



Interview Guide

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24 February 2020

General Working Population

Private and confidential



eip3

Emotional Intelligence Profile

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Interview summary

About this report

Emotional Intelligence (EI) is a combination of attitudes and behaviours that distinguish outstanding performance from average performance. Individuals with higher EI will be better able to manage themselves and their relationships to be both personally and interpersonally effective.

This **Interview guide** is derived from the candidate's responses to the Emotional Intelligence Profile questionnaire (EIP). The report is based on the candidate's self-perception and how this compares to a comparison group (shown on the front cover). It describes the candidate's potential for demonstrating key emotional and social competencies, which are important for work performance.

Interview questions are provided for each competency, which can be used to collect behavioural evidence to verify the candidate's scores.

Guidelines for using this report

- Treat the information in this report as confidential. It should only be viewed by approved individuals. Please ensure that it is stored and disposed of in line with your company policy.
- The 'competency potential' scores provided in this report are intended to support the interview process. They are not intended for sifting or initial screening of candidates without an interview.
- The data from this report should not be used in isolation but combined with information collected from other assessment methods to inform the assessment decision.
- Note that Emotional Intelligence can be developed. During the interview, consider whether the candidate demonstrates development potential in relation to the areas being assessed. Are they aware of their development areas? Do they provide evidence that they are trying to address these?
- Discuss with the candidate how they were feeling when they completed the questionnaire; their state or situation at the time of completion may have affected how they responded to the questions.
- The data collected in this report has a usual shelf life of a few months. However, it is recommended that interviews take place soon after the candidate completes the questionnaire.

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The interview process

1 BEFORE	2 DURING	3 AFTER
<p>Review the job specification and candidate information that has already been collected</p>	<p>Use the interview questions to explore the candidate's capability and potential for the competencies</p>	<p>Evaluate your notes alongside the candidate's competency potential and decide on a final rating for each competency</p>
<p>Confirm which of the Emotional Intelligence competencies are important for successful performance in the job</p>	<p>Determine if the candidate's responses reflect their potential score and probe further if required</p>	<p>Record summary points from the interview regarding candidate strengths and risks or development areas</p>
<p>Review the candidate's potential in relation to these competencies and questions to explore them</p>	<p>Make notes in the space provided to record key evidence from the candidate's responses</p>	<p>Record final recommendations (if required) and provide candidate feedback (if needed)*</p>

* The Candidate feedback report is available to download alongside this report.

Candidate response style

The following key points were identified through looking into the candidate's general response style when completing the EIP questionnaire:

- Overall, the candidate was less positive than most in rating themselves on the attitudes and behaviours in the questionnaire. This may indicate someone who tends to be self-critical and possibly under-rates themselves. **During the interview, pay close attention to whether the individual shows evidence of being overly critical about their own capability and effectiveness.**

Emotional Intelligence competencies

Emotional Intelligence (EI) influences successful performance for a range of competencies. A selection of ten key EI-related competencies are described below. These are grouped into two areas: **Personal Effectiveness** and **Interpersonal Effectiveness**. Tick which of these competencies are desirable or essential for the job role - these should be your priorities to explore in the interview process.

