



180° EMOTIONALLY INTELLIGENT LEADERSHIP FEEDBACK REPORT

Paul Example
1 January 2016
Strictly Confidential

ABOUT THIS REPORT

This report presents the results of a leadership survey for Paul Example that reflects how well Paul is observed to demonstrate certain leadership 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 raters' views. As such, Genos International makes no warranties regarding the accuracy or reliability of the results. No advice or information contained in this report, whether written or oral, 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

Genos helps 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:

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INTRODUCTION

Leaders in business looking to improve their organisation's performance can do so by improving their emotional intelligence: that is, their skill at identifying, understanding and influencing emotion.

There is a direct link between the way people feel and the way they perform at work. This is one of the most robust and consistent findings in organisational research. In high performing organisations people feel significantly more engaged, cared for, valued, proud, and motivated than those in low performing organisations. Conversely, in low performing organisations people feel significantly more fearful, stressed, disempowered and uncertain.

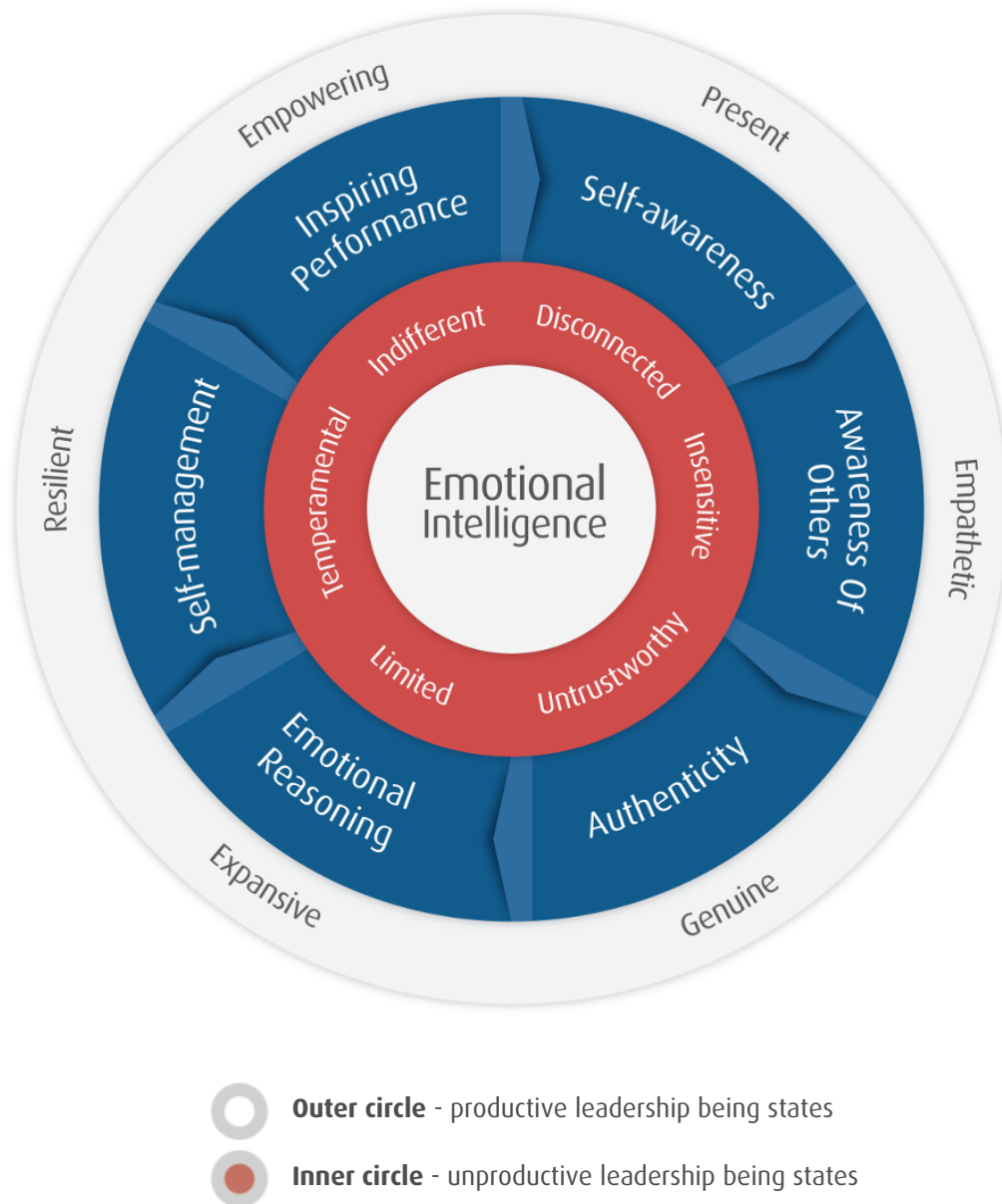
Leadership is fundamentally about facilitating performance. Research has proven that a leader's emotional intelligence is key to their capacity to facilitate emotions in others that drive high performance and employee engagement. This is more than just a moral compass; it's also a recipe for success. Organisations with emotionally intelligent leaders achieve a critical lever of sustainable competitive advantage: a high performance culture and customer loyalty.

