

COMPETENCY & BEHAVIORAL BASED INTERVIEWING MODEL

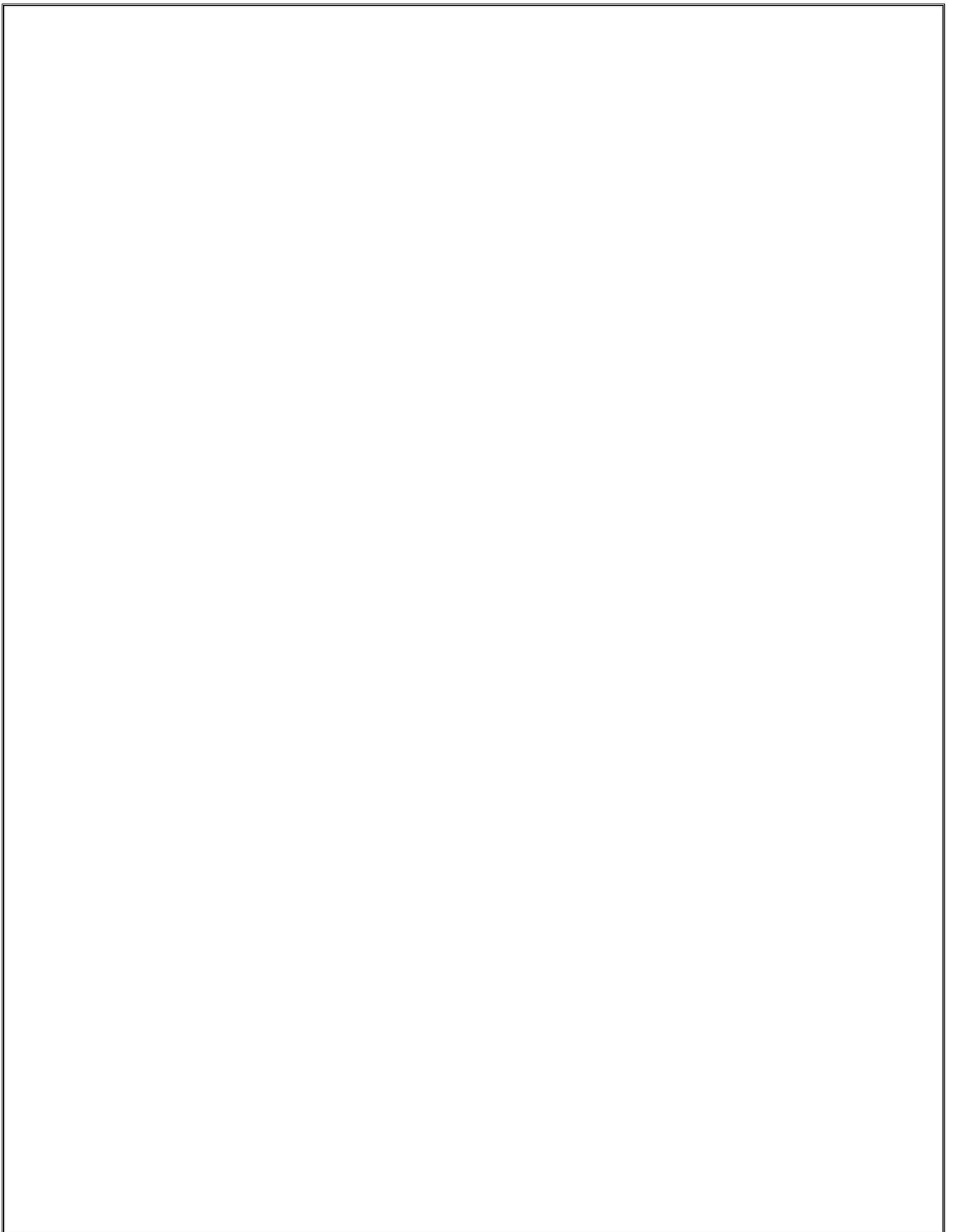


Participant Guide



Department of Human Resources
Strategic Learning Solutions
James K. Polk Building, 1st Floor
505 Deaderick Street
Nashville, TN 37243





COMPETENCY & BEHAVIORAL BASED INTERVIEWING MODEL



Program Overview

During this workshop you will learn why using competency behavioral based questions is best practice. You will learn how to write and use such questions for interviewing applicants for job positions within your agency. In addition, you will learn how to make certain that such interview questions are legally acceptable to use during an interview. This is an experiential based training that allows participants to practice incorporating the concepts and receive feedback.