Competencies

	Desirable	Essential
PERSONAL EFFECTIVENESS	Showing resilience - displays self-confidence; copes effectively with pressure and stress; remains composed under pressure; recovers quickly from setbacks and criticism.	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Acting with initiative - proactively seeks out opportunities; seizes opportunities; makes things happen; takes calculated risks.	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Driving for success - sets stretching goals; focuses on the end goal; shows persistence and tenacity to exceed goals; works in an enthusiastic and committed way.	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Responding to change - embraces variety at work; copes with ambiguity; responds positively to the changing environment; promotes change to others.	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Growth focus - shows learning agility; displays motivation in acquiring new skills and knowledge; shows openness to feedback and self-development.	<input type="checkbox"/> <input checked="" type="checkbox"/>
INTERPERSONAL EFFECTIVENESS	Valuing people - values the strengths and individual differences of others; listens and pays attention to others on a personal level; shows appreciation; displays trust towards others.	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Connecting with people - relates well to people at all levels; uses diplomacy and tact appropriately; builds constructive and effective relationships with people; shows warmth and enthusiasm when interacting with others.	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Influencing people - persuades others and gains agreement; negotiates with others to ensure a 'win-win' situation; challenges other people's ideas in an appropriate manner; promotes ideas effectively by appealing to emotions.	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Inspiring others - creates a clear and compelling vision of the future; provides an optimistic and positive view of the future; provides a sense of meaning and purpose to work; inspires others to strive for their best performance.	<input type="checkbox"/> <input checked="" type="checkbox"/>
	Coaching and developing others - provides coaching support to others; provides useful ongoing formal and informal feedback; invests time and resources in developing others; builds the confidence of others.	<input type="checkbox"/> <input checked="" type="checkbox"/>

Competency potential summary

The scores below show the candidate's potential for each competency, based on their own responses to the EIP questionnaire. Please note an 'Average' score can be interpreted as being typical of the comparison group. We recommend you focus the interview on exploring relatively lower scores (risk areas) in relation to the most important competencies for the role.

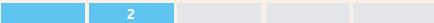
Competencies



Interview prompts

The following pages provide some interpretation and interview prompts on the candidate's EI competency potential. Use the interview questions provided to explore the candidate's capability and potential for each important competency for the role.

1 Showing resilience

Definition	Low	Average	High
Displays self-confidence; copes effectively with pressure and stress; remains composed under pressure; recovers quickly from setbacks and criticism.			

Score interpretation

The candidate's score suggests that they have **fairly low potential** for this competency, based on their questionnaire responses. Their score is below average, in relation to the comparison group. They are likely to need development to be able to perform effectively on this competency.

Key negative indicators from the candidate's responses which support this score are:



Likely to take more time than others to bounce back from setbacks and disappointments.

Interview questions

- When a task you are dealing with doesn't go well, how easy do you find it to bounce back from this? How do these situations make you feel?
- What aspects of your work do you feel put you under the most pressure? How do you cope with this pressure?
- When do you notice that you are stressed? What do you notice about yourself and what do you do in response?

2 Acting with initiative

Definition	Low	Average	High
Proactively seeks out opportunities; seizes opportunities; makes things happen; takes calculated risks.			

Score interpretation

The candidate's score suggests that they have **average potential** for this competency, based on their questionnaire responses. Their score is typical of the comparison group. They are likely to be as effective as most at demonstrating this competency.

Key positive indicators from the candidate's responses which support this score are:

There are no specific positive indicators to highlight in relation to the candidate's score.

Interview questions

- In what situations do you feel comfortable taking the initiative? When would you hold back from doing this?
- Describe a specific example where you saw an opportunity and took it without being prompted. Why did you choose to do this?
- How often do you take a calculated risk? How do you feel about taking risks?

3 Driving for success

Definition	Low	Average	High
Sets stretching goals; focuses on the end goal; shows persistence and tenacity to exceed goals; works in an enthusiastic and committed way.	1		

Score interpretation

The candidate's score suggests that they have **low potential** for this competency, based on their questionnaire responses. Their score is well below average, in relation to the comparison group. They are likely to need significant development to be able to perform effectively on this competency.

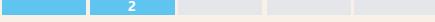
Key negative indicators from the candidate's responses which support this score are:

-  Unlikely to have clarity and focus on their goals, potentially getting easily distracted from what they are trying to achieve.
-  Likely to feel easily discouraged when faced with obstacles and setbacks, potentially giving up or becoming despondent.

Interview questions

- What are your main goals currently in your work? How much is it down to you whether you are successful in achieving them?
- How do you feel when you have a very stretching goal to meet? What is the most challenging goal you have had?
- Describe a goal you had which proved harder than you thought. How did this make you feel and how did you respond?

