

FINE TUNING THE SELECTION SKILLS

FACULTY : BRIGADIER (RETD) RATAN SINGH

Organised by



ALPHA ASSESSMENT CENTRETM

INDIA'S FIRST MULTIPURPOSE ASSESSMENT CENTRE

CONTENTS

1.	MANAGERIAL COMPETENCIES	3 - 8
2.	ABC's OF PSYCHOLOGY	9 - 16
3.	INTERVIEWING SKILLS	17 - 41
4.	TRANSPARENCIES	42 - 57
5.	SUGGESTED FURTHER READING	58

MANAGERIAL COMPETENCIES

Managerial Potential

Managerial potential is the capability of an individual to perform managerial job(s) and is a unique combination of Managerial Competencies.

Managerial Competencies

Managerial competencies are a combination of behaviours that encompass skills, knowledge, abilities and personal traits that, taken together, are critical to successful job accomplishment. Managerial competencies can be divided into Basic and Professional competencies. All competencies are interlinked and there is a high correlation between Basic and Professional competencies.

Basic (Generic) Competencies

Basic competencies encompass mental ability, motivation, temperament and personality of an individual. All individuals have basic competencies but the combination and levels of these competencies differ from individual to individual. Basic competencies can be classified as intellectual, social, emotional, and motivational and are defined as under :

Intellectual Competencies

Analytical Ability : The ability to grasp the essentials of a problem well and to arrive at conclusions by rational thinking. Reasoning ability includes receptivity, inquiring attitude, logical reasoning and seeing the essentials of a problem.

- **Receptivity** : The ability to understand and absorb new impressions. It involves interest, attention and grasping power.
- **Inquiring Attitude** : Healthy curiosity resulting in an urge to increase one's general knowledge and experience in life.
- **Logical Reasoning** : The ability to arrive at a conclusion or judgement based strictly on a process of rational thinking excluding emotional actors.
- **Seeing the essentials of a problem** : The ability to be not only clear in one's knowledge of the situation at hand but to also be able to analyse various factors, sift them in order of importance and make the best use of them towards achieving a solution.

Ability To Solve Practical Problems : The intelligence utilised in coping with practical situations of varying complexity. It is different from basic intelligence,

which is the capacity to perceive relationships or to do abstract thinking. Basic intelligence is assessed by the use of intelligence tests. Effective Intelligence includes practical intelligence and resourcefulness.

- **Practical Intelligence** : The capacity to evolve independent solutions to practical problems and situations.
- **Resourcefulness** : The capacity to put to use the available means for the desired end. It may be said to contain two factors :
 - ❖ Improvisation of a solution. and
 - ❖ Finding a solution when in a tight corner.

Organising Ability : The ability to arrange resources in a systematic way so as to produce effective results. Also defined as the ability to put to best use the available means for the attainment of a desired objective.

Communication Skills : Ability to put across one's ideas adequately with ease and clarity.

Creativity and Innovativeness : The ability to generate original and imaginative ideas and for better approaches and results.

Ability To Take Decisions : The ability to arrive at workable decision expeditiously. It comprises :

- The appropriateness of the decision arrived at.
- The quickness in arriving at the decision.

Social Competencies

Interpersonal Skills : Ability to adapt oneself to the social environment and adjust well with persons and social groups, with special reference to superiors, equals and subordinates. Social adaptability includes social intelligence, attitude towards others, tact and adaptability.

- **Social intelligence** : The intellectual ability applied in the social field. The ability to understand people.
- **Attitude towards others** : Ability to put oneself in the other person's position so as to appreciate justifiable difficulties, and be able to render help effectively.
- **Tact** : Skillful management of the feelings of the persons dealt with.
- **Adaptability** : Ability to adjust to the environment with special reference to the social situations in that environment involves not only a resilient nature shown by an accommodative tendency but also keenness and interest for that kind of job / service.

Team-Spirit : Willingness to participate in harmony with others in the group for achieving the group goal. This implies a belief in collective effort being

more productive than individual effort. Cooperation includes joint effort and team-spirit. Team-spirit indicates loyalty to the aims and objects of the group to the extent of subordinating individual aim to the group aim.

Sense of Responsibility : It enables a person to be dependable and to willingly discharge his obligations. It includes sense of duty but is much more comprehensive in meaning and scope. Sense of responsibility implies.

- **Sense of Duty** : Faithfully and firmly doing what one is ordered to do.
- **Discipline** : A trained sense of acting strictly in accordance with rules, regulations and conventions. This factor promotes self-control and keeps one within bounds of social and normal standards.

Sense of Responsibility therefore means (a) thorough understanding of the value of duty, social standards and of what is required of an individual and then to give it one's energy and attention of own accord and (b) doing one's best, carrying out even unspecified and probably unforeseen duties and obligations, rather than faithfully carrying out only what one is told to do. It demonstrates moral willingness to bear the consequences.

Integrity : The ability to differentiate between right and wrong and the courage to do the right thing regardless of the consequences.

Self-Insight : A combination of perception and evaluation of one's strengths and development needs.

Emotional Competencies

Initiative : The ability to originate an action. It has two aspects. The ability to (1) take the first step and (2) act first, usually, in a subsequently emerging new situation.

Emotional Skills : The ability to identify and label feelings, delay gratification and control impulses as required by situations.

Self-confidence : Faith in one's ability to meet stressful situations particularly those that are unfamiliar.

Tolerance of Pressure and Ambiguity : The ability to take situations without becoming excessively defensive or over-reacting.

Leadership Skills : The ability, which enables an individual to bring about willing effort from the group for achieving a desired objective. This influence is the prime cause of cooperative and willing effort of a group towards the achievement of a set of objectives.

Motivational Competencies

Achievement Drive : An internal process that provides the energy for behaviour and directs it towards a specific goal.

Will-Power : A sustained effort to achieve objectives inspite of obstacles and setbacks. It implies fixedness of purpose, mental concentration and strength of will. It includes :

- **Application to Work** : The capacity for physical / mental application to work.
- **Drive** : The inner power at the disposal of an individual. It is the capacity to force oneself along, when under pressure and urgency, towards the achievement of the object. It may inspire energetic action in others towards the achievement of a common goal.

Energy Level : Capacity to withstand stress and strain. It is a measure of endurance and not of application.

Risk Taking Ability : The ability to appreciate and take purposive risks willingly. It includes :

- Ability to meet appreciated dangers.
- Spirit of adventure, an enterprising spirit and a willingness or desire to dare or risk a hazard.
- Capacity to keep oneself composed in adverse situations enabling one to be steady in facing and handling such situations.

Professional (Technical and Functional) Competencies

Professional competencies encompass knowledge, skills, experience and expertise and differ from jobs to jobs and level of jobs and are generally learned in formal learning environment. Some Professional competencies are defined as under :

- **Strategic Vision** : Conceiving an image of what the organisation should be in the future and identifying the trust areas for businesses & processes.
- **Business Ethics** : Attitude towards upholding ethical business standards and practices.
- **Customer Focus** : Understanding and thinking on behalf of customers and providing that service / product which will best serve their needs in order to help the customers succeed in their goals.
- **Goal Setting and Monitoring** : Laying down desired result, which determined individual or organizational performance, and insuring that the desired results are met.
- **Multi-Functionality** : Exposure to different functional areas so as to understand inter-linkage and relationship between functions.

- **Entrepreneurship** : Identifies opportunities to develop and market new products and services within or outside of the organisation. Is willing to take risks, initiate actions that involve a deliberate risk to achieve a recognized benefit or advantage.
- **Facilitating Change** : Initiating, actively supporting and encouraging the adaptations an organisation requires to make in its culture, processes, systems etc., in order to meet the challenges of the internal / external environment.
- **Empowering** : Creating an environment where a person has freedom to take decisions and actions regarding his work, thus enabling him to assume responsibility and ownership of his job.
- **Conceptual Ability** : Identifying key issues, seeing relationship and drawing elements together into broad co-herent frame works.
- **Critical Information Seeking** : Gathering critical information from key sources to assist problem solving.
- **Development of Subordinates** : Developing the skills and competencies of subordinates through training and development activities related to current and future jobs.
- **Delegation** : Utilising subordinates effectively; allocating decision-making and other responsibilities to the appropriate subordinates.
- **Relationship Management** : The ability to establish relationships with and influence complex networks of others whose cooperation is needed for the executive's organization to succeed and over whom he or she has no formal authority.
- **Technology Orientation** : Operating knowledge of relevant computer packages, their applicability and the ability to create, access and analyse data by using these applications. Familiarisation and anticipation of technology trends.
- **Team-Building** : Inspires, motivates and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups. Fosters commitment, team-spirit, pride and trust. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.
- **Conflict Management** : Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimise negative impact.

Assessment of Managerial Competencies : Managerial competencies can be assessed with the following Assessment Techniques :

- Competency Based Interview
- Psychological Assessment
- Group Situational Assessment

Rating Scales for Assessment of Managerial Competencies : Managerial competencies are assessed with the help of Behaviourally Anchored Rating Scales (BARS) on 5/10 point Rating Scales as Excellent, Above Average, Average, Below Average, Poor.

Measurement of Competences

Managerial competencies are a unique combination of Basic and Professional competencies. Managerial competencies refer to a group of behaviours, which are measured, with the help of Behaviourally Anchored Rating Scales (BARS). The Assessee's standing on each competency is rated on a 10 / 5 Point rating scale as follows :

- **Very much acceptable (Excellent - I to II)**
- **More than acceptable (Above Average - III to IV)**
- **Acceptable (Average - V to VI)**
- **Less than acceptable (Below Average - VII to VIII)**
- **Unacceptable (Poor - IX to X)**

Managerial Competencies of an individual can be measured at any stage of life. Overall analyses of the assessment indicate the level of each competency and summary of strengths, limitations and development needs.

ABC's OF PSYCHOLOGY

Psychology is defined as the science of human and animal behaviour. As such, it attempts to use rational means to understand the actions of people and lower animals.

You may take it for granted that psychology deals with many of the problems of everyday life and thus with many things that you have already experienced. Therefore, you are in a position to derive some personal benefits from the study of psychology.

