

RESEARCH QUESTION

What are the measurable qualities that define executive presence and how can we use these to tangibly assess leaders?

INTRODUCTION

In order to best identify potential future leaders within the organization, a company needs to find a way to measure the qualities of executive presence both to ensure that all of the company's leadership values are being truly expressed in everyday actions and to increase the effectiveness of succession planning among the organization's upper-tier executives.

DEFINING EXECUTIVE PRESENCE

A person exhibiting executive presence is someone who, by virtue of the effect he or she has on an audience, exerts influence beyond that conferred by formal authority.¹ While several models defining qualities for executive presence exist, a simple and practical model to encompass these qualities categorizes them into three dimensions:

1. **Character** - Person-based qualities leaders develop that tend to build trust and foster goodwill. These personal-based qualities include but are not limited to authenticity, emotional intelligence, curiosity, courage, and perseverance.
2. **Substance** - Cultivated qualities of mature leadership that speak to credibility, temperament, and having a vision that inspires people. Executive presence could be demonstrated by being responsive, respectful, able to get others on board with their ideas and actions, and seeing the big picture.
3. **Style** - Overt aspects of presence, such as the way one shows up, the energy and assertiveness brought forth, and the way one connects and interacts with others.² Examples are being confident while speaking clearly and concisely.³

If other dimensions than these are used for evaluating executive presence, they must answer the question: ““Why is this employee rated on this measure?”⁴

METHODS FOR IDENTIFYING QUALITIES OF EXECUTIVE PRESENCE

- **Emotional Intelligence** – The *Bar-On Emotional Quotient Inventory* (Bar-ON EQ-i) assesses the presence and degree of emotional intelligence. This instrument diagnostically identifies emotional intelligence and suggests how to improve it.⁵
- **Authenticity** – Taking an inventory of key factors for authentic leadership can assist in determining if an individual possesses authenticity. These key factors are positive psychological capital, positive moral perspective, self-awareness, self-regulation (self-control/restraint), processes/behaviors, and veritable and sustained performance beyond expectations (see Appendix A for complete inventory diagnostic).⁶
- **Credibility** – Although observation and performance over time can identify credibility, a more formal credibility assessment can be utilized (see Appendix B for an example).⁷
- **Integrity** – Though critical, it is often overlooked since the likelihood of employees getting caught when misbehaving low and thus integrity is often estimated higher than it should be.⁸ Therefore observation alone may not be a good indicator of integrity and psychometric personality-based tests are a viable option for assessment as they have consistently been proven valid in predicting employee behavior.⁹
- **Communication and Interactivity** – A variety of assessments can be used to identify competencies in communication, conflict resolution ability, and effective workplace interactions (see Appendix D for a comprehensive review of available assessments).¹⁰

MEASURING EXECUTIVE PRESENCE FOR ASSESSMENT

One of the common challenges of measuring executive presence is that some aspects of executive presence can be measured while some cannot. To successfully measure the identities of executive presence, qualitative and quantitative measures should both be conducted.

Qualitative measurement such as 360-degree feedback is recommended. Subjective multi-perspective evaluations that relies on the input of employees' superiors, peers, subordinates, customers, suppliers and families can make the measurement of executive presence more transparent, objective and participative.¹¹ Other qualitative methods include measuring qualitatively against person specific goals, collecting forced choice responses for regarding observation of behavior which improves accuracy¹², and offering observable behavioral examples to improve the use of rating system. The focus of qualitative methods will provide measurements about how employees accomplished their goals and the steps can be taken for improvement.

Quantitative measurements include the actions of tracking tangible metrics, such as turnover and attendance of people working for key leaders, and using metrics to observe any correlations with executive presence competencies and tangible measurements. Quantified indicators need to be continually observed and rectified to find the best fit to evaluate the executive presence. Evaluating executive presence separately from other evaluations prevents executive presence from being disregarded when viewed alongside other factors that are more heavily rewarded within an organization's culture.

ACHIEVING EXECUTIVE PRESENCE

1. Link Intangible Executive Presence Competencies to Tangible Outcomes

- Measure activities or projects that require specific intangible qualities to be successful.
- Intangible qualities on their own not linked to specific outcomes tend to be ignored.

2. Measure Outcomes

- Outcomes of all projects need to be measured in terms of competencies as well as results.
- Use feedback forms and surveys given to persons working with leaders during beginning, middle, and end phases of projects.
- Executive presence has to be assessed continually not just on an annual or semi-annual basis.

3. Manage and Budget

- Management needs to commit to identifying, measuring, and developing executive presence.
- Use appropriate reinforcement of desired competencies on an ongoing process.
- Executive presence management initiatives have to be budgeted for in order to ensure they will be executed and not just discussed.¹³

4. Analyze and Predict

- Link specific executive competencies and employee behaviors to performance and potential.¹⁴
- Use regression to determine which indicators are correlated to desired behavior.

CONCLUSION

Executive presence has to be defined, observed, and properly measured to identify future executive candidates as well as improve the performance of current leaders. A proper system has to be put in place to specifically address this issue that is consistent and reinforced by a culture that rewards and reinforces desired competencies. The ideas outlined in this summary offer a good starting point on which to develop a solid program for improving executive presence throughout an organization.

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- ¹³ Carayannis, Elias. Measuring intangibles: Managing intangibles for tangible outcomes in research and innovation.
- ¹⁴ Bersin, Josh. Quantified Self: Meet the Quantified Employee. Forbes. June 2014.

ADDITIONAL RESOURCES

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Appendix A:

Inventory Diagnostic for Assessing Components of Authenticity for Executive Presence

Psychological Capital			Positive Moral Perspective			Self-Awareness/ Self-Regulation		
Does the employee effectively project confidence?	Yes	No	Does the employee exclusively act in a moral manner?	Yes	No	Does the employee possess an awareness of his or her unique talents, strengths, and sense of purpose?	Yes	No
Is the employee consistently optimistic?	Yes	No	Does the employee have a transparent and ethical decision making process?	Yes	No	Does the employee have a basic and fundamental awareness of one's knowledge, experience, and capabilities?	Yes	No
Is the employee hopeful that situations will have positive outcomes?	Yes	No	Is the employee capable of addressing ethical issues in a courageous and resilient manner?	Yes	No	Is the employee able to demonstrate an understanding of his or her identity, emotions, and motives/goals?	Yes	No
Does the employee show resiliency when faced with challenges?	Yes	No	Does the employee demonstrate an ability to further develop moral capacity, efficacy, courage, and resiliency?	Yes	No	Can the employee show self-control/restraint by (a) setting internal standards, (b) assessing discrepancies between these standards and actual or expected outcomes, and (c) identifying intended actions for reconciling these discrepancies?	Yes	No
Leadership Processes/Behaviors			Veritable and Sustained Performance Beyond Expectations			Total Yes Count _____		
Does the employee lead by example?	Yes	No	Does the employee use ethical values to attained sustained performance?	Yes	No	Total No Count _____		
Does the employee demonstrate consistency between their words and actions?	Yes	No	Does the employee demonstrate an understanding of how the organization is fundamentally run?	Yes	No	Yes/No Ratio _____		
Does the employee engage in positive social exchanges with others?	Yes	No	Is the employee consistently delivering performance above what is expected?	Yes	No	Notes:		
Can the employee leverage positive emotions to foster the emotional and cognitive development of other organizational members?	Yes	No	Does the employee demonstrate persistent growth over a period of time?	Yes	No			

Appendix B:

Example of a Credibility Assessment Process. Note that DM represents Decision Maker, the person administrating the assessment.

Guide to Credibility Assessment – An Overview

STEPS IN THE ANALYSIS	EXPLANATION
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Preparation for the Personal Interview

1	AUTHORITY'S DUTY TO PROVIDE INFORMATION & GUIDANCE	<input type="checkbox"/> Before the personal interview the Authority provides information to the Applicant about his or her duty to substantiate the application and guidance on how to do so. This obligation continues throughout the process.
2	AUTHORITY'S DUTY TO GATHER BASIC INFORMATION ABOUT THE APPLICANT	<input type="checkbox"/> The basic bio data (age, gender, nationality, ethnic origin, physical/mental health, education, social status, religion, urban or rural background, relatives etc.) information may be gathered orally or in a form with assistance from an interpreter where required. It includes the question: "Why are you seeking asylum?" but does not delve into the details of the claim.
3	DM'S DUTY TO PREPARE FOR THE PERSONAL INTERVIEW	<input type="checkbox"/> The DM familiarizes him/herself with the facts of the application, researches general and specific COI, gathers information on specific aspects of the claim, considers the individual and contextual circumstances of the Applicant, considers any claims made by family members and prepares interview questions.

