



# SELECTION

## EMOTIONALLY INTELLIGENT REPORT

*Tim Candidate*

1 January 2021

Strictly Confidential

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## **ABOUT THIS REPORT**

This report presents the results of a survey for Tim Candidate that reflects how well Tim demonstrates emotionally intelligent behaviours in the workplace. The information contained is sensitive, private and confidential.

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## INTRODUCTION

This report presents the results of a Genos Emotional Intelligence assessment that asked Tim Candidate to rate how frequently they demonstrate emotionally intelligent workplace behaviour.

Emotional Intelligence (EI) is a set of skills that help us better perceive, understand and manage emotions in ourselves and in others. Collectively they help us make intelligent responses to, and use of, emotions. These skills are as important as your intellect (IQ) in determining success at work and in life. Emotions influence, both productively and unproductively, our decisions, behaviour and performance.

Published psychometric studies have shown that scores on the Genos assessment meaningfully correlate with a number of important workplace variables. The higher people score on the Genos assessment, the higher they tend to also score on measures of:

- Workplace performance
- Leadership effectiveness
- Sales and customer service
- Resilience
- Team work effectiveness
- Employee Engagement

Results for Tim on seven key emotional intelligence competencies are presented along with:

- The behaviours of emotional intelligence they report demonstrating least frequently (in red dots)
- Socially desirable responding results
- Interview questions designed to help you further validate scores
- A summary section to help you combine assessment and interview results and present a recommendation to your client

The information presented in this report should be combined and weighted with other sources of information to determine the candidate's suitability or lack thereof for employment. Emotional intelligence is one of many factors related to success in the workplace.

**Note: The Genos Emotional Intelligence Selection Report should not be used as the sole basis making hiring decisions.**

## USING THIS REPORT

The following process has been designed to ensure the information presented in this report is utilised appropriately. It is recommended that you follow this process when evaluating candidates' emotional intelligence.

Step	Description
1	<b>Review the Inflation, Manipulation and Inconsistency Indices.</b> All self-report measures can be subject to response biases. This information is designed to help you determine the validity of the candidate's assessment scores. If these validity indices suggest bias, it is recommended that you behaviourally interview the candidate to help validate or challenge the candidate's scores.
2	<b>Review the candidate's total score and summary profile.</b> This will help you form a quick overall impression of the candidate's strengths and possible areas for development. This page can also help you compare a number of candidates' profiles quickly.
3	<b>Evaluate the candidate's scores on each of the seven key skills.</b> Review the behaviours the candidate reported demonstrating least frequently and consider what additional information this insight provides.

**If you are not conducting the interview with the candidate go to Step 5.**

4	<b>Interview.</b> Conduct the interview with the candidate using the questions and behavioural scoring criteria presented.
5	<b>Summarise.</b> Evaluate all the information you have in your report and write your recommendation to your client.
6	<b>Combine.</b> Collate the information in this report with other sources of information about the candidate and determine the candidate's overall suitability for selection.
7	<b>Debrief.</b> Once a decision has been made and the successful candidate has been notified, successful and unsuccessful candidates should be debriefed on their assessment results if they ask for them. However, neither successful nor unsuccessful candidates should be shown this report - this report has been designed to be seen and interpreted only by trained professionals. For the successful candidate, it is recommended that you conduct a Genos Workplace Survey and Debrief. This Survey and Report is designed help you coach the candidate on how to use their Emotional Intelligence to ensure success as they commence their new role.

## VALIDITY INDICES

Socially desirable responding or 'faking-good' refers to a tendency to present oneself in an uncharacteristically positive manner. That is, to try to inflate or manipulate responses to self-assessment questions in order to achieve desired scores. The Genos Emotional Intelligence Recruitment Inventory incorporates two different approaches to determine whether a candidate has attempted to inflate or manipulate their responses in a socially desirable way. Accordingly, this report presents an Inflation and Manipulation Index.

### **Inflation Index**

The Inflation Index provides insight into whether a candidate may have unconsciously responded in an uncharacteristically positive manner to inflate their scores on the assessment.

### **Manipulation Index**

The Manipulation Index provides insight into whether a candidate is consciously attempting to manipulate test responses to achieve more desirable scores.

### **Inconsistency Index**

When assessing a candidate's Emotional Intelligence in selection, it is important to examine whether the candidate responded to the questions in a consistent fashion. Each skill of the Genos model is measured by 10 questions in the Genos assessment. Some of these questions are very similar in nature to help assess consistent or inconsistent responding. In difficult conditions some candidates respond inconsistently. For example, some candidates may:

- fail to understand the assessment instructions
- respond to the questions too quickly without giving each due consideration
- not take the assessment seriously and respond randomly
- have very poor insight into the meanings of the question content

The Inconsistency Index provides insight into whether a candidate responded to similar assessment questions consistently or inconsistently.

The following page presents this candidate's scores across these three Validity Indices.

# VALIDITY INDEX SCORES

## Inflation Index Score

The candidate's Inflation Index score is presented below.



The candidate scored very low on the Inflation Index and is unlikely to have responded in an overly positive manner. Very low scores may suggest the candidate is under-reporting their Emotional Intelligence. However, they may also be self-aware of their behaviour, strengths and limitations. If possible use the behavioural interview to validate the candidate's results.

