

Sam Sample
30 Jul 2013

EXPERT

BEHAVIOURAL INTERVIEW REPORT

FIFTEEN FACTOR QUESTIONNAIRE PLUS





REPORT STRUCTURE

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DISCLAIMER

This is a strictly confidential assessment report on Sam Sample. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Sam Sample.

The Competency profile arises from a self-report questionnaire and must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, motivation, interests, values, abilities and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.



GUIDE TO USING THIS REPORT

INTRODUCTION

Organisations use competencies and competency frameworks to identify, develop and reinforce certain types of behaviours that are required to achieve organisational success. Today almost all the Fortune 500 corporations have integrated the concept of competencies in all critical areas of human resources management. The competency focused report aids organisations to identify and develop competency related behaviours.

This report uses Psytech's Universal (Fine Nine) Competency Framework to predict Sam's typical behaviour in each of the model's competency domains. A competency is defined as the specific set of skills, knowledge and behaviour that is required to complete particular work tasks effectively. Unlike aptitudes or personality traits, which are relatively enduring and stable over time, competencies can be acquired and refined through appropriate mentoring, coaching and training. The report is intended as a tool to facilitate selection decisions. It can be used as a starting point to facilitate behavioural interviews and help elicit evidence of Sam Sample's actual behaviour in the workplace based on the dimensions used in this report.

SUPPLEMENTARY REPORTS

The information gained from this report can be used in conjunction with other supplementary reports. The supplementary reports available for the Competency Focused Personality Assessment are:

Extended Report

The Extended Report is the most comprehensive of the 15FQ+ expert reports. The main narrative is broken down into three major behavioural clusters: Interpersonal Style, Thinking Style and Coping Style. Further information is provided on behavioural styles and likely business outcomes such as Team Roles, Leadership Styles, Subordinate Styles, Influencing Styles and Career Themes. This is followed by a brief summary of potential strengths and development areas. The report also provides an appendix of profile charts which covers the primary and secondary factors of the test as well as criterion derived scales and response style scales.

Competency Development Report

This report uses Psytech's universal competency framework to predict respondents' typical behaviour in each of the model's competency domains. The report outlines respondents' most likely personal strengths and weaknesses in each of the model's competency domains as well as provides development recommendations and a development planning framework.

Emotional Intelligence Report

This report investigates respondents' Emotional Intelligence (EI) in terms of the conceptual framework proposed by Daniel Goleman and his colleagues. This framework defines EI as a set of personal and inter-personal competencies that can be refined and developed through mentoring, coaching and training.

Derailer Report

The Derailer Report describes respondents' results in terms of a series of dysfunctional behaviours that can present challenges for organisations in a variety of work settings. The report can be used to identify potential challenges which may impair an individual's performance, facilitate personal development or facilitate behavioural interviews in order to inform and support selection decisions.



CONTEXT

The profile arises from a personality questionnaire. It must be interpreted in the context of other relevant factors such as experience, training, and wider skills. For example, Sam's past performance can be assessed through a critical review of references, his work history and previous qualifications, and via a structured interview. His level of job specific knowledge can be assessed via the use of work sample tests and simulations, and behavioural interviews. Finally, his skills can be assessed in greater detail through behavioural observation, role-plays and assessment centre exercises.

The profile should also be considered in light of the organisation's own competency framework and culture. While the report uses Psytech's Universal Competency Framework, users are encouraged to identify and focus on the most relevant competencies to the job of interest.

DIMENSIONS

The behaviours/dimensions used in the questionnaire are derived from Psytech's Universal Competency Framework. They were selected to provide a clear picture of a respondent's capabilities within a framework familiar to most HR professionals and trainers, and which could be derived from personality traits.

UNIVERSAL COMPETENCY FRAMEWORK DIMENSIONS

Integrity - is defined as the tendency to be reliable and honest. People who have a strong competency in this area can be trusted to work independently, with only minimal supervision. They tend to avoid taking inappropriate risks and take responsibility for their own mistakes and errors. They are likely to act with due diligence and have a strong sense of business ethics.

Creativity - is defined as the tendency to think in a creative and innovative manner. People who have a strong competency in this area are good at generating novel, innovative ideas. They tend to be adaptable and often come up with original solutions to problems. They are inclined to 'focus on the bigger picture' and to approach problems strategically.

Logical and Analytical - is defined as the tendency to approach problems in a rational, intellectual manner. People who have a strong competency in this area like to base their decisions on a logical analysis of the available evidence. Their decisions are typically well-considered and thought through. They would be expected to have a well-tuned critical faculty.

Interpersonal Skills - is defined as the tendency to build positive working relationships with others. People who have a strong competency in this area have a high level of interpersonal sensitivity and empathy. They tend to be good at building rapport, and promoting and maintaining harmonious relationships. They would be expected to be effective at resolving interpersonal conflicts and are likely to be viewed as being supportive.

Resilience - is defined as the tendency to cope well with pressure. People who have a strong competency in this area tend to be calm and keep control of their emotions. They are unlikely to get flustered or lose their temper in emotionally charged situations. They would be expected to accept criticism in a constructive manner and not to be disheartened by setbacks.

Persuasiveness - is defined as the tendency to communicate in a persuasive, confident manner. People who have a strong competency in this area tend to enjoy public speaking and are effective communicators. They are likely to enjoy socialising and to have a strong social presence. They would be expected to be charismatic and good at breaking down barriers and bringing people around to their point of view.

Planning and Organising - is defined as the tendency to organise one's own and others' work and to plan for all contingencies. People who have a strong competency in this area are likely to be tidy and well-organised. They would be expected to plan their work so it can be completed within agreed timeframes and to be happy to delegate work appropriately.

Quality Orientation - is defined as the tendency to attend to detail and produce work that is accurate and of a high standard. People with this competency are inclined to set themselves high standards, to be detail conscious systematic and orderly in their work. They would be expected to be motivated to see tasks through to the end.