This feedback report will provide you with insight into how important emotionally intelligent leadership competencies are to the performance of your people. It will also provide you with insight into how well you demonstrate them. Emotionally intelligent leadership competencies are based on emotional intelligence. They reflect what leaders do with their emotional intelligence in the leadership of people.

Asking for and effectively acting on others' feedback, like that presented in this report, is critical to your leadership success. In this report you will find feedback from your direct reports against emotionally intelligent leadership competencies that underlie your capacity to facilitate others' performance. You will also be presented with effective techniques for responding to the feedback that has been provided to you.

THE GENOS MODEL OF EMOTIONALLY INTELLIGENT LEADERSHIP COMPETENCIES

Emotionally intelligent leadership competencies are based on emotional intelligence. The questions in the Genos survey that measure these competencies reflect what leaders do with their emotional intelligence in the leadership of people.






The competencies of the model help leaders “be” the productive being states on the outside of the model, as opposed to the unproductive being states, that we can all be at times, on the inside of the model.

ABOUT THE SURVEY

The Genos emotionally intelligent leadership survey measures how well you demonstrate emotionally intelligent leadership competencies in comparison to others. The more often you demonstrate the competencies measured, the more effective your leadership should be. Particular insight into how important the competencies are to your team has been established by the survey. When your raters completed the survey for you they were asked to indicate:

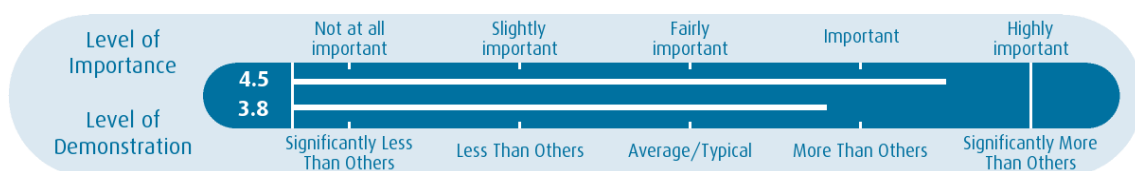
- (a) How important it is to them that you display the competencies in question and
- (b) How well you demonstrate the leadership competencies in question.

There will almost always be some discrepancies between how important the competencies are and how well you demonstrate them. Use the size of these discrepancies to prioritise your development actions at the end of this report. Discrepancies are highlighted in a traffic light methodology as described below.

	Scores for importance and demonstrated within .5 of a difference are considered to be aligned. These could be your strengths.
	Scores for importance and demonstrated between .51 and 1 in difference are considered to be misaligned. Steps should be taken to close gaps on these behaviours.
	Scores for importance and demonstrated that are 1.1 or greater in difference are significantly misaligned. Focused attention and actions should be taken to close these gaps.

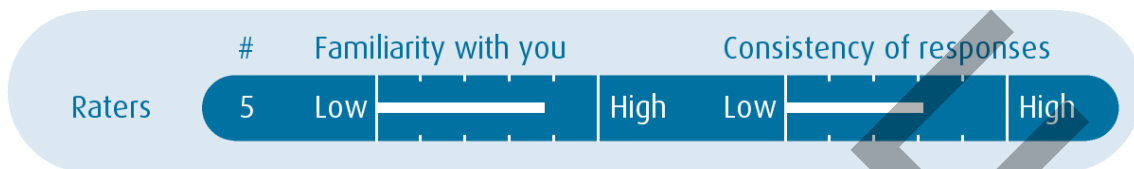
Your results, presented in this report, provide insight into how you are currently leading and managing your team. Use it to identify your strengths and how to leverage these. Also use it to identify and address competencies of your leadership that need improvement or building upon. Below is an example of how your results are presented.