## Manipulation Index Score

The candidate's Manipulation Index score is presented below.



The candidate scored very low on the Manipulation Index and their assessment results are very meaningful. They have most likely been very honest in responding to the inventory's questions.

## Inconsistency Index Score

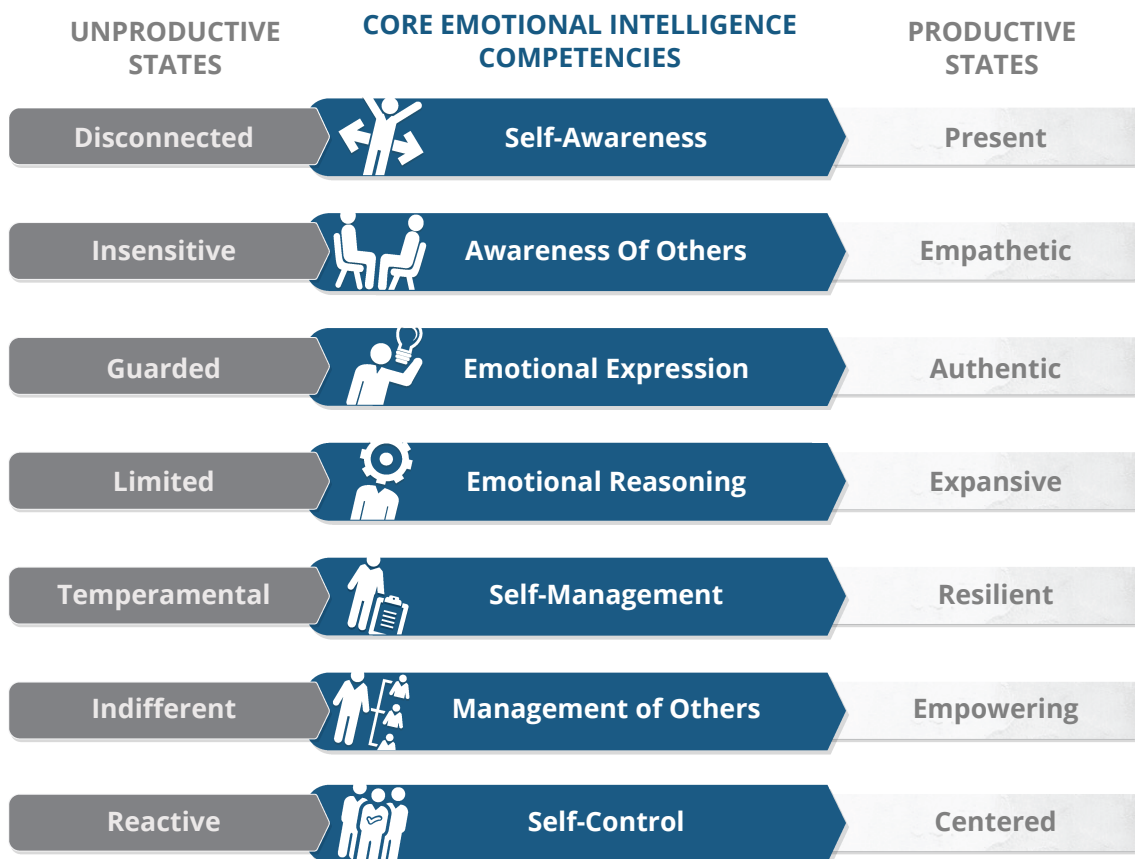
The candidate's Inconsistency Index score is presented below:



The candidate scored low on the Inconsistency Index suggesting that they responded to the questions more consistently than most people in testing situations. Scores are meaningful.

## THE GENOS MODEL OF EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) involves a set of abilities that help us perceive, understand, express, reason with and manage emotions. The Genos model, shown below, comprises a set of seven emotionally intelligent competencies. Competencies represent skills and behaviours, based on underlying abilities and experiences, that are measurable and observable. The Genos model captures the workplace skills and behaviours that manifest from emotional intelligence abilities.



The white, right side of the model shows the productive states that are typically attained by a person who demonstrates the corresponding behaviours frequently, whereas the grey, left side of the model shows the unproductive states that may be observed of a person who demonstrates the corresponding behaviours less frequently.



## THE SEVEN COMPETENCIES MEASURED BY THE GENOS ASSESSMENT

In the Genos assessment, ten behaviours measure each of the seven competencies of the Genos model as described below.

