

REPORT OF THE TEST RESULTS FOR
Mr Maximilian Muster

Performed on 18.06.2024



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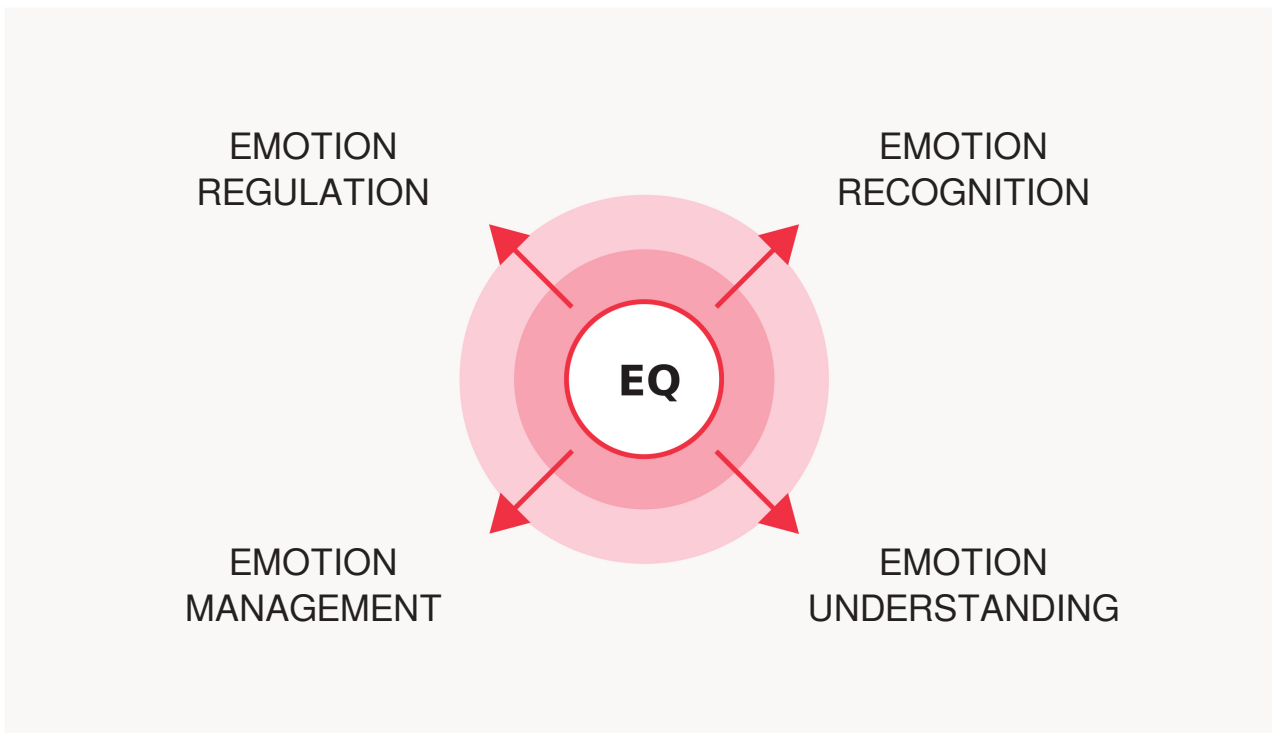
What does the Emco4 measure?

Overview of the contents of the test

The Nantys™ emco4 gave you an opportunity to assess a series of emotionally charged scenes and thereby prove your emotional intelligence.

These are the following abilities:

The Nantys™ emco4 illustrates four different, scientifically relevant emotional facets. The degree of emotional intelligence is determined by various competencies in dealing with emotions in those four areas.



For what purpose is the Emco4 used?

Purpose of the test procedure

Today's service-oriented society is characterized by varied situations of social exchange. Not only professionals and executives are continuously in touch with external and internal contact persons (e.g. customers, vendors, business partners, journalists, colleagues, stakeholders, etc.), moreover, the collaboration in projects leads to a more frequent exchange with people of various origins (not only in terms of culture or geography but also in profession). A frequent exchange with other people requires increasingly the ability to deal with one's own emotions but also with the feelings of others in an adequate manner. The company's success will suffer eventually if such aspects are neglected.

