

ECR Selection™

Emotional Capital Report

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SELECTION REPORT

Report prepared for:

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Introduction

EMOTIONAL CAPITAL REPORT™

ECR Selection Report

The *ECR Selection Report* is designed to assist you to gather evidence about a candidate's leadership potential based on their emotional intelligence. The report provides the opportunity to combine a candidate's scores on the ECR with scores derived from a structured behavioral interview. Combining psychometric scores with behavioral evidence provides greater accuracy in evaluating a candidate's emotional intelligence.

The *ECR Selection Report* includes a:

- Validity scale
- Total Emotional Capital Score
- Self-reported scores on 10 emotional and social competencies linked to effective leadership
- Detailed explanation of the meaning of each score
- Follow-up questions to gather evidence to validate or challenge a candidate's score
- Assessment criteria and check-list to guide the interviewer
- Rating scale to assess the level of confidence in the candidate's skills
- Summary evaluation to collate results and make recommendations

What is an 'Emotional Competency'?

An emotional competency is a measurable characteristic that is related to the effective performance of a specific role. The emotional competencies in this report are based on scientific studies linking emotional intelligence to effective leadership performance in 'world class' organizations.

What is a Structured Behavioral Interview?

A structured behavioral interview asks candidates follow-up questions designed to evoke specific examples of actual past performance. It also provides the interviewer with clear directions to evaluate the candidate's responses.

How To Optimize The Use of This Report

Given that higher than average levels of emotional intelligence have been found to characterize effective leaders, the *Emotional Capital Report™* benchmarks five levels of functioning.

- Step 1.** Review the Positive Impact Scale. All self-report measures are subject to response bias including a tendency to make a positive impression. The Positive Impact Scale detects candidates who may be giving an unusually enhanced impression of themselves.
- Step 2.** Review the Profile Summary. This provides scores on the ten competencies measured by the ECR. Note the two or three highest scores to get a snap shot of the candidate's key strengths, then the two or three lowest scores to identify the candidate's potential development areas.
- Step 3.** Explore each competency using the Follow-Up Questions as a guide. The answers to these questions provide behavioral evidence of each of the ten core emotional intelligence competencies.
- Step 4.** Pay particular attention to the Key Behaviors and Assessment Criteria comments. These provide guidelines for evaluating the candidate's responses and provide an opportunity to check the evidence for specific behavior.
- Step 5.** Rate the evidence for the emotional intelligence competency by completing the Structured Interview Rating Scale.
- Step 6.** Complete the brief Summary Evaluation section to decide on a candidates overall suitability for selection based on their emotional capital.

ECR™ Competency Scales

- Self-Knowing**
- Self-Confidence**
- Self-Reliance**
- Self-Actualization**
- Straightforwardness**
- Relationships Skills**
- Empathy**
- Self-Control**
- Adaptability**
- Optimism**

Discretionary Comments

A candidate's scores on this report represent the self-reported level of skill in on the ten leadership behaviors measured by the ECR. Psychological reports like this one, although based on good science, are always approximations and estimates; not precise indicators of a candidate's suitability for employment. The ECR is designed to act as an interpretive aid and should not be used as the sole basis for placement. It works best when combined with other psychometric measures and formal interview processes.

Score Key:

Development Need	≤ 80	The level of emotional capital in this area is likely to be limiting this person's effectiveness. Developing skills here is essential to their success.
Development Opportunity	81 - 90	The level of emotional capital in this area is below average and there is a need to develop this competency further.
Effective Range	91 - 110	The level of emotional capital in this area is typical of the general population. There is room to develop this skill to enhance leadership success.
Strength to Build On	111 - 120	The level of emotional capital in this area is above average and suggests this competency is well developed.
Signature Strength	≥ 121	This score suggests the candidate has enhanced emotional skills in this area.

Positive Impact - 99



Normal

This score on the Positive Impact Scale indicates that the candidate approached the assessment in an honest and straightforward manner. This increases the likelihood that the results are an accurate reflection of their experience. Proceed to verify the candidate's scores using the structured behavioral interview.