EI Skill	Definition	Workplace Outcomes
<b>Emotional Self-Awareness</b>	The skill of perceiving and understanding one's own emotions.	<ul style="list-style-type: none"> <li>○ The capacity to identify and understand the impact one's own feelings are having on thoughts, decisions, behaviour and performance at work</li> <li>○ Greater self-awareness</li> </ul>
<b>Emotional Awareness of Others</b>	The skill of perceiving and understanding others' emotions.	<ul style="list-style-type: none"> <li>○ Greater understanding of others, how to engage, respond, motivate and connect with them</li> <li>○ Interpersonal effectiveness</li> </ul>
<b>Emotional Expression</b>	The skill of expressing one's own emotions effectively.	<ul style="list-style-type: none"> <li>○ Creating greater understanding amongst colleagues about yourself</li> <li>○ Creating trust and perceptions of genuineness amongst colleagues</li> </ul>
<b>Emotional Reasoning</b>	The skill of utilising emotional information in decision-making.	<ul style="list-style-type: none"> <li>○ Enhanced decision-making where more information is considered in the process</li> <li>○ Greater buy-in from others into decisions that are made</li> </ul>
<b>Emotional Self-Management</b>	The skill of effectively managing one's own emotions.	<ul style="list-style-type: none"> <li>○ Improved job satisfaction and engagement</li> <li>○ Improved ability to cope with high work demands</li> <li>○ Greater interpersonal effectiveness</li> <li>○ Enhanced productivity and performance</li> <li>○ Emotional well-being</li> </ul>
<b>Emotional Management of Others</b>	The skill of influencing the moods and emotions of others.	<ul style="list-style-type: none"> <li>○ The capacity to generate greater productivity and performance from others</li> <li>○ The capacity to generate a positive and satisfying work environment for others</li> <li>○ The capacity to deal with workplace conflict effectively</li> </ul>
<b>Emotional Self-Control</b>	The skill of effectively controlling strong emotions.	<ul style="list-style-type: none"> <li>○ The capacity to think clearly in stressful situations</li> <li>○ The capacity to effectively deal with situations that cause strong emotions</li> </ul>

## INTERPRETING RESULTS

The Genos Emotional Intelligence assessment measures how often people demonstrate emotionally intelligent workplace behaviours. Each skill of the Genos model (described on the next page), is measured by 10 emotionally intelligent workplace behaviours.

Responses are compared to a sample population of respondents and benchmarked accordingly. Scores range from 1 to 99 and represent how often the candidate may demonstrate the skills of the model in comparison to others. Below is an example:



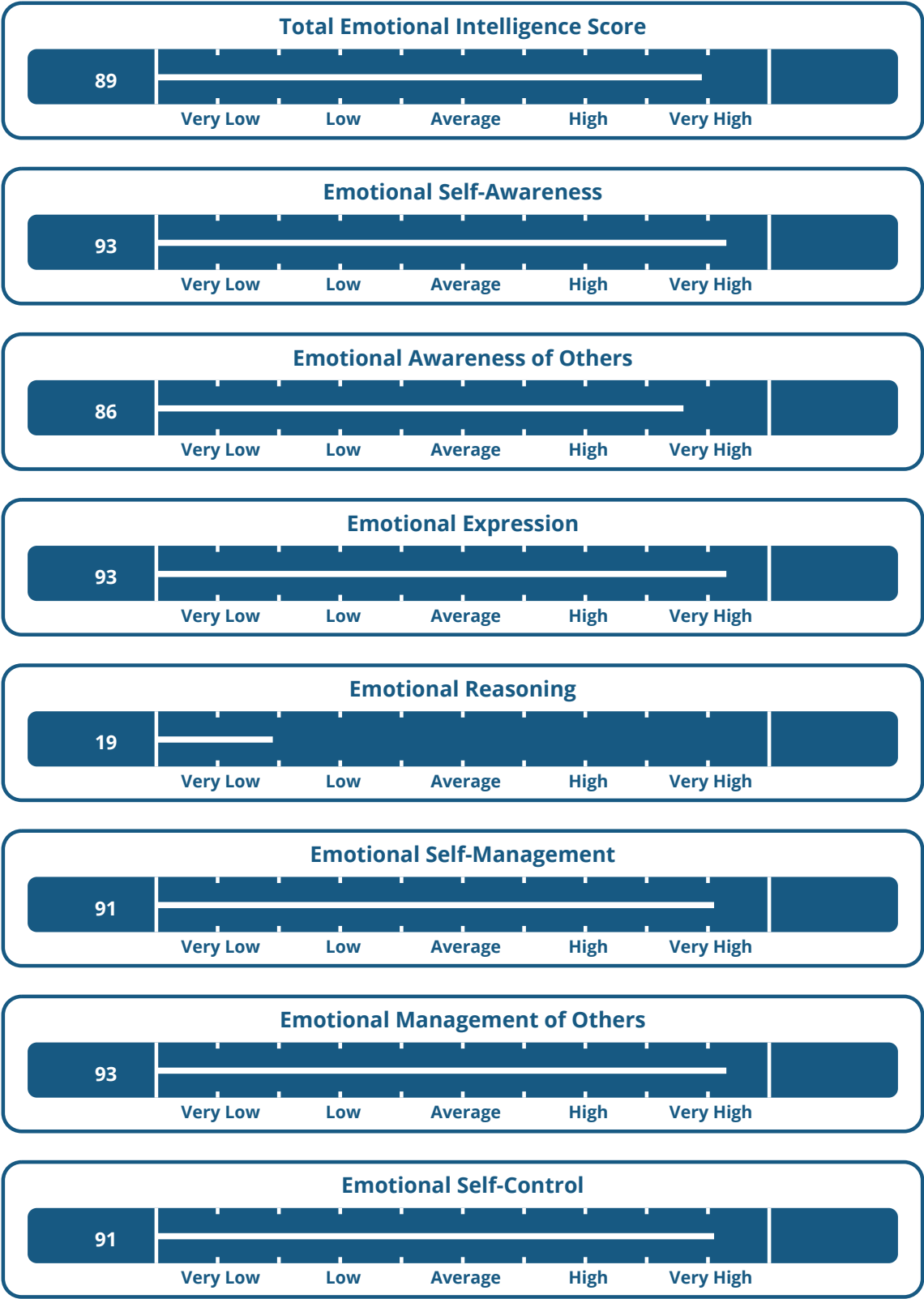
The table below presents a scoring key for interpreting a candidate's results.