Every technical subject uses terms whose definitions must be learned; psychology is no exception. You should be especially cautious not to neglect a definition just because the term is already familiar to you. Do not, for example, pass over words like "attitude", "personality", "intelligence" and "motive" because these are words that you use in everyday life speech. In psychology, these and other common terms often have specialised meanings that differ from those commonly employed. Make sure you know the psychological definitions of important terms, which are explained below :

Ability

A general terms referring to the potential for the acquisition of a skill; the term covers intelligence and specific aptitudes.

Achievement need

A need to succeed and to strive against standards of excellence; it serves to motivate an individual to do well.

Adjustment

The relationship that exists between an individual and his or her environment, especially the social environment, in the satisfaction of his / her motives.

Affiliation need

The need to associate with, or belong with, other people.

Aggression

A general term applying to behaviour aimed at hurting other people; also applying to feelings of anger or hostility. Aggression functions as a motive, often in response to threats, insults or frustrations.

Ambivalence

Having both positive and negative feelings towards some object or individual at the same time.

Anxiety

A vague or objectless, fear.

Approval Need

A social motive characterized by a desire to be accepted by other people; a person with high approval need depends upon acceptance by others to enhance feelings of self-esteem.

Aptitude

The ability to profit by certain types of training and to do the required work in a particular vocation.

Attitude

A tendency to respond either positively or negatively to certain persons, objects or situation. Attitudes have a feeling component, a cognitive component, and an action component.

Authoritarian personality

The traits that characterize an individual who seeks security in authority and wants a social hierarchy in which everybody has, and knows, his or her place.

Basic Needs

In the self-actualization theory of Maslow, the hierarchy of needs, such as hunger, sex, need for affection, need for security, and need for self-esteem.

Behaviour

Any observable action of a person or animal.

Belief

The acceptance of a statement or a statement or proposition; not all beliefs are associated with attitudes, but those that are so associated are known as opinions.

Body language

Communication by gestures and movements of the body.

Brain

The part of the nervous system cased in the skull. It is the site of centres of sensation, perception, motivation, learning, and thinking.

Character

The ethical or moral traits of personality.

Cognitive Ability

Intelligence and the abilities necessary for success in school.

Compensation

A defence mechanism in which an individual substitutes one activity of another in an attempt to satisfy frustrated motives; it usually implies failure or loss of self-esteem in one activity and the compensation of this loss by efforts in some other realm of endeavor.

Competencies

Competencies are a group of observable behaviours encompassing knowledge, skills, abilities and personality traits, which results in an effective and / or superior performance in a job. Competencies are interlinked with each other and the competencies, which have high correlation with each other, can be grouped e.g. intellectual, social, emotional and motivational competencies.

Conscience

In psychoanalytic theory, that which restrains the activity of the ego and the id. The superego corresponds closely to what is commonly called conscience; it keeps a person working toward ideals acquired in childhood.

Counselling Psychology

The branch of psychology stressing the giving of advice and assistance to individuals with vocational or personal problems.

Creative Thinking

A type of thinking leading to novel solutions of problems or new combinations of stimuli.

Defence Mechanism

A reaction to frustration that defends the person against anxiety and serves to disguise his motives, so that he deceives himself about his real motives and goals. Defence mechanisms also enhance self-esteem.

Displacement

A defence mechanism in which a person copes with an anxiety-provoking motive by disguising the goal of the motive through the substitution of another goal for the original one.

Ego

In psychoanalysis, a term refers to the self and to ways of behaving and thinking realistically. The ego delays the satisfaction of motives when necessary; it directs motives into socially acceptable channels.

Emotion

A subjective feeling state, often accompanied by facial and bodily expressions, and having arousing and motivating properties.

Extraversion

Sociable, adventurous, talkative, frank and open behaviour in dealing with others.

Fantasy

Day dreaming and imagining a world of one's own often used as a defence mechanism.

Frustration

The thwarting of motivated behaviour directed at a goal.

Goal

The place, condition or object that satisfies a motive.

Group Dynamics

The study of the development and functioning of groups, with special reference to the interactions among groups and patterns of relationships among individuals within groups.

Habit

A learned response.

Human Skills

Ability to work effectively with people and to build team-work.

Id

In psychoanalytic theory, the aspect of personality concerned with instinctual reactions for satisfying motives. The ID seeks immediate gratification of motives with little regard for the consequences or for the realities of life.

Inferiority Complex

A concept put forth by Alfred Adler; an attitude developed out of frustration in striving for superiority.

Intelligence

A general term referring to the overall capacity for learning and problem solving; as actually tested, intelligence tests measure a mixture of abilities.

Introspection

A method of psychological experimentation in which a subject is presented with some stimulus, such as a coloured light and asked to give a detailed report of his or her sensations.

Learning

A general term referring to a relatively permanent change in behaviour which occurs as a result of practice or experience. It includes classical conditioning, operant conditioning, and cognitive learning.

Life style

In Adlerian personality theory, the way a person handles power motivation and expresses it in his or her way of living.

Logical Thinking

Reasoning carried out according to the formal rules of logic, not very common in human thinking.

Love

A complex emotion in which a person strongly affirms the value of another person.

Mind

Conscious experience reported by an individual.

Motivation

A general terms referring to states within a person or an animal that drive behaviour towards some goal. Motivation thus has three aspects :

- A driving state within an organism.
- The behaviour aroused and directed by this state.
- The goal toward which the behaviour is directed.

Motivational Conflict

A conflict between two or more motives resulting in the frustration of a motive. Most motivational conflicts involve acquired motives.

Multiple Personality

A neurotic dissociative reaction in which a person displays two or more relatively distinct personalities, each with its own set of memories.

Obsession

A seemingly groundless idea that constantly intrudes into a person's thoughts.

Organisation

Any social structure consisting of two or more persons who are interdependent and who work together to attain one or more common goals.

Organisational Behaviour

Study and application of knowledge about how people as individuals and groups act within the organisation.

Paper-And-Pencil Tests

Personality tests in which item asking about typical performance or behaviour is to be checked by the examinee.

Performance

Effective and efficient work in a job / task.

Personality

- The traits, modes of adjustment, defence mechanisms and ways of behaving that characterise the individual and his / her relation to others in the environment.
- According to Gordon Allport, "the dynamic organization within the individual of those psychophysical systems that determine his characteristic behaviour and thought".

Personality Test

A test to measure the characteristic ways a person usually behaves.

Phobia

An intense, irrational fear.

Potential

Generally an aptitude or a psychological capacity that requires training for its realisation.

Prejudice

Literally a pre-judgement; more generally, an emotionally turned attitude for or against an object, person, or group of persons. Typically, it is a hostile attitude that places a person or group at a disadvantage.

Projective Methods

Methods used in the study of personality and social motivation in which a subject is presented with a relatively ambiguous stimulus and asked to describe it in a meaningful way or to tell a story about it.

Reasoning

Thinking in which one attempts to solve a problem by combining two or more elements from past experience.

Repression

A psychological process in which certain memories and motives are not permitted to enter consciousness but are operative at an unconscious level. It may be thought of as an inability to retrieve anxiety-provoking material from the long-term memory store. Repression is one of several defence mechanisms, and it serves as a means of protecting an individual from anxiety.

Response

Generally, any behaviour of an organism.

Security

The feeling of being safe against loss of status, friends loved one, income, and so on. The need to feel secure is an important social need.

Self-Actualisation

According to Maslow, the process of satisfying the growth or meta needs; thus, a person who strives to satisfy needs for justice, beauty, order and goodness is said to be a self-actualising person.

Self-Concept

A person's feeling about himself; examples are self-confidence, self-esteem, and self-worth.

Situational test

A test in which a person is observed in some real life situation, for example, in managing a group of men in the building of a small bridge.

Social Maturity

The degree of development of social and vocational abilities.

Social Motives

Motives, usually learned, that require the presence or reaction of other people for their satisfaction. In human motivation, need and motive are often used synonymously.

Stimulus

Any object, energy or change in the physical environment that excites a sense organ.

Sublimation

The use of a substitute activity to gratify a frustrated motive. Freud believed, for example, that a frustrated sex drive could be partially gratified by channeling it into some aesthetic activity.

Superego

In psychoanalytic theory, that which restrains the activity of the ego and the id. The superego corresponds closely to what is commonly called conscience; it keeps a person working toward ideals acquired in childhood.

Taboos

The don'ts of particular society; strongly inculcated into most members of the society.

Thematic Apperception Test (TAT)

A frequently used projective method consisting of pictures about which a person tells stories.

Thinking

The use of processes that are represented by previous experience, consisting of images, minute muscle movements, language and other activities in the central nervous system.

Unconscious Motivation

Motivation that can be inferred from a person's behaviour, although the person does not realise the presence of the motive.

Unconscious Processes

Psychological processes or events of which a person is unaware.

Vocational Aptitude

Ability to learn a specific vocation. For example, clerical aptitude is the ability to learn a clerical vocation.

INTERVIEWING SKILLS

INTRODUCTION

The human being is a complex organism and as such is not subject to easy evaluation. Thus, there is a need for us to acquaint ourselves with the complexity of the problem and with the interview skills that can be brought to bear on it.

NATURE AND RANGE OF INDIVIDUAL DIFFERENCES

For purposes of evaluating persons for managerial positions, it is important to realize that people differ with respect to two broad categories :

- Mental ability.
- Personality including character and motivation.

We can evaluate a given person on the above variables only by comparing him with a large number of other people and only by establishing a frame of reference. Therefore, it is important to have some idea of the distribution of these differences. They actually do not fall into sharply divided types. Rather, individual difference is more a matter of degree than of kind. The general pattern of distribution of interviewee's traits conforms to a normal distribution that is shaped like a bell. If we evaluate persons in five categories as excellent, above average, below average and poor, then 10% of the people are expected to fall in the excellent category, 20% in the above average category, 20% in the below average category and 10% in the poor category.

FUNCTIONS OF THE INTERVIEW

The interview is designed to perform two functions :

- Determine the relevance of the interviewee's experience and training to the demands of a specific job; and
- Appraise his personality including character and motivation. In the case of managerial jobs where general education is the main consideration, the main function of the interview is to appraise his personality. It is also useful to determine the degree and quality of mental ability.

