

## APPENDIX A

### Ministry of Defence Police – Competency Interview Guidance

Success at your interview requires planning and preparation - Be prepared – do your research!

Your combined interview will be conducted by two trained panel members and will last for approx. 60 minutes and one or more of the panel members may be in police uniform.

Listen carefully to each of the questions and make sure that you have answered fully.

For the Competency part of the interview, the assessors will ask you 5 competency-based questions drawn from the Ministry of Defence Police Competency and Values Framework (MDPCVF). These Competency questions will ask you to give specific examples of how you have dealt with specific situations in the past.

Each of the questions will be related to the competency areas relevant to the role of a Police Constable in the Ministry of Defence Police, a description of which can be found in Annex B.

The competencies of a Ministry of Defence Police Officer are:

- We deliver, support & inspire
- We are innovative & open-minded
- We analyse critically
- We are emotionally aware
- We take ownership
- We are collaborative

One of the biggest mistakes' candidates make is not understanding the competency.

Understanding the MDPCVF can easily become over-complicated, so it is worth reading it in small chunks. Make notes and focus on the values and competencies ('behaviours').

Oral Communication will also be assessed throughout the interview. We will give you up to five minutes to answer each question. The person interviewing you will stop you if you go over the five minutes. They may ask you further questions to help you to give a full response. When you consider your responses to the interview questions, please only choose examples that you feel comfortable discussing with the person interviewing you.

In the evidence provided, you should avoid referring to what “we” did. The interview process is designed for the MOD Police to understand more about you, what you did, what you said to people, how you influenced situations, how you affected the outcome, what kind of person you are.

You should prepare examples for all the Competency Areas. Your interviewers will ask for examples against five of the six available competencies.

You should be familiar with the Positive Indicators in the competencies and ensure that your evidence aligns with these – details in [Annex B](#).

For each question, do not choose examples that are general or describe multiple incidents/events, think of a specific task, incident/event or situation you have dealt with. General or multiple examples will not offer you the opportunity to demonstrate actions that evidence behaviours without falling into the trap of quoting the behaviour indicators. You must choose examples that enable you to describe specific things you did.

**Think of examples that will:**

- Clearly demonstrate the value, competency and behaviours being asked for
- Will allow you to explain in some detail what you did
- Had positive results, although less successful examples can be used if you can demonstrate the lessons learned and how errors would be avoided in future
- Show the impact on teams, people, situations etc
- Allow you to demonstrate other key skills or knowledge if possible.

The questions are straight forward: For example, in relation to “We are emotionally aware” you could be asked a question such as “Tell me about a time when you had to deal with a sensitive or emotional situation?”

One way to structure your examples is by using the **STAR** model. This will help you structure your responses:

Below is an example interview question for the competency: ‘We are collaborative’:

‘Tell me about a time when you have had to work as part of a team to get a task completed?’

**Situation** – Describe the event or situation you were in. This situation can be drawn from a work experience, education, a volunteer position, or any other relevant event and should set the context of your example. Be as **specific** as possible but keep it brief as you will not score any marks here.

e.g. I worked on a team of five people that was tasked with changing the software of all 150+ computers in our company. Each member of the team was from a different department and a specialist in different aspects of the changeover, so we needed to work together to ensure that the changeover occurred during the specified three-week period with as little disruption as possible.

**T**ask – Explain the specific task you had to complete – the task needs to be clear to the assessors.

e.g. The task was very challenging, so it was important to involve people with expertise in different areas to make up the team. I considered my own abilities and skills and how they would fit in with the various tasks we had to complete. I also looked at the skills of the team and which people would be best suited to specific jobs. I made sure everyone knew what they were doing and helped when people were unsure. I also checked on the progress of the team so that we would meet our deadline.

**A**ctions – This is the most important section.

Describe the particular actions you personally took to complete the task. This is the main content of your example and where you will score the most points against the competencies being assessed.

e.g. I concentrated on making sure the team worked together on the job, and tried to provide help if any problems occurred. I did this by organising regular weekly meetings to discuss any problems and monitor our progress against our plans to ensure we were working to the timescales we set. The meetings were also a good opportunity for us to get to know each other better. We also developed a website where team members could raise questions or ask for help

**R**esult – close with the results or outcome of your actions and the conclusion.

e.g. The changeover was very successful, with the team completing its task two days ahead of schedule, which is something I was very proud of. The website that was developed for the changeover and I was kept on helping deal with other IT related problems.

The table below gives examples of common mistakes with wording that will not score points. The column on the right gives examples of how to be clear on what you did and give some of the reasons behind what you did. You **must be honest** about what you did and never include anything that is untrue.

If something was completed as part of a team, you need to highlight your role and not theirs. You can recognise other people's actions in feedback, debriefs etc.

Remember, these are just examples of how to phrase a response:

Don't Say	Say This Instead
A spreadsheet was set up to show where delays were occurring.	I devised a spreadsheet and compiled data so I could identify where delays were occurring.
The spreadsheet showed that delays were occurring at the same times each week, so we discussed this during a problem-solving meeting.	After collecting and analysing the data, I identified a pattern of delays. I carefully considered who was affected and invited representatives from across the processing areas to a problem-solving meeting.
Took a lead role in the problem solving and we brought up lots of possible problems.	I took a lead role by managing the timings and ensuring everyone had the opportunity to contribute.
Because the right people had been invited, we were able to come up with solutions for most of them quite easily.	Because I had identified the key stakeholders, all problems were documented, and realistic solutions were identified. For example .....
After the problem-solving meeting, we recorded the outcomes and made some recommendations for change. There was one area that we couldn't resolve, so we escalated it up the management chain.	I ensured the outcomes were collected and after careful analysis, I made some recommendations to our team leader. I recognised that one of the solutions proposed needed to be discussed further, so I escalated this to the management team along with my analysis of the risks involved and my recommended solution.

