

Genos Emotional Intelligence Selection Report

Sally Sample
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Genos Emotional Intelligence Selection Report

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Introduction

This report presents a candidate's Emotional Intelligence assessment scores. Published psychometric studies have shown these scores to be meaningfully correlated with measures of intra- and inter-personal effectiveness.

Intra-personal effectiveness includes attributes like:

- self-awareness
- the capacity to manage stress, and
- controlling emotions effectively.

Inter-personal effectiveness includes attributes like:

- the capacity to empathise
- influencing others effectively, and
- getting along well with work colleagues.

When this information is combined with other psychometric insight and behavioural evidence, you have the greatest chance of accurately evaluating a candidate's potential to be intra- and inter-personally effective at work.

What is in this report

This report is designed to help you evaluate a candidate's potential to be intra- and inter-personally effective at work. The candidate's scores on seven key emotional intelligence dimensions are presented along with:

- socially desirable responding results
- a total emotional intelligence score
- a detailed explanation of the meaning of each score presented
- a comparison of the candidate's scores against a role success profile
- the candidate's strengths in emotional intelligence
- behavioural interview questions to help validate a candidate's scores
- criteria to help you evaluate a candidate's responses to the behavioural interview questions
- a behavioural interview scoring key and a place to take interview notes, and
- a summary section to help you combine assessment and interview results and present a recommendation to your client.



Using this report

How to use the information in this report

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.

The evaluation process

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 a candidate's emotional intelligence.

Step	Description
Step 1	Review the Inflation, Manipulation and Inconsistency Indices. 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.
Step 2	Review the candidate's total score and summary profile. These will help you form a quick overall impression of the candidate's strengths and development areas as related to their Emotional Intelligence.
Step 3	Evaluate the candidate's scores on each of the seven key skills. If you have a success profile in your report determine the level of fit between the 'ideal' scores and the candidate's scores. Review the behaviours the candidate scored him or herself high on and consider what additional information this insight provides.

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

Step 4	Interview. Conduct the behavioural interview with the candidate using the questions and behavioural scoring criteria presented.
Step 5	Summarise. Evaluate all the information you have in your report and write your recommendation to your client.
Step 6	Combine. Collate the information in this report with other sources of information about the candidate and determine the candidate's overall suitability for selection.
Step 7	Debrief. Once a decision has been made and the successful candidate has been notified, successful and unsuccessful candidates should be debriefed on their assessment results. For the successful candidate, you may like to purchase the Candidate Development Report available from Genos. This report is designed to 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. This report presents an Inflation and Manipulation Index accordingly.

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.

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

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

The candidate's Manipulation Index score is presented below.



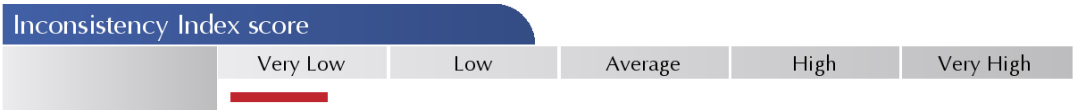
The candidate scored **very low** on the Manipulation Index and their assessment results are very meaningful. They have most likely been very honest in responding to the inventory's questions.

Inconsistency index

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. In difficult conditions some candidates respond inconsistently. For example, some candidates:

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

The candidate's Inconsistency Index score is presented below:



The candidate scored **very low** on the Inconsistency Index suggesting that they responded to the inventory's questions in a consistent fashion. Scores are meaningful.



Interpreting the candidate's results

Interpreting results

The Genos Emotional Intelligence Inventory measures how often candidates demonstrate emotionally intelligent workplace behaviours. Research studies have shown these behaviours to correlate with various measures of workplace performance and intra- and inter-personal effectiveness. Refer to the Genos website for the latest research.

Responses are compared to a sample population of respondents and benchmarked accordingly. Scores range from 1 to 99 and represent how often the candidate perceives him or herself to demonstrate the behaviours in comparison to others. The table below presents a scoring key for interpreting a candidate's results.

Scoring key:

Score range	Population Comparison	Description - the person rated him or herself as demonstrating Emotional Intelligence ...
1-20	Very low	much less often than the average person. The level demonstrated is very likely to 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 the candidate's success in the role then development is recommended.
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.