Score Range	Population Comparison	Description – the person may demonstrate emotionally intelligent workplace behaviour...
1-20	Very Low	much less often than the average person. The level demonstrated may limit this candidate's success and development may be essential.
21-40	Low	less often than the average person. The level demonstrated is below average and development may be required.
41-60	Average	about as often as the typical person in the workplace. If Emotional Intelligence is critical to success in the role then development of the candidate's EI may be beneficial.
61-80	High	more often than the average person. The candidate may have well developed Emotional Intelligence skills.
81-99	Very High	much more often than the average person. Emotional intelligence may be a significant strength for the candidate. The candidate may be able to develop the Emotional Intelligence of those with whom they work.

In addition to presenting overall benchmarked scores, this report also presents the three behaviours for each skill of the model that the candidate reported demonstrating least frequently. These are presented to help you further assess the candidate's use of emotional intelligence in the workplace and to help guide the selection of interview questions.

# SUMMARY PROFILE

The candidate's Total EI Score as well as their overall results for each of the seven competencies of emotional intelligence are summarised on this page.



## EMOTIONAL SELF-AWARENESS

### What is emotional self-awareness?

Emotional Self-Awareness is the skill of perceiving and understanding one's own feelings. The candidate rated how frequently they are aware of:

- their moods, feelings and emotions at work
- the causes of their feelings, and
- the impact their feelings can have on their decisions and actions.

Feelings influence decisions, behaviour and performance. Emotionally self-aware people are conscious of the role their feelings can play in these areas and are better equipped to manage this influence effectively.



The candidate scored in the very high range for emotional self-awareness in comparison to others.

Individuals who score in the very high range are likely to pay close attention to their feelings at work and have a profound sense and knowledge of themselves. They are likely to be very connected with their inner values and beliefs, and regularly conduct self-reflective practices. They may also be able to develop this skill in others.

### How could the candidate improve their emotional self-awareness?

The candidate's responses to the questions suggest they could improve their emotional self-awareness by:

- Being aware of things that upset them at work.
- Being aware of how their feelings influence their decisions.
- Being aware of the things that make them feel positive.

It may be valuable to explore these behaviours in discussion with the candidate and their referees.

## Interview Questions

1. Tell us about self-awareness, what is it and why is it important?
2. What have you done to build your self-awareness?
3. What have you learnt about yourself from this work on your self-awareness?
4. What type of things are really important for your motivation and engagement levels at work?
5. Describe an important workplace value you have (for example 'honesty') and how you use this value to guide your own thinking and behaviour.
6. What do you do to demonstrate your self-awareness to others at work?

## Interview Evaluation Guide

The candidate:

1. Described what self-awareness is and why it's important.
2. Described development activities they had engaged in to build their self-awareness (e.g., self-reflective processes; understanding personality, values & beliefs).
3. Described things they had learnt about themselves from developing their self-awareness (e.g., actual values, beliefs, their personality style, things they like/don't like etc).
4. Described events/people/contextual factors at work that are important for them (e.g., being given constructive feedback, development opportunities etc).
5. Described a workplace value and how they use it to guide their thinking and behaviour.
6. Described things they do to demonstrate self-awareness to others (e.g., express how they feel, apologise for negative behaviour/impact on others, talk about their views and perspectives etc).

**Total Score:**

### Scoring Key

- 1 = Very low demonstration
- 2 = Low demonstration
- 3 = Average demonstration
- 4 = High demonstration
- 5 = Very high demonstration



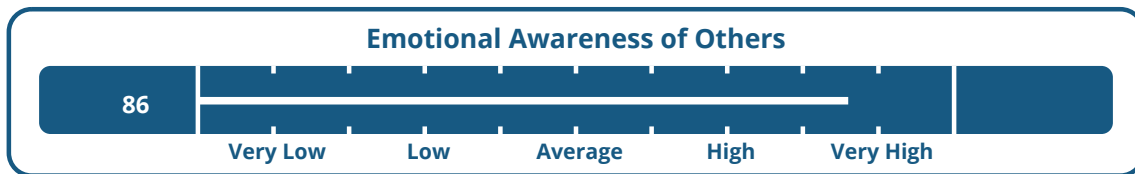
## EMOTIONAL AWARENESS OF OTHERS

### What is emotional awareness of others?

Emotional Awareness of Others is the skill of perceiving and understanding others' feelings. The candidate rated how frequently they:

- recognise feelings in others
- understand the cause of others' feelings, and
- demonstrate empathy accordingly.

People who are emotionally aware of others are able to demonstrate empathy and care for those with whom they work. They are also proficient in responding to, motivating and connecting with others. The skill of emotional awareness of others is critical to any role that involves a high degree of successful interpersonal interaction, such as leadership, sales, teamwork, change management or customer service roles.



The candidate scored in the very high range for emotional awareness of others.

