

Genos
Emotional Intelligence Assessment -
PSI Protective Services Candidate
Selection Report

Joe Sample

15 September 2017

CONFIDENTIAL



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This report presents the results of a self assessment for Joe Sample that reflects how well Joe demonstrates emotionally intelligent behaviors. The information contained is sensitive, private and confidential.

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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 intrapersonal and interpersonal effectiveness.

Intrapersonal effectiveness includes attributes like:

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

Interpersonal effectiveness includes attributes like:

- the capacity to empathize
- influencing others effectively, and
- getting along well with work colleagues and citizens within the community

When this information is combined with other psychometric insights and behavioral evidence, you have the greatest chance of accurately evaluating a candidate's potential to be intrapersonally and interpersonally effective at work.

What is in this report

This report is designed to help you evaluate a candidate's potential to be intrapersonally and interpersonally effective in a protective services role.

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 protective services role success profile
- the candidate's strengths in emotional intelligence
- behavioral interview questions to help validate a candidate's scores
- criteria to help you evaluate a candidate's responses to the behavioral interview questions
- a behavioral 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 agency or departmental 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 behavioral information to determine a candidate's suitability for employment. Emotional intelligence is one of many factors related to success in the workplace. The PSI Protective Services Personnel 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 utilized 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 conduct a behavioral interview with 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 behaviors the candidate rated 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 behavioral interview with the candidate using the questions and behavioral scoring criteria presented.
Step 5	Summarize. Evaluate all the information you have in your report before coming to any conclusions about suitability for selection.
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.



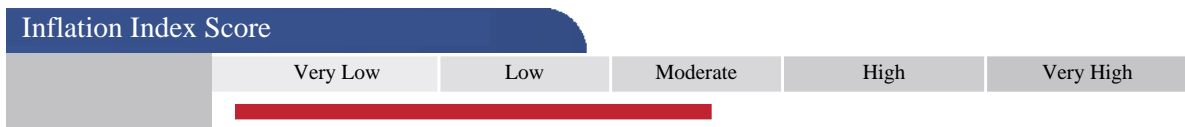
Validity Indices

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 Inventory which powers the PSI Protective Services Personnel Selection Report 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.

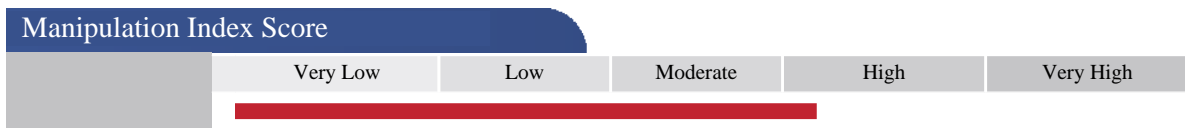


The candidate scored in the **moderate** range on the Inflation Index and their results have been adjusted accordingly. Be cautious for socially desirable responding if behaviorally interviewing the candidate.

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.



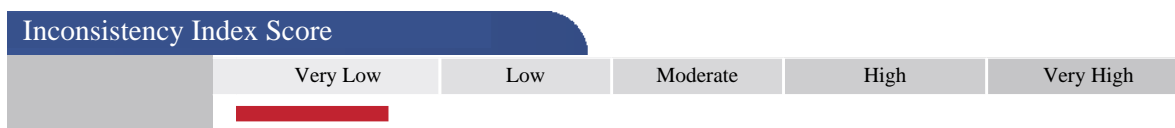
The candidate scored in the **high** range on the Manipulation Index and is likely to have over-rated their Emotional Intelligence. The candidate's results have been adjusted accordingly. Be cautious for uncharacteristically positive responses if behaviorally interviewing.

Inconsistency Index

When assessing a candidate's Emotional Intelligence in selection contexts, 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, which powers the PSI Protective Services Personnel Report, measures how often candidates demonstrate emotionally intelligent workplace behaviors. Research studies have shown these behaviors to correlate with various measures of workplace performance and intrapersonal and interpersonal effectiveness. One may contact PSI for the latest research.

Responses are compared to a sample of the the general population and benchmarked accordingly.