Profile Summary

Average Score **107**

Self-Knowing | 95



Self-Confidence | 123



Self-Reliance | 118



Self-Actualization | 115



Straightforwardness | 89



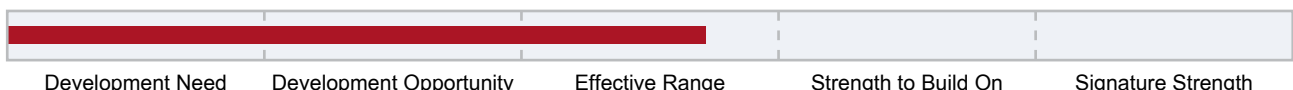
Relationships Skills | 95



Empathy | 87



Self-Control | 105



Adaptability | 106



Optimism | 117



Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Self-Knowing

Emotionally intelligent leaders are aware of their emotional experience and know what they are feeling most of the time. They have the capacity to recognize how their feelings and emotions impact on their personal opinions, attitudes and judgements.

Self-Knowing | 95



EFFECTIVE RANGE

These individuals have about as much self-knowing as the average person. This means they can recognize and express their thoughts and emotions, and understand how these affect their actions. At times, however, they may experience some difficulty in this area and may be unaware of the affect that their actions and behaviors have on others.

Follow up Questions

- ✓ Can you describe a situation in which you felt distressed at work? How did you become aware of your feelings? How did you manage these feelings? What did you do? What was the impact on others?
- ✓ Describe a time when you were in a good mood at work. How did it affect your performance? What impact did your mood have on others?

ASSESSMENT CRITERIA

Listen to see if the candidate is aware of their own emotions, thoughts and behaviors, and can accurately assess how they come across to others. Importantly, consider if they incorporate this awareness and can adjust this behavior.

Key Behaviors

- | | | |
|---|---|--------------------------|
| 1 | Is aware of their emotions and different mood states | <input type="checkbox"/> |
| 2 | Recognizes how their emotions affect their behavior | <input type="checkbox"/> |
| 3 | Is able to communicate their personal thoughts and feelings | <input type="checkbox"/> |
| 4 | Understands the impact of their behavior on others | <input type="checkbox"/> |
| 5 | Willingly takes action to modify behavior and performance | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Self-Knowing

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Self-Confidence

Emotionally intelligent leaders accept and respect themselves and essentially like the people they are. They are confident in their skills and abilities, and maintain motivation to achieve challenging goals.

Self-Confidence | 123



SIGNATURE STRENGTH

This individual appears to possess very good levels of self-respect and self-belief, and is likely to have a commanding presence as a strong and confident leader. Others are likely to see this person as possessing the self-assurance that holds-up under the pressure of taking on new responsibilities as well as the ability to maintain enthusiasm and self-competence.

Follow up Questions

- ✓ Can you describe what you consider to be your strengths? How do you know they are your strengths? How do you measure your strengths?
- ✓ Describe a task that you took on that was out of your “comfort zone”. How did you feel? What did you do to achieve an outcome? How will you continue to build your confidence?

ASSESSMENT CRITERIA

Listen for how the candidate projects their ideas – do they appear comfortable and forthright? Also, listen to see whether they make a balanced assessment of situations that challenge their confidence. Do they appear to respect their abilities and possess self-competence? Do they have any effective strategies for building their confidence?

Key Behaviors

- | | | |
|---|--|--------------------------|
| 1 | Demonstrates realistic confidence in their skills and abilities | <input type="checkbox"/> |
| 2 | Demonstrates good levels of self-respect | <input type="checkbox"/> |
| 3 | Provides examples of taking proactive steps in challenging situations | <input type="checkbox"/> |
| 4 | Non-verbal behavior – speech, eye contact etc., reflects self-confidence | <input type="checkbox"/> |
| 5 | Describes clear strategies for building their personal self-competence | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Self-Confidence

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Self-Reliance

Emotionally intelligent leaders have the power to be self-reliant in developing ideas and making significant decisions. They recognize that they are a complete and self-directed person and have the power and responsibility to choose between options and make decisions.