TYPES OF INTERVIEW

For all practical purposes, Interviews may be divided into three types :

- Direct Interview
- Indirect Interview
- Patterned Interview

The Direct Interview is one, in which the interviewer maintains tight control, generally firing a barrage of limited but specific questions at the interviewee. The technique enables one to collect a large body of descriptive data in a short period of time, but falls short of the mark in getting at the interviewee's attitudes, traits and habit patterns. In this type of interview, the interviewee is on his guard, and hence, usually gives answers that are calculated to place him in the best possible light. The person usually feels "on the spot", with the result that the atmosphere is likely to become strained.

In the Indirect Interview, there is usually very little control on the part of the interviewer. He permits the interviewee to talk about anything or everything that comes to his mind. This type of interview often results in findings that throw light on the interviewee's attitudes, traits and habit patterns. Since the discussion is almost completely unstructured, it is often quite impossible to cover all the important areas of the interviewee's background within a reasonable period of time.

The Patterned Interview has the advantages of an indirect interview without its limitations and as such is appropriate for evaluating an interviewee's personality. In this type of interview, a reasonable control of the interview is maintained so that all important areas of the interviewee's background - his work experience, education and training, early home background and present social status are covered thoroughly and systematically. The interviewee is, however, permitted to speak freely and at length, the interviewer interrupting only to obtain necessary information in accordance with the general plan of the interview.

In order to obtain a clear picture of the interviewee's shortcomings as well as assets, the interviewer must get spontaneous information. This is accomplished by creating a friendly, permissive and sympathetic atmosphere and by making certain that the discussion takes the form of a pleasant conversation. In such a setting, the interviewee's remarks usually become so spontaneous that he does relatively less screening of his words. Such remarks are therefore more likely to include clues to both assets and shortcoming.

Further, we try to elicit spontaneous information indirectly by means of adroit wording of questions and comments, by reflecting the interviewee's feelings and without giving the interviewee the feeling he is being grilled or cross-examined.

The objectives of the interviewer and the interviewee are often in conflict, at least at the beginning of the interview. The interviewee is naturally anxious to put his best foot forward and, hence, to divulge only favourable information about himself. The interviewer, on the other hand, is anxious to get a complete picture of the interviewee's overall qualifications as far as possible, i.e. his assets as well as his liabilities. This can be achieved only if he succeeds in getting spontaneous information. In order to get spontaneous information, the interviewer makes conscious use of certain techniques for the interview.

PHYSICAL SET-UP

The interview must be conducted in private and should be free from interruptions of any kind. The interviewee must be made to feel that the consideration of his qualifications is so important that it merits the interviewer's undivided attention.

MANNER OF GREETING

It goes without saying that the interviewer should strive for a favourable first impression. As a conscious technique, then, the interviewer should greet the interviewee warmly, invite the interviewee to have a chair and do everything to put the individual at ease.

FACIAL AND VOCAL EXPRESSIONS

A good interviewer is a good salesman and, like him, makes effective use of his voice and facial expressions to get through to the interviewee in the interview situation.

None of us finds it pleasant to talk to a stone-faced individual. On the other hand, we enjoy talking with someone who reflects our views in his countenance and gives the appearance of being understanding. Therefore, it is vital that we give the appearance of being receptive, understanding and sympathetic in the interview situation.

The interviewee feels threatened and is relegated to a minor role when the interviewer talks loudly. Remember, we want the interviewee to do most of the talking, and it is, therefore, our desire that he be the 'leading man' of our interview production. It, therefore, stands to reason that we must keep our voice at a conversational level, encouraging the interviewee to assume the centre of stage.

SMALL TALK

Once the interviewee has been greeted appropriately and seated comfortably, a few minutes of so called "small talk" that does not directly cover the interviewee's background, is in order. This gives him a chance to relax, become acquainted with the interviewer and establish a friendly and easy relationship.

THE COMPREHENSIVE INTRODUCTORY QUESTIONS

After the small talk, the interviewee should be given a preview of all the major topics included in the Interview Guide. By giving the interviewee such a preview, the interviewer prepares him for the topics that will be introduced subsequently.

DISCUSSION OF WORK EXPERIENCE

Now, the interviewer launches into a discussion of the interviewee's work experience, the first topic that appears in the Interview Guide. In so doing, he uses a comprehensive introductory question. The very comprehensiveness of

the question invites the subject to assume the centre of the stage and is the single most important factor in getting the interviewee to carry the major responsibility of the conversation. The comprehensive introductory question should spell out most of the main items, which the interviewer needs to know about his subject's work experience. It should, therefore, include most of the items listed under work history in the Interview Guide. The question should also indicate to the interviewee that he is expected to talk about the various jobs in chronological order starting with the first job and work up to the present, requesting information concerning duties, likes, dislikes, special achievements, salary, reasons for changing, etc. If he fails to supply such information, or if he does not discuss important matters in sufficient detail, the interviewer should prompt him to do so by adroitly worded follow-up-questions and comments. The item of job satisfaction is introduced at the end of the work history discussion, after the interviewee has talked about his latest job experience.

DISCUSSION OF EDUCATION

Having completed the discussion of work history the interviewer uses a comprehensive introductory question to launch the subject of education. In so doing, he tries to make the transition from the first interview area to the second in such a way that the discussion appears to be a continuing conversation, rather than a segmented one. Thus, the interviewer may preface his comprehensive introductory question by saying, "That gives me a very good picture of your work experience; now tell me something of your education and training". In the comprehensive introductory question, the interviewer should point out that he would like to have the interviewee talk about such items as subject preferences, divisions, extracurricular activities, etc. He should also indicate that he would like to have the individual start with a discussion of his high school experiences and go on from there to college.

Chronology is just as important here as it is in work history. The interviewer should get the full story of the interviewee's high school experience before permitting him to talk about college. In getting the high school first, the interviewer can trace the interviewee's progress through school. He may note, for example, that the individual did quite well with his high school studies but experienced more difficulty as the subject matter became more difficult in college. Or he may observe that the interviewee was a 'big frog in a little puddle' while in high school, but, up against sterner competition in college, was not able to compete successfully. Findings such as these represent probable indication of some limitations and help the interviewer to establish the level of the interviewee's ceiling.

In response to an adroitly worded comprehensive introductory question, the interviewee will normally discuss much of his school experiences spontaneously. If he leaves out important items, or does not discuss certain topics in sufficient detail, the interviewer will give appropriate follow-up questions in an effort to get the complete story. He will also use such questions to probe more deeply for the underlying implication of certain of the

interviewee's remarks. After the individual completes his discussion of the high school experience, the interviewer may wish to repeat part of his comprehensive introductory question by saying, "Suppose you tell me a little about college now - your subject preferences, divisions, extra-curricular activities, and the like".

DISCUSSION OF EARLY HOME BACKGROUND

In bridging the gap between education and early home background, the interviewer can use a casual statement like "Let's talk a little bit now about your early life". He then follows directly with his comprehensive introductory question. The comprehensive introductory question includes a request for information concerning some of the items appearing under early home background in the Interview Guide - items such as the father's occupation, the personalities of father and mother, number in the family, and the strictness of the upbringing. Normally, the interviewer will have developed very good rapport with the interviewee by the time he has arrived at this stage of the interview. He should, therefore, encounter little difficulty in getting the appropriate information.

In response to an adroitly worded comprehensive introductory question, most interviewees talk willingly and spontaneously about their early experiences. In so doing, they include appropriate information about many of the items appearing in the Interview Guide. In such cases, the interviewer simply has to ask about items that the interviewee fails to include in his discussion. When, after listening to the comprehensive introductory question, the interviewee seems to hesitate, the interviewer should start the discussion by making for the father's occupation. He follows this with questions concerning the father's personality, the mother's personality, number in the family, and strictness of upbringing. Questions about the effects of early influence should come towards the end of the discussion. By that time, the interviewer will have noted a number of the effects and he will be able to prompt the interviewee's discussion.

DISCUSSION OF PRESENT SOCIAL ADJUSTMENT

The interviewer leads the interviewee into this area by means of a simple question concerning present interests and hobbies, rather than by using the more comprehensive approach. Most people find it easy to talk about their off-the-job activities and hence have no difficulty initiating the flow of conversation. A comprehensive introductory question here, moreover, might alert the individual unduly to some of the more delicate areas the interviewer wishes to explore. It is, therefore, more adroit to start with a discussion of present interests and subsequently use tactfully worded follow-up questions to get other information concerning interviewee's attitude toward dependents, spouse's interests, and so on.

Determining the adequacy of the interviewee's marital adjustment represents one of the interviewer's main tasks in this area. But he obviously cannot use such a direct approach as, "How do you and your wife get along ?"

Completely alerted to the interviewer's purpose by such a question, the individual would normally give the most socially accepted answer, even though that answer might not be entirely true.

The interviewer must, therefore, use the indirect approach here. He talks first about the interviewee's own interests and then asks about the interests of his wife. In talking about his wife's interests, the interviewee is much more likely to provide clues to the marital adjustment than would have been the case if the direct approach had been used. After having satisfied himself with respect to the marital situation, the interviewer then moves on to a discussion of attitudes towards children and dependents.

FOLLOW-UP QUESTIONS AND COMMENTS

The comprehensive introductory questions represent a valuable tool for launching the discussion in each area. In fact, many interviewers find it possible to talk for several minutes in response to such a question. But they would eventually run down and would not provide all the salient information without the added stimulus of follow-up questions and comments. We have already noted that follow-up questions and comments are used to ensure adequate coverage of each area in the interviewee's background. The average interviewee is unlikely to cover every aspect, and in detail included in the comprehensive introductory question. For example, he will often have to be reminded to discuss subject preferences and to talk at greater length about the academic achievements.

The follow-up questions and comments are importantly used, in addition, to secure evaluative information that provides clues to one's personality. Most interviewers tend to keep their discussion on a descriptive rather than on an evaluation level unless the interviewer steps in to guide the situation. In response to the comprehensive introductory question on education, for example, the interviewee will probably be content with a listing of subject likes and dislikes. Such a descriptive listing may be of interest but it does not contribute enough to understand the interviewee. The interviewer must know why the interviewee disliked a subject, such as mathematics. Accordingly, he cuts off the descriptive discussion in order to dig deeper for more significant clues to personality characteristics. In case, he might say, "What was there in mathematics which did not appeal to you?" Such a question often results in more significant data. In response to the above question, the interviewee might say, "The subject of mathematics was too abstract for me. It just could not get through my head. Because I disliked it, I put in just enough time to get by". This response provides clues to mental limitations and unwillingness to work hard.

