



360° EMOTIONALLY INTELLIGENT LEADERSHIP FEEDBACK REPORT

Sally Sample
1 January 2016
Strictly Confidential

ABOUT THIS REPORT

This report presents the results of a leadership survey for Sally Sample that reflects how well Sally 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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KEY CONCEPTS

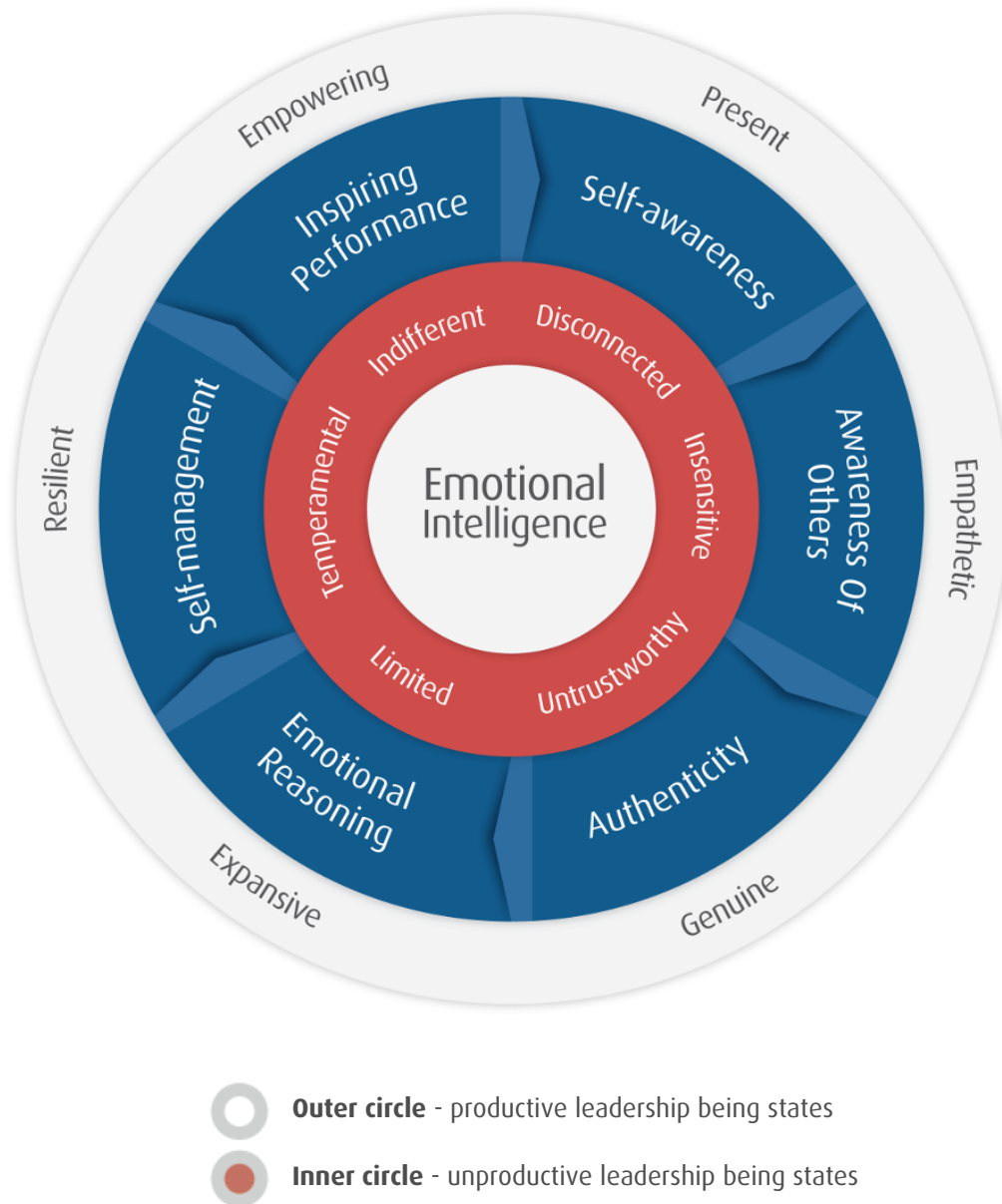
- Emotions influence decisions, behaviour and performance, productively and unproductively.
- There is a direct link between the way people feel and the way people perform at work.
- In high performing organisations people feel significantly more engaged, cared for, valued, proud, and motivated than those in low performing organisations. Conversely, in low performing workplaces people feel significantly more fearful, stressed, disempowered and uncertain.
- Leadership is fundamentally about getting others to perform, to do things effectively and efficiently.
- Leaders need to be skilled at identifying, understanding and managing emotions in themselves and others, to help drive the best decisions, behaviour and performance.
- Research has proven that a leader's emotional intelligence is key to their capacity to facilitate emotions in themselves and others that drive high performance and employee engagement.
- Applied in leadership, emotional intelligence is about how intelligently you use emotions to get positive results.

KEY CONTENT

- This report will provide you with insight into how important it is, to the people you work with, that you demonstrate emotionally intelligent leadership behaviour.
- Insight into how well you currently demonstrate emotionally intelligent leadership behaviour to the people you work with.
- Effective techniques for responding to the feedback and insights in this report (in the Develop Tips workbook).
- Practical tips on how to improve the demonstration and application of, emotionally intelligent leadership behaviour (in the Development Tips workbook).

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.