Self-Reliance | 118



STRENGTH TO BUILD ON

This individual appears to display an independent style of thinking and operating, and communicates to others that they are confident in their ideas. They appear to display a capacity for independent action and for taking initiatives in new situations.

Follow up Questions

- ✓ Can you describe a time where you took full responsibility for initiating a project or improving a process or product? What did you do? How did you lead it? What was the outcome?
- ✓ Tell me about a time when something you did resulted in a significant change in the business you worked for. How did you go about doing it? How did you feel about yourself?

ASSESSMENT CRITERIA

Listen for the candidate's ability to take initiative and make effective decisions. Consider if the candidate acts independently to improve things that are within their control. Listen for someone who can back their judgement, make independent decisions, and also take a stand on an issue when it is important to do so.

Key Behaviors

- | | | |
|---|---|--------------------------|
| 1 | Provides concrete examples of independent action to improve work situations | <input type="checkbox"/> |
| 2 | Backs their own judgement and can make independent decisions | <input type="checkbox"/> |
| 3 | Demonstrates a capacity for initiating actions to solve problems | <input type="checkbox"/> |
| 4 | Acts to direct others when required | <input type="checkbox"/> |
| 5 | Takes full personal responsibility for consequences of their actions | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Self-Reliance

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Self-Actualization

Emotionally intelligent leaders maintain an enthusiastic commitment to long-term goals. They have achieved a level of work/life balance and derive satisfaction from their accomplishments. They enjoy the challenge of setting challenging personal and professional goals.

Self-Actualization | 115



STRENGTH TO BUILD ON

These individuals are likely to be energetic, motivated and successful. They are individuals who look for ways to improve their performance. They will perform best when they work in positions and on projects that make them feel alive and energized and provides scope for them to set challenging goals.

Follow up Questions

- ✓ Can you describe some of your personal and professional goals that motivate and inspire you to be at your best? What are you doing to ensure you achieve these goals?
- ✓ Can you tell me about a time when you felt particularly low in motivation? What did you do to re-energize, motivate and inspire yourself?

ASSESSMENT CRITERIA

Listen to see if the candidate has clear goals that motivate them. Also, consider if they can describe deliberate actions for achieving goals and maintaining energy and motivation both inside and outside of work.

Key Behaviors

- | | | |
|---|--|--------------------------|
| 1 | Possesses a range of interests and engages in a variety of activities | <input type="checkbox"/> |
| 2 | Can clearly articulate personal and professional goals | <input type="checkbox"/> |
| 3 | Describes deliberate, specific actions taken to achieve their goals | <input type="checkbox"/> |
| 4 | Has clear strategies for managing and maintaining their energy levels | <input type="checkbox"/> |
| 5 | Demonstrates behavior in the interview that is congruent with behavioral examples provided | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Self-Actualization

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Straightforwardness

Emotionally intelligent leaders express their feelings and points of view openly in a straightforward way, while respecting the fact that others may hold a different opinion or expectation. They are comfortable challenging the views of others and give clear messages.

Straightforwardness | 89



DEVELOPMENT OPPORTUNITY

In general, these individuals find it difficult to communicate clear messages and find it hard to take a firm stand on a position, defend and win support for it. They need to identify what causes them to default to the views of others and learn to take responsibility for communicating their views and needs directly.

Follow up Questions

- ✓ Can you tell me about a time when you had to speak-up about something in the workplace or challenge company direction? How did you approach it? What steps did you take? How did others react?
- ✓ Tell me about a time when you disagreed with a particular decision that had a negative impact on you. What did you do?