Success profiler results

If you or stakeholders to the job-role you are recruiting for completed the Genos Role Analysis Profiler, then this report will present the candidate's scores against a success profile, i.e., the 'ideal' Emotional Intelligence profile. The Role Analysis Profiler is an assessment that determines how often emotionally intelligent workplace behaviours should be demonstrated in order to be successful in the role.

Determining the degree of fit with the success profile

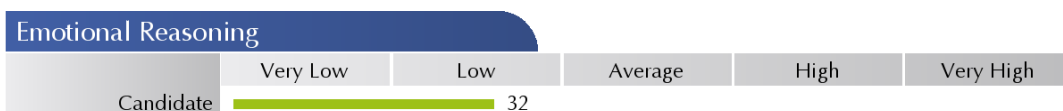
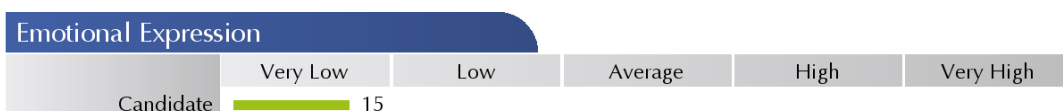
Use the table below to interpret the candidate's degree of 'fit' with the success profile for the role.

If the candidate's scores are ...	then the candidate should be considered ...
+/- 5 points from 'ideal'	a very strong fit for the role.
+/- 6 to 10 points from 'ideal'	within the acceptable range required to perform the role effectively.
less than 11 to 20 points from 'ideal'	suitable, but only with some development.
less than 21 or more points from 'ideal'	significantly below that required to perform the role effectively.

Please note that if the Genos Role Analysis Profiler was not completed the 'ideal' profile will not be presented. In this case, evaluate the candidate's suitability for the role using the self-assessed results only and the candidate's interview results if applicable.

Summary profile

The tables below present a summary of the candidate's Total Emotional Intelligence and scores on seven more specific dimensions.



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 **high** range for emotional self-awareness in comparison to others.

Individuals who score in the high range are likely to pay conscious attention to their feelings at work and understand how their feelings may impact decisions and behaviour. They are likely to be connected with how they feel and proficient in using this information to rationally guide their decisions and how they come across to others.

What are the candidate's strengths for emotional self-awareness?

The candidate's responses to the questions suggest their specific strengths for emotional self-awareness are:

- Being aware of how their feelings influence the way they interact with people.
- Being aware of how their feelings influence their general behaviour at work.
- Being aware of things that upset them at work.

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

Emotional Self-Awareness - Behavioural Interview Questions

A. Tell me about a time when you felt strongly about something at work. Why did you feel the way you did? What did you do? What influence did the feeling have on yourself and those around you?

OR

B. Tell me about an interaction with a colleague that left you feeling strongly. How did you feel and why? How did these feelings influence your interaction with your colleague?



Interview notes

Situation ...

Task(s) ...

Action(s) ...

Reason(s) for actions ...

Result ...

Evaluation guide: The candidate ...

1. Identified and named specific feelings e.g., *I felt anger and frustration toward my colleague ...*
2. Described the intensity of the feelings they were experiencing e.g., *I felt really strongly about it and could feel myself going red in the face.*
3. Described self-reflective processes to understand the feelings e.g., *In thinking about the feelings I realised I felt strongly because I value integrity and I felt like my integrity was being questioned ...*
4. Was aware of the influence these feelings were having on their decisions, behaviour or performance e.g., *My feelings were causing me to behave strongly towards my colleague ...*
5. Used processes to modify the influence the feelings were having on decisions, behaviour or performance and was aware of the difference in intensity e.g., *When my anger subsided I felt ...*

Interview score:

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



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 low** range for emotional expression in comparison to others.

Individuals who score in the very low range may not know how to effectively express themselves. Alternatively, they may believe it's not important to express feelings at work and actively choose not to do so. They are likely to be perceived by others as guarded and may cause misunderstandings and mistrust with others.

What are the candidate's strengths for emotional expression?