Emotionally intelligent people are able to master better situations charged with feelings. Moreover, they are able to handle feelings to ensure dealing with others in a positive manner. Emotional competencies are increasingly important in practically all areas of life but particularly in the world of work. To name just a few examples, the following work segments and industries are particularly dependent on employing people with high social competencies:

Sales and customer care, customer support, business consulting and other consulting services, public relations and marketing, police and the security sector, human resource management, in negotiations, etc.

Therefore, it is in the interest of every company to focus on these basic skills particularly in the selection of personnel and in personnel development. In addition, it even pays for individual humans reviewing their potential and being shown possibilities for developing emotional intelligence. It is possible to train relevant skills and to strengthen the emotional intelligence with adequate measures. This not only increases professional opportunities for success but it will also have a positive effect on personal-social communication.

Overview

Summary of results (in Stanine*)

The following shows the results you achieved in the four test areas of the Nantys™ emco4. The tests are rated on a scale from 1 to 9 (Stanine*). Approximately 54% of the test participants achieve a score between 4 and 6. If your score is within that range than you achieved an average test result (i.e. a result that is neither particularly bad nor particularly good). Lower scores indicate certain weaknesses in the corresponding area and higher scores indicate distinct strengths.



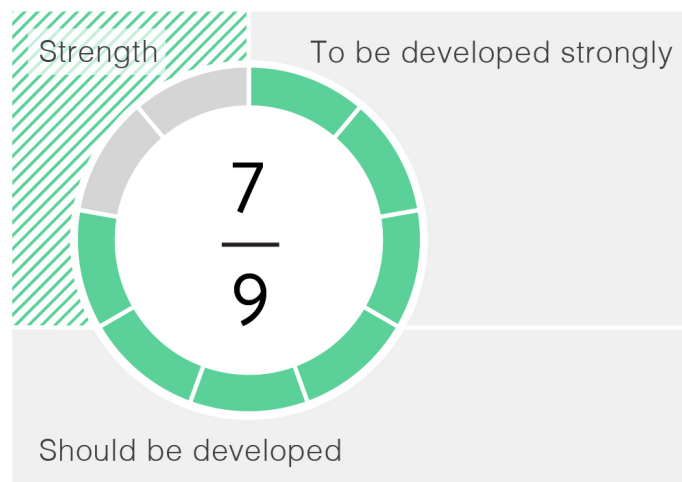
*Stanine (STANDARD NINE) is a method of rating test scores on a scale of nine points. The mean is at 5, most test results (54%) are between Stanine scores of 4 and 6.

Emotion recognition | Emotion understanding | Emotion regulation | Emotion management

1. Emotion recognition

Analysis of strengths/weaknesses

In most cases, you are able to perceive any expressed feelings correctly, even if emotions are only expressed in a non-verbal (gesture, facial expression, tone of voice) manner and you do not have all information on the context. You are able to differentiate very well not only positive from negative emotions but you also have a keen sense for fine nuances (e.g. happiness versus pride).



Remain attentive to signals conveyed in a purely non-verbal manner (gestures, facial expression, tone of voice, etc.) in interpersonal situations of exchange. Use your ability, which undoubtedly is very good, to assess the feelings of others correctly, to adjust your behaviour according to your impressions and therefore, to be able to respond to the emotions of others in an adequate manner. Consider the results you achieved in the other test areas. It allows you to check how well you utilize your good potential to recognize emotions in order to master successfully various, emotionally charged situations.