During the Personal Interview

4	DM'S DUTY TO PROVIDE INFORMATION AND GUIDANCE	<input type="checkbox"/> At the outset of the personal interview the DM provides information to the Applicant about his or her duty to substantiate the application and guidance on how to do so.
5	DM'S DUTY TO GUIDE THE APPLICANT THROUGH APPROPRIATE QUESTIONING	<input type="checkbox"/> The DM uses appropriate questions, remains impartial and objective during the interview both in his or her verbal and non-verbal communication.
6	DM'S DUTY TO TAKE INTO ACCOUNT INDIVIDUAL & CONTEXTUAL CIRCUMSTANCES	<input type="checkbox"/> The DM takes age, gender, cultural and ethnic background, education, social status, sexual orientation and/or gender identity into account in the way questions are put to the Applicant, responses analysed, assessed and interpreted, and follow-up questions phrased.
7	DM'S DUTY TO GATHER EVIDENCE BEARING UPON THE CLAIM	<input type="checkbox"/> As necessary, the DM uses all means at his or her disposal to gather all relevant evidence bearing on the application, including any supporting evidence.
8	DM'S DUTY TO GIVE THE APPLICANT AN OPPORTUNITY TO COMMENT ON AND EXPLAIN POTENTIAL ADVERSE CREDIBILITY FINDINGS	<input type="checkbox"/> The DM provides the Applicant with an opportunity to clarify any apparent lack of details, omissions, inconsistencies, and implausibilities. The opportunity to comment on potential adverse credibility findings is maintained throughout the procedure until a decision is made. The DM provides the Applicant with a reasonable opportunity and appropriate time-frame to discharge his or her duty to substantiate the application.

After the Personal Interview: Assessing the Applicant's Statements and Other Evidence

9	ASSESS THE CREDIBILITY OF EACH MATERIAL FACT	<input type="checkbox"/> In assessing the credibility of each material fact the DM gives due consideration to the credibility indicators in light of the individual and contextual circumstances of the Applicant and the factors affecting the DM's interpretation of the information.
10	DETERMINE WHICH MATERIAL FACTS TO ACCEPT	<input type="checkbox"/> The Applicant may submit further evidence for consideration by the DM until a decision is made or agree with the DM in relation to forthcoming evidence to allow it to be included in the decision. The DM must consider which material facts to accept, which to reject, and those where an element of doubt remains.
11	CONSIDER WHETHER TO APPLY THE BENEFIT OF THE DOUBT TO EACH REMAINING FACT	<input type="checkbox"/> When the statements are on the whole coherent, plausible and consistent with COI, grant the benefit of the doubt to those facts for which there is no supporting documentary or other evidence, including COI, or an element of doubt remains.
12	LIST ALL MATERIAL FACTS THAT HAVE BEEN ACCEPTED AND THOSE THAT HAVE BEEN REJECTED	<input type="checkbox"/> The accepted material facts provide the basis for the analysis that will be made in Stage II when determining whether the Applicant has a well-founded fear or risks serious harm.

The Credibility Assessment – Purpose & Principles

DMs do not have unlimited discretion in the assessment of credibility: they must respect EU fundamental rights and principles, and EU administrative law principles. DMs must work in cooperation with the Applicant [Art.4(1) QD], assess the application on an individual basis taking into account some specific factors [Art.4(3)QD], and accept unsupported facts under certain conditions [Art.4(5)QD]. Applications must be examined and decisions taken individually, objectively and impartially [Art.8(2)APD] with the knowledge of relevant asylum and refugee law standards [Art.8(2)(c)APD] including CJEU, ECtHR and CAT standards, and UNHCR guidance.

PRINCIPLES & STANDARDS	COMMENTARY	<input checked="" type="checkbox"/>
SHARED DUTY	The duty to provide statements and submit documentary or other evidence in support of an application lies in principle with the Applicant. But it is also the DM's duty to cooperate actively with him/her to gather all the information needed. The duty to substantiate the application is shared.	<input type="checkbox"/>
INDIVIDUAL ASSESSMENT	Credibility assessment must be conducted on an individual basis taking into account the individual and contextual circumstances of the Applicant.	<input type="checkbox"/>
OBJECTIVE & IMPARTIAL ASSESSMENT	The determination of international protection is not an adversarial process. The credibility assessment must be carried out objectively and impartially. The DM should be aware that his or her own values, prejudices and views, emotional and physical state can all affect the objectivity of his or her assessment and should strive to minimize them.	<input type="checkbox"/>
EVIDENCE-BASED ASSESSMENT	Whether the DM is accepting or rejecting a fact, his or her must be able to base that decision on evidence. Adverse credibility findings should not be based on unfounded assumptions, subjective speculation, conjecture, stereotyping, intuition, or gut feelings.	<input type="checkbox"/>
FOCUS ON MATERIAL FACTS	Material facts go to the heart of a claim. Peripheral ones do not. Credibility assessment should focus on material facts that are most significant in the determination of the claim. Adverse credibility findings must be substantial in nature and not relate only to minor matters.	<input type="checkbox"/>
OPPORTUNITY TO COMMENT ON ADVERSE FINDINGS	Every Applicant has the right to be heard [Art.41 EU Charter]. This includes the right to provide an explanation for or comment on a fact where the DM may have credibility doubts. The DM should give the Applicant a reasonable opportunity to address any issues that may result in adverse credibility findings.	<input type="checkbox"/>
ASSESSMENT BASED ON ENTIRE EVIDENCE	Credibility assessment must be based on all available relevant information provided by the Applicant and gathered by the DM, including additional explanations for apparent inconsistencies, omissions, vagueness or implausibilities provided by the Applicant. The DM should not reach conclusions on the credibility of each material fact in isolation.	<input type="checkbox"/>
CLOSE & RIGOROUS SCRUTINY	Because decisions can involve matters of life and death, each case deserves a close and rigorous review of all the information at hand. The Applicant should be able to present his or her case fully; all the evidence provided must be considered; decisions should be based on all the information available; the DM must dispel any doubts.	<input type="checkbox"/>
BENEFIT OF THE DOUBT	Because decisions can involve matters of life and death, and because, despite the best efforts of the Applicant and the DM to gather evidence in support of the material facts, there may still be a measure of doubt on some facts, consideration of the principle of the benefit of the doubt is often needed.	<input type="checkbox"/>
CLEAR FINDINGS & STRUCTURED APPROACH	Credibility assessment determines which facts can be accepted and then will be considered in the well-founded fear of persecution/real risk of serious harm analysis. The principle of the benefit of the doubt allows the DM to arrive at a clear conclusion on whether to accept or reject material facts about which a measure of doubt remains. A structured approach ensures the appropriate application of the relevant standards.	<input type="checkbox"/>

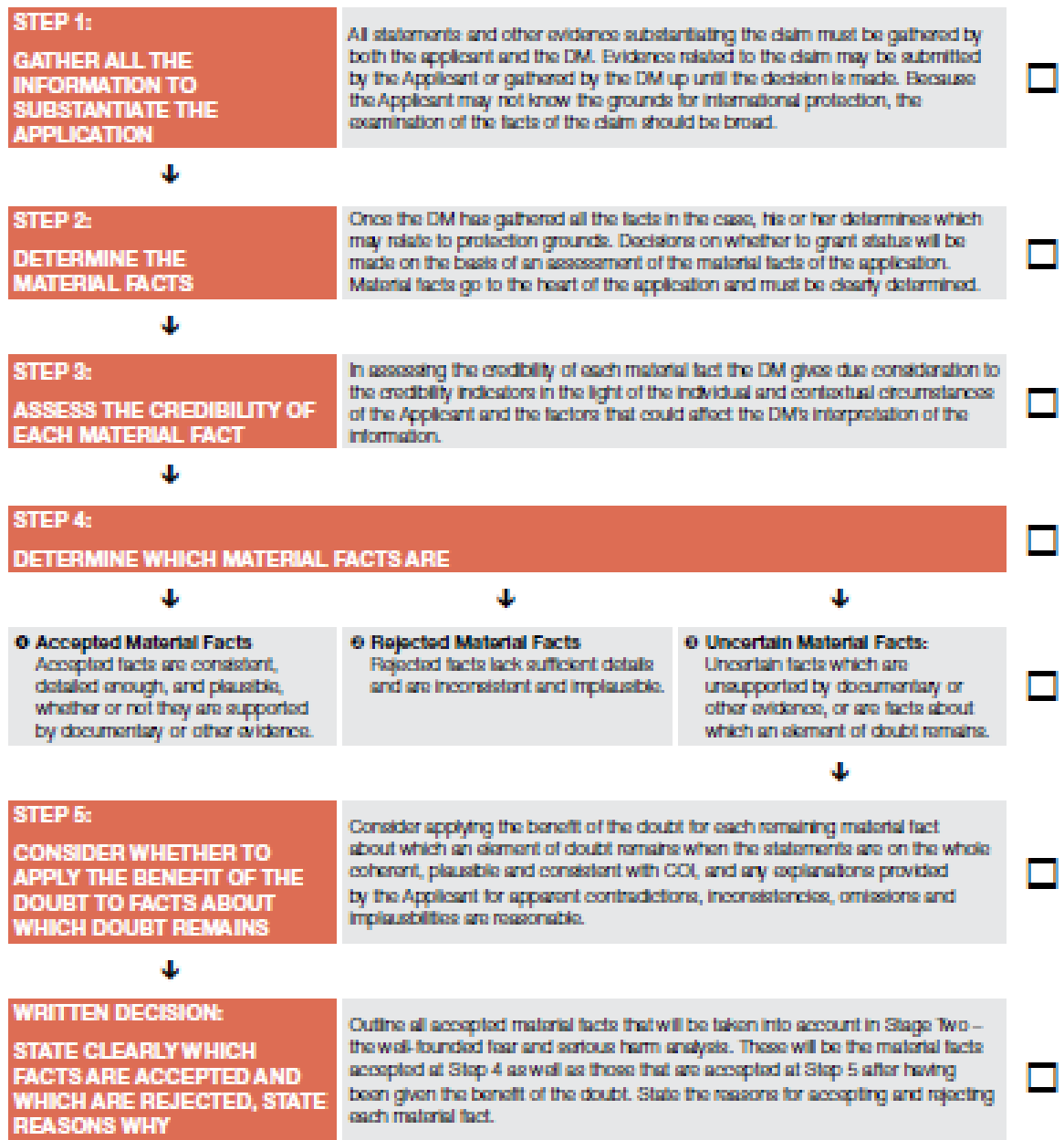
A Structured Approach to Credibility Assessment