4 Responding to change

Definition	Low	Average	High
Embraces variety at work; copes with ambiguity; responds positively to the changing environment; promotes change to others.			

Score interpretation

The candidate's score suggests that they have **fairly low potential** for this competency, based on their questionnaire responses. Their score is below average, in relation to the comparison group. They are likely to need development to be able to perform effectively on this competency.

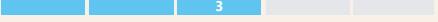
Key negative indicators from the candidate's responses which support this score are:

-  May sometimes adopt an overly optimistic view of change, overlooking the realities of what may be required.
-  Likely to become anxious and stressed when faced with unexpected changes and demands.

Interview questions

- How do you generally react to unexpected changes at work? How do they make you feel?
- How easy do you find it to adapt your behaviour to new situations? When do you find this harder to do and why?
- How much variety do you like to have in your work? When do you prefer to stick to what you know?

5 Growth focus

Definition	Low	Average	High
Shows learning agility; displays motivation in acquiring new skills and knowledge; shows openness to feedback and self-development.		3	

Score interpretation

The candidate's score suggests that they have **average potential** for this competency, based on their questionnaire responses. Their score is typical of the comparison group. They are likely to be as effective as most at demonstrating this competency.

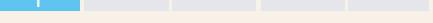
Key positive indicators from the candidate's responses which support this score are:

There are no specific positive indicators to highlight in relation to the candidate's score.

Interview questions

- What do you consider to be your main development area? How would you go about developing this?
- When have you had to learn and adapt your own behaviour to perform better?
- Tell me about a time you have received some constructive feedback. How did you deal with this feedback?

6 Valuing people

Definition	Low	Average	High
Values the strengths and individual differences of others; listens and pays attention to others on a personal level; shows appreciation; displays trust towards others.			

Score interpretation

The candidate's score suggests that they have **low potential** for this competency, based on their questionnaire responses. Their score is well below average, in relation to the comparison group. They are likely to need significant development to be able to perform effectively on this competency.

Key negative indicators from the candidate's responses which support this score are:



Less inclined to use praise and encouragement, or to see the positive in others.

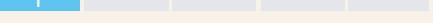


Less inclined to listen, pay attention or respond to people's needs.

Interview questions

- How do you manage others who let you down or fail to meet your expectations? How do you feel about people who do this?
- What attributes do you really value in others? Why is this?
- How do you form close working relationships? Describe an example where you have done this.

7 Connecting with people

Definition	Low	Average	High
Relates well to people at all levels; uses diplomacy and tact appropriately; builds constructive and effective relationships with people; shows warmth and enthusiasm when interacting with others.			

Score interpretation

The candidate's score suggests that they have **low potential** for this competency, based on their questionnaire responses. Their score is well below average, in relation to the comparison group. They are likely to need significant development to be able to perform effectively on this competency.

Key negative indicators from the candidate's responses which support this score are:



May be unaware of the impact they have on others.

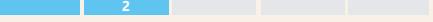


A tendency to show little empathy, care and understanding towards others.

Interview questions

- How do you prioritise your time between building relationships and doing your own tasks?
- How would you describe your interpersonal style? How might others describe you?
- How do you go about networking and connecting with people more widely? (e.g. face to face, social media).

8 Influencing people

Definition	Low	Average	High
Persuades others and gains agreement; negotiates with others to ensure a 'win-win' situation; challenges other people's ideas in an appropriate manner; promotes ideas effectively by appealing to emotions.		2	

Score interpretation

The candidate's score suggests that they have **fairly low potential** for this competency, based on their questionnaire responses. Their score is below average, in relation to the comparison group. They are likely to need development to be able to perform effectively on this competency.

Key negative indicators from the candidate's responses which support this score are:



Likely to back down too easily rather than asserting their own wishes and opinions.

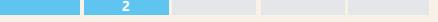


May be fairly volatile when others don't agree with them.

