREMENT & AUDITING

WORKFORCE CAPABILITY
WORKLOAD ANALYSIS &
RESOURCE UTILISATION
ORG. DESIGN AUDIT
HRM AUDITING
ORGANISATION CULTURE



ORGANISATIONAL DEVELOPMENT
& ORGANISATION DESIGN

OPERATING MODELING
BUSINESS MODELING
CAPABILITY MAPPING
TRANSFORMATION & CHANGE
STRUCTURAL DESIGN
(Technology, Processes, Governance)



PEOPLE STRATEGIES
& DEVELOPMENT

WORKFORCE PLANNING
LEARNING & DEVELOPMENT
LEADERSHIP DEVELOPMENT
CULTURE & ENGAGEMENT
COMPETENCY MODELING
COMPETENCY FRAMEWORKS

Our expertise is centered on how organisations work, how they are designed, and how they deliver capability.



Your training people



Melanie Brannigan, MBA, SHRM-SCP

Senior organizational effectiveness and transformation leader with deep experience helping complex organisations translate strategy into operating reality.

Designs and implements practical, high-impact interventions that strengthen organization capability, align culture to strategy, and deliver measurable business outcomes.

Melanie has led enterprise PMOs, designed operating models, and delivered large-scale culture, organisation design, and leadership transformations in highly complex environments.