Activity

As a hiring manager in your agency, what are your expectations for this workshop?

What are some concerns you have about conducting an interview?

The interview process can be a challenging time for many. Deciding what the best and most appropriate questions to ask job applicants to obtain enough accurate information to make a good hiring decision is not always easily accomplished. There may be concerns about asking a question that can be construed as discriminatory.

Learning Objectives

1. Learn how to differentiate between traditional and behavioral based interview methods
2. Learn the definition of Competencies and how to use them in the interview process
3. Learn how to write and use Competency Behavioral Based Interview Questions
4. Learn how to determine if an interview question is acceptable or unacceptable

What is the main objective of the interview process?



Jim Collins in his book ***Good to Great*** mentions that it is critical not to just hire people, but to hire the right people, that is, to get the right people on the bus. One might add that it is important to get the right people on the right bus and in the right seat!

What are the advantages of having the right person in the right job?

What are the disadvantages of having the wrong person in the wrong job?

Think about your idea of the “best employee.” What behaviors or characteristics would that person demonstrate that would make them a best employee? Share your thoughts about what a best employee is like with your table group. On a flip chart, list those behaviors or characteristics. Be prepared to share them with the class.

Many of the behaviors or characteristics that are often listed typically are not captured on a written application one fills out for a job, but are sought after by hiring personnel. These behaviors or characteristics are referred to as competencies. The interview process is a critical time that hiring personnel have to try and determine whether an applicant has those competencies sought after that make them a best employee.

The following chart provides an overview of the hiring process. The goal is to make certain that the person being hired contributes to the overall vision, mission and core values of the agency through their job performance. It is important to determine what the appropriate competencies are for that job position before creating interview questions. This process is part of a job analysis conducted with the Department of Human Resources Classification and Compensation Division and provides a foundation for the interview event. In this workshop, the focus will

be on taking those competencies and creating appropriate interview questions to determine if a job applicant has or can demonstrate those competencies. For questions about the job analysis process, please contact the Classification and Compensation Division of the Department of Human Resources (web site may be found at <http://www.tn.gov/dohr/>).

During the job analysis process, the knowledge, skills, abilities and competencies (KSACs) for each job class will be determined by subject matter experts (SMEs). Specific questions may be asked on the application to determine if an applicant has the necessary KSACs needed for the position. For example, consider a listed knowledge for a job class is Computers and Electronics, that is, the individual needs to have basic knowledge of computer programming languages. If a specific computer programming language is needed, such as JAVA Script, then the application may include a Supplemental question that asks if the applicant has that specific knowledge. Supplemental questions should be discussed with the agency's human resource personnel. These questions enable the hiring manager to "screen" for specific KSACs on the application.

During the interview itself, questions focused on the necessary competencies may be asked. The job analysis process will have provided a ranked listing of the competencies for a job class, and from those competencies the hiring manager must decide which are most critical for the position to be filled. As always, the selection process should be discussed with the agency's human resources personnel. To summarize, the process is as follows:

- Any applicant who meets the minimum qualifications (MQs) will be put on a list of eligible candidates for consideration by the agency. The eligible candidate list is randomized.
 - Supplemental questions will be generated from the KSACs to assist in selecting appropriate candidates for interview. Candidates answer all supplemental questions and the responses are sent with the eligible candidate list as an Excel report for consideration by the agency. The supplemental questions are used to filter the eligible candidate list.
- Guidelines for Supplemental Questions:

1. Should come from the job-related KSACs for the class
 2. Should be selected as a means of specifically targeting the individuals who are most qualified for the position prior to the interview
 3. Can be “Yes/No” questions or limited choice questions
 4. Examples: “This position works a 6:00 pm to 7:30 am night shift with an every other weekend rotation. Will you be able to work this schedule?” “Are you proficient in advanced applications of Microsoft Word, to include generating a conditional mail merge document, automating repetitive tasks with macros, developing templates and forms, and linking forms to external sources?” “Do you have experience working with an intellectual and developmental disability population?”
- Competencies and KSAs will be used to select and/or generate structured interview questions for use in the interview process.

An important concept to remember when deciding which of the competencies to focus on during the interview is how the position ties in with the agency’s mission. Every position within an agency exists to help achieve that agency’s overall mission – its very reason for existing. The interview process enables hiring managers to ask questions focused on competencies that if the individual possess, will enable that person to contribute to the mission of the agency.

