



180° EMOTIONALLY INTELLIGENT LEADERSHIP FEEDBACK REPORT

Paul Example
1 January 2016
Strictly Confidential

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ABOUT THIS REPORT

This report presents the results of a survey for Paul Example that reflects how well Paul demonstrates emotionally intelligent 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's responses to the survey questions. 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

We help 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.

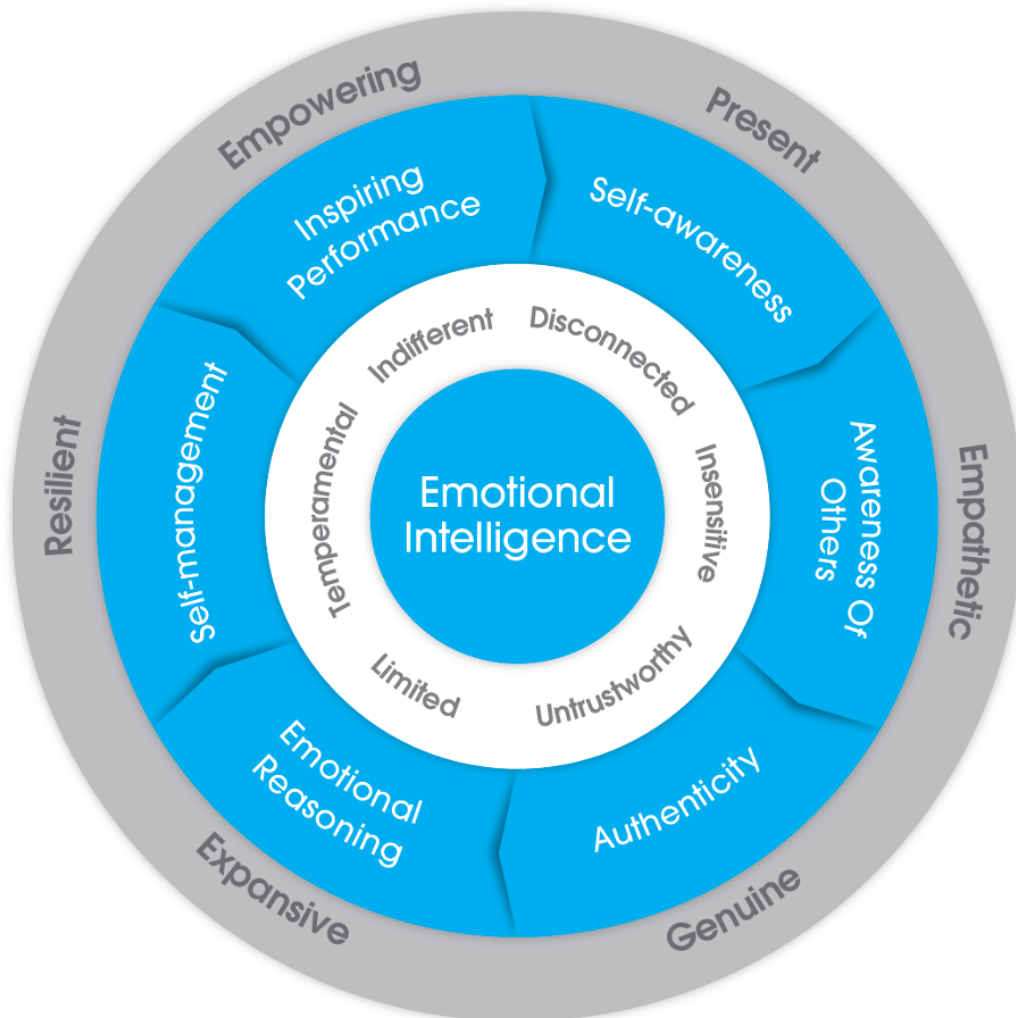
Leadership is fundamentally about facilitating performance. Research has proven that a leader's emotional intelligence is key to their capacity to facilitate emotions in others that drive high performance and employee engagement. This is more than just a moral compass; it's also a recipe for success. 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.



