EMOTIONAL INTELLIGENCE SELECTION REPORT

Tim Candidate
1 January 2018
Strictly Confidential

genos INTERNATIONAL

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.

Every effort should be made to ensure that this report is stored in a secure place, provided only to the intended recipient(s) and used only for its express purpose. The survey and this report were designed by Genos International based on sound scientific theory and research. The results presented in this report are, however, based on individual's responses to the survey questions. As such, Genos International makes no warranties regarding the accuracy or reliability of the results. No advice or information contained in this report shall create any warranty not expressly stated herein. No person(s) should act or fail to act on the basis of the results contained in this report. Intended recipients should consult professional advice about any matter affecting them.

ABOUT GENOS

We help leaders facilitate high performance in organisations. To learn more about our unique approach and the improvements we are generating in terms of productivity, profitability and customer loyalty, visit our website:

www.genosinternational.com

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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 utlised appropriately. It is recommended that you follow this process when evaluating candidates' emotional intelligence.

Step	Description
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.
2	**Review the candidate's total score and summary profile.** 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	**Evaluate the candidate's scores on each of the seven key skills.** 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.

Step	Description
4	**Interview.** Conduct the interview with the candidate using the questions and behavioural scoring criteria presented.
5	**Summarise.** Evaluate all the information you have in your report and write your recommendation to your client.
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.
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 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 recommend 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.

Inflation Index Score

Low ———————————————————————— High

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.

Manipulation Index Score

Low ———————————————————————— High

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:

Inconsistency Index Score

Low ———————————————————————— High

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 grey, outer ring of the model shows the productive states that are typically attained by a person who demonstrates the corresponding behaviours frequently, whereas the red, inner ring of the model shows the unproductive states that may be observed of a person who demonstrates the corresponding behaviours less frequently.

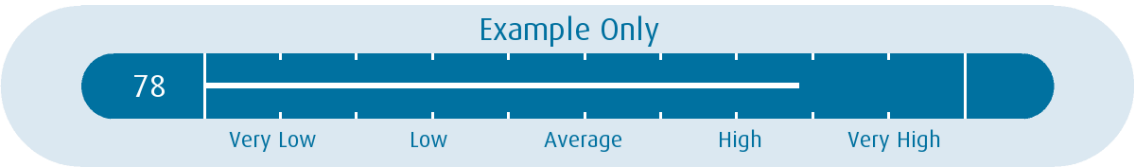# THE SEVEN COMPETENCIES MEASURED BY THE GENOS ASSESSMENT

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

EI Skill	Definition	Workplace Outcomes
Emotional Self-Awareness	The skill of perceiving and understanding one's own emotions.	○ The capacity to identify and understand the impact one's own feelings are having on thoughts, decisions, behaviour and performance at work ○ Greater self-awareness
Emotional Awareness of Others	The skill of perceiving and understanding others' emotions.	○ Greater understanding of others, how to engage, respond, motivate and connect with them ○ Interpersonal effectiveness
Emotional Expression	The skill of expressing one's own emotions effectively.	○ Creating greater understanding amongst colleagues about yourself ○ Creating trust and perceptions of genuineness amongst colleagues
Emotional Reasoning	The skill of utilising emotional information in decision-making.	○ Enhanced decision-making where more information is considered in the process ○ Greater buy-in from others into decisions that are made
Emotional Self-Management	The skill of effectively managing one's own emotions.	○ Improved job satisfaction and engagement ○ Improved ability to cope with high work demands ○ Greater interpersonal effectiveness ○ Enhanced productivity and performance ○ Emotional well-being
Emotional Management of Others	The skill of influencing the moods and emotions of others.	○ The capacity to generate greater productivity and performance from others ○ The capacity to generate a positive and satisfying work environment for others ○ The capacity to deal with workplace conflict effectively
Emotional Self-Control	The skill of effectively controlling strong emotions.	○ The capacity to think clearly in stressful situations ○ The capacity to effectively deal with situations that cause strong emotions

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:
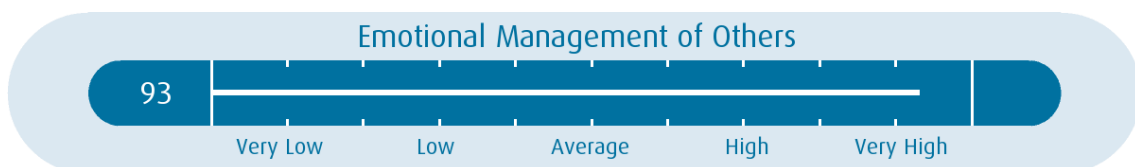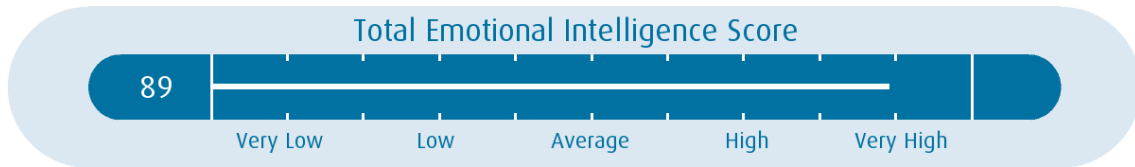
Example Only

78	Very Low	Low	Average	High	Very High

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 compentencies of emotional intelligence are summarised on this page.