As an example, the HR Analyst 2 class lists the following KSACs:

Competencies:

1. Ethics and Values
2. Integrity and Trust
3. Written Communications
4. Perseverance
5. Customer Focus
6. Informing
7. Problem Solving
8. Organizing
9. Organizational Agility
10. Dealing with Ambiguity
11. Standing Alone

Knowledge:

1. Intermediate knowledge of clerical processes and procedures related to office work
2. Intermediate knowledge of personnel and human resources policies, procedures, and best practices as applied to the public sector
3. Intermediate knowledge of office productivity software including but not limited to Microsoft Office Suite
4. Intermediate knowledge of law and government as it pertains to human resources work in the public sector
5. Basic knowledge of customer and personal service best practices
6. Basic knowledge of mathematics (arithmetic)

Skills:

1. Intermediate mathematics skills (arithmetic)
2. Intermediate reading comprehension
3. Intermediate speaking skills
4. Intermediate writing skills
5. Intermediate coordination skills
6. Intermediate instructing skills
7. Basic social perceptiveness skills
8. Basic judgment and decision making skills
9. Basic systems analysis skills
10. Basic quality control analysis skills
11. Basic time management skills
12. Active learning skills
13. Active listening skills
14. Service orientation skills

Abilities:

1. Intermediate mathematical reasoning ability
2. Intermediate oral comprehension ability
3. Intermediate oral expression ability
4. Intermediate written comprehension ability
5. Intermediate written expression ability
6. Intermediate time sharing ability
7. Category flexibility ability
8. Deductive reasoning ability
9. Inductive reasoning ability
10. Information ordering ability
11. Problem sensitivity ability
12. Speech clarity
13. Speech recognition

Note that the information provides a ranked listing of the competencies determined by a group of SMEs to be most important for that job class. The agency human resources personnel can assist the hiring manager in discussing which, if not all, of the competencies on which to develop behavioral based questions for the interview. As an example, for this particular position the competencies of Integrity and Trust, Written Communications, Customer Focus and Problem Solving are very critical for that individual in that position to help the agency achieve its mission. Behavioral based questions can then be developed to ascertain whether or not the individual applicant possesses those competencies.

A list of the competencies used in the job analysis process may be found at the following link: (List of Competencies – KSACs)

http://www.tn.gov/dohr/class_comp/toolkit.shtml

Competency and Behavioral Based Interviewing Model



Vision/Mission/Core Values	Role Identification/Job Specification	Job Description/Salary Plan Determination of required Knowledge, Skills, and Abilities (KSA's)	Leadership Competencies matched to Role	<ul style="list-style-type: none"> • Identification of mission critical leadership core competencies for each role • Define leadership core competencies and behaviors for role • Align competencies with business strategies of Department, Division or Unit • Develop Behavioral based questions for each mission critical competency 	Right person, Right job
			Recruit	<ul style="list-style-type: none"> • Advertising • Application • Resume 	
			Interviews Round 1	<ul style="list-style-type: none"> • Vet the Resume/Application/Job Description against KSA's and core competencies /narrowing applicant pool • Create the interview schedule and identify round 1 candidates • Use Behavioral Based questions for Knowledge/Skills/Abilities (KSA's)/Leadership Core Competencies 	
			Interviews Round 2	<ul style="list-style-type: none"> • Know capability gaps & bench strength with Department/ Division • Second round interviews use Leadership Core Competencies / Behavioral Based Questions • Select the right individual for the role based on capability and compatibility 	



Background Information on Competencies

David McClelland, who taught at Harvard University, wrote an article for the journal *American Psychologist* in 1973 (the article may be found at <http://www.lichaoxing.com/wp-content/ap7301001.pdf>). In the article, he brought together his research in the area of using intelligence for determining how well one would perform in a job. He believed that using criteria such as intelligence, what schools one graduated from, etc., did not determine how well a person would perform in a job. Rather, he stated, the focus should be on competencies - clusters of life outcomes determined by comparing the high performers to the average performers in a particular job. McClelland stated that the focus for employers should be on finding job candidates that have the competencies they are looking for, not just knowledge and skills. Knowledge and skills are more easily taught, whereas competencies are far more difficult to teach an individual. Others have developed his theory and applied it to the interview process. The basic points to consider for the purpose of this workshop are:

1. Determine what competencies from the job classification list are needed for high performance in a particular job;
2. Create and ask interview questions that will help determine whether a job applicant has the competencies for high performance for a particular job;
3. Strive to hire job applicants who have those competencies needed for high performance in that job.