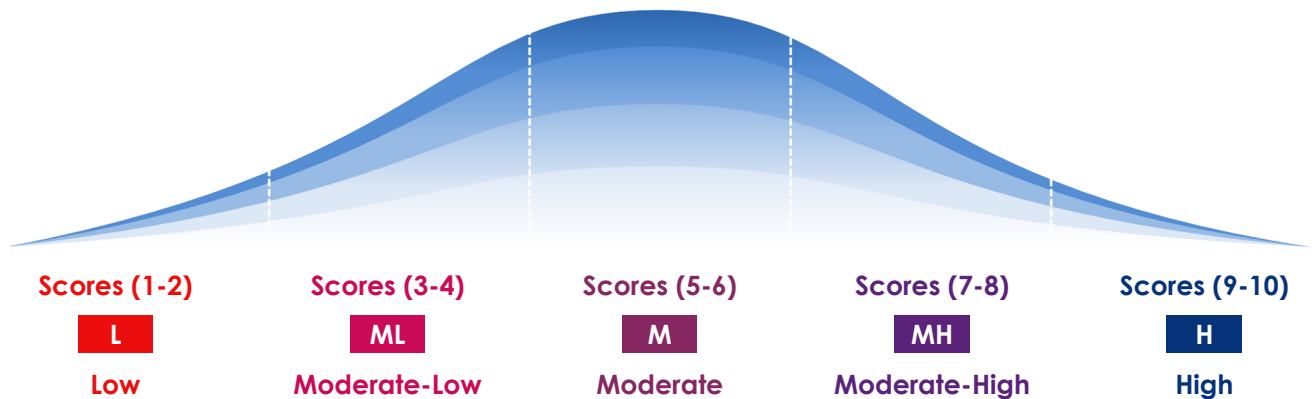
Energy and Drive - is defined as the tendency to have high levels of drive, energy and enthusiasm. People with this competency are likely to be lively and energetic and to display passion and pride in their work. They would be expected to be enthusiastic about their work, take the initiative and be self-motivated and committed.



RESULTS SCALE

A reference group is used to evaluate Sam's results and determine his tendency to exhibit effective workplace behaviours compared to others. His results are presented as standardised scores on a scale of 1 to 10.

The following chart represents a distribution of individuals on a particular scale, where high scores represent greater tendency to behave in a particular manner and low scores represent a reduced likelihood of behaving in a particular manner. An overall level ranging from a 'Low' to a 'High' tendency is provided to help highlight areas of concern.



REFERENCE GROUP USED

The following norm was used to generate this report:

| Test | Norm Used | Sample Size |
|---|-------------------------|-------------|
| Fifteen Factor Questionnaire Plus (15FQ+) | Professional Managerial | 1186 |

RESPONSE STYLE

The 15FQ+ contains several scales which measure individuals' test taking attitudes and whether they were committed to portraying themselves accurately. Such measures inform practitioners of the degree to which they can trust and rely on the interpretation of respondents' profiles.

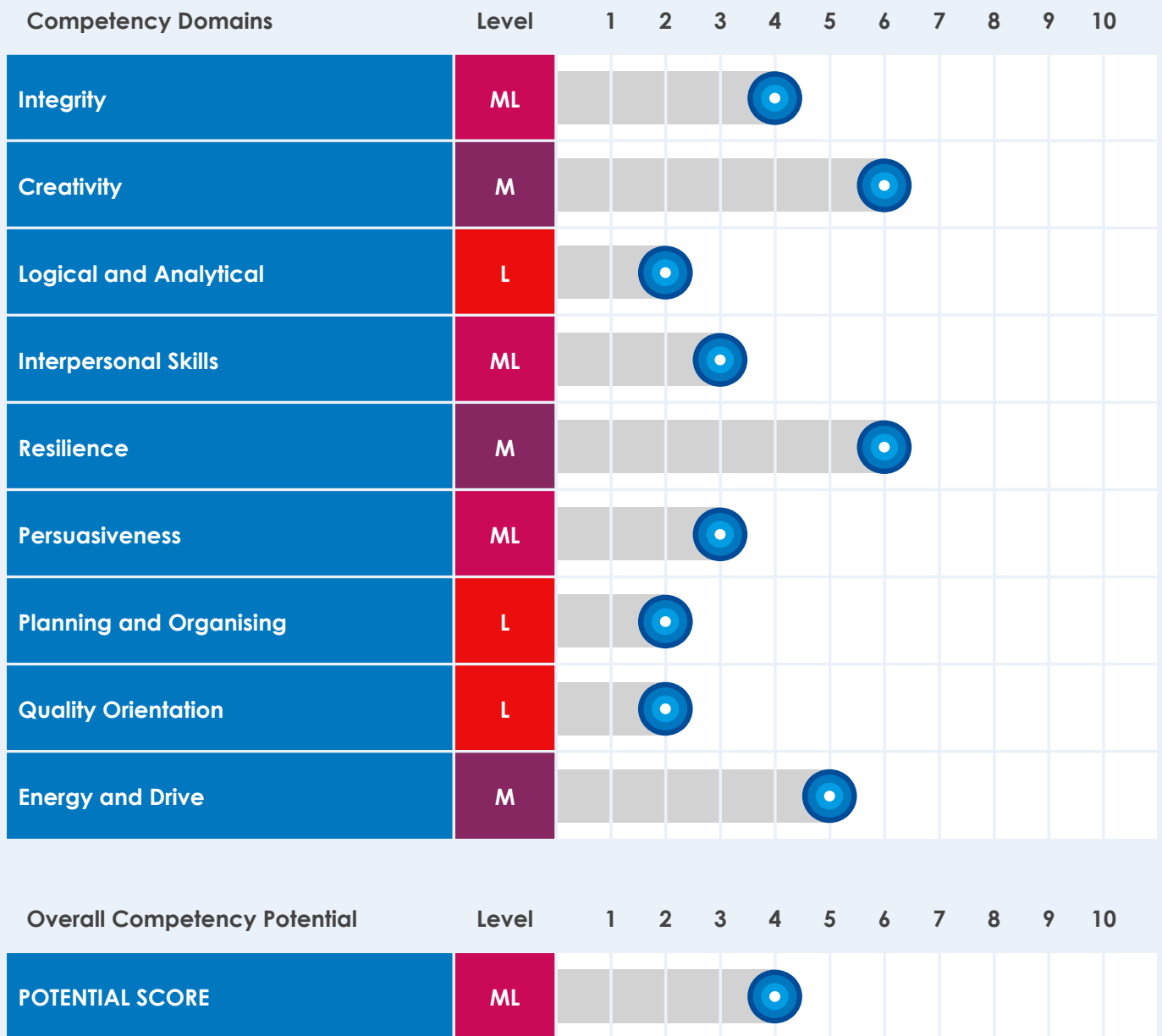
While the results suggest that Sam Sample may not have been particularly concerned about projecting a positive image of himself, he appears to have selected an unusually high number of middle or uncertain answers. This indication may be the result of his considered desire to reveal little of his true self, or may be a function of a genuinely moderate personality, perhaps reflective of someone who prefers not to readily express strong views on many issues. Furthermore, Sam Sample's results indicate that there was a strong element of randomness within how he answered the questionnaire. This indication may be the result of a conscious lack of commitment to the assessment process, a failure for him to buy into the process or simply a lack of willingness to portray his true self. Consequently, the number of central answers combined with the degree of randomness represents a high risk of distortion to the profile.