International protection determinations are conducted with a two-stage approach. Stage one is the gathering of relevant information, the identification of the material facts of the application and the determination of whether and which of the Applicant's statements and other evidence can be accepted. Stage two is the analysis of the well-founded fear of persecution and real risk of serious harm.

STEPS	EXPLANATION	<input checked="" type="checkbox"/>
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STAGE ONE: Assessing the Credibility of the Applicant's Statements & Other Evidence

Note: The opportunity to comment on potential adverse credibility findings must be provided up until a decision is made.



The Credibility Assessment

– Factors to Take Into Account

1/2

FACTORS AFFECTING THE APPLICANT

Credibility assessment must adhere to certain legal principles and standards. It must be conducted fully taking into account the individual and contextual circumstances of the Applicant. These include his or her personal background (age, nationality, ethnic origin, gender, sexual orientation and/or gender identity, education, social status, religion, cultural and rural/urban background, and state of mental and physical health); his or her past and present experiences of ill-treatment, torture, persecution, harm, or other serious human rights violations; as well as the legal, institutional, political, social, religious, cultural context of his or her country of origin, or place of habitual residence, the human rights situation, the level of violence, and availability of state protection. The DM should cross geographical, cultural, socio-economic, gender, educational and religious barriers, and take account of different individual experiences.

THE LIMITS & VARIATIONS OF HUMAN MEMORY	EXPLANATION
RECONSTRUCTION	The DM should be aware of the wide-ranging variability in people's ability to record, retain, and retrieve memories. Visual, verbal and auditory information is not recorded as an accurate copy of experiences, but is reconstructed at the time of recall. No two reformulations can be identical; some inconsistency is inevitable. Memories change over time, sometimes significantly, and naturally decay, details are forgotten. With rehearsal (talking about the event), some memories can fade, others become distorted and others more vivid.
MEMORIES FOR FACTS, DATES AND OBJECTS	Memory for dates, times, frequency, duration and sequence; proper names; verbatim verbal exchanges; peripheral information; and appearance of common objects is unreliable and may be difficult or impossible to recall. Recall is nearly always reconstructed from inference, estimation and guesswork, and is rarely accurate.
EMOTION AND REMEMBERING	High levels of emotion can impair the encoding of any memory. The recall of autobiographical memory is influenced by mood.
RETELLING	The context in which memories are recalled guides their reconstruction. Memory is influenced by the question eliciting information (closed or open-ended questions) and the way the question is asked. Memories are susceptible to suggestion, more so when the person feels under stress, has low self-esteem, or perceives the interviewer to be critical or negative. There is also variation between information when elicited face-to-face or with self-completing forms.
THE IMPACT OF TRAUMA ON MEMORY & BEHAVIOUR	Those who have suffered traumatic events often display avoidance symptoms; they avoid thinking and talking about the event. They may experience dissociation , at the time of the traumatic event or when recalling it; they cannot remember some or all aspects of the trauma, because (aspects of) the event were not initially encoded. They may display emotional numbing and emotionally detach themselves from the facts they are relating. They may only remember sensory impressions (emotions, sensations, sounds, smells) or flashbacks; only fragments or impressions of the experience may be related. They tend to remember some central details , on which they have focused, at the expense of other peripheral details. Distraction may have an impact on the ability to record and retrieve specific details of events. They may rely on general knowledge (schematic memory) about situations in preference to recalling specific painful events.
FEAR & LACK OF TRUST	Applicants may lack trust in authorities or interpreters. Some may hold a genuine belief that their persecutors have wide networks in other countries, incl. the country of asylum. Moreover, they may not wish to disclose certain relevant facts for fear of endangering the lives of relatives, friends or associates. Applicants whose fear relates to gender, SGBV, SOGI or trafficking may fear reprisals by family, community and/or traffickers. Applicants may fear reprisals from agents who arranged their travel and entry.
CULTURAL BACKGROUND & CUSTOMS	Diversity in cultural background influences communication. Understanding and interpreting information is culturally determined. Individual cultural backgrounds influence the delivery and interpretation of information. Failure to recognize the cultural relativity of words, notions and concepts can lead to misunderstanding and flawed credibility assessments. Concepts of time, distance, and location may be culturally relative. Concepts of time may differ from those used in Western society; events may be remembered by reference to seasons, religious holidays, festivals, etc.; and birth dates and anniversaries may not be significant in some cultures. An Applicant's cultural background and norms may affect the way his or her relates their account e.g. a woman may have had a secluded life, little communication with strangers or authorities, or is used to a male relative speaking on her behalf.
EDUCATION	An Applicant's level of formal education may affect his or her ability to articulate the reasons for the application; to respond to questions, incl. general knowledge questions on history, geography, political, socio-economic conditions; and his or her understanding of the context of certain events.

The Credibility Assessment

– Factors to Take Into Account

2/2

FACTORS AFFECTING THE APPLICANT (CONTINUED)

GENDER	Gender defines identities, status, roles, responsibilities, and power relations among members of a society. Gender roles are socially constructed; they vary across and within societies and cultures, and according to age, religion, ethnic and social origin; they evolve to respond to changes. Gender roles influence the attitudes, behaviour, roles, and activities of males and females; they usually involve inequality and a power imbalance between women and men. Gender roles affect male and female experiences of persecution and serious harm and their asylum claims. The DM should assess an account in the context of an Applicant's gender, intersected with his or her age, culture, religion, family, and socio-economic status, and refrain from conclusions based on stereotypical, superficial, erroneous or inappropriate perceptions of gender.
SEXUAL ORIENTATION AND/OR GENDER IDENTITY (SOGI)	Some LGBTI Applicants may have had to conceal their SOGI to avoid ill-treatment leading to feelings of self-denial, anguish, shame, isolation, self-hatred and psychological harm; they may not initially disclose the real grounds for the application. They may have suffered ill-treatment, discrimination, harassment, and marginalization; gender norms may make it difficult to discuss these. LGBTI Applicants in the process of coming to terms with their SOGI may change their claim during the process. Their experiences are influenced by their cultural, economic, family, political, religious and social context; this influences the way his or her expresses his or her SOGI. The DM should not base credibility assessment on superficial understanding of LGBTI Applicants' experiences, or erroneous/stereotypical assumptions.
STIGMA AND SHAME	Stigma, shame, fear of rejection by family and community may inhibit disclosure. Gender-based violence survivors are often held morally culpable for the act, which is culturally unacceptable and shameful. They may suffer trauma, self-blame, shame, memory loss and distortion. Stigma may also account for lack of documentary or other evidence e.g. of incident reports, COI.
OTHER FACTORS	Age, social status, profession, religion and beliefs, rural or urban background, etc.

FACTORS AFFECTING THE DECISION-MAKER

The objectivity and impartiality principle requires an approach to the credibility assessment that minimizes subjectivity. The DM should be aware that subjectivity can materialize through:

DM'S THINKING PROCESSES	If the DM has decided on a conclusion, his or her is more likely to believe the evidence that supports that conclusion, even if it is unsound. A concept, known as the halo effect, is a tendency whereby the DM risks either believing or not believing everything. The halo effect increases the weight of first impressions, and subsequent information may be treated as irrelevant.
DM'S INDIVIDUAL & CONTEXTUAL CIRCUMSTANCES	The DM should not approach credibility assessment from his or her own background and life experiences ("what would I, or someone I know do in this situation?"). The DM should be aware of the influence of his or her own educational background. The DM should not be influenced by his or her views of what is plausible or not. The DM should be aware of the tendency to believe statements because they are linked by logic or associated to beliefs his or her holds.
DM'S STATE OF MIND	The DM should not start with scepticism or a refusal mind-set, which may prejudice and distort the credibility assessment. The DM should not feel personally annoyed or irritated when his or her considers the Applicant has lied. Awareness is the antidote to subjectivity.
DM'S POLITICAL, SOCIETAL AND INSTITUTIONAL CONTEXT	The DM should be aware of the influence that societal, political, institutional contexts that are geared towards preventing irregular immigration may have on his or her mind-set and attitudes. The DM should remember that the objective is protection and must uphold fundamental rights.
REPETITIVE NATURE OF THE TASK	Because of the repetitive nature of the task, the DM may tend to categorize applications into generic case profiles with assumptions regarding credibility.
CASE-HARDENING, CREDIBILITY FATIGUE, EMOTIONAL DETACHMENT, STRESS AND VICARIOUS TRAUMA	Routine exposure to accounts of torture, violence, or ill-treatment can take a psychological toll. Disbelief is a coping strategy but may undermine objectivity and impartiality. Emotional detachment may translate into disbelief and a reluctance to engage with the applicant's account.

