INTERVIEW GUIDE

COMPETENCY LIST

A. LIST OF FAMILIAR TERMS

1) General “buy time” Questions

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COMPETENCY 3: Written Communication
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COMPETENCY 5: Self-Motivation
COMPETENCY 6: Work Standards
COMPETENCY 7: Ability to Learn
COMPETENCY 8: Initiative
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COMPETENCY 14: Negotiation Skills
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COMPETENCY 18: Resilience
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B. INTERVIEW SCORING SHEET

Rating Key: ................................................................. 48
A. **LIST OF FAMILIAR TERMS**

<table>
<thead>
<tr>
<th>TERMS</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are thinking of characteristics or labels such as:</td>
<td>Then, look at the questions for:</td>
</tr>
<tr>
<td>“Action Oriented”</td>
<td>Decisiveness, Initiative, Innovation, Work Standards, Self-Motivation</td>
</tr>
<tr>
<td>“Diplomatic”</td>
<td>Interpersonal Sensitivity</td>
</tr>
<tr>
<td>“Energy”</td>
<td>Energy/Drive, Tenacity, Self-Motivation</td>
</tr>
<tr>
<td>“Enthusiastic”</td>
<td>Initiative, Innovation, Self-Motivation</td>
</tr>
<tr>
<td>“Good with People”</td>
<td>Interpersonal Sensitivity, Teamwork, Motivating and Developing Others, Communication/Convincing</td>
</tr>
<tr>
<td>“Hard worker”</td>
<td>Initiative, Self-Motivation</td>
</tr>
<tr>
<td>“Impact”</td>
<td>Leadership, Persuasiveness/Sales Ability, Interpersonal Sensitivity, Oral Presentation</td>
</tr>
<tr>
<td>“Logical Thinker”</td>
<td>Problem Analysis, Judgement</td>
</tr>
<tr>
<td>“Maturity”</td>
<td>Leadership, Judgement, Interpersonal Sensitivity</td>
</tr>
<tr>
<td>“Negotiator”</td>
<td>Problem Analysis, Decisiveness, Leadership, Judgement, Negotiation, Tenacity, Resilience</td>
</tr>
<tr>
<td>“Nitpicker”</td>
<td>Problem Analysis, Attention to Detail, Judgement, Work Standards</td>
</tr>
<tr>
<td>“Problem Solver”</td>
<td>Problem Analysis, Decisiveness, Initiative, Innovation, Judgement, Organisational Awareness</td>
</tr>
<tr>
<td>“Reliable”</td>
<td>Independence, Initiative, Self-Motivation</td>
</tr>
<tr>
<td>“Self-Sufficient”</td>
<td>Independence, Initiative</td>
</tr>
<tr>
<td>“Team Player”</td>
<td>Judgement, Interpersonal Sensitivity, Teamwork</td>
</tr>
<tr>
<td>“Time Management”</td>
<td>Delegation, Planning and Organising</td>
</tr>
</tbody>
</table>
1) **General “buy time” Questions**

1. Why should you be considered for this position?
2. Describe a typical day in your current role.
3. I’d like you to think of the biggest challenge on the job where you succeeded, (or the biggest challenge you failed to meet). Tell me about them.
4. What is your understanding of the position on offer?
5. What additional strengths do you have which we have not yet talked about?
6. Describe your most satisfying work experience.
7. What are your career objectives and what actions have you taken towards achieving them?
8. What type of work environment are you most productive in?
9. What type of job activities and responsibilities are important to you and must be present in a job before you would accept the position?
10. In what technical areas do you consider yourself proficient? And in what areas do you feel that you still need some development?
11. You’ve held several types of jobs before: are there any job activities, responsibilities or situations that you would like to avoid?
12. In switching from your current/previous job to the job for which you are being interviewed, what are the biggest adjustments that you will have to make?
13. What do you consider to be the biggest contribution you made to your organisation?
14. In your current job, how do you define doing an effective job?
15. What do you do in your job that isn’t covered in the job description?
16. What do you most/like least about your job?
17. What do you do in your current role to set an example?
18. What characteristics do you admire in others that you do not have yourself?
19. What kind of boss do you work best for? What kind of bosses have been the hardest to work for?
20. What were your objectives for last year? Were they achieved? How?
21. If you were to leave your current organisation tomorrow, what would you be remembered for?
COMPETENCY DEFINITIONS

COMPETENCY 2: Oral Presentation

DEFINITION: Expressing ideas effectively in individual and group situations, adjusting language or terminology to characteristics and needs of audience. (Good presentation skills are essential in most supervisory/management positions).

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td>Speaks clearly</td>
<td>Inarticulate</td>
</tr>
<tr>
<td>Exhibits appropriate body language</td>
<td>Unable to keep attention of audience/listeners</td>
</tr>
<tr>
<td>Uses appropriate vocabulary</td>
<td>Illogical arguments and ideas</td>
</tr>
<tr>
<td>Confident communicator</td>
<td></td>
</tr>
<tr>
<td>Poised, comfortable presenter of information</td>
<td></td>
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</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Presentation (pre-prepared or unplanned)
Group Exercise
Interview

2) Oral Presentation

22. What is the worst communication problem you have experienced?
23. Have you ever done any public speaking? (Get examples). How did you prepare? What were your objectives and were you successful? How do you know? Did you have to side-step any questions? What kind of feedback did you get?
24. What are some of the biggest or most demanding groups you have made presentations to?
25. How many presentations to large or demanding groups do you make a year? What is the nature of the presentations? (Example).
26. What other presentations have you made? Can you give me some examples?
27. Have you ever presented a new or complex procedure to an uninterested or hostile audience? (if so, explain what happened)
28. Have you had to explain technical information to people without a technical background? (Examples).
29. Have you ever volunteered to prepare or give a presentation to superiors, subordinates or peers? How did you do it?
30. What different approaches have you used in talking to different audiences? How did you know you were getting your ideas across? Can you give me a specific example?
31. How did you prepare for your speeches? Did you do any unique things in your presentations?
32. On a scale from 1 to 10, how comfortable are you with doing presentations? Why?
COMPETENCY DEFINITIONS

COMPETENCY 3: Written Communication

DEFINITION: Expressing ideas clearly in reports or other documents that have appropriate structure, grammar and language adjusted to needs of audience.
(Generally, the need for good written communication increases as the management level increases).

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td>Presents ideas in logical sequence</td>
<td>Guidance of grammatical mistakes</td>
</tr>
<tr>
<td>Provides strong conclusion or recommendations</td>
<td>Illogical structure</td>
</tr>
<tr>
<td>Avoids excessive jargon</td>
<td>Inappropriate language</td>
</tr>
<tr>
<td>Adjusts language to reader</td>
<td></td>
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</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Letter Writing
Report Writing
Grammar Test
Psychometric Testing
Interview

3) Written Communication

33. What kinds of writing have you done? Can you give me some examples? (Follow up on one example). How did you approach it? Tell me about its content and the reactions you got.
34. What are some of the most important reports you have written? What reactions did they get? How hard were they to write and why?
35. What reports are you currently preparing (or have recently prepared)? Which is the most challenging, and why?
36. What are some of the most difficult writing assignments you have been given or have taken on yourself? Explain.
37. What kinds of proposals have you written? How many pages were they? How difficult were they to write? Outcome of the proposal?
38. Have you ever written letters to answer complaints? Examples.
39. What kinds of forms do you regularly complete on the job?
40. Have you ever had to write technical information for lay people? How did you approach it?
41. Of what writing achievements are you proudest?
42. Have you ever written any procedures or policies for use by a customer or by your own organisation? Explain.
43. What types of marketing or advertising copy have you written? Examples.
44. Do you have any rules that you follow in writing reports? What are they?
45. Have you ever written letters to customers asking for an appointment and/or promoting a product? Give examples.