COMPETENCY PROFILE

The overall competency potential score estimates Sam's tendency to exhibit effective workplace behaviours. The competency scores are weighted composites of the behavioural dimensions that contribute to each of Psytech's universal competencies. The score any given individual obtains on these scales depends not only upon that person's pattern of strengths and weakness across the behavioural dimensions, but also on the importance of each behavioural dimension in contributing to the particular competency.

COMPETENCY PROFILE CHART





SUMMARY OVERVIEW

The following tables list the major strengths and potential areas of concern that can be inferred from Sam's responses to the questionnaire. Further details are available in the behavioural interview guides.

POTENTIAL STRENGTHS

| Level | Competency | Behavioural Dimension |
|-------|----------------------|-------------------------------------|
| H | Creativity | Adaptability and change-orientation |
| MH | Interpersonal Skills | Collaboration with others |
| MH | Resilience | Confidence |

POTENTIAL AREAS FOR DEVELOPMENT

| Level | Competency | Behavioural Dimension |
|-------|-------------------------|--|
| L | Integrity | Commitment to following organisational rules |
| ML | Integrity | Desire to conform to established principles of right and wrong |
| ML | Integrity | Ability to work without close supervision |
| L | Creativity | Intuition and motivation to generate many ideas |
| L | Logical and Analytical | Interest in solving problems and contributing to intellectual debates |
| L | Logical and Analytical | Preference for approaching problems in a rational and analytical manner |
| ML | Logical and Analytical | Preference for balancing practical and theoretical approaches to problem solving |
| L | Interpersonal Skills | Interest in establishing rapport with colleagues and clients |
| L | Interpersonal Skills | Tact and diplomacy |
| ML | Interpersonal Skills | Interest in developing trusting relationships with colleagues |
| L | Planning and Organising | Desire to be organised and create plans |
| L | Planning and Organising | Effective time management |
| L | Planning and Organising | Delegation of tasks and responsibilities |
| L | Quality Orientation | Commitment to producing work of a high standard |
| L | Quality Orientation | Detail orientation |
| L | Quality Orientation | Commitment to finishing tasks |
| ML | Energy and Drive | Excitement and enthusiasm |



BEHAVIOURAL INTERVIEW GUIDE

The report provides structured behavioural interview questions to attempt to elicit information about a respondent's past behaviour. Such a technique is based on the premise that past behaviour is seen as the best predictor of future behaviour. Interviewees' responses are generally considered reliable because they are based on what they actually did, as opposed to offering opinions or hypothetical responses.

INTERVIEW MODEL

The interview model follows the STAR behavioural interviewing method in which evidence must be gained to indicate the context of the behaviour, the nature of the behaviour and the consequences of the behaviour. STAR is an acronym for:

| Situation | Task | Action | Result |
|--|-----------------------------|---|-----------------------|
| What was the context of the behaviour? | What needed to be achieved? | What behaviour resulted from the situation? | What was the outcome? |

PROBING

The STAR interview questions are used to probe the individuals' responses from multiple angles. However, in most situations interviewers need only ask the "Situation" question as it is the main question which attempts to elicit examples from past behaviour. Interviewers are only required to use the other questions if the responses to the "Situation" are unclear or incomplete. In such cases interviewers can use the remaining STAR questions to further probe respondents and gain a better understanding of their behaviour, context of the behaviour and outcomes.

Two lines of questions are provided for each dimension of the competency framework. Each line provides a full list of questions to complete the STAR interview model. Interviewers are encouraged to use both lines of questions as they attempt to elicit evidence from different sources.

While the STAR interviewing method provides valid interview questions as well as further structure to how interviews are conducted and how responses are evaluated, interviewers are encouraged to:

- Identify which dimensions listed in the report are related to the organisation's competency framework.
- Develop their own list of questions and not rely solely on the interview questions provided.
- Determine what other job related factors are not covered in the report and prepare additional questions to cover those areas.
- Gather additional information about respondents from other sources such as background checks, references, role plays, past performance, etc.
- Utilise the evidence gathered from all the sources in order to make a decision.

SCORING

Scoring forms are provided as part of the interview guide. Interviewers are encouraged to use the forms to take notes and are advised to score responses using the following 5-point scale:

| 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|
| Only circumstantial evidence gained, or evidence gained which supports a low ability. | No explicit evidence gained, or little evidence gained which supports a low ability. | Explicit evidence gained which supports a moderate ability. | Explicit evidence gained which supports a strong ability. | Detailed evidence gained which supports a strong ability. |



INTERVIEW GUIDE: INTEGRITY

ML INTEGRITY

L Commitment to following organisational rules

Profile Description

Having a profile that suggests he is spontaneous and flexible in his attitude and approach towards work, Sam is unlikely to feel bound by organisational rules, regulations and procedures.

| | Situation | Task | Action | Result |
|----|--|--|---|---|
| Q1 | <ul style="list-style-type: none"> Give an example of having to follow strict organisational procedures on a project or task. | <ul style="list-style-type: none"> What were the procedures and why were you required to follow them? | <ul style="list-style-type: none"> How did you comply with them? Were there any you felt inclined to disregard? | <ul style="list-style-type: none"> Ultimately, did complying with the procedures advance or hinder the work? Please explain your reasoning. |
| Q2 | <ul style="list-style-type: none"> Tell me about a time where you felt you were working on a trivial project. | <ul style="list-style-type: none"> Why would you put effort into a trivial project? | <ul style="list-style-type: none"> What did you contribute to the project? | <ul style="list-style-type: none"> Was the project ultimately successful and beneficial? Can you explain why? |