Individuals who score in the very high range are proficient in recognising and understanding others' feelings. They are able to demonstrate empathy and care, and motivate and connect with others in an engaging way. They often understand others' values and beliefs and are able to create meaning for people from events surrounding them. They may also be able to develop the skill of emotional awareness of others in those around them.

### How could the candidate improve their emotional awareness of others?

The candidate's responses to the questions suggest they could improve their emotional awareness of others by:

- Understanding what makes people feel optimistic.
- Understanding what makes people feel engaged.
- Recognising how people feel about work issues.

It may be valuable to explore these behaviours in discussion with the candidate and their referees.

## Interview Questions

1. Why is it important to be aware of the way others feel?
2. What do you do to 'pick-up-on' or identify how others are feeling at work?
3. What do you do to acknowledge or demonstrate that you've understood someone's feelings at work?
4. In your last workplace what were the type of events/people/situations that often-triggered positive emotions for others at work?
5. In your last workplace what were the type of events/people/situations that often-triggered negative emotions for others at work?
6. Tell us about someone who has been particularly difficult to read emotionally at work? What did you do to get to know the moods and emotions of this person?

## Interview Evaluation Guide

The candidate:

1. Described why it's important to be aware of the way others feel (e.g., feelings influence others decisions, behaviour and performance, levels of engagement etc).
2. Described relevant activities for identifying the feelings of others at work (e.g., asking, watching for non-verbal expression of emotions).
3. Described relevant ways of acknowledging others feelings or demonstrating empathy (clarifying perceived emotions, sharing similar emotions/situations etc).
4. Described relevant events/people/situations at work that trigger positive emotions/feelings for others (e.g., constructive feedback, recognition, involvement, creating meaning/purpose).
5. Described relevant events/people/situations at work that trigger negative emotions/feelings for others (being micromanaged, left out of decisions, lack of information flow etc).
6. Gave an articulate description of someone who was particularly difficult to read emotionally at work and the steps they took to do so (e.g., someone very private about themselves).

**Total Score:**

### Scoring Key

- 1 = Very low demonstration
- 2 = Low demonstration
- 3 = Average demonstration
- 4 = High demonstration
- 5 = Very high demonstration



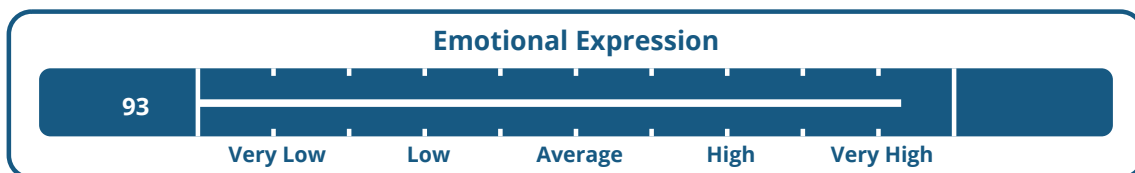
## EMOTIONAL EXPRESSION

### What is emotional expression?

Emotional Expression is the skill of effectively expressing one's own feelings. The candidate rated how frequently they:

- express specific feelings at work such as happiness and frustration
- provide feedback to colleagues about the way they feel, and
- express emotions at the right time, to the right degree and to the right people.

Emotionally expressive people are well understood by others and tend to create more trusting and genuine relationships with people. Individuals who do not express how they feel effectively tend to be perceived by others as guarded, and tend to create misunderstandings with those around them.



The candidate scored in the very high range for emotional expression in comparison to others.

Individuals who score in the very high range tend to be proficient in effectively expressing how they feel. They are authentic and genuine and facilitate open and honest dialogue. Others feel comfortable expressing their feelings around them and as such they can create a culture where healthy debate and feedback is often present. They may also be able to develop the skill of emotional expression in others.

### How could the candidate improve their emotional expression?

The candidate's responses to the questions suggest they could improve their emotional expression by:

- Effectively expressing how they feel when someone upsets them.
- Expressing how they feel about work issues.
- Providing people with positive feedback.

It may be valuable to explore these behaviours in discussion with the candidate and their referees.



## Interview Questions

1. Why is it important to effectively express how you feel at work?
2. Tell us about a time at work when you felt particularly frustrated about something, what approach did you take to airing this frustration?
3. Generally, what's the right approach to take to expressing the way you feel and what are some of the approaches that are better off avoided?
4. How do you go about encouraging others to express themselves at work?
5. What's your approach to facilitating difficult or challenging conversations?
6. Tell us about the last difficult conversation you had to facilitate, what was the situation, approach you took and the outcome of the discussion?

## Interview Evaluation Guide

The candidate:

1. Described why it's important to express feelings at work (e.g., to create trust and understanding, to build the relationship).
2. Described an effective approach to expressing frustration work (e.g., being open but expressing it in a sensitive way).
3. Described better and worse approaches to generally expressing feelings in the workplace (e.g., use of I feel statements, seeking first to understand, not being too blunt etc).
4. Described relevant methods for encouraging others to express themselves at work (e.g., being vulnerable oneself)
5. Described an effective approach to facilitating difficult or challenging conversations.
6. Gave an articulate description of a difficult conversation they facilitated with someone, including the situation, approach and outcomes of it.