The candidate's responses to the questions suggest their specific strengths for emotional expression are:

- Expressing happiness effectively.
- Expressing how they feel at the appropriate time.
- Expressing how they feel about work issues.

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

Emotional Expression - Behavioural Interview Questions

A. Tell me about a situation when you needed to describe to a colleague how you felt about an important issue at work. What did you say and do to ensure a desired outcome?

OR

B. Tell me about a situation at work when you needed to say something to a colleague even though you knew it would be difficult. What approach did you take? What was their reaction?



Interview notes

Situation ...

Task(s) ...

Action(s) ...

Reason(s) for actions ...

Result ...

Evaluation guide: The candidate ...

1. Expressed specific feelings and associated values or beliefs e.g., *I felt really surprised about the situation because I believe ...*
2. Expressed ownership of their emotions rather than cause e.g., *I felt really surprised about the situation because I believe ...*; rather than *He/She made me feel surprised made me feel surprised.*
3. Considered the right time and place to discuss their feelings e.g., *I knew we'd have a moment alone at the end of the day and that this would be the best time to begin the conversation because ...*
4. Considered the outcome they personally wanted to achieve from expressing their feelings and actively planned the discussion accordingly.
5. Considered the best outcome for both themselves and the recipient (e.g., win-win or mutual outcomes) and actively planned the discussion accordingly.

Interview score:

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



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.

What are the candidate's strengths for emotional awareness of others?

The candidate's responses to the questions suggest their specific strengths for emotional awareness of others are:

- Recognising how people feel about work issues.
- Recognising what motivates people at work.
- Understanding what makes people feel valued.

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

Emotional Awareness of Others - Behavioural Interview Questions

A. Describe a situation when you noticed a colleague was frustrated at work even though they did not tell anybody. What did you notice? What did you do as a result?

OR

B. Tell me about a time when you noticed a colleague behaving differently to how they usually do. What did you notice? What did you do?



Interview notes

Situation ...

Task(s) ...

Action(s) ...

Reason(s) for actions ...

Result ...

Evaluation guide: The candidate ...

1. Recognised verbal and non-verbal cues from their colleague e.g., *specific things being discussed and their colleague's demeanour or body language.*
2. Described the use of different active listening skills to understand the colleague's feelings such as asking clarifying questions, making reflective statements with them, etc.
3. Showed evidence of understanding the cause of the colleague's feelings by relating the feelings to values or beliefs the colleague holds e.g., *I understood the situation made them upset because they believe ...*
4. Showed evidence of demonstrating empathy and care for the colleague through the actions they took
5. Showed evidence of deep empathy and understanding by being able to create further meaning for their colleague surrounding the feelings e.g., *helped the colleague understand their frustration more deeply than what their colleague was originally consciously aware of.*

Interview score:

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

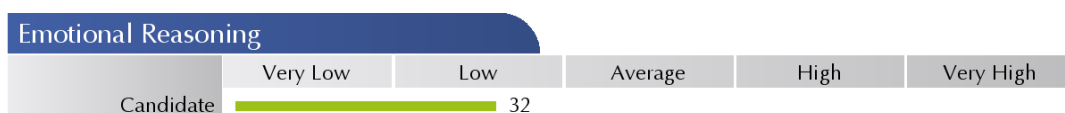
Emotional reasoning

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 **low** range for emotional reasoning in comparison to others.

Individuals who score in the low range rarely consider their own or others' feelings when reasoning. They may do so only when it's very obvious that it's important to do so, such as when in an emotionally charged situation. They have a tendency to rely on facts and technical information and can have a limited decision-making style as a result. They are not typically creative or good at social problem solving however they can be good technical and analytical thinkers.

What are the candidate's strengths for emotional reasoning?

The candidate's responses to the questions suggest their specific strengths for emotional reasoning are:

- Demonstrating that they have considered people's feelings when making decisions.
- Considering how people may react when they talk with them about decisions.
- Balancing technical information with their own feelings when making decisions.

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

Emotional Reasoning - Behavioural Interview Questions

A. Describe a recent decision you made at work where you recognised the importance of considering your own or others' feelings in the process. What feelings did you consider? What information did these feelings provide? How did you use this information? What did you do?

