



EMOTIONALLY INTELLIGENT WORKPLACE BEHAVIOUR SELF REPORT

Sally Sample
1 January 2019
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ABOUT THIS REPORT

This report presents the results of a self assessment for Sally Sample that reflects how well Sally 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 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.

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INTRODUCTION

Everyone has emotions. It's a simple fact - a part of our being human. And whether we realise it or not, these emotions impact us every day. They also impact those around us, both in the workplace and in our personal lives.

Think about it for a moment. Think of a time when you experienced an emotion; for example, joy. Perhaps you had a great weekend or accomplished a difficult task at work. How did this emotion impact your mood, your energy levels and the conversations you had with friends or co-workers? Now think of a different emotion; for example, anger. Perhaps a co-worker said something that 'rubbed you the wrong way' or you thought that a friend betrayed a confidence. How did this emotion impact your mood and your behaviours? Perhaps you sent an angry email or said something in the heat of the moment that you later regretted.

Emotional Intelligence (EI) is a set of skills that help us better perceive, understand and manage emotions in ourselves and in others. Collectively they help us make intelligent responses to, and use of, emotions. These skills are as important as your intellect (IQ) in determining success in work and in life. Everyone, no matter what job function, has interactions with other people. Your capacity to understand your emotions, to be aware of them and how they impact the way you behave and relate to others, will improve your 'people' skills and help you ultimately be more satisfied and successful.

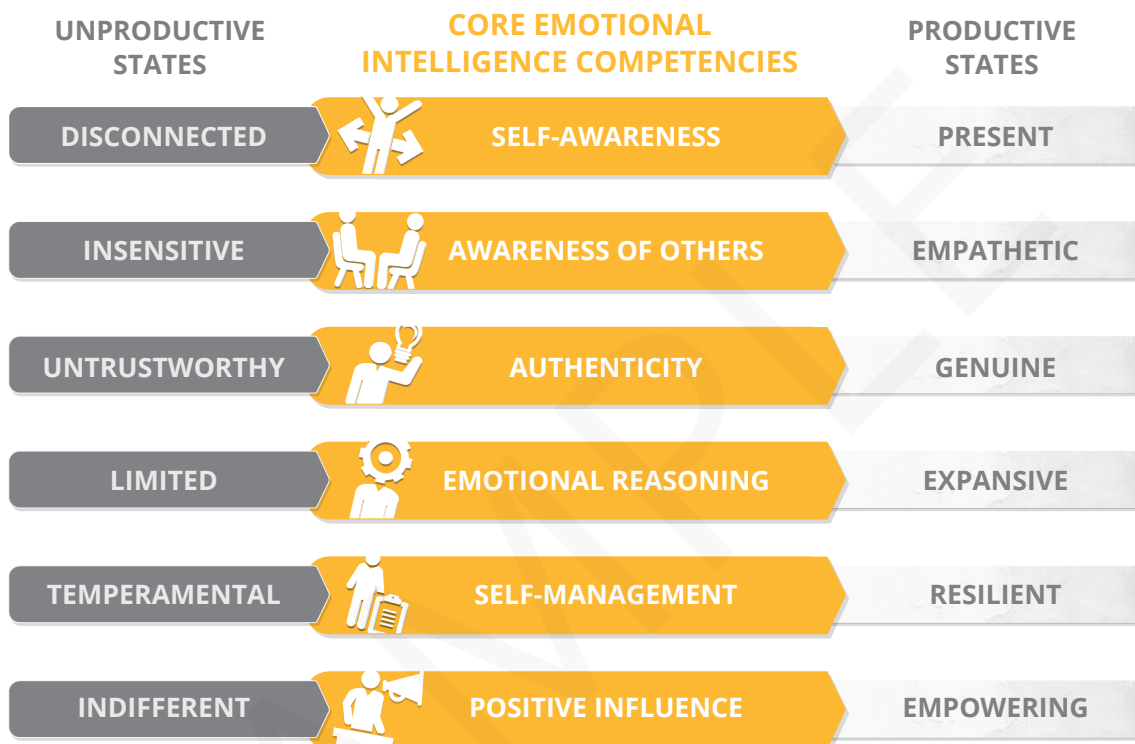
Last, but not least, some great news! Emotional Intelligence can be developed and improved over time. All that is required is practice, a desire and commitment to improve and a foundation of self-awareness. This personalised EI report is designed to provide this foundation of self-awareness. It is the starting point for a development journey.