- Inner circle** - unproductive leadership being states
- Outer circle** - productive leadership being states

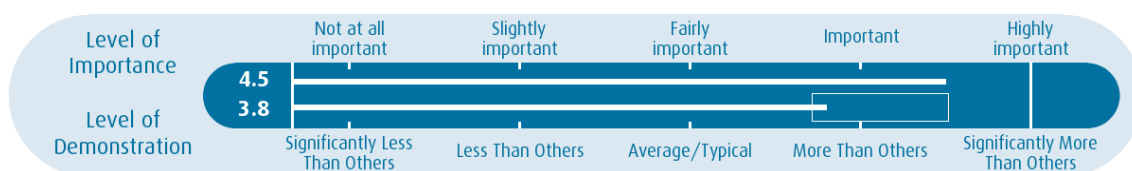
The competencies of the model help leaders “be” the productive being states on the outside of the model, as opposed to the unproductive being states, that we can all be at times, on the inside of the model.

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 on the following page.

	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.

The survey response scale for the questions related to demonstration includes a "Not applicable/ unsure" option. If all of your raters select this response for a particular question, there will be no value for the Level of Demonstration (D). This will be depicted by a question mark appearing in both the Level of Demonstration (D) column and the difference (d) column.

Item Results Example

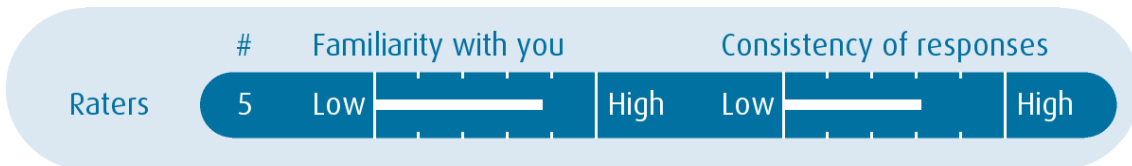
Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	4.4	3.2	1.2	↓
2. Is aware of their strengths and limitations.	4.5	3.9	0.6	↔
3. Asks others for feedback on their leadership.	4.4	4.3	0.1	↑

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".

INTERPRETING RATER SCORES

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

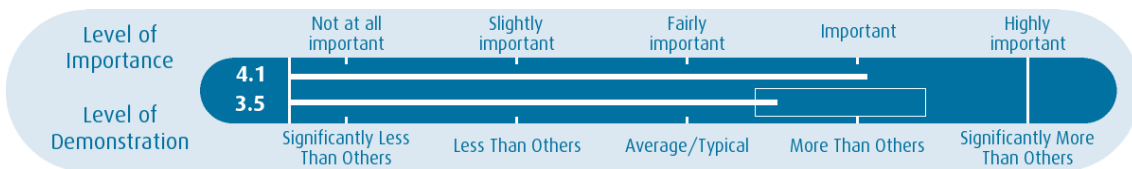
Consistency describes the level of variation (or lack thereof) in rater responses to the survey questions. The table below explains how to interpret your consistency score.

	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 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.

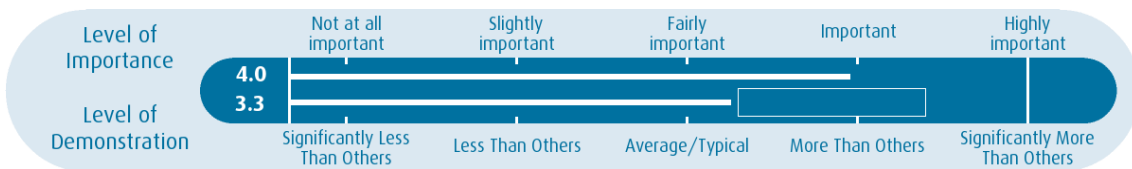
RESULTS AT A GLANCE

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.

