



EMOTIONALLY INTELLIGENT LEADERSHIP SELF 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 demonstrates certain leadership behaviours in the workplace. The information contained is sensitive, private and confidential.

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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.

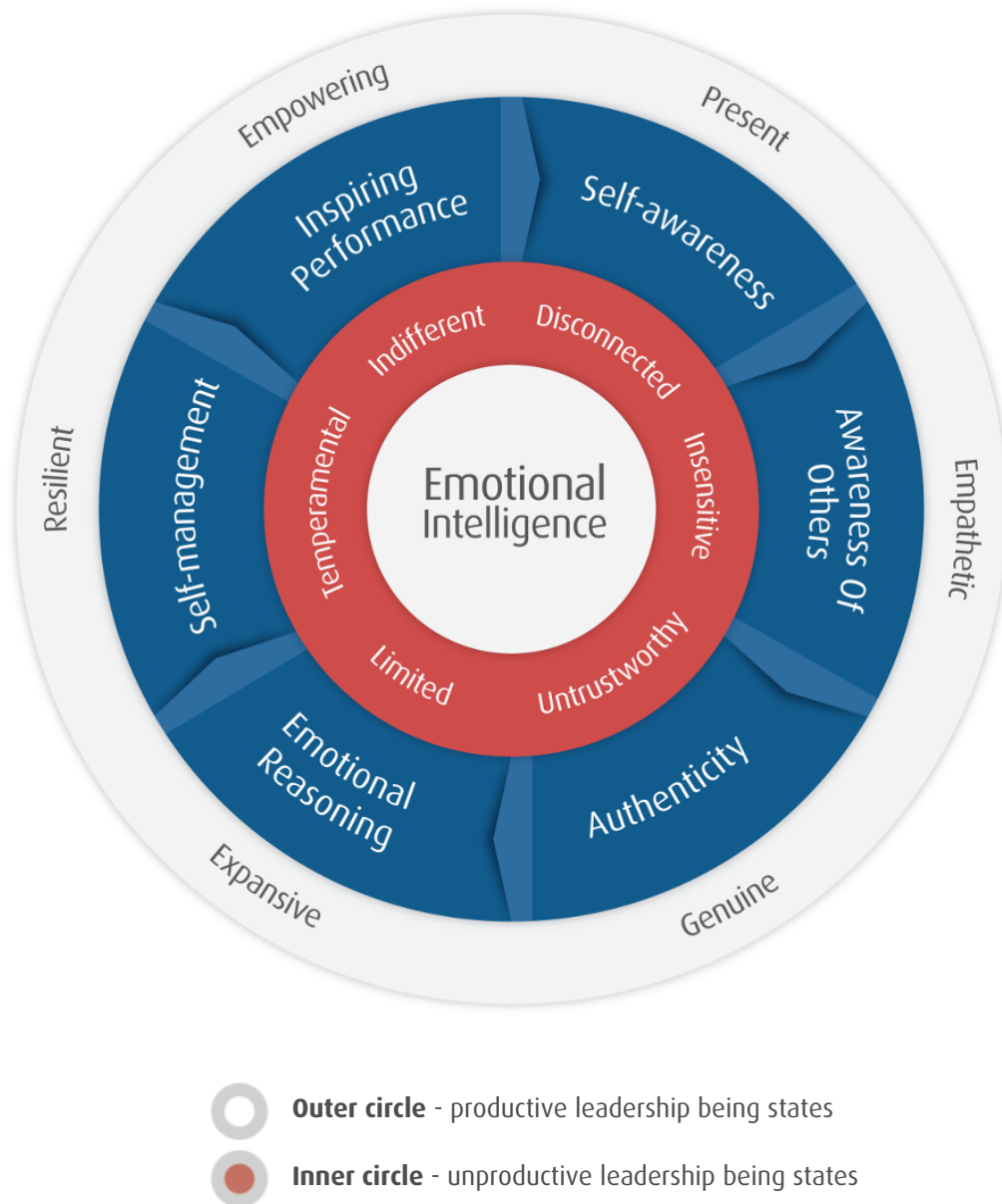
Leadership is fundamentally about facilitating performance. Research has proven that a leader's emotional intelligence is key to their capacity to facilitate emotions in others that drive high performance and employee engagement. This is more than just a moral compass; it's also a recipe for success.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

This report will provide you with insight into emotionally intelligent leadership competencies that are likely to be very important to the performance of your people. It will also provide you with insight into how well you believe 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.