Definitions

An organized body of information, usually of a factual or procedural nature, which if applied, makes adequate performance on the job possible.

Knowledge

Skills

Abilities

The manipulation of data, things, or people through manual, mental or verbal means. Skills are measurable through testing, can be observed, and are quantifiable.

Competencies are observable and measurable characteristics of a person that include using knowledge and demonstrating skills, behaviors and abilities that contribute to improved performance.

Competencies

The capacity to perform a physical or mental activity at the present time. Typically abilities are apparent through functions completed on the job. Abilities and skills are often interchanged. The main difference is that ability is the capacity to perform.

Knowledge is what one has stored in the brain accumulated from experience, training, education, etc., and is readily accessible at any given time. Being able to apply that knowledge to perform a physical or mental task is a skill. When knowledge and skill connect, one has the ability to perform. When the knowledge and skill do not connect, the ability to perform is lacking. For example, if one has the knowledge of the information contained in the Tennessee Driver's Handbook, but cannot successfully apply that knowledge to the actual operation of a motor vehicle, one would not say that individual has the ability to drive a car at a high performance level. In such situations, there is a disconnect between the knowledge and the skill. However, if the individual can apply the knowledge so as to perform the task at a high performance level (skill), then one would say he/she has the ability to perform the task.

Competencies are more encompassing, in that they include the ability to use knowledge and demonstrate skills, and also behaviors that would lead to high performance. Competencies are the greater mass underneath the iceberg that provides the foundation for high performance that includes behaviors, knowledge, skills and abilities.

Competencies examples:

- Developing Others
- Self Awareness
- Change Management
- Decision Making
- Accountability
- Strategic Planning

Determining Competencies

Two important factors in defining competency are:

1. The competency is an observable and measurable combination of knowledge and skills.
2. The knowledge and skills must distinguish between superior performers (or exemplary performance) and other performers.

“...a cluster of related knowledge, skills, and attitudes that reflects a major portion of one's job (a role or responsibility), that correlates with performance on the job, that can be measured with well-accepted standards, and that can be improved with training and development (Parry, 1996, p50).”

An important step in creating competency based interview questions is determining the most appropriate competencies for the particular job position. The Department of Human Resources' Classification and Compensation Division has designated competencies for all job classes. These competencies should become part of the interview process in order to determine if the job applicant can demonstrate them. The Department of Human Resources' Strategic Learning Solutions Division will assist agencies in determining what competencies are needed for particular job positions. For assistance, contact Antonio Meeks at Antonio.Q.Meeks@tn.gov.

On the next two pages a list of competencies are provided. They are arranged in groups of like competencies, and “clustered” into sub-groups. The competencies listed are taken from the Leadership Architect Research and Interpretation Guide, Lominger International: A Korn/Ferry Company, 1992-2009 (used with permission).

Note: The larger groupings are statistically supported groups of related sub-groups. The sub-groups are broad themes of skills, behaviors, and abilities – statistically supported groups of related competencies.

Competency Resource Guide

Strategic Competencies

Sub-group 1 – Understanding the Business

- Business Acumen
- Technical Learning
- Functional/Technical Skills

Sub-group 2 – Making Complex Decisions

- Decision Quality
- Learning on the Fly
- Intellectual Horsepower
- Problem Solving

Sub-group 3 – Creating the New and Different

- Dealing with Ambiguity
- Perspective
- Creativity
- Strategic Agility
- Innovation Management

Operating Competencies

Sub-group 1 – Keeping on Point

- Timely Decision Making
- Priority Setting

Sub-group 2 – Getting Organized

- Organizing
- Time Management
- Planning

Sub-group 3 – Getting Work Done through Others

- Delegation
- Informing
- Developing Direct Reports and Others
- Managing and Measuring Work
- Directing Others

Sub-group 4 – Managing Work Processes

- Process Management
- Total Work Systems
- Managing Through Systems

Courage Competencies

Sub-group 1 – Dealing with Trouble

- Command Skills
- Managerial Courage
- Conflict Management
- Standing Alone
- Confronting Direct Reports