Known for hands-on implementation, executive credibility, and solutions that work inside real constraints, Melanie brings a disciplined, pragmatic approach to building organisations that perform.



Patrick Duffy is an organisation leader turned consultant, adviser, and writer.

A leadership career spans three decades in public, private, and not-for-profit settings. Founder of ORGMAS^{TR}.

Patrick’s work is deliberately interdisciplinary, spanning social psychology, political science, philosophy; not to mention management sciences. His writing and research braids these threads into clear, usable guidance and insights.

Patrick also advises and consults at C-suite levels for organisation strategy, promoting and delivering evidence-based rigor to understanding core capability requirements (people and structure).

Specialist subjects: organisation design, organisation capability (measurement), leadership, competency development, quantitative methods.

Our expertise is centered on how organizations work, how they are designed, and how they deliver capability.





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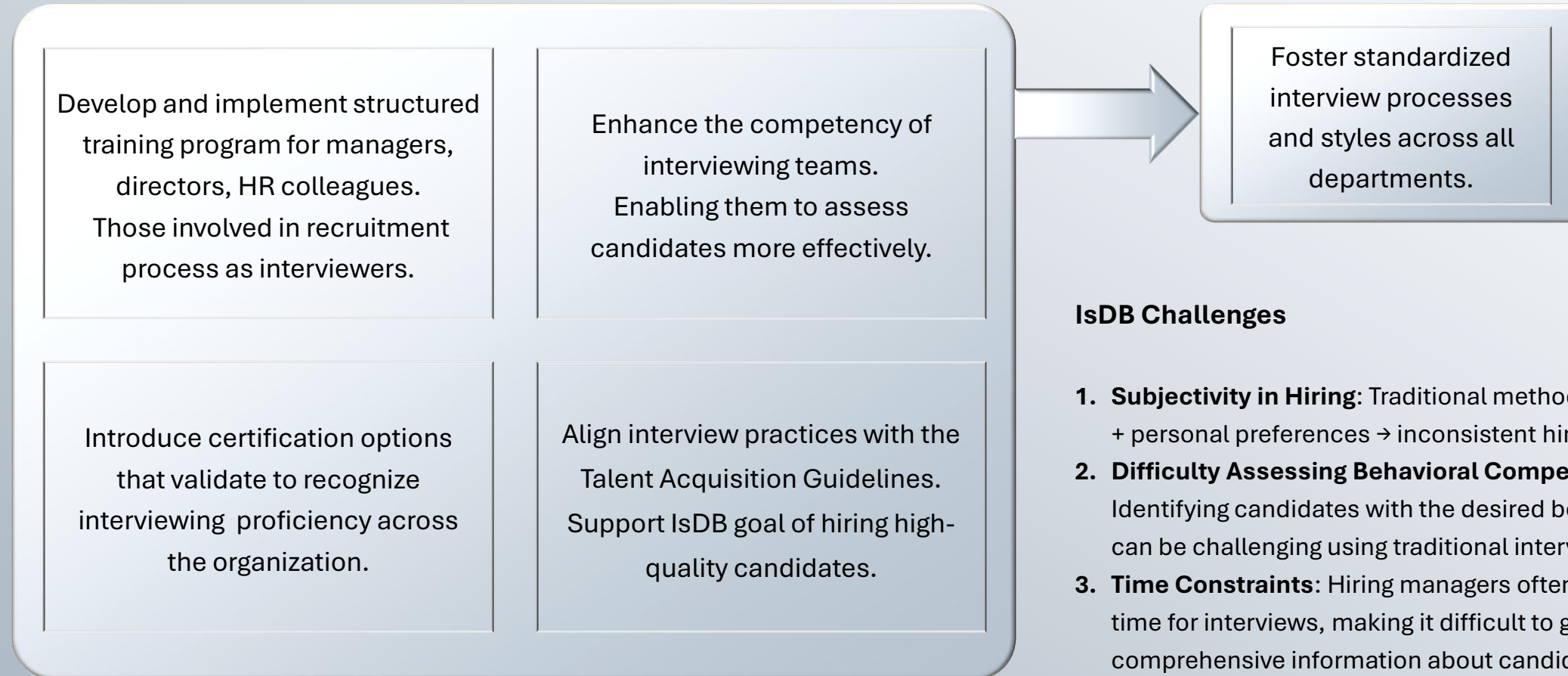
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Competency-Based Interviews for Interviewers