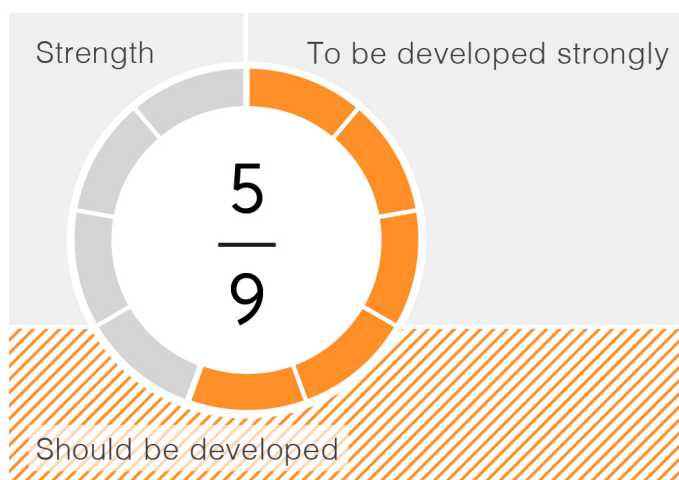
You assessed the actual emotional situation of corresponding persons in audio and video sequences. The result shows how good you are able to recognize the emotions in other people. The last page of this report gives you detailed information on the emotions you were able to recognize better or less well. Based on your result, the following conclusions can be drawn:

Below, you find a description of development options, which are derived from your score you achieved in the recognition of emotions (for additional information and offers consult our website at <https://nantys.ch>):

2. Emotion understanding

Analysis of strengths/weaknesses

In many cases, you are not always able to understand, what situations or events trigger which emotions in persons they affect. You can assess well whether the emotion is positive or negative. However, sometimes it is difficult for you to analyse situations or rather events quite correctly and/or to interpret and understand in an appropriately differentiated manner the emotions they trigger.



You understand emotions well but you can develop this ability even further. You do try to understand the situation of other people; however, you can pay attention to take a more systematic approach to situations. Instead of seeing them strictly from your own perspective, you should assume more strongly the perspective of the persons affected by the situation. For this purpose, you should try to understand more precisely their individual situation and their motive and interests. Then, you should include this information in your assessment. In addition, you can discuss matters with persons in your environment, who are seen as particularly empathetic. This will help you compare your assessments and it will further strengthen your empathy. You will benefit from this method, when you have to decide on the correct approach you should take in tense situations (emotion management).

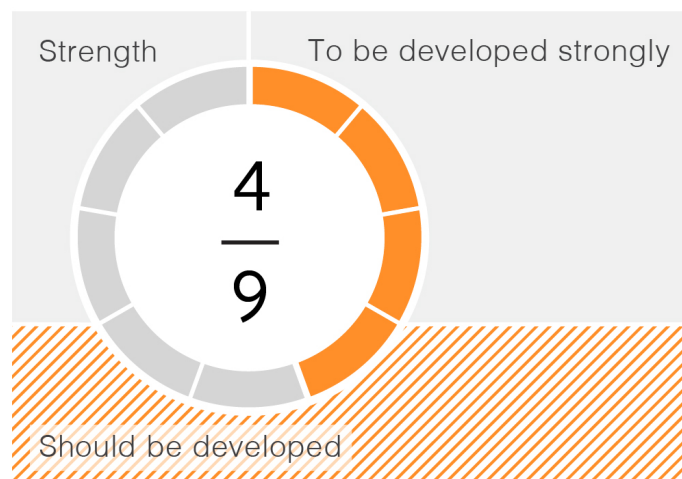
This section of the test describes briefly various situations. You are asked to assess what the person involved feels. Based on the results you achieved, your ability to feel with others and to understand the emotions of others (understanding of emotions) can be described as follows:

Below, you find a description of development options, which are derived from your score you achieved in the understanding of emotions (for additional information and offers consult our website at <https://.nantys.ch>):

3. Emotion regulation

Analysis of strengths/weaknesses

Just like most people, you are able to handle negative feelings (such as anger, sadness, worries) sometimes better than at other times. In some situations, you tend to torture yourself with by putting the blame on you. You hold others accountable for your situation, you brood or you consider the worst, which in turn can affect your wellbeing negatively. At other times (if you otherwise feel "well"), you can regulate your emotions better and channel them to avoid them having any negative effect on your behaviour.



