

**genös**

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**Emotional Intelligence  
Inventory – Concise (Rater-  
Assessment)**

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# Emotional Intelligence Rater-Assessment Version

## Instructions

The Genos 360 EI Assessment (Concise) has been designed to measure how often you observe the person you are rating to demonstrate emotionally intelligent behaviours. There are no right or wrong answers to the questions. However, it is essential that your responses truly reflect the extent to which you believe the person you are rating typically demonstrates the behaviour in question.

## The person whom I am rating.....

### Q. Displays appropriate emotional responses in difficult situations.

You are required to indicate on the response scale the extent to which you believe the person you are rating typically demonstrates the behaviour in question. There are five possible responses to each question (shown below). You are required to circle the number that corresponds to your answer where.....

- 1 = Almost Never
- 2 = Seldom
- 3 = Sometimes
- 4 = Usually
- 5 = Almost Always

When considering a response, it is important not to think of the way the individual you are rating behaved in any one situation. Rather your responses should be based on the person's typical behaviour observed over the last 6 months. If you are not sure, choose a response that feels most likely. Some of the questions may not give all the information you would like to receive. In this case, please choose a response that seems most likely. There is no time limit, however, it should take between 5-7 minutes to complete.

## Genos Emotional Intelligence Inventory – Concise

Below are a series of statements. Please circle the number corresponding to the statement that represents how often the behaviour in question is typically demonstrated by the person you are rating. If you make a mistake, simply cross it out and fill in the correct response.

The person whom I am rating...	Almost Never	Seldom	Sometimes	Usually	Almost Always
1. Demonstrates to others that s/he has considered their feelings in decisions s/he makes at work.	1	2	3	4	5
2. Fails to recognise how his/her feelings drive his/her behaviour at work.	1	2	3	4	5
3. Responds to events that frustrate him/her appropriately.	1	2	3	4	5
4. Finds it difficult to identify his/her feelings on issues at work.	1	2	3	4	5
5. Expresses how s/he feels to the wrong people at work.	1	2	3	4	5
6. Fails to handle stressful situations at work effectively.	1	2	3	4	5
7. When someone upsets him/her at work, s/he expresses his/her feelings effectively.	1	2	3	4	5
8. Considers the way others may react to decisions when communicating them.	1	2	3	4	5
9. When s/he gets frustrated with something at work, s/he discusses his/her frustration appropriately.	1	2	3	4	5
10. When s/he is under stress, s/he becomes impulsive.	1	2	3	4	5
11. Fails to identify the way people respond to him/her when building rapport.	1	2	3	4	5
12. Understands the things that make people feel optimistic at work.	1	2	3	4	5
13. Takes criticism from colleagues personally.	1	2	3	4	5
14. Is effective at helping others feel positive at work.	1	2	3	4	5
15. Communicates decisions at work in a way that captures others' attention.	1	2	3	4	5
16. Gains stakeholders' commitment to decisions s/he makes at work.	1	2	3	4	5
17. Appropriately communicates decisions to stakeholders.	1	2	3	4	5
18. Expresses how s/he feels at the appropriate time at work.	1	2	3	4	5
19. Understands what makes people feel valued at work.	1	2	3	4	5
20. Effectively deals with things that annoy him/her at work.	1	2	3	4	5
21. Appropriately responds to colleagues who frustrate him/her at work.	1	2	3	4	5
22. Finds it difficult to identify the things that motivates people at work.	1	2	3	4	5
23. Fails to keep calm in difficult situations at work.	1	2	3	4	5
24. Is aware of his/her mood state at work.	1	2	3	4	5
25. Helps people deal with issues that cause them frustration at work.	1	2	3	4	5
26. Remains focused when anxious about something at work.	1	2	3	4	5
27. Fails to resolve emotional situations at work effectively.	1	2	3	4	5
28. Is aware of how his/her feelings influence the decisions s/he makes at work.	1	2	3	4	5
29. Has trouble finding the right words to express how s/he feels at work.	1	2	3	4	5
30. When upset at work, s/he still thinks clearly.	1	2	3	4	5
31. Does not know what to do or say when colleagues get upset at work.	1	2	3	4	5

## **Scoring**

Emotional Self-Awareness (ESA): 2\*, 4\*, 24, 28

Emotional Expression (EE): 5\*, 7, 9, 18, 29\*

Emotional Awareness of Others (EAO): 11\*, 12, 19, 22\*

Emotional Reasoning (ER): 1, 8, 15, 16 17

Emotional Self-Management (ESM): 3, 6\*, 13\*, 20, 21

Emotional Management of Others (EMO): 14, 25, 27\*, 31\*

Emotional Self-Control (ESC): 10\*, 23\*, 26, 30

Total EI Score:  $ESA+EE+EAO+ER+ESM+EMO+ESC$

\* item that needs to be reverse coded prior to calculating scale scores

See Table 3 (p. 114) from Palmer, Stough, Harmer, and Gignac (2009) for normative information (mean, SD, coefficient alpha) associated with the Genos EI Concise-Form scores.

Palmer, B. R., Stough, C., Harmer, R., & Gignac, G. E. (2009). The Genos Emotional Intelligence Inventory: A measure designed specifically for the workplace. In C. Stough, D. Saklofske, & J. Parker (Ed.), *Assessing emotional intelligence: Theory, research & applications* (pp. 103-118). New York: Springer.