ML Desire to conform to established principles of right and wrong

Profile Description

Sam's results indicate he is not strongly inclined to follow social conventions and codes of conduct without question. As a result, he might not be expected to feel a very strong sense of allegiance to the organisation's ethical values and culture.

| | Situation | Task | Action | Result |
|----|--|---|---|---|
| Q1 | <ul style="list-style-type: none"> Describe a situation where you disagreed with you management over their decisions. | <ul style="list-style-type: none"> What were the decisions? Why did you disagree with them? | <ul style="list-style-type: none"> How did you deal with the situation? | <ul style="list-style-type: none"> Why did you deal with the situation in this manner? |
| Q2 | <ul style="list-style-type: none"> Give an example of having to work despite the formalities and protocols of your workplace. | <ul style="list-style-type: none"> Why did you have to deal with such formalities? | <ul style="list-style-type: none"> How did you deal with such formalities? | <ul style="list-style-type: none"> Do you believe that such formalities support or hinder your work? |



M Ownership and responsibility for own mistakes or errors

Profile Description

Sam's responses to the questionnaire suggest he is no more suspicious than most and is not unduly threat sensitive. Consequently, he should not be unduly reluctant to own up to and take responsibility for his own mistakes or errors.

| | Situation | Task | Action | Result |
|----|--|--|---|--|
| Q1 | <ul style="list-style-type: none"> Give me an example of a project you were involved in that did not go well. | <ul style="list-style-type: none"> What went wrong and why? | <ul style="list-style-type: none"> What did you contribute to the project? | <ul style="list-style-type: none"> Did you fear there would be a negative response from your management? Why? |
| Q2 | <ul style="list-style-type: none"> Tell me about a project you were directly involved in and that you felt you could have done better on. | <ul style="list-style-type: none"> What were you trying to achieve? | <ul style="list-style-type: none"> What were your shortcomings on the project? What did you do to correct them? | <ul style="list-style-type: none"> To what extent did you feel responsible for the project's outcome and why? |

ML Ability to work without close supervision

Profile Description

His profile suggests he is fairly self-sufficient. However, as he is likely to be rather inclined not to diligently attend to the detailed requirements of tasks, Sam might be expected to require somewhat closer supervision than most to ensure he completes work on time and to the required standard.

| | Situation | Task | Action | Result |
|----|--|---|---|---|
| Q1 | <ul style="list-style-type: none"> Tell me about a situation where you had to set your own objectives and schedules. | <ul style="list-style-type: none"> Why did you find yourself in such a situation? How did this make you feel? | <ul style="list-style-type: none"> What did you do? | <ul style="list-style-type: none"> What was the outcome? |
| Q2 | <ul style="list-style-type: none"> Give me an example of a project or assignment you had to complete on your own and without any guidance or supervision. | <ul style="list-style-type: none"> What were you trying to achieve? | <ul style="list-style-type: none"> How did you cope working on your own? | <ul style="list-style-type: none"> What advantages are there to working independently from others? |



INTERVIEW GUIDE: CREATIVITY

M CREATIVITY

M Preference for seeking new solutions to problems

Profile Description

Having a profile that suggests he has no greater preference than most for following tried and tested methods, Sam should not be unduly inclined to reject novel ideas and approaches to problems; particularly if he can see their benefits.

| | Situation | Task | Action | Result |
|----|--|---|---|---|
| Q1 | <ul style="list-style-type: none"> Describe a situation where you recommended changes to the way things were done in your department / organisation. | <ul style="list-style-type: none"> What needed to be changed? | <ul style="list-style-type: none"> How did you recommend to change things? | <ul style="list-style-type: none"> Were the changes better than what was previously done? Explain your reasoning. |
| Q2 | <ul style="list-style-type: none"> Give me an example of a situation when someone proposed to you an idea or way of working that was unique or unusual. | <ul style="list-style-type: none"> What were they proposing? What made their ideas unique or unusual? | <ul style="list-style-type: none"> How did you respond and why? | <ul style="list-style-type: none"> Were the ideas adopted? What was your role? |

L Intuition and motivation to generate many ideas

Profile Description

Sam's responses to the questionnaire suggest he is relatively pragmatic and concrete in his thinking and is no more intuitive by nature than most. As a result, he is not likely to be naturally drawn towards idea generation. Tending to take a fairly pragmatic approach to issues, others may view him as being slightly lacking in imagination.

| | Situation | Task | Action | Result |
|----|--|--|--|---|
| Q1 | <ul style="list-style-type: none"> Describe being involved in a creative project/task. | <ul style="list-style-type: none"> What did the project / task involve? | <ul style="list-style-type: none"> What did you contribute to the project/task? | <ul style="list-style-type: none"> Which aspects did you enjoy the most and which aspects did you enjoy the least? Why? |
| Q2 | <ul style="list-style-type: none"> Tell me about a situation where you came up with several ideas to solve a problem? | <ul style="list-style-type: none"> What was the problem? | <ul style="list-style-type: none"> What ideas did you come up with? | <ul style="list-style-type: none"> What did you benefit from generating so many ideas when only one could have sufficed? |



M Preference for considering strategic, 'bigger picture' issues

Profile Description

Sam's profile suggests he may not be very confident of his intellectual ability and may feel disinclined to tackle complex strategic issues which he feels may be out of his depth. However, as the pattern of scores he obtained suggests he is flexible, it is not expected that Sam would lose sight of the 'bigger picture'.

| | Situation | Task | Action | Result |
|-----------|--|--|---|--|
| Q1 | <ul style="list-style-type: none"> Tell me of a long-term objective you were able to identify. | <ul style="list-style-type: none"> What was the objective? | <ul style="list-style-type: none"> How did you identify the objective? | <ul style="list-style-type: none"> What strategies did you develop to achieve it? |
| Q2 | <ul style="list-style-type: none"> Give me an example of a situation where your ability to consider 'bigger picture' issues benefitted your organisation. | <ul style="list-style-type: none"> What were you trying to achieve? | <ul style="list-style-type: none"> What did you consider? | <ul style="list-style-type: none"> How did it benefit your organisation? |