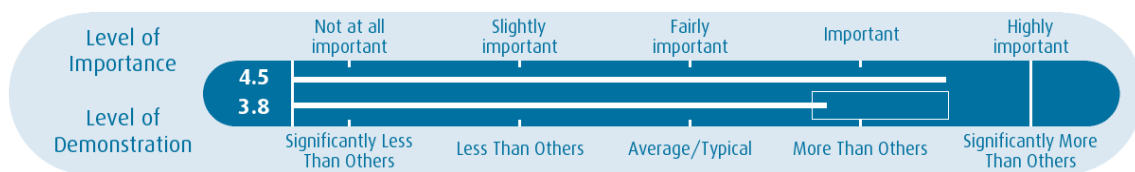
The competencies of the model help leaders “be” the productive being states on the outside of the model, as opposed to the unproductive being states, that we can all be at times, on the inside of the model.

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 raters 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 (where 1 = Not at all important and 5 = Highly important) and
- (b) How well you demonstrate the leadership competencies in question in comparison to others (where 1 = Significantly less than others and 5 = Significantly more than others).

Example Results






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.

The rectangle over the second result bar represents the range of scores that are 'average' or typical in the Genos norm group, that is, between the 25th and 75th percentile (Level of Demonstration only). The Genos norm group comprises a representative sample of 1,304 individual managers who have each been rated by a minimum of four raters. If your score (represented by the horizontal bar) is:

- Within the rectangle this means that your score is within the average range.
- To the left of the rectangle this means that your score is in the bottom quartile for this competency.
- To the right of the rectangle this means that your score is in the top quartile for this competency.




The average response you received from raters to each of the questions measuring the leadership competencies are also presented. Discrepancies between Importance and Demonstration at the item level 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.

If your Level of Demonstration (D) for a given item is:

- Below the 25th percentile or in the bottom quartile, an arrow pointing down is displayed for that item.
- Within the average range of scores (that is, between the 25th and 75th percentile or in the middle two quartiles), a left/right arrow is displayed for that item.
- Above the 75th percentile or in the top quartile, an arrow pointing up is displayed for that item.

Item Results Example

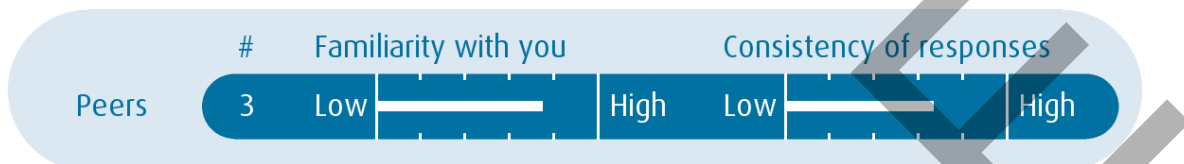
Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	4.4	3.2		↓
2. Is aware of their strengths and limitations.	4.5	3.9		↔
3. Ask others for feedback on their leadership.	4.4	4.3		↑

Raters also had the opportunity to write qualitative comments for each competency assessed. These are presented where raters have provided them. Quotation marks "" indicate where an individual raters comments commence and finish. For example, "Paul demonstrates high levels of self-awareness to me personally".

Rater Information

Responses to the survey were collected between 1 December, 2015 and 1 January, 2016. The table below presents an example of how rater information is displayed in this report. These tables provide information on the validity of rater responses.

Example Rater Information



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

The consistency graphs show the level of consistency between raters, as opposed to the consistency of responses provided by an individual rater. Rater categories containing only one rater will not show a consistency indicator.

If all of the people in the rater group provide similar responses to each question, the graph will show high consistency. Alternatively, if there was some variation in how the raters within a group respond, the graph will show lower consistency. The table on the following page explains how to interpret consistency.

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 raters• Raters may be seeing different aspects of your behaviour, or• Different 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.

Evaluating and Responding to Results

In this report your results are presented in the following order:

1. Manager
2. Peer
3. Direct Report

The results are structured this way to help you evaluate the specific feedback from different rater groups. It is also structured this way to help you identify development actions that might need to be taken with different rater groups.

There will almost always be some discrepancies between scores from different rater groups (eg, your manager, peers and direct reports). These discrepancies often exist because of the different working contexts and relationships you have with them. To help you determine things you could do to enhance your emotional intelligence to these rater groups use the Development Tips workbook provided with this report.

Working With the Suggested Development Activities

The development activities presented in the Development Tips workbook are simple yet effective techniques that can increase how often you display emotionally intelligent leadership competencies. The activities are intended to inspire your own thinking, not to constrain you to certain actions or responses. For each development activity you may:

- Adopt the activity exactly as suggested,
- Modify it to suit your circumstances, or
- Devise a different development activity.

RESULTS FOR MANAGER CATEGORY

Rater Information

The table below lists the total number of raters in the Manager category that responded to the survey and provides information on the validity of their responses.

Manager	#	Familiarity with you		Consistency of responses		
	1	Low	<div><div></div></div>	High	Low	Not Applicable

Familiarity

Raters in this category rated their familiarity with your leadership behaviours as 4 out of 5. This means that on average raters in this category have some contact with you and are familiar with your leadership behaviours. Identify actions to take on the basis of your results, however, validate these actions (one-on-one) with your raters before implementation.

Consistency

The purpose of the consistency graph is to provide an indication of how consistently the raters within the group responded to the survey questions. However, this measure is not applicable when there is only one rater in the category.

Results at a Glance

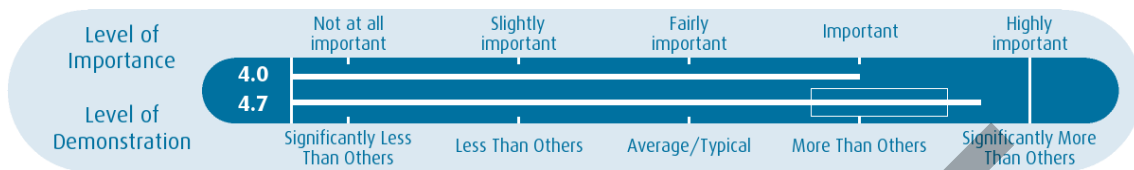
Your overall results for each of the six emotionally intelligent leadership competencies are summarised on the next page. Each graph shows the average response given by raters in the Manager category to the questions that measure each competency. More detailed item results are presented in the subsequent pages.