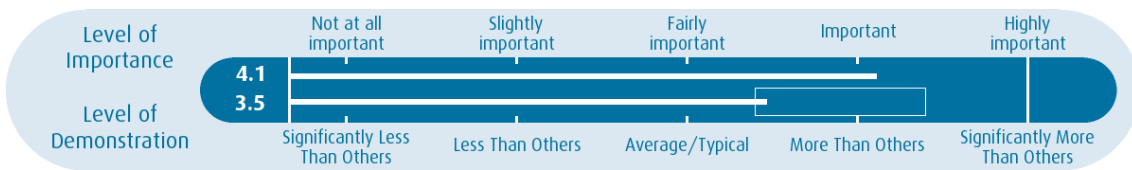
Self-Awareness



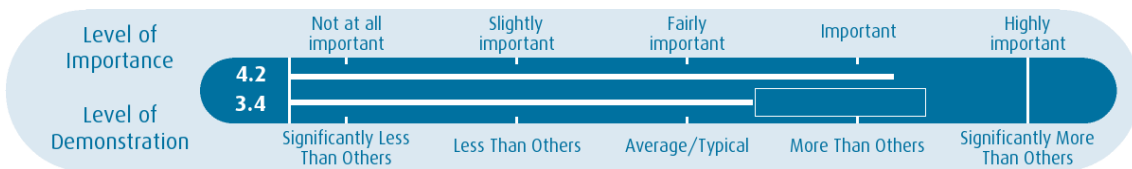
Awareness of Others



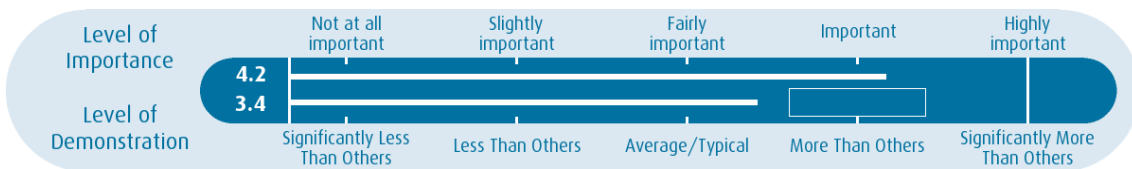
Authenticity



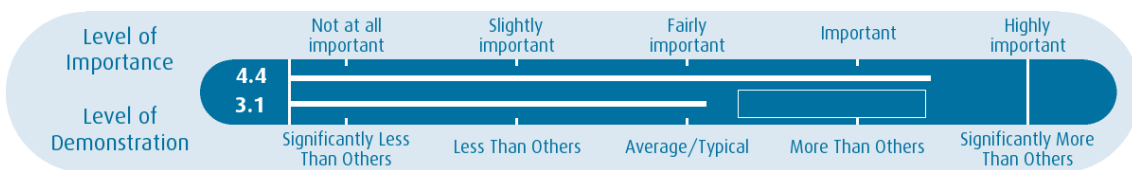
Emotional Reasoning



Self-Management

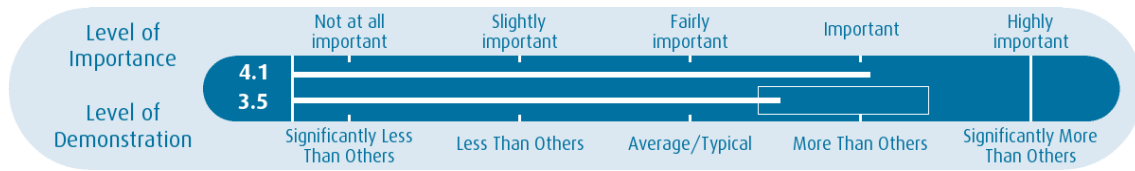


Inspiring Performance



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.

Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	4.3	3.5	0.8	↔
2. Is aware of their strengths and limitations.	4.0	3.4	0.6	↓
3. Ask others for feedback on their leadership.	3.9	3.1	0.8	↔
4. Responds effectively to feedback provided to them.	3.9	3.3	0.6	↓
5. Is consistent in what they say and do.	4.6	3.9	0.7	↔
6. Behaves in a way that is consistent with how they expect others to behave.	4.1	4.0	0.1	↔
7. Demonstrates awareness of their mood and emotions.	3.6	3.5	0.1	↔

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

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

- Carl Gustav Jung

QUALITATIVE FEEDBACK

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

"Still getting to know Paul as have only been reporting to Paul for a few months. Working well so far."

"Paul has only been my direct leader for a short period of time. During this time I have found Paul to be very approachable. Paul shows good leadership by displaying the behaviours he wants the group to demonstrate."

"Paul demonstrates a high level of leadership by the way he interacts with both senior management and middle management and is able to adjust his communication styles to be effective at different levels within different groups. Paul provides a clear and positive direction in defining goals and implementing measures to ensure targets are achieved. Paul provides an informative roadmap so that all team members understand what work needs to be done in order to achieve targets."

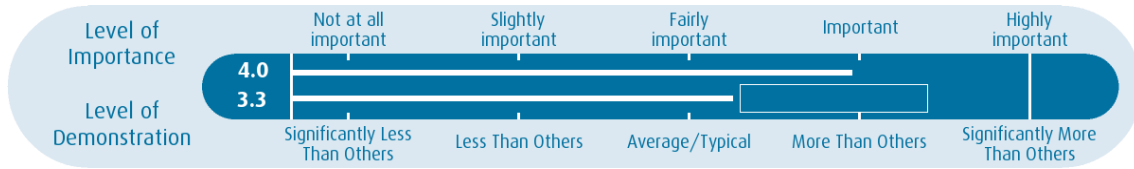
"At times seems uncomfortable and remains silent; the people he leads do not know how to behave. Does not provide regular feedback or encouragement. Low energy leadership style but asks for a lot of energy from team."

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

Awareness of Others	I	D	d	BM
1. Makes others feel appreciated.	3.9	3.1	0.8	↓
2. Adjusts their style so that it fits well with others.	3.5	3.1	0.4	↓
3. Notices when someone needs support and responds effectively.	4.4	3.1	1.3	↓
4. Accurately views situations from the perspective of others.	4.1	3.3	0.8	↓
5. Acknowledges the views and opinions of others.	4.5	4.0	0.5	↔
6. Accurately anticipates responses or reactions from others.	3.5	3.1	0.4	↓
7. Balances achieving results with others' needs .	3.8	3.1	0.7	↓

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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

QUALITATIVE FEEDBACK

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

"As a leader Paul will listen quietly to others describe their opinion, but does not react or respond in a supportive manner. No action taken."

"Paul is a good listener and takes in the speaker's view before commenting."

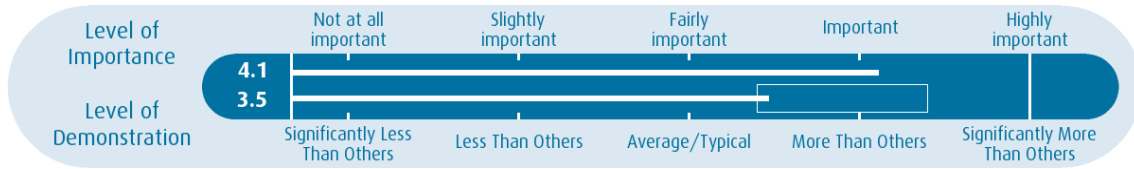
"Paul could spend more time understanding the complexities of his direct reports and fully understanding all of the workload placed on them. Paul is always keen to take on new projects for the team and allocate tasks that can put pressure on team members where there is little time available outside their normal daily tasks."

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

Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	3.8	3.3	0.5	↓
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	3.8	3.1	0.7	↓
3. Facilitates robust, open debate.	4.4	3.3	1.1	↓
4. Is open and honest about mistakes.	4.1	3.6	0.5	↔
5. Honours commitments and keeps promises.	4.3	3.9	0.4	↔
6. Encourages others to put forward their thoughts, feelings and opinions.	4.3	3.9	0.4	↔
7. Responds effectively when challenged.	4.1	3.2	0.9	↓

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"Authenticity is the alignment of head, mouth, heart, and feet - thinking, saying, feeling, and doing the same thing - consistently. This builds trust, and followers love leaders they can trust."