OR

B. Tell me about a recent situation at work when you needed to get a key stakeholder to buy-in to a decision. What was the decision? Why was the stakeholder's buy-in important? What did you do to gain the stakeholders buy-in?



Interview notes

Situation ...

Task(s) ...

Action(s) ...

Reason(s) for actions ...

Result ...

Evaluation guide: The candidate ...

1. 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*
2. Was able to describe the information inherent in their own or others' feelings e.g., *I knew Paul didn't like change and was therefore likely to resist the change process.*
3. Considered actions or things that would address the feelings e.g., *because of Paul's resistance to change I knew I had to put things in place that would help him feel comfortable about it.*
4. Effectively combined feeling information with other sources (e.g., facts or technical data) to arrive at a balanced more expansive decision e.g., *I considered the technical benefits of the new system that would most appeal to Paul to help him feel more comfortable about adopting it.*
5. Communicated the decision and the decision-making process in a way that reflected the combination of facts and feeling information.

Interview score:

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



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 **average** range for emotional self-management in comparison to others.

Individuals who score in the average range effectively manage their own emotions as frequently as most people. They may be optimistic and positive the majority of the time, but not cope well in highly stressful and demanding roles. If personal resilience is critical to success in the role, or the role involves a high degree of emotional labour (such as customer service roles), some development in this area may be required.

What are the candidate's strengths for emotional self-management?

The candidate's responses to the questions suggest their specific strengths for emotional self-management are:

- Exploring the causes of things that upset them.
- Responding appropriately when events frustrate them.
- Demonstrating positive moods and emotions.

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

Emotional Self-Management - Behavioural Interview Questions

A. Tell me about a time when you felt unmotivated at work? What did you do to improve the way you felt? What was the result?

OR

B. Tell me about a time when something quite disappointing happened. For example, you didn't get an expected promotion or a piece of work you had spent a lot of time and effort on was no longer going to be required. What did you do to improve the way you felt? What was the result?



Interview notes

Situation ...

Task(s) ...

Action(s) ...

Reason(s) for actions ...

Result ...

Evaluation guide: The candidate ...

1. Clearly articulated a basic activity they undertook to help them feel more positive about the situation e.g., *changed their environment, discussed their feelings with a colleague, stopped engaging in or with the source of the issue.*
2. Clearly articulated more advanced activities to help them feel more positive about the situation e.g., *reframed the negative event to find the learning opportunities, possibilities and positives surrounding it.*
3. Was able to describe why the particular activities they undertook work well for them showing that they have really considered their emotional management techniques.
4. Provided examples of regular things they do to help them maintain positive mood and emotion e.g., *meditation, exercise or similar activities.*
5. Provided examples of the positive influence their emotional management strategies have on their decisions, behaviour and performance.

Interview score:

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



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 **high** range for emotional management of others.

Individuals who score in the high range are skilled in managing people. They are able to create a positive working environment for others, manage and maximise individual's differences and effectively handle workplace conflict. People will turn to them for help in times of need and they will be able to respond accordingly.

What are the candidate's strengths for emotional management of others?

The candidate's responses to the questions suggest their specific strengths for emotional management of others are:

- Knowing what to do or say when people are upset.
- Getting people to cooperate.
- Helping people to resolve their emotional situations effectively.

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

Emotional Management of Others - Behavioural Interview Questions

A. Tell me about a situation when you had to influence the feelings of an unsupportive manager (or similar). Why were they unsupportive? What did you do to influence them? What was the result?

OR

B. Tell me about a time when you needed to get your colleagues to cooperate and work more effectively together? What did you do to influence the situation? Why did you take this approach? What was the result?



Interview notes

Situation ...

Task(s) ...

Action(s) ...

Reason(s) for actions ...

Result ...

Evaluation guide: The candidate ...

1. Clearly articulated a basic activity they undertook to positively influence others' feelings about the situation e.g., *changed their environment, discussed the situation with the colleague(s), removed the source of the issue*
2. Clearly articulated more advanced activities they undertook to positively influence the feelings of others e.g., *was able to help others reframe the negative event to find the learning opportunities, possibilities and positives surrounding it; was able to help the colleague see that their current thoughts and behaviour were not mutually beneficial.*
3. Was able to describe why the particular activities they undertook work well, showing that they have sound knowledge of effective emotional influencing techniques.
4. Provided examples of regular things they do to help create a positive, engaging work environment for others e.g., *regular time out sessions, activities that make others feel valued and motivated, etc.*
5. Provided examples of the positive influence their strategies have on others decisions, behaviour and performance.