The follow-up questions should be so phrased that they do not give the appearance of being too direct, so that the interview is sustained as a pleasant conversation. They should also be so phrased that they elicit a considerable amount of discussion on the part of the interviewee, enabling him to continue to occupy the centre of the stage.

SEQUENCE OF THE INTERVIEW

A glance at the Interview Guide will reveal the proper sequence in which the interviewee's background is to be considered. This sequence is important in order to control the interview. Work experience is discussed first, as it is easier for an interviewee to discuss his work experience than any other area of his background. He is intimately familiar with what he has done on each job and he usually finds some satisfaction in talking about his work achievements. Secondly, he expects to be asked about his previous jobs.

The area of education is discussed next because this too, usually, lends itself to easy discussion. Every interviewee also expects to be invited to talk about his educational experiences.

Discussion of work experience and education gives the interviewer ample opportunity to establish rapport and gain the interviewee's confidence. Because of the relationship established between the interviewer and the interviewee, the sensitive aspects of his personal history and the interviewer is in a much better position to obtain significant data about the interviewee's early home background and present social status.

BALANCE IN INTERVIEW

Interviewers frequently fail to apportion interviewing time appropriately. They permit the interviewee to spend far too much time on one area of his background and far too little on some of the other areas. Such interviews lack balance.

The ensuing lack of interview balance precludes comprehensive evaluation of the individual's qualifications. In fact, lack of interview balance can frequently lead the interviewer to arrive at erroneous conclusions concerning the interviewee's suitability. Time spent in the various interview areas with interviewers for higher-level positions should be apportioned roughly as indicated below :

WORK HISTORY	20 to 25 mins.
EDUCATION	10 to 15 mins.
EARLY HOME BACKGROUND	10 to 15 mins.
PRESENT SOCIAL ADJUSTNENT	5 to 10 mins.

It must be emphasized, though, that these time allowances are to be used only as a rough guide. If the interviewee is fresh out of college or has had limited or no work experience, proportionately more time should be spent on his education and on the other areas of his background.

ADDITIONAL TECHNIQUES

Having started the conversation ball rolling by the comprehensive introductory question and follow-up questions and comments, the interviewer uses a number of additional techniques to encourage complete responsiveness on the part of the interviewee. One of these techniques is concerned with giving

every appearance of agreeing with everything the interviewee says. This is done by frequent nodding of the head and by making such short comments like "I see" and "I can understand that".

By giving the appearance of agreeing with the interviewee the interviewer sets up a permissive climate. But this, in itself, is not sufficient. He must go a step further to encourage the individual to reveal his full story. One extremely important way to so motivate him is to give frequent compliments. Again, this is usually done by comments such as "this is fine" or "you deserve a lot of credit for that" or "very good". This gives an interviewee a feeling that his achievements are being recognized and he becomes increasingly spontaneous in his ensuing remarks. During the first few minutes, the interviewer must seize every available opportunity to pat the subject on the back during this period. It is of course important that pats are distributed throughout the interview, but they are particularly effective during this initial discussion.

In order to get a complete picture of the interviewee, he must be encouraged to impart unfavourable as well as favourable information. One of the most effective means of accomplishing this objective is to make it as easy as possible for him to talk about the negative aspects of his background. Whenever he does divulge unfavourable information, he must play down the importance of that information by some understanding remarks. The interviewer who gives the slightest indication that his judgement is being influenced by unfavourable information will get no further information of this kind. Once he reacts negatively, either verbally or facially, he disqualifies himself as a sympathetic listener. And no interviewee, willingly or spontaneously, talks about his difficulties and failures in a climate where the listener does not. Give the appearance of being understanding. On the other hand, when such information is not only accepted without disapproval but is also played down, the interviewee is permitted to save face and, hence, usually finds it easy to discuss additional negative data as it subsequently occurs in the unfolding of his life story.

Before discussing the interpretation of interview data, some consideration must be given to the general principles of interpretation. These principles must be kept in mind in evaluating interview data, regardless of the area from which such data emerge.

BASIS OF INTERPRETATION

The more we can learn about an individual's history the better we can predict what he will do in the future. Because of the importance of the interviewee's past, it is necessary to recover as much of this history as possible to get a clear picture of the interviewee's pattern of personality. It is important not only to get a clear picture of the interviewee's pattern of personality but also to determine why he has developed into the interviewee he is today. If we can understand the causes of his current pattern of personality, we shall have a better understanding of the resulting make-up of the individual.

In our quest of causes of behaviour, we search for influences that may have contributed to the moulding of his current pattern of personality - influences that occurred in childhood, education, work experience, or in his social life. We may find, for example, that much of a given interviewee's shyness and over sensitivity has stemmed from the fact he was over-protected as a child. Or, we may find that another interviewee's feelings of inferiority resulted, in large part, from the fact that he was not able to compete successfully with his classmates in school in terms of athletic prowess. With such knowledge of causes, we can better understand the current pattern of personality and also get some estimate of how much positive development has already taken place. If the individual has largely out-grown the shyness and over sensitivity he experienced as a child, we know that he has done much to eliminate these traits and may be expected to eliminate them to a greater extent in the future.

WHAT TO INTERPRET

As indicated previously, every interview results in descriptive and evaluative information. Much of what the interviewee says is likely to be descriptive, providing little in the way of clues to behaviour. The interviewer has to keep such information at a minimum, controlling the discussion so that the interviewee concentrates on evaluative data. Even so, a certain amount of descriptive information is certain to ensue. The interviewer constantly sifts the wheat from the chaff and makes his interpretations accordingly. In general, the more salient information is likely to be found in the interviewee's attitudes and reactions. Thus, we learn much more about the interviewee as a result of his attitudes and reactions towards a given job than we do from a description of the job duties.

HOW TO INTERPRET

To interpret information for evaluating personality, we use two principal methods - direct observation and inference.

Certain of the more obvious characteristics like general manner and appearance can be evaluated by direct observation during the interview. The interviewer may also be able to obtain at least partial evaluation of such personality traits as leadership, social sensitivity and tact by direct observation. He may note, for example, that a given interviewee's personality has considerable impact. This provides considerable support for rating that individual as socially effective. Another individual may frequently interrupt the interviewer in the middle of a sentence, or may talk disparagingly about a minority without knowing whether or not the interviewer may be a member of such a group. Directly observable behaviour of this kind obviously provides evidence of tactlessness and lack of social sensitivity. The vast majority of traits concerned with personality, motivation and character must be appraised by inference. This applies also to the determination of mental abilities. In order to determine the degree to which a given interviewee possesses these characteristics, the interviewer must develop an inference based upon a series of clues pointing in the same direction. Moreover, clues pointing to the

existence of a given trait will normally appear in each of several interview areas, rather than being confined to a single area such as work history alone.

It stands to reason that we cannot base an inference on one or two isolated clues. Because a given interviewee may have had difficulty with his superior, we cannot automatically assume that he does not have the ability to get along with people. It is quite possible in such a case that the problem was due almost entirely to the supervisor rather than to his subordinate. On the other hand, if it is found that the interviewee has had trouble with his supervisor, has had difficulty with his teachers in school, and was a problem child during early years, the interviewer would be quite safe in concluding that the individual does not get along well with people. Not infrequently, the interviewer will come up with a single clue that is not subsequently supported by clues pointing in the same direction. In some cases, subsequent clues may point in the opposite direction. Here, the interviewer must make his judgement on the overall weight of the evidence.

The clues must be interpreted as soon as they become evident. This also provides the interviewer with a beginning or starting point upon which he can build later on. Using such a clue as a temporary supposition, he catalogues the clue as possible indication of a given trait. With this supposition as a foundation, he subsequently probes, at appropriate intervals throughout the discussion, for additional clues to support his supposition. This applies, also, to the determination of mental abilities. In order to determine the degree to which a given interviewee possesses these characteristics, the interviewer must develop an inference based upon a series of clues pointing in the same direction. Moreover, clues pointing to the existence of a given trait will normally appear in each of several interview areas, rather than being confined to a single area such as work history alone.

INTERPRETING WORK HISTORY

Having talked about the general principles of interpretation we now look at the work history, in terms of what this discussion may tell us about the interviewee's personality, motivation and mental abilities besides the relevance of the interviewee's previous work experience in terms of the job. We shall now discuss each of the items listed under 'Work History'.

DUTIES

Information concerning the duties of the interviewee's jobs tells the interviewer about the degree of responsibility he has assumed. Such responsibility may have been highly technical or it may have involved the supervision of other people. As the interviewee goes from one job to another, the interviewer has an opportunity to note his progress in assuming responsibility. Such progress - or the lack of it - may provide clues to the individual's general ability. Where considerable progress has been made, the interviewer will probe for the 'why' - those specific traits and abilities that have been responsible for the individual's success. There lack of progress is evident, the interviewer will be equally interested in trying to find the

underlying reasons. In the latter case, he will watch particularly for any attempt on the interviewee's part to rationalise his failures, as a possible clue to immaturity.

LIKES

Since attitudes and reactions to a particular job experience normally tell us much more about the person than a recitation of his job duties, a great deal of attention should be devoted to 'likes and dislikes'.

'Likes' on previous jobs can supply many clues to personality traits and motivation. The interviewee who has shown a liking for responsibility - particularly where people are concerned - may have a certain degree of initiative and leadership ability.

'Likes' are equally valuable in providing clues to possible shortcomings. One who liked a job because of its regular hours, frequent holidays, and lack of overtime work, may be the kind of person who does not like to extend himself by putting in extra effort on a job.

ACHIEVEMENTS

In probing for achievements, a question such as, "what were some of the things you did best on the job?" may provide tangible evidence of a number of the subject's principal assets. He may reveal, for example, that he could manage the man under his charge. Another interviewee may reveal that he improved some machine or devised a new method of work. The former gives evidence of leadership, the latter of creativity.

DISLIKES

The two items, 'dislikes' and 'things done less well', merit a great deal of attention because they represent the most direct means of probing for negative information. Having had a chance to discuss his likes in considerable detail, the interviewee is normally quite willing to talk about his dislikes, particularly if good rapport has been established.