If you would like to further validate the results presented in this report you can ask others for feedback and perspective. Tips on how to ask for and effectively respond to this feedback are provided at the back of this report. Alternatively, you can ask your employer or Genos to conduct a 360-degree assessment for you. In the Genos 360-degree assessment you can invite other people, such as your manager, peers and/or direct reports, to complete the assessment. Email support@genosinternational.com if you would like to initiate a 360-degree assessment.

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 believe 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 you believe the competencies are to leading others team has been established by the survey. When you completed the survey you were asked to indicate:

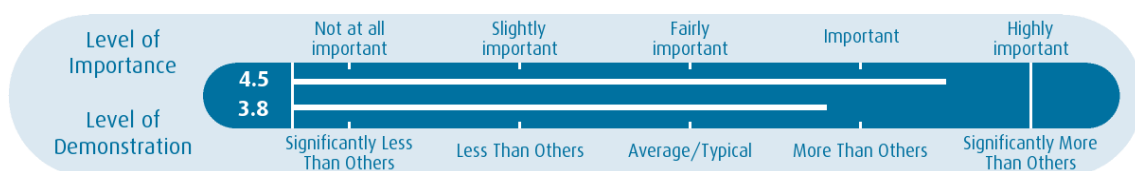
- (a) How important you believe it is that you display the competencies in question and
- (b) How well you believe you demonstrate the leadership competencies in question.

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 self-assessed results, presented in this report, provide insight into how well you believe you demonstrate the skills and behaviours of the competencies measured. Use this insight to reflect on your strengths and consider how you might leverage these in leading others. Also use it to reflect on opportunities for improvement and consider actions you might take to improve your leadership.