Appendix C:

Example of a performance rating system that incorporates examples of behavior for guidance of executive presence qualities (note that these are not the same qualities suggested in the executive summary but demonstrates a viable part of a measurement process).

		High score (outer edge)	10	9	8	7	6	5	4	3	2	1	Low score (inner circles)
LEGEND	Stories	Positive - impressive - positive reputation - strong personal brand -											poor reputation - failure - embarrassing moments -
	Politically aware	Sensitive to other people's self esteem - respectful - works around the hierarchy - understands the power systems											Speaks without thinking - burns bridges - insensitive - bull in a china shop - naive
	Courage	Challenge - prepared to deal with difficult issues - confront unspoken problems - accepts responsibility											Will avoid rather than confront important issues - tolerant of failure - lacks challenge - blames others
IMPACT	Professional image	Smart - sharp - well groomed - organised - on time - well prepared											Untidy - dresses down - late - smells of alcohol - ill prepared - smoker
	Social skills	Empathy - listener - connects with people - interested - curious											Quiet, reserved and uncomfortable in a crowd. Appears remote or - anti-social - poor social skills
	Inspirational presenter	Impressive - persuasive - interesting - engaging											Uncomfortable - boring - dull - apologetic
FOCUS	Future orientation	Thinks ahead - changes things for the better - shaping a new reality											Operational focus - resolving day to day problems and issues - tied up in the here and now
	Corporate view	Big picture thinking - whole company view - thinks customer - thinks about the wide implications of decisions											Departmental/local perspective - loyal and defender of close colleagues and local priorities
	Clarity	Simplifies things - summarises - gets to the real issues - brings order to chaos											Lacks focus - many priorities - fights many battles - adds to the confusion
EGO STATE	Passion	Drive - enthusiasm - positive - can do											Tired - lack energy - drained - negative
	State management	Calm - unflappable - statesmanlike - respectful											Emotional - wears heart on sleeve - shows anger/frustration or disappointment
	Self belief	Inner and outer confidence - resilience - positive self talk											Low confidence - worried - self doubt - negative self talk

	Dimension	Description
FOCUS	Future orientation	<p>The more senior you become, the more you share responsibility or take responsibility for shaping the future of the organisation.</p> <p>Some senior people are overwhelmed by operational problems. They go to meetings, they resolve the issues that appear in the office or arrive in their inbox.</p> <p>The reality for executive leadership is that the best people manage to find time, even amidst day to day chaos, to work on strategies and challenges that develop the business into the future. What do you talk about on a day by day basis. What would people notice?</p> <p>How well do you find time to work with your colleagues to shape, challenge and develop your part of the organisation into the future?</p> <p>Are you able to challenge even the parts of the business you helped to create?</p>
	Corporate view	<p>To what extent are you able to retain a broad view of these discussions or to what extent do you aim to protect your own back yard?</p> <p>Those who possess executive presence will think customer, think overall organisation and put the organisation as a whole ahead of local issues.</p> <p>They would be able to discuss their own part of the organisation objectively and openly without appearing to be overly protective or defensive.</p>
	Clarity	<p>In organisational life we are often swamped with information. Reports can run to pages, data can appear exhausting, presentations can go on for hours.</p> <p>Are you able to sift through the detail and get to the point? Can you bring clarity to complexity.</p> <p>Do you ask for more and more information before you are able to make a decision or can you identify just the key fact you need and move forward.</p> <p>Does your input help people see the light or add more layers of complexity?</p>
EGO STATE	Passion	<p>How much excitement, energy and enthusiasm do you bring to work. Passion tends to be infectious and you can enthuse people around you with your commitment and drive. The converse is also very true, the negative, sloth like leader can set a tone where work seems turgid</p>
	State management	<p>How do you react when you are angry? How do you deal with real pressure, accusations, lies, unfair criticism. We are only as good as our worst moment and these worst moments can fuel our stories and our legend. To possess executive presence, you need to have very strong state management. You need to be the one who can rise above the drama of a situation and who is able to remain calm and statesmanlike</p>
	Self belief	<p>What goes on inside your head? What do you say to yourself (your self talk) when you are about to walk into a large important meeting.</p> <p>One of the cornerstones of Executive Presence is inner confidence and self belief. The areas in this model all have apparent equity but a lack of confidence can impact many of the other areas.</p> <p>This is not about what we say to others. When asked - under confident people will often respond positively and with words that imply confidence. Those who lack self belief will often disguise their inner disquiet.</p>

	Dimension	Description
LEGEND	Stories	<p>What do people say about you? There are a number of perspectives to this. Are you:</p> <ul style="list-style-type: none"> • The person that everyone can rely on to deliver on time? • The one with an amazing track record? • The manager who never buys a drink at Christmas? • The person who braved terrible weather to make sure they made it to a customer on time? • The person who is always late? • The one having an affair with someone in the office? • The manager that started off in a very junior role here so is still seen by some as the 'office boy'! <p>These all matter - what are your stories and what do they say about you?</p>
	Politically aware	<p>You may not like it but most organisations are political. There is often a 'pecking order'; people who need to be consulted, territories to respect, relationships to be sensitive about and reputations to preserve.</p> <p>Once you are in a senior leadership position, these areas can be amplified and can become more significant. You don't need to become 'political' in a 'Machiavellian' way but you do need to raise your awareness of how politics work in your organisation so that you work with this and not against it.</p> <p>You can maintain your integrity, but need to understand how things get done and who the 'power players' are!</p>
	Courage	<p>How prepared are you to confront difficult issues? You will go to many meetings and hear lots of ideas and presentations. Are you tempted with 'groupthink'.</p> <p>How prepared are you to challenge what you hear? Sometimes you will need courage to redress performance issues with people in your team or to challenge your boss and make sure he/she doesn't trip up.</p> <p>Other times you might need to raise difficult questions or worries or concerns when it is easier to say nothing. Do you have the courage to accept responsibility when things go wrong or do you seek to blame others?</p>
IMPACT	Professional image	<p>Do you look the part? Care for your appearance is not a trivial issue. People do notice how you look and the first impression you make even on dress down days and days when 'business casual' is encouraged.</p> <p>Are you dressing for the job you want or the job you have? What do the successful and senior people wear in your organisation?</p> <p>In addition, pay attention to how organised and professional you look. Do you scumble around for a well chewed biro and a scrap of paper to take notes or do you give a strong impression of professional organisation and preparation?</p>
	Social skills	<p>How well can you work a room? Social skills are clearly important in many circumstances but for the executive they are put to the test in a room full of people, many of whom will not be known to you. How well can you connect, listen and engage with people authentically? Do you come across as genuinely interested and curious?</p>
	Inspirational presenter	<p>You will be judged by your presentations at conferences; your moments on your feet at a planning conference and a myriad of other presentations. What impact do you have on your audience and what impression do you create? It is not good enough to be 'OK' at executive level. You need to wow people.</p>

Appendix D:

Reviews of various workplace assessments centering on communication.