*"I am reminded how hollow the label of leadership
sometimes is and how heroic followership can be."*

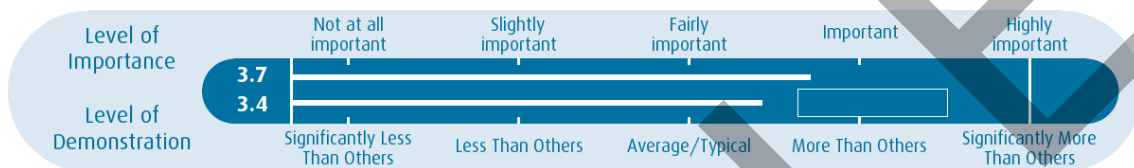
- Warren Bennis

RESULTS AT A GLANCE

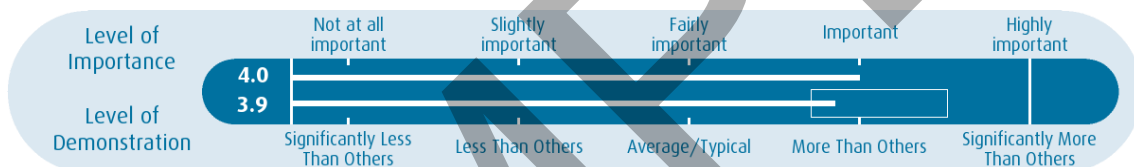
Self-Awareness



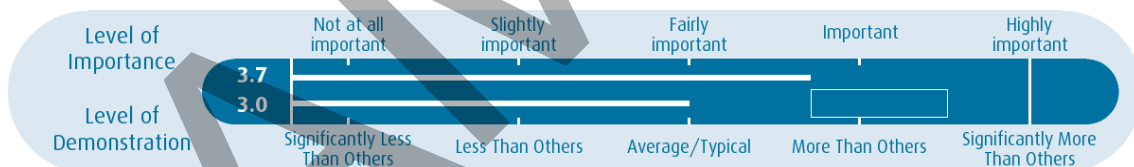
Awareness of Others



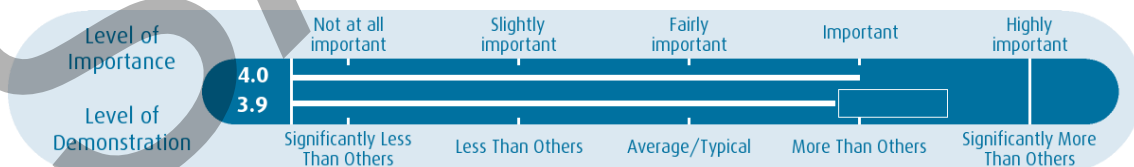
Authenticity



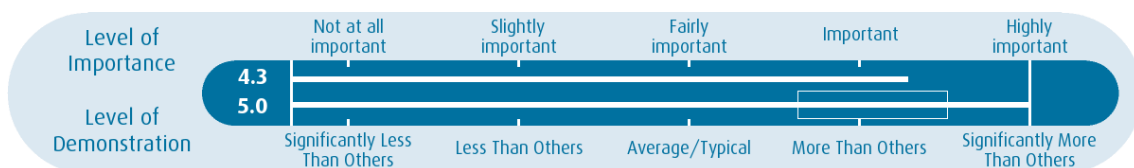
Emotional Reasoning



Self-Management



Inspiring Performance



MANAGER CATEGORY

Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	5.0	5.0	✓	↑
2. Is aware of their strengths and limitations.	4.0	4.0	✓	↔
3. Ask others for feedback on their leadership.	4.0	5.0	✓	↑
4. Responds effectively to feedback provided to them.	3.0	5.0	✓	↑
5. Is consistent in what they say and do.	4.0	4.0	✓	↔
6. Behaves in a way that is consistent with how they expect others to behave.	4.0	5.0	✓	↑
7. Demonstrates awareness of their mood and emotions.	4.0	5.0	✓	↑

Awareness of Others	I	D	d	BM
1. Makes others feel appreciated.	4.0	3.0	1.0	↓
2. Adjusts their style so that it fits well with others.	3.0	2.0	1.0	↓
3. Notices when someone needs support and responds effectively.	4.0	4.0	✓	↔
4. Accurately views situations from the perspective of others.	4.0	4.0	✓	↔
5. Acknowledges the views and opinions of others.	4.0	4.0	✓	↔
6. Accurately anticipates responses or reactions from others.	4.0	3.0	1.0	↓
7. Balances achieving results with others' needs .	3.0	4.0	✓	↔

Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	4.0	4.0	✓	↔
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	4.0	4.0	✓	↔
3. Facilitates robust, open debate.	4.0	3.0	1.0	↓
4. Is open and honest about mistakes.	4.0	4.0	✓	↔
5. Honours commitments and keeps promises.	4.0	4.0	✓	↔
6. Encourages others to put forward their thoughts, feelings and opinions.	4.0	4.0	✓	↔
7. Responds effectively when challenged.	4.0	4.0	✓	↔

KEY I = Level of Importance D = Level of Demonstration d = Difference BM = Benchmark

DETAILED RESULTS

Emotional Reasoning	I	D	d	BM
1. Consults others in decision-making.	4.0	3.0	1.0	↓
2. Explains the rationale behind decisions made.	4.0	3.0	1.0	↓
3. Involves you in decisions that affect your work.	4.0	3.0	1.0	↓
4. Considers issues from multiple perspectives.	3.0	3.0	✓	↓
5. Takes the bigger picture into account when decision-making.	4.0	3.0	1.0	↓
6. Reflects on feelings when decision-making.	3.0	3.0	✓	↓
7. Makes ethical decisions.	4.0	3.0	1.0	↓