Information concerning job dissatisfactions can provide a wide variety of clues to the individual's possible shortcomings. The interviewee may volunteer the information that he disliked being left on his own so much of the time without much direction from above. This might provide a clue to lack of confidence. In another situation, the interviewee may reveal that the assignment was not sufficiently well structured for him. This may indicate a clue to his inability to plan and organize. Still another interviewee may complain that he was required to do too many things at a time. Such a comment might point to the possible lack of adaptability.

Discussion of job dislikes can also reveal clues to assets. When an interviewee discusses negative information candidly, the interviewer comes to the conclusion that he is getting the complete story and he gives the interviewee credit for being honest and sincere.

THINGS DONE LESS WELL / THINGS FOUND LESS SATISFYING

Probing for things done less well represents another important method of digging for negative information. In talking about things one did less well, one may candidly admit that he was inclined to procrastinate in carrying out less pleasant duties, or did not always stand up for what he felt was right. Such information supplies clues to lack of motivation and character.

The extent to which a person is able to talk about likes, achievements, dislikes, and things he did less well - without undue prompting - may also provide strong clues to analytical ability.

LEVEL OF EARNINGS

Pattern of earnings over the years represents one important criterion of the individual's job progress to date. In cases where the interviewee has gone up rather quickly, it can usually be assumed that he is a person of some ability. On the other hand, earnings are not always a true reflection of ability. The interviewee may have been able to sell himself on the basis of his personality rather than because of his ability.

Just as rapid rise in earnings normally points to the existence of assets, so does lack of salary progress frequently reflect a series of significant shortcomings. The interviewee who has shown relatively little salary progress is usually one who is lacking in either ability, effectiveness of personality, or motivation. In which case, the interviewer should probe for the reasons.

In selecting an individual for a new job, consideration should also be given to the relationship between what the interviewee has earned on his last job and the starting salary on the job for which he is being considered.

REASONS FOR CHANGING JOBS

Reasons for changing jobs provide clues to a number of possible shortcomings, in the same way that job duties do. When one leaves one job to make a little more money in the next one, he may represent the kind of a person who has a strong economy drive. Such an individual often develops into something of an opportunist. If reactions to jobs indicate friction with supervisor or co-workers these provide clues to quick temper and inflexibility.

When an interviewee leaves jobs because of dissatisfaction with job duties and working conditions, he himself may be the cause. If such proves to be the case, a clear indication of immaturity will be apparent.

Discussion of reasons for leaving a job may provide clues to assets as well as liabilities. In leaving certain job situations, the individual may demonstrate such positive factors as initiative and desire for further growth and development. If he has been in a dead-end situation with little opportunity for promotion, he certainly cannot be blamed for leaving it. If he is a man of considerable ability, and leaves a given job to obtain broader experience and responsibility, this is again something that one should expect in a competent individual.

SUPERVISORY EXPERIENCE

Throughout the discussion of 'work experience' the interviewer should carefully note if the interviewee has handled supervisory responsibility, together with the person's reaction to such responsibility. If the interviewee has derived considerable satisfaction from this kind of experience, he is quite probably a person of some leadership ability. Moreover, one who has led successfully in any situation has acquired skills in handling people nothing but experience of this sort will provide.

In evaluating the possible effectiveness of a person as a supervisor, look specifically for demonstrated ability to plan and organize, contagious enthusiasm, sense of fairness, and sensitivity to the feelings of others. It is equally important to find out whether the interviewee has shown a tendency to dictate to others or whether he has been able to get other people to work for him because they like and respect him.

ELEMENTS OF JOB SATISFACTION

Having discussed the interviewee's job history, the interviewer is now in a position to identify the basic job elements that are of greatest importance to the interviewee. In searching for this information, a question such as, "What are some of the things you look for in any job for your own satisfaction." may be used to stimulate this discussion. The interviewee's response to such an in-depth question may also provide clues to his analytical ability and his intellectual depth. The individual may say, "Oh, - I just want a job where I can be happy and make an honest living". Or, he may reflect a great deal more to show discernment and intellectual depth by remarks like, "In looking for a new job I have given this subject a great deal of thought. I am looking primarily for an opportunity to grow and develop - to find the type of job that will provide the greatest challenge to do the most and bring out the best that is in me. Money is of course important, but I consider that secondary. Security probably ranks at the bottom of my list, since I feel that I can always make a living somewhere." A response such as this tells the interviewer a good bit about the interviewee's basic drives and aspirations. The lack of emphasis on security and money, moreover, may provide a clue to his self-confidence and lack of economic motivation.

The interviewer should then mentally compare the interviewee's expressed desires with the specifications of the position in question.

INTERPRETING EDUCATION AND TRAINING

The High School and College years represent a large segment of the individual's life, during which time he has had ample opportunity to display a considerable number of assets or liabilities. The interpretation of the educational history is thus useful for the evaluation of an interviewee's mental abilities, personality traits and motivation in addition to determining its relevance to the job.

In the case of younger interviewees, in particular, the educational experience represents the most important period of the individual's life and, as such, provides the greatest source of clues to personality. In the case of older interviewees, the discussion of educational history frequently provides confirming evidence of traits that have been identified during the discussion of work experience.

We shall now discuss the items listed on the Interview Guide under education and training.

BEST - POOREST SUBJECTS

Subject interests tend to correlate with abilities. Preference for such highly verbal subjects as English, history and languages may reflect a certain amount of verbal ability. Another interviewee may reflect strong scientific ability through his preference for chemistry, biology, and physics.

Subject dislikes can provide important clues to short-comings. When one dislikes a certain subject, it may mean that he either had little ability for that subject, or failed to study hard enough to awaken an interest in it. It is not enough to know that interviewee liked or disliked a certain subject. The interviewer should be interested in finding out why. Probing for the why of subject preference often provides clues to analytical ability and intellectual depth in addition to his ability and motivation.

GRADES : DIVISIONS AND MARKS

Educational achievement as reflected in divisions may provide clues to ability and motivation. The interviewer should make a real effort to identify the major factors responsible for achievement level, whether such level is high or low. High divisions normally provide clues to both intellect and motivation. This is particularly true, where the interviewee has selected a difficult course of study.

HOW MUCH EFFORT

When talking with a mentally bright person with good divisions, the interviewer expects an answer such as, "Oh, I did not have to work particularly hard". Responses from less-gifted interviewees, however, normally indicate a considerable amount of effort, particularly where the academic achievement has been relatively good. On other hand, some people do not seem to do particularly well academically; "I just got by like a lot of other fellows".

When interpreting divisions in terms of the amount of effort expended, it is also necessary to factor in the amount of time spent on extra-curricular activities as well as time spent on part-time jobs. A man with average divisions who has devoted a great deal of time to student activities or to the financing of his own education deserves credit for his over-all accomplishment. Such a person often develops social skills and work habits that stand him in good stead later in life.

EXTRA-CURRICULAR ACTIVITIES

The degree to which the individual has participated in extra-curricular affairs may provide many important clues to personality traits. If little or no participation has taken place, the individual may have a tendency to be shy, self-conscious and inhibited. The 'bookworm' who devotes all his energy to getting top divisions, often graduates with honours but fails to achieve the social development acquired by the average college interviewee. Those who do participate in extra-curricular activities, however, often develop appreciably on the social side. In dealing with others of their own age, they frequently become more sociable, develop more tact and acquire traits of leadership. Participation in sports and athletics often fosters the development of co-operation, and ability to serve as an effective member of a team.

SPECIAL ACHIEVEMENTS

The interviewer should be alert to the possibility that a given individual may have attained the achievements beyond those of most of his classmates, and such achievements may provide additional clues to mental abilities and leadership strength.

If asked about special achievement, one may indicate that he won the mathematics prize, the physics prize, or the speech contest, thus revealing the possible existence of mental abilities. Likewise, it is well to ask him if he was ever elected captain of a team. Again, responsibility of this kind fosters the development of leadership traits. In the case of persons elected to the student body, the interviewer has a right to assume that the individual was popular with his contemporaries and probably possessed some degree of leadership ability.

HOW WAS EDUCATION FINANCED ?

The interviewer will have much of this information as a result of having discussed the interviewee's early job under work history. But it is well to reconsider such information mentally while discussing the interviewee's educational background. As indicated above, awareness of the fact that the individual worked his way through school may cast a different light on the kind of divisions he received or on the extent of his participation in extra-curricular activities. The individual, who has to work his way through college by carrying out part-time jobs frequently, develops greater maturity and motivation than the interviewee who did not have to earn any of his college expenses. He frequently develops sound work habits, perseverance and resourcefulness, in the course of this experience. On the other hand, the interviewee whose parents pay for his entire education may become accustomed to having things too easy. His adjustment to a job will be more difficult than that of the interviewee who has already learned to earn his own way.

Scholarships are awarded to certain individuals as a means of financing a part of the educational expenses. In this case, it is important to know whether the scholarship was awarded on the basis of previous academic achievement

or on the basis of economy need. The latter, of course, represents less of a factor in the individual's favour than the former.

INTERPRETING EARLY HOME BACKGROUND

By the time the interviewer gets to this part of the discussion, he will have acquired a rather clear picture of many of the interviewee's assets and liabilities. It is from exploring the early home background, which we learn why the individual developed into the kind of person he is today. This provides us a great deal more understanding of the individual.

We shall now discuss the various early influences that have a great deal to do with the development of his personality. These influences are : relationships with parents and siblings, the strictness of the upbringing and the economic level of the home.

PARENT'S OCCUPATIONS

In one sense, discussion of the occupations of the interviewee's parents sets the stage for exploration of early home background experiences. If he / she held a low-level job, it can be assumed that the interviewee did have the advantage of social-cultural and intellectual influences during his early years. The fact that the interviewee may show some rough edges and lack of tact and social sensitivity today may stem directly from lack of exposure to stimulating influences as a child.

There is relatively little money in the home, however, youngsters are more likely to take part-time jobs. They sometimes mature rapidly and broaden their horizon to some extent. They often develop a willingness to work hard, sense of responsibility, initiative, and resourcefulness.