Sub-group 2 – Making Tough People Calls

- Hiring and Staffing
- Sizing Up People

Energy and Drive Competencies

Sub-group – Focusing on the Bottom Line

- Action Oriented
- Drive for Results
- Perseverance

Organizational Positioning Competencies

Sub-group 1 – Being Organizationally Savvy

- Organizational Agility
- Political Savvy

Sub-group 2 – Communicating Effectively

- Presentation Skills
- Written Communications

Sub-group 3 – Managing Up

- Career Ambition
- Comfort Around Higher Management

Personal and Interpersonal Competencies

Sub-group 1 – Relating Competencies

- Approachability
- Interpersonal Savvy

Sub-group 2 – Caring About Others

- Caring About Direct Reports
- Compassion

Sub-group 3 – Managing Diverse Relationships

- Boss Relationships
- Fairness to Direct Reports
- Customer Focus
- Peer Relationships
- Managing Diversity
- Understanding Others

Sub-group 4 – Inspiring Others

- Motivating Others
- Building Effective Teams
- Negotiating
- Managing Vision and Purpose

Sub-group 5 – Acting with Honor and Character

- Ethics and Values
- Integrity and Trust

Sub-group 6 – Being Open and Receptive

- Composure
- Patience
- Humor
- Personal Disclosure
- Listening

Sub-group 7 – Demonstrating Personal Flexibility

- Dealing with Paradox
- Self-Development
- Personal Learning
- Self-Knowledge

Sub-group 8 – Balancing Work/Life

- Work/Life Balance

Activity

In your table group, use the Activity packet that includes a job class, competencies and the list of competencies with corresponding behaviors. Decide which of the competencies are going to be most critical for the position you are to fill. List the job position and the competencies on a flip chart and post on the wall. Be prepared to discuss the rationale your group used for choosing the competencies.

Job	Competencies
	1.
	2.
	3.

Activity

In table groups, take the job you used for the previous activity and list three behaviors for each competency (from the list in the Activity packet) that would indicate high performance by an employee in that job. Record your behaviors on flip chart and post next to your previous list. Be prepared to share your list with the larger group.

Job: _____

Competency	Competency	Competency
Behaviors	Behaviors	Behaviors
1.	1.	1.
2.	2.	2.
3.	3.	3.

Traditional vs. Behavioral Based Interview Questions

Once the competencies for a particular job are determined, questions are to be developed that will help determine whether or not the applicant can demonstrate the competencies needed for high performance in a job.

There are basically two types of interview questions: Traditional and Behavioral Based. **Traditional** interview questions typically ask a series of straightforward questions that are often closed ended (they don't solicit discussion but rather brief answers). Traditional interview questions are limited in scope and are not a good predictor of future behavior. The point is not that traditional interview questions are "wrong" to use in an interview, but they are limited in soliciting the characteristics sought after in a best employee.

Some examples of Traditional interview questions are:

- Are you a team player?
- What are your strengths and weaknesses?
- Are you a college graduate?
- Can you use Excel?

Behavioral Based interview questions are designed to discover how the potential employee acted in specific, previous employment related situations that are relevant to the job. When such questions are used in an interview, it affords the applicant the opportunity to describe behaviors he/she demonstrated in a particular work experience. For example, if the desired competency being sought is whether or not the applicant is a team player, a traditional question would be "Are you a team player?" An applicant could simply reply "yes, I love working with others." However, this answer doesn't really tell if the applicant can demonstrate that competency. If the question were asked using the behavioral based method, for example, "Tell me about a time when you had to work on a project with others and perform as a team in order to be successful," the applicant must then discuss the behaviors demonstrated. This approach gives a better indication as to whether or not the applicant truly possesses the ability to be a team player.

There are two types of Behavioral Based interview questions: Expectancy and Consistency.

Expectancy Behavioral Based interview questions ask how would a person behave in a hypothetical scenario. For example: "How would you handle a customer who disagrees with the need to obtain a license to operate a business?"

The question requires the interviewee to think how they would act in a situation.

The **Consistency** Behavioral Based interview question is based upon the concept that how one behaved in the past is a good indicator of how one will behave in the future in particular situations. That is, past performance predicts future performance. For example: “Tell about a time you had to deal with a customer who disagreed with a particular policy your agency has. How did you handle that situation?”

Such questions require the interviewee to discuss how he/she behaved in certain situations so that you can discover what behavior they exhibited in that past situation. The answer gives you insight into how they are most likely going to behave in future, similar situations.

When competencies and Behavioral Based interview questions are combined, then the **Competency and Behavioral Based Interviewing Model** is created. Competency and Behavioral Based Interviewing is the process of engaging applicants in an interview process by identifying key leadership competencies required for success in the job, and developing behavioral specific questions to target and assess employee performance in previous jobs.