This report will provide you with:

- Insight into how important it is that you demonstrate emotionally intelligent workplace behaviour.
- Insight into how well you currently demonstrate emotionally intelligent workplace behaviour.
- Practical tips on how to obtain additional feedback from others on your emotional intelligence and how to effectively respond to it.

THE GENOS MODEL OF EMOTIONALLY INTELLIGENT COMPETENCIES

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



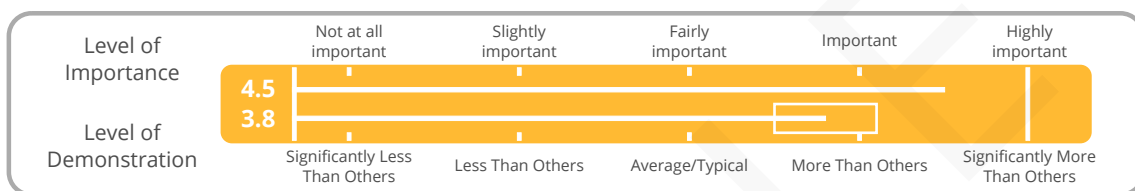
The competencies, shown in yellow on the model above, help us consistently demonstrate the productive being states on the right side of the model, as opposed to the unproductive being states, that we can all be at times, on the left side of the model.

ABOUT THE SURVEY

The Genos survey measures how well you believe you demonstrate emotionally intelligent workplace behaviours in comparison to others. The better you demonstrate the behaviours measured, the more effective your relationships and work should be. Particular insight into how important you believe the behaviours are to your work has also 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 behaviours in question and
- (b) How well you believe you demonstrate the behaviours in question.

Example Results



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 workplace sample of individuals who have taken the Genos assessment.

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 responses you made to each of the questions measuring the competencies of the model 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 that are equal to or lower than scores for demonstration are considered to be aligned. These could be your strengths.



Scores for importance that are one higher than demonstrated are considered to be misaligned. Steps should be taken to close gaps on these behaviours.



Scores for importance that are two or more higher than demonstrated 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 that were measured. Use this insight to reflect on your strengths and consider how you might leverage these when interacting with others. Also use it to reflect on opportunities for improvement and consider actions you might take to improve in these areas.

Item Results Example

Self-Awareness	I	D	d
1. Demonstrating awareness of the way you feel.	4	2	2
2. Demonstrating awareness of the impact emotions can have on your thinking.	5	3	2
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	4	5	✓

If your Level of Demonstration result for a given item is greater than the Level of Importance result, a green circle with a tick inside it is presented. Research suggests that the better you demonstrate the behaviours of the survey the more effective your personal and interpersonal skills will be. There will almost always be some discrepancies between how important the behaviours are and how well you demonstrate them. Use the size of these discrepancies to prioritise your development actions at the end of this report.



“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.”

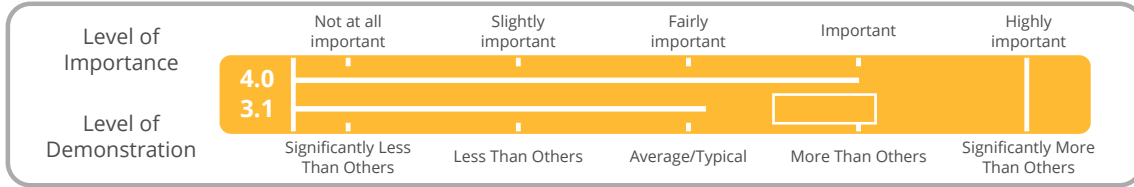
- Jon Katzenbach





SELF-AWARENESS

Self-Awareness is about being aware of the way you feel and the impact your feelings can have on decisions, behaviour and performance. Your overall results for Self-Awareness are shown below.



The table below shows the response you provided to each of the questions measuring this competency.