Positioning competencies,
interviewer standards, evidence
quality, and the learning journey
for IsDB participants.

IsDB 
البنك الإسلامي للتنمية
Islamic Development Bank

Project objectives



Key objective: hiring quality candidates to optimize organization capability and impact.



Why interviewer capability matters

- Traditional hiring decisions can become subjective when interviewers rely too heavily on intuition or personal preference.
- Behavioural competencies are harder to assess consistently unless interviewers know what evidence to probe for and how to record it.
- Time pressure in interviews means structure matters: focused questions, disciplined probes, and sharper judgement improve quality.
- Standardised interviewing protects talent acquisition quality and supports corporate standards across functions and panels.

This programme is a response to specific recruitment and assessment challenges and/or opportunities.



Interviewers are the gatekeepers for talent, and the custodians of standards.



What this opening lecture is designed to do

1

Define competencies clearly

Separate predictors, behaviors, and outcomes so participants know exactly what they are trying to identify in interview evidence.



2

Position the interviewer role

Explain why interviewer judgement affects hiring quality, consistency, fairness, and corporate standards.



3

Prepare for practical work

Create a common language for question design, observation, scoring, feedback, and one-to-one coaching.



A shared conceptual base before practice, coaching, scoring, and programme delivery.



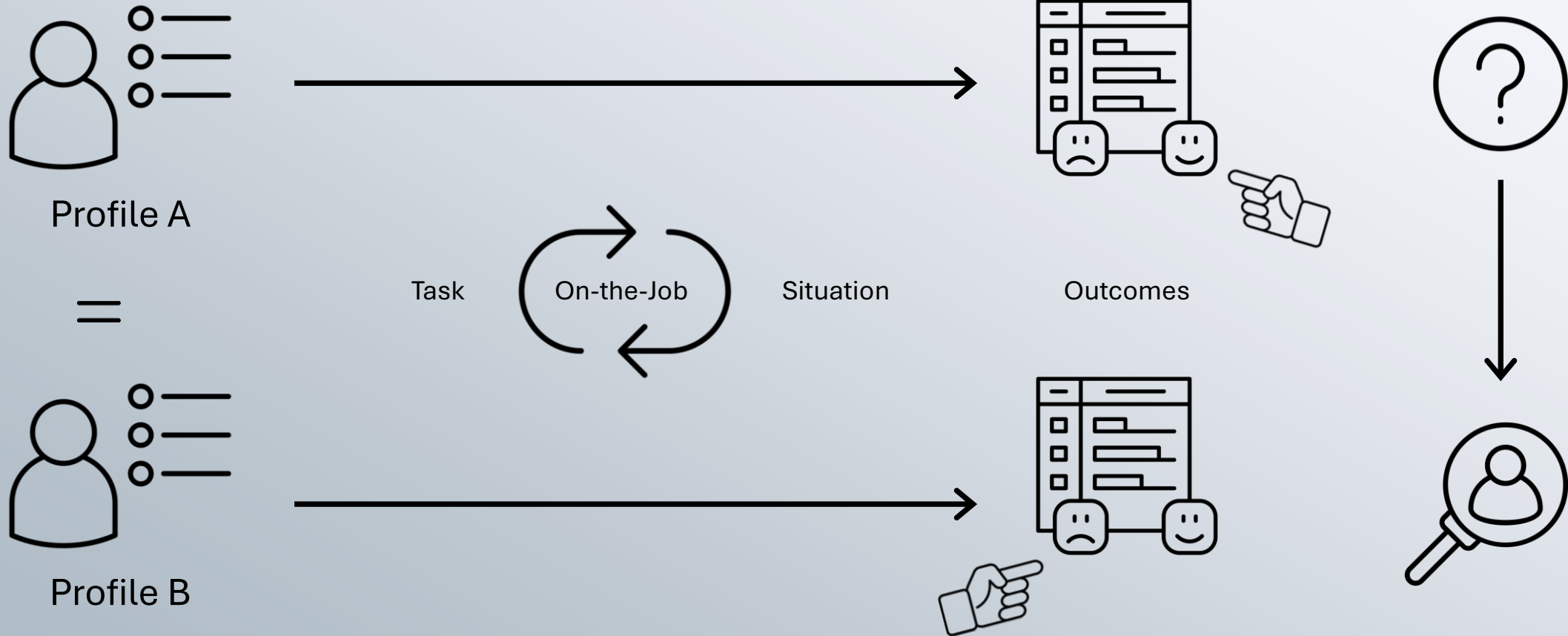
Learning outcomes

Learning
Outcomes

- Explain what a competency is, and distinguish it from traits and credentials, and from outcomes such as KPIs or performance results.
- Turn a competency target into a structured interview question with useful probes.
- Capture evidence in short, neutral, usable notes during live interviews.
- Use a common five-point rating logic and justify scores from evidence.
- Recognise common judgement traps and reduce bias through process discipline.
- Contribute effectively to panel interviewing and follow-up coaching.



What question are we asking with competencies?



Individuals DO something to differentiate their impact and performance...



What do we mean by “competencies?”

A Predictors / KSAOs
 Knowledge, skills, abilities, and other characteristics may predict performance, but they are not the same as demonstrated competence in action.

C Behaviours / actions
 For interviewing and organisational development purposes, the most useful competency is the observable behavior or action that contributes to effective performance.

B Outcomes / standards
 Results, KPIs, and standards tell us whether performance happened, but not necessarily what behavior created it.

D Normative / cultural “competencies”
 Value-based expectations and cultural alignment descriptors. Examples: “living the values” or “organisational stewardship.” Used in governance and identity regulation.