Table A-1. Reviews of assessments of communication competency in terms of selected assessment characteristics and source

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Presentation Skills Profile</i></p> <p>24 items</p> <p>Author Ian MacDonald</p> <p>Publisher HRDQ 2002 Renaissance Boulevard #100 King of Prussia, PA 19406-2756 (800) 633-4533 http://www.hrdq.com</p> <p>Date 1997</p> <p>Testing Time 10 to 15 minutes scoring time 60 to 90 minutes interpretation and discussion</p> <p>Cost \$63.00 Participant guide, feedback form, and facilitator guide</p>	<p>Total score and six subscores:</p> <p>(1) Objectives</p> <p>(2) Audience</p> <p>(3) Structure</p> <p>(4) Impact</p> <p>(5) Visual aids</p> <p>(6) Stage</p>	<p>Stating goals and evaluating presentation.</p> <p>Analyzing your audience.</p> <p>Designing a clear and logical structure.</p> <p>Creating aural impact and creating visual impact</p> <p>Effectively using visual aids.</p> <p>Preparing and delivering high-performance presentations.</p>	None reported.	None Reported.	Pilot tested with business professionals and business college students.	None reported.	<p>Strengths This instrument is a learning tool rather than a formal test.</p> <p>In higher education, it could be used in courses to help students better understand effective practices in preparing and delivering high quality presentations.</p> <p>Instrument is easy to administer and score.</p> <p>Limitations Instrument has little psychometric evidence.</p>

Table A-1. Reviews of assessments of communication competency in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Communication Competency Self-Report Questionnaire (CCSR)</i></p> <p>19 items</p> <p>Author R.B. Rubin</p> <p>Original Instrument Located In: R.B. Rubin. (1985). The Validity of the Communication Competency Assessment Instrument. <i>Communication Monographs</i>, 52, 173-185.</p> <p>Testing Time 15 to 20 minutes</p>	<p>Total score</p> <p>Examines abilities—</p> <p>(1) Public speaking</p> <p>(2) Interaction</p> <p>(3) Listening</p>	Designed to assess college students' self-perceptions of their own communication competence.	Alpha coefficient of .87 was reported.	None re+ported.	CCSR reflects the 19 functional communication competencies approved by the National Communication Association.	The CCSR correlated with the Personal Report of Communication Apprehension.	<p>Strengths The 19 items provide information about the students' perceptions of communication abilities in several situations. Could be used as a pre- and postmeasure for a course or major and may help to identify changes in perceptions (Morreale and Backlund 1996).</p> <p>Administration and scoring are highly standardized (Morreale and Backlund 1996).</p> <p>Limitations Validity studies indicate that self-perceptions may not be accurate measure of communication competence (Morreale and Backlund 1996).</p>

Table A-1. Reviews of assessments of communication competency in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>The Competent Speaker Speech Evaluation Form</i></p> <p>19 items</p> <p>Authors S.P. Morreale, K.P. Moore, D.S. Tatum and R. Hulbert-Johnson</p> <p>Publisher National Communication Association 1765 N Street NW Washington, DC 20036</p> <p>Testing Time Length of assigned speech plus an additional 10 minutes. Requires approximately 2 hours of training.</p> <p>Cost \$17.50 for members of National Communication Association \$22.50 for nonmembers</p>	<p>Eight competencies are assessed:</p> <ol style="list-style-type: none"> (1) Topic (2) Purpose (3) Supporting material (4) Organization (5) Language (6) Voice (7) Usage (8) Physical behaviors 	<p>Designed to assess college students' public speaking performance.</p> <p>Training manual includes discussion of each competency and an explanation of how each would be demonstrated at excellent, satisfactory, and unsatisfactory levels. Instructions are included for preparing a video tape to demonstrate different levels of student performance along with information about how other speech communication educators evaluated sample speeches.</p>	<p>High inter-rater reliability was reported after training of assessors.</p>	<p>None reported.</p>	<p>Developers conducted extensive literature review to determine appropriate competencies and criteria. Panel of 11 speech communication educators was involved in final version.</p>	<p>A positive correlation was reported with seven public speaking items on Communication Competency Assessment instrument.</p>	<p>Strengths Instrument has multiple purposes, including evaluate informative and persuasive speeches in class, testing-in or testing-out placement purposes, tool for instructing and advising students, and generate assessment data for departmental or institutional accountability.</p> <p>Limitations Current instrument does not link with higher order skills, such as critical thinking, because major components of preparing speeches and delivering them.</p>

Table A-1. Reviews of assessments of communication competency in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Basic Course Communication Competency Measure</i></p> <p>24 items</p> <p>Authors W.S.Z. Ford and A.D. Wolvin</p> <p>Original Instrument Located In: W.S.Z. Ford and A.D. Wolvin. (1993). The Differential Impact of a Basic Communication Course on Perceived Communication Competencies in Class, Work, and Social Contexts. <i>Communication Education</i>, 42, 215-223.</p> <p>Testing Time 15 to 20 minutes</p>	<p>Total score</p> <p>Self-perceptions about:</p> <ol style="list-style-type: none"> (1) Public speaking (2) Interpersonal communication (3) Interviewing (4) Group communication (5) Listening self-confidence 	<p>Designed to assess college students' self-perceptions of their own communication competence.</p>	<p>Cronbach alpha coefficients ranged from .93 to .95 on the three context subscales—class, social/family, and work.</p>	<p>None reported.</p>	<p>Students who completed the instrument on a pre- and postcourse basis demonstrated significantly higher scores after completion of the course.</p>	<p>None reported.</p>	<p>Strengths This instrument is a good indicator of perceived change in communication abilities. It can be used for the communication course (Morreale and Backlund 1996).</p> <p>Limitations Because instrument is self-report, the outcomes may not correspond with the actual development of these communication abilities (Morreale and Backlund 1996).</p>