46. Have you ever written memos or letters using brief notes from your boss for guidance?

47. If an important report must be written, who is usually assigned the job in your department?
COMPETENCY DEFINITIONS

COMPETENCY 4: Training

DEFINITION: Ability to analyse training needs, identify appropriate methods and evaluation of effectiveness including training delivery, use of coaching techniques, where appropriate.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td>Thorough training needs analysis</td>
<td>Little or no identification with delegate’s needs</td>
</tr>
<tr>
<td>Use of variety training techniques and media</td>
<td>One-way delivery</td>
</tr>
<tr>
<td>Employs coaching skills</td>
<td>Lack follow through</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Written Exercise
Observed Coaching Skills Session
Interview

4) Training

48. How do you determine the training needs of your subordinates?
49. Have you designed any training programmes? How did you design them and how did they work?
50. Have you ever taught a course in a classroom? What was the course? How did you do? How do you know?
51. How do you know that trainees are correctly using their new skills? What procedures do you use?
52. What techniques have you found most useful in training subordinates? Give an example.
53. What is your procedure when several individuals need to be trained on a new way of doing something or a new procedure?
54. Have you done any on-the-job training? What steps did you follow? How did you prepare and how effective was it?
55. What techniques do you use to make training a more enjoyable experience for your delegates?
56. How do you evaluate the effectiveness of any training you have delivered?
57. Have you ever been trained to train? If not, how have you learnt?
COMPETENCY DEFINITIONS

COMPETENCY 5: Self-Motivation

DEFINITION: Thrives on achievement of personal targets, likes a challenge, sets high goals and revels in attaining them. High need to achieve successfully.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td>Sets ambitious targets/goals</td>
<td>Sets no personal goals or objectives</td>
</tr>
<tr>
<td>Self-Starter</td>
<td>Lacks drive</td>
</tr>
<tr>
<td>Commits to course of action</td>
<td>Satisfied with average performance</td>
</tr>
<tr>
<td>Willingly tackles demanding tasks</td>
<td></td>
</tr>
<tr>
<td>Thrives under pressure</td>
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</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Personality Questionnaire

5) Self-Motivation

58. What adverse factors have kept you from progressing as fast as you would like? How did you handle them?
59. What have you done to further your own development in your job?
60. What other positions have you applied for?
61. What do you like best about your job as a ..........? (Examples).
62. What do you like least about your job as a ..........? (Examples).
63. What about your job at ....................most turned you on? Turned you off?
64. What gave you the greatest feelings of achievement in your job at ...........? Why?
65. What difficulties did you overcome in accomplishing any achievements?
66. Have you taken any skill development courses recently? Why?
67. All jobs have their frustrations and problems. Describe some examples of specific job conditions, tasks or assignments that have been dissatisfying to you. Explain.
68. Give me an example of when you worked the hardest and felt the greatest sense of achievement.
69. What job duties would you like to avoid, if possible?
70. How much overnight travel did you have in previous jobs? Beyond what percentage does the travel become undesirable?
71. We have all had times when we had to drag ourselves out of bed in the morning and we questioned whether the job was worth it. When have you felt that way? Why?
72. When was the last time you jumped out of bed because you couldn’t wait to get to work? Why?
73. Give me some examples of your experiences in your job at ............ that were satisfying. Give me some examples of your experiences that were dissatisfying.
74. What demotivates you?
75. What are some recent responsibilities you have taken on? Why did you assume these responsibilities?

76. What personal factors do you consider most important in evaluating yourself or your success? Give examples that illustrate these factors.


78. What type of boss do you not like to work for? Why? Examples.

79. What kind of organisation/department do you work best in? Why?

80. What kind of organisation are you less effective in? Why?

81. What motivates you to succeed?
COMPETENCY DEFINITIONS

COMPETENCY 6: Work Standards

DEFINITION: Sets high standards for self, others and organisation, dissatisfied with average performance, imposes excellence on self rather than having standards imposed by others.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps looking for a better way</td>
<td>Sticks to current ways of doing things</td>
</tr>
<tr>
<td>Sets examples of high quality work for colleagues</td>
<td>Sets average performance standards</td>
</tr>
<tr>
<td>Exceeds performance expectations</td>
<td></td>
</tr>
<tr>
<td>Critiques own performance as a means of self-improvement</td>
<td></td>
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</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
In-tray Exercise

6) Work Standards

82. In your position, how do you define doing a good job? Are you doing a good job? How do you know? Examples.
83. What are your standards of success in your job? What have you done to meet these standards?
84. Tell me about some times when you weren’t very pleased with your performance. What did you do about it?
85. When have you differed from your supervisor in the evaluation of your performance? How? Example.
86. Describe some times when your supervisor either formally or informally talked with you about your performance. Explain.
87. Bosses are not always completely satisfied with the way we do certain things or complete certain projects. Can you give me some examples of when this has happened to you?
88. Compare and contrast the times when you did work which was above standard and times when your work was below standard.
89. Are you doing a good job? How do you know?
90. What do you consider the most important contribution your department has made to the organisation? What was your role? Give examples.
91. How many days of work have you missed in the past year? The year before? Why? What is your goal for absenteeism?
92. How far have you ever compromised your standards in the interest of helping a person?
COMPETENCY DEFINITIONS

COMPETENCY 7: Ability to Learn

DEFINITION: Displays keenness and aptitude to develop self to a satisfactory level of technical and professional expertise.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keen to maintain and develop expertise</td>
<td>Little/no interest in self-development</td>
</tr>
<tr>
<td>Holds appropriate qualifications</td>
<td>Disinterested in private study</td>
</tr>
<tr>
<td>Attends training courses</td>
<td>Sees training as unproductive</td>
</tr>
<tr>
<td>Reads trade/professional journals</td>
<td></td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Review of Qualifications

7) Ability to Learn

93. How did you learn the more complex aspects of your job at ..........? How long did it take you?
94. How long were you at ..........before you felt at ease with their products or services? Example. How does this compare with others in your position?
95. What did you have to learn to be effective at ..........? How long did that take you? Which parts took the most time? Why? Which parts were hardest?
96. What technical courses have you taken? What did you learn? To what extent did you master that? How do you know? How hard were the courses?
97. How long did you have to study before you took your first professional examination?
98. Did you pass your ..........certification/examination the first time? How hard did you have to study for it?
99. Being a ..........certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?
100. How much study did you put in on the ..........course?
101. How long did it take you to become fully effective in your present job?
102. What tricks or techniques have you learned to make your job easier or yourself more effective? How did you learn that?
103. What formal training did you receive in your job at ..........?
104. What courses in school gave you the most/least difficulty? Why?
105. What project at ..........gave you the most difficulty? Why?
106. Have you ever felt like you were over your head on a project? Why? What did you do? What happened?
107. Have you ever had to get help from someone else on ..........? Why? When? What happened?
108. Was there any other part of your job at ..........that came easier to you than to other people? How did you learn it?
109. How did you go about learning the technical knowledge needed to sell …………? How long did it take you?

110. What was the most difficult task you had to learn on your job at …………?

111. What was the easiest task you had to learn on your job at …………… that gave other people trouble?
COMPETENCY DEFINITIONS

COMPETENCY 8: Initiative

DEFINITION: Asserting one’s influence over events to achieve goals, self-starting rather than accepting passively, proactive.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes action beyond explicit job responsibilities</td>
<td>Waits to be asked/directed</td>
</tr>
<tr>
<td>Initiates self-development</td>
<td>Does solely what is required</td>
</tr>
<tr>
<td>Generates ideas for projects</td>
<td>Generally acts reactively</td>
</tr>
<tr>
<td>Volunteers to help others/serve on project teams etc.</td>
<td>Contributes few ideas, solutions or suggestions</td>
</tr>
<tr>
<td></td>
<td>Fails to anticipate problems, needs guidance</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Group Exercises
Case Study
Brainstorms

8) Initiative

112. How did you get your job at ..............?
113. Have you found ways to make your job easier or more rewarding? Examples.
114. Describe some ways you changed the job at ..............?
115. Can you think of some projects or ideas (not necessarily your own) that were sold, implemented or carried out successfully primarily because of your efforts?
116. What changes have you tried to implement in your area of responsibility? What have you done to get them under way?
117. Describe a situation in which you found your results were not up to your boss’s or the company’s expectation. What happened? What action did you take?
118. Give me some examples of doing more than required in your job at ..............?
120. Are there any projects you generated on your own? Explain. What prompted you to begin them?
121. Have you suggested any new ideas to your boss in the last six months? Which were accepted? How did you get them accepted?
122. Which of your ideas have been adopted in your department during the past year? How did you get them adopted?
123. What honours or awards have you received? How did you achieve them? How many other people received the honour?
124. Have you ever done more than was required in a course? Examples.
125. Have you taken any steps to improve your skills or performance? Examples.
126. Have you made any cost-saving suggestions to your boss? Examples. Were they accepted? What action was taken to get them accepted?