Interview questions

- How do you go about persuading others round to your point of view? How do you feel about doing this?
- Describe an example where you had to convince someone on an issue.
- How do you feel when other people don't agree with you? How do you typically respond when this happens?

9 Inspiring others

Definition	Low	Average	High
Creates a clear and compelling vision of the future; provides an optimistic and positive view of the future; provides a sense of meaning and purpose to work; inspires others to strive for their best performance.		2	

Score interpretation

The candidate's score suggests that they have **fairly low potential** for this competency, based on their questionnaire responses. Their score is below average, in relation to the comparison group. They are likely to need development to be able to perform effectively on this competency.

Key negative indicators from the candidate's responses which support this score are:

-  May sometimes adopt an overly optimistic outlook on the future, which others may feel is unachievable.
-  May lack clear principles and values, and be seen as inconsistent and unreliable.
-  May share their ideas and vision in a fairly detached and business-like way, showing limited enthusiasm or passion.

Interview questions

- What ideas are you currently excited about in your work or industry? What could the impact be if these ideas work?
- How do you try to engage others with your ideas? How do you motivate them about what could be achieved?
- What are your personal principles and values? To what extent do these guide your actions?

10 Coaching and developing others

Definition	Low	Average	High
Provides coaching support to others; provides useful ongoing formal and informal feedback; invests time and resources in developing others; builds the confidence of others.	<div style="width: 10%;">1</div>	<div style="width: 20%;"></div>	<div style="width: 30%;"></div>

Score interpretation

The candidate's score suggests that they have **low potential** for this competency, based on their questionnaire responses. Their score is well below average, in relation to the comparison group. They are likely to need significant development to be able to perform effectively on this competency.

Key negative indicators from the candidate's responses which support this score are:

- Unlikely to invest time in understanding an individual's motivations and needs.
- May not enjoy being responsible for coaching and developing others, preferring to work independently.
- Tends to find it uncomfortable giving direct developmental feedback to someone, even when this is necessary.

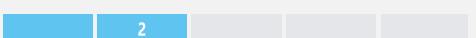
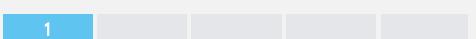
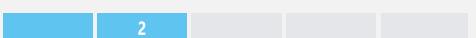
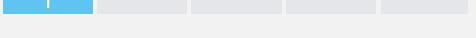
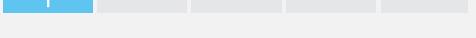
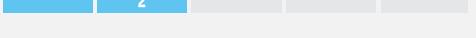
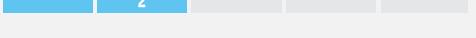
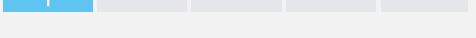
Interview questions

- How much time do you invest in understanding other people's motivations, aspirations and needs? Why is this important?
- How do you get the best out of others? When did you last help someone to improve their performance on a task?
- How comfortable are you giving someone else key feedback about how they could improve? Tell me about a time when you have done this.

Interview evaluation

Based on the candidate's profile and the evidence you have collected during the interview, provide a final rating (from 1 - low to 5 - high) of the candidate's performance on each of the competencies important for the role. Consider whether the evidence from the interview supported the profile score or if there was strong evidence that the candidate had more or less potential on each competency, from the responses given.

Competencies

	Potential score	Final rating
PERSONAL EFFECTIVENESS	Showing resilience  2	<input type="checkbox"/>
	Acting with initiative  3	<input type="checkbox"/>
	Driving for success  1	<input type="checkbox"/>
	Responding to change  2	<input type="checkbox"/>
	Growth focus  3	<input type="checkbox"/>
INTERPERSONAL EFFECTIVENESS	Valuing people  1	<input type="checkbox"/>
	Connecting with people  1	<input type="checkbox"/>
	Influencing people  2	<input type="checkbox"/>
	Inspiring others  2	<input type="checkbox"/>
	Coaching and developing others  1	<input type="checkbox"/>

Interview summary

Record any key points about the strengths and development areas demonstrated by the candidate. Then note your recommendations based on this interview.