Use the above-referenced rather emotion-oriented types of coping with negative emotions more sparingly. Instead, focus on utilizing systematically so-called problem-oriented or valuation-driven strategies. They allow you to experience stressful situations less threatening but rather as challenges, that can be overcome. For example, try to put anything that happened even more so into perspective, distract yourself with pleasant thoughts, focus on personal strengths, regain courage and/or see negative experiences as opportunity for further personal development. Learned defence mechanisms can hinder you to cope with emotional stresses in an adequate manner. Reputable offers of specialists to learn and train coping strategies can support you in the development of skills to cope with negative emotions.

This section is about how you handle your own emotions. In this test, you were asked to select in a series of described situations among several behavioural alternatives the two behaviours, which come closest to your preferred response in the respective situation. Your ability to control or adequately regulate experienced – and primarily negative – feelings even under difficult circumstances, can be described as follows:

Below, you find a description of development options, which are derived from your score you achieved in the test area regulation of emotions (for additional information and offers consult our website at <https://nantys.ch>):

Emotion recognition | Emotion understanding | **Emotion regulation** | Emotion management

Summary of results (in Stanine*)

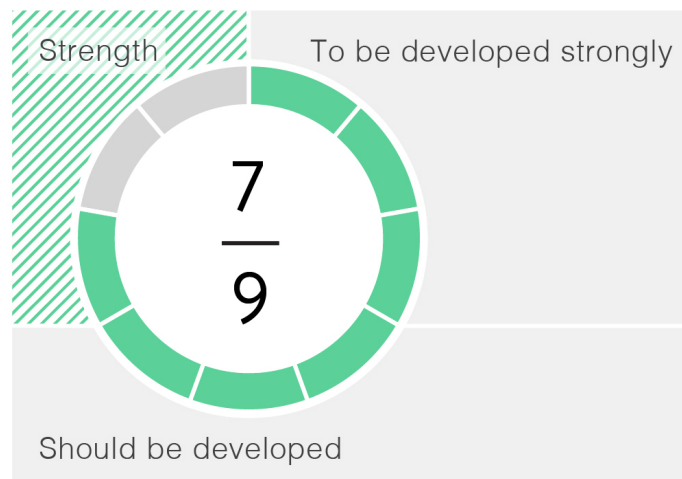
The table below shows you a detailed overview of your behaviour or rather your reactions in situations charged with emotions. A differentiation is made between so-called adaptive (rather adequate) and less adaptive (rather inadequate) strategies to cope with personal emotions

		←	Score									→	Notes on the results
			1	2	3	4	5	6	7	8	9		
ADAPTATIVE	Acceptance								7				(resignation) accepting what has happened in the sense of "I must accept that it hap-pened the way it did".
	Put into perspective							6					Put any negative event into perspective by comparing it to other incidents like saying "it could have come a lot worse".
	Diversion		2										is the focus on positive, cheerful and pleasant thoughts instead of brooding over threatening, stressful experiences.
	Re-evaluate		2										an attempt to gain something positive for personal development from the incident that was experienced as negative in the sense of "I think I can learn something from it".
	Look ahead					4							analyse what has happened, identify alternative behaviours in the sense of "I focus on what I can do/change now".
		←	Score									→	Notes on the results
			1	2	3	4	5	6	7	8	9		
LESS ADAPTATIVE	Catastrophizing					4							focus particularly on the negative aspects of the events in the sense of "I can't stop thinking about how truly bad this has been".
	Blaming others								7				transfer of the responsibility of what happened to others in the sense of "others are at fault".
	Brooding						5						to hold on to thoughts and emotions connected with the negative experiences in the sense of "I often think about the unpleasant feelings this experience has triggered in me".
	Self-blame/ guilt feelings							6					to blame oneself for what happened in the sense of "it's all my fault".

4. Emotion management

Analysis of strengths/weaknesses

In this test, you were very or rather highly successful in selecting the proper strategy to control the negative emotions of others, to prevent any tensions and to solve any conflicts early. On the one hand, you took a varied approach, in other words, you have not overused any of the strategies or reactions (see also on the next page frequency of use of various strategies). In addition, you often succeeded in assessing the situation correctly when selecting a strategy and therefore, you chose the correct approach (see the following page for the Stanine score on the respective strategy).