Self-Management	I	D	d	BM
1. Manages their emotions effectively in difficult situations.	4.0	4.0	✓	↔
2. Demonstrates a positive, energising demeanour.	4.0	4.0	✓	↔
3. Manages their time effectively.	4.0	3.0	1.0	↓
4. Learns from mistakes.	4.0	4.0	✓	↔
5. Keeps up to date with industry trends and market conditions.	4.0	4.0	✓	↔
6. Strives to improve their own performance.	4.0	4.0	✓	↔
7. Quickly adapts to new circumstances.	4.0	4.0	✓	↔

Inspiring Performance	I	D	d	BM
1. Provides useful support and guidance.	4.0	5.0	✓	↑
2. Provides constructive feedback on behaviour and performance.	4.0	5.0	✓	↑
3. Helps you understand your purpose and contribution to the organisation.	4.0	5.0	✓	↑
4. Notices inappropriate behaviour in others and responds effectively.	5.0	5.0	✓	↑
5. Maintains a positive work environment.	5.0	5.0	✓	↑
6. Helps facilitate your development and advance your career.	4.0	5.0	✓	↑
7. Recognises others' hard work and achievements.	4.0	5.0	✓	↑

KEY I = Level of Importance D = Level of Demonstration d = Difference BM = Benchmark



"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



MANAGER CATEGORY - ACTION PLAN

Use the space below to reflect on the results from your manager.

Insights

Actions

Benefits

RESULTS FOR PEER CATEGORY

Rater Information

The table below lists the total number of raters in the Peer category that responded to the survey and provides information on the validity of their responses.



Familiarity

Raters in this category rated their familiarity with your leadership behaviours as 4.5 out of 5. This means that on average raters in this category are highly familiar with your leadership behaviours. Take action based on their feedback.

Consistency

The consistency of responses by raters in this category was within the average range (that is, between the 25th and 75th percentile, or middle two quartiles). This means that responses were somewhat consistent, as might be expected from a typical group of respondents. Identify action to take on the basis of your results and validate these actions (one-on-one) with your raters before implementation.

Results at a Glance

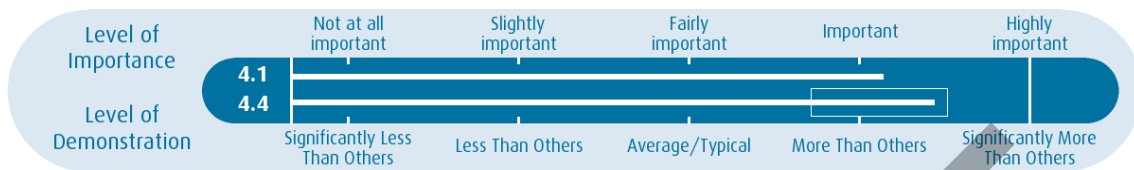
Your overall results for each of the six emotionally intelligent leadership competencies are summarised on the next page. Each graph shows the average response given by raters in the Peer category to the questions that measure each competency. More detailed item results are presented in the subsequent pages.

"Great leaders are not defined by the absence of weakness, but rather by the presence of clear strengths."

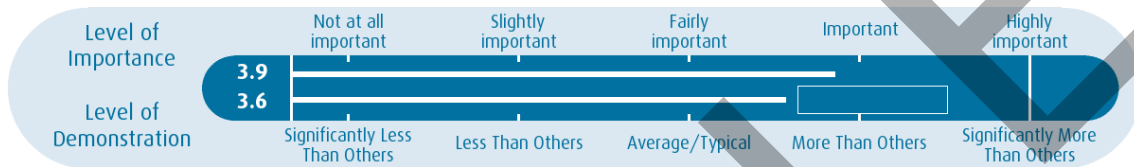
- John Zenger

RESULTS AT A GLANCE

Self-Awareness



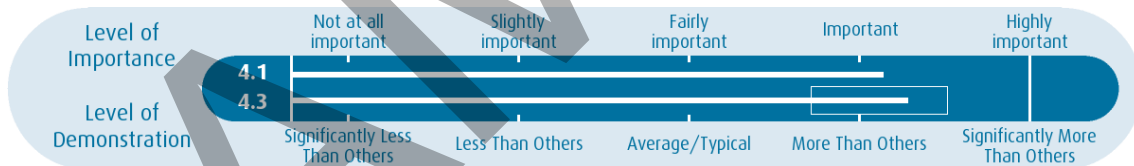
Awareness of Others



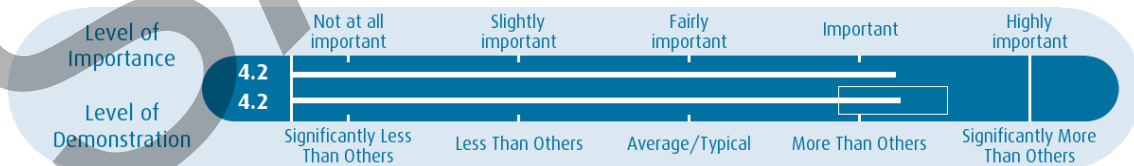
Authenticity



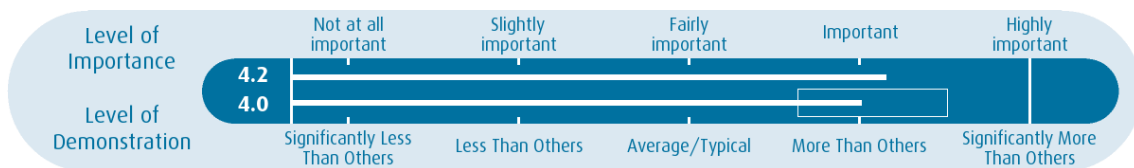
Emotional Reasoning



Self-Management



Inspiring Performance



PEER CATEGORY

Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	4.3	4.0	0.3	↔
2. Is aware of their strengths and limitations.	4.7	4.7	✓	↑
3. Ask others for feedback on their leadership.	3.3	4.7	✓	↑
4. Responds effectively to feedback provided to them.	4.3	4.3	✓	↑
5. Is consistent in what they say and do.	4.7	4.0	0.7	↔
6. Behaves in a way that is consistent with how they expect others to behave.	4.7	4.7	✓	↑
7. Demonstrates awareness of their mood and emotions.	3.0	4.7	✓	↑