Interview score:

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



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 **high** range for emotional self-control in comparison to others.

Individuals who score in the 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, considered approach to events or colleagues.

What are the candidate's strengths for emotional self-control?

The candidate's responses to the questions suggest their specific strengths for emotional self-control are:

- Remaining focused on work when they are feeling anxious.
- Not becoming impulsive when under stress.
- Demonstrating enthusiasm appropriately.

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

Emotional Self-Control

A. Tell me about a situation at work when you found it very difficult to concentrate. What about the situation made it difficult to concentrate? What did you do?

OR

B. Describe a time when you were really frustrated at work? Why did you feel frustrated? What did you do?



Interview notes

Situation ...

Task(s) ...

Action(s) ...

Reason(s) for actions ...

Result ...

Evaluation guide: The candidate ...

1. Was able to clearly articulate what was triggering their strong emotions and the impact it was having on their decisions, behaviour or performance
2. 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 e.g., *went for a walk; vented about the situation to a trusted colleague; drafted an email and put it in the 'drafts' folder, etc.*
3. 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.
4. Describes evidence that they can work effectively when experiencing strong emotions or under significant pressure.
5. Describes that s/he explores and remains present with strong emotions they experience and then attempts to calm them rather than controlling them by suppressing or avoiding them.

☐☐☐☐☐

Interview score:

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



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 Expression	Effectively expressing one's own feelings	
Emotional Awareness of Others	Perceiving and understanding others' 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

Insights and comments from the interview ...



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 ...

The candidate's opportunities for development include ...

Recommended areas for further investigation include ...

Recommended questions for referees include ...

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.



Appendix - conducting interviews

How to score the interview

When conducting the interview, take notes in each of the relevant sections as the candidate provides their responses. At the conclusion of the interview, consider the evaluation guide. Look for evidence of the behaviours and processes listed in the check boxes below each guide. Provide high scores when all or the majority of the boxes are checked and lower scores when only one or two of the boxes are checked.

The interview itself comprises an adaption of the S.T.A.R. response format, first developed and researched by Development Dimensions International (DDI). This adapted format involves asking the candidate to describe a specific Situation, Task, Action, Reasoning behind their Actions and, the Result relevant to the question at hand.

The specific attributes of the S.T.A.R.R. response format are as follows:

- 1. Situation;** this provides the interviewer with the context or background to WHY the task, action and reasoning took place. With respect to Emotional Intelligence, this is often related to an intra- or inter-personal issue at work. For example: changes made to work procedures, demands made by a customer or manager, job conditions or responsibilities, or conflicts among co-workers.
- 2. Task;** this involves the tasks or processes underlying the situation. Typically interlaced with the 'action' of the situation, the task outlines the specific focus for resolving the situation.
- 3. Action;** this provides the interviewer with the details relating to what the candidate did and how they responded to the situation.
- 4. Reasoning;** this provides the interviewer with the reasoning, reflection and decision-making processes behind why the candidate took the action they did. When evaluating a candidate's emotional intelligence, the quality and situational awareness of their reasoning processes are very important and insightful. Did they just fluke it, have they read about what to do, or do they deeply understand the reasoning behind effective actions?
- 5. Result;** this involves the outcome or consequences of the action taken by the candidate. The result of a candidate's actions is important in behavioural interviewing. The interviewer must understand whether reasoning and actions somehow positively, negatively or neutrally affected the original circumstances.

To support the successful onboarding of your new starter into your organisation, Genos also provides the Genos Candidate Development Report and related Genos Candidate Onboarding Program. The onboarding program is a three-month, five-session tailored assimilation program tailored to your new starters' Emotional Intelligence results. The Genos Candidate Development Report and related Genos Candidate Onboarding Program are available from accredited users of the Genos Emotional Intelligence Inventory.



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