Youngsters raised in higher-level socio-economic circumstances often have the advantage of many stimulating influences. The youngster may have access to a sizeable library right in the home and may, therefore, cultivate the important habit of reading, which obviously stimulates his intellectual development. An well-educated interviewee tends also to select as his wife a woman with more educational and cultural attainment. Thus, the mother in the home may contribute appreciably to the youngster's cultural development. Furthermore, a successful father tends to entertain friends of equal accomplishment at home. In getting to know other higher-level people on a social basis in the home, a youngster frequently develops more poise and confidence than might otherwise have been the case.

If the interviewee has been raised in high-level socio-economic circumstances and has too many things handed to him on a silver platter, he, frequently, matures less rapidly, becomes overly dependent on others and fails to develop good work habits. Such individuals often fail to take full advantage of their educational opportunities and subsequently, find adjustment to their job somewhat difficult.

TEMPERAMENT OF PARENTS

As soon as the individual has described his parents by listing a number of the traits of each, he should be asked to compare his own personality with that of his parents. After having described his father as "forceful, hard working, opinionate and inflexible", for example, the interviewee may later on say that he is quite like his dad. A finding such as this may provide confirming evidence to clues obtained while discussing the interviewee's work history and education. Getting to know about the interviewee's parents, also helps us to know something about the effects the parents may have had on the growing child. For this reason, the interviewer should be alert to any possible clues to the relationship the individual enjoyed with his parents.

NUMBER OF BROTHERS AND SISTERS

If the interviewee has indicated no brothers or sisters, the interviewer will probe for possible effects of having been raised as an only child. It is well known that parents sometimes tend to spoil an only child. As a consequence, he sometimes develops habits of selfishness and willfulness. The youngest child in a family also sometimes develops like an only child.

The oldest child in the family, on the other hand, is sometimes expected to take some of the responsibility for bringing up his younger brothers and sisters. Given relatively greater responsibility, he often develops faster, in an emotional sense, acquiring more maturity, dependability and resourcefulness.

The interviewer must also be on the alert for indications of early sibling rivalry. Unfortunately, some parents do tend, perhaps unwillingly, to favour one child over another. In such situations, the other children may feel rejected, and this can lead to serious emotional problems. Some parents hold up one child as an example to the rest. The others may develop feelings of inferiority as a result of such painful comparison.

Just as he gets significant self-evaluation by asking a interviewee to compare his own personality with that of his parents, so can the interviewer get similar data by asking the interviewee to compare his personality with that of his brothers / sisters.

HOW STRICTLY RAISED

When discipline in the home is unduly strict, the child's emotional development may be considerably retarded. In such a home, parents tend to be over-protective. In such a rigid and sheltered environment too many of the child's decisions are made for him. Because he has so little chance to try his own wings in an environment such as this, the child often becomes insecure, finding little opportunity to learn by his own mistakes. Consequently, he may fail to develop a normal degree of maturity; feel homesick at college, fail to adjust with other students and find it difficult to attend to his studies.

Other youngsters held under tight discipline at home take undue advantage of their newly found freedom in college. Those with strong minds of their own,

often rebel against undue restraint. As soon as they get old enough, they openly challenge the discipline of their parents and begin making many of their own decisions. As a consequence, they sometimes become extremely independent and subsequently have difficulty submitting to authority of any kind - whether it is the authority of the teacher in school or the supervisor on a job.

Obviously, insufficient parental discipline is just as harmful to a boy's development as too much direction. In such a situation, the adolescent has a strong temptation to take advantage of the situation. At the very least, in such a situation the boy may choose the most exciting and daring of his associates for his companionship, begin running in gangs, and eventually get into trouble. At the very least, he will have, subsequently, difficulty in accepting authority.

EFFECTS OF EARLY HOME INFLUENCES

Having discussed the early home background the interviewer is now in a position to understand the overall effect of the early home influences. As a means of clarifying his findings in this area, he solicits the interviewer assistance by questions like "In thinking through your early home experiences, what effect do you think these influences may have had on your early growth and development ?" The interviewee's reply may supply information to substantiate some of the clues that have already occurred to the interviewer.

Interpretation of early home-background data should be inferred by the knowledge that most people are capable of considerable growth and development.

Having talked with the interviewee about his childhood, the interviewer brings the discussion to his present social status. This discussion can also provide many clues to the individual's personality traits and mental abilities. Obviously, discussion in this area is usually less significant in the case of young men just out of college where the interviewer will already have learned a great deal about the latter's social status.

In the discussion of social status, the interviewer has an excellent opportunity to determine the amount of personal growth that has taken place since the early years. Does the interviewee still show evidences of the shortcomings he developed earlier in life ? Or does he seem to have grown up emotionally to the point where he has largely overcome the effects of an early disadvantage?

PRESENT INTERESTS AND HOBBIES

Since interests often provide many clues to personality, they should be discussed in considerable detail. In every case, then, be sure to include such possible activities as sports, participation in community affairs, reading, and interest in the arts.

- **Sports** : The individual who continues to participate in sports is frequently one who tries to keep good shape physically. Participation in sports may also provide strong clues to health status and energy level.

Whether the interviewee seems to prefer the more solitary pursuits such as indoor games and reading or whether he is more group-oriented. The person who spends a great deal of time by himself may fail to establish easy relationships with others. The person who devotes a considerable amount of his time to community activities, on the other hand, may

- **Participation in Community Affairs** : Not be more outgoing and may be the type of person who takes his community responsibilities seriously, thus reflecting attributes of the solid citizen. Special attention should be given to any indications of leadership in community affairs.
- **Reading** : In evaluating reading habits, one looks for indications of intellectual depth and breadth. Do the individual's reading habits reflect usual intellectual curiosity ? The latter may represent an important clue, since persons with a high degree of intellectual curiosity are likely to be creative in their thinking.
- **Interest in the Arts** : Preference for good music, painting and the theatre may reflect a good cultural background. Although individuals with strong artistic interests frequently possess such assets as breadth and perspective, they may also have a tendency to be overly sensitive, moody, and a bit impractical. When the interviewer notes that the interviewee's interests are exclusively artistic, he should probe for the possible existence of shortcomings associated with artistic interests.
- **Marital Status** : If the interviewee is married, the interviewer will introduce the subject of the spouse's interests immediately after the discussion of the interviewee's interest pattern. In the case of 'singles', he may investigate any plans of marriage. As a general rule, married people are often more job-oriented than single individuals. They frequently work harder and are more keen to progress. They are also likely to be better adjusted emotionally.

SPOUSE'S INTERESTS, PERSONALITY & ATTITUDE TO RELOCATING

When the interviewer proceeds to a discussion of the spouse's interests, the interviewee normally talks very freely. Once on this topic, moreover, he seldom confines the discussion to the spouse's interests alone. In fact, the discussion frequently provides a considerable amount of spontaneous information concerning the marital relationship. The interviewee may say, for example, "Oh, her interests are primarily concerned with her home and children. Actually, she is a wonderful mother and help-mate". Comments, such as these, reflect an excellent marital adjustment. And, if an interviewee is happy at home, one is more likely to be able to give his full energies to the job.

With the intent of stimulating further discussion, the interviewer may say, "Are you and your wife quite alike in personality or, perhaps, somewhat different?" The response may not only provide further clues to the marital adjustment, but may also add to the accumulated knowledge of the interviewee's personality.

ATTITUDE TOWARDS DEPENDANTS

As one talks about the family, particular attention should be paid to the remarks about the children. Does he / she seem to be particularly close to the children? Does he / she spend as much time as possible with them? Answers to such questions will tell a great deal about the person's sense of responsibility and family loyalty. And a loyal family person is likely to prove a loyal employee.

SAMPLE INTERVIEW QUESTIONS

INTRODUCTORY

1. Did you have any trouble getting here ?
2. Are your accommodations satisfactory ?
3. I notice that you went to Government Technical College. Did you know Professor Sharma who teaches Mathematics ?
4. In this company we make every possible effort to place people in jobs that will draw upon their best abilities. We know from experience that properly placed new executives make more progress, eventually earn more money, and are more useful to the company. In order to make the right kind of job placement, I need to know as much about you as I possibly can : your work experiences, your education and training, and present interests.

WORK HISTORY

5. Suppose you begin telling me about your previous jobs, starting with the first job and working up to the present one. I would be interested in your duties and responsibilities, the level of earnings, the duties you particularly liked or disliked, and any special achievements along the way.
6. What aspects of the last job did you find most stimulating and satisfying ?
7. What would you say your major accomplishments on the last job were ?
8. What were some of the things, which you might have done less well, things, which perhaps, pointed to the opportunity for further development?
9. What are some of the things you look for in any job ?
10. What were the circumstances leading up to your decision to leave your last job ?
11. What are your thoughts about the future ? What sort of work would you like to be doing 5 or 10 years from now ?
12. On what basis did you assign work to your subordinates ?
13. What do you consider to be your most significant accomplishment ?
14. What decisions could you make without approval from your superiors ?
15. Why are you interested in this type of career ?
16. What are your long-term career objectives ?
17. How do you plan to reach your goals ?

18. What goals did you set for yourself in your last job ? How close did you come to reach them ?
19. What were some of the more difficult problems you encountered on your last job ? How did you solve them ?
20. We all make mistakes. What would you say were the most significant failures, or mistakes that you made on your last job ?
21. What were your responsibilities and accountabilities on your last job, and what were the results achieved ?
22. What were the least enjoyable aspects of your last job ?
23. Aside from your career, what do you want to do with your life ?
24. What are some of the things that a job has to have in order to give you satisfaction ?
25. You know some people are interested in security, while others are frankly interested in money. Some want to manage, while others want an opportunity to create. There are some that like a job that takes them outdoors a good bit of the time. What is important to you ?

EDUCATION AND TRAINING

26. That gives me a very good picture of your work history. Now tell me something about your education and training. I would like to know about your grades, extra curricular activities, subject preferences hobbies and interests, social group activities, appointments held and any special achievements ?
27. What were your grades in college like ?
28. Did you have any opportunity to get into any outside activities - business, sports or social ?
29. What made you stand out among your peers ?
30. What sort of campus activities did you involve yourself in ?
31. How did you spend your spare time during your stay in college ?

EARLY HOME BACKGROUND

32. That gives me a very good picture about your education and training. Now, tell me about your early life.
33. In what ways does your mother differ in personality from your dad ?
34. Who was the real disciplinarian at home ? Was it your father or mother ?