H Adaptability and change-orientation

Profile Description

Having obtained results which suggest he is quite adaptable, Sam would be expected to be as open as most to change and is unlikely to experience particular difficulty adjusting to new working practices and procedures.

| | Situation | Task | Action | Result |
|-----------|---|---|---|---|
| Q1 | <ul style="list-style-type: none"> Describe a situation where you had to adapt your plans to constantly changing conditions. | <ul style="list-style-type: none"> What were the working conditions and why were they constantly changing? | <ul style="list-style-type: none"> What did you do to adapt to the situation or help stabilise the conditions? Why did you decide on this response? | <ul style="list-style-type: none"> What was the outcome? |
| Q2 | <ul style="list-style-type: none"> Tell me about an instance where you had to break with your organisation's protocols. | <ul style="list-style-type: none"> What was the situation Why did you have to break with the protocols? | <ul style="list-style-type: none"> How did you go about breaking with the protocols? How did this make you feel and why? | <ul style="list-style-type: none"> What response did you get from your management? How did you justify your position? |



INTERVIEW GUIDE: LOGICAL AND ANALYTICAL

L LOGICAL AND ANALYTICAL

L Interest in solving problems and contributing to intellectual debates

Profile Description

Sam's profile suggests he is significantly lacking in confidence in his own academic abilities. Therefore, he would not be expected to be motivated to contribute actively to intellectual debates and discussions.

| | Situation | Task | Action | Result |
|----|---|--|--|--|
| Q1 | <ul style="list-style-type: none"> Describe a situation where you were asked to work on a complex problem that was outside of your scope of expertise. | <ul style="list-style-type: none"> What was the problem? How did you feel when you were asked to work on it? | <ul style="list-style-type: none"> How did you tackle the problem? | <ul style="list-style-type: none"> What was the outcome and would you put yourself in such a situation again? Why? |
| Q2 | <ul style="list-style-type: none"> Describe a situation where you were asked to explain a complex/technical concept to others. | <ul style="list-style-type: none"> What did you have to explain? How did you feel when you were asked to explain it? | <ul style="list-style-type: none"> How did you explain the concept? | <ul style="list-style-type: none"> Did others comprehend the information you were communicating? What helped/hindered the communication and why? |

L Preference for approaching problems in a rational and analytical manner

Profile Description

Sam's responses to the questionnaire suggest he prefers to adopt a balanced thinking style, which is neither overly intuitive nor too factual in approach. He would be expected to appreciate the value of making decisions in a rational and analytical manner, while also being aware that it is necessary at times to base decisions on an intuitive appraisal of whether or not things feel right. However, it should be noted that his lack of confidence in his intellectual abilities may greatly reduce his capacity to appreciate logical arguments.

| | Situation | Task | Action | Result |
|----|---|--|--|--|
| Q1 | <ul style="list-style-type: none"> Give me an example that demonstrates your ability to analyse information. | <ul style="list-style-type: none"> What was the nature of the informatino you had to analyse? | <ul style="list-style-type: none"> What was your approach? | <ul style="list-style-type: none"> Can you saummarise some of your conclusions? |
| Q2 | <ul style="list-style-type: none"> Describe having to oversee a project. | <ul style="list-style-type: none"> What were you required to achieve? | <ul style="list-style-type: none"> How did you you know everything was progressing according to plan? | <ul style="list-style-type: none"> How did you use this information? |



ML Preference for balancing practical and theoretical approaches to problem solving

Profile Description

The pattern of results Sam obtained on the questionnaire indicates he is fairly pragmatic and concrete in his thinking. Consequently, he would be expected to have something of a preference for focusing on what he considers to be practical/realistic matters rather than approach problems in an abstract theoretical way. It should be noted that the quality of his appraisal of how realistic solutions to problems are, will depend in part on his level of reasoning ability which he does not rate highly.

| | Situation | Task | Action | Result |
|-----------|--|---|---|---|
| Q1 | <ul style="list-style-type: none"> Tell me about a situation where you had to work on a problem which you did not particularly enjoy. | <ul style="list-style-type: none"> What was the problem? What were you trying to achieve? | <ul style="list-style-type: none"> What was your role and what did you dislike about it? | <ul style="list-style-type: none"> Were there aspects of solving the problem that you wished you were more involved with? Please explain. |
| Q2 | <ul style="list-style-type: none"> Describe a situation where you used your fact-finding skills to solve a problem. | <ul style="list-style-type: none"> What was the problem? | <ul style="list-style-type: none"> How did you contribute? | <ul style="list-style-type: none"> Were there aspects of solving the problem that you wished you were more involved with? Please explain. |



INTERVIEW GUIDE: INTERPERSONAL SKILLS

ML INTERPERSONAL SKILLS

L Interest in establishing rapport with colleagues and clients

Profile Description

Having a profile which suggests he is quite lacking in interpersonal warmth and is not by nature that understanding and thoughtful, Sam may at times experience difficulty establishing rapport with colleagues and/or clients.

| | Situation | Task | Action | Result |
|----|---|--|--|--|
| Q1 | <ul style="list-style-type: none"> Give me an example of a situation where you helped or supported a colleague at work. | <ul style="list-style-type: none"> Why did they need help? | <ul style="list-style-type: none"> What did you do? | <ul style="list-style-type: none"> How do you know they received the help they needed? What do you think you could have done to better support them? |
| Q2 | <ul style="list-style-type: none"> Tell me of a time when you had to establish rapport with people regardless of your differences. | <ul style="list-style-type: none"> What were the differences? | <ul style="list-style-type: none"> What did you do? | <ul style="list-style-type: none"> How would you describe your relationship now? |

MH Collaboration with others

Profile Description

As his results suggest he is as assertive as most, Sam is likely to try to collaborate with others and achieve a balance between being able to push others into action when this is called for, while not being too dominant or confrontational.

| | Situation | Task | Action | Result |
|----|--|--|---|--|
| Q1 | <ul style="list-style-type: none"> Tell me of a situation where you had to collaborate or cooperate with others. | <ul style="list-style-type: none"> What obstacles did you face? | <ul style="list-style-type: none"> How did you interact with the other party/individual? | <ul style="list-style-type: none"> How did this affect your relationship with them? |
| Q2 | <ul style="list-style-type: none"> We all have experiences working with people we don't get along with. Give me an example of having to deal with one such situation. | <ul style="list-style-type: none"> Why was it difficult to get along with them? | <ul style="list-style-type: none"> What did you do? | <ul style="list-style-type: none"> How did it work out? |