Table A-1. Reviews of assessments of communication competency in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Communicative Competence Scale (CCS)</i></p> <p>36 items</p> <p>Author J.M. Wiemann</p> <p>Original Instrument Located In: J.M. Weimann. (1977). Explication and Test of a Model of Communicative Competence. <i>Human Communication Research</i>, 3, 195-213.</p> <p>Testing Time Less than 5 minutes</p>	<p>Total score and five subscores:</p> <ol style="list-style-type: none"> (1) General Competence (2) Empathy (3) Affiliation/Support (3) Behavioral Flexibility (4) Social Relaxation 	<p>Used to assess dimensions of interpersonal competence.</p> <p>Instrument assesses another person's communicative competence by responding to items using Likert scales that range from strongly agree "5" to strongly disagree "1".</p> <p>Can also be used as self-report.</p>	<p>.96 coefficient alpha (and .74 magnitude of experimental effect) (Wiemann 1977).</p> <p>.94 to .95 overall alpha with subscale scores ranging from .68 to .82 (Jones and Brunner 1984).</p> <p>.84 alpha (Street, Mulac, and Wiemann 1988).</p> <p>On self-report version, alpha of .90 (Cupach and Spitzberg 1983).</p> <p>Alpha of .91 (Hazleton and Cupach 1986).</p> <p>Alpha of .86 (Query, Parry, and Flint 1992).</p>	<p>None reported.</p>	<p>Evidence of construct validity (McLaughlin and Cody 1982; Street, Mulac, and Wiemann 1988).</p>	<p>All three dimensions of Interaction Involvement Scale scores positively correlated with CCS (Cegala et al. 1982).</p> <p>Strongly correlated with communication adaptability and trait self-rated competence (Cupach and Spitzberg 1983).</p>	<p>Strengths Scale used with college students only.</p> <p>Instrument can be completed quickly.</p> <p>Instrument can help college students understand their communication competence.</p> <p>It has strong reliability data.</p> <p>Limitations Perotti and DeWine (1987) recommend that instrument be used as composite measure of communicative competence rather than breaking scores into the five subareas. There are some issues with the factor structure.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Conflict Management Appraisal (CMA) —Assessment by Others</i></p> <p>60 items</p> <p>Author Jay Hall</p> <p>Publisher Teleometrics International 1755 Woodstead Court The Woodlands, TX 77380-0964 http://www.teleometrics.com</p> <p>Date 1986</p> <p>Testing Time 30 minutes</p> <p>Cost \$7.95 per instrument</p>	<p>Total score for each of the five conflict management styles</p> <p>Across the four contexts, raw scores are summed to obtain total raw scores on the five styles.</p> <p>Rate each item regarding conflict by using a 10-point scale ranging from completely uncharacteristic "1" to completely characteristic "10." Ratings may be compared with self-ratings obtained on the Conflict Management Survey (a companion instrument).</p>	<p>9/9 Synergistic; 5/5 Compromise; 1/9 Yield/Lose; 9/1 Win-Lose; 1/1 Lose-Leave.</p> <p>First number in each pair represents degree of concern for personal goals and second number represents the degree of concern for relationship.</p> <p>Twelve items for each overall style score are evenly distributed across four contexts: personal orientation, interpersonal relationships, small group relationships, and intergroup relationships.</p> <p>A rater evaluates an associate (coworker, a personal or social acquaintance, or family member) in terms of how the individual handles conflict.</p>	<p>Testing for internal consistency of CMA, an item analysis yielded a mean Cronbach Alpha of .81; the median alpha was .85" (test manual, p. 20).</p>	<p>None reported.</p>	<p>Background of test developer affects content validity. Author has significant experience in the field for developing the instruments as highlighted by two books, <i>The Executive Trap</i> (1992) and <i>The Competence Process</i> (1980).</p>	<p>None reported.</p>	<p>Strengths This instrument is a learning tool rather than a formal test. It could be used to stimulate discussion about team building or improving relations.</p> <p>Limitations It lacks a technical manual that addresses important issues, such as validity studies, interscale correlations, and interrater agreement.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Conflict Management Survey, Self-Assessment</i></p> <p>60 items</p> <p>Author Jay Hall</p> <p>Publisher Teleometrics International 1755 Woodstead Court The Woodlands, TX 77380-0964 http://www.teleometrics.com</p> <p>Dates 1969-1986</p> <p>Testing Time 30 minutes</p> <p>Cost \$8.95 per instrument</p>	<p>Total score for each of the five conflict management styles</p> <p>Across the four contexts, raw scores are summed to obtain total raw scores on the five styles.</p> <p>Rate each item regarding conflict by using a 10-point scale ranging from completely uncharacteristic "1" to completely characteristic "10." Ratings may be compared with self-ratings obtained on the Conflict Management Survey (a companion instrument).</p>	<p>9/9 Synergistic; 5/5 Compromise; 1/9 Yield/Lose; 9/1 Win-Lose; 1/1 Lose-Leave.</p> <p>First number in each pair represents degree of concern for personal goals; second number represents the degree of concern for relationship.</p> <p>Twelve items for each overall style score are evenly distributed across four contexts: personal orientation, interpersonal relationships, small group relationships, and intergroup relationships.</p> <p>A rater evaluates an associate (coworker, a personal or social acquaintance, or family member) in terms of how the individual handles conflict.</p>	<p>Split-half coefficients ranged from .70 to .87 reported for the five styles.</p>	<p>None reported.</p>	<p>Background of test developer affects content validity. Author has significant experience in the field for developing the instruments as highlighted by two books, <i>The Executive Trap</i> (1992) and <i>The Competence Process</i> (1980).</p>	<p>None reported.</p>	<p>Strengths This instrument is a learning tool rather than a formal test. It could be used to stimulate discussion about team building or improving relations.</p> <p>Limitations Instrument lacks a technical manual that addresses important issues such as validity evidence, including construct validity.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Working: Assessing Skills, Habits, and Style</i></p> <p>50 items</p> <p>Authors Curtis Miles and Phyllis Grummon</p> <p>Publisher H and H Publishing Company, Inc. 1231 Kapp Drive Clearwater, FL 33765-2116 (800) 366-4079 http://www.hhpublishing.com</p> <p>Date 1996</p> <p>Testing Time 30 minutes</p> <p>Cost 1-99 instruments=\$4.00 per instrument or 100+=\$3.50 per instrument</p>	<p>Nine subscores:</p> <ol style="list-style-type: none"> (1) Taking responsibility (2) Working in teams (3) Persisting (4) A sense of belonging (5) Life-long learning (6) Adapting to change (7) Permanent problem solving (8) Information processing (9) Systems thinking 	<p>Instrument designed for students' self-assessment.</p> <p>Taking personal responsibility for assigned tasks.</p> <p>Paying attention to goals of group and social processes used to accomplish goals.</p> <p>Staying with a task until completion.</p> <p>Taking pride in one's work.</p> <p>Learning throughout their lifetime.</p> <p>Level of comfort with changes.</p> <p>Interest and skill at using systematic problem solving skills.</p> <p>Using multiple strategies and managing their own learning.</p> <p>Understanding of relationship among parts in a system and effects of actions within a system.</p>	<p>Reliability for each construct ranged from .52 for systems thinking to .75 for persisting.</p>	<p>None reported.</p>	<p>Initial review identified competencies through numerous resources, including SCANS.</p> <p>Instrument field tested in 13 different colleges.</p> <p>Teachers returned their assessment of students (using same instrument), which was matched with individual student's perceptions. Significant correlations with student and teacher perceptions on all scales, except adapting to change.</p>	<p>None reported.</p>	<p>Strengths Instrument can be a diagnostic measure to identify areas in which students could benefit most from educational interventions (Maduschke and Grummon 1996).</p> <p>Results can help inform the development of individual plans to address perceived weaknesses and build on strengths.</p> <p>It can be used by both faculty and counselors to help students become better prepared for the workplace.</p> <p>Instrument has been field tested and used with college students in community colleges, technical colleges, and state universities.</p> <p>Limitations None</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p>INSIGHT Inventory</p> <p>32 items</p> <p>Author Patrick Handley</p> <p>Publisher WISEWORK (816) 587-3881 http://www.wisework.com and http://www.wisework.com/insight.htm</p> <p>Dates 1988-1995</p> <p>Testing Time 15 to 50 minutes</p> <p>Cost \$6.50 per inventory \$250.00 for comprehensive trainer's guide, skill-building activities, overhead transparencies, and technical manual</p>	<p>Eight profile scores for each area work style and personal style</p> <p>Getting one's own way</p> <p>Responding to people</p> <p>Pacing activity</p> <p>Dealing with details</p>	<p>Consists of two lists of 32 adjectives each, presented side by side. Individuals complete instrument by indicating on a four-point scale extent to which adjective describes the way they are at work (or for students the way they are at college) and in the second list of same adjectives indicate the way they are at home.</p> <p>Direct versus indirect</p> <p>Outgoing versus reserved</p> <p>Steady versus urgent</p> <p>Precise versus unstructured</p>	<p>Coefficient alpha ranged from .71 to .85 with median of .77 (Urbina 1998).</p> <p>Stability over 6 weeks by means of test-retest ranged from .54 to .82 with median of .755 (Urbina 1998).</p>	<p>Began with initial set of adjectives from Allport and Odbert's (1936) list. After some initial modifications, list was administered to sample of adults and then factor analyses conducted. Based on these analyses, list was altered again and given once more to samples of adults, high school, and college students. Resulting factor loadings were used to create the four scales, each consisting of eight</p>	<p>Author cites the work of Kurt Lewin (1936), Gordon Allport and Odbert (1936), and Raymond Cattell (1971) as source material for development of this inventory.</p>	<p>Evidence of validity for insight is limited to comparisons between its scores and three other well-known self-report inventories, self-directed search, the Sixteen Personality Factor Questionnaire, and Myers-Briggs Type Indicator.</p>	<p>Strengths This inventory could be used to stimulate discussion about interpersonal relationships especially in the context of team building.</p> <p>Simplicity and directness of measure likely to increase its usefulness and appeal (Urbina 1998).</p> <p>Limitations This instrument is a learning tool rather than a formal test.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p>INSIGHT Inventory (continued)</p>				<p>adjectives representing four factors.</p> <p>Norms presented separately for female, male, and combined gender groups of adults and students drawn from a variety of settings.</p>			