- Lance Secretan

QUALITATIVE FEEDBACK

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

“As a leader Paul seems unsure about how to react to strong emotional responses from others; remains calm and quiet.”

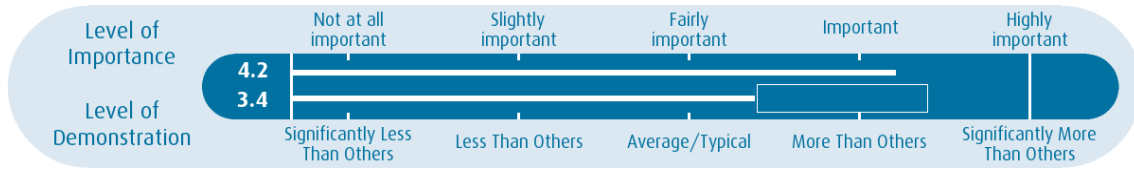
“As a leader Paul is always seeking input from his team to ensure smart objectives are agreed to and set with clear expectations on the task and timing whilst also holding people accountable to provide the required results when meeting targets set.”

INSIGHTS

ACTIONS

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.

Emotional Reasoning	I	D	d	BM
1. Consults others in decision-making.	4.0	3.5	0.5	↓
2. Explains the rationale behind decisions made.	4.4	3.4	1.0	↓
3. Involves you in decisions that affect your work.	4.6	3.4	1.2	↓
4. Considers issues from multiple perspectives.	4.1	3.5	0.6	↓
5. Takes the bigger picture into account when decision-making.	4.5	3.4	1.1	↓
6. Reflects on feelings when decision-making.	3.3	3.0	0.3	↓
7. Makes ethical decisions.	4.6	3.5	1.1	↓

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

- Bertrand Russell

QUALITATIVE FEEDBACK

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

“Paul does a good job of engaging the team on decision making. Working with a remote team this can be difficult.”

“As a leader through some dramatic structural changes, Paul has not shared a clear rationale for the reasons behind the decisions made or solicited views about the impact of these changes.”

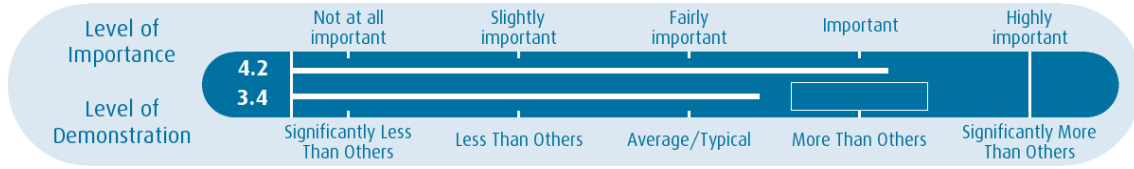
“Paul Leads in a way that drives success but could spend some more time thinking about the effect achieving some targets has on team members who are engaged to support meeting those targets when they already are stretched to meet their own goals and targets in day to day operations.”

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

Self-Management	I	D	d	BM
1. Manages their emotions effectively in difficult situations.	4.0	3.4	0.6	↓
2. Demonstrates a positive, energising demeanour.	4.1	2.8	1.3	↓
3. Manages their time effectively.	4.1	3.4	0.7	↓
4. Learns from mistakes.	4.4	3.3	1.1	↓
5. Keeps up to date with industry trends and market conditions.	4.3	3.4	0.9	↓
6. Strives to improve their own performance.	4.3	3.9	0.4	↔
7. Quickly adapts to new circumstances.	4.0	3.7	0.3	↓

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

- Nelson Mandela

QUALITATIVE FEEDBACK

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

“Paul always demonstrates a very positive purpose to tasks and strategy and is always encouraging his team to be involved and provide input. It is key in Paul’s role to be up to date with industry trends and market conditions but sometimes is led more by the corporate directives and strives to find ways to meet them and may benefit by challenging them when required based on his solid understanding of the industry trends and market conditions.”