127. What has been your biggest achievement at ...........? What steps did you take to achieve it?

128. Give some instances in which you anticipated problems or influenced new directions.
COMPETENCY DEFINITIONS

COMPETENCY 9: Stress Tolerance

DEFINITION: Exhibits stability and maintains performance under pressure and/or in opposition makes controlled responses in stressful situations.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copes with personal stress “triggers”</td>
<td>Unable to cope in pressurised situations</td>
</tr>
<tr>
<td>Controls temper/frustration</td>
<td>Unable to control emotions</td>
</tr>
<tr>
<td>Copes with disappointments</td>
<td>Negative attitude</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Presentation
Group Exercise

9) Stress Tolerance

130. What kinds of pressure do you feel in your job? Tell me about them? How have you dealt with them?
131. What are the highest pressure situations you have been under in recent years? How did you cope?
132. When did you lose your temper? Why? What was the result?
133. Have you ever been present when a person lost his or her temper and became irritated? Tell me about it.
134. How often do you find it necessary to take work home? Why?
135. Give me some examples of when your ideas were strongly opposed in a discussion. How did you react?
136. What personal sacrifices have you (and your subordinates) made for the organisation?
137. What personal sacrifices did you make to get through school?
138. What conditions at ...................are most frustrating to you? Why?
139. Describe the times in the past year that you have been most upset with someone else.
140. In all sales organisations there is a pressure to sell. Can you think of a time you really felt this pressure? Tell me about it. How did you cope with it?
141. It’s natural for someone to lose their “edge” when working long hours. When was the last time you “lost your edge”? Example.
142. Have you ever had a feeling of frustration and impatience when dealing with customers (your boss or peers)? What was the situation?
143. Have you ever had a feeling of frustration and impatience when dealing with others? What was the situation?
144. Were there any time pressures on you in your job at ...............? Tell me about them. How did you deal with them?
145. What were some of your biggest disappointments at ...............? How did you cope with them?
146. When was the last time that the pressure really got to you?
COMPETENCY DEFINITIONS

COMPETENCY 10:  Energy/Drive

DEFINITION: Ability to create and maintain a high level of appropriately directed activity, capacity to work hard, shows stamina and desire to get results.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finds average performance dissatisfying</td>
<td>Does minimum to get by</td>
</tr>
<tr>
<td>Thinks under pressure</td>
<td>Lacks energy</td>
</tr>
<tr>
<td>Willingly tackles demanding tasks</td>
<td>Gives up easily</td>
</tr>
<tr>
<td>Channels energy appropriately</td>
<td></td>
</tr>
<tr>
<td>Determined</td>
<td></td>
</tr>
<tr>
<td>Results orientated</td>
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APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Group Exercises
In-tray Exercises

10) Energy/Drive

147. How do you catch up on an accumulated backlog of work after a vacation or conference? Give me some examples.
148. How many hours of overtime have you worked in the past two months (or other recent period)?
149. How many hours a day do you put into your work (studies)?
150. Describe some time in your work when you felt most tired. What caused this?
151. Which kinds of job activities do you find most tiring?
152. How much overtime have you averaged in the last year to three years? Why overtime?
153. In your experience at ................., describe the most tiring duties or circumstances in which you were involved.
154. What are the longest hours you have worked? Examples. How often has this happened?
155. Describe some times when you’ve been particularly busy at work. How did you schedule your time?
156. What was the latest at night you ever closed a sale?
157. When do you usually do your paperwork?
158. How many hours are spent on the road? How do you remain “fresh” for a sales call after a tiring drive? Example.
159. How many tasks do you like to tackle at one time?
160. Give me an example of a project or task where you postponed immediate action. Why?
COMPETENCY DEFINITIONS

COMPETENCY 11:  Integrity

DEFINITION:  Ability to maintain social organisational and ethical norms in job-related activities.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects need for confidentiality</td>
<td>Bends rules to personal rather than organisational advantage</td>
</tr>
<tr>
<td>Admits mistakes and takes action to remedy</td>
<td>Lacks respect for Company rules and policies</td>
</tr>
<tr>
<td>Understands need for Company policy and procedures</td>
<td></td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview

11)  Integrity

161. Everyone has to bend or break the rules sometimes. Can you give me some examples of when you have had to do this?
162. In order to make out in the world, people have to bend a little bit. What is the furthest you have had to bend your standards in order to succeed?
163. Have you ever got caught breaking a company rule? If not, how near have you come? Explain.
164. Have you ever seen a fellow employee use or steal company equipment or materials? What happened?
165. Have you ever discussed confidential information with others? Explain.
166. Have you ever used company materials/equipment for your own needs?
167. Have you ever refused to sell something to a customer because you knew it wasn’t needed? Explain.
168. Have you ever felt uncomfortable selling a particular product? Examples. What happened?
169. Salespeople frequently have to oversell a product a little bit in order to clinch a really important sale. Can you give me some examples of when you did this?
170. Sometimes we have to bend the truth a little when dealing with a particularly difficult customer, peer or boss. Can you give me some examples of when you had to do this?
171. Have you ever had a customer who insisted on a particular product/service, but you felt that product/service was not really what he needed? Examples.
172. Everyone makes mistakes. Can you give me an example when you made up an excuse to explain a mistake you’d made?
173. Everyone feels that one or more of the company rules are too strict or even unnecessary. Can you give an example of a company rule you disagree with?
COMPETENCY DEFINITIONS

COMPETENCY 12: Interpersonal Sensitivity

DEFINITION: Takes action that indicates a consideration for the feelings, needs, motives and skills of others, being aware of the impact of one’s own behaviour on others. (Many of the behaviours associated with this competence are also important for effective leadership).

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<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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<tbody>
<tr>
<td>Listens and responds with empathy</td>
<td>Little or no respect for people as individuals</td>
</tr>
<tr>
<td>Acknowledges others’ limits and avoids pushing too hard</td>
<td>Doesn’t acknowledge others’ work or achievements</td>
</tr>
<tr>
<td>Demonstrates an awareness of impact on others</td>
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</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Role Plays
Group Exercises
Presentation

12) Interpersonal Sensitivity

174. Have you perceived any problems you caused others?
175. Tell me about some of the people who take up your time with problems. How do you handle these situations?
176. Can you describe some situations where you found yourself dealing with someone very thin-skinned?
177. Describe some situations where you wished you’d acted differently with someone at work. What did you do? What happened?
178. Have you ever had any difficulty getting along with co-workers? How did you handle it?
179. We have all tried different ways of showing consideration for others. What are some things you’ve actually done at ..........?
180. What unpopular decisions have you recently made? How did you communicate that decision? How did your subordinates (peers) respond? How did that make you feel?
181. What specific problems have people from other departments brought to you recently? How did you handle them?
182. When dealing with individuals or groups, how do you determine when you are pushing too hard? How do you determine when you should back off? Give an example.
183. When selling a product/service, how do you determine when you are pushing too hard? How do you determine when you should back off? Give an example.
184. What specific problems have your subordinates brought you recently? How did you handle them?
185. Describe your most recent discussion with one of your subordinates (peers) who was having or causing problems? How did you get involved? How did it turn out?
186. We’ve all had to work with someone who is very difficult to get along with. Give me some examples of when this has happened to you. Why was this person difficult? How did you handle that person?
187. What cues do you look for in trying to read a group or individual? Give me an example of when you did this in a critical situation.
188. How have you gone about developing rapport with (customers, co-workers, people from other parts of the organisation?) Examples.
189. Tell me about a time you had to get co-operation from someone and he or she was not co-operative. What did you do? Why?
191. What kind of people cause you to be less productive? Why? Explain.
192. If you were appointed to the position what initiatives would you take to gain acceptance from your colleagues?
COMPETENCY DEFINITIONS

COMPETENCY 13: Leadership

DEFINITION: Use of appropriate interpersonal styles and methods to inspire and guide individuals toward goal achievement, modifying behaviour to accommodate tasks, situations and individuals involved.