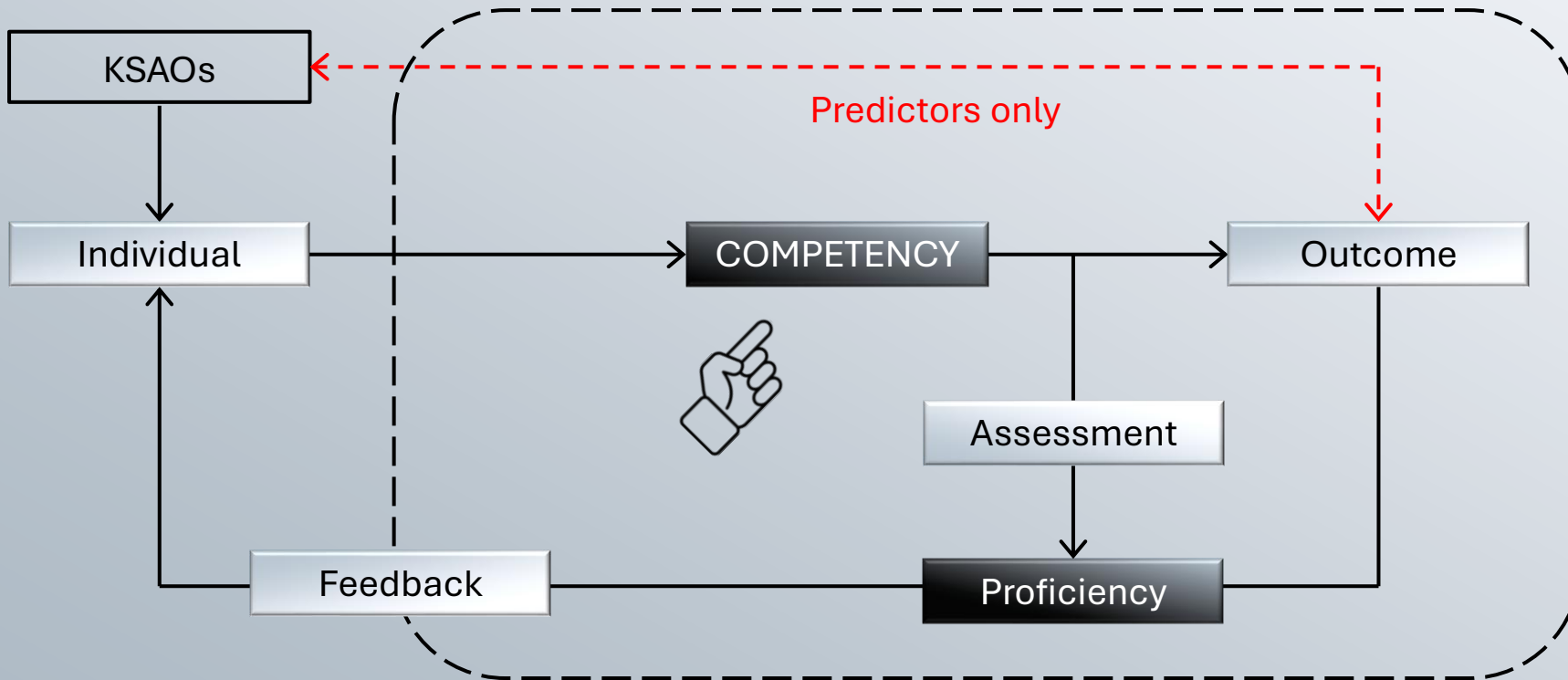


A useful distinction for interviewers: not everything called a competency is the same thing.



How competencies sit in the human performance pathway

ON-THE-JOB-PERFORMANCE (OJP)



In interview assessment, we are listening for the **action or behaviour** that links capability to result.