PRESENT SOCIAL ADJUSTMENT

35. That gives me a very good picture of your early life. Now tell me something about your social activities, interests and hobbies, group activities and personal life.
36. What are some of the things you like to do off the job when you are not busy working ?
37. Are you and your spouse quite alike in personality or, perhaps, somewhat different ?
38. What are your strengths and limitations ? How do you plan to improve upon your limitations ?
39. How do you spend your spare time ?
40. Have you ever failed at anything ? What did you learn there from ?
41. How would your friends describe you ?
42. What do you read ?
43. Where do you expect to be in five/ten years ? On what do you base this ?
44. What does your spouse do ? Do you entertain often at home ?

BEHAVIOUR BASED QUESTIONS

45. Describe a situation where your professional / technical expertise made a significant difference.
46. Tell me about a time when you took a public stance on an issue and then had to change your position ?
47. Describe a situation where you handled decisions under pressure or when time limits were imposed ?
48. Relate a scenario where you were responsible for motivating others.
49. Describe a really tough or long day and how you dealt with the situation ?
50. Tell me about a time when you set and accomplished short-term, medium range and long-term goals ?
51. Relate a personal story in which you persuaded someone to do something that initially did not appeal to him / her.
52. Tell me about a time when, if it hadn't been for team-work, your goal might not have been achieved ?
53. Describe a scenario in which you have gone above and beyond what was expected of you.
54. Describe a time in which you took initiative rather than waiting to be told what to do.

55. Describe a project or goal that has caused you frustration.
56. Tell me about a time when you did your best to resolve a customer or client concern and the individual still was not satisfied. What did you do next ?
57. Describe an opportunity in which you've had to make a presentation to a large group.
58. Describe a time when a project under your direction was late and how you dealt with the issue ?
59. Describe a situation where you were required to weigh the pros and cons of a situation and make a decision that impacted the organization.
60. Describe a decision you made and came to regret and why ?
61. Tell me about a situation in which you assumed the primary role on a team-based project and how you came to assume that role ?
62. Tell me about a time when you had to build credibility or respect with your peers or superiors.
63. Describe the best presentation you ever gave and why you think it went so well ?
64. Tell me about a time in which you were given an assignment that you didn't know how to complete. What did you do ?
65. Describe a job you've held in which the work environment, co-workers or responsibilities continually changed.
66. Tell me the part you played in implementing a new system, technology or process in an organization.
67. Tell me about your goals for this coming year and your plans to achieve them.
68. When an unexpected project falls into your lap, tell me about the mental process you use to schedule it.
69. Describe a time in which you were responsible for giving constructive feedback and advice to a subordinate or team member.
70. Describe a time in which you created or provided input on a strategic plan. What did you take into account before providing input ?
71. Tell me about a time when you took someone under your wing in a work setting and tried to teach him / her.
72. Describe a situation where you had to go the extra mile to satisfy an unhappy customer.
73. Describe an improvement you personally initiated. Why did you initiate it and what were the benefits ?

74. Tell me about a work group you really enjoyed. What did you enjoy about it ?
75. Describe a time you've worked under intense pressure. How did you manage the pressure ?
76. Tell me the most difficult problem you've ever dealt with and why it was difficult ?
77. Tell me about a situation that frustrated you at work. Why was it frustrating ? How did you deal with the frustration ?

BEHAVIOUR

**ANY OBSERVABLE ACTION OF A
PERSON**

PERFORMANCE

- **EFFECTIVE AND EFFICIENT
PERFORMANCE ON THE JOB**
- **TOTAL CONTRIBUTION TO THE
ORGANIZATION**

BEHAVIOUR TO PERFORMANCE

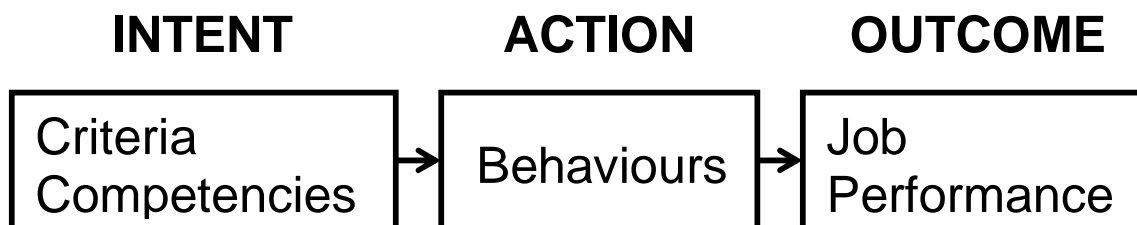
BEHAVIOUR

ANY OBSERVABLE ACTION OF A PERSON

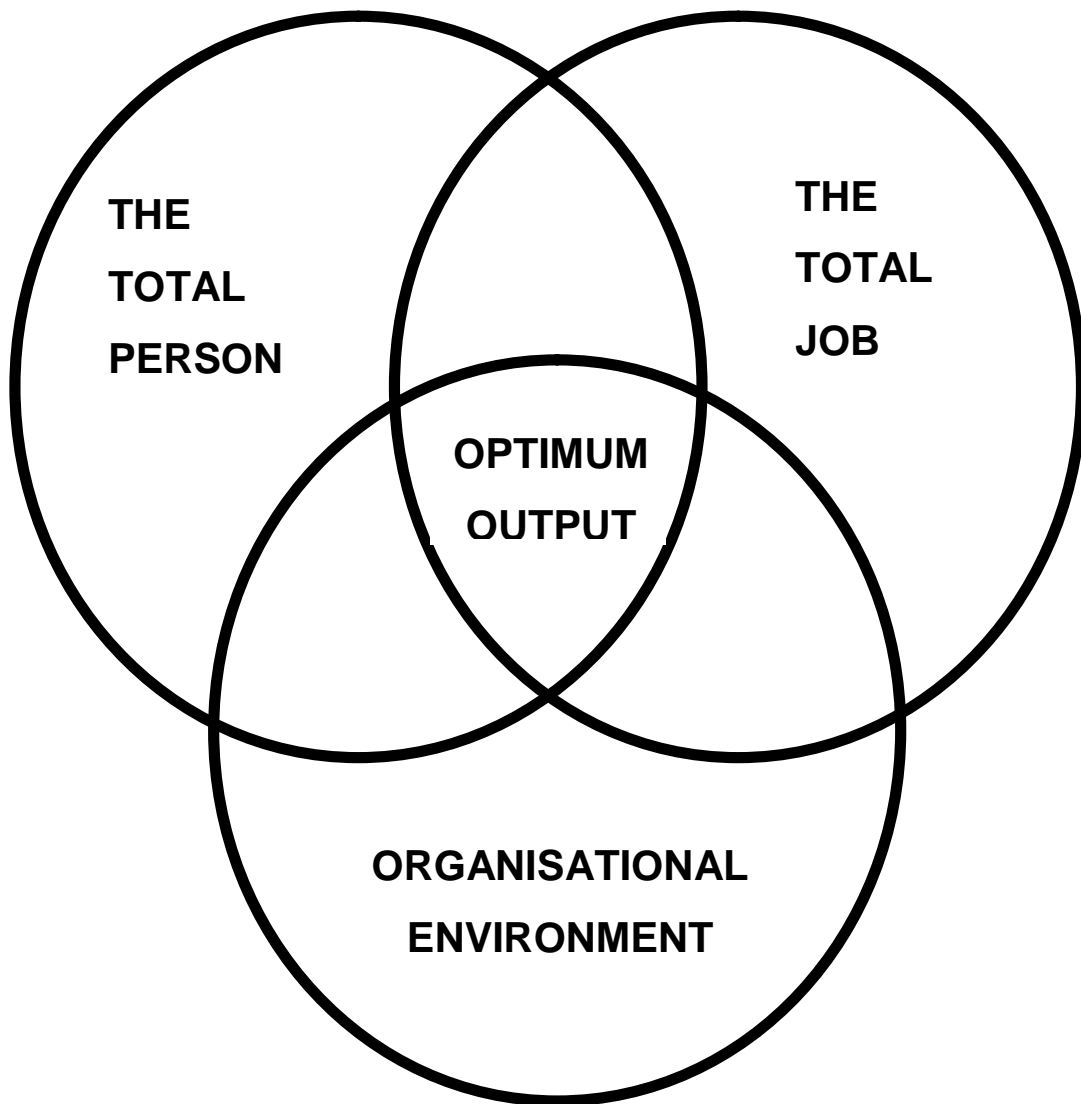
PERFORMANCE

BEHAVIOURS, WHICH RESULT INTO
EFFECTIVE AND EFFICIENT PERFORMANCE
ON THE JOB

JOB PERFORMANCE



AIM OF PERSONNEL SELECTION



PREDICTING

THE LEVEL OF PERFORMANCE

IN THE

TARGET JOB

**THE BEST PREDICTOR
OF FUTURE
BEHAVIOUR
IS THE
PAST AND PRESENT
BEHAVIOUR IN
SIMILAR SITUATIONS**

BASIC (GENERIC) COMPETENCIES

INTELLECTUAL COMPETENCIES

- 1. ANALYTICAL ABILITY**
- 2. ABILITY TO SOLVE PRACTICAL PROBLEM**
- 3. ORGANISING ABILITY**
- 4. COMMUNICATION SKILLS**
- 5. CREATIVITY AND INNOVATIVENESS**
- 6. ABILITY TO TAKE DECISIONS**

SOCIAL COMPETENCIES

- 7. INTERPERSONAL SKILLS**
- 8. TEAM-SPIRIT**
- 9. SENSE OF RESPONSIBILITY**
- 10. INTEGRITY**
- 11. SELF-INSIGHT**

EMOTIONAL COMPETENCIES

- 12. INITIATIVE**
- 13. EMOTIONAL SKILLS**
- 14. SELF-CONFIDENCE**
- 15. TOLERANCE OF PRESSURE AND AMBIGUITY ***
- 16. LEADERSHIP SKILLS**