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<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td>Influences and helps others to achieve goals and some problems</td>
<td>Unable to gain agreement from people to do things or improve performance</td>
</tr>
<tr>
<td>Seeks solutions to problems from others</td>
<td>Doesn’t set a positive example</td>
</tr>
<tr>
<td>Rewards, compliments, disciplines or points out others’ errors in most appropriate way</td>
<td>Generally unsupportive of teams’ efforts</td>
</tr>
<tr>
<td></td>
<td>Unwilling to empower as appropriate</td>
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APPROPRIATE ASSESSMENT TECHNIQUES:
Case Studies
Role Plays
Group Exercise
Interview

13) Leadership

193. Have you ever experienced a reduction in resources for your unit or department through reorganisation or cut-backs? How did you handle this?

194. Tell me about a new policy or new idea you recently implemented which was considerably different from the standard procedure. What approach did you take to get your employees to go along with it?

195. How frequently do you meet with your immediate subordinates as a group? Why? What do you do in preparation? What do you do at the meeting? After the meeting?

196. How often do you attend meetings with peers? What was your role in the last meeting?

197. Have you ever needed to gain co-operation from groups that did not report to you? What did you do to gain co-operation? What were the satisfactions and disappointments?

198. Specifically, what do you do to set an example for your subordinates or peers? Examples.

199. What sort of leader do your subordinates feel you are? How do you know? Examples.

200. Have you ever met any resistance to any projects or ideas? What steps did you take to get support?

201. What have you learned about managing/supervising others? Can you give me an example when you’ve used these techniques?

202. Let’s talk about your handling of your best employee and your most difficult employee. Do you handle them differently? Why? Examples.

203. What are some of the most difficult one-to-one meetings you have had with subordinates (peers)? Why were they difficult?
204. What recent problems have you had in which you included your subordinates in arriving at solutions or approaches? What approach did you take to get them to accomplish the task?

205. How did you go about setting objectives for your unit last year? (Look for involvement of subordinates). How did you ensure those objectives were met?

206. Have you ever had problems in getting your subordinates to accept your ideas or department goals? What approach did you use? (Look for involvement of subordinates in decision making). How effective was it?

207. Do you have any subordinates who do not work together well? What have you done to get them to do so?

208. Have you ever had to reprimand a subordinate? How did you handle the situation?

209. Do you have any subordinates with performance problems? What have you done to get them to correct the problem?

210. What are some of the things you have done to make your (department, division, district, etc.) more profitable?

211. How well does your (department, division, etc.) work as a team? What have you done to facilitate this? Examples.

212. What have you done to create a “vision” for your department?

213. What are some recurring problems in your area of responsibility? What have you done about them?

214. Who are you training to replace you? What are you doing to develop him or her?

215. When judging the performance of your staff, what factors are important to you? What distinguishes a good employee from an average employee?

216. Have you ever dismissed an employee? What were the circumstances?
COMPETENCY DEFINITIONS

COMPETENCY 14: Negotiation Skills

DEFINITION: Effectively explores alternatives and positions to reach outcomes that gain all parties’ support and acceptance.

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<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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<tbody>
<tr>
<td>Identifies issues and concerns of both parties</td>
<td>Displays destructive confrontation</td>
</tr>
<tr>
<td>Uses effective influencing behaviours, e.g. clarifying,</td>
<td>Refuses to establish openness and trust</td>
</tr>
<tr>
<td>empathy, questioning, conceding etc.</td>
<td></td>
</tr>
<tr>
<td>Finds compromise positions satisfactory to all</td>
<td>Unable to gain commitment</td>
</tr>
<tr>
<td></td>
<td>Can’t convince</td>
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APPROPRIATE ASSESSMENT TECHNIQUES:
Role Plays
Interviews
Telephone Test

14) Negotiation Skills

217. Describe your most satisfying (disappointing) experience in attempting to settle a dispute among your subordinates or peers.

218. Describe your most satisfying (disappointing) experience in attempting to settle a disagreement on policy or procedure with top management.

219. What “bargains” have you engineered with (customers, superiors, other departments, etc.)?

220. What type of negotiations have you been involved in? What was your role? What type of presentation did you do? How was the data used?

221. What type of negotiating techniques have you used? Examples of how they were used.

222. Walk me through a negotiation that you are particularly proud of.

223. Think of a time that a negotiation didn’t turn out exactly as you had planned. Why?

224. The proverb says, “A wise man learns from his mistakes”. What lessons about negotiations have you learned? Examples. How did you learn them?

225. Describe a situation in which you had to arrive at a compromise or guide others to a compromise.

226. To what extent do you need to be a successful negotiator in your present position?

227. How do you plan for important negotiations? What preparation methods do you use?

228. What particular skills do you think are the most important in negotiations and why?
COMPETENCY DEFINITIONS

COMPETENCY 15: Customer Focus

DEFINITION: Makes efforts to listen to and understand the customer (internal and external), anticipates customer needs, gives priority to customer satisfaction, builds rapport.

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<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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<tbody>
<tr>
<td>Listens to customers’ problems and needs</td>
<td>Unwilling to make extra effort to help customers</td>
</tr>
<tr>
<td>Anticipates needs quickly, accurately and</td>
<td>Lacks follow through</td>
</tr>
<tr>
<td>pleasantly</td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for handling problems/</td>
<td>Lacks patience and understanding with</td>
</tr>
<tr>
<td>requests</td>
<td>demanding customers</td>
</tr>
<tr>
<td>Promotes positive image</td>
<td>Rarely receives feedback</td>
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</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Role Plays
Interview
Telephone Interview
Group Exercise

15) Customer Focus

1. Tell me about a difficult customer that you had to deal with. Why was he/she difficult? What did you do?
2. Have you ever had to “go the extra mile” to satisfy a customer?
3. Sooner or later we all have to deal with a customer who has unreasonable demands. Think of a time when you had to handle unreasonable requests.
4. How much customer interaction do (did) you have in your job? What percentage of your time are you spending with customers?
5. What skills or qualities are important for effectively dealing with customers? Give me some examples of when you have displayed these skills or qualities.
6. Contrast for me times when you have been effectively handling customer complaints and times when you were not. What did you do differently in these situations?
7. What lessons have you learnt about keeping the customer satisfied? How did you learn that? Give me an example that illustrates how you have used that “lesson”.
8. What steps do you take to ensure customer satisfaction? Examples.
9. When was the last time that your boss criticised the way you handled a customer? Why?
10. How do you know if your customers are satisfied? Examples.
11. Describe a situation in which you had to involve/enlist others to help solve a customer’s problem.
12. Describe a time when you had to ask questions and listen carefully to clarify the exact nature of a client’s problem situation.
COMPETENCY DEFINITIONS

COMPETENCY 16: Tenacity

DEFINITION: Staying with a position or plan of action until the desired objective is achieved or is no longer reasonably attainable.

(This competence is particularly important at the management and sales functions of organisations).

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<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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<tbody>
<tr>
<td>Stays with a task until it is completed</td>
<td>Gives in easily</td>
</tr>
<tr>
<td>Continues to strive for goals despite initial rejection or resistance</td>
<td>Wavers under pressure</td>
</tr>
<tr>
<td>Overcomes obstacles to meet an objective</td>
<td>Pessimistic</td>
</tr>
<tr>
<td></td>
<td>Not prepared to persevere to attain a goal</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Role Plays
Presentation
Group Exercise

16) Tenacity

13. What are some big obstacles you had to overcome to get where you are today? How did you overcome them?
14. Describe a situation in which you were too persistent. What happened? How could you have improved the outcome?
15. Have you ever submitted good ideas to your superior and he or she did not take action on them? What did you do?
16. Can you relate some experiences in which you felt you persisted too long? How could the situations have been improved?
17. Can you relate some experiences in which you felt you gained something because you persisted for a length of time?
18. Describe some situations in which you gave your all, but failed.
19. Which college courses gave you the most trouble? What did you do about it?
20. What were the biggest problems you encountered while completing college? How did you handle them?
21. I see you did not complete ................ course. Why was this?
22. It took you ............ years to get your undergraduate degree. Why?
23. What is the length of the typical sales cycle? What is the longest you have ever taken? Why?
24. What is the biggest sale you didn’t make? What did you do?
25. How have you got around obstacles that prevented you from completing projects? Describe the obstacle and what you did to get around it.
COMPETENCY DEFINITIONS

COMPETENCY 17: Persuasiveness/Sales Ability

DEFINITION: Use of appropriate interpersonal styles and communication methods to gain acceptance of an idea, plan, activity, service or product from customers or individuals.