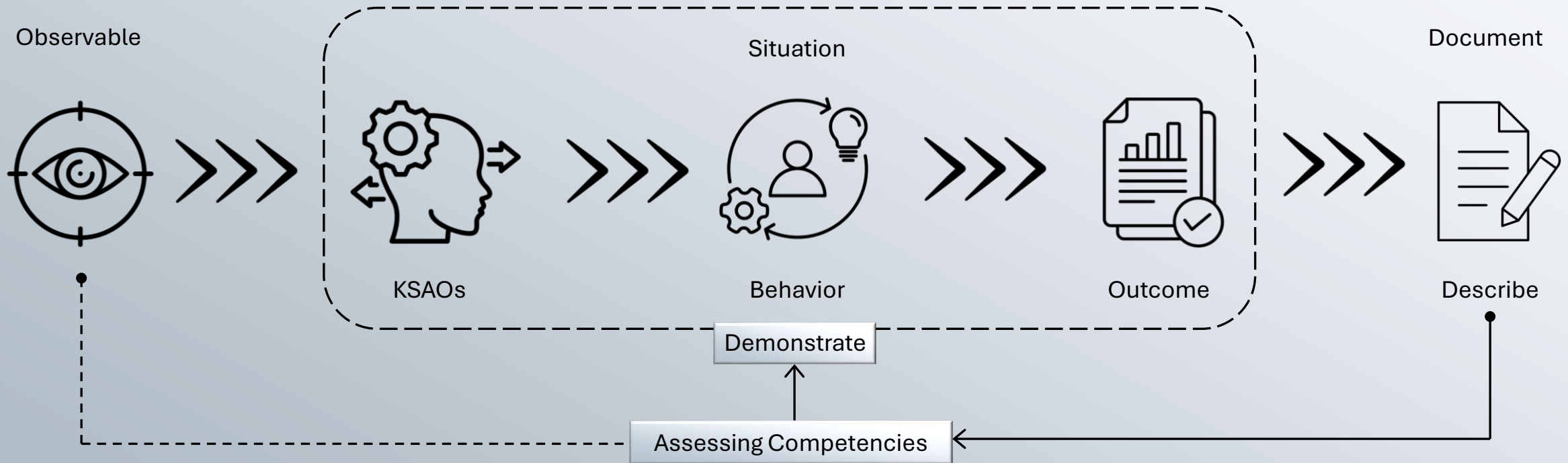
That is why good competency interviewing focuses on **examples**, decisions, behaviors, context, and consequences – **not just claims**.



Making competencies (modelling)

Modeling

ON-THE-JOB-PERFORMANCE (OJP)



This project is INTERVIEW assessment only; but there are multiple assessment types – all observing something.

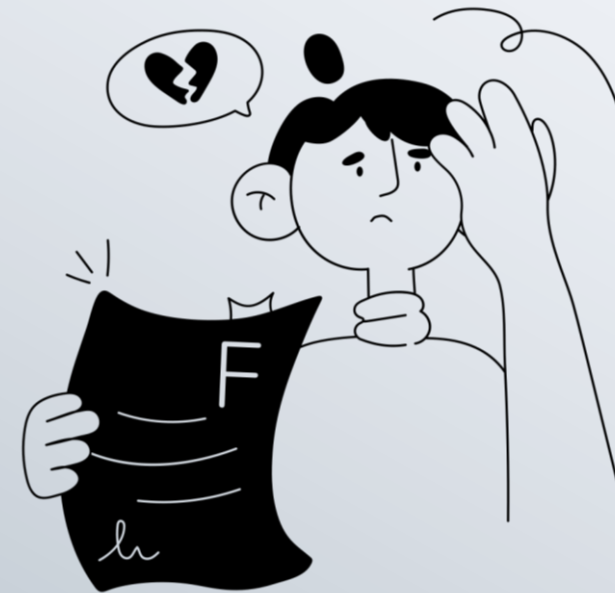


Good modelling sets up good evidence

Evidence

- Specific situation: a real context, challenge, or requirement rather than a broad generalization.
- Clear behavior: what the candidate actually did, decided, said, initiated, changed, or monitored.
- Traceable outcome: consequence, result, standard, or learning that followed from the behavior.
- Demonstrable evidence: described in enough detail that an interviewer can document and assess it.

If it cannot be described clearly, it will be hard to score clearly.



It is important to distinguish evidence from impression.





Classifying competencies

T-A-C-O Model™

Task-oriented

Context-oriented

Individual Focus

TECHNICAL

ADAPTIVE

“Getting Ahead”

System / Relational Focus

CROSS-FUNCTIONAL

ORGANISATIONAL

“Getting Along”

Evidence criteria vary

Evidence is most direct for Technical competencies

System/Relational and Organisational require data beyond the individual (harder)

Assessment needs to factor the scope for evidence, and verification standards


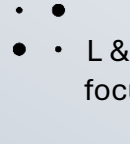
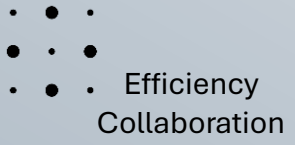
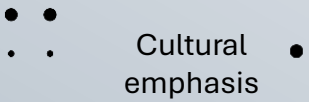
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ALL COMPETENCIES ARE BEHAVIOURS, but they are not all the same behavioural type.