Strengths

Risks or development areas

Interview recommendations



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Candidate Feedback Report

Alex Lowly

24 February 2020

General Working Population

Private and confidential



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Emotional Intelligence Profile

About this report

Thank you for completing the Emotional Intelligence Profile (EIP) questionnaire as part of your individual assessment.

The **Candidate feedback report** is designed to give you a brief overview of your relative strengths and development areas in Emotional Intelligence (EI) based competencies, to support your personal development.

Please note that this report is intended for yourself only and is not used as part of your assessment. This report does not reflect how you compare against other candidates.

Your report consists of three parts:

Part 1 - An introduction to Emotional Intelligence competencies

A list of ten EI based competencies.

Part 2 - Your highest and lowest EI competencies

A summary of your two highest scoring competencies (relative strengths) and your two lowest scoring competencies (relative development areas).

Part 3 - Self reflection

An activity to identify specific actions for your self-development.

Emotional Intelligence focuses you on the personal changes you may choose to make in order to get the best out of yourself and truly engage, inspire and motivate others.

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Part 1 - An introduction to Emotional Intelligence competencies

Emotional Intelligence is a combination of attitudes and behaviours that distinguish outstanding performance from average performance. Listed below are ten EI based competencies that enable individuals to manage themselves and their relationships to be both personally and interpersonally effective.

Emotional Intelligence competencies

PERSONAL EFFECTIVENESS	Showing resilience Copes well with pressure and recovers quickly from setbacks.
	Acting with initiative Proactively seeks opportunities to make a positive difference.
	Driving for success Sets stretching goals and shows tenacity in achieving them.
	Responding to change Responds positively to ambiguity and embraces variety and change.
	Growth focus Shows the ability and motivation to learn and develop oneself.
INTERPERSONAL EFFECTIVENESS	Valuing people Values individual differences, shows appreciation and trust in others.
	Connecting with people Builds effective relationships with people at all levels.
	Influencing people Persuades others by challenging appropriately and appealing to their emotions.
	Inspiring others Inspires others to strive for their best by creating a clear and compelling vision.
	Coaching and developing others Invests time and effort into developing and supporting others.

Part 2 - Your highest and lowest EI competencies

Your two highest competencies (relative strengths)

Of the ten EI competencies, your two **highest** scoring competencies are shown below. The example behaviours listed beneath each competency are potential strengths.

Growth focus

- Shows learning agility
- Displays motivation in acquiring new skills and knowledge
- Shows openness to feedback
- Invests in self-development



Acting with initiative

- Proactively seeks out opportunities
- Starts new initiatives
- Makes things happen
- Takes calculated risks



Your two lowest competencies (relative development areas)

Of the ten EI competencies, your two **lowest** scoring competencies are shown below. The example behaviours listed beneath each competency are potential areas for self-development.

Valuing people

- Values the strengths and individual differences of others
- Listens and pays attention to others on a personal level
- Shows appreciation
- Displays trust towards others



Connecting with people

- Relates well to people at all levels
- Uses diplomacy and tact appropriately
- Builds constructive and effective relationships with people
- Shows warmth and enthusiasm when interacting with others



Part 3 - Self reflection

The first step in developing EI competencies is recognising your strengths and development areas. Use the questions below to help you identify what you may choose to develop first.

Your observations

Of the ten competencies, are you surprised or in agreement with the competencies you scored highest and lowest on?

Your highest competency scores (relative strengths)

To what extent do you feel you demonstrate these competencies effectively in your work?

How can you make more use of these competencies to your own and your company's advantage?

Your lowest competency scores (relative development areas)

To what extent do you feel these competencies are limiting or hindering your performance?

How could you use your relative strengths identified in this report to help you address these?

Your actions

Having identified what you want to develop, the next step is to set yourself a small number of specific actions and commit to carrying them out. Use the template below to help you with this.

Competency	Action	How will I measure success?	By when



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