Examples of Competency and Behavioral Based Interview questions (each example illustrates the competency, a definition of the competency and example questions):

Competency and Behavioral Based Interviewing is the process of engaging applicants in an interview process by identifying key leadership competencies required for success in the job, and developing behavioral specific questions to target and assess employee performance in previous jobs.

Sample Resource Guide: Competencies with Behavioral Based Interview Questions

Problem Solving

- Think back to the most recent complex decision that you had to make or problem that you had to solve. Describe in detail the process you used to make the decision or solve the problem. What sources of information did you use? How much time did you have, and how much time did you take? What was the result?
- Part of coming up with a good decision or solution is gathering and analyzing information. Please share a recent decision you made or a problem you solved that required a high level of skill in this area. How did you determine what information you needed? Where or to whom did you go to get the information? Why did you select those specific sources?
- Please provide some examples of times when others asked you for your input when they were making a decision or solving a problem. What input did you provide? What were the results?

Creativity

- Think back to a time when you were brainstorming with others—a time in which you were a particularly creative and valued contributor to the brainstorming session. What was the group brainstorming? How did you contribute? In what ways were you particularly creative? What was the result of the brainstorming?
- Please describe a job (or a period of time in your career) in which you exhibited a pattern of generating new and unique ideas. Describe the situations, the ideas you generated, and what happened as a result.
- Think back to a time when you were faced with a problem or challenge that required “outside the box” thinking to come up with a solution. What was the situation? Describe the thought process you went through to come up with the solution or approach. What was the solution and why do you consider it “outside the box?”

Timely Decision Making

- Share an example of when you had to make one or more timely decisions, but information on which to base your decision was difficult to obtain. How did you determine how much information was enough? What decisions did you make and what were the results?
- Describe a time when you had to make a quick decision or think on your feet. What was the situation and why was speed so important? What was your decision? How effective was your decision and what was the result?

Organizing

- Think back to a situation or project where you had to acquire people and other resources to accomplish a goal. What resources did you need, and how did you get them? What was the result?
- Describe a period of time when you had to juggle multiple, complex activities or projects simultaneously. How did you stay organized and continually move the projects forward? What challenges did you face, and how did you handle them? What were your results?
- Please describe your current system for maintaining files and records. Who are the users of the information you maintain? Please share some feedback you've received from others who have accessed your files.

Competency	Interview Questions
	1.
	2.
	3.

Competency	Interview Questions
	1.
	2.
	3.

Competency	Interview Questions
	1.
	2.
	3.

Acceptable vs. Unacceptable Competency and Behavioral Based Interview Questions

Once Competency and Behavioral Based interview questions have been created, it is necessary to make certain that they are acceptable. It is important to be aware of certain categories of questions that may have legal ramifications.

Acceptable:

Unacceptable:

Acceptable/Unacceptable Interview Questions

Determine if the question is acceptable or unacceptable to ask during an interview by placing an “a” or “u” in the space next to the question.

1. Are you a U.S. citizen? _____
2. Are you able to work with our required schedule? _____
3. What is your native language? _____
4. Do you belong to a club or social organization? _____
5. What are your long-term career goals? _____
6. What religion do you practice? _____
7. How old are you? _____
8. How long have you lived here? _____
9. Are you available to work overtime on occasion? _____
10. Is this your maiden name? _____
11. Who is your closest relative to contact in case of an emergency?

12. If you get pregnant, will you continue to work, and will you come back after maternity leave? _____
13. Have you ever been disciplined for your behavior at work? _____
14. Do you smoke or drink? _____
15. How tall are you? _____
16. How many sick days did you take last year? _____
17. Are you able to start work at 8:00 a.m.? _____
18. Have you ever been arrested? _____
19. Do you have any disabilities? _____
20. Are you a member of the National Guard or Reserves? _____

[Information and questions taken from, HRWorld at www.hrworld.com]