Competency modelling versus competency frameworks

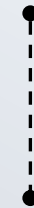
<p>TECHNICAL</p> <p>Priority for performance •</p> <p>Job families</p> 	<p>ADAPTIVE</p> <p>Innovation focus • •</p> <p>L & D focus • •</p> 
<p>CROSS-FUNCTIONAL</p> <p>Critical roles • • •</p> <p>Relational work • • •</p> <p>Efficiency • • •</p> <p>Collaboration • • •</p> 	<p>ORGANISATIONAL</p> <p>Strategic alignment • •</p> <p>Cultural emphasis •</p> 



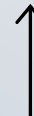
Design activity
Means of learning about work



Modeling asks:
“What *might* matter here?”



Frameworks assert:
“This is what matters *around* here.”



Organisational artefact (framework)
Means of governing what has been learned

Modelling for roles and performance; frameworks for strategic alignment and governance.



So, how do we define “competencies?”

Definition

A competency is a pattern of **behavior demonstrated** for effective on-the-job performance and contributing favorably to the organization’s performance, environment, and adaptability.

There are multiple definitions for “competency” through academic literature and organisational practices.

- KSAO-based
- Outcomes-based
- Behaviour-based
- Normative-cultural-based

Most deal only with individual and job performance; not organizational



Financial services (bank) competencies samples

1. Evaluates financial and operational information

Assesses relevant financial, operational, and contextual information in a structured way in order to support sound recommendations, decisions, and risk-aware action.

2. Applies policy, process, and control requirements

Uses relevant policies, procedures, controls, and governance requirements accurately and consistently in order to protect process integrity, quality, and compliance.

3. Produces accurate and reliable work outputs

Delivers work to the required standard of accuracy, completeness, and timeliness, with appropriate checking and attention to detail.

4. Solves role-relevant problems systematically

Identifies issues affecting work quality or delivery, analyses the causes in a disciplined way, and implements practical solutions that improve performance or reduce disruption.

9. Collaborates across functions

Works constructively with colleagues, teams, and specialist functions across organisational boundaries in order to resolve issues and achieve shared outcomes.

10. Builds productive stakeholder relationships

Develops and sustains effective working relationships with internal and external stakeholders through responsiveness, credibility, and constructive engagement.

11. Integrates different perspectives into action

Brings together differing views, requirements, or sources of expertise in order to form balanced judgement and workable solutions.

12. Communicates clearly across audiences

Conveys information, issues, and recommendations in a clear, structured, and audience-appropriate way that supports shared understanding and effective action.

5. Adapts effectively to change

Adjusts priorities, methods, or behaviour constructively in response to changing demands, information, systems, or organisational requirements.

6. Learns and improves from experience

Reflects on experience, feedback, and outcomes in order to refine judgement, strengthen performance, and improve future practice.

7. Maintains performance under pressure

Sustains sound judgement, composure, and work discipline when facing pressure, ambiguity, setbacks, or competing demands.

8. Shows initiative in improvement

Takes practical steps to strengthen processes, resolve emerging issues, or improve work quality without waiting unnecessarily for direction.

13. Upholds professional and ethical standards

Acts with integrity, fairness, and professionalism, and makes decisions in ways that protect trust, standards, and institutional credibility.

14. Exercises sound risk and control awareness

Recognises the wider implications of actions for risk, governance, control, and institutional protection, and acts accordingly.

15. Contributes to institutional stewardship

Acts in ways that support the organisation's long-term interests, reputation, and responsibilities, beyond immediate personal or local priorities.

16. Supports a culture of accountability and respect

Behaves in ways that reinforce responsibility, constructive challenge, consistency, and respectful working relationships across the organisation.

A

O



Competencies are also about standards and organizational capability



Task performance

Can the candidate perform the role, make sound decisions, and deliver expected outputs?



Behavioral fit

Can the candidate work effectively with others, communicate well, adapt, and contribute positively in context?