**Total Score:**

### Scoring Key

- 1 = Very low demonstration
- 2 = Low demonstration
- 3 = Average demonstration
- 4 = High demonstration
- 5 = Very high demonstration



## EMOTIONAL REASONING

### What is emotional reasoning?

Emotional Reasoning is the skill of using emotional information in reasoning and decision-making. The candidate rated how frequently they:

- consider their own and others' feelings when making decisions
- combine the information in feelings with facts and technical information, and
- communicate their decision-making process to others.

Feelings and emotions contain important information. For example, the level of commitment colleagues demonstrate often provides insight into whether a decision is going to be supported; the emotional appeal of products and services often provide insight into selling and marketing messages. When this type of emotional information is combined with facts and technical information, people think and make for expansive, creative and well thought-out decisions.



The candidate scored in the very low range for emotional reasoning in comparison to others.

Individuals who score in the very low range can believe that feelings have little value in decision-making and actively suppress them in the process. Conversely, they may not understand the information inherent in feelings and therefore find it difficult to combine this information when reasoning and decision-making. This is often the case when scores on Emotional Self-Awareness and Emotional Awareness of Others are also low or very low. These individuals can be good technical and analytical thinkers; however, they often have a limited decision-making style.

### How could the candidate improve their emotional reasoning?

The candidate's responses to the questions suggest they could improve their emotional reasoning by:

- Gaining stakeholders' commitment to their decisions.
- Demonstrating to people that they have considered their own feelings when making decisions.
- Considering factors other than technical information when solving problems.

It may be valuable to explore these behaviours in discussion with the candidate and their referees.

## Interview Questions

1. Tell us about your approach to decision-making?
2. Is It important to reflect on the way you feel in decision-making?
3. Tell us about a time when 'emotional information' changed the approach or way something was planned to be done?
4. What are some of the biases you've seen get in the way of good decision-making?
5. Tell us about the last ethical dilemma you had to tackle and the approach you took to it? What was the outcome?
6. Tell us about the most difficult decision you've ever had to communicate to staff and the approach you took to doing so.

## Interview Evaluation Guide

The candidate:

1. Described a robust approach to decision-making or a particular method or approach.
2. Discussed how feelings can both contribute to and get in the way of good decision-making, thus the importance of reflecting on them.
3. Described a relevant situation where feelings could affect the outcome e.g., changing a system or process people work with; presenting difficult information to others; deciding whether to hire someone new into a team.
4. Identified common biases in decision-making such as Confirmation Bias – that happens when people look for information that supports their existing beliefs, and reject data that go against what they believe.
5. Described a relevant ethical dilemma and an effective approach to solving it.
6. Gave an articulate description of a difficult conversation they facilitated with someone, including the situation, approach and outcomes of it.

**Total Score:**

### Scoring Key

- 1 = Very low demonstration
- 2 = Low demonstration
- 3 = Average demonstration
- 4 = High demonstration
- 5 = Very high demonstration



## EMOTIONAL SELF-MANAGEMENT

### What is emotional self-management?

Emotional Self-Management is the skill effectively managing one's own emotions. The candidate rated how frequently they:

- engage in activities that make them feel positive
- explore the causes of things that make them feel negative, and
- regulate their moods and emotions effectively.

Individuals who are proficient in managing their own emotions are optimistic and look to find the opportunities and possibilities that exist even in the face of adversity. They are resilient and can manage high work demands and occupational stress. They demonstrate consistency in their behaviour and are often described as centred and purposeful by others.



The candidate scored in the very high range for emotional self-management in comparison to others.

Individuals who score in the very high range can be optimistic and resourceful even in the face of adversity. They are highly adaptable and make great "change-agents" in difficult times. They cope well with high degrees of stress and emotional labour and demonstrate consistent behaviour. People who are highly proficient in effectively managing their own emotions deal well with conflict and competing priorities. They may also be able to develop this skill in others.

### How could the candidate improve their emotional self-management?

The candidate's responses to the questions suggest they could improve their emotional self-management by:

- Accepting criticism from people without taking it personally.
- Doing things that make them feel positive.
- Exploring the causes of things that upset them.

It may be valuable to explore these behaviours in discussion with the candidate and their referees.

## Interview Questions

1. Why is it important to keep up your resilience and maintain your well-being in the modern workplace?
2. What do you do for yourself to keep up your resilience?
3. Tell us about some goals you've set for yourself recently and the steps or actions you've taken to reaching them?
4. What are some of the boundaries you've set for yourself to help maintain your well-being?
5. Tell us about a mistake you've made recently and what you'll do to avoid making it again in the future?
6. Tell us about the approach you take to enhancing your own performance at work?

## Interview Evaluation Guide

The candidate:

1. Discussed the importance of demonstrating a positive energising demeanour, the impact negative emotions or poor well-being can have on decisions and behaviour etc.
2. Described a range of effective resilience strategies, e.g. thinking oriented strategies like perspective taking, physical strategies like exercise/diet, relation strategies such as mentoring/coaching and/or environment strategies such as working from home.
3. Gave an articulate description of recent goals and actions being taken to achieve them.
4. Described relevant boundaries that help maintain well-being such as work hours, amount of screen time, not having back-to-back meetings etc.
5. Gave an articulate description of a mistake they'd made and described learnings from it.
6. Described self-reflective and self-improvement practices (e.g., seeking feedback, action planning, reviewing oneself etc).