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<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate approaches according to level, position and background of people</td>
<td>Unable to overcome resistance and complaints</td>
</tr>
<tr>
<td>Convinces people</td>
<td>Unconvincing</td>
</tr>
<tr>
<td>Emphasises the positive</td>
<td>Unable to determine needs of customer</td>
</tr>
<tr>
<td>Highlights benefits</td>
<td>Poor listener</td>
</tr>
<tr>
<td>Confident, unhesitant and articulate</td>
<td>Lacks confidence when talking</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Role Plays
Interview
Presentation
Telephone Interview

17) Persuasiveness/Sales Ability

26. What are some of the best ideas you ever sold to a superior or peer? What was your approach?
27. Tell me about some of the toughest groups you have had to get co-operation from. What did you do?
28. Describe your most satisfying (disappointing) experience in attempting to gain top management’s support for an idea or proposal. What was the situation and how did it turn out?
29. How were your sales last year compared to the year before? This year compared to last year? Why?
30. How were your sales last year/this year compared to those of other people? How do you account for the difference?
31. Tell me about some of your toughest sales experiences.
32. Tell me about some of your most satisfying sales experiences.
33. What steps did you take to make the ............sale? Tell me exactly what you said to convince ..........?
34. What have you learned about sales in the last ............ years? Examples of how you have used this knowledge.
35. What did you do after the last big sale which fell through?
36. Give me an example of a particularly effective (or ineffective) sale.
37. Give me an example of one of your ideas being strongly opposed in a discussion. What did you do? How do you obtain new leads?
38. What kinds of sales situations give you the most trouble? Examples.
39. Contrast a sale that you made with a sale that got away from you. What did you do differently in those two situations?
40. Have you taken any sales training courses? What parts were most useful? Which were least useful?
41. Describe a situation in which your first attempt to sell an idea to your (boss, subordinate, professor, etc.) failed. What happened next? What approach did you use the second (third, fourth) time?
42. Describe a situation in which your initial attempt to gain someone’s support or co-operation failed. What happened next? What approach did you use the second (third, fourth) time?
43. Give me some examples of occasions where you had to approach several individuals for support, co-operation, etc. whom you considered quite different from one another.
44. Describe a sale in which you had to use a different approach or perhaps several approaches because your initial approach failed.
45. What level in the organisation is your usual audience? How often do you sell to that level? What is the highest level you have sold to?
46. Give examples of two of the most different sales approaches you have ever used. When did you use each?
47. What percentage of your calls result in some kind of sale? How have you felt when someone turns you down?
48. How many calls have you made in a row without making a sale? How did you feel after the unsuccessful ones? What did you do?
49. How do your selling techniques differ from others in your department?
50. What could you do to make yourself more effective at influencing people?
COMPETENCY DEFINITIONS

COMPETENCY 18: Resilience

DEFINITION: Handling disappointment and/or rejection whilst maintaining effectiveness, keeps difficulties in perspective, persistent.

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<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continues to pursue goal despite setbacks/constraints</td>
<td>Unable to take criticism about performance in stride</td>
</tr>
<tr>
<td>Maintains self-motivation and work standards despite rejection and disappointment</td>
<td>Lacks ability to bounce back after experiencing a disappointment</td>
</tr>
<tr>
<td>Copes with let-downs by moving on to other challenges</td>
<td></td>
</tr>
<tr>
<td>Pragmatic, optimistic demeanour</td>
<td></td>
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</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Role Plays
Presentation
Group Exercise

18) Resilience

51. What were some of your biggest disappointments at...........? How did you cope with them?
52. How often are your customers uninterested or hostile? How did you cope with these customers? Examples.
53. What did you do after the last big sale fell through?
54. Describe a time when a project you’d worked hard on was rejected or failed. What did you do?
55. Give me a recent example of when you experienced a setback. How did you react?
56. Give me an example of a time when you were unfairly criticised. Why? How did you respond?
57. Tell me about a time when you were particularly disappointed. How did you handle it?
**COMPETENCY DEFINITIONS**

**COMPETENCY 19: Flexibility/Adaptability**

**DEFINITION:** Ability to modify approach/style in order to reach a goal, maintains effectiveness in changing environment, tasks, responsibilities, people.

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<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td>Able to cope with a change in direction on a project/task</td>
<td>Project/task likely to suffer in changing environment</td>
</tr>
<tr>
<td>Remains positive about moving goal-posts</td>
<td>Pessimistic about change</td>
</tr>
<tr>
<td>Juggles many tasks at once</td>
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**APPROPRIATE ASSESSMENT TECHNIQUES:**
- Interview
- Group Exercises
- In-tray Exercises
- Presentation

19) **Flexibility/Adaptability**

58. Tell me about some situations in which you have had to adjust quickly to changes in organisational or department priorities. What was the impact of the change on you?
59. Which bosses have you worked most effectively for and why.
60. Have you ever had to adjust to a company-wide reorganisation? What impact did the change have on you?
61. What type of bosses have been the hardest to work for? Examples.
62. Tell me about some situations in your job at ............ where you had to abruptly change what you were doing. What did you do? How did it affect you?
63. Your new assignment is certainly a great deal different from what you were doing before. Can you compare and contrast the assignments? How long did it take you to feel comfortable doing the new work? How did you go about orientating yourself to the new work?
64. How many times have you moved? What move caused you the most difficulty and why?
65. I see that you have moved a number of times. What are the most difficult problems you have faced in moving?
66. How was your transition from school to college? Any particular problems?
67. When was the last time you disagreed with a new policy or procedure instituted by management? Why? What did you do?
69. Have you ever had to change direction in the middle of a project? How did you cope?
70. Give examples of different approaches you have used in similar situations.
71. In switching from your current (previous) job to the position here, what are the biggest adjustments you will have to make?
72. What kinds of problems did you run into switching from some of your jobs? How long did it take you to feel comfortable?
COMPETENCY DEFINITIONS

COMPETENCY 20: Problem Analysis

DEFINITION: Able to evaluate a situation and identify potential/existing problems or opportunities through securing relevant information and identifying key issues, identifies cause-effect relationships.

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<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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</thead>
<tbody>
<tr>
<td>Able to gather and analyse facts</td>
<td>Can’t see underlying problems or opportunities</td>
</tr>
<tr>
<td>Recognises need to obtain more or better information</td>
<td>Unable to recognise trends/associations in data</td>
</tr>
<tr>
<td>Draws logical conclusions</td>
<td>Blinkered approach</td>
</tr>
<tr>
<td>Analyses trends</td>
<td>Unable to organise data and resources in order to ease analysis</td>
</tr>
<tr>
<td>Conducts feasibility studies</td>
<td></td>
</tr>
<tr>
<td>Interprets numerical data</td>
<td></td>
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APPROPRIATE ASSESSMENT TECHNIQUES:
Written Test
Psychometric Testing
Interview
In-tray Exercises
Fact Finding

20) Problem Analysis

73. Have you ever recognised a problem before your boss or others in the organisation? Explain.
74. What problems are you currently working on that came as a surprise to you? How much advance notice did you have of the problem? Why did the .......... Problem come as such a surprise? What steps did you take after you identified the .......... problem?
75. How do you stay attuned to potential problems? Examples.
76. Describe one of the biggest problems you have faced in the last six months. How did you handle it?
77. What sources of information do you use to keep aware of problems within your department?
78. Describe any significant projects, ideas etc. you have conceived within the past year. How did you know they were needed and would work? Were they used? Did they work?
79. If we’re lucky, we can sometimes identify a small problem and fix it before it becomes a major problem. Can you give me an example of when you’ve been able to identify small problems before they became big?
80. At one time we have all thought we had successfully handled a problem only to find we had really only affected a symptom of a large problem. Can you give me an example of a time when you did this?
81. What steps do you follow to study a problem before making any decisions?
82. Give me some examples of situations in which you were able to extract key bits of data other people missed.
83. Tell me about the most important decisions you have made which were based largely on data you got by asking questions.
84. Walk me through a situation in which you had to get information by asking a lot of questions of several people.
85. Describe some tough or tricky situations in which you had to talk to people to get information you needed to make an important decision or recommendation.
86. Tell me about a situation in which gathering information effectively was crucial.
87. What are some of the toughest financial analysis problems you have faced on the job?
88. Are your activities in the analysis area increasing, staying the same, or decreasing?
89. What are the biggest mistakes you have made in analysing financial data? How did you discover them?
90. Can you think of a situation you had to handle in which old solutions didn’t work? What did you do to handle it?
91. What kinds of problems have people recently called on you to solve? Tell me about your contribution to solving the problem.
COMPETENCY DEFINITIONS

COMPETENCY 21: Judgement/Decisiveness

DEFINITION: Making time by decisions, taking action based on logical assumptions and factual information, committing to a position.