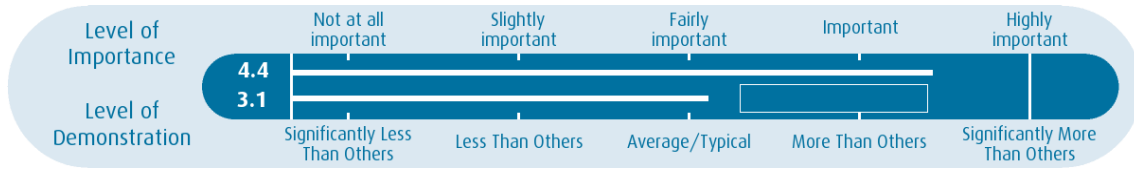
“At times seems more occupied with meeting compliance requirements rather than challenging the status quo (questioning the true objective and finding a better way of doing things). Does not share with the team a passion for continuous improvement.”

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

Inspiring Performance	I	D	d	BM
1. Provides useful support and guidance.	4.4	3.0	1.4	↓
2. Provides constructive feedback on behaviour and performance.	4.5	3.0	1.5	↓
3. Helps you understand your purpose and contribution to the organisation.	4.4	3.3	1.1	↓
4. Notices inappropriate behaviour in others and responds effectively.	4.5	3.2	1.3	↓
5. Maintains a positive work environment.	4.6	3.1	1.5	↓
6. Helps facilitate your development and advance your career.	4.0	2.8	1.2	↓
7. Recognises others' hard work and achievements.	4.6	3.4	1.2	↓

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

"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

QUALITATIVE FEEDBACK

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

"I think Paul works well with the diversity of his team."

"No sharing about career development or discussion around unsuccessful internal employment application. Does not facilitate opportunities to expand my network or coach how to improve."

"Paul has a very positive leadership style which is demonstrated in meetings where he defines clear targets and seeks open discussion and input from the team to ensure the team has achievable goals and clear expectation in timing for delivery. One of Paul's strengths is his ability to seek input from his team to develop the most effective solutions to meet targets."