**Total Score:**

### Scoring Key

- 1 = Very low demonstration
- 2 = Low demonstration
- 3 = Average demonstration
- 4 = High demonstration
- 5 = Very high demonstration



## EMOTIONAL MANAGEMENT OF OTHERS

### What is emotional management of others?

Emotional Management of Others is the skill of influencing others' moods feelings and emotions. The candidate rated how frequently they:

- create a positive working environment for others
- help people overcome negative feelings, and
- help people resolve emotional issues that are affecting their decisions, behaviour or performance.

Individuals who can positively influence others' moods, feelings and emotions have the capacity to empower and motivate those around them; to get colleagues to cooperate and work effectively together, and; inspire performance in others by creating a positive team and work environment. Emotional Management of Others is critical to occupations that involve caring for others along with sales, teams, customer service and leadership focused roles.



The candidate scored in the very high range for emotional management of others.

Individuals who score in the very high range are proficient at positively influencing the feelings of others. They can inspire performance in others by creating a positive team and work environment, can manage and maximise individual's differences and effectively handle workplace conflict. They can build personal resilience in those around them who often describe feeling safe, valued and empowered working with them.

### How could the candidate improve their emotional management of others?

The candidate's responses to the questions suggest they could improve their emotional management of others by:

- Helping people to overcome negative feelings and to feel more positive.
- Helping people to feel differently about disappointing situations.
- Creating a positive overall working environment for people.

It may be valuable to explore these behaviours in discussion with the candidate and their referees.

## Interview Questions

1. What do you do to facilitate a positive work environment for others?
2. If someone told you they were quite stressed about something at work what would you do?
3. Tell us about a time when you needed to get your colleagues to work more effectively together.  
What was the situation, approach you took and outcome of it?
4. How do you go about getting others buy-in and support for your work?
5. Tell us about the approach you take to providing others with feedback?
6. What is your approach to dealing with others inappropriate behaviour?

## Interview Evaluation Guide

The candidate:

1. Discussed approaches taken to enhancing relationships, well-being, openness and mentally healthy workplace practices (such as no emails outside of work hours etc).
2. Described an articulate approach to helping others problem solve and find effective actions to help address stress.
3. Described appropriate approaches to getting others to work effectively together such as appreciating differences, facilitating feedback and relevant actions, focusing on win-win outcomes or solutions etc.
4. Discussed relevant strategies for influencing others thoughts and feelings and generally gaining buy-in.
5. Talked about an effective approach to giving feedback (e.g., outlined purpose, provide clear examples, had strategies/actions to provide to help address the feedback, focused on strengths and development opportunities).
6. Discussed relevant approaches to dealing with others inappropriate behaviour such as providing feedback, reporting it to relevant stakeholders, providing examples of how others should behave towards each other etc.

**Total Score:**

### Scoring Key

- 1 = Very low demonstration
- 2 = Low demonstration
- 3 = Average demonstration
- 4 = High demonstration
- 5 = Very high demonstration



## EMOTIONAL SELF-CONTROL

### What is emotional self-control?

Emotional Self-Control is the skill of effectively controlling strong emotions. The candidate rated how frequently they:

- can control strong emotions such as anger or excitement
- remain productive when experiencing strong emotions such as anxiety or excitement, and
- can remain calm and focused in stressful situations.

Emotional self-control is similar to emotional self-management. However, whereas emotional self-management is about proactively managing moods and emotions; emotional self-control is about how reactive an individual is to strong emotions and how they deal with those experiences. Individuals with high emotional self-control can restrain their responses to strong emotions and make the best possible responses to them.



The candidate scored in the very high range for emotional self-control in comparison to others.

Individuals who score in the very high range can restrain initial responses to strong emotions and quickly think and act rationally. In stressful, high-pressure situations they can remain productive, maintain a calm demeanour, and demonstrate a consistent and considered approach to events or colleagues. They demonstrate a composed, resilient presence under pressure and may be able to develop emotional self-control in others.

### How could the candidate improve their emotional self-control?

The candidate's responses to the questions suggest they could improve their emotional self-control by:

- Being patient when things don't get done as planned.
- Thinking clearly when upset.
- Holding back their initial reaction when something upsets them.

It may be valuable to explore these behaviours in discussion with the candidate and their referees.



## Interview Questions

1. What are the type of events at work that trigger positive emotions for you?
2. What are the type of events at work that trigger negative emotions for you?
3. When you feel really annoyed or frustrated by something or someone at work what do you tend to do?
4. What do you do to help you remain calm and focused in stressful situations?
5. Tell us about an emotional trigger and response you use to make that wasn't effective? What did you do to alter the response and what has been the outcome?
6. What things do you do to help you maintain perspective and clear thinking under pressure?

## Interview Evaluation Guide

The candidate:

1. Described events/people/situations that trigger positive emotions for them and the influence this can have on their thoughts and behaviour.
2. Described events/people/situations that trigger negative emotions for them and the influence this can have on their thoughts and behaviour.
3. Demonstrated knowledge that its best not to react or deal with situations or people when feeling strong emotions. That is, was able to clearly articulate an effective action they took to reduce their strong emotions.
4. Described evidence that they can work effectively when experiencing strong emotions or under significant pressure.
5. Discussed a relevant trigger of negative emotions (e.g., being criticised) and a default response to it (e.g., becoming defensive). Also discussed strategies to alter their response to a more effective one (e.g. to be open and explore the feedback).
6. Provided examples of techniques they use to resist reaction, remain calm, and develop rational ways of exploring strong emotions. Described the positive influence these techniques had on the strong emotion experienced.