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p>Coaching Process Questionnaire</p> <p>40 items</p> <p>Author McBer and Company</p> <p>Publisher McBer and Company 116 Huntington Ave. Boston, MA 02116 (800) 729-8074 (617) 425-4388 http://trgmcbcr.haygroup.com</p> <p>Date 1992</p> <p>Testing Time Administration time not reported.</p> <p>Cost \$65.00 per package of 10 participant questionnaires and interpretive notes \$25.00 per package of 10 feedback questionnaires</p>	<p>Total score and four subscores:</p> <p>(1) Diagnostic skills</p> <p>(2) Coaching qualities</p> <p>(3) Coaching techniques</p> <p>(4) Coaching model</p> <p>Same framework, items, and scale for both the participant/manager version and the employee version</p>	<p>Assess manager's ability to prepare for coaching session.</p> <p>Personal attitudes and beliefs supportive to the coaching process.</p> <p>Assess manager's ability to communicate in a meaningful way.</p> <p>Ability to structure coaching session so that developmental opportunities will be understood and pursued.</p> <p>Each individual responds to statement by answering five-point Likert-type scale.</p>	<p>Range of reliability estimates for participant version were .68 to .78 and for employee version ranged from .81 to .87. Type of reliability calculated was not specified.</p>	<p>None reported.</p>	<p>Some content validity—test developers present model of coaching process and develop items rating each of the four elements of model.</p> <p>No data about content, criterion, and construct validity provided.</p>	<p>None reported.</p>	<p>Strengths This instrument is a learning tool rather than a formal test.</p> <p>It could be useful to stimulate a discussion of the coaching process among employees and their managers.</p> <p>In higher education, it could be used in courses with simulations where students adopt different roles and discuss the coaching process.</p> <p>Instrument is easy to administer and score.</p> <p>Limitations Instrument has little psychometric evidence.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>The Masterful Coaching Feedback Tool</i></p> <p>35 items</p> <p>Author Robert Hargrove</p> <p>Publisher Jossey-Bass/Pfeiffer 350 Sansome Street, 5th Floor San Francisco, CA 94104-1342 (800) 274-4434 http://www.pfeiffer.com</p> <p>Date 2001</p> <p>Testing Time 15 minutes</p> <p>Cost \$5.00 Masterful Coaching, Self-Assessment \$5.00 Masterful Coaching, Observer Assessment Instrument \$15.00 Participant's Workbook \$112.00 Facilitator's Package</p>	<p>Total score and five subscores:</p> <p>(1) Plans goals collaboratively</p> <p>(2) Provides feedback and learning</p> <p>(3) Invests in relationships</p> <p>(4) Forwards the action</p> <p>(5) Develops a coaching mission</p>	<p>Engaging in joint inquiry with individuals and groups</p> <p>Encourage attitude of learning</p> <p>Relating to others across the organization to help them be successful</p> <p>Generates successful action for people</p> <p>Develops a clear sense of what they want to accomplish with others</p>	<p>For participants—coefficient alphas ranged from .68 to .82. Coefficient alpha was high at .90 (Hargrove 2001).</p> <p>For observer ratings—reliability estimates ranged from .83 to .89 (Hargrove 2001).</p>	None reported.	An observer measure was included to test the validity.	None reported.	<p>Strengths</p> <p>It could be useful to stimulate a discussion of the coaching process and key interpersonal skills that are important to be effective.</p> <p>In higher education, it could be used in courses with simulations where students adopt different roles and discuss the coaching process.</p> <p>Instrument is easy to administer and score.</p> <p>Limitations This instrument is a learning tool rather than a formal test.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Coaching Skills Inventory (CSI)</i></p> <p>50 items</p> <p>Author Dennis C. Kinlaw</p> <p>Publisher Jossey-Bass/Pfeiffer 350 Sansome Street, 5th Floor San Francisco, CA 94104-1342 (800) 274-4434 http://www.pfeiffer.com</p> <p>Date 1999</p> <p>Testing Time 15 minutes</p> <p>Cost \$7.00 CSI, Observer \$12.00 CSI, Self \$340.00 Facilitator's Package</p>	<p>Total score and five subscores:</p> <p>(1) Contact and core communication skills</p> <p>(2) Counseling skills</p> <p>(3) Mentoring skills</p> <p>(4) Tutoring skills</p> <p>(5) Confronting and challenging skills</p>	<p>Setting clear expectations, establishing objectives, probing, reflecting</p> <p>Changes in point of view, commitment to self-sufficiency</p> <p>Development of political savvy, greater proactivity in managing one's career</p> <p>Increased knowledge and skill, increased confidence</p> <p>Clarification of performance expectations, identification of performance shortfalls</p>	<p>Coefficients of .81 or higher were obtained for test and retest ratings on all Coaching Skills Inventory items (Kinlaw 1999).</p>	None reported.	Builds on research studies conducted by Kinlaw (1989, 1990).	None reported.	<p>Strengths</p> <p>It could be useful to stimulate a discussion of the coaching process and key interpersonal skills that are important to be effective.</p> <p>In higher education, it could be used in courses with simulations where students adopt different roles and discuss the coaching process.</p> <p>Instrument is easy to administer and score.</p> <p>Limitations This instrument is a learning tool rather than a formal test.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Communicative Adaptability Scale (CAS)</i></p> <p>30 items</p> <p>Author R.L. Duran</p> <p>Original Instrument Located In: R.L. Duran. (1983). Communicative Adaptability: A Measure of Social Communicative Competence. <i>Communication Quarterly</i>, 31, 320-326.</p> <p>Duran, R.L. (1992). Communicative adaptability: A review of conceptualization and measurement. <i>Communication Quarterly</i>, 40, 253-268.</p> <p>Testing Time Less than 6 minutes</p>	<p>Total score and six subscores:</p> <p>(1) Social composure</p> <p>(2) Social experience</p> <p>(3) Social confirmation</p> <p>(4) Appropriate disclosure</p> <p>(5) Articulation</p> <p>(6) Wit</p>	<p>Feeling relaxed in social situations.</p> <p>Enjoying and participating socially.</p> <p>Maintaining the other's social image.</p> <p>Adapting one's disclosures appropriately</p> <p>Using appropriate syntax and grammar.</p> <p>Using humor to diffuse social tension.</p>	<p>In 10 samples, average alpha for subscales were social experience, .80; social confirmation, .84; social composure, .82; appropriate disclosure, .76; articulation, .80; and wit, .74 (Duran 1992). Overall scale alpha of .81 (Cupach and Spitzberg 1983) and overall alpha of .79 (Duran and Zakahi 1984).</p>	None reported.	<p>Research pertaining to construct validity found a significant difference between high and low cognitively complex persons on the social experience and wit dimensions (Duran and Kelly 1985). They also discovered that women have higher scores on social experience and appropriate disclosure.</p> <p>Validity studies summarized in Duran (1992).</p>	<p>CAS is related to Interaction Involvement Scale. Responsiveness was related to social confirmation and appropriate disclosure. Perceptiveness was related to social composure and social experience. Attentiveness was related with to social experience (Duran and Kelly 1988).</p>	<p>Strengths Scale used with primarily college students only.</p> <p>Instrument can be completed quickly.</p> <p>It has strong reliability evidence.</p> <p>Limitations Scale has been used primarily as a self-report instrument and may not indicate students' actual competencies.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Interaction Involvement Scale</i></p> <p>18 items</p> <p>Author D.J. Cegala</p> <p>Original Instrument Located In: D.J. Cegala. (1981). Interaction Involvement: A Cognitive Dimension of Communication Competence. <i>Communication Education</i>, 30, 109-121.</p> <p>Testing Time Less than 6 minutes</p>	<p>Total score and three subscores:</p> <p>(1) Perceptiveness</p> <p>(2) Attentiveness</p> <p>(3) Responsiveness</p>	<p>Interaction involvement is the degree to which people are engaged, cognitively and behaviorally, in their conversations with others.</p> <p>Being aware of message meanings.</p> <p>Hearing and observing.</p> <p>Person's certainty about how to respond to others during a conversation.</p>	<p>Test-retest reliability was .81 after 6 week delay (Cegala et al. 1982).</p> <p>Alphas for Responsiveness subscale ranged from .69 (Duran and Kelly 1988) to .86 (Cegala 1981.)</p> <p>Alphas for the perceptiveness subscale ranged from .63 (Rubin and Graham 1988) to .88 (Cegala 1981).</p> <p>Alphas for attentiveness subscale ranged from .64 (Duran and Kelly 1988) to .87 (Cegala 1981).</p> <p>Overall alphas ranged from .83 (Chen 1989) to .90 (Cegala et al. 1982).</p>	None reported.	Factor analysis confirmed the original three dimensions (Cegala et al., 1982).	<p>All three dimensions of Interaction Involvement Scale scores positively correlated with CCS (Cegala et al. 1982).</p>	<p>Strengths Scale used with college students only. Instrument can be completed quickly. Inclusion of both cognitive and behavioral items. It can help college students better understand their interaction involvement. Instrument has strong reliability evidence.</p> <p>Limitations Scale has been used primarily as a self-report instrument and may not indicate students' actual competencies.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Individualized Trust Scale (ITS)</i></p> <p>15 items</p> <p>Author D.J. Cegala</p> <p>Original Instrument Located In: L.R. Wheelless and J. Grotz. (1977). The Measurement of Trust and its Relationship to Self-Disclosure. <i>Human Communication Research</i>, 3, 250-257.</p> <p>Testing Time About 1 minute</p>	Total score	<p>Individualized trust is "process of holding certain relevant, favorable perceptions of another person which engender certain types of dependent behaviors in a risky situation where the expected outcomes that are dependent upon that other person is not known with certainty" (Wheelless and Grotz 1977, p. 251).</p> <p>ITS focuses on specific person rather than trust in other people in general.</p>	<p>Split-half reliability of .92 for ITS (Wheelless and Grotz 1977). In research studies, an alpha of .95 reported by Snavelly (1981) and .72 reported by Buller, Strzyzewski, and Comstock (1991).</p>	None reported.	Wheelless (1977) found strong relationship between self-disclosure, individualized trust, and interpersonal solidarity.	None reported.	<p>Strengths Instrument can be completed quickly. It could be used when students are working in groups to help them learn about level of trust for members in their own group.</p> <p>Limitations Scale has been used primarily as a self-report instrument and may not indicate students' actual competencies.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Interpersonal Trust Surveys</i></p> <p>60 items</p> <p>Author Guy L. DeFuria</p> <p>Publisher Jossey-Bass/Pfeiffer 350 Sansome Street, 5th Floor San Francisco, CA 94104-1342 (800) 274-4434 http://www.pfeiffer.com</p> <p>Date 1996</p> <p>Testing Time 20 to 30 minutes</p> <p>Cost \$9.00 Interpersonal Trust Survey, Self-Assessment \$9.00 Interpersonal Trust, Observer Scoring \$40.00 Facilitator Book and Instruments</p>	<p>Total score</p> <p>Ten subscales</p> <p>Five subscales measure the respondent's propensity to engage in trust-enhancing behaviors</p> <p>Five subscales measure the respondent's expectations that others will engage in trust-enhancing behaviors.</p>	<p>Individuals' behaviors of—sharing relevant information; reducing controls; allowing for mutual influence; clarifying mutual expectations; meeting others' expectations</p> <p>Others behaviors of—sharing relevant information; reducing controls; allowing mutual influence; clarifying mutual expectations; meeting my expectations</p>	Coefficient alpha=.981	None reported.	Content analysis was performed using groups of subjects in a group interview process to determine that each item was uniformly interpreted.	None reported.	<p>Strengths Instrument can be completed quickly. It could be used when students are working in groups to help them learn about level of trust for members in their own group. Comparisons can be made between individual's level of trust and his or her own perceptions of others' levels of trust along same dimensions.</p> <p>Limitations Instrument lacks detailed evidence of validity.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Conversational Appropriateness and Effectiveness Scale</i></p> <p>40 items</p> <p>Authors B.H. Spitzberg and L.A. Phelps</p> <p>Original Instrument Located In: D.J. Canary and B.H. Spitzberg. (1987). <i>Appropriateness and Effectiveness Perceptions of Conflict Strategies</i>. <i>Human Communication Research</i>, 14, 93-118.</p> <p>B.H. Spitzberg and L.A. Phelps. (1982, November). <i>Conversational Appropriateness and Effectiveness: Validation of a Criterion Measure of Relational Competence</i>. Paper presented at the meeting of the Speech Communication Association.</p> <p>Testing Time Less than 3 minutes</p>	<p>Total</p> <p>Subscores: (1) Effectiveness (2) Specific Appropriateness (3) General Appropriateness</p>	<p>Goal accomplishment.</p> <p>Specific aspects of the conversation were appropriate.</p> <p>Global suitability.</p>	<p>Coefficient alphas for the effectiveness scale ranged from .87 (Canary and Spitzberg 1989) to .93 (Canary and Spitzberg 1987). Alphas for specific appropriateness scale ranged from .74 (Canary and Spitzberg 1990) to .85 (Canary and Spitzberg 1989) and for general appropriateness from .80 (Canary and Spitzberg 1989) to .92 (Canary and Spitzberg 1990).</p>	<p>None reported.</p>	<p>Lacks full information on construct validity.</p>	<p>Canary and Spitzberg (1989) found that specific appropriateness was correlated with avoidant and distributive messages. General appropriateness was correlated with integrative tactics and with trust, mutuality, and intimacy, and effectiveness correlated with trust, intimacy, and satisfaction.</p>	<p>Strengths Instrument can be completed quickly.</p> <p>Instrument can help college students better understand conversational appropriateness and effectiveness. These are two critical dimensions of interpersonal communication competence.</p> <p>Instrument has strong reliability evidence.</p> <p>Limitations Lacks information on construct validity.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Affinity-Seeking Instrument (ASI)</i></p> <p>13 items</p> <p>Authors R.A. Bell, S.W. Tremblay, and N.L. Buerkel-Rothfuss</p> <p>Original Instrument Located In: R.A. Bell, S.W. Tremblay, and N.L. Buerkel-Rothfuss. (1987). <i>Interpersonal Attraction as a Communication Accomplishment: Development of a Measure of Affinity-Seeking Competence</i>. <i>Western Journal of Speech Communication</i>, 51, 1-18.</p> <p>Testing Time Less than 5 minutes</p>	<p>Total</p> <p>Two subscores: (1) Affinity-seeking competence (2) Strategic performance</p>	<p>Ability to say and do what is necessary to be seen as interpersonally attractive.</p> <p>Ability to play roles to be liked by others.</p>	<p>Reported alphas ranged from .85 to .89 for the ASC subscale and from .80 to .87 for the SP subscale (Bell, Tremblay and Buerkel-Rothfuss 1987).</p> <p>Later research reported ASC alpha of .81 and SP alpha of .83 (Buerkel-Rothfuss and Bell 1987).</p>	<p>Original authors found stability in two-factor solution.</p>	<p>Significant positive relationship between ASI and affinity-seeking outcomes and negative relationships between ASI and nonrelated measures (such as public communication apprehension).</p>	<p>None reported.</p>	<p>Strengths Instrument can be completed quickly.</p> <p>Can help college students understand their social-communicative competence.</p> <p>Limitations Has been used primarily as a self-report instrument and may not indicate students' actual competencies.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Relational Communication Scale (RCS)</i></p> <p>41 items</p> <p>Authors J.K. Burgoon and J.L. Hale</p> <p>Original Instrument Located In: J.K. Burgoon and J.L. Hale. (1987). <i>Validation and Measurement of the Fundamental Themes of Relational Communication</i>. <i>Communication Monographs</i>, 54, 19-41.</p> <p>Testing Time 10 minutes</p>	<p>Total</p> <p>Eight subscores: (1) Immediacy/affection (2) Similarity/depth (3) Receptivity/trust (4) Composure (5) Formality (6) Dominance (7) Equality (8) Task orientation</p>	<p>Relational communication consists of the verbal and nonverbal themes present in communication that define an interpersonal relationship.</p> <p>RCS captures "the relational meanings that are embedded in all communication interchanges" (Burgoon and Hale 1987, p. 40).</p>	<p>Burgoon and Hale (1987) reported coefficient alphas for the eight dimensions that range from .42 to .88. Other researchers report similar results (Buller et al. 1992; Kelley and Burgoon 1991).</p>	<p>None reported.</p>	<p>Criterion-related validity studies indicated that RCS is capable of discriminating for example, "immediate from nonimmediate behaviors," "pleasant from hostile voices," "high from low reward communicators" (Burgoon and Hale 1987).</p> <p>Walther and Burgoon (1992) reported that computer-mediated groups mirror face-to-face groups in that both experience an increase in relational communication over time. Subsequent research studies have elaborated on these findings (e.g., Buller and Aune 1988; Buller and Burgoon 1986; Burgoon, Coker, and Coker 1986; Burgoon and Hsie 1988; Burgoon, Olney, and Coker 1987; Burgoon, Walther, and Baesler 1992).</p>	<p>None reported.</p>	<p>Strengths Instrument can be completed quickly.</p> <p>RCS can be used as another-report (e.g., Burgoon, Olney, and Coker 1987) and observer-report measure (Burgoon and Newton 1991).</p> <p>Extensive research studies contribute to construct validity evidence of RCS.</p> <p>Limitations Instrument is primarily designed as a self-report measure.</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Communication Flexibility Measure</i></p> <p>Authors M.M. Martin and R.B. Rubin</p> <p>Original Instrument Located In: M.M. Martin and R.B. Rubin. (1994). Development of a Communication Flexibility Measure. <i>Southern Communication Journal</i>, 59, 171-178.</p> <p>Testing Time 15 to 20 minutes</p>	<p>Total score</p> <p>Students respond to 14 different scenarios by indicating on five-point scale how closely the behaviors described in the scenario resemble their own. The scenarios focus on acquaintances and friends or family in formal and informal interpersonal, group, and public settings.</p>	<p>Designed to assess flexibility in adapting communication behaviors to different situations.</p>	<p>Coefficient alpha of .70 and a split-half correlation of .71 were reported.</p>	<p>None reported.</p>	<p>Content validity—focusing on different situations and circumstances.</p>	<p>Instrument is related to communication adaptability, rhetorical sensitivity, and social desirability.</p>	<p>Strengths The scenarios in this measure are interesting and varied. They serve as good initiators for discussion (Morreale and Backlund 1996).</p> <p>Students are encouraged to think about the contextual nature of communication (Morreale and Backlund 1996).</p> <p>Limitations Usefulness of instrument will be further enhanced when a relationship is established with communication competence (Morreale and Backlund 1996).</p>