(It is important to match the level of a person’s decisiveness with the situation in which the individual is placed).

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<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
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<tbody>
<tr>
<td>Proposes appropriate course of action without excess</td>
<td>Unable to establish priorities</td>
</tr>
<tr>
<td>ive deliberation</td>
<td></td>
</tr>
<tr>
<td>Decides how to resolve problems quickly</td>
<td>Unwilling to commit to course of action without delay</td>
</tr>
<tr>
<td>Makes decisions in ambiguous situations</td>
<td>No consideration for risks involved with various courses of action</td>
</tr>
<tr>
<td>Weighs up pros and cons before making decisions</td>
<td></td>
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<tr>
<td>Checks assuming</td>
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APPROPRIATE ASSESSMENT TECHNIQUES:
Case Studies
Interview
Role Plays

21) Judgement/Decisiveness

1. What was the last big business decision you faced? Explain. How long did it take for you to decide what to do?
2. When (if ever) have you delayed decisions to give you more time to think? What is the longest you delayed?
3. What kinds of decisions do you tend to make more rapidly and which ones do you take more time on? Give some examples.
4. What kinds of decisions do you have to make on your feet? Give examples.
5. On which decisions have you deliberated longest? Tell me about them.
6. Give examples of situations in which you made up your mind too rapidly. Explain.
7. When have you declined to make work-related decisions? Why?
8. What are some examples of spur of the moment decisions that you have made? Why did you make them quickly?
9. Have you recently made any decisions that really were not yours to make? If yes, what were they? Why did you make them?
10. Describe some decisions you made without all the pertinent information. Why did you make the decision?

11. Give me two examples of good decisions you have made in the last six months. What were the alternatives? Why were they good decisions?

12. How do you go about making an important decision affecting your career?

13. What was the last major problem you were confronted with? What action did you take on it?

14. How do you determine problems in your work area? How do you determine priority for action?

15. When have you included subordinates or colleagues in your decision making? To what extent did you incorporate their input?

16. What are some of the riskiest business decisions you have made? Why? What were the risks?

17. What are the biggest decisions you have made in the last year? Tell me how you went about making them. What alternatives did you consider?

18. What were the toughest decisions you had to make whilst at ………. Company? Tell me about them. What alternatives did you consider?

19. In your job at ……….., on what decision did you ponder the longest before making up your mind? Why was it difficult? Tell me about it.

20. Can you give me an example of a decision you’ve made that affected company policy? Was it a good decision?

21. What are some of the most difficult decisions you have made in the last six months? What made them difficult?

22. How have you changed the job since starting it? Why?

23. Are there areas in your position in which you feel you should have decision-making authority but do not? Explain.

24. Describe some recent decisions which carried more than the usual element of risk.

25. What are the limitations of your decision making authority on the job? Are the limits enforced? When did you last exceed the limits?

26. Tell me about the riskiest management decision you have made (present company, previous employment). How long did it take you to gather the information to make the decision? How long after that to make the decision? What were the results?

27. Describe the biggest calculated risk you have taken in your job at ………..?

28. Describe a time in which you weighed the pros and cons of a situation and decided not to take action, even though you were under pressure to do so?
COMPETENCY DEFINITIONS

COMPETENCY 22: Organisational Awareness

DEFINITION: Capacity to perceive the impact and implications of decisions and activities on other parts of the organisation.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes effort to understand organisational structures</td>
<td>Lacks wider view</td>
</tr>
<tr>
<td>and strategies</td>
<td></td>
</tr>
<tr>
<td>Aware of inter-departmental links</td>
<td>Concentrates on functional area only</td>
</tr>
<tr>
<td>Thinks through impact of own actions</td>
<td>Unable or unwilling to establish networks</td>
</tr>
<tr>
<td>Attuned to internal “politics”</td>
<td>Not alert to changing dynamics within the organisation</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Group Exercise

22) Organisational Awareness

1. How is your particular job affected by factors beyond your control outside the organisation? Give examples.
2. In the last few years, what outside events have affected your particular department’s operations? The organisation has a whole?
3. What events occurring outside of your organisation do you anticipate will affect your department in the next year? Five years?
4. What are some of the best things that could happen (outside your organisation and your control) that would affect your particular department’s performance? What are some of the worst things that could happen? How likely are they? How do you know?
5. How do you keep abreast of external factors that might affect your organisation? How do you use the knowledge gained? Examples.
6. Give me an example of a problem that you became aware of that was caused by external factors affecting your organisation.
7. In what industry or job related outside activities do you participate? What is the extent of your participation? What do you gain from your participation?
8. What magazines, books or newsletters have you recently read and obtained useful, job related information from?
COMPETENCY DEFINITIONS

COMPETENCY 23: Planning and Organising

DEFINITION: Establishes a course of action for self and others to accomplish a specific goal, planning proper assignments and appropriate allocation of resources, sets priorities.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyses goals into component tasks</td>
<td>Unable to employ a systematic, structured approach to goal accomplishment</td>
</tr>
<tr>
<td>Establishes priorities systematically</td>
<td>Disorganised</td>
</tr>
<tr>
<td>Agrees standards</td>
<td>Doesn’t prepare in advance</td>
</tr>
<tr>
<td>Employs resources effectively</td>
<td>Sets unrealistic timescales</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
In-tray Exercise
Presentation

23) Planning and Organising

1. Are you able to schedule your time? How far ahead can you schedule? Can you walk me through last week and tell me how you planned the week’s activities and how the schedule worked out?
2. How often is your time schedule upset by unforeseen circumstances? Give me a recent example. What do you do then?
3. Describe a typical day. A typical week. (Listen for planning).
4. Have you planned any conferences or events? What steps did you take?
5. How have you determined what constitutes top priorities in scheduling your time?
6. Have you changed any processes, functions, or methods of doing work in your job at ………..? Give examples.
7. What kinds of project planning and administration did you do in your job at ……………?
8. What is your procedure for keeping track of items requiring your attention?
9. Describe a situation at ……….. that required things to all be done at the same time. How did you handle it? What was the result?
10. What type of scheduling do you do? How do you do this?
11. What kind of planning do you do? How do you do this?
12. What are your objectives for this year? Who else knows them? What are you doing to see they are reached? How are you progressing?
13. How did you decide which clients to see last week?
14. How do you schedule your sales trips?
15. Who developed your department’s operating plans or goals? What was your role in this? How? How useful are they on a day-to-day basis?
16. Do you have long and short-term plans for your department? In writing? How do you use them?
17. Do you have any system for keeping track of reports you submit to management? What is that system?
18. Are there procedures which you find helpful for keeping track of things which require your attention? What are they?
19. What is your role in keeping your department organised? Examples.
20. What is the worst thing that could go wrong in your job? What have you done to prevent this from happening?
21. What type of office systems have you set up? Why?
22. How do you keep track of your boss’s schedule and work?
23. What have you done to make your boss more efficient and organised?
24. How often have you missed deadlines? Why?
COMPETENCY DEFINITIONS

COMPETENCY 24: Delegation

DEFINITION: Allocating decision making authority and task responsibilities to appropriate individuals, utilises peoples’ time and skills and potential effectively.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives individuals authority to gather information and make decisions</td>
<td>Provides little instruction for people when delegating</td>
</tr>
<tr>
<td>Assigns individuals projects</td>
<td>Delegates rarely</td>
</tr>
<tr>
<td>Appoints individuals to be in charge when he/she is absent</td>
<td>Delegates too much/too little for individuals’ skills, roles and interests</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Role Play
Group Exercise
Interview
In-tray Exercise

