BEHAVIOURAL COMPETENCIES

for Canada's Substance Use Workforce v. 3

Interview Tool for Systems Navigator

Canadian Centre on Substance Use and Addiction

Evidence. Engagement. Impact.

MODIFYING INTERVIEWING TOOLS FOR THE NEW OCCUPATIONAL CLUSTERS

Each of the new occupational clusters has an associated competency profile that outlines the required **behavioural competencies** and the recommended **proficiency levels**.

There are different positions that can fall under each of the occupational clusters. Therefore, the competency profile for each occupational cluster should be reviewed to determine whether modifications are required. For example, some of the positions that fall under a particular occupational cluster may require a different proficiency level for one or more of the competencies. In these cases, adjust the proficiency level to best reflect the position of interest. Similarly, some of the positions that fall under a particular occupational cluster may not require some of the competencies included in the competency profile. In these cases, remove any nonessential competencies to ensure that **only** essential competencies are focused on during the interview.

The steps for modifying the existing interview tools for the new occupational clusters are outlined below. Additionally, Figure 1 illustrates the steps in a flow chart.
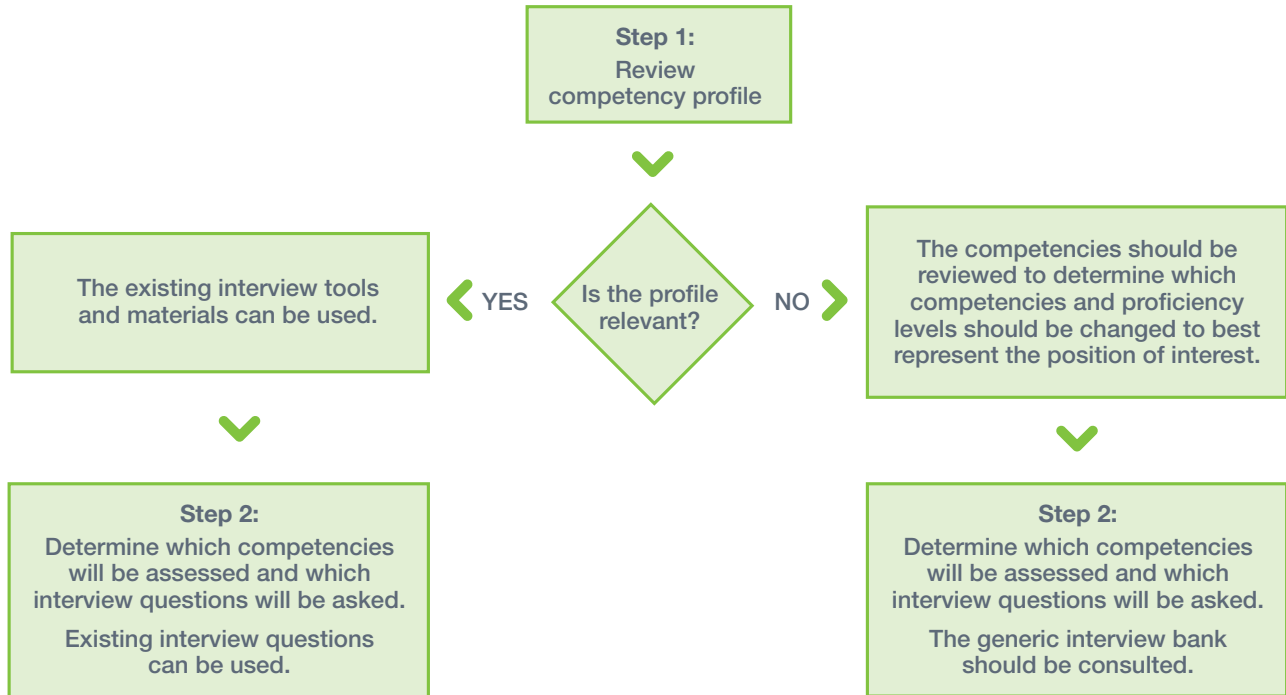
Step 1: Review Competency Profile to Determine Relevance.

- If the competency profile is relevant (i.e., no changes are required), then the existing interview tools and materials can be used.

- If the competency profile is not relevant, then the competencies should be reviewed to determine which competencies and proficiency levels should be changed to best represent the position of interest.

Step 2: Determine Which Competencies Will Be Assessed in the Interview and Decide on the Questions that Will Be Asked.

- Each competency profile is associated with sample questions for the relevant proficiency levels.

  - If no changes were made to the competency profile, then the existing questions can be used.

  - If changes were made, then the generic interview bank should be consulted to help select and adapt alternative questions.

Figure 1. Modifying interview tools for the new occupational clusters

Step 1:
Review competency profile

Is the profile relevant?

