

Competenze e interviste di lavoro

Quali competenze vengono richieste (What competencies is the selector looking for)?

- capacità di comunicazione (Communication skills)
- capacità di negoziare (Negotiation skills)
- persuasione (Persuasiveness)
- lavoro di gruppo (Teamwork)
- capacità di prendere decisione (Decision making)
- risolvere problemi (Problem solving)
- pianificazione ed organizzazione (Planning and organisation)
- capacità di guida (Leadership)

THE “CAR” APPROACH

A good way of dealing with this type of question is by using the CAR approach. CAR stands for:

- Context forms an **introduction** (short)
- Action forms the **main body** (the longest part)
- Result is the **conclusion** (short)

It helps you to structure your answer as a mini essay.
(preparare le risposte in forma di un racconto)

These questions are looking for evidence of skills that are used in the job and often start with “Describe a situation where you had to” or “Give an example of when you”. It’s not enough to just say what you can offer. Just like a jury in court a selector will need convincing. You do this by giving evidence. Selectors are less interested in what you’ve done that how you’ve done it.

(intervistatori sono più interessati in “come hai fatto” che in “cosa hai fatto”)

EXAMPLE QUESTION:

Describe how your personal planning and organisation resulted in the successful achievement of a task.

CONTEXT

Describe the situation and the specific task you were faced with, when, where, with whom?

EXAMPLE ANSWER:

Whilst employed at Weaver Bros. last summer I was given the task of rationalising the stock control system

ACTION

How? What action did YOU take? Focus on your individual contribution to the team work.

EXAMPLE ANSWER:

I would look at factors such as when the stock was last ordered, what it was used for and how often it was used. I worked out a method of streamlining the paperwork involved in this process and redesigned the relevant forms, which I then submitted to my manager.

RESULT

What results did you achieve/conclusions did you reach/what did you learn from the experience?

EXAMPLE ANSWER Se possibile quantificare il proprio contributo:

My ideas were accepted and implemented and a 15% reduction in stock levels was achieved.

When answering these types of questions: Try to give quantifiable results if possible.

- during my time as chairman, membership rose by 20
- we raised £200 for charity
- my marks improved from 55% to 65%

Qualche volta si desidera capire come hai gestito una situazione di non-successo.

If the result was **negative**, then say what you learned from the experience and what you would do differently next time. This is an excellent opportunity to demonstrate how well you **learn lessons from failure**, but also to demonstrate qualities such as resilience (to bounce back and try again)(volontà di riprovare); determination (determinazione); strength of character (forza di carattere) (when the going gets tough, the tough get going!-quando il gioco si fa duro i duri cominciano a giocare);

Describe a situation when you saw an opportunity to really make a difference for the future of a group, an activity or yourself

THE GOOD, THE BAD, THE UGLY

The Good Answer

I knew that I wanted a year out in Africa and that I did not just want to travel but also to share in the life of the country and its people. Teaching gave me such an opportunity to put down roots in a community but, as this was a voluntary programme, I needed to raise £2000 in order to take part in this project. I did this by working very long hours in a factory over the summer to raise the funds that I needed.

Demonstrates determination

I planned my year by reading a great deal about Tanzania, using websites to research the country & speaking to Tanzanian students at the university. I also asked the organisation that arranged the placement to put me in touch with previous volunteers so that I could pick up tips from them on life in Tanzania, the schools & what I should take with me.

Evidence of careful planning and forward thinking.

Despite all this planning I still found that I needed to be very flexible & to adapt to teaching a class of 60 lively ten-year old boys with few text books & even less in the way of scientific equipment. I had to adapt to this lack of resources & to bear in mind that the pupils were learning English at the same time as they were learning science.

Shows adaptability

This experience was the most satisfying of my life and the headmaster was so pleased with the children's progress that he asked if I would be able to return at sometime in the future.

Positive result given

The Bad

During the final year of my electronics degree, we were grouped into teams to work on projects and I was told I was to be the leader.

Did not volunteer for the role

The groups were assigned at random so that we found ourselves working with people who we did not know particularly well and we needed to assess one another's strengths and weaknesses quite quickly to divide up the work of the project. Our project involved designing and building a power meter to measure the output from a high-power pulsed infra-red laser. Each member of the group was assigned responsibility for a specific part of the work and we met weekly to discuss and assess our progress.

No mention of his own contribution which could have been tiny - everything refers to "we" or the group as a whole

We were given a mark of 62% for our project.

No individual mark given

The Ugly

One example of where I made a difference was when a group of my mates and I had to decide which pub to go to. I took on the responsibility of making the decision.

Did not get the backing of the group: decided for himself! One of my mates is into Real Ale and so wanted to go to the Red Lion, but another likes music so he wanted the Kings Head. Using my initiative I suggested we go to the Jolly Roger which was showing the Liverpool - Bolton match on Sky Sports. With my skills of persuasion (I offered to buy the first round!) I convinced them all to come with me to the Jolly Roger.

No account taken of the wishes of the other group members.

What is the best way to prepare for a competency-based interview?

- Read the employer's web site and/or job description, and note the skills and competencies they require.
- Note down any examples you can think of when you have put these competencies into practice. These examples could come from vacation or part-time work; university clubs and societies; voluntary work; study at school or university; holidays and travel or personal and family experiences.
- Compose a paragraph or so for each situation, outlining what happened, how you approached it and what the outcome was.

What if I can't think of any suitable examples?

- Try and be as open as possible: the examples you give don't have to be high-level. Planning and organizing a week's independent travel in Scotland is as valid an example as a trek through the Himalayas.
- If you really can't think of anything, consider how vital that competence is to the employer. If, for example, leadership is a key factor, and you have really never taken the lead in anything, are you applying for the right job? Would you be happy in it?
- If there is only one area that is giving you problems of this type all may not be lost, provided that you are strong in other areas.

- Once you have done this, select the examples which you feel are the best illustrations of the required competence. These may be the ones that you choose to use on the application form, or else will be the first examples that you give in answer to the interview questions
- Don't forget the other examples, though interviewers may sometimes probe for as many examples as possible.

This format may seem rigid, unnatural and unfriendly to many interviewees but, as well as providing evidence of competencies relevant to the job, it is also seen as a fair and equitable method of selection since all candidates are asked exactly the same questions.

Riassunto

- Answer questions in a positive manner. (**Rispondere in modo affermativo**)
- For every answer, try to always refer to specific examples of experiences you had or skills that you have developed. (**Per ogni risposta trovare un esempio concreto di esperienza e competenza sviluppata**)
- All you want to tell them is that you have the skills and by working with them, you are able to build upon these skills and at the same time make an effective contribution to their firm. (**Vuoi convincerli di avere le capacità e che, lavorando per loro, puoi contribuire alla loro compagnia**)