Example Results



Rater Information

Responses to the survey were collected between 1 December, 2015 and 1 January, 2016. The table below lists the number of raters who provided responses and provides information on the validity of their responses.



Familiarity

When completing the survey your raters were asked to indicate how often they have work-related contact with you and how familiar they are with your leadership behaviours. Their responses to these questions are used to determine their level of familiarity with you. The table below explains how to interpret the level of familiarity they have with you.

	THIS MEANS THAT RATERS...	SO SCORES FROM THIS CATEGORY ARE...
LOW	Have little contact with you and are unfamiliar with your leadership behaviours	Valuable and should not be dismissed. However, interpret these scores with caution.
MEDIUM	Have some contact with you and are familiar with your leadership behaviours	Meaningful. Identify actions to take on the basis of your results however validate these actions with your raters before implementation.
HIGH	Are highly familiar with your leadership behaviours	Very meaningful. Take action based on the feedback.

Consistency

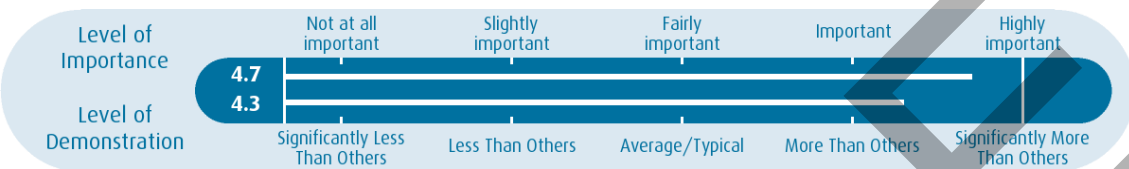
Consistency describes the level of variation (or lack thereof) in rater responses to the survey questions. The table below explains how to interpret your consistency score.

	THIS MEANS THE RATER RESPONSES TO THE SURVEY WERE...
LOW	Significantly inconsistent. This may be because: <ul style="list-style-type: none">You display different behaviour to individual ratersRaters may be seeing different aspects of your behaviour, orDifferent situations, relationships or environments had an impact on their responses. When consistency of responses is low, interpret results with caution, as the results reflect averages that may not be meaningful.
MEDIUM	Somewhat consistent, as might be expected from a typical group of respondents.
HIGH	Highly consistent.

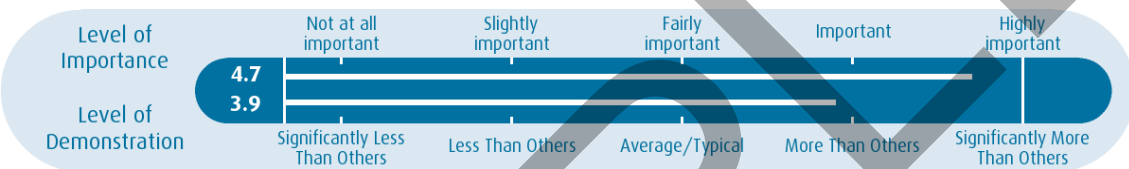
RESULTS AT A GLANCE

Your overall results for each of the six emotionally intelligent leadership competencies are summarised on this page. Your results represent the average response given by raters to the questions measuring each competency. More detailed item results are presented in the subsequent pages.