YES → The existing interview tools and materials can be used.

NO → The competencies should be reviewed to determine which competencies and proficiency levels should be changed to best represent the position of interest.

Step 2:
Determine which competencies will be assessed and which interview questions will be asked.

Existing interview questions can be used.

Step 2:
Determine which competencies will be assessed and which interview questions will be asked.

The generic interview bank should be consulted.

Competencies and Interviewing Best Practices

- Prioritize the competencies you will evaluate.
  A typical competency profile will consist of **only** critical competencies (i.e., those essential to perform the job successfully). Generally, a profile *will not exceed 12 competencies*. Although all these competencies are essential, *not all competencies can be assessed through an interview*. For a one-hour interview, a reasonable number of competencies and questions to assess or ask can range between five and seven.

- Make it relevant to your work and organization.
  The questions included in this guide are samples of **generic behavioural interview questions** for each proficiency level of each of the behavioural competencies. These questions can be used with their original phrasing, or they can be used as the basis for developing more tailored questions.

- Maximize efficiency and prioritization by minimizing redundancy.
  In deciding which questions to ask, the **relative importance of a competency should be considered**. In some cases, there will be overlap between competencies. In these cases, only assess **one** of these competencies as the interviewee's answer may provide valuable information that is relevant to the overlapping competency. For example, two competencies that overlap with one another are **Effective Communication** and **Interpersonal Rapport**. If both competencies are included in the competency profile, only assess **one** of these competencies.

New Occupational Cluster: Systems Navigator

Interviewing Tool for Positions Related to Systems Navigator	
Position Title:	
Candidate's Name:	
Interviewer's Name:	Interviewer's Title:
Date of Interview:	Location of Interview:

Interview Preparation Checklist

- ☐ Review resumé and candidate file for skills and experience that are relevant to the job competition.
- ☐ Review the required competencies for the position.
- ☐ Determine which five to seven competencies to focus on in the interview.

Suggested Competency Profile

Job Cluster	Example Job Titles
Systems Navigator	Health Systems Navigator, Wellness Navigator, Community System Access Navigator, Patient Navigator

Competency Required	Proficiency Level
Adaptability and Flexibility	3
Analytical Thinking and Decision Making	2
Collaboration and Network Building	3
Continuous Learning	2
Creativity and Innovation	3
Culturally Safe and Anti-Oppressive Practice	2
Effective Communication	3
Ethical Conduct and Professionalism	2
Interpersonal Rapport	3
Person-Directed Care	3
Planning and Organizing	3
Self-Care	2
Self-Management	2

Sample Questions
Choose five to seven of the most relevant or most important questions.

Question 1: Adaptability and Flexibility

Definition: Willingly adjust one's approach to meet the demands and needs of constantly changing conditions, situations and people, and work effectively in difficult or ambiguous situations.

LEVEL 3 [PROFICIENT]

Question: Provide an example of a situation where you adapted your behaviour or approach in response to barriers to engagement that were experienced by a person, community or population.

- Why did you need to change your approach?
- What were the barriers experienced by the person, community or population that surprised you?
- Describe how you changed your approach or behaviour.
- How did you adapt to the situation?
- What was the outcome?
- What would you do differently next time?

Notes		
Situation	Action	Results

Question 2: Analytical Thinking and Decision Making

Definition: Gather, synthesize and evaluate information and evidence to determine possible alternatives and outcomes, and make well-informed, timely decisions. Includes critical thinking and reasoning skills.

LEVEL 2 [DEVELOPING]

Question: Describe a situation where an individual wanted to withdraw from services and you had to make a decision or recommendation.

- Describe the situation, barriers (structural or other) and your response.
- What were the options available to you?
- What were the advantages and disadvantages?
- How did the options come to be identified?
- What factors did you take into consideration when determining how to proceed?
- What did you decide to do?
- What was the outcome?

Notes		
Situation	Action	Results

Question 3: Collaboration and Network Building

Definition: Identify, create and build capacity with informal and formal interdisciplinary networks and allied community groups, including people with lived and living experience, families and communities from diverse backgrounds, to support the provision of service delivery and achievement of the organization's objectives. People who use services include individuals, groups, organizations and communities.

LEVEL 3 [PROFICIENT]

Question: Describe a time when you initiated a partnership with service providers in a variety of systems.

- What was the situation?
- How did you decide who to involve?
- How did you approach the partnership?
- What was the outcome?
- What was the impact of the partnership?

Notes		
Situation	Action	Results

Question 4: Continuous Learning

Definition: Identify and pursue learning opportunities to enhance one's professional practice and development, and the delivery of high quality programs and services.