Table A-3. Reviews of assessments of interpersonal skills in terms of selected assessment characteristics and source—Continued

Name/Description	Scores	Definition	Reliability	Method and design	Validity	Correlation with measures	Strengths and Limitations
<p><i>Interpersonal Communication Satisfaction Inventory</i></p> <p>19 items</p> <p>Author M.L. Hecht</p> <p>Original Instrument Located In: M.L. Hecht. (1978). The Conceptualization and Measurement of Interpersonal Communication Satisfaction. <i>Human Communication Research</i>, 4:253-264.</p> <p>Testing Time 15 to 20 minutes</p>	<p>Total score</p> <p>Self-perceptions about:</p> <ol style="list-style-type: none"> (1) Public speaking (2) Interpersonal communication (3) Interviewing (4) Group communication (5) Listening (6) self-confidence 	<p>Designed to assess college students' self-perceptions of their own communication competence.</p>	<p>Cronbach alpha coefficients ranged from .93 to .95 on the three context subscales—class, social/family, and work.</p>	<p>None reported.</p>	<p>Students who completed the instrument on a pre- and postcourse basis demonstrated significantly higher scores after completion of the course.</p>	<p>None reported.</p>	<p>Strengths This instrument is a good indicator of perceived change in communication abilities. It can be used for the communication course (Rubin, Palmgreen, and Sypher 1994).</p> <p>Limitations Because instrument is self-report, the outcomes may not correspond with the actual development of these communication abilities.</p>

Appendix E:

Research study identifying the most important characteristics to executive presence as defined by organizational leaders and executives. (Courtesy of *Executive Presence*, 2013)

Characteristics that contribute to “executive presence.”

Characteristic	Number of comments	%age of total comments	Brief descriptors
values-in-action	129	22%	courage, integrity, lack of “ego”
interpersonal behaviour patterns	99	17%	genuineness, respect, valuing of others
demeanour	80	14%	confident, composed, authoritative
communications	55	9%	articulate, vocal quality, making oneself heard
intellect and expertise	54	9%	analytical skill, vision, domain knowledge
interpersonal skill	52	9%	connects easily with people
outcome delivery ability	38	6%	energy, takes responsibility, achieves outcomes
status and reputation	35	6%	role, networks, achievements, reputation
physical characteristics	31	5%	grooming and dress, stature, mannerisms
power use	16	3%	the extent the person uses fear and enforcement
	589	100%	