Corporate standards

Interviewers also act as guardians of fairness, professionalism, consistency, and the standards the organization wishes to uphold.

Interviewing quality does not only affect an individual hire; it also affects the organization environment and standards it reinforces.



There is more to competencies than individual on-the-job performance.



Interviewer disciplines that protect quality

1 Prepare

Know the role, the competency target, and the evidence standard before the interview starts.

2 Probe

Use focused follow-up questions to move from general claims to specific actions and outcomes.

3 Separate

Separate what the candidate did from what the team did, and separate evidence from assumption.

4 Record

Document evidence succinctly enough that another assessor could understand the basis for judgement.

5 Rate

Score against agreed standards, not personal affinity, confidence, or conversational polish.

Bias mitigation, consistency, and clean documentation are not “extra” activities – they are core interviewing capability.

These are the standards that underpin objectivity, consistency, and credibility in competency interviewing.



From competency target to interview question

1

Target the behaviour (competency)

Define the behaviour you want to surface, the context in which it matters, and the standard that matters for the role.

2

Write a behaviour prompt

Ask for a real example: “Tell me about a time when...” or “Describe a situation where you had to...”

3

Build probes

Prepare follow-up prompts to test decision quality, ownership, challenge, actions, and consequences.

Competency target:

Assesses evidence objectively and reaches a balanced judgement

Primary question

Describe a time when you had to evaluate incomplete or mixed information before making a recommendation or decision.

Worked example

Useful probes

- What evidence did you rely on most, and why?
- What alternatives did you consider before deciding?
- How did you guard against personal bias or assumption?
- What was the outcome of your judgement?

Question design should force useful evidence, not invite vague self-description.



How live scoring should work

Suggested 1-5 evidence rating logic

1 Minimal / unclear

2 Limited / partial

3 Competent threshold

4 Strong evidence

5 Superior / highly credible

Anchor every score in four questions



Is the situation real and relevant?

Was the example specific enough to assess?



Is the behavior clearly evidenced?

What did the candidate personally do?



Is the outcome traceable?

Did the action lead to a meaningful result, standard, or lesson?



Is the judgement documented?

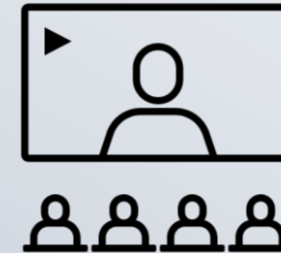
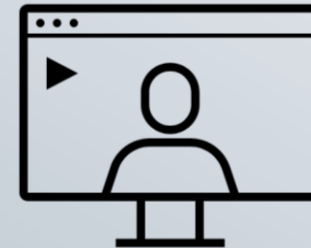
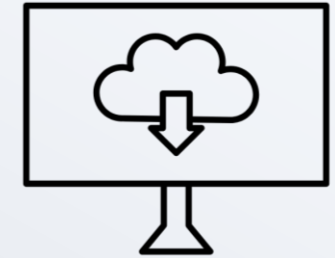
Could another assessor understand why this score was given?

This logic will later be translated into observation sheets, scoring forms, and dashboard reporting.



What follows after the opening lecture

- 1 Group training**
 Structured practice, role-play, guided question work, and scoring discipline.
- 2 One-to-one coaching**
 Individual feedback on interview performance, judgement, and evidence handling.
- 3 Follow-up support**
 Virtual check-ins, shared learning, and refreshers to help bedding-in and consistency.
- 4 Evaluation and recognition**
 Participant feedback, programme reporting, and certification options.



The lecture is only the front end; the programme value is built through practice, coaching, feedback, and follow-through.



Key messages to take into the practical sessions

Key Messages

- A competency interview is strongest when it focuses on behavior, context, and outcome – not self-description alone.
- Interviewers uphold both selection quality and corporate standards through objectivity, probing discipline, and clean documentation.
- Evidence quality should drive scoring; confidence, fluency, and likeability should not.
- The programme will now move from concept to application through decks, workbook exercises, forms, observation sheets, coaching, and reporting tools.



The rest of the programme converts these principles into applied interviewing capability.