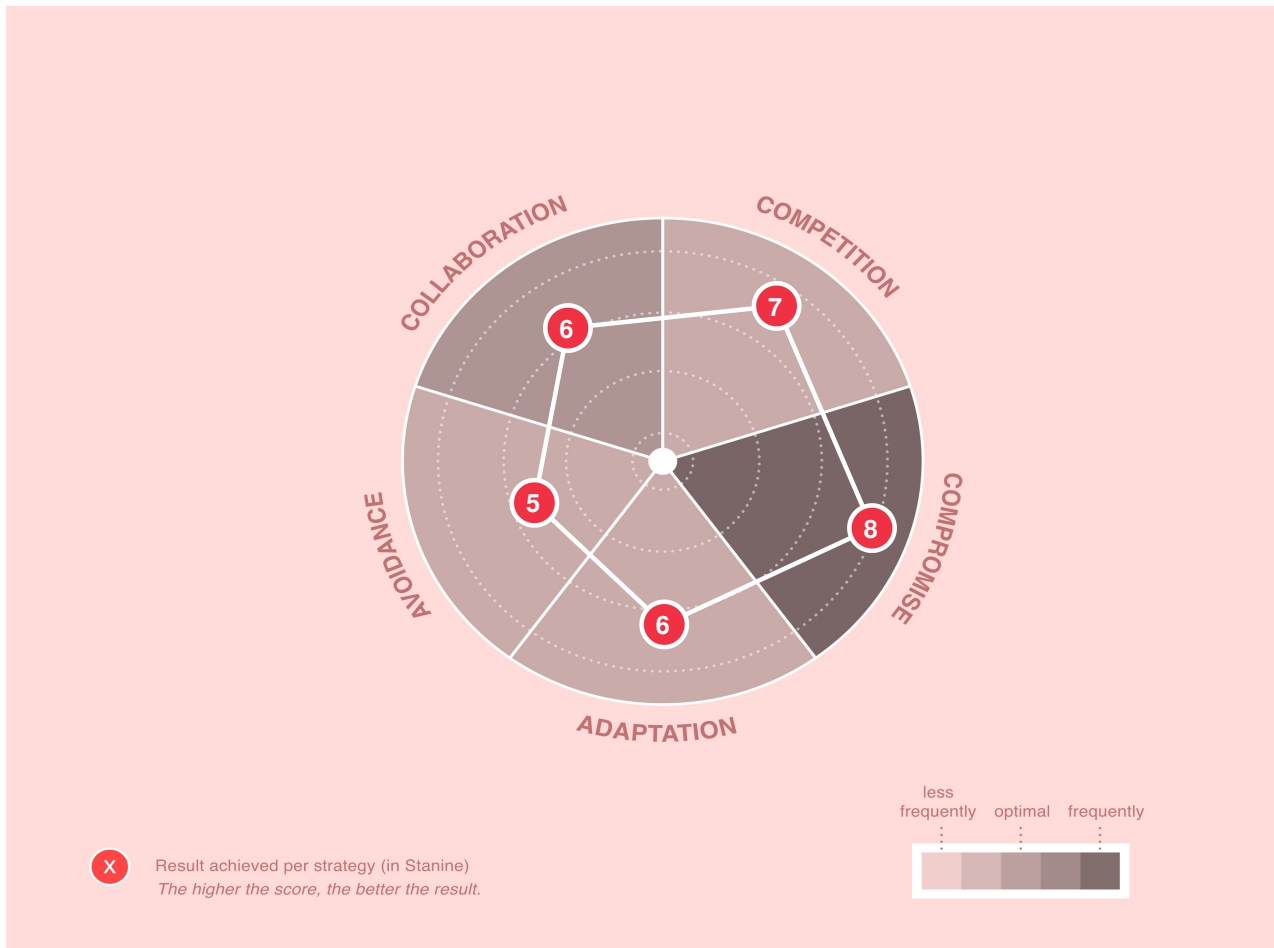
You have proven that you use the right strategy at the right time to solve any interpersonal situation that is emotionally charged and full of tensions. You seem to use various strategies in both a balanced and situation-specific manner in order to solve conflict situations in the long term. It does not matter whether you depend on your instinct or you choose consciously an appropriate strategy to solve any tensions. Do not change a lot on your approach because you are actually often successful. Consider how you could encourage others to deal with tensions and conflicts in a positive or constructive manner. Your fellow humans could actually benefit from your ability to deal with the emotions of others effectively.