ASSESSMENT CRITERIA

Listen for the candidate's ability to manage their anxiety and speak-up in a constructive manner. It may help to cross check this candidate's scores on Self-Reliance and Self-Confidence. If these scores are low, examine responses that suggest the candidate avoids challenging situations. Observe the candidate closely to see if they make good eye contact and can communicate a message in a clear, straightforward manner.

Key Behaviors

- | | | |
|---|---|--------------------------|
| 1 | Communicates in a straightforward, direct manner | <input type="checkbox"/> |
| 2 | Takes full personal responsibility for communicating views and opinions | <input type="checkbox"/> |
| 3 | Provides examples of challenging power appropriately and effectively | <input type="checkbox"/> |
| 4 | Manages negative communication without defaulting to others or avoiding them | <input type="checkbox"/> |
| 5 | Non-verbal behavior – speech, eye contact etc., is congruent with assertive communication | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's **Straightforwardness**

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Relationship Skills

Emotionally intelligent leaders have the knack for establishing and maintaining mutually satisfying relationships characterized by positive expectations. They can gain the support and commitment of others and value working with others to achieve their goals.

Relationship Skills | 95



EFFECTIVE RANGE

These individuals are usually comfortable with interpersonal relationships and enjoy working with others. People with moderate scores in this area, however, are often selective in initiating and building relationships with others and tend to narrow the range of people they interact with. They need to continue to recognise the importance of building a strong network of mutually beneficial relationships.

Follow up Questions

- ✓ Tell me about a time when you were able to influence others to achieve a result. How did you do it?
- ✓ Can you describe how you've used a relationship network previously to achieve your goals?

ASSESSMENT CRITERIA

Listen for someone who recognizes the importance of mutually beneficial relationships and has a strategy for collaborating with others. Do they see themselves as partners with others in achieving results? Do they demonstrate that they understand the building blocks of how they influence others in order to manage and improve performance?

Key Behaviors

- | | | |
|---|---|--------------------------|
| 1 | Recognizes the importance of mutually beneficial relationships in business | <input type="checkbox"/> |
| 2 | Possesses a clear strategy for collaborating with others | <input type="checkbox"/> |
| 3 | Provides concrete examples of how they've collaborated with others to achieve a result | <input type="checkbox"/> |
| 4 | Can describe the building blocks of how they influence others | <input type="checkbox"/> |
| 5 | Provides evidence of managing the performance of others through encouraging two-way communication | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Relationship Skills

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Empathy

Emotionally intelligent leaders have the capacity to understand other people’s feelings and thoughts. They listen well and take into account other people’s feelings and circumstances before communicating their message or making a decision.

Empathy | 87



DEVELOPMENT OPPORTUNITY

At times these individuals have difficulty understanding and appreciating the feelings of others and may sometimes fail to take an active interest in their concerns. Others may view this approach as a lack of interest in their experience and this can lead to misunderstandings and place strain on relationships.

Follow up Questions

- ✓ Can you tell me about a situation where you didn’t understand why someone was behaving in a certain way or taking a certain position on an issue? What did you do? How did you resolve the situation?
- ✓ Describe a time when you sensed something was worrying a colleague or a customer. How did you know? What did you do?

ASSESSMENT CRITERIA

Listen for someone who recognizes the importance of listening to others for the purpose of understanding another person’s experience. Are they able to demonstrate that they can take into account the other person’s circumstances, thoughts and feelings, and understand how these impact the other person? Look for evidence that the candidate reads non-verbal cues.

Key Behaviors

- | | | |
|---|---|--------------------------|
| 1 | Demonstrates that they recognize the value of listening to others and practice it | <input type="checkbox"/> |
| 2 | Provides specific examples of understanding how situations affect others | <input type="checkbox"/> |
| 3 | Demonstrates they can suspend judgement and use active listening to draw out the experience of others | <input type="checkbox"/> |
| 4 | Can clearly understand how the emotional dimensions affect a situation | <input type="checkbox"/> |
| 5 | Evidence that they communicate with others in a supportive and empathic manner | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Empathy

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Self-Control

Emotionally intelligent leaders are able to manage their emotions well and restrain their actions until they have time to think rationally. They are able to stay calm in stressful situations and maintain productivity without losing control. They make considered decisions and project a composed, reliable presence.