24) Delegation

1. Do you assign work to other people? What is assigned? To whom? Why?
2. Who is “minding the store” while you are here? How was he/she selected? Why? How will you know how well he/she performed?
3. When you have put someone in charge during your absence, did you make a formal announcement to your subordinates about whom you left in charge?
4. Have you encountered difficult situations that resulted when responsibilities were delegated by you? Explain.
5. Explain your biggest mistake in not delegating.
6. Explain the biggest mistake you made in delegating. Why did it happen?
7. What constraints cause you to be unable to delegate more? Why?
8. What kinds of decision making can you delegate to your subordinates?
9. How do you decide (1) What to delegate and (2) to whom to delegate it?
10. When did you have a particular problem requiring staff help? What action did you take? Why did you ask particular people to assist you?
11. How do you familiarise yourself with the current situation in your organisation after being away for several days? Example.
12. How did you get other people to help you with ..........(function)?
13. Could you cite an example in your own experience where you were faced with delegating authority and/or responsibility? How did it work out?
14. All of us have been in situations where we assigned work to other people and they didn’t do what we intended. Can you tell me some of those? Why did it happen? (Look for unclear instruction, assignments to inappropriate person, and lack of due dates).
COMPETENCY DEFINITIONS

COMPETENCY 25: Management Control

DEFINITION: Provides team with clear sense of direction, organises resources and steers others towards successful task accomplishment.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigns tasks to individuals</td>
<td>Sees no reason to delegate tasks</td>
</tr>
<tr>
<td>Monitors workloads</td>
<td>Unable to voice clear direction to staff</td>
</tr>
<tr>
<td>Creates schedules</td>
<td>Lack of monitoring/checks in place</td>
</tr>
<tr>
<td>Delegates effectively</td>
<td>Unable to appreciate need for controls and maintenance of control over tasks/actions</td>
</tr>
<tr>
<td>Checks to ensure commitments have been fulfilled</td>
<td>No compilation of relevant documents to track activity</td>
</tr>
<tr>
<td>Provides regular status reports</td>
<td></td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Case Studies
In-tray Exercise

25) Management Control

1. Do you have any systems for keeping track of reports you submit to management? What is that system? How has it worked?
2. How do you keep track of progress on projects for which you are responsible? Example.
3. Are there any procedures which you find helpful for keeping track of things which require your attention? Give examples of how you have used them.
4. Do you use any methods to keep informed of what is going on in your area of supervision? What are they and how have they worked? (Look for reports, regularly scheduled meetings, etc.).
5. What procedures do you use for evaluating your staff’s performance? Why have you chosen them? How have they worked?
6. What do you do when you find that your techniques for regulating activities are loosely adhered to by your staff? Give a specific example.
7. Describe the basic content of your staff meetings (or meetings you’ve conducted). How are action items assigned? How often are these meetings held?
8. What kind of system do you have for keeping track of assignments given to staff? Give some specific examples.
9. How do you keep track of what your staff are doing?
10. What is the worst thing that could go wrong in your job? What have you done to prevent this from happening?
11. What methods does your boss use to keep you informed? Is it adequate?
12. What types of upward communication systems have you established as a manager?
COMPETENCY DEFINITIONS

COMPETENCY 26: Motivating and Developing Others

DEFINITION: Developing individuals’ skills and competencies by planning effective developmental activities related to current and future jobs, whilst taking into account their motivations, interests, work situation and personal circumstances.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involves individuals in determining goals and actions</td>
<td>Doesn’t help individuals to develop skills</td>
</tr>
<tr>
<td>Grooms individuals for promotion</td>
<td>Lack of encouragement for people’s career growth</td>
</tr>
<tr>
<td>Employs effective coaching techniques</td>
<td>Unable to enthuse others or inspire a positive approach to work</td>
</tr>
<tr>
<td>Matches peoples activities to development goals</td>
<td></td>
</tr>
<tr>
<td>Creates a sense of ownership of job</td>
<td></td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Structured Interview
Case Study
Role Play

26) Motivating and Developing Others

1. Who is (1) your most effective subordinate and (2) your least effective subordinate? What are the strengths and weaknesses of each? What have you done to develop each of these subordinates?
2. If you were promoted tomorrow, do you have a replacement? What did you do to help develop him or her?
3. How many of your subordinates will be ready for promotion in the next year? How do you know? What did you do to prepare them for promotion?
5. Tell me about some of the people who have become successful as a result of your management. What was your role in their development?
6. What are the major training and development needs of the people in your department? How did you identify them? What are you doing about them?
7. Go over each of your subordinates and tell me your goals for each. What action have you taken to help them achieve those goals?
8. How are you helping your subordinates develop themselves? Give examples.
9. How, if at all, have you involved subordinates in determining their development needs? Give examples.
10. How, if at all, have you involved subordinates in determining their development actions? Give examples.

11. Are there any techniques you have found useful in identifying particular subordinates’ needs and potentials? Tell me how they worked with a particular person.

12. What techniques have you found most useful in developing subordinates? How did you use them with ..........?

13. Have you had a subordinate who was released because they didn’t work out? Why were they released? Did you do anything to work with the person in this area before his/her release? What?

14. Which of your immediate subordinates are going to progress in the company? What plans have you made for their development?

15. Describe any short or long term plans you may have for developing your subordinates.

16. How do you identify subordinates’ strengths and weaknesses?

17. Have you worked under a manager who was good at developing people? Why do you consider him/her to have been good?

18. What kind of recognition do you give those who meet or exceed work standards?
COMPETENCY DEFINITIONS

COMPETENCY 27: Creativity/Innovation

DEFINITION: Generating creative solutions to work situations, trying different and novel ways to deal with organisational issues and opportunities, thinks openly and laterally.

(It is usually more important for someone in a leadership role to be able to recognise and reward creativity in others than to come up with creative solutions personally).

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comes up with lots of high quality ideas</td>
<td>Unable to generate unusual or different solutions</td>
</tr>
<tr>
<td>Gives up “tried and true” methods</td>
<td>Lacks ability to identify new ways to generate business</td>
</tr>
<tr>
<td>Takes risks on new and unusual ideas</td>
<td></td>
</tr>
<tr>
<td>Remains open to suggestions and ideas from the team</td>
<td></td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Tests of Creative Thinking
Structured Interview
Observed Brainstorm

27) Creativity/Innovation

1. Have you suggested the development of any new products to top management? What were they?
2. Have you suggested new markets for existing products to top management? What were the products and markets? Why did you suggest them? What actions did you take to convince management?
3. Are there any new ideas you have championed – even though the original idea for the idea may have come from someone else?
4. Have you ever inherited a department/region/division etc which was not meeting budgets? What did you do?
5. What have you done to increase sales in your area? Where did the idea for this come from?
6. What are some of the most imaginative or innovative things you have done in your job? Examples.
8. Can you think of a change in your organisation which your peers would recognise as resulting primarily from an innovation you developed.
COMPETENCY DEFINITIONS

COMPETENCY 28: Teamwork

DEFINITION: Active participation in, and facilitation of, team effectiveness, taking actions that demonstrate consideration for the feelings and needs of others, being aware of the effect of one’s behaviour on others.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active co-operation and contribution shown when in a team</td>
<td>Lets others do the work</td>
</tr>
<tr>
<td>Facilitate cohesiveness to resolve problems and achieve goals</td>
<td>Shows little or no support for other team members</td>
</tr>
<tr>
<td>Acknowledges others’ skills, experience, knowledge and creativity</td>
<td>No sharing of information</td>
</tr>
<tr>
<td>Develops effective and supportive relationships with colleagues</td>
<td>Discourages trust and team spirit</td>
</tr>
<tr>
<td></td>
<td>Never asks for input from peers or team members</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Group Exercise
Interview
Brainstorm

28) Teamwork

1. Have you ever felt that you had an important impact on a group to which you belonged? What did you do?
2. How do you get things done by others in your team?
3. What do you think your colleagues would describe as your strongest and weakest characteristics?
4. When have you worked in a team of people when there was conflict? What was your role?
5. What would you say is your natural team type? What sort of behaviour do you exhibit?
6. What do you do to encourage and build teamwork?
7. What skills and attributes do you feel are important for people to have in a team to which you belong?
8. What have you done in the past to improve team relationships that are not so good?
9. What steps would you take to get the team on your side should you be appointed?
10. What do you specifically do to set an example to your colleagues?
11. Describe a time when you have worked well as part of a team.
COMPETENCY DEFINITIONS

COMPETENCY 29: Business Awareness/Commercial Orientation

DEFINITION: Alert to market opportunities and exploits them effectively including cross selling, knowledgeable about financial and commercial matters.