This last section tests your ability to confront effectively the emotions of others. During the test, you will be asked to select in a series of emotionally tinged situations among several alternative behaviours, of which you believe that this would be the adequate response in the described situation.

Below, you find a description of development options, which are derived from your score you achieved in the test area management of emotions (for additional information and offers consult our website at <https://nantys.ch>):

Emotion recognition | Emotion understanding | Emotion regulation | **Emotion management**

The graphic below summarizes in detail your competence to deal appropriately with the emotions of other people or rather to respond in a manner that tensions can be avoided and conflicts can be solved in a sustainable manner.



The darker the segment of the circle, the more frequently you have used the respective conflict management strategy. A medium grey in all segments would be ideal, which would indicate a balanced use of all approaches to managing conflicts.

The greater the value in the pie chart, the better you have succeeded in using the respective conflict management strategy appropriately for the situation.

The best possible solution would therefore be a medium grey in all circle segments and the maximum possible values for the respective strategies in the pie chart.

Emotion recognition | Emotion understanding | Emotion regulation | **Emotion management**

Adaptation High degree of cooperation at the expense of your own goals and interests, in other words giving in or submission. Any differences in opinion are not exaggerated but smoothed over and settled. Adaptation is selected if the chance for gain is assessed as being low, if there is no possibility or no power to select another strategy or if there is no motivation or interest in finding a better solution.

Avoidance Flight, avoidance, retreat. No own goals are pursued and no opposing party is supported. Nothing happens; conflicts are swept under the carpet. It is generally selected, if the outcome of the conflict or the correct approach is uncertain, if further conflicts or defeats are feared, if the problem is seen indifferently and/or if it is assumed that an agreement is impossible. It is effective if the problem is trivial or highly sensitive, if there are no chances for success, if the situation is charged with emotions and some distance from the situation is required and/or it can be assumed that the problems solve themselves.

Collaboration Solving problems together, collaborating creatively Despite resistances and setbacks, both parties would like to find the best solution. Away from win-lose to win-win. It is selected if the positions the conflict parties take and their needs and interests are different. It is effective if problems are complex and novel solutions are required, if the relationship of all involved parties is based on trust and if there is sufficient time to exchange ideas and needs.

Competition Either me or you or rather a win-lose strategy. Threats and power are used to prevail or to enforce something even at the expense of the opposing party. It is selected if one party has lots of power and this party's interests are very narrowly defined interests. It is effective in case of an emergency, the time is limited and swift action is needed, the persons involved know the initial situation and support the approach.

Compromise Lose-lose strategy, each party makes concedes from the maximum demands. It is selected if the focus is on the positions on the content, all parties involved recognize that the maximum demands are not enforceable, e.g. because the unbalanced power positions. It is effective if temporary or brief solutions must be found and all parties have approximately the same goals.

Tabular Overview

Frequency of mentions

The two graphics below summarize your results in the areas of Emotion Recognition and Emotion Understanding and explain how the assessments in this report were compiled.

Under the terms emotion regulation and emotion recognition, you can see what emotions in the presented tasks you have properly recognized or interpreted. Therefore, you can read what emotions you recognize better or more rapidly than others do. It allows drawing certain conclusions from it.