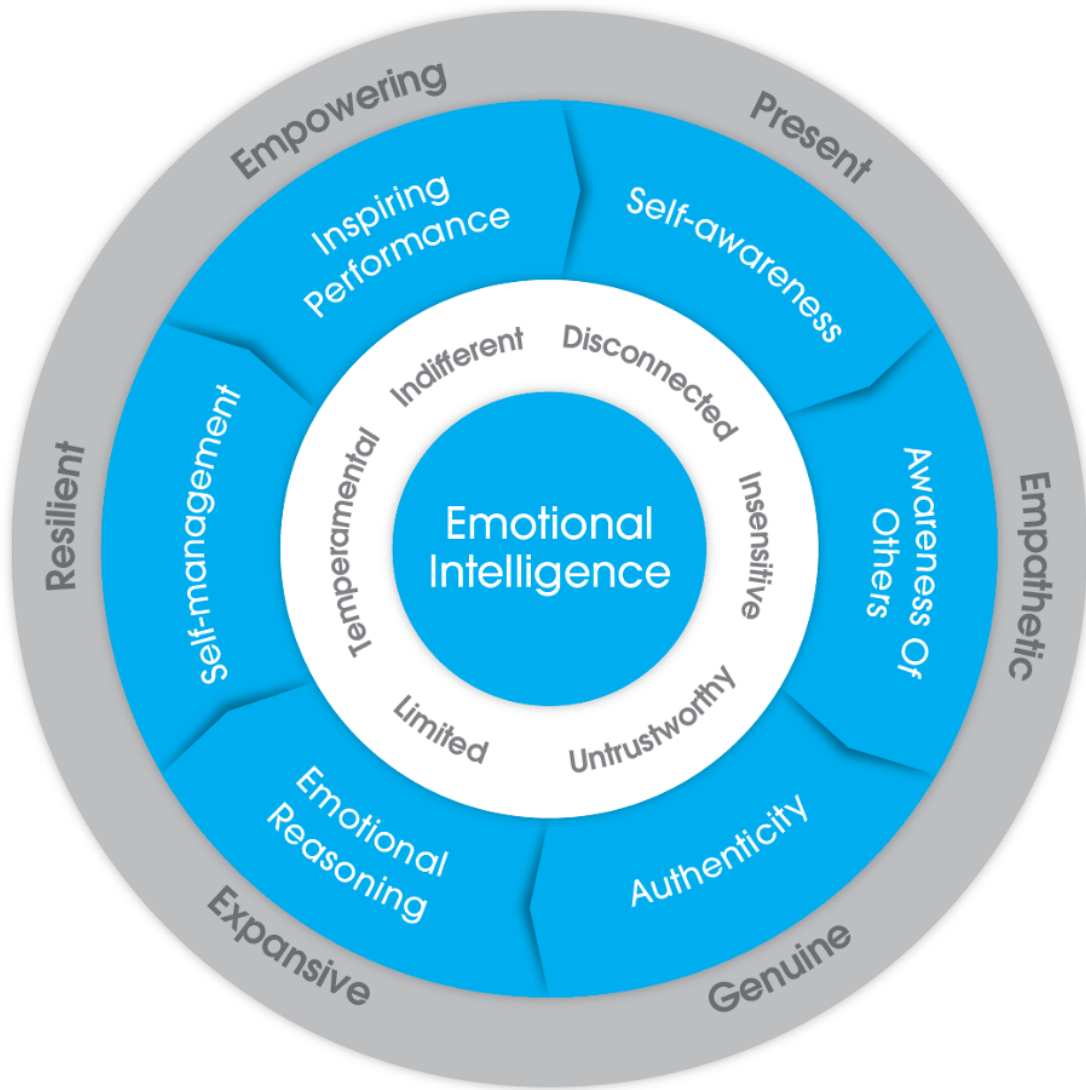
INSIGHTS

ACTIONS

RESPONDING TO YOUR FEEDBACK

It is not recommended that you show your report to your raters. The feedback was given with the understanding that it was to be private and confidential and this should always be respected. Responding to your feedback is best done in one-on-one meetings with your raters. The intention and feel of these one-on-one meetings should be one of validation and to seek further input on actions to take. To respond to your feedback please consider following these steps (you might need to adapt them to fit within your specific context):

1. Thank your raters for completing the survey.
2. Outline the insights you gained and the actions you are intending to take.
3. Ask for their feedback and input on these actions. It is validation and/or refinement you are hoping to achieve from the dialogue.
4. Ask questions about any parts of your results that weren't clear or require further input/explanation.
5. Ask the person to be specific and to provide examples to support their comments.
6. Ask open, probing questions in order to clarify responses that are unclear. In these types of meetings people sometimes make ambiguous statements like, "You could be better at dealing with people". If you hear similar statements, ask probing questions like, "When you say I could be better at dealing with people, what are some specific things I could be doing?" or, "Could you please give me a specific example when I have not managed a situation as well as I might otherwise have done?"
7. Be careful not to justify or attempt put things into context by saying things like, "Yes, but, because...". Putting things into context can sound defensive and hinder the conversation. Remember, their perception is their truth. It is not about whether it is right or wrong, it is about understanding how others perceive you. Therefore, you need to be empathetic and willing to listen.
8. Ask for their support in implementing the actions you decide to adopt where necessary.
9. 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 or possible. Just remember to be authentic about what you will do and what you will not. Whether you provide rationales for your decisions/intentions should be considered within the specific context of the relationship with the person providing the feedback.
10. Set follow-ups to establish progress and review actions taken. Meeting again with the person 2-3 months later is usually a good timeframe to revisit things.
11. Thank them.



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