**Total Score:**

### Scoring Key

- 1 = Very low demonstration
- 2 = Low demonstration
- 3 = Average demonstration
- 4 = High demonstration
- 5 = Very high demonstration

## INTERVIEW SCORING SUMMARY

This section of the report has been designed to help you summarise the candidate's behavioural interview results. To complete this section:

- enter each result you gave the candidate in the table below
- calculate the total interview score - this will produce an overall result for easy comparisons with other candidates, and
- compare these scores with the candidate's assessment score results and note any differences and accompanying comments below.

Emotional Intelligence Skill	Definition	Score
Emotional Self-Awareness	Perceiving and understanding one's own feelings	
Emotional Awareness of Others	Perceiving and understanding others' feelings	
Emotional Expression	Effectively expressing one's own feelings	
Emotional Reasoning	Using emotional information in reasoning and decision-making	
Emotional Self-Management	Effectively managing one's own emotions	
Emotional Management of Others	Positively influencing others' moods, feelings and emotions	
Emotional Self-Control	Effectively controlling one's own strong emotions	

**Total Interview Score:**

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## CANDIDATE EVALUATION SUMMARY

Review the candidate's assessment results and your interview notes if you conducted the behavioural interview. In the space provided below, comment on the candidate's strengths and opportunities for development. Recommend areas for further investigation and associated reference-check questions if appropriate.

**The candidate's strengths include ...**

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**The candidate's opportunities for development include ...**

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**Recommended areas for further investigation include ...**

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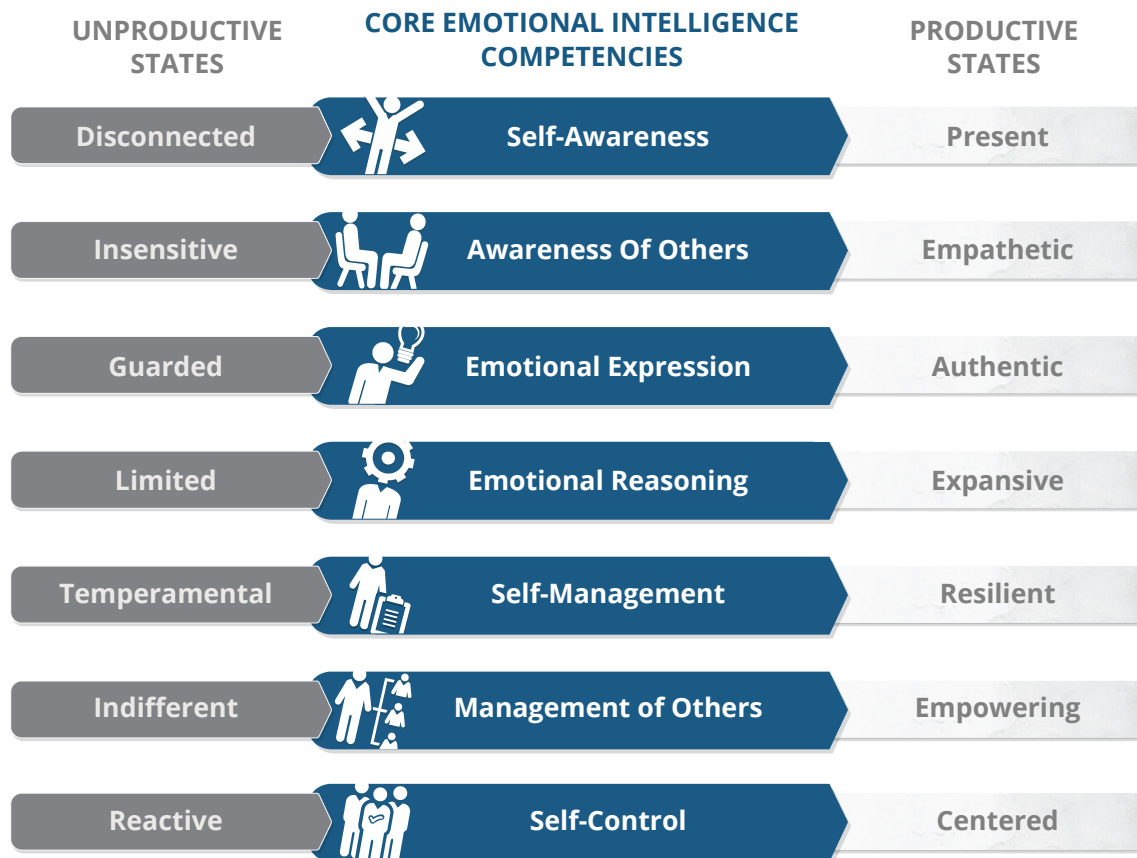
**Recommended questions for referees include ...**

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The information presented in this report should be combined and weighted with other psychometric and behavioural information to determine a candidate's suitability for employment. Emotional Intelligence is one of many factors related to success in the workplace. The Genos Emotional Intelligence Selection Report should not be used as the sole basis for placement.



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