L Tact and diplomacy

Profile Description

Sam's responses to the questionnaire suggest he is very forthright and plain-speaking. As a consequence, he is quite likely to express himself in a rather direct manner without giving sufficient regard to the sensitivities of the setting he finds himself in.

| | Situation | Task | Action | Result |
|----|---|---|--|--|
| Q1 | <ul style="list-style-type: none"> Tell me about a situation where you decided to communicate bad news or poor performance related results to someone. | <ul style="list-style-type: none"> What did you have to communicate and why? | <ul style="list-style-type: none"> How did you go about communicating the information? What did you decide to tell them and why? | <ul style="list-style-type: none"> How did they react to the results? |
| Q2 | <ul style="list-style-type: none"> Give me an example of having to deal with two or more individuals or groups who were in conflict at work. | <ul style="list-style-type: none"> Why were the parties in conflict, and what was your role? | <ul style="list-style-type: none"> How did you deal with them? | <ul style="list-style-type: none"> Which did you rely on most, openness and honesty or tact and diplomacy? Please explain. |

ML Interest in developing trusting relationships with colleagues

Profile Description

Sam's pattern of results suggests that while he does not have a great need for others' company, he is no more or less inclined to be cynical about human nature than most. Consequently, it would not be expected to take him much longer than his more sociable colleagues to develop trusting relationships.

| | Situation | Task | Action | Result |
|----|---|--|--|---|
| Q1 | <ul style="list-style-type: none"> Describe a team experience you found particularly disappointing. | <ul style="list-style-type: none"> Why did you find the team disappointing? | <ul style="list-style-type: none"> What is your role within the team? | <ul style="list-style-type: none"> Would it have been better to work on your own? Please explain. |
| Q2 | <ul style="list-style-type: none"> Tell me about an experience where you had to integrate into a new team. | <ul style="list-style-type: none"> Did you feel welcome in the new environment? | <ul style="list-style-type: none"> How did you deal with the situation? | <ul style="list-style-type: none"> How did the team deal with your presence and how did you respond? |



INTERVIEW GUIDE: RESILIENCE

M RESILIENCE

M Emotional stability

Profile Description

Sam's results indicate he is no more likely than most to be prone to unpredictable mood swings that may adversely affect his performance at work or have a negative impact on those around him.

| | Situation | Task | Action | Result |
|----|---|--|---|---|
| Q1 | <ul style="list-style-type: none"> Have you ever changed your mind or gone back on a decision? Describe the situation. | <ul style="list-style-type: none"> What changed since making your decision? | <ul style="list-style-type: none"> What did you have to do to make the change? | <ul style="list-style-type: none"> Thinking back would you have still changed your mind? |
| Q2 | <ul style="list-style-type: none"> Describe a situation where you were very concerned about a potential crisis though felt others seemed oblivious to your concerns. | <ul style="list-style-type: none"> What was the potential crisis? Why were you concerned about it? Why did others seem oblivious to it? | <ul style="list-style-type: none"> How did the lack of concern from others make you feel? How did you respond to the situation? | <ul style="list-style-type: none"> How did you resolve the situation? |

M Ability to cope well under pressure

Profile Description

Sam's profile indicates he is likely to have average levels of frustration tolerance. Consequently, he would generally be expected to cope relatively well with stress and to stay composed when things go wrong, but may become irritated if people are being particularly slow or indecisive. In addition to this, Sam's responses indicate he is no more likely than most to be prone to mood swings. As a result, he would not be expected to experience any more difficulty than most managing his emotional reactions to situations.

| | Situation | Task | Action | Result |
|----|---|---|---|--|
| Q1 | <ul style="list-style-type: none"> Mention a challenging situation or crisis that you have had to face and which caused you to become annoyed. | <ul style="list-style-type: none"> What was the challenge and what caused you to become annoyed? | <ul style="list-style-type: none"> What was your response to the situation? | <ul style="list-style-type: none"> Were you able to resolve the crisis and how? How firm did you have to be? |
| Q2 | <ul style="list-style-type: none"> Describe a situation where you faced great setbacks and delays. | <ul style="list-style-type: none"> What caused the delays? | <ul style="list-style-type: none"> How did you respond to the situation and deal with the cause of the delays? | <ul style="list-style-type: none"> Were you able to achieve your targets on time and how? |



MH Confidence

Profile Description

Sam's results suggest he is relatively confident and self-assured. Consequently, he would be expected to be relatively happy to accept feedback as long as it is presented in a fairly constructive manner.

| | Situation | Task | Action | Result |
|-----------|---|---|--|---|
| Q1 | <ul style="list-style-type: none"> Describe a situation where you received negative feedback on your performance or accomplishments. | <ul style="list-style-type: none"> Why did you receive negative feedback? How did this make you feel? | <ul style="list-style-type: none"> How did you receive the feedback? | <ul style="list-style-type: none"> Did you address any of the issues that were raised in the feedback? What did you do? |
| Q2 | <ul style="list-style-type: none"> Have you ever made an error or mistake at work? Tell me about the situation. | <ul style="list-style-type: none"> What was the mistake? | <ul style="list-style-type: none"> Did you take responsibility? Why? | <ul style="list-style-type: none"> What did you do to correct the mistake? |



INTERVIEW GUIDE: PERSUASIVENESS

ML PERSUASIVENESS

ML Social Presence

Profile Description

Having obtained a pattern of scores that suggests he may be a little prone to feel slightly ill at ease in social settings and may be a little more lacking in social confidence than many, Sam is unlikely to have a particularly strong social presence. Sam may be inclined on occasion to feel slightly uncomfortable in group settings and, as a result, he may wish to avoid presentations and public speaking if possible. Consequently, he is not highly likely to be a persuasive speaker.