Awareness of Others	I	D	d	BM
1. Makes others feel appreciated.	3.7	4.0	✓	↔
2. Adjusts their style so that it fits well with others.	3.3	3.3	✓	↔
3. Notices when someone needs support and responds effectively.	4.3	3.0	1.3	↓
4. Accurately views situations from the perspective of others.	4.7	3.3	1.4	↓
5. Acknowledges the views and opinions of others.	4.0	4.0	✓	↔
6. Accurately anticipates responses or reactions from others.	3.7	3.7	✓	↔
7. Balances achieving results with others' needs .	3.3	3.7	✓	↔

Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	3.7	4.7	✓	↑
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	2.7	3.7	✓	↔
3. Facilitates robust, open debate.	3.7	4.7	✓	↑
4. Is open and honest about mistakes.	4.3	4.3	✓	↔
5. Honours commitments and keeps promises.	4.7	4.3	0.4	↔
6. Encourages others to put forward their thoughts, feelings and opinions.	3.3	4.3	✓	↔
7. Responds effectively when challenged.	4.7	5.0	✓	↑

KEY I = Level of Importance D = Level of Demonstration d = Difference BM = Benchmark

DETAILED RESULTS

Emotional Reasoning	I	D	d	BM
1. Consults others in decision-making.	3.7	4.7	✓	↑
2. Explains the rationale behind decisions made.	4.3	4.7	✓	↑
3. Involves you in decisions that affect your work.	4.3	4.3	✓	↔
4. Considers issues from multiple perspectives.	4.0	4.3	✓	↔
5. Takes the bigger picture into account when decision-making.	5.0	5.0	✓	↑
6. Reflects on feelings when decision-making.	3.7	3.3	0.4	↔
7. Makes ethical decisions.	4.0	3.7	0.3	↓

Self-Management	I	D	d	BM
1. Manages their emotions effectively in difficult situations.	4.0	4.3	✓	↔
2. Demonstrates a positive, energising demeanour.	4.7	4.7	✓	↑
3. Manages their time effectively.	4.0	3.3	0.7	↓
4. Learns from mistakes.	4.7	4.7	✓	↑
5. Keeps up to date with industry trends and market conditions.	3.7	3.7	✓	↔
6. Strives to improve their own performance.	4.7	4.7	✓	↑
7. Quickly adapts to new circumstances.	3.7	4.3	✓	↔

Inspiring Performance	I	D	d	BM
1. Provides useful support and guidance.	4.0	4.3	✓	↔
2. Provides constructive feedback on behaviour and performance.	3.7	4.7	✓	↑
3. Helps you understand your purpose and contribution to the organisation.	4.0	3.7	0.3	↔
4. Notices inappropriate behaviour in others and responds effectively.	4.7	4.7	✓	↑
5. Maintains a positive work environment.	5.0	3.7	1.3	↔
6. Helps facilitate your development and advance your career.	3.7	3.3	0.4	↔
7. Recognises others' hard work and achievements.	4.0	3.7	0.3	↔

KEY I = Level of Importance D = Level of Demonstration d = Difference BM = Benchmark

QUALITATIVE FEEDBACK

The feedback below has been provided by the people you nominated to rate you in the Peer category. Please note that their comments have been printed verbatim, without any editing or spell checking.

"Sally sets and maintains a very high standard and while being flexible when needed, will 99% of the time expect the same consistency from those around her."

"Sally is always very composed in all encounters work-related to-date (and she has faced quite a few already). She is hands-on, and constantly tries to change the culture to a positive / can-do one (with a few stubborn nuts already cracked) by her lead. She can admit to a mistake and just as importantly, learn from it."

"Sally is very self aware and understands the impact of her mood and emotions toward others."

"I feel that she needs to consult employees in supervisory roles and perhaps not be so open with 'other' staff."

"As mentioned in previous notes, Sally is a "big picture person" who takes all aspects into final decisions and communicates them well."



Handwriting practice lines consisting of 10 horizontal lines.

PEER CATEGORY - ACTION PLAN

Use the space below to reflect on the results from your peers.

Insights

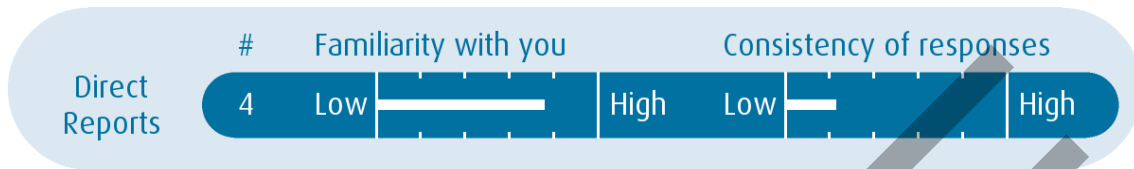
Actions

Benefits

RESULTS FOR DIRECT REPORT CATEGORY

Rater Information

The table below lists the total number of raters in the Direct Report category that responded to the survey and provides information on the validity of their responses.