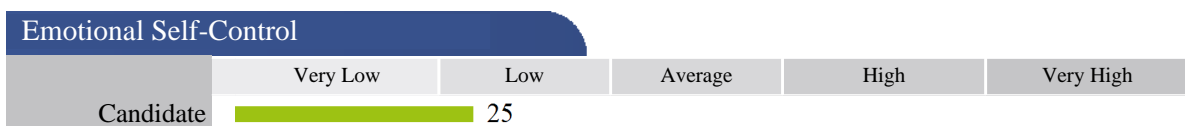
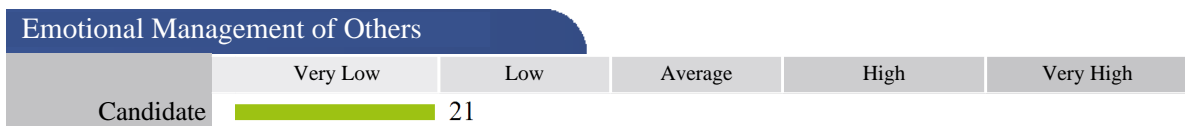
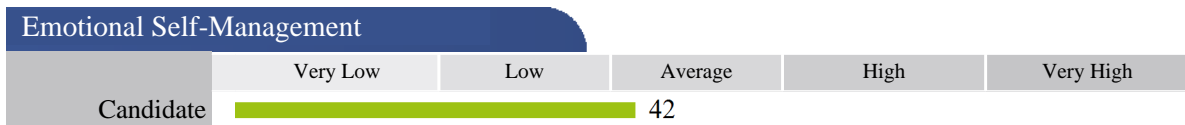
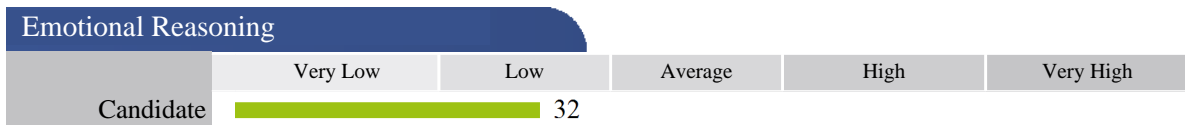
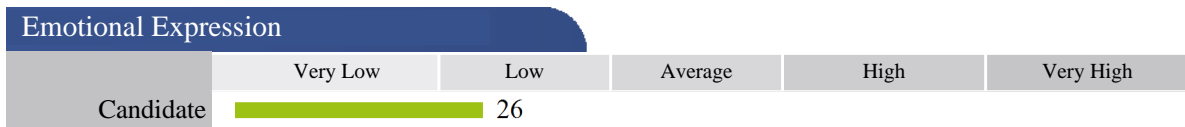
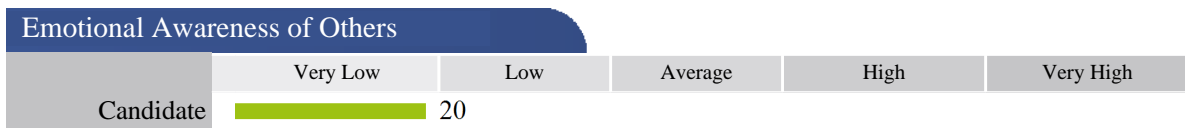
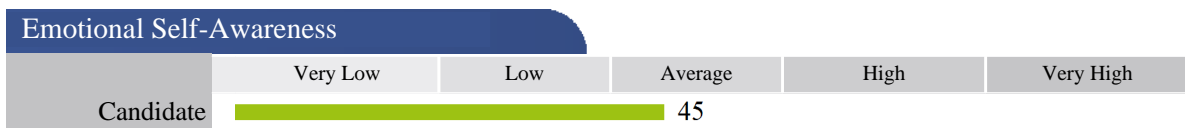
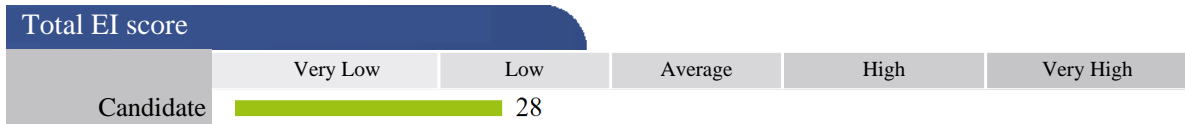
Scoring Key:

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.



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, behavior 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 **average** range for emotional self-awareness in comparison to others.

Individuals who score in the average range are likely to pay some attention to their feelings at work. They may understand the importance of monitoring feelings and do so accordingly. However, there may also be times when they fail to stop and consider how their feelings are affecting their decisions and behavior at work, and the impact this may be having on those around them.

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 behavior at work.
- Being aware of their body language.

It may be valuable to explore these behaviors in discussion with the candidate.

Emotional Self-Awareness - Behavioral 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 or citizen from the community that left you feeling strongly. How did you feel and why? How did these feelings influence your interaction with that person?