Answer Guide

1. **Unacceptable.** If you are attempting to determine if the applicant is legally able to work in the U.S., it is better to ask, “Are you authorized to work in the U.S.?”
2. **Acceptable.** Don’t ask about which religious holidays the applicant observes in order to determine if scheduling is an issue.
3. **Unacceptable.** An applicant may be sensitive to common assumptions about his/her language. If you wish to determine the applicant’s level of fluency in a language, it is better to ask, “What languages do you read, speak or write fluently?”
4. **Unacceptable.** This question is too revealing of the applicant’s political and religious affiliations and doesn’t relate to the job. Make sure the wording focuses on the job functions, “Are you a member of a professional or trade group that is relevant to our industry?”
5. **Acceptable.** Be careful not to ask questions that indicate you are trying to find out how much longer the applicant may plan to work before he/she retires.
6. **Unacceptable.** If you wish to find out about weekend work schedules, ask directly, “What days are you available to work?”
7. **Unacceptable.** You may ask if a candidate is legally old enough to work. “Are you over the age of 18?” is acceptable. There may be certain job classes that do have a legitimate age limitation, such as police officers, military, etc.
8. **Unacceptable.** If the job requires familiarity with the local culture, then ask about the applicant’s current situation, “What is your current address and phone number? Do you have an alternative location where you can be reached?”
9. **Acceptable.** In attempting to determine the applicant’s ability to travel or work overtime, avoid questions about family obligations or situations, such as “Do you plan to have children?”
10. **Unacceptable.** A woman’s marital status does not have to be shared with a potential employer. If such information is necessary for reference purposes, it is better to ask, “Have you worked or earned a degree under another name?”

11. **Unacceptable.** This question touches upon the applicant's personal life. Better to ask, "In case of emergency, whom should we notify?"
12. **Unacceptable.** Of course you want an applicant that if hired plans to stick around with your organization for a lengthy time. But questions relating to a woman's pregnancy plans are off-limits. Better to ask, "What are your long-term career goals?"
13. **Acceptable.** However, be cautious of asking such questions as, "How do you feel about inter-office dating?" because it may appear to make assumptions about an applicant's marital status, or be seen as a "come-on."
14. **Unacceptable.** Even though you may want to know if an applicant has a drinking problem or will miss work due to taking smoke breaks, or for insurance related concerns, it is better to ask, "In the past, have you been disciplined for violating company policies forbidding the use of alcohol or tobacco products?"
15. **Unacceptable.** This question is too personal. If the job requires an individual to do something that involves height, directly ask, "Are you able to reach items on a shelf that's five feet tall?"
16. **Unacceptable.** This question gets too close to potential disability related issues.
17. **Acceptable.** Being able to start work on time is important, but avoid asking questions about an applicant's location, such as, "How far is your commute?"
18. **Unacceptable.** Ask only about crimes that HR determines relate directly to the essential job responsibilities, "Have you ever been convicted of "x" (fraud, theft, etc.)?"
19. **Unacceptable.** NEVER ask a question that touches upon a person's visible disability, or a "hidden" disability (mental disability, learning disability, diabetes, etc.). Focus on the applicant's ability to perform the essential functions of the job. "Are you able to perform "x" for this job?"
20. **Unacceptable.** It is unacceptable to discriminate against an applicant or employee, based on assumptions of upcoming military commitments.

