



# Interview Guide

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Senior Managers

**Private and confidential**



**eip3**

**Emotional Intelligence Profile**



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# 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.

**Please note:** due to the electronic generation of the report, PSI Services cannot guarantee this guide has not been changed or edited. We do not accept liability for consequences of the use of this guide.

## The interview process

| 1<br>BEFORE   | 2<br>DURING   | 3<br>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:

- The candidate's general response style in completing the EIP questionnaire was typical of others. **There are no specific points about their response style to be aware of when reviewing their results.**

# 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      | <b>Showing resilience</b> - displays self-confidence; copes effectively with pressure and stress; remains composed under pressure; recovers quickly from setbacks and criticism.  | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | <b>Acting with initiative</b> - proactively seeks out opportunities; seizes opportunities; makes things happen; takes calculated risks.   | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | <b>Driving for success</b> - 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 type="checkbox"/> |
|                             | <b>Responding to change</b> - embraces variety at work; copes with ambiguity; responds positively to the changing environment; promotes change to others.   | <input type="checkbox"/> | <input type="checkbox"/> |
|                             | <b>Growth focus</b> - shows learning agility; displays motivation in acquiring new skills and knowledge; shows openness to feedback and self-development.   | <input type="checkbox"/> | <input type="checkbox"/> |
| INTERPERSONAL EFFECTIVENESS | <b>Valuing people</b> - 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 type="checkbox"/> |
|                             | <b>Connecting with people</b> - 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 type="checkbox"/> |
|                             | <b>Influencing people</b> - 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 type="checkbox"/> |
|                             | <b>Inspiring others</b> - 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 type="checkbox"/> |
|                             | <b>Coaching and developing others</b> - 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 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

|                             |                                | Low                        | Average | High |
|-----------------------------|--------------------------------|----------------------------|---------|------|
| PERSONAL EFFECTIVENESS      | Showing resilience             | [Progress bar: 2 out of 5] |         |      |
|                             | Acting with initiative         | [Progress bar: 3 out of 5] |         |      |
|                             | Driving for success            | [Progress bar: 3 out of 5] |         |      |
|                             | Responding to change           | [Progress bar: 3 out of 5] |         |      |
|                             | Growth focus                   | [Progress bar: 3 out of 5] |         |      |
| INTERPERSONAL EFFECTIVENESS | Valuing people                 | [Progress bar: 3 out of 5] |         |      |
|                             | Connecting with people         | [Progress bar: 3 out of 5] |         |      |
|                             | Influencing people             | [Progress bar: 3 out of 5] |         |      |
|                             | Inspiring others               | [Progress bar: 3 out of 5] |         |      |
|                             | Coaching and developing others | [Progress bar: 3 out of 5] |         |      |

# 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. |     | 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 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. |     | 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 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. |     | 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

- 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

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

Low

Average

High



### 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:



Likely to use praise and encouragement, and to see the positive in others.

### 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

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.

Low

Average

High



### 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:



Likely to invest time and energy in building and maintaining relationships.



Likely to show 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

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.

Low

Average

High



### 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:



Likely to put effort into building relationships with others, enabling them to gain agreement and support for their views.



Quite likely to demonstrate emotional maturity and composure when others do not 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 of when 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. |     | 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:

|   |   |
|---|---|
|  | Likely to connect fairly quickly with people and to engage them in their ideas. |
|  | Likely to express enthusiasm in sharing their ideas and vision.                 |

### 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. |     | 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.

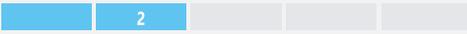
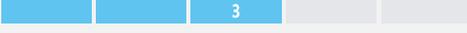
### Interview questions

- 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            |  3   | <input type="checkbox"/> |
|                             | Responding to change           |  3  | <input type="checkbox"/> |
|                             | Growth focus                   |  3 | <input type="checkbox"/> |
| INTERPERSONAL EFFECTIVENESS | Valuing people                 |  3 | <input type="checkbox"/> |
|                             | Connecting with people         |  3 | <input type="checkbox"/> |
|                             | Influencing people             |  3 | <input type="checkbox"/> |
|                             | Inspiring others               |  3 | <input type="checkbox"/> |
|                             | Coaching and developing others |  3 | <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

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## Risks or development areas

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## Interview recommendations

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