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 that person ...*)
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 realized 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, behavior or performance (e.g., *My feelings were causing me to behave strongly towards that person ...*)
5. Used processes to modify the influence the feelings were having on decisions, behavior 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



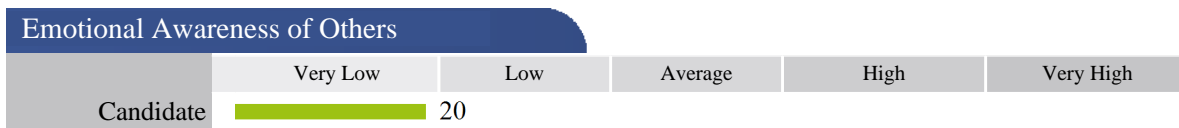
Emotional Awareness of Others

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:

- recognize 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 or interact. They are also proficient in responding to, motivating and connecting with others. The skill of emotional awareness of others is necessary to any role that involves a high degree of interpersonal interaction, such as leadership, teamwork, and the ability to effectively negotiate or persuade, all of which are critical aspects to protective services roles.



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 awareness of others?

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

- Recognizing how people feel about work issues.
- Understanding what makes people feel valued.
- Demonstrating that they understand people's feelings.

It may be valuable to explore these behaviors in discussion with the candidate.

Emotional Awareness of Others - Behavioral Interview Questions

A. Describe a situation when you noticed a colleague or someone from the community was frustrated 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. Recognized verbal and non-verbal cues from the person (e.g., *specific things being discussed and the person's demeanor or body language.*)
2. Described the use of different active listening skills to understand the person's feelings such as asking clarifying questions, making reflective statements with them, etc.
3. Showed evidence of understanding the cause of the person'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 person through the actions they took.
5. Showed evidence of deep empathy and understanding by being able to create further meaning for the person surrounding the feelings (e.g., *helped the person understand their frustration more deeply than what they were originally consciously aware of.*)

Interview score:

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



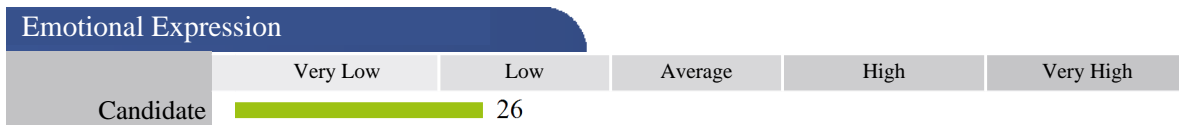
Emotional Expression

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 or over reactive, and tend to create misunderstandings with those around them.



The candidate scored in the **low** range for emotional awareness of others.

Individuals who score in the low range typically find it difficult to recognize and understand others' feelings. They may do so only when others' feelings are expressed or manifest as quite strong emotions such as excitement or anger. They often find it difficult to demonstrate empathy and care for those they work with.

What are the candidate's strengths for emotional expression?

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

- Finding the right words to express their feelings.
- Expressing optimism effectively.
- Expressing their feelings of frustration appropriately.

It may be valuable to explore these behaviors in discussion with the candidate.

Emotional Expression - Behavioral 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 or someone from the community 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*)
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



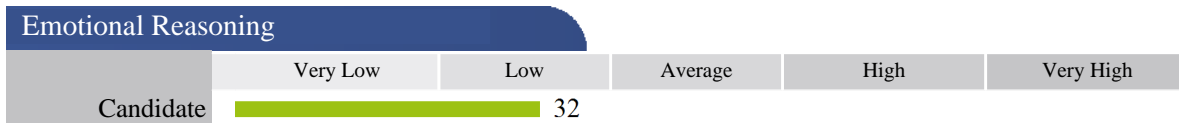
Emotional Reasoning

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 others demonstrate often provides insight into whether a decision is going to be supported; a person's emotional view toward protective services often provide insight into the style of communication the protective services professional should adopt when interacting with that person. When this type of emotional information is combined with facts and technical information, people think and make more 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:

- Considering how people may react when they talk with them about decisions.
- Balancing technical information with their own feelings when making decisions.
- Gaining stakeholders' commitment to their decisions.

It may be valuable to explore these behaviors in discussion with the candidate.

Emotional Reasoning - Behavioral Interview Questions

A. Describe a recent decision you made at work where you recognized 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 convince someone to support a decision. What was the decision? Why was the person's support important? What did you do to gain the person's support?