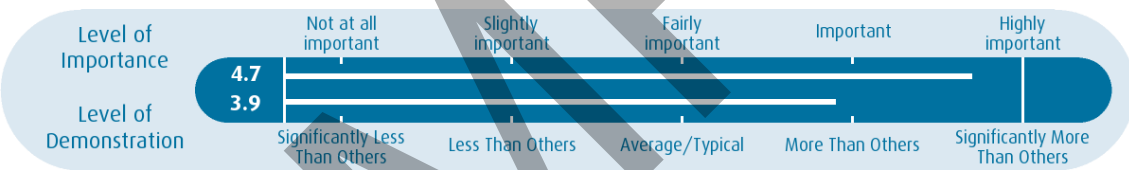
Self-Awareness



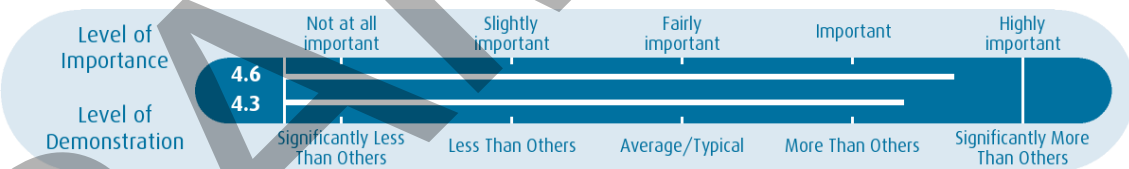
Awareness of Others



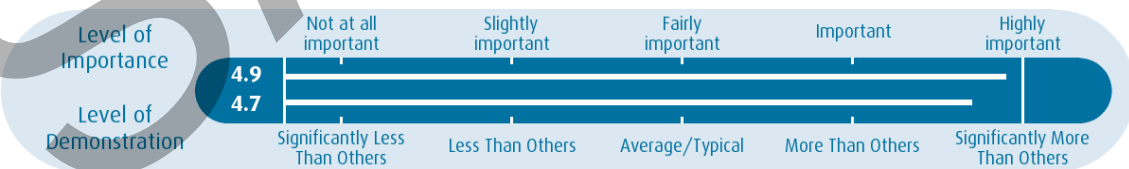
Authenticity



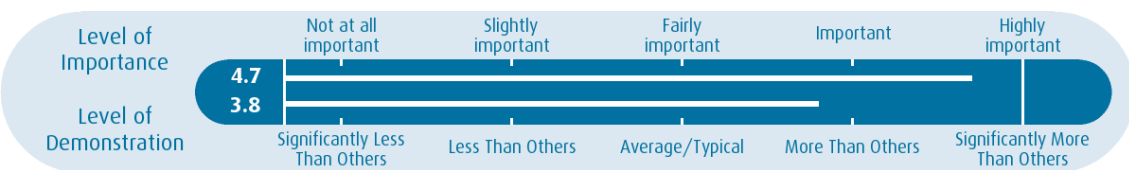
Emotional Reasoning



Self-Management



Inspiring Performance





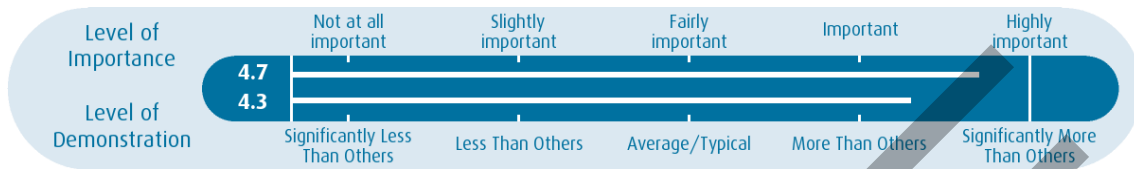
"While successful businesses must focus on market penetration, product differentiation, shareholder return and customer loyalty, those that really succeed are those that balance employee needs with these other factors. Ultimately, how people feel about their work and their connection to it drive these business outcomes."

- Jon Katzenbach



SELF-AWARENESS

Self-Awareness is about being aware of the behaviour you demonstrate, your strengths and limitations, and the impact you have on others. Your overall results for Self-Awareness are shown below.



The table below shows the average response you received from raters to each of the questions measuring this leadership competency.