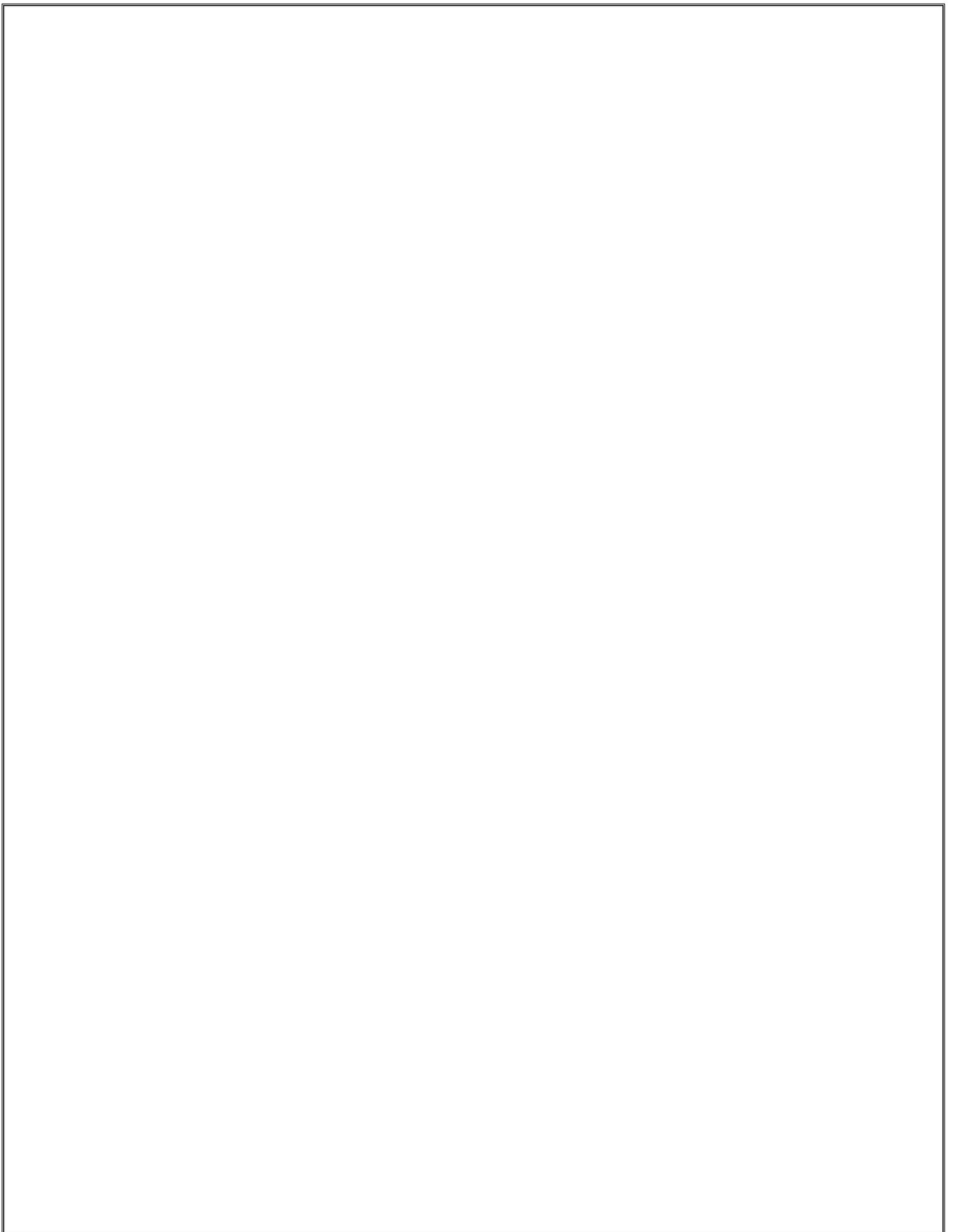
Information and questions from, HRWorld at www.hrworld.com

Carefully consider questions that may be unacceptable, particularly in the following areas.

- Name (don't ask if a woman is Miss, Ms. or Mrs.)
- Age (40 and above is a protected class)
- Birthplace/National Origin
- Race/Color
- Gender
- Religion/Creed
- Citizenship (require proof of citizenship after a hiring decision has been made; don't ask if parents and/or spouse is native born or naturalized)
- Marital status/Parental status (for insurance and tax purposes, ask such questions after hiring)
- Relatives (ask for name, relationship and contact information of person to be notified in case of emergency only after hiring)
- Military Service (don't ask for type of discharge and require military discharge certificate only after hiring)
- Education (don't ask about the specific nationality, racial or religious affiliation of schools attended)
- Criminal Record (don't inquire about arrests)
- Organizations (don't inquire into organizational affiliations)
- Photographs (don't ask for photograph or take a picture during the interview; a photograph may be requested after hiring)
- Work Schedules (don't ask about willingness to work any particular religious holiday)
- Physical Data (may ask applicant to prove ability to perform essential job duties; don't ask for non specified job-related physical data)
- Disability
- Other Qualifications (don't ask about any non job-related inquiry that may present information permitting unlawful discrimination)

Job Title: _____

Competency with description	Two behaviors for the competency	Two behavioral based questions	Expectancy or consistency
Competency 1:	Behavior 1: Behavior 2:	Question 1: Question 2:	
Competency 2:	Behavior 1: Behavior 2:	Question 1: Question 2:	
Competency 3:	Behavior 1: Behavior 2:	Question 1: Question 2:	



These materials have been designed to develop specific knowledge and skills for State of Tennessee employees. They represent the proprietary intellectual property of the State of Tennessee's Department of Human Resources, Strategic Learning Solutions Division. Permission granted to Tennessee state agencies to reproduce these materials in whole without alteration using the state of Tennessee publication guidelines.



Tennessee Department of Human Resources Printing Authorization Number 319570, 1,000 copies. This public document was promulgated at a total cost of \$2.11 per copy, October, 2012.