Familiarity

Raters in this category rated their familiarity with your leadership behaviours as 3.8 out of 5. This means that on average raters in this category have some contact with you and are familiar with your leadership behaviours. Identify actions to take on the basis of your results, however, validate these actions (one-on-one) with your raters before implementation.

Consistency

The consistency of responses by raters in this category was below the 25th percentile, or in the bottom quartile. This means the rater responses to the survey were significantly inconsistent. This may be because:

- You display different behaviour to individual raters,
- Raters may be seeing different aspects of your behaviour, or
- Different situations, relationships or environments had an impact on their responses.

Interpret your results for this category with caution as the results reflect averages that may not be meaningful.

Results at a Glance

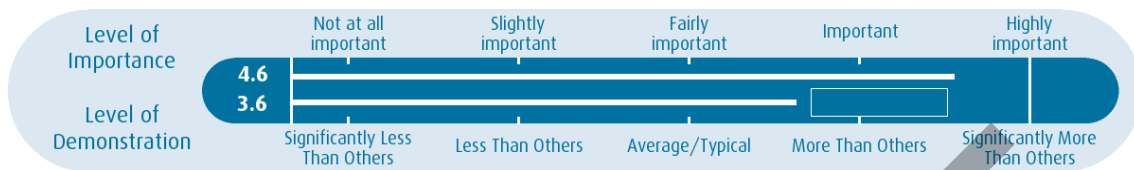
Your overall results for each of the six emotionally intelligent leadership competencies are summarised on the next page. Each graph shows the average response given by raters in the Direct Report category to the questions that measure each competency. More detailed item results are presented in the subsequent pages.

"The leader has to be practical and a realist yet must talk the language of the visionary and the idealist."

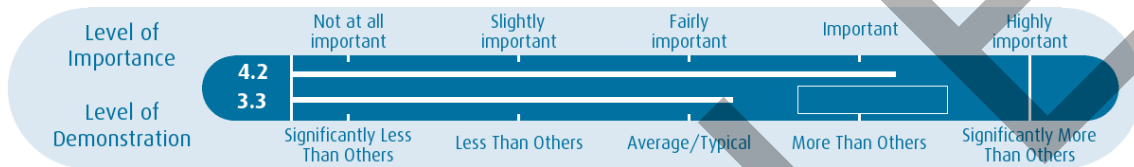
- Eric Hoffer

RESULTS AT A GLANCE

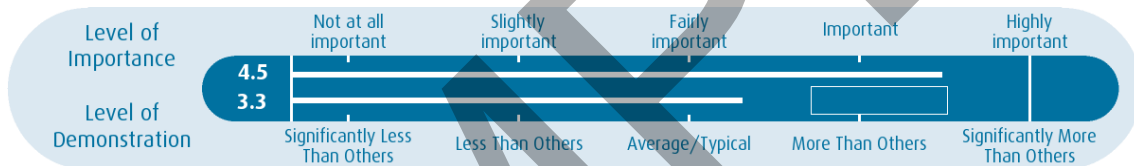
Self-Awareness



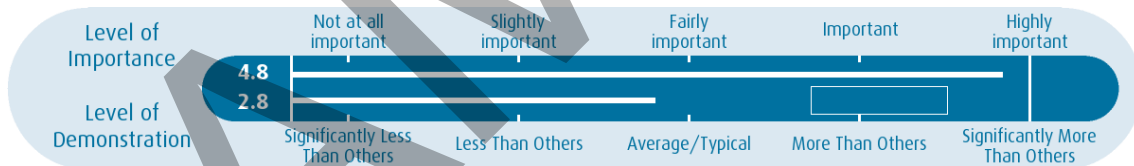
Awareness of Others



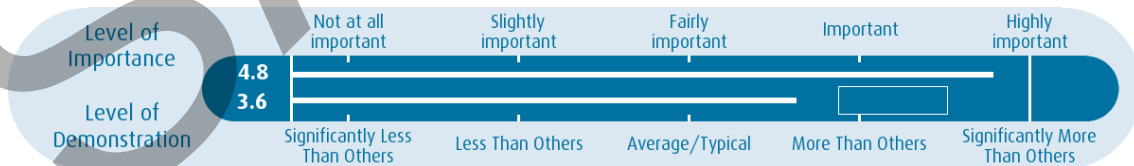
Authenticity



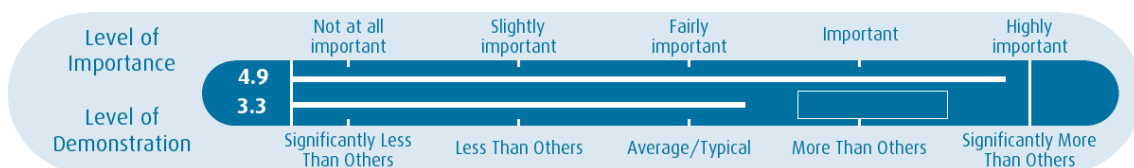
Emotional Reasoning



Self-Management



Inspiring Performance



DIRECT REPORT CATEGORY

Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	5.0	3.5	1.5	↔
2. Is aware of their strengths and limitations.	4.8	3.5	1.3	↓
3. Ask others for feedback on their leadership.	4.3	3.5	0.8	↔
4. Responds effectively to feedback provided to them.	5.0	3.8	1.2	↔
5. Is consistent in what they say and do.	5.0	4.0	1.0	↔
6. Behaves in a way that is consistent with how they expect others to behave.	5.0	3.3	1.7	↓
7. Demonstrates awareness of their mood and emotions.	2.8	3.8	✓	↔

Awareness of Others	I	D	d	BM
1. Makes others feel appreciated.	4.5	3.8	0.7	↔
2. Adjusts their style so that it fits well with others.	3.3	3.3	✓	↔
3. Notices when someone needs support and responds effectively.	4.5	3.3	1.2	↓
4. Accurately views situations from the perspective of others.	3.8	3.5	0.3	↔
5. Acknowledges the views and opinions of others.	4.8	2.8	2.0	↓
6. Accurately anticipates responses or reactions from others.	4.3	3.3	1.0	↓
7. Balances achieving results with others' needs .	4.3	2.8	1.5	↓

Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	3.3	3.5	✓	↓
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	4.5	3.3	1.2	↓
3. Facilitates robust, open debate.	4.0	3.3	0.7	↓
4. Is open and honest about mistakes.	5.0	3.5	1.5	↓
5. Honours commitments and keeps promises.	5.0	3.3	1.7	↓
6. Encourages others to put forward their thoughts, feelings and opinions.	4.8	3.0	1.8	↓
7. Responds effectively when challenged.	4.8	3.3	1.5	↓

KEY I = Level of Importance D = Level of Demonstration d = Difference BM = Benchmark

DETAILED RESULTS

Emotional Reasoning	I	D	d	BM
1. Consults others in decision-making.	4.3	2.5	1.8	↓
2. Explains the rationale behind decisions made.	5.0	2.5	2.5	↓
3. Involves you in decisions that affect your work.	5.0	2.5	2.5	↓
4. Considers issues from multiple perspectives.	5.0	2.5	2.5	↓
5. Takes the bigger picture into account when decision-making.	5.0	3.3	1.7	↓
6. Reflects on feelings when decision-making.	4.8	3.3	1.5	↔
7. Makes ethical decisions.	4.8	3.0	1.8	↓

Self-Management	I	D	d	BM
1. Manages their emotions effectively in difficult situations.	4.8	3.8	1.0	↔
2. Demonstrates a positive, energising demeanour.	4.8	4.3	0.5	↔
3. Manages their time effectively.	4.5	2.5	2.0	↓
4. Learns from mistakes.	5.0	3.5	1.5	↓
5. Keeps up to date with industry trends and market conditions.	4.8	3.5	1.3	↓
6. Strives to improve their own performance.	4.8	4.3	0.5	↔
7. Quickly adapts to new circumstances.	4.8	3.5	1.3	↓

Inspiring Performance	I	D	d	BM
1. Provides useful support and guidance.	5.0	4.3	0.7	↔
2. Provides constructive feedback on behaviour and performance.	5.0	2.8	2.2	↓
3. Helps you understand your purpose and contribution to the organisation.	4.8	2.8	2.0	↓
4. Notices inappropriate behaviour in others and responds effectively.	4.8	4.3	0.5	↑
5. Maintains a positive work environment.	4.8	2.8	2.0	↓
6. Helps facilitate your development and advance your career.	4.8	2.5	2.3	↓
7. Recognises others' hard work and achievements.	4.8	3.8	1.0	↔

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QUALITATIVE FEEDBACK

The feedback below has been provided by the people you nominated to rate you in the Direct Report category. Please note that their comments have been printed verbatim, without any editing or spell checking.

"Sally is very company-orientated, however she does try hard most of the time to support staff and the business equally."

"I'm not sure if these responses sound negative - if so, they are not meant to be and this is why. The standard of 'Awareness of Others' before she started was already very high and she has continued the high standard and maybe even marginally increased it. This is why I have answered 'Average/typical' in these questions mostly. She is extremely results driven and keeps her 'eye on the big picture' probably because of the pressure 'from above'. In saying that, she still has a very high level of compassion towards others needs, it's just that her determination in reaching targets and goals is so, so high."

"Sally is very supportive and definitely leads by example. However, on occasion, she can overstep her role and take control of my job. I would prefer if she remained aware of the fact that she should support us in our role, not do our job for us."

"Sally is relatively new to this position. This is a fast paced work environment and, consequently, Sally is not fully aware of the subtleties and interconnections of some decisions."

"I feel that Sally's time management is not always particularly good. She should spend more time in her OWN role, as we don't need her actually doing our job."



DIRECT REPORT CATEGORY - ACTION PLAN

Use the space below to reflect on the results from your direct reports.

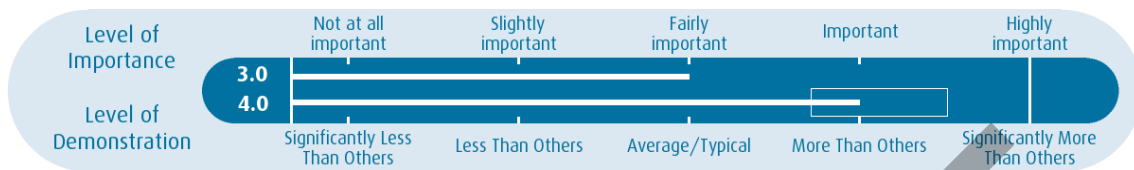
Insights

Actions

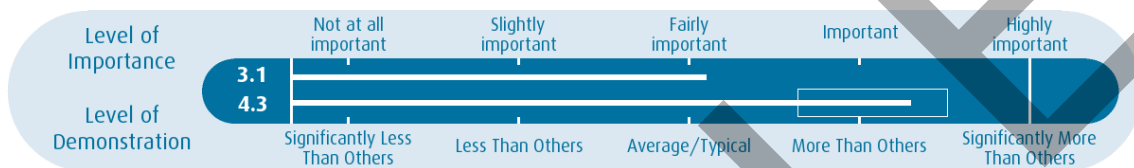
Benefits

YOUR SELF ASSESSMENT RESULTS

Self-Awareness



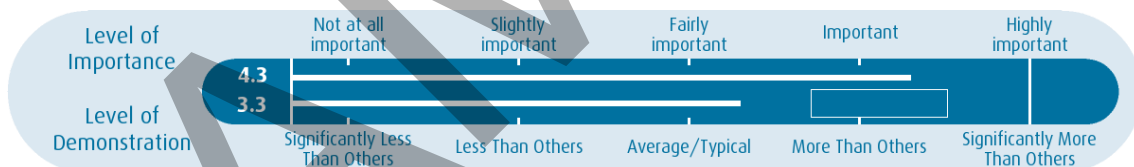
Awareness of Others



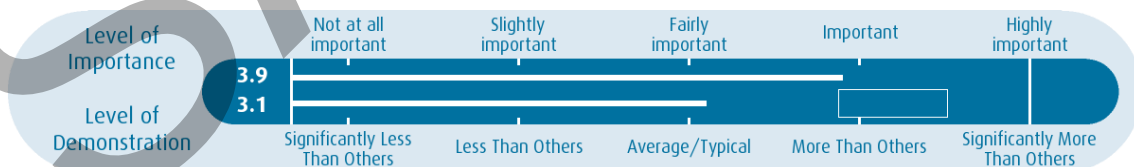
Authenticity



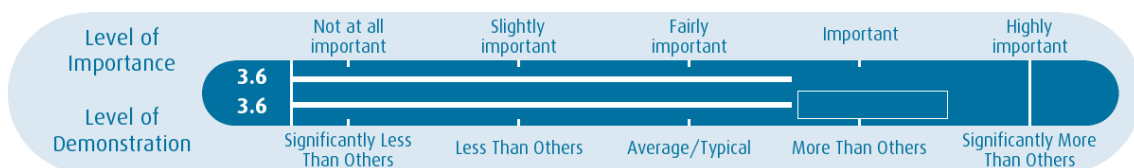
Emotional Reasoning



Self-Management



Inspiring Performance



YOUR DETAILED RESULTS

Self-Awareness	I	D	d	BM
1. Understanding the impact my behaviour has on others.	4.0	4.0	✓	↔
2. Being aware of my strengths and limitations.	5.0	5.0	✓	↑
3. Asking others for feedback on my leadership.	3.0	3.0	✓	↔
4. Responding effectively to feedback provided to me.	2.0	3.0	✓	↓
5. Being consistent in what I say and do.	3.0	4.0	✓	↔
6. Behaving in a way that is consistent with how I expect others to behave.	2.0	5.0	✓	↑
7. Demonstrating awareness of my moods and emotions.	2.0	4.0	✓	↔

Awareness of Others	I	D	d	BM
1. Making others feel appreciated.	3.0	4.0	✓	↔
2. Adjusting my style so that it fits well with others.	2.0	4.0	✓	↔
3. Noticing when someone needs support and responding effectively.	3.0	5.0	✓	↑
4. Accurately viewing situations from the perspective of others.	2.0	4.0	✓	↔
5. Acknowledging the views and opinions of others.	4.0	4.0	✓	↔
6. Accurately anticipating responses or reactions from others.	5.0	5.0	✓	↑
7. Balancing achieving results with others' needs.	3.0	4.0	✓	↔

Authenticity	I	D	d	BM
1. Being open about my thoughts, feelings and opinions.	3.0	4.0	✓	↔
2. Expressing thoughts and feelings in a way that is sensitive to those of others.	4.0	4.0	✓	↔
3. Facilitating robust, open debate.	5.0	3.0	2.0	↓
4. Being open and honest about mistakes.	5.0	3.0	2.0	↓
5. Honouring commitments and keeping promises.	5.0	5.0	✓	↑
6. Encouraging others to put forward their thoughts, feelings and opinions.	4.0	3.0	1.0	↓
7. Responding effectively when challenged.	5.0	2.0	3.0	↓

KEY I = Level of Importance D = Level of Demonstration d = Difference BM = Benchmark

DETAILED RESULTS

Emotional Reasoning	I	D	d	BM
1. Consulting others in decision-making.	4.0	3.0	1.0	↓
2. Explaining the rationale behind decisions made.	5.0	3.0	2.0	↓
3. Involving others in decisions that affect their work.	5.0	3.0	2.0	↓
4. Considering issues from multiple perspectives.	4.0	3.0	1.0	↓
5. Taking the bigger picture into account when decision-making.	4.0	4.0	✓	↔
6. Reflecting on feelings when decision-making.	3.0	4.0	✓	↔
7. Making ethical decisions.	5.0	3.0	2.0	↓

Self-Management	I	D	d	BM
1. Effectively managing others' emotions in difficult situations.	5.0	2.0	3.0	↓
2. Demonstrating a positive, energising demeanour.	3.0	3.0	✓	↓
3. Managing my time effectively.	5.0	4.0	1.0	↔
4. Learning from my mistakes.	5.0	4.0	1.0	↔
5. Keeping up to date with industry trends and market conditions.	3.0	3.0	✓	↓
6. Responding effectively when challenged.	4.0	3.0	1.0	↓
7. Quickly adapting to new circumstances.	2.0	3.0	✓	↓

Inspiring Performance	I	D	d	BM
1. Providing useful support and guidance.	3.0	4.0	✓	↔
2. Providing constructive feedback on behaviour and performance.	5.0	3.0	2.0	↓
3. Helping others understand their purpose and contribution to the organisation.	3.0	4.0	✓	↔
4. Noticing inappropriate behaviour in others and responding effectively.	4.0	4.0	✓	↔
5. Maintaining a positive work environment.	3.0	3.0	✓	↓
6. Helping facilitate others' development and advancing their careers.	3.0	3.0	✓	↓
7. Recognising others' hard work and achievements.	4.0	4.0	✓	↔

KEY I = Level of Importance D = Level of Demonstration d = Difference BM = Benchmark



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