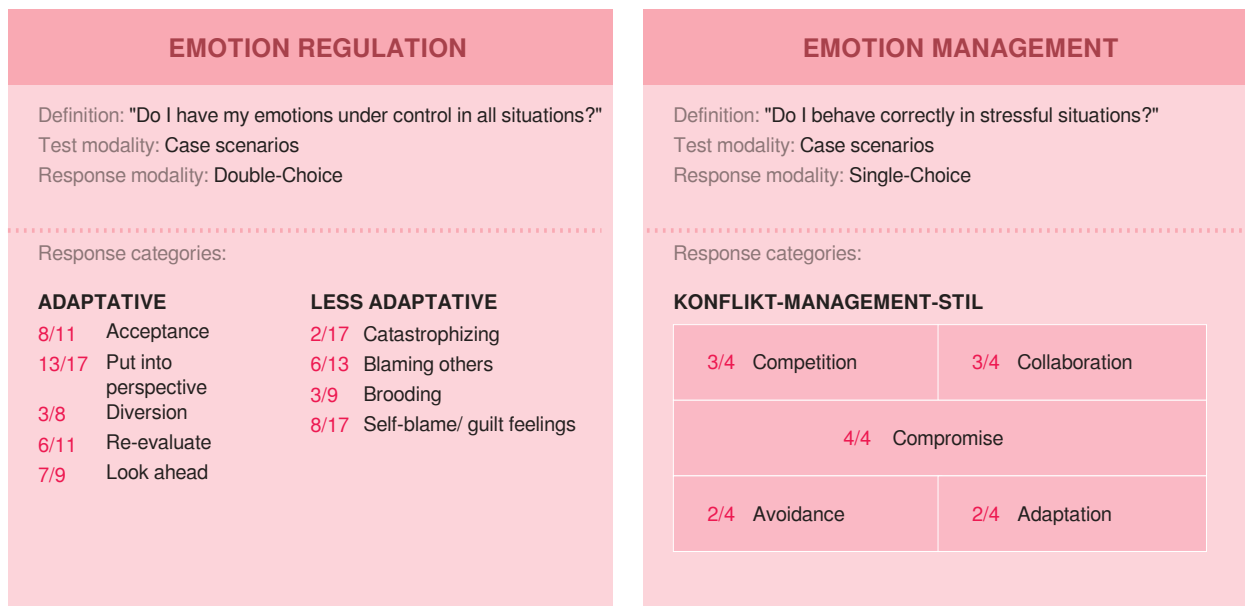
EMOTION RECOGNITION		EMOTION UNDERSTANDING	
Definition: "Do I recognize, how someone is feeling?"		Definition: "Can I understand what others are feeling?"	
Test modality: Audio/Video		Test modality: Case scenarios	
Response modality: Single-Choice from Emotion-wheel		Response modality: Single-Choice from Emotion-wheel	
Response categories:		Response categories:	
POSITIVE EMOTION	NEGATIVE EMOTION	POSITIVE	NEGATIVE
3/3 Amusement	2/3 Anger	1/1 Happiness	0/1 Anger
3/3 Interest	3/3 Worry	1/1 Interest	1/2 Worry
2/3 Joy	2/3 Despair	1/1 Pride	2/2 Boredom
1/3 Pleasure	2/3 Disgust	2/2 Relief	1/1 Contempt
1/3 Pride	3/3 Fear		2/2 Disgust
3/3 Relief	2/3 Irritability		1/1 Fear
3/3 Surprise	3/3 Sadness		1/2 Guilt
			1/1 Irritability
			1/1 Sadness
			1/2 Shame

Example: «Emotion recognition, 1/3 Amusement» would mean that you recognised amusement correctly one out of three possible times.

The two graphics below summarize your results in the areas of Emotion Regulation and Emotion Management and explain how the assessments in this report were compiled.

Under the term emotion regulation, you can see how you apply adaptive or less adaptive strategies to cope with your own emotions. This again allows drawing conclusions because less adaptive strategies do mostly not contribute to solve a problem conclusively.

The section emotion management illustrates graphically what strategies you applied more frequently or rather seldom to master any conflict situations. The axes describe horizontally your willingness to collaborate and vertically your readiness to be assertive.



Example: «Emotion management, 3/4 Competition» would mean that you used the strategy of competition in the right situation three out of four possible times.