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<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on costs, profits, markets, new business opportunities and activities which bring largest return</td>
<td>Lacks awareness of competitor’s activities</td>
</tr>
<tr>
<td>Profit conscious</td>
<td>Unable to appreciate commercial impact of own work on profits</td>
</tr>
<tr>
<td>Aware of impact of other business areas</td>
<td>Silo thinking</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Presentation
Role Play
Case Study
Interview

29) Business Awareness/Commercial Orientation

1. In a dynamic industry such as ................., how have you kept up-to-date with what is going on? Example.
2. How have you kept up with what your competitors (peers) are doing?
3. How far in advance do you usually know the details of competitors’ new products? How do you learn about them? How have you used the information?
4. How do you keep alert to what your competitors are doing and what is happening in the market?
5. How do you keep up with advances in your field?
6. What business or market trends have you noticed in your industry? What have you done to capitalise on these trends?
7. What have you done to make your company, division or department more profitable? Why?
8. Have you prepared budgets? How? How accurate?
9. What kind of financial reports do you prepare in your job? How are they used? What impact do they have?
10. What management information do you use to help make decisions in your area of expertise?
11. Which competitors do you most admire and why?
12. As you know, the Company continues to focus on reducing expenses, can you give an example of a cost reduction you have managed to achieve in your area?
13. What do you understand by the term “target marketing” and how could you employ the principle in your area?
14. What do you think will have the most impact on insurance consumers in the near future?
COMPETENCY DEFINITIONS

COMPETENCY 30: Ambition

DEFINITION: Is keen to succeed and be seen to succeed, concerned about self-improvement.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows commitment to appropriate career goals</td>
<td>Lacks understanding of where wants to be</td>
</tr>
<tr>
<td>Self motivated to achieve goals</td>
<td>Strives to maintain the status quo</td>
</tr>
<tr>
<td>Has a sense of ownership of own career</td>
<td>Unable to capitalise on strengths</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Application Form/CV
Telephone Interview

30) Ambition

1. What are your career objectives and what actions have you taken towards achieving them?
2. What have you done to further your own development in your jobs?
3. Your change from ................. to .................... was a major career change. What factors influenced your decision to change jobs? Why didn’t you do it sooner?
4. How does your current job relate to your career goals?
5. What other work/career goals have you considered?
6. What are your qualifications? In what areas do you lack qualifications? What are you doing about it?
7. Have you done anything in the past year to improve yourself?
8. How are you capitalising on your strengths?
COMPETENCY DEFINITIONS

COMPETENCY 31: Change Management

DEFINITION: Identifies gaps between current position and desired future position and manages others in driving changes to achieve specified goals.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate change management tools</td>
<td>Looks backwards rather than forwards</td>
</tr>
<tr>
<td>Communicates changes required clearly</td>
<td>Unable to visualise future direction</td>
</tr>
<tr>
<td>Establishes clear vision and goals</td>
<td>Unable to communicate change</td>
</tr>
<tr>
<td>Involves others in change</td>
<td></td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Presentation

31) Change Management

1. What organisational changes have you made in the last year? Why?
2. Describe a reorganisation that has significantly affected you. Describe your part in it. What was the outcome?
3. Tell me about a time when you had to communicate and manage a change in the business in which you hadn’t been involved. What techniques did you use?
4. Can you describe a time when you had to communicate a significant unpopular decision? What was the outcome?
5. How do you go about initiating change?
6. To what extent do you involve others in identifying changes?
7. Can you tell me about a time when you have had to manage a difficult change and were placed with the outcome?
8. To what extent have you been involved in Work Out?
COMPETENCY DEFINITIONS

COMPETENCY 32: Independence

DEFINITION: Taking action in which the dominant influence is one’s own convictions rather than the influence of others’ opinions and reactions. Willingness to question the party line.

(At the supervisory level, a lack of independence could mean an inability to make difficult decisions).

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions opinions openly</td>
<td>Influenced by group pressure to give in as a desire to please</td>
</tr>
<tr>
<td>Sticks to a position on an important decision in opposition</td>
<td>Gives in to pressure to betray personal convictions</td>
</tr>
<tr>
<td>Challenges status quo when convinced it is no longer appropriate</td>
<td>Unlikely to offer opinions if likely to meet with resistance</td>
</tr>
<tr>
<td>Assertive</td>
<td></td>
</tr>
<tr>
<td>Freethinking</td>
<td>Avoids confrontation</td>
</tr>
<tr>
<td>Unaffected by group pressure</td>
<td></td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview
Group Exercise
Presentation

32) Independence

1. Describe a situation in which you received a new procedure or instruction with which you disagreed. What did you do?
2. When have you had to go against general feelings or policies to accomplish a goal?
3. Describe the occasions when you feel you must consult your manager before taking action? Why?
4. What do you do in your job that isn’t covered in the job summary?
5. How do you cope with constraints placed on you in performing your job?
6. What are the limits of authority in your job? Have you ever gone over these limits?
7. Would you prefer to work on your own or in groups?
COMPETENCY DEFINITIONS

COMPETENCY 33: Strategic Perspective

DEFINITION: Establishes vision and ensures actions in place to achieve long and short term goals, shows evidence of high level planning and taking a wider, long term view to gear the organisation to meet its strategic objectives.

<table>
<thead>
<tr>
<th>POSITIVE INDICATORS</th>
<th>NEGATIVE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates activities and information to set goals, objectives and plans</td>
<td>Tendency to forfeit strategic view for day to day operations</td>
</tr>
<tr>
<td>Forecasts needs of customers and markets</td>
<td>Concentrates on present rather than future</td>
</tr>
<tr>
<td>Influences accomplishment of organisation vision</td>
<td>Lacks vision</td>
</tr>
<tr>
<td>Considers thinking for the future</td>
<td>Concentrates on detail rather than big picture</td>
</tr>
</tbody>
</table>

APPROPRIATE ASSESSMENT TECHNIQUES:
Interview Questions
Case Studies
Presentation

33) Strategic Perspective

1. What long term strategies do you have for your department or company? Progress?
2. How do events in your area of the organisation affect other parts of the organisation?
3. What changes do you anticipate in your area of the business within the next 3 years?
4. Can you tell me about an occasion when you had some input to the strategic direction of your area? Examples.
5. What do you think will be the most important innovations to hit insurance in the next 5 years?
6. How easy do you find it to work within an area which is loosely defined? Examples.
7. How far ahead long-term do you need to think in your current role?
8. How do you communicate your vision of what you need to the people that work with you?
9. How much do you know and understand about the strategies of other financial services organisations? How do these compare with yours?
INTERVIEW GUIDE

B. INTERVIEW SCORING SHEET

Candidate: ____________________ Interviewed by: ____________________ Date: __________

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNICAL KNOWLEDGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUSTOMER FOCUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENERGY/DRIVE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESILIENCE/TENACITY</td>
<td></td>
<td></td>
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<tr>
<td>SELF-MOTIVATION</td>
<td></td>
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<tr>
<td>PLANNING/ORGANISING</td>
<td></td>
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</tr>
<tr>
<td>INITIATIVE</td>
<td></td>
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</tr>
<tr>
<td>ANALYSIS/JUDGEMENT</td>
<td></td>
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<tr>
<td>TEAM MEMBERSHIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMBITION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>

**RATING KEY:**

1 = Unacceptable/poor level of evidence  
2 = Less than acceptable level of evidence  
3 = Acceptable level of evidence  
4 = More than acceptable level of evidence  
5 = Very high level of acceptance

**OVERALL COMMENTS:**

**RECOMMENDATIONS:**