Question	I	D	d
1. Understands the impact their behaviour has on others.	5.0	4.8	0.2
2. Is aware of their strengths and limitations.	4.8	4.2	0.6
3. Ask others for feedback on their leadership.	5.0	4.8	0.2
4. Responds effectively to feedback provided to them.	5.0	4.2	0.8
5. Is consistent in what they say and do.	4.4	3.6	0.8
6. Behaves in a way that is consistent with how they expect others to behave.	4.0	4.0	✓
7. Demonstrates awareness of their mood and emotions.	4.6	4.6	✓

KEY

I = Level of Importance

D = Level of Demonstration

d = Difference



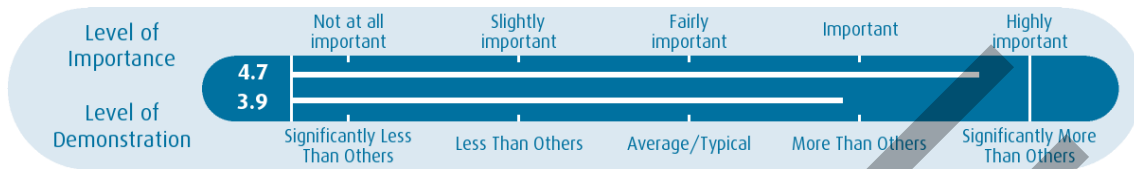
"Your vision will become clear only when you look into your heart. Who looks outside dreams. Who looks inside awakens."

- Carl Gustav Jung



AWARENESS OF OTHERS

Awareness of others is about noticing and acknowledging others, ensuring others feel valued and adjusting ones own style to best fit with others. Your overall results for Awareness of Others are shown below.



The table below shows the average response you received from raters to each of the questions measuring this leadership competency.

Question	I	D	d
1. Makes others feel appreciated.	4.8	4.0	0.8
2. Adjusts their style so that it fits well with others.	4.8	4.2	0.6
3. Notices when someone needs support and responds effectively.	5.0	3.6	1.4
4. Accurately views situations from the perspective of others.	4.8	4.0	0.8
5. Acknowledges the views and opinions of others.	4.6	4.4	0.2
6. Accurately anticipates responses or reactions from others.	4.4	3.6	0.8
7. Balances achieving results with others' needs.	4.6	3.8	0.8

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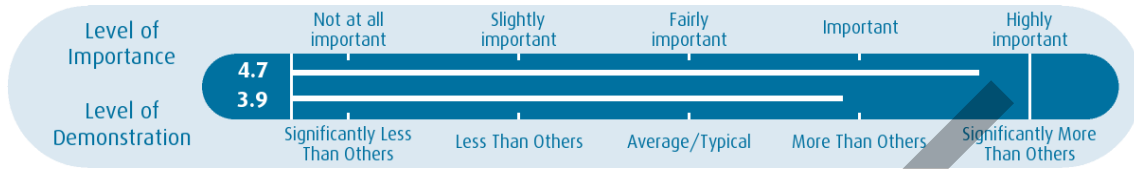
"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

- Maya Angelou



AUTHENTICITY

Authenticity is about openly and effectively expressing oneself, honouring commitments and encouraging this behaviour in others. Your overall results for Authenticity are shown below.



The table below shows the average response you received from raters to each of the questions measuring this leadership competency.

Question	I	D	d
1. Is open about their thoughts, feelings and opinions.	5.0	3.8	1.2
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	4.8	3.6	1.2
3. Facilitates robust, open debate.	4.4	3.4	1.0
4. Is open and honest about mistakes.	4.8	4.6	0.2
5. Honours commitments and keeps promises.	4.8	4.4	0.4
6. Encourages others to put forward their thoughts, feelings and opinions.	4.6	3.2	1.4
7. Responds effectively when challenged.	4.8	4.0	0.8

KEY

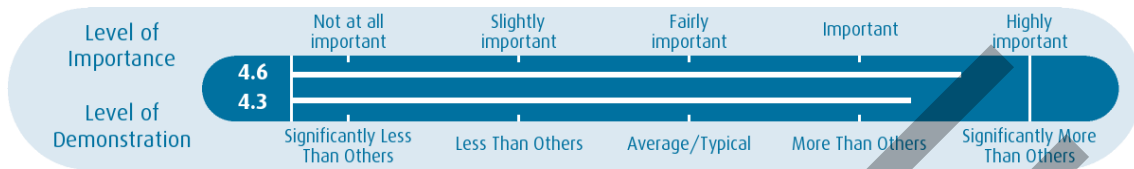
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EMOTIONAL REASONING

Emotional reasoning is about using the information in feelings (from oneself and others), and combining it with other facts and information when decision-making. Your overall results for Emotional Reasoning are shown below.



The table below shows the average response you received from raters to each of the questions measuring this leadership competency.