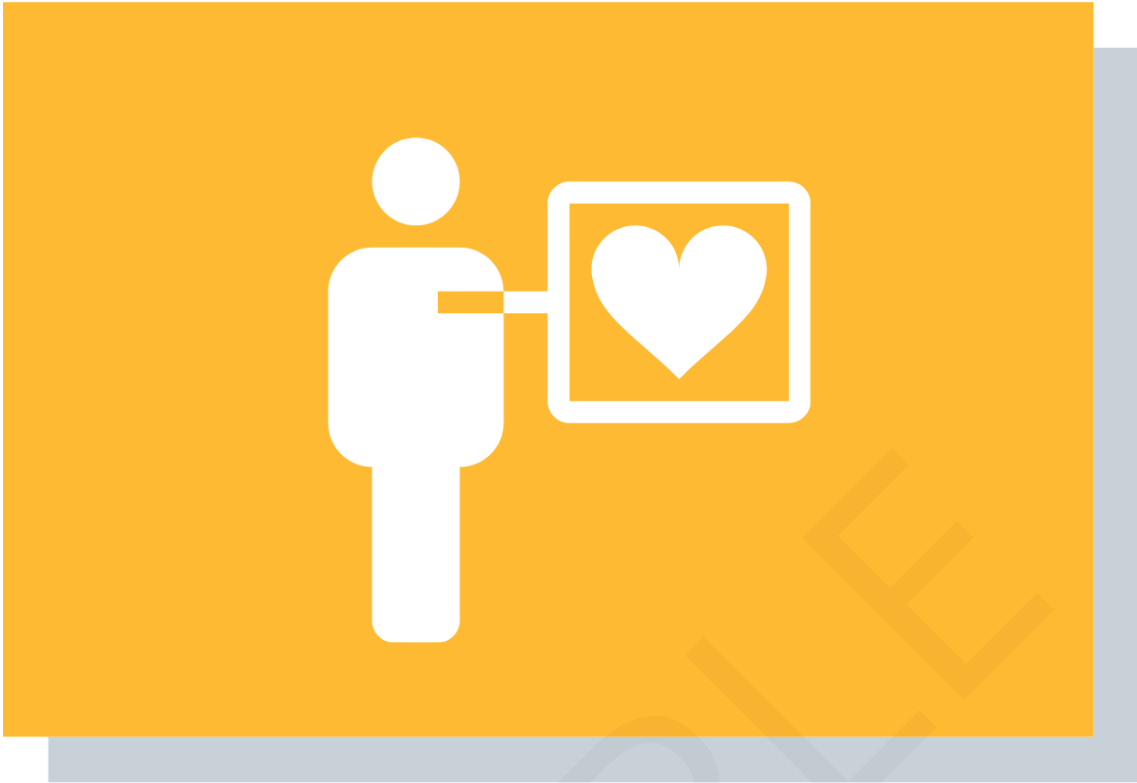
Self-Awareness	I	D	d
1. Demonstrating awareness of the way you feel.	3	3	✓
2. Demonstrating awareness of the impact emotions can have on your thinking.	3	3	✓
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	4	2	2
4. Asking others for feedback on your behaviour.	4	3	1
5. Responding effectively to feedback from others.	5	4	1
6. Demonstrating awareness of your mood.	4	4	✓
7. Behaving in a way that is consistent with how you describe yourself to be.	5	3	2

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



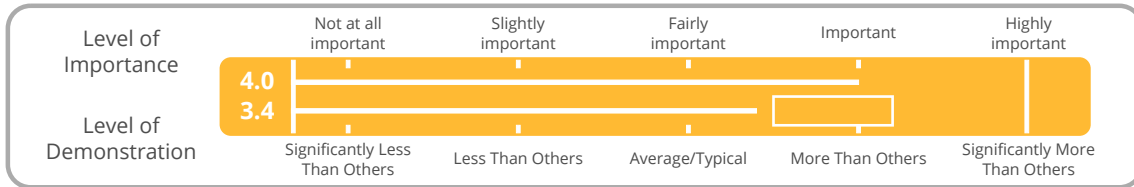
BENEFITS





AWARENESS OF OTHERS

Awareness of others is about perceiving, understanding and acknowledging the way others feel. 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 competency.

