

Proficiency Level	General Competencies	Technical Competencies
Level 3 - Intermediate	<ul style="list-style-type: none"> <li>• Applies the competency in difficult situations.</li> <li>• Requires occasional guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the competency in difficult situations.</li> <li>• Requires occasional guidance.</li> <li>• Demonstrates understanding of concepts and processes.</li> </ul>
Level 2 - Basic	<ul style="list-style-type: none"> <li>• Applies the competency in somewhat difficult situations.</li> <li>• Requires frequent guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the competency in somewhat difficult situations.</li> <li>• Requires frequent guidance.</li> <li>• Demonstrates familiarity with concepts and processes.</li> </ul>
Level 1 - Awareness	<ul style="list-style-type: none"> <li>• Applies the competency in the simplest situations.</li> <li>• Requires close and extensive guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the competency in the simplest situations.</li> <li>• Requires close and extensive guidance.</li> <li>• Demonstrates awareness of concepts and processes.</li> </ul>

For a behavioral interview, develop example behaviors for *each proficiency level of each competency*. The purpose of these example behaviors is to clearly differentiate between proficiency levels for each competency. This will ease the rating process by giving interviewers concrete behaviors to refer to as they are considering how proficient each candidate is on each competency. The example behaviors will provide a common framework for assessing candidates' responses in a consistent manner.

Subject matter experts (SMEs) should assist in developing the behavioral examples for each behavioral interview question.

- Reconvene the panel of SMEs who developed the behavioral interview questions.
- For each question, have SMEs individually determine how actual employees at each proficiency level would respond (i.e., what their answers would be).
  - These hypothetical responses are behavioral examples for the proficiency levels.
- Have the SMEs discuss their behavioral examples.
- For each proficiency level, retain behavioral examples which the SMEs agree best reflect the competency at that level.
- Instruct interviewers to use these behavioral examples as a *general guide* (not an absolute) in making their ratings, as candidate's responses may differ depending on their unique experiences (Feild and Gatewood, 1989)<sup>4</sup>.

Table 2 presents an example behavioral interview rating scale for a question based on the competency Interpersonal Skills. This rating scale has been supplemented with behavioral examples to illustrate differences between the proficiency levels.

<sup>4</sup> Feild, H. S., & Gatewood, R. D. (1989). Development of a selection interview: A job content strategy. In Eder, R. W. & Ferris, G. R. (Eds.), *The employment interview: Theory, research, and practice* (pp. 145-157). Newbury Park, California: Sage Publications.