Question	I	D	d
1. Consults others in decision-making.	4.4	4.2	0.2
2. Explains the rationale behind decisions made.	4.4	4.4	✓
3. Involves you in decisions that affect your work.	4.4	4.4	✓
4. Considers issues from multiple perspectives.	5.0	4.6	0.4
5. Takes the bigger picture into account when decision-making.	4.8	3.6	1.2
6. Reflects on feelings when decision-making.	4.4	4.4	✓
7. Makes ethical decisions.	5.0	4.6	0.4

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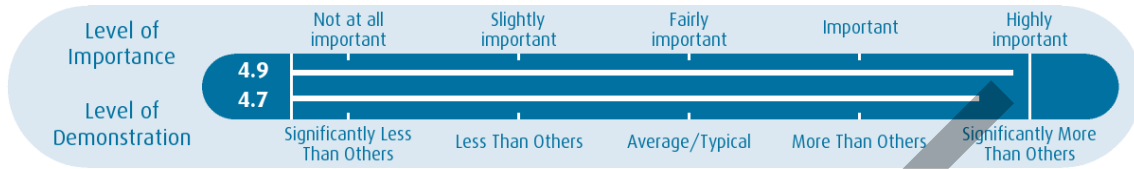
"We know too much and feel too little of those emotions from which a good life springs."

- Bertrand Russell



SELF-MANAGEMENT

Self-Management is about managing one's own mood and emotions; time and behaviour; and continuously improving oneself. Your overall results for Self-Management are shown below.



The table below shows the average response you received from raters to each of the questions measuring this leadership competency.

Question	I	D	d
1. Manages their emotions effectively in difficult situations.	4.8	5.0	✓
2. Demonstrates a positive, energising demeanour.	5.0	5.0	✓
3. Manages their time effectively.	5.0	4.6	0.4
4. Learns from mistakes.	5.0	4.8	0.2
5. Keeps up to date with industry trends and market conditions.	4.8	4.2	0.6
6. Responds effectively when challenged.	4.6	4.2	0.4
7. Quickly adapts to new circumstances.	4.8	4.8	✓

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"The greatest glory in living lies not in never falling, but in rising every time we fall."

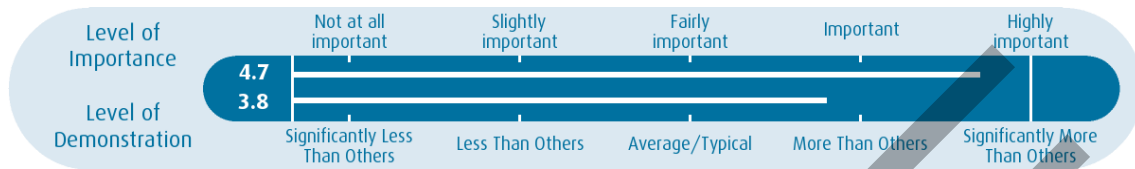
- Nelson Mandela



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INSPIRING PERFORMANCE

Inspiring Performance is about facilitating high performance in others through problem solving, promoting, recognising and supporting others work. Your overall results for Inspiring Performance are shown below.



The table below shows the average response you received from raters to each of the questions measuring this leadership competency.

Question	I	D	d
1. Provides useful support and guidance.	4.8	3.8	1.0
2. Provides constructive feedback on behaviour and performance.	4.4	4.0	0.4
3. Helps you understand your purpose and contribution to the organisation.	4.8	3.6	1.2
4. Notices inappropriate behaviour in others and responds effectively.	5.0	3.4	1.6
5. Maintains a positive work environment.	5.0	4.0	1.0
6. Helps facilitate your development and advance your career.	4.6	3.6	1.0
7. Recognises others' hard work and achievements.	4.6	4.0	0.6

KEY

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"You have to set goals that are almost out of reach. If you set a goal that is attainable without much work or thought, you are stuck with something below your true talent and potential"

- Steve Garvey



LEADERSHIP DEVELOPMENT SMART GOAL

SPECIFIC

Describe a specific developmental goal that you would like to achieve.

MEASURABLE

Describe how you will measure the success of achieving this goal.

ACTIONS

Describe the specific actions you will take to reach your goal.

RESULT

Describe the benefits of achieving this goal.

TIME

Describe the timeframe and milestones for achieving this goal.



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