Total Emotional Intelligence Score

89

| Very Low | Low | Average | High | Very High |

Emotional Self-Awareness

93

| Very Low | Low | Average | High | Very High |

Emotional Awareness of Others

| Low | Average | High | Very High |

Emotional Expression

93

| Very Low | Low | Average | High | Very High |

Emotional Reasoning

19

| Very Low | Low | Average | High | Very High |

Emotional Self-Management

91

| Very Low | Low | Average | High | Very High |

Emotional Management of Others

93

| Very Low | Low | Average | High | Very High |

Emotional Self-Control

91

| Very Low | Low | Average | High | Very High |

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 your 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 that 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

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

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	Effectively expressing own feelings	
Emotional Expression	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:

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 ...

_____

_____

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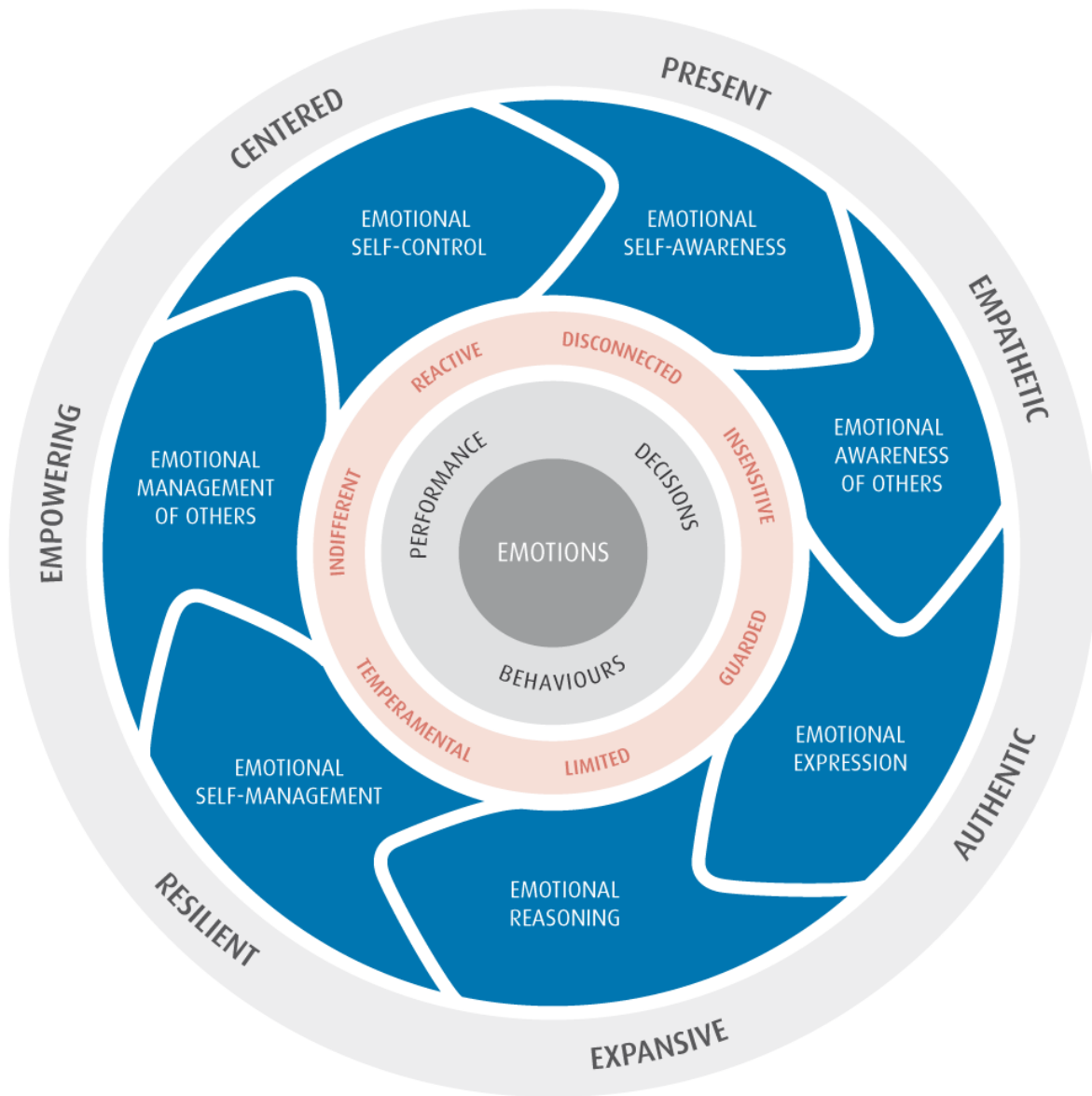
The information presented in this report should be combined and weighted with other psychometric and behavioural information to determine a candidate's suitability for employment. Emotional Intelligence is one of many factors related to success in the workplace. The Genos Emotional Intelligence Selection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

The Genos Emotional Intelligence model diagram. Outer ring (grey): CENTERED, PRESENT, EMPATHETIC, AUTHENTIC, EXPANSIVE, RESILIENT, EMPOWERING.

Blue competency segments: EMOTIONAL SELF-CONTROL, EMOTIONAL SELF-AWARENESS, EMOTIONAL AWARENESS OF OTHERS, EMOTIONAL EXPRESSION, EMOTIONAL REASONING, EMOTIONAL SELF-MANAGEMENT, EMOTIONAL MANAGEMENT OF OTHERS.

Inner ring (pink): REACTIVE, DISCONNECTED, INSENSITIVE, GUARDED, LIMITED, TEMPERAMENTAL, INDIFFERENT.

Inner circle: PERFORMANCE, DECISIONS, BEHAVIOURS, EMOTIONS.

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