Awareness Of Others	I	D	d
1. Accurately acknowledging the way others feel.	4	3	1
2. Recognising others' non-verbal emotional cues (e.g., body language).	4	4	✓
3. Noticing when someone needs support.	5	4	1
4. Relating well to others' feelings.	3	3	✓
5. Accurately viewing situations from others' perspective.	4	3	1
6. Adjusting your behaviour so that it fits well with others.	5	3	2
7. Accurately anticipating responses or reactions from others.	3	4	✓

KEY

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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



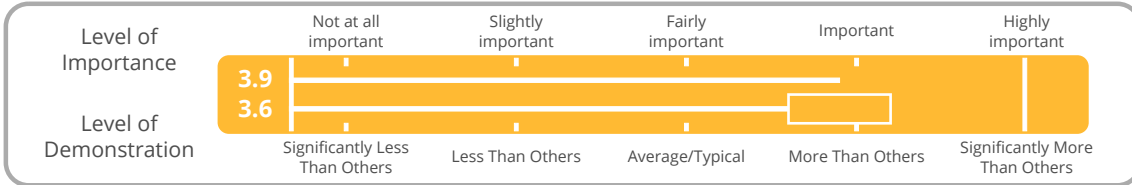
BENEFITS





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 competency.

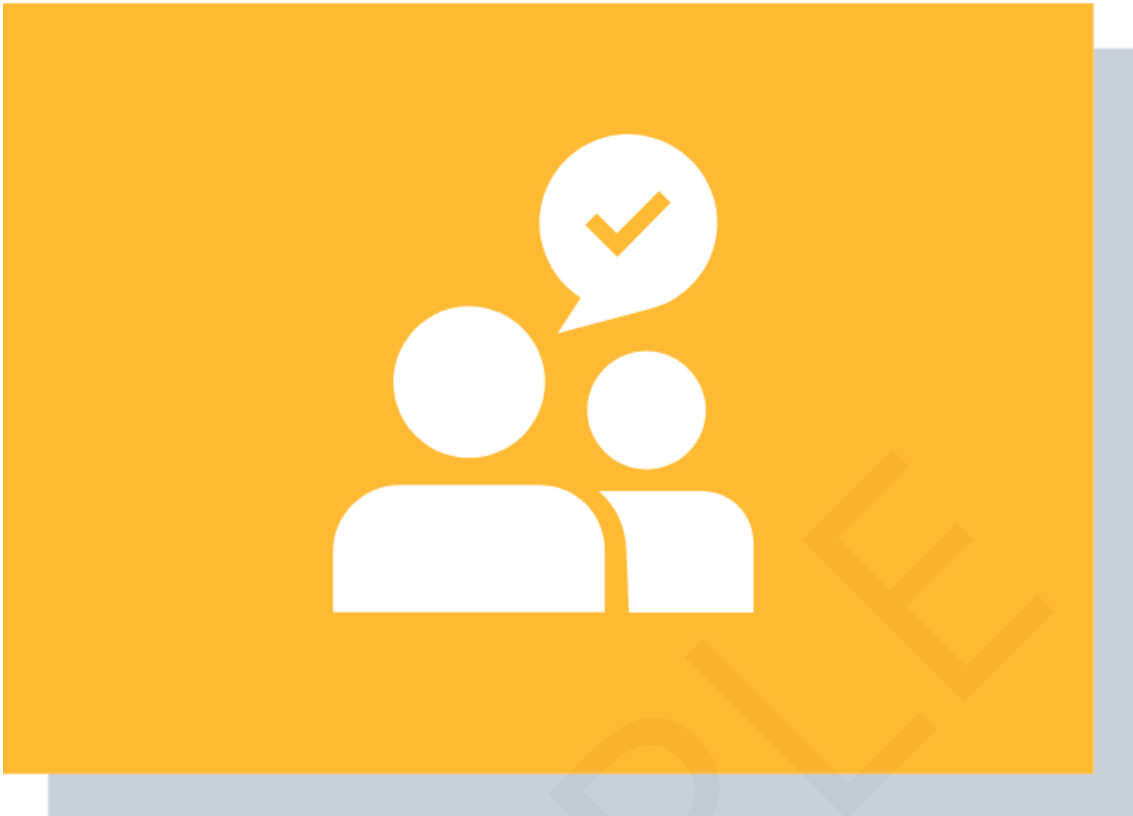
Authenticity	I	D	d
1. Sharing how you feel with others.	3	3	✓
2. Describing your own feelings in a way that is sensitive to the feelings of others.	2	2	✓
3. Expressing your feelings in the right place and time.	3	4	✓
4. When necessary, facilitating challenging conversations effectively.	4	3	1
5. Being consistent in what you say and do.	5	4	1
6. Encouraging others to express themselves.	5	4	1
7. Honouring commitments and keeping promises.	5	5	✓

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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