| | Situation | Task | Action | Result |
|----|--|---|---|---|
| Q1 | <ul style="list-style-type: none"> Tell me about a situation where you were asked to present to a large audience. | <ul style="list-style-type: none"> What did you have to present? What fears/inhibitions did you have to overcome? | <ul style="list-style-type: none"> How did you overcome your fears/inhibitions and prepare for the presentation? | <ul style="list-style-type: none"> What were the most difficult aspects of giving the presentation? Please explain. |
| Q2 | <ul style="list-style-type: none"> Describe a situation where you had to attend a conference or work function. | <ul style="list-style-type: none"> Why did you attend the function? Did you meet many people? | <ul style="list-style-type: none"> What did you do during the social gatherings or breaks? | <ul style="list-style-type: none"> What did you benefit from your attendance of the conference/function? |

L Empathy and support

Profile Description

Sam's results indicate he is quite lacking in empathy and warmth and does not have a great interest in others. As a result, colleagues are unlikely to see him as being that supportive and he would not be expected to be a highly good listener. His profile further suggests he is unlikely to feel a great attraction to roles that require supporting others, encouraging them and promoting their personal development.

| | Situation | Task | Action | Result |
|----|--|--|---|--|
| Q1 | <ul style="list-style-type: none"> Have company actions or policies ever hurt any individuals at work? What was the situation? | <ul style="list-style-type: none"> How were the individuals hurt? | <ul style="list-style-type: none"> What was your perspective and role? | <ul style="list-style-type: none"> Ultimately, how were the individuals' issues resolved? |
| Q2 | <ul style="list-style-type: none"> Tell me about a situation where you were approached by a colleague for advice. | <ul style="list-style-type: none"> What was the issue? | <ul style="list-style-type: none"> Did you get involved and why? | <ul style="list-style-type: none"> How did they respond? |



M **Balanced negotiation style**

Profile Description

As his results suggest he is as competitive as most, he is likely to try to achieve a balance between being able to push others into action, while not being too domineering. Sam's responses further suggest that he is likely to try to balance between making concessions to move negotiations forward while not conceding on important issues. Having said this, his direct and forthright nature may cause him to express his views in an ill-considered or thoughtless manner.

| | Situation | Task | Action | Result |
|-----------|---|---|---|--|
| Q1 | <ul style="list-style-type: none"> Describe a situation where you had to get others to work on a project with you. | <ul style="list-style-type: none"> Why did you have to involve others? | <ul style="list-style-type: none"> How did you encourage them to work with you on the project? | <ul style="list-style-type: none"> How assertive were you in dealing with them and why? Was there a need to be more accommodating? Why? |
| Q2 | <ul style="list-style-type: none"> Give an example of asserting your point of view over others' views. | <ul style="list-style-type: none"> What were you trying to convince them of? | <ul style="list-style-type: none"> What tactics did you use to convince them? How did you deal with objections? | <ul style="list-style-type: none"> What were you able to convince them of? Was there a need to compromise? What did you compromise and how? |



INTERVIEW GUIDE: PLANNING AND ORGANISING

L PLANNING AND ORGANISING

L Desire to be organised and create plans

Profile Description

Sam's profile suggests he is not highly organised by nature. As a result, he is likely to prefer to deal with problems as they arise rather than plan ahead. His results further suggest he is a little inclined to leave things to the last moment. This may occasionally result in him facing some difficulty meeting schedules and deadlines.

| | Situation | Task | Action | Result |
|----|---|--|--|---|
| Q1 | <ul style="list-style-type: none"> Tell me about a situation where you were asked to develop a project plan. | <ul style="list-style-type: none"> Would it not have been better to start work on the project rather than take time to plan? Please explain. | <ul style="list-style-type: none"> What did you consider and why? Were there any things that you felt you could leave out of the plan and why? | <ul style="list-style-type: none"> Did you have to change any aspects of your plan due to unexpected circumstances? How did you deal with them? |
| Q2 | <ul style="list-style-type: none"> Give me an example of facing difficulty while organising your work. | <ul style="list-style-type: none"> Why is it necessary to organise your work? | <ul style="list-style-type: none"> How did you organise your work? | <ul style="list-style-type: none"> Did organising your work help you or impede you? Please explain. |

L Effective time management

Profile Description

Sam's responses to the questionnaire indicate he is not likely to be as meticulous as most. Consequently, he may be inclined to give a little less priority than many to time management issues.

| | Situation | Task | Action | Result |
|----|---|---|---|---|
| Q1 | <ul style="list-style-type: none"> Tell me about a situation where you were overwhelmed with too many things to do. | <ul style="list-style-type: none"> What were you trying to accomplish? | <ul style="list-style-type: none"> What did you do to sort things out? | <ul style="list-style-type: none"> What do you think worked well? What would you have done differently? |
| Q2 | <ul style="list-style-type: none"> Describe a difficult experience where you could not afford to waste any time or effort. | <ul style="list-style-type: none"> What kind of difficulties did you face and why? | <ul style="list-style-type: none"> How did you handle the situation? | <ul style="list-style-type: none"> What was the outcome? |



L Delegation of tasks and responsibilities

Profile Description

Sam's results indicate he is as trusting as most. As a result, he would be expected to be happy to delegate work to others. However, his profile also suggests he may be prone to set himself less exacting standards than most and may not monitor his colleagues' quality of work as closely as may be required at times.

| | Situation | Task | Action | Result |
|-----------|--|--|--|--|
| Q1 | <ul style="list-style-type: none"> Tell me about a situation where you tried to coordinate the efforts of others. | <ul style="list-style-type: none"> What were you trying to achieve? | <ul style="list-style-type: none"> How did you know the project was progressing well? What did you base this on and why? | <ul style="list-style-type: none"> Did you achieve your objectives? What do you attribute the result to? |
| Q2 | <ul style="list-style-type: none"> Give me an example of having to delegate tasks or assignments to others. | <ul style="list-style-type: none"> Who did you trust the tasks or assignments with and why? | <ul style="list-style-type: none"> How did you keep track of the delegated assignments? | <ul style="list-style-type: none"> To what extent did their work meet your expectations? What would you have done differently? |



INTERVIEW GUIDE: QUALITY ORIENTATION

L QUALITY ORIENTATION

L Commitment to producing work of a high standard

Profile Description

Having obtained a pattern of results that suggests he is fairly unstructured by nature and is not unduly disposed to approach tasks in a very systematic and well-organised manner, Sam is likely to be less committed to meeting agreed quality standards than many.