LEVEL 2 [DEVELOPING]

Question: Tell us about a time you sought opportunities to learn about an emerging subject area affecting various intersecting systems.

- What was the situation?
- What was the learning opportunity?
- How did you apply what you learned to your work?
- What was the outcome?
- How do you plan on applying this knowledge in the future to support individuals using your services?

Notes		
Situation	Action	Results

Question 5: Creativity and Innovation

Definition: Use evidence-informed practices in innovative and creative ways to initiate effective new ways of working and advance the understanding of the field of practice. Innovation and creativity are achieved by collaborating with system partners to optimize improvements in service delivery and professional practice.

LEVEL 3 [PROFICIENT]

Question: Describe a time when you used an innovative approach to help an individual navigate the systems.

- Describe the situation.
- What challenges and pressures were present that helped you recognize a typical approach wouldn't be successful?
- What was unique about your approach?
- What was the outcome?

Notes		
Situation	Action	Results

Question 6: Culturally Safe and Anti-Oppressive Practices

Definition: Provide inclusive, anti-oppressive, sex- and gender-sensitive, equitable and timely services to diverse populations and cultures,* including but not limited to, age, sex, gender, language, ethnicity, socio-economic status, legal status, health, ability, sexual orientation, type and mode of substance use, continued substance use, concurrent conditions, etc. Challenge oppressive structures, unequal power relations, affirm and value the worth of all individuals, families, groups and communities, and protect the dignity of all with cultural awareness, competence, sensitivity, humility and cultural safety. (*Refers to the distinct cultures that exist around Indigeneity, ethnicity, sex, gender identity, substance use, etc.)

LEVEL 2 [DEVELOPING]

Question: Describe a time when you recognized and addressed a power imbalance between a service provider and someone you were assisting.

- Describe the situation.
- How did you recognize there was a power imbalance?
- How did you approach this situation?
- What was the outcome?
- How did you know the power balance had been addressed?

Notes		
Situation	Action	Results

Question 7: Effective Communication

Definition: Articulate both verbally and in writing across a range of technologies in a manner that builds trust, respect and credibility, including in-person and technology-assisted communication (e.g., video conferencing, texting, social media). Checks with the audience to ensure the message is received and mutually understood. Includes active listening skills (attending, being silent, summarizing, paraphrasing, questioning and empathizing), communicating with gender sensitivity, cultural humility and congruent non-verbal communication.

LEVEL 3 [PROFICIENT]

Question: Tell us about a time when you had to synthesize complex information from multiple sources into written materials that were relevant to an individual using your navigation services.

- Describe the situation.
- Describe the scope of the information and the audience your product was intended for.
- What techniques did you use to synthesize and make materials easy to understand?
- How did you ensure the written materials were distributed to the appropriate people?

Notes		
Situation	Action	Results

Question 8: Ethical Conduct and Professionalism

Definition: Provide professional services according to the principles and values of integrity, competence, accountability, respect and trust to safeguard both self and others. Includes the development of professionalism and ethical behaviour in self and others (individuals, groups, organizations, communities).

LEVEL 2 [DEVELOPING]

Question: Describe a time when you reflected on your own biases to eliminate potentially stigmatizing attitudes or behaviours toward a person you were working with.

- What prompted you to reflect on your own biases? (Describe the events, feelings or feedback that led to your decision.)
- Did you recognize your biases more readily in future encounters?
- Did you ultimately change your biases or perspectives? Why or why not?

Notes		
Situation	Action	Results

Question 9: Interpersonal Rapport

Definition: Establish and maintain relationships based on mutual respect and trust, appropriate sensitivity and transparency, empathy and compassion with people using services, colleagues, professional associates and the greater community. Encompasses skills of tact, engagement and sensitivity in all encounters with others.

LEVEL 3 [PROFICIENT]

Question: Describe a time when you built a trusting relationship with an individual, a family or a service provider.

- Describe the situation.
- What steps did you take to build trust?
- What skills or values did you leverage to build trust?
- How were your efforts received?
- What was the outcome and impact of that relationship-building?

Notes		
Situation	Action	Results

Question 10: Person-Directed Care

Definition: Support people to exercise choice in the services and supports they are seeking, and to practise self-determination in all aspects of their unique goal of well-being. Also described as service engagement led by people seeking services. For those who work with people seeking substance use services, this means supporting and empowering them to achieve their well-being goals through collaboration. The service provider acts as a bridge and navigator to supports, knowledge, information and services.

LEVEL 3 [PROFICIENT]

Question: Describe a situation where you supported an individual in developing plans for transitions between services or systems.

- What was the situation?
- How did you involve the person in the planning?
- What tools, resources or processes did you use to support the transition plan?
- What were the unique challenges or barriers that you faced in the planning? How did you navigate them?
- What was the outcome?

Notes		
Situation	Action	Results

Question 11: Planning and Organizing

Definition: Identify and prioritize tasks, develop and implement plans, evaluate outcomes, and adjust activities to achieve objectives.

LEVEL 3 [PROFICIENT]

Question: Tell us about a time when you developed a backup plan to address potential barriers to accessing services.

- What were the anticipated barriers?
- How did you account for these barriers in your backup plan?
- What are the components you included in the backup plan?
- What was the outcome?
- How have you or your previous organization used your backup strategy to support access issues?

Notes		
Situation	Action	Results

Question 12: Self-Care

Definition: Deliberately and continuously apply professional and personal principles of well-being. Intentionally support others to sustain optimal well-being, while maintaining physical, mental, spiritual and emotional health.

LEVEL 2 [DEVELOPING]

Question: Describe a time when you adapted your personal coping strategies to reduce the negative impact of a difficult situation.

- What was the situation?
- How and why did you adapt your personal coping strategies?
- How did you know the new personal coping strategies worked?
- What was the outcome?

Notes		
Situation	Action	Results

Question 13: Self-Management

Definition: Appropriately manage one's emotions and strong feelings; maintain a calm and respectful composure under a broad range of challenging circumstances; and think clearly and stay focused under pressure. Encompasses self-regulation and mindfulness.

LEVEL 2 [DEVELOPING]

Question: Tell us about a time when you felt your personal values or emotional boundaries were challenged.

- What was the situation?
- What thoughts or feelings did you experience?
- How did you manage yourself in the moment?
- What was the outcome?

Notes		
Situation	Action	Results

Evaluating the Interview

All the energy and effort devoted to capturing good job-related information during the selection interview will be lost if this information is not evaluated consistently and appropriately for all candidates. This section provides guidance on how to evaluate information from the candidate gathered through the competency-based interview.

Each behavioural question is designed to elicit information relevant to a specific competency. However, human behaviour can be complex and the following situations can arise:

- A behaviourally based question is asked focusing on one competency area, but a candidate provides an example that relates to another area.
- A candidate provides examples that relate to more than one competency area.
- A candidate provides examples that relate to the required competencies during the introductory phases of the interview or during the close of the interview.

The whole interview should, therefore, be reviewed carefully for evidence of the competencies being assessed. One method for doing this is to circle each behavioural example and, if one demonstrates a competency other than the one intended by the question, note the competency demonstrated alongside the example. Then cross-reference this example in the section of the interview tool devoted to that competency.

Once all relevant information from the interview has been reviewed and correctly classified, the interviewer is in a position to understand and evaluate a candidate's past behaviour for each competency.

The next step is to assign a rating, or score, for each competency, using the rating scale below. The assigned score is based on the candidate's demonstration of the relevant behaviour indicators for the proficiency levels in the competency profile at the beginning of this tool. Refer as necessary to the *Behavioural Competencies for Canada's Substance Use Workforce* for an extended sample of appropriate behaviour indicators for each competency.

Record the score in the scoring grid on the next page. Add any particular comments needed to support the rating.

If there are multiple interviewers, each interviewer completes the scoring grid individually, without consulting the others. Upon completion of all scoring, the interviewers discuss the ratings they assigned and arrive at a consensus score for each competency.

Interview Rating Scale	
5	**Well Above Standard** *(significantly exceeds requirements)* Evidence of candidate's demonstration of the competency is exceptional and reflects superior ability to perform; all aspects of the competency are demonstrated to a high degree.
4	**Above Standard** *(exceeds requirements)* Evidence of candidate's demonstration of the competency is above average and reflects more than an adequate ability to perform; all or most aspects of the competency are demonstrated at an above-average level.
3	**Meets Standard** *(meets requirement)* Evidence of candidate's demonstration of the competency meets expectations and reflects an adequate ability to perform; candidate may have demonstrated minor weaknesses in some aspects of the competency, but none of major significance.
2	**Below Standard** *(falls below requirements)* Evidence of candidate's demonstration of the competency is inadequate in key respects.
1	**Well Below Standard** *(falls significantly below requirements)* Evidence of candidate's demonstration of the competency is far from adequate in all or most respects.

Scoring Grid

Competency	Interviewer Score	Rationale/Comments	Consensus Score
Adaptability and Flexibility			
Analytical Thinking and Decision Making			
Collaboration and Network Building			
Continuous Learning			
Creativity and Innovation			
Culturally Safe and Anti-Oppressive Practice			
Effective Communication			
Ethical Conduct and Professionalism			
Interpersonal Rapport			
Person-Directed Care			
Planning and Organizing			
Self-Care			
Self-Management			