INSIGHTS



ACTIONS



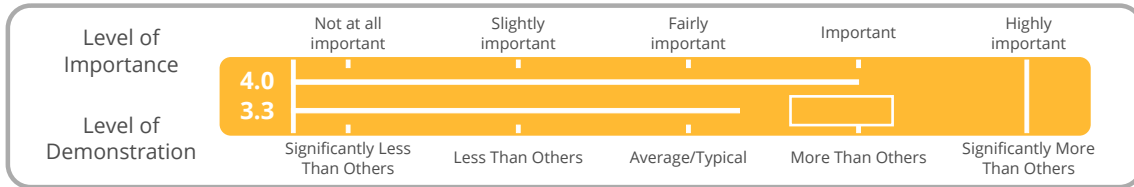
BENEFITS





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 competency.

Emotional Reasoning	I	D	d
1. Reflecting on feelings when decision-making.	3	3	✓
2. Asking others how they feel about potential solutions to problems.	5	4	1
3. Considering issues from multiple perspectives.	5	4	1
4. Involving others in decisions that affect their work.	4	3	1
5. Demonstrating awareness of biases in decision-making.	2	3	✓
6. Communicating decisions in a way that is sensitive to others' feelings.	4	3	1
7. Using your organisation's values effectively when making important 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



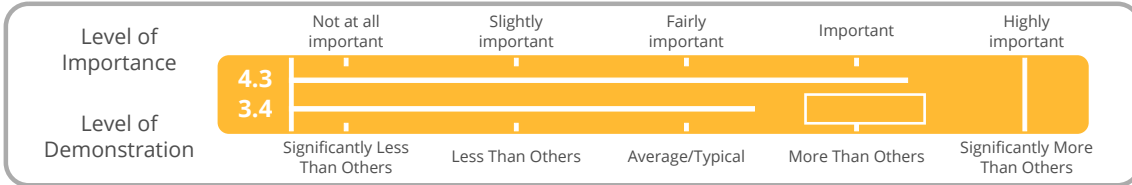
BENEFITS





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 competency.

Self-Management	I	D	d
1. Responding effectively in stressful situations.	5	5	✓
2. Demonstrating a positive, energising demeanour.	4	3	1
3. Adapting effectively to different/changing circumstances.	4	4	✓
4. Responding effectively to criticism from others.	4	2	2
5. Managing your time effectively.	4	3	1
6. Controlling your anger at work.	4	3	1
7. Improving yourself.	5	4	1

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



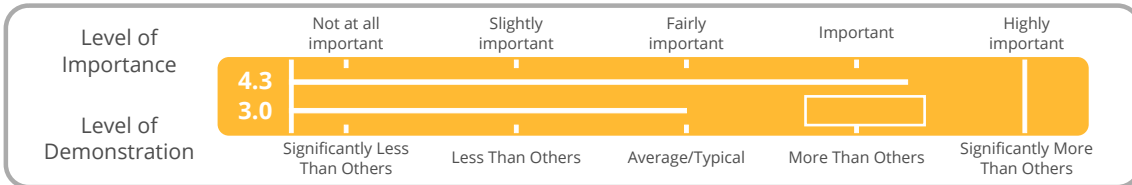
BENEFITS





POSITIVE INFLUENCE

Positive influence is about positively influencing the way others feel through problem solving, providing feedback and recognising and supporting others' work. Your overall results for Positive Influence are shown below.



The table below shows the response you provided to each of the questions measuring this competency.

Positive Influence	I	D	d
1. Providing useful support to others.	4	3	1
2. Helping others resolve workplace conflicts.	4	3	1
3. Helping others respond effectively to stressful situations.	5	3	2
4. Responding effectively to others' inappropriate behaviour.	4	3	1
5. Helping create a positive work environment.	4	3	1
6. Responding effectively to others' feelings.	4	3	1
7. Positively influencing the way others feel.	5	3	2

KEY

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"A leader is one who knows the way, goes the way, and shows the way."

- John Maxwell

INSIGHTS



ACTIONS



BENEFITS



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 or concept 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. Let the person know that you would like feedback on this topic in terms of (a) what you do well and (b) what you could do more of or do more effectively. These two elements of feedback are important.
3. Give people time to prepare. Provide people with at least a couple of days notice so they can prepare their feedback. Give them the topic and framework questions to help create 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, such as, "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 or think that 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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