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., the need to adjust *one's* communication style to meet the demands of the situation; presenting difficult information to others; deciding whether to solicit the help of another).
2. Was able to describe the information inherent in their own or others' feelings (e.g., *I knew he didn't like being told what to do and was therefore likely to resist*).
3. Considered actions or things that would address the feelings (e.g., *because of his resistance I knew I had to adjust my style of communication to 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 ways I might be able to appeal to him to help him feel more comfortable about complying with the directive*).
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



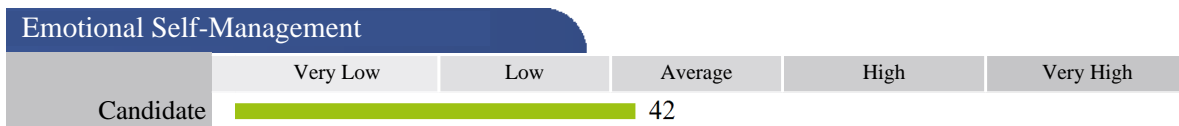
Emotional Self-Management

What is emotional self-management?

Emotional Self-Management is the skill of 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 behavior and are often described as calm and collected 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 labor (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.
- Doing things that make them feel positive.
- Responding appropriately when events frustrate them.

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

Emotional Self-Management - Behavioral 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 you were assigned a task you did not look forward to doing. 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 activity they undertook worked 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, behavior and performance.

Interview score:

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



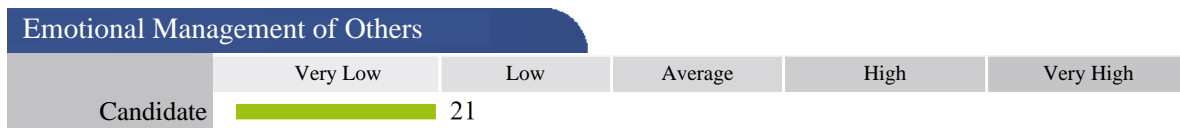
Emotional Management of Others

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 environment for others
- help people overcome negative feelings, and
- help people resolve emotional issues that are affecting their decisions, behavior or performance.

Individuals who can positively influence others' moods, feelings and emotions have the capacity to empower and motivate those around them; to get others 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 protecting or developing others such as law enforcement, emergency responders, security officers and leadership-focused roles.



The candidate scored in the **low** range for emotional management of others.

Individuals who score in the low range may find it difficult to positively influence the moods and emotions of others. They may be able to assist someone who is experiencing very strong emotions by demonstrating empathy (particularly if scores on Emotional Awareness of Others are high), yet find it difficult to manage others' feelings when less explicit.

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:

- Motivating people to achieve work-related goals.
- Helping people to overcome negative feelings and to feel more positive.
- Knowing what to do or say when people are upset.

It may be valuable to explore these behaviors in discussion with the candidate.

Emotional Management of Others - Behavioral Interview Questions

A. Tell me about a situation when you had to influence the feelings of an uncooperative person. Why were they uncooperative? 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 person, 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 behavior were not mutually beneficial*).
3. Was able to describe why the particular activities they undertook worked 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, behavior and performance.

Interview score:

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



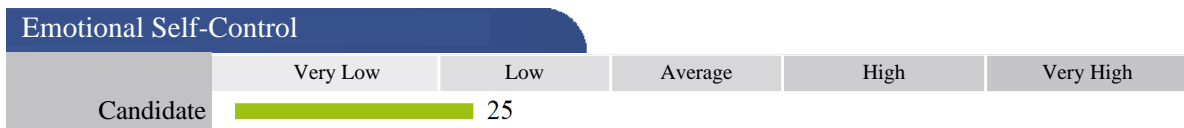
Emotional Self-Control

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

Individuals who score in the low range find it difficult to deal with strong emotions effectively. When they experience strong emotions such as anxiety, anger or excitement they have to work hard to overcome them to think and act rationally. They may be prone to emotional outbursts more frequently than others.

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.
- Behaving appropriately when angry.
- Controlling their temper.

It may be valuable to explore these behaviors in discussion with the candidate.

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, behavior or performance.
2. Demonstrated knowledge that it is 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., *allowed for a colleague to take the lead; 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. Described evidence that they can work effectively when experiencing strong emotions or under significant pressure.
5. Described 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 summarize the candidate's behavioral 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 behavioral 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 ...

The information presented in this report should be combined and weighted with other psychometric and behavioral information to determine a candidate's suitability for employment. Emotional Intelligence is one of many factors related to success in protective services roles. The PSI Protective Services Personnel Emotional Intelligence Selection Report should not be used as the sole basis for hiring.



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 behaviors 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 very few of the boxes are checked.

The interview itself comprises an adaption of the S.T.A.R. response format. 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 supervisor or citizen, 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 behavioral interviewing. The interviewer must understand whether reasoning and actions somehow positively, negatively or neutrally affected the original circumstances.



11590 N. Meridian St, Suite 200
Carmel, IN 46032
Phone: 877-449-8378

info@panpowered.com



www.panpowered.com