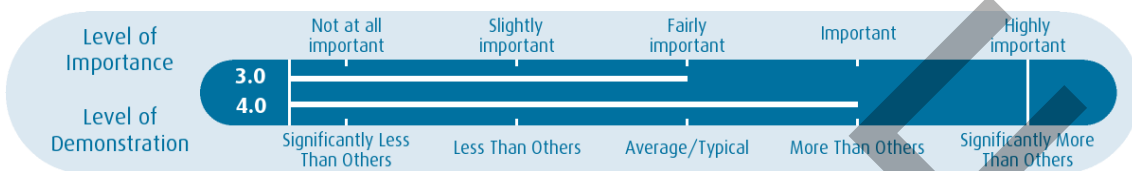
Example Results



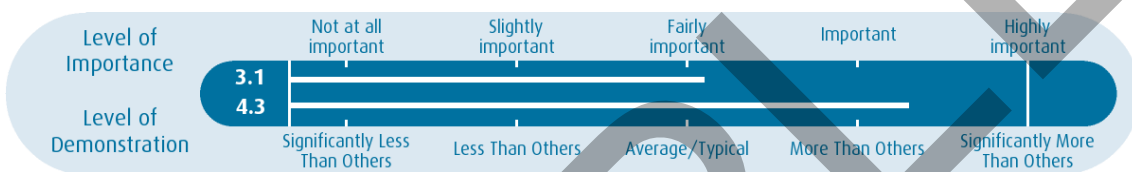
RESULTS AT A GLANCE

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

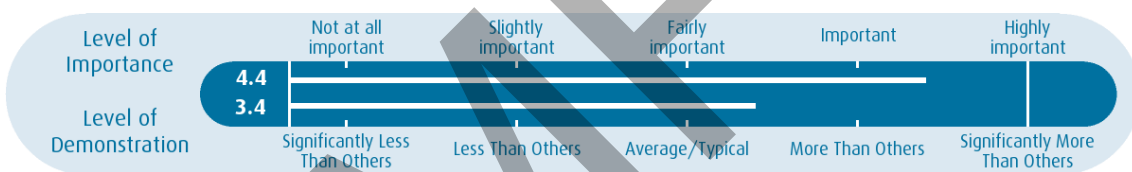
Self-Awareness



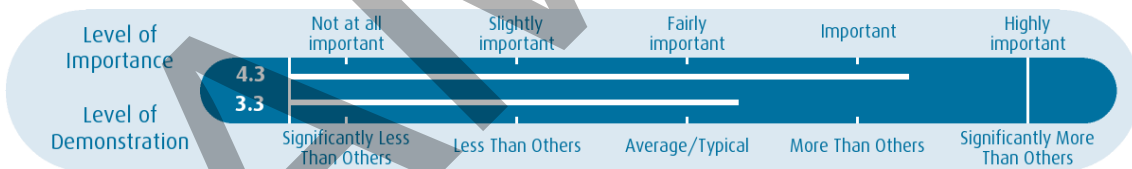
Awareness of Others



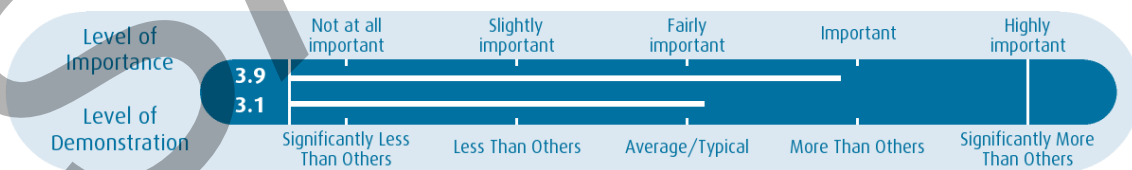
Authenticity



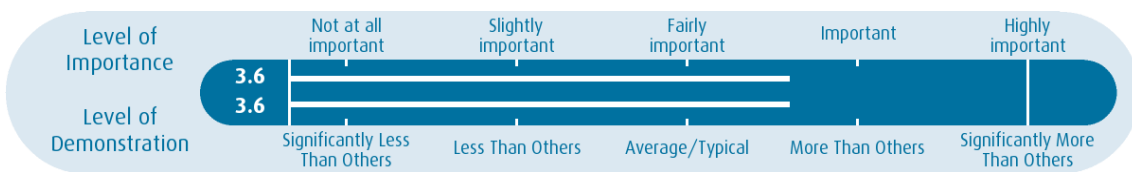
Emotional Reasoning



Self-Management

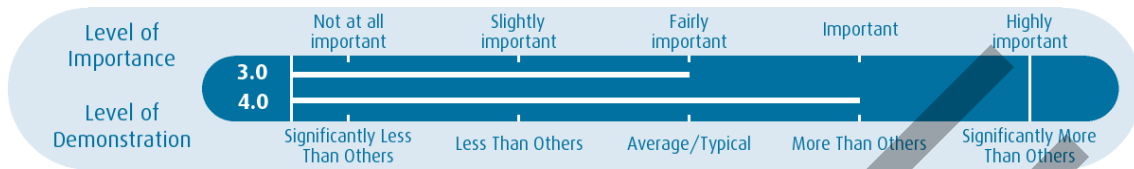


Inspiring Performance



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 response you provided to each of the questions measuring this leadership competency.

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

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."

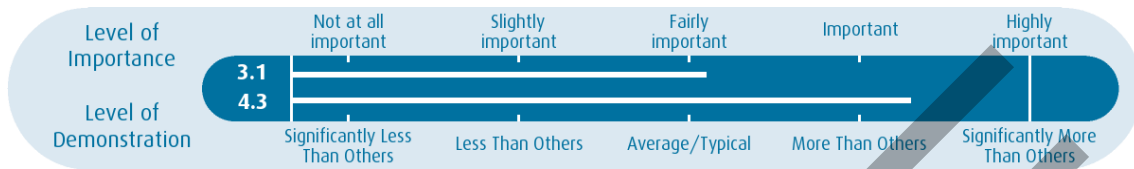
- Carl Gustav Jung

INSIGHTS

ACTIONS

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 response you provided to each of the questions measuring this leadership competency.

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

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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."

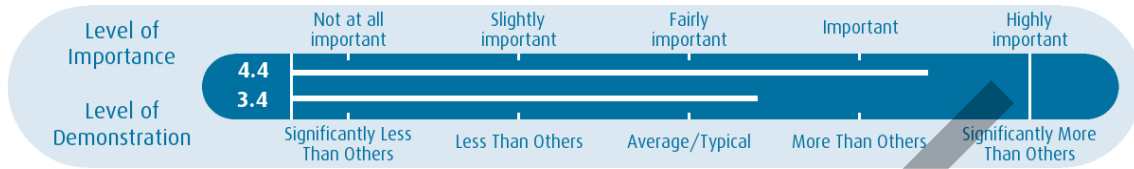
- Maya Angelou

INSIGHTS

ACTIONS

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 response you provided to each of the questions measuring this leadership competency.