MOTIVATIONAL COMPETENCIES

- 17. ACHIEVEMENT DRIVE**
- 18. WILL-POWER**
- 19. ENERGY LEVEL**
- 20. RISK TAKING ABILITY ***

PROFESSIONAL (TECHNICAL AND FUNCTIONAL) COMPETENCIES

- 1. STRATEGIC VISION**
- 2. BUSINESS ETHICS**
- 3. CUSTOMER FOCUS**
- 4. GOAL SETTING AND MONITORING**
- 5. MULTI-FUNCTIONALITY**
- 6. ENTREPRENEURSHIP**
- 7. FACILITATING CHANGE**
- 8. EMPOWERING**
- 9. CONCEPTUAL ABILITY**
- 10. CRITICAL INFORMATION SEEKING**
- 11. DEVELOPMENT OF SUBORDINATE**
- 12. DELEGATION**
- 13. RELATIONSHIP MANAGEMENT**
- 14. TECHNOLOGY ORIENTATION**
- 15. TEAM-BUILDING**
- 16. CONFLICT MANAGEMENT**

RATING SCALE

Very Much Acceptable	Excellent	I - II
More Than Acceptable	Above Average	III - VI
Acceptable	Average	V - VI
Less Than Acceptable	Below Average	VII - VIII
Not Acceptable	Poor	XI - X

I	II	III	VI	V	VI	VII	VIII	XI	X
Excellent		Above Average		Average		Below Average		Poor	
A		B		C		D		E	

SELF-CONFIDENCE

**FAITH IN HIMSELF TO MEET SITUATIONS
UNDER STRESS, PARTICULARLY
UNFAMILIAR ONES**

- **TOTALLY COMPOSED AND RATIONALLY ACTIVE EVEN WHEN FACING THE MOST DEMANDING SITUATIONS**
- **DISPLAYS LOT OF SELF-ASSURANCE IN DEALING WITH PROBLEMS**
- **DEALS WITH DAY-TO-DAY SITUATIONS WITH A REASONABLE MEASURE OF SELF-CONFIDENCE**
- **NOT SURE OF HIMSELF. IS DEPENDENT ON OTHERS TO SOME EXTENT**
- **HIGHLY EXCITABLE. LOSES SENSE OF BALANCE**

DO's

- **KNOW JOB DESCRIPTION & JOB SPECIFICATIONS**
- **STUDY RESUME & PLAN INTERVIEW**
- **GREET APPLICANT WARMLY**
- **OFFER SEAT & PUT APPLICANT AT EASE**
- **ESTABLISH RAPPORT & ASK RELEVANT QUESTIONS**
- **BE POLITE & FRIENDLY, ALLOW APPLICANT TO TALK ABOUT SELF**
- **LISTEN & OBSERVE : CLOSELY & OBJECTIVELY**
- **PAUSE IF AND WHEN REQUIRED**
- **TEST ACCURACY BY RE-PHRASING QUESTION**
- **BASE FINDINGS ON ACTUAL INFORMATION**

DON'Ts

- **DO NOT BELITTLE APPLICANT**
- **AVOID INTERRUPTIONS**
- **NEITHER BOAST NOR BULLY**
- **AVOID DIRECT, LEADING & MULTIPLE QUESTIONS**
- **DO NOT ADVISE**
- **AVOID DIRECT INTERROGATION**
- **GUARD AGAINST PERSONAL KINGS & FADS**
- **NEITHER DOMINATE NOR CONFRONT**
- **DO NOT BASE FINDINGS ON UNSUPPORTED HUNCHES OR GUT FEELINGS**

DECEPTION

VERBAL

- SPONTANEOUS
- SCREENED
- COLOURED
- WRONG

NON-VERBAL

- FACIAL EXPRESSIONS
- EYE CONTACT
- POSTURE / STANCE
- VOCAL PITCH & EMPHASIS
- GESTURES / MOVEMENT
- EYE EXPRESSION
- BREATHING / SWEATING
- SPEED OF SPEECH

-
- WORDS MAY LIE BUT THE BODY SELDOM DOES !
 - EYES ARE THE WINDOWS OF OUR SOUL. THEY DO NOT LIE
 - INTERPRET BODY SIGNALS AS A WHOLE
 - AT LEAST 3 SIGNALS SHOULD POINT IN SAME DIRECTION
-

WEIGHTAGE

- WHAT IS SAID 10%
- HOW IT IS SAID 40%
- BODY LANGUAGE 50%

INTERPRETATION

- **BASIS OF INTERPRETATION**
 - **HISTORY OF THE INDIVIDUAL**
 - **CAUSE - AND - EFFECT RELATIONSHIP**

- **WHAT TO INTERPRET**
 - **RELEVANT INFORMATION**
 - **FAVOURABLE / UNFAVOURABLE INFORMATION**

- **HOW TO INTERPRET**
 - **BY DIRECT OBSERVATION**
 - **BY INFERENCE**
 - **DO NOT BASE INFERENCE ON ONE OR TWO ISOLATED CLUES**
 - **AT LEAST THREE CLUES SHOULD POINT IN THE SAME DIRECTION**
 - **INTERPRET CLUES AS SOON AS THEY BECOME EVIDENT**

- **SELF-EVALUATION**

- **TERMINATE THE INTERVIEW ON A POSITIVE NOTE**

- **COMPLETE RATING FORM IMMEDIATELY**

INTERVIEW FINDINGS

ASSESSMENT - HAVE YOU GOT THE COMPLETE PICTURE OF THE CANDIDATE ?

- **PROFESSIONAL COMPETENCIES**
- **RELEVANT EXPERIENCE**
- **BASIC COMPETENCIES**
- **SUMMARY OF STRENGTHS AND DEVELOPMENT NEEDS**
- **POTENTIAL FOR DEVELOPMENT**
- **APTITUDE AND TEMPERAMENT**
- **SPECIFIC JOB REQUIREMENT**

SELECTION

- **PLANNING AND ORGANISING ABILITY FOR THE JOB**
- **ABILITY TO MANAGE PEOPLE AND HANDLE SITUATIONS INVOLVED IN THE JOB**
- **POTENTIAL FOR GROWTH**
- **WILLINGNESS TO PERFORM THE JOB**
- **SUITABILITY FOR THE ORGANISATIONAL CULTURE**
- **APTITUDE AND TEMPERAMENT FOR THE JOB**
- **STABILITY WITH THE ORGANISATION**
- **SUITABILITY FOR OTHER JOB(S)**

RECOMMENDATIONS

- **SELECTED (LEVEL OF PERFORMANCE) / WAIT-LISTED / REJECTED**
- **SUITABILITY FOR OTHER JOB(S)**
- **DATA BANK**
- **ANY OTHER RECOMMENDATION(S)**

PERSONNEL SELECTION ASSESSMENT

ASSESSMENT FORM

Assessee's Name : Mr Ajay Kumar Khanna						
	Excellent	Above Average	Average	Below Average	Poor	
	A	B	C	D	E	
1. Professional Competencies		✓				
2. Experience			✓			
3. Basic Competencies		✓				
4. Potential for Growth		✓				
5. Summary of Strengths and Development Needs						
STRENGTHS <ul style="list-style-type: none"> Achievement Drive Sense of Responsibility Analytical Ability 			DEVELOPMENT NEEDS <ul style="list-style-type: none"> Emotional Skills Self Insight 			
6. Suitability for the Organisational Culture			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No		
7. Stability with the Organisation			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No		
8. Any Observation : A Motivated Individual who is growth oriented.						
9. Overall Assessment		Suitable			Not Suitable	
		A	B	C	D	E
			✓			
10. Any Observation / Recommendation : A sincere and committed individual who is keen to give his best to tasks assigned.						
Date : 09 January, 2003			Assessor			

* Competencies as per Rating Form

ALPHA ASSESSMENT CENTRE™

COMPETENCIES

RATING SCALE

I	II	III	IV	V	VI	VII	VIII	IX	X
---	----	-----	----	---	----	-----	------	----	---

INTELLECTUAL COMPETENCIES

1 ANALYTICAL ABILITY			✓						
2 ABILITY TO SOLVE PRACTICAL PROBLEMS				✓					
3 ORGANISING ABILITY			✓						
4 COMMUNICATION SKILLS					✓				
5 ABILITY TO TAKE DECISIONS				✓					
			✓						

SOCIAL COMPETENCIES

6 INTERPERSONAL SKILLS				✓					
7 TEAM-SPIRIT				✓					
8 SENSE OF RESPONSIBILITY			✓						
9 INTEGRITY			✓						
10 SELF-INSIGHT						✓			
				✓					

EMOTIONAL COMPETENCIES

11 INITIATIVE				✓					
12 EMOTIONAL SKILLS						✓			
13 SELF-CONFIDENCE			✓						
14 LEADERSHIP SKILLS						✓			
				✓					

MOTIVATIONAL COMPETENCIES

15 ACHIEVEMENT DRIVE			✓						
16 WILL-POWER				✓					
17 ENERGY LEVEL				✓					
18 RISK TAKING ABILITY					✓				
				✓					

OVERALL RATING

			✓						
--	--	--	---	--	--	--	--	--	--

I	II	III	IV	V	VI	VII	VIII	IX	X
EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	
A		B		C		D		E	

SUGGESTED FURTHER READING

Book	Author	Publisher
● The Evaluation Interview	Richard A Fear	McGRAW-HILL Book Company New York : London
● The Employment Interview : Theory, Research and Practice	Robert W. Eder	Sage Publications India Pvt. Ltd. M-32 Market, Greater Kailash-I, New Delhi-048.
● The Psychology of Personnel Selection	Dominic Cooper and Ivan T. Robertson	Routledge, 29 West, 35 th Street, New York - 10001. USA
● Hiring the Best	Martin Yate	Book Adams Inc. Holbrook, Massachusetts. USA
● Modern Interviewing and Selection Techniques	-	Alexander Hamilton Institute, Inc. USA
● Deception in Selection	Liz Wiley and Mike Smith	John Wileys & Sons Ltd. Baffins Lane, Chichester, West Sussex, PO19 1UD. England.
● Body Language	Allan Pease	Sheldon Press London. UK.
● How to Read a Person Like a Book	Gerald I Nierenberg and Henry Calero	Pocket Books 1230 Avenue of Americas, New York - 10020.
● Structured Hiring	-	Alexander Hamilton Institute, Inc. USA
● Assessing Management Skills	Margaret Dale and Paul Iles	Jaico Publishing House, 121, M. G. Road. Mumbai - 400 001.