Self-Control | 105



EFFECTIVE RANGE

It appears that in most circumstances this individual is able to manage stressful situations at work. With scores in this range, however, attempts to deal with stressful situations can still be associated with strong emotions and cause them to act out of their feelings. In these times they may put themselves and others under pressure and this can contribute to a creating a stressful working environment.

Follow up Questions

- ✓ Describe situations that are likely to really annoy or frustrate you at work. Can you identify the specific behaviors that trigger your emotional reactions? What do you do in these situations?
- ✓ Tell me about a time when you were under severe pressure at work that was causing you stress. What did you do?

ASSESSMENT CRITERIA

Consider if this candidate has sufficient self-management practices to manage the inevitable frustrations, discouragement, and stressors that arise in the workplace. Do they present in a calm and appropriate manner? Can they maintain a calm and considered approach when dealing with colleagues in stressful situations?

Key Behaviors

- | | | |
|---|--|--------------------------|
| 1 | Recognizes situations and behaviors that trigger their emotional reactions | <input type="checkbox"/> |
| 2 | Provides evidence of maintaining a calm and considered approach under pressure | <input type="checkbox"/> |
| 3 | Gives examples of managing appropriately under stress | <input type="checkbox"/> |
| 4 | Takes personal responsibility for behavior rather than blaming others | <input type="checkbox"/> |
| 5 | Expresses emotion appropriately to motivate and engage others | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Self-Control

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Adaptability

Emotionally intelligent leaders are able to adapt their thinking, feelings and actions in response to changing circumstances. Flexible leaders are tolerant of others and receptive to new ideas and consider different points of view. They are champions of change.

Adaptability | 106



EFFECTIVE RANGE

These individuals can generally adjust their emotions, thoughts, and behaviors to changing situations and conditions. People with moderate scores in this area, however, often have difficulty in adapting quickly to new ideas and alternative points of view to their own. Changes in organizational life are likely to cause some emotional strain on them as they adjust their behaviors to those new challenges.

Follow up Questions

- ✓ Tell me about a time when you had difficulty adjusting to a change. What did you find difficult? How did you manage the situation?
- ✓ Describe a situation that required you to be open to new ideas and learn something new. How did you manage to adjust your thinking and behavior?

ASSESSMENT CRITERIA

Listen for the ability to apply a strategy to deal with the challenge of change: e.g., consulting networks, gaining personal support, making priority lists etc. Look for evidence of a willingness to adapt to new ideas and practices. Is the candidate someone who thrives on the challenge of change and can balance this with an ability to work reliably and methodically?

Key Behaviors

- | | | |
|---|---|--------------------------|
| 1 | Is quick to accept the challenge of change | <input type="checkbox"/> |
| 2 | Presents evidence of being able to adapt easily to workplace change | <input type="checkbox"/> |
| 3 | Provides examples of learning new and alternative ways of thinking | <input type="checkbox"/> |
| 4 | Gives evidence of being accommodating and tolerant towards others | <input type="checkbox"/> |
| 5 | Can genuinely describe the positive value of change | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Adaptability

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Optimism

Emotionally intelligent leaders sense opportunities even in the face of adversity. They are resilient, can see the big picture and where they are going, and are able to focus on the possibilities of what can be achieved.

Optimism | 117



STRENGTH TO BUILD ON

These are optimistic individuals who generally view limitations as challenges to be overcome. They are likely to remain motivated to pursue a course of action, even when things get difficult. Others will appreciate the positive atmosphere they create.

Follow up Questions

- ✓ Tell me about a situation when you were more optimistic than your colleagues about a particular opportunity. What did you do? How did you gain their support?
- ✓ Describe a specific situation where you experienced a setback or something didn't work out the way you had planned. What did you do to regain your focus and motivation?

ASSESSMENT CRITERIA

Listen for whether this candidate can see the possibilities of what can be achieved despite the difficulties. Can they describe the realistic opportunities that exist in certain situations. Also, can the candidate reframe negative events and setbacks as learning opportunities, and do they know how to focus on a solution or task to overcome setbacks?

Key Behaviors

- | | | |
|---|--|--------------------------|
| 1 | Generally provides examples of being positive and hopeful | <input type="checkbox"/> |
| 2 | Presents ideas in terms of the possibilities of what can be achieved | <input type="checkbox"/> |
| 3 | Provides evidence of new learning when describing the experience of defeat | <input type="checkbox"/> |
| 4 | Is persistent and willing to take risks and try new methods to achieve results | <input type="checkbox"/> |
| 5 | Provides examples of being able to bounce back from setbacks and start again | <input type="checkbox"/> |

Interviewer Notes

Structured Interview Rating Scale - Rate the evidence for this candidate's Optimism

No Evidence 1	Minor Evidence 2	Satisfactory Evidence 3	Good Evidence 4	Substantial Evidence 5
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Score Key: Development Need ≤80 | Development Opportunity 81-90 | Effective Range 91-110 | Strength to Build On 111-120 | Signature Strength ≥121

Summary Evaluation

This section is designed to enable you to review the candidate’s emotional intelligence and their characteristic way of responding to professional and personal challenges. It allows you to integrate and evaluate the candidate’s scores on the ECR with the results of the structured behavioral interview.

Ultimately, a hiring manager or HR professional should decide on a candidate’s suitability for a position based on a range of evidence compiled from: the interview process, referee reports, as well other relevant psychometric tools. Accordingly, all scores and descriptions in this report are for the hiring manager to consider in light of other sources of information.

The following steps will assist you to make a final evaluation.

Step One: Summarize Results

1. Enter each of the Structured Interview Rating scores for each competency into the Emotional Capital Structured Interview Summary below.
2. Calculate the Total Interview Score. Along with the candidate’s Total EC Score, this will provide you with a quick and simple reference to make comparisons between potential candidates.

Emotional Capital Structured Interview Summary

Self-Knowing	Is aware of how his/her own emotions affect their behavior and the impact of their emotions on others.	
Self-Confidence	Projects confidence in their skills and abilities.	
Self-Reliance	Is self-directed and can make independent decisions.	
Self-Actualization	Possesses energy and motivation to achieve professional and personal goals.	
Straightforwardness	Communicates clear, straightforward messages while respecting the views of others.	
Relationship Skills	Gets along well with others and can gain their support and commitment.	
Empathy	Listens well, understands and appreciates the thoughts and feelings of others.	
Self-Control	Maintains composure, thinks rationally under stress, and keeps negative emotions under control.	
Adaptability	Is open to new ideas and easily adapts to change.	
Optimism	Sees opportunities and is resilient in the face of setbacks.	
Sub Total x 2		
Total Interview Score		

Summary Evaluation

Step Two: Compare ECR Scores with Interview Ratings – Highest and Lowest Scores

1. Identify the top two or three strengths and development areas identified by the ECR and review your structured interview rating score for each competency.
2. Identify areas for further exploration and possible reference checking

Strengths: Reference Questions

Development Areas: Reference Questions

Notes

Conclusion

Building emotional capital in an organization takes time - so begin now! If you've not yet read Martyn Newman's book, *Emotional Capitalists - The New Leaders*, you will find that it provides you with an even more comprehensive understanding of how to build these skills within an organization.

Visit www.rochemartin.com/ecbook to purchase *Emotional Capitalists - The New Leaders*

Every once in a while a book appears that isn't just informative, it's inspiring, fun to read and life-changing. Emotional Capitalists - The New Leaders is one those rare books. I recommend: Buy it, read it, learn from it, and apply it to your daily practice!

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