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

KEY

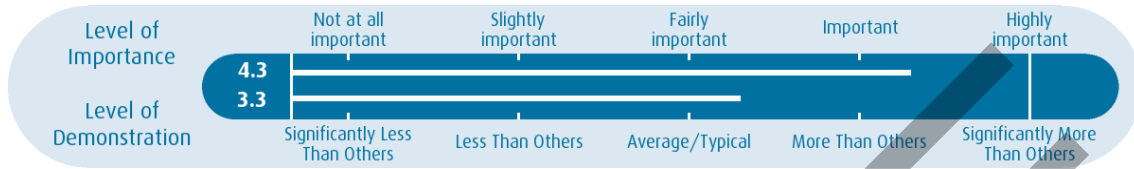
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EMOTIONAL REASONING

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 response you provided to each of the questions measuring this leadership competency.

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

KEY

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

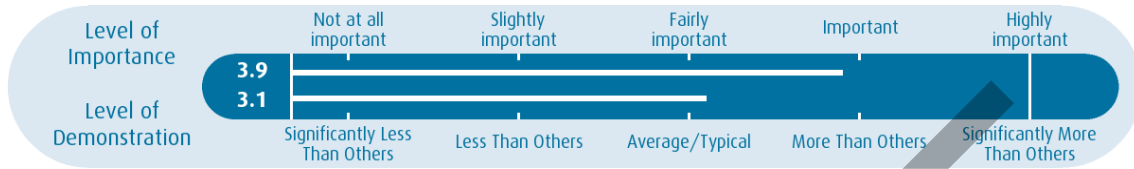
- Bertrand Russell

INSIGHTS

ACTIONS

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 response you provided to each of the questions measuring this leadership competency.

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

KEY

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

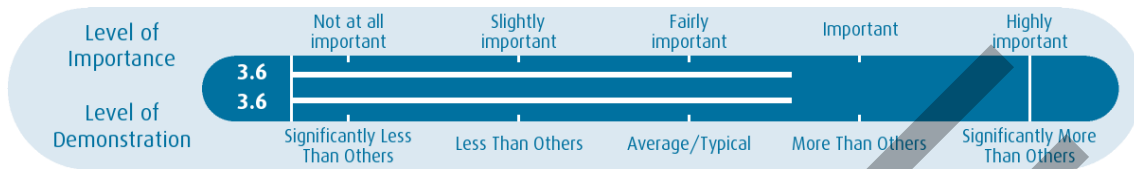
- Nelson Mandela

INSIGHTS

ACTIONS

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 response you provided to each of the questions measuring this leadership competency.

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

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

INSIGHTS

ACTIONS

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.

FEEDBACK TIPS AND TECHNIQUES

To obtain good quality feedback from others on your emotional intelligence and effectively respond to it, consider the tips and techniques presented below.

1. Give the person from whom you want feedback the 'topic' you would like to discuss, i.e. emotional intelligence. Provide them with an overview of the model and type of skills and behaviours associated with it.
2. Tell the person you would like to receive feedback on this topic in terms of a) What I do well; and b) What I could do more of or more effectively.
3. Give people time to prepare. Provide people with at least a couple of days notice so they prepare their feedback. Give them the topic and framework questions to provide a structured and considered discussion.
4. When you are in the feedback session ask the person to be specific where possible and to provide examples.
5. When giving feedback people sometimes make quite vague statements like "You could be better at dealing with people". When you hear similar statements, ask probing questions like "When you say I could be better at dealing with people, what are some specific actions I could be taking?"
6. Do not justify or put things into context. Avoid saying "Yes, but, because..." Putting things into context can sound defensive and hinder the feedback process. Remember, their perception is their truth. It is not about whether it is right or wrong, it is about understanding how others perceive you.
7. Ask for actions that could be implemented to address the feedback. Say things like "if you were in my shoes what would you start doing to address this feedback?"
8. Towards the conclusion of the feedback session be authentic about what you will and will not address. It is important to hear all feedback and not to justify. Equally, you may not agree with everything said or think all things are relevant. Whether you provide rationales for these should be considered in the specific context you are in with the person giving you the feedback.
9. Set a follow-up time to establish progress and review actions implemented. Meeting again with the person 2-3 months later is usually a good timeframe to revisit the conversation and actions taken.
10. Thank them



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