| | Situation | Task | Action | Result |
|----|--|---|---|--|
| Q1 | <ul style="list-style-type: none"> Tell me about some of the standards you apply to yourself. | <ul style="list-style-type: none"> What are the standards and why have them? | <ul style="list-style-type: none"> How do you apply these standards? | <ul style="list-style-type: none"> Are there any aspects that need to be improved? Please explain. |
| Q2 | <ul style="list-style-type: none"> Describe a situation where you had to sacrifice quality for the sake of meeting an important and looming deadline. | <ul style="list-style-type: none"> What were you trying to achieve? | <ul style="list-style-type: none"> Which did you choose and why? | <ul style="list-style-type: none"> How did you justify your actions to the recipient(s) of your work? |

L Detail orientation

Profile Description

Sam's profile further suggests he is somewhat less methodical and meticulous than many. As a result, he would not be expected to be very motivated to attend to the detailed requirements of tasks.

| | Situation | Task | Action | Result |
|----|---|--|---|--|
| Q1 | <ul style="list-style-type: none"> Sometimes things just 'slip through the cracks'. Give me an example of when this happened to you. | <ul style="list-style-type: none"> What went unnoticed and how did you eventually find out? | <ul style="list-style-type: none"> What did you do once you found out? | <ul style="list-style-type: none"> Did you feel you had to change or introduce processes to deal with errors in the future? What were they and why did you introduce them? |
| Q2 | <ul style="list-style-type: none"> Describe a difficult experience you had in working with details. | <ul style="list-style-type: none"> What kind of difficulties did you face and why? | <ul style="list-style-type: none"> How did you handle the situation? | <ul style="list-style-type: none"> In the end, did you feel paying attention to detail was worth the effort? What difference did it make? |



L Commitment to finishing tasks

Profile Description

The results he obtained on the questionnaire indicate Sam is likely to have a slightly less strong sense of duty than many. Consequently, he may not always feel very committed to finishing tasks he has started. Moreover, as his scores also suggest he is likely to be rather less attentive to detail than most, it would be anticipated that he may experience difficulty persevering with boring or repetitive tasks.

| | Situation | Task | Action | Result |
|----|---|--|---|--|
| Q1 | <ul style="list-style-type: none"> All jobs have unpleasant tasks. Tell me about the most unpleasant tasks you were required to do at work. | <ul style="list-style-type: none"> What were the tasks? Why were they unpleasant? | <ul style="list-style-type: none"> How did you respond to the tasks? | <ul style="list-style-type: none"> Were all the tasks completed? Please elaborate. |
| Q2 | <ul style="list-style-type: none"> Describe a situation where you were personally inconvenienced by being asked to work beyond your job description. | <ul style="list-style-type: none"> Why did you have to work beyond your job description? How did this make you feel? | <ul style="list-style-type: none"> How did you respond? | <ul style="list-style-type: none"> Why did you respond in this manner? |



INTERVIEW GUIDE: ENERGY AND DRIVE

M ENERGY AND DRIVE

M Ability to cope with setbacks

Profile Description

The pattern of results Sam obtained on the questionnaire suggests he is no more prone to feelings of despondency or depression than most. Consequently, he would be expected in general to be able to maintain his energy when faced with routine setbacks and challenges.

| | Situation | Task | Action | Result |
|----|--|---|--|---|
| Q1 | <ul style="list-style-type: none"> Give me examples of some of the setbacks or disappointments you have faced during your career. | <ul style="list-style-type: none"> What were the setbacks? How did they affect you? | <ul style="list-style-type: none"> How did you overcome them? | <ul style="list-style-type: none"> What was the outcome? |
| Q2 | <ul style="list-style-type: none"> Tell me about some of the work related challenges which have put you off over the years. | <ul style="list-style-type: none"> What were the challenges? How did they affect you? | <ul style="list-style-type: none"> How did you respond to the challenges? | <ul style="list-style-type: none"> What was the outcome? |

ML Excitement and enthusiasm

Profile Description

Having a profile that suggests he is fairly subdued, Sam may possibly appear to lack motivation and drive in comparison with his more lively and animated colleagues. As others might be prone to view him as being slightly dour, he may not find it very easy to engender enthusiasm in his colleagues and subordinates.

| | Situation | Task | Action | Result |
|----|--|--|---|---|
| Q1 | <ul style="list-style-type: none"> Describe a situation in which you had to respond to changes over which you had no control. | <ul style="list-style-type: none"> What were the changes? | <ul style="list-style-type: none"> How did you respond to the changes? | <ul style="list-style-type: none"> What impact did the changes have on you? |
| Q2 | <ul style="list-style-type: none"> Give me an example of the most interesting job you have been involved in. | <ul style="list-style-type: none"> What was the job? | <ul style="list-style-type: none"> Why did the job interest you? | <ul style="list-style-type: none"> How would you approach a job that did not interest you? |



M Results orientation

Profile Description

Sam's responses to the questionnaire indicate he is as assertive as most and should be capable of pushing for action if this is called for. Moreover, Sam's results suggest that although he may not be naturally inclined to take the lead, he should be capable of doing so when necessary.

| | Situation | Task | Action | Result |
|-----------|---|---|---|--|
| Q1 | <ul style="list-style-type: none"> What competitive activities have you participated in at work? | <ul style="list-style-type: none"> What did you consider to be competitive about the activities? | <ul style="list-style-type: none"> How did your respond? | <ul style="list-style-type: none"> Were you able to get your way and how? |
| Q2 | <ul style="list-style-type: none"> Tell me about the last time that you undertook a project that demanded a lot of initiative. | <ul style="list-style-type: none"> What was the project? | <ul style="list-style-type: none"> What did you do on the project? | <ul style="list-style-type: none"> What was the outcome? How did your efforts contribute to the outcome? |



INTERVIEW SCORING

Use the following forms to calculate the overall interview score. Check (✓) the box corresponding to the appropriate score for each competency/dimension being assessed.

| Dimension | Score | | | | |
|-----------|-------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

Scores measured through the behavioural interview guide:

| | | | | | | |
|---|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Integrity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Creativity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Logical and Analytical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Interpersonal Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Resilience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Persuasiveness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Planning and Organising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Quality Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Energy and Drive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Scores from additional measures not included as part of the behavioural interview guide:

| | | | | | | |
|----------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OVERALL SCORE | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments