



# 180° EMOTIONALLY INTELLIGENT WORKPLACE BEHAVIOUR FEEDBACK REPORT

Paul Example  
1 January 2019  
Strictly Confidential

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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.

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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.

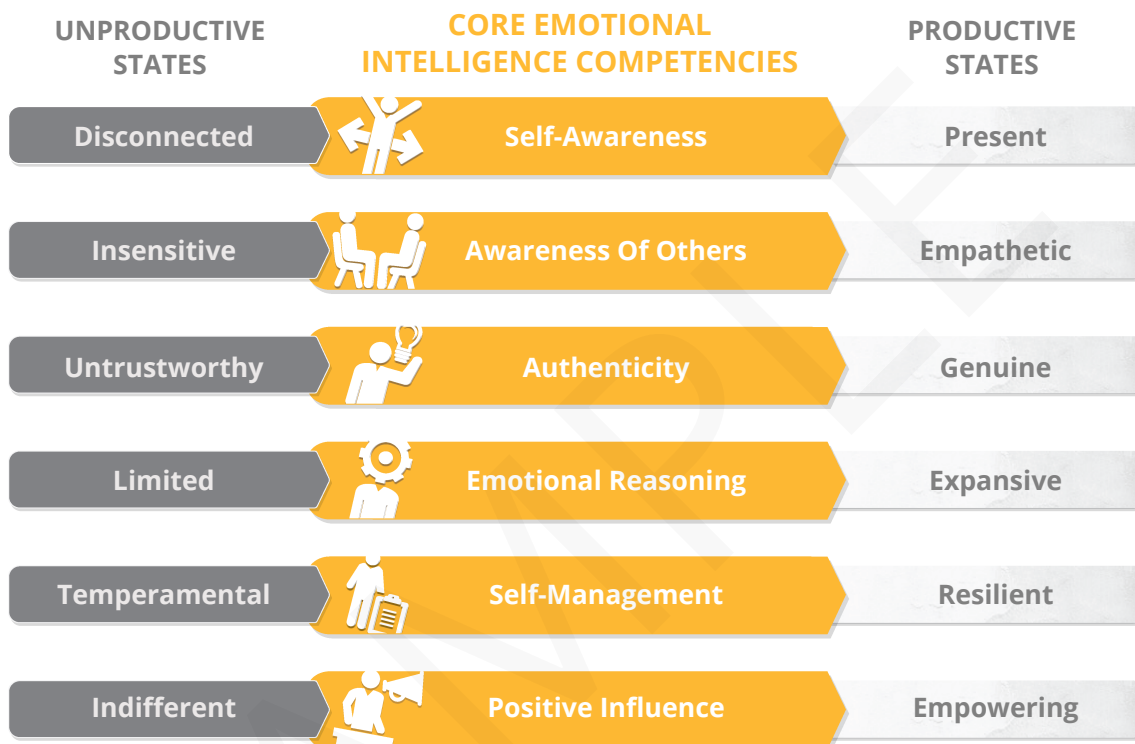
Last, but not least, some great news! Emotional Intelligence can be developed and improved over time. All that is required is practice, a desire and commitment to improve and a foundation of self-awareness. This personalised EI report is designed to provide this foundation of self-awareness. It is the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



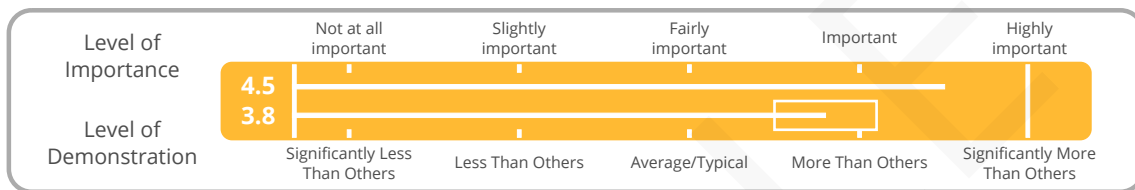
The competencies, shown in yellow on the model above, help us consistently demonstrate the productive being states on the right side of the model, as opposed to the unproductive being states, that we can all be at times, on the left side of the model.

## ABOUT THE SURVEY

The Genos survey measures how well you 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 the competencies are to your colleagues has also 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 behaviours in question and
- (b) How well 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 rated their colleagues using 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 average responses your raters 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 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 average range of scores (or below the 25th percentile), an arrow pointing down is displayed for that item.
- Within the average range of scores (that is, between the 25th and 75th percentile), a left-right arrow is displayed for that item.
- Above the average range of scores (or above the 75th percentile), an arrow pointing up is displayed for that item.

**Item Results Example**

Self-Awareness	I	D	d	BM
1. Demonstrates awareness of the way they feel.	4.4	3.2		▼
2. Demonstrates awareness of the impact emotions can have on their thinking.	4.5	3.9		< >
3. Demonstrates awareness of the impact their feelings can have on how they interact with others.	4.7	4.6		^

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.

## INTERPRETING RATER SCORES

### Rater Information

Responses to the survey were collected between 1 December 2018 and 1 January 2019. 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 workplace behaviour. 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...		
<b>LOW</b>	Have little contact with you and are unfamiliar with your workplace behaviours	Valuable and should not be dismissed. However, interpret these scores with caution.
<b>MEDIUM</b>	Have some contact with you and are familiar with your workplace behaviours	Meaningful. Identify actions to take on the basis of your results however validate these actions with your raters before implementation.
<b>HIGH</b>	Are highly familiar with your workplace 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.

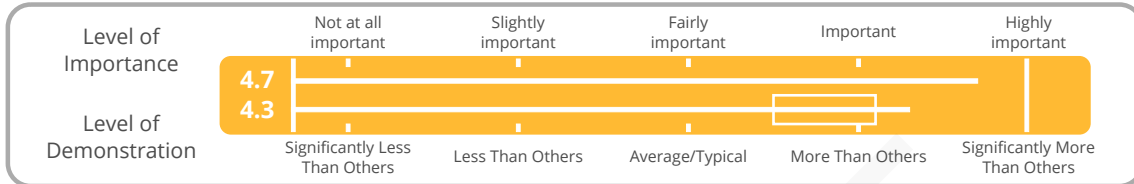
THIS MEANS THE RATER RESPONSES TO THE SURVEY WERE...	
<b>LOW</b>	Significantly inconsistent. This may be because: <ul style="list-style-type: none"> <li>You display different behaviour to individual raters</li> <li>Raters may be seeing different aspects of your behaviour, or</li> <li>Different situations,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



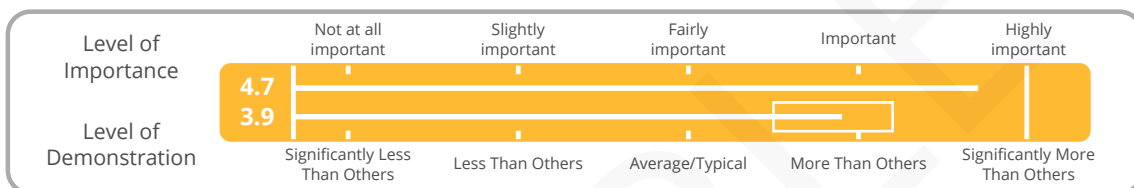
## RESULTS AT A GLANCE

Your overall results for each of the six emotional intelligence 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.

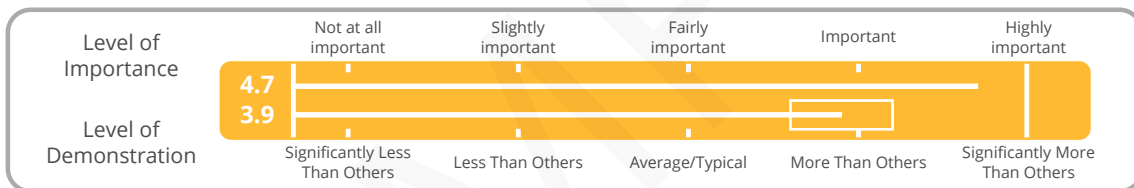
### Self-Awareness



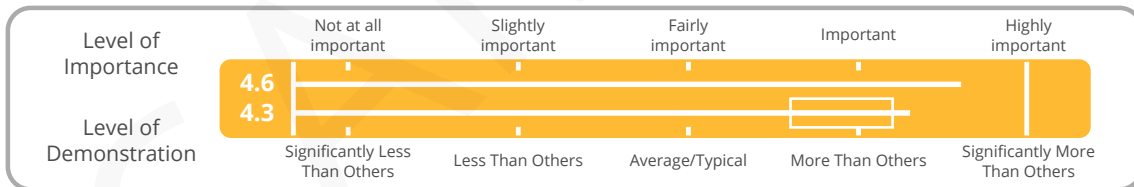
### Awareness Of Others



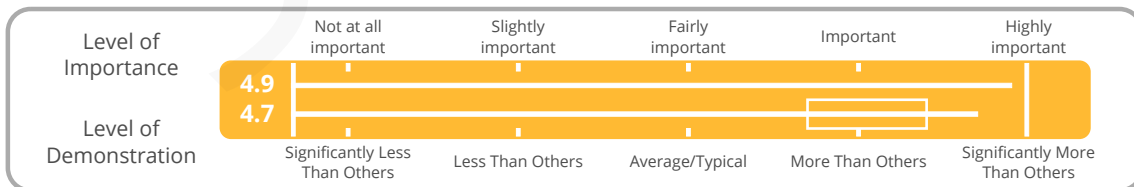
### Authenticity



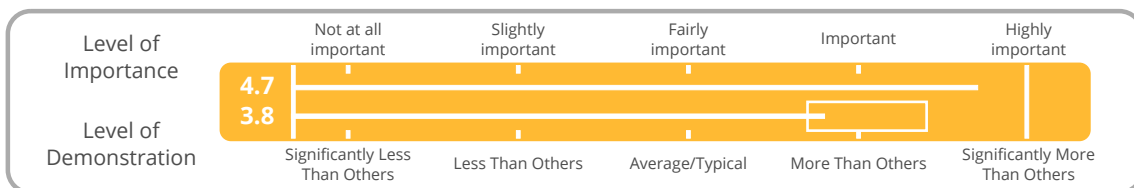
### Emotional Reasoning



### Self-Management



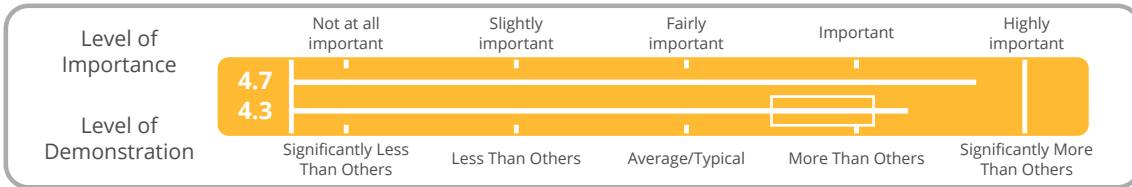
### Positive Influence





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

Self-Awareness	I	D	d	BM
1. Demonstrates awareness of the way they feel.	5.0	4.8	0.2	^
2. Demonstrates awareness of the impact emotions can have on their thinking.	4.8	4.2	0.6	< >
3. Demonstrates awareness of the impact their feelings can have on how they interact with others.	5.0	4.8	0.2	^
4. Asks others for feedback on their behaviour.	5.0	4.2	0.8	^
5. Responds effectively to feedback from others.	4.4	3.6	0.8	< >
6. Demonstrates awareness of their mood.	4.0	4.0	✓	< >
7. Behaves in a way that is consistent with how they describe themselves to be.	4.6	4.6	✓	^

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 nominated to rate you. Please note that their comments have been printed verbatim, without any editing or spell checking.*

"Paul is a great team member who is extremely consistent in the way he interacts with others."

"Paul thinks before he speaks (a quality others could learn from in this team!)."

"When I've given Paul feedback on the way he has managed certain pieces of work he has been a little defensive – this is not a big issue but an area where Paul could further improve his standing within the team."

### INSIGHTS



### ACTIONS

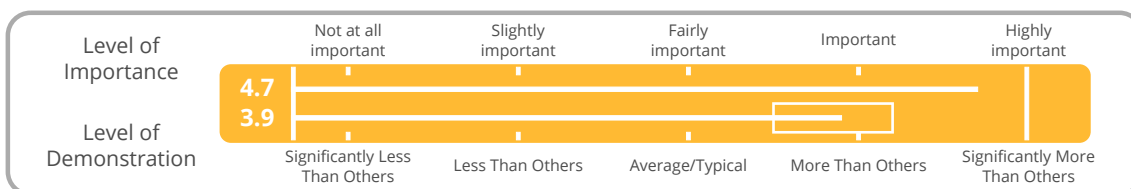


### BENEFITS



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

Awareness Of Others	I	D	d	BM
1. Accurately acknowledges the way others feel.	4.8	4.0	0.8	< >
2. Recognises others' non-verbal emotional cues (e.g., body language).	4.8	4.2	0.6	< >
3. Notices when someone needs support.	5.0	3.6	1.4	∇
4. Relates well to others' feelings.	4.8	4.0	0.8	< >
5. Accurately views situations from others' perspective.	4.6	4.4	0.2	^
6. Adjusts their behaviour so that it fits well with others.	4.4	3.6	0.8	< >
7. Accurately anticipates responses or reactions from others.	4.6	3.8	0.8	< >

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

*"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 nominated to rate you. Please note that their comments have been printed verbatim, without any editing or spell checking.*

“Paul has a tendency to be analytical to his approach to his work – this is great but on some occasions he offers too much detail and fails to see people zone-out.”

“Paul relates well to each member of the team.”

“I’d like to see Paul reach out and offer more practical help to the junior members of the team – he is highly skilled in what he does and it would be great to see him pass his experience down the line.”

“Paul regularly checks-in with his stakeholder group, he has his finger on the pulse of his clients and is a role model for others in this area.”

### INSIGHTS



### ACTIONS



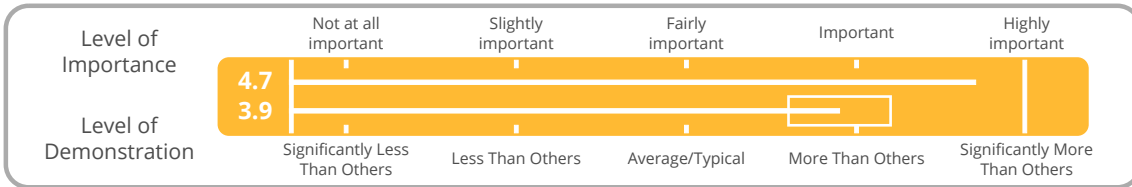
### BENEFITS





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

Authenticity	I	D	d	BM
1. Shares how they feel with others.	5.0	3.8	1.2	< >
2. Describes their own feelings in a way that is sensitive to the feelings of others.	4.8	3.6	1.2	< >
3. Expresses their feelings in the right place and time.	4.4	3.4	1.0	∇
4. When necessary, facilitates challenging conversations effectively.	4.8	4.6	0.2	^
5. Is consistent in what they say and do.	4.8	4.4	0.4	< >
6. Encourages others to express themselves.	4.6	3.2	1.4	∇
7. Honours commitments and keeps promises.	4.8	4.0	0.8	< >

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

“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 nominated to rate you. Please note that their comments have been printed verbatim, without any editing or spell checking.*

"I like the way Paul runs meetings – he is great at asking questions and encourages others to put forward ideas."

"Paul rarely expresses how he feels or asks others about how they are feeling around work related issues. This seems to be part of the team culture and an area where we could all be a little more caring."

"Paul consistently delivers what he has promised and lets you know if he is behind schedule."

"When Paul commits to something he always follows through – he is very reliable."

### INSIGHTS



### ACTIONS



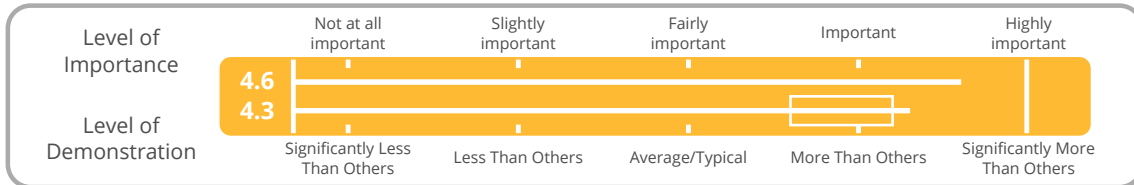
### BENEFITS





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

Emotional Reasoning	I	D	d	BM
1. Reflects on feelings when decision-making.	4.4	4.2	0.2	^
2. Asks others how they feel about potential solutions to problems.	4.4	4.4	✓	^
3. Considers issues from multiple perspectives.	4.4	4.4	✓	^
4. Involves you in decisions that affect your work.	5.0	4.6	0.4	^
5. Demonstrates awareness of biases in decision-making.	4.8	3.6	1.2	< >
6. Communicates decisions in a way that is sensitive to others' feelings.	4.4	4.4	✓	^
7. Uses the organisation's values effectively when making important decisions.	5.0	4.6	0.4	^

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

*"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 nominated to rate you. Please note that their comments have been printed verbatim, without any editing or spell checking.*

"Paul has developed a wider ability to consider the business from various aspects and levels."

"Paul regularly wins support for his ideas – he achieves this through recognising that across the team we usually have differing opinions. He always takes time to consult and is never dictatorial."

"I have never once found fault in his logic or ability to communicate ideas to his stakeholder group."

"Paul is an expert at looking at issues from multiple perspectives."

### INSIGHTS



### ACTIONS



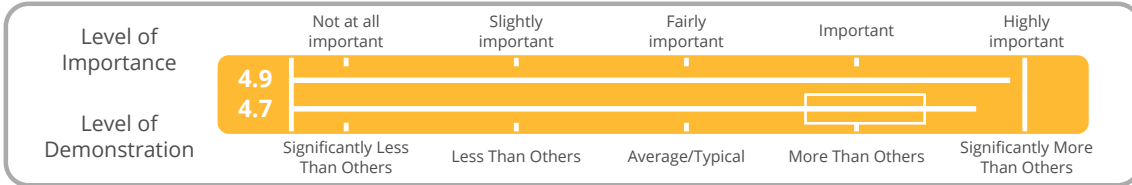
### BENEFITS





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

Self-Management	I	D	d	BM
1. Responds effectively in stressful situations.	4.8	5.0	✓	^
2. Demonstrates a positive, energising demeanour.	5.0	5.0	✓	^
3. Adapts effectively to different/changing circumstances.	5.0	4.6	0.4	^
4. Responds effectively to criticism from others.	5.0	4.8	0.2	^
5. Manages their time effectively.	4.8	4.2	0.6	< >
6. Controls their anger at work.	4.6	4.2	0.4	< >
7. Improves themselves.	4.8	4.8	✓	^

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

“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 nominated to rate you. Please note that their comments have been printed verbatim, without any editing or spell checking.*

"Paul continually looks for ways to grow his skills and capability."

"Paul takes on a lot of responsibility and always delivers – he achieves this in part through managing his time extremely efficiently."

"I have only seen Paul lose his temper once in the 3 years we have worked together – he holds it together well."

### INSIGHTS



### ACTIONS



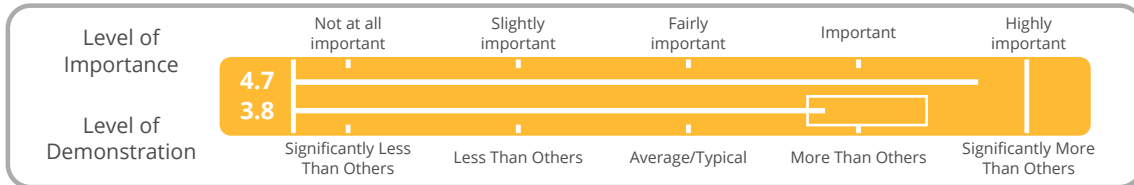
### BENEFITS





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

Positive Influence	I	D	d	BM
1. Provides useful support to others.	4.8	3.8	1.0	▼
2. Helps others resolve workplace conflicts.	4.4	4.0	0.4	< >
3. Helps others respond effectively to stressful situations.	4.8	3.6	1.2	< >
4. Responds effectively to others' inappropriate behaviour.	5.0	3.4	1.6	▼
5. Helps create a positive work environment.	5.0	4.0	1.0	< >
6. Responds effectively to others' feelings.	4.6	3.6	1.0	< >
7. Positively influences the way others feel.	4.6	4.0	0.6	< >

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

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

- John Maxwell

## QUALITATIVE FEEDBACK

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

"In our work environment we need people to inspire and motivate – Paul could do more in this area. Most of the day Paul is working through issues and sometimes misses the signs that the junior staff need more of his time."

"There are a few behavioural issues across the team that are holding us back as a group. As a senior member of the team I'd like to see Paul address some of these issues in the same way he manages operational challenges. People respect and respond well to Paul and this could be an area of development for him."

"He is a great asset to the team."

"As the most senior member of the team I believe Paul should take greater responsibility in helping others be resilient. Paul does this with ease but around him there are obvious signs that people not coping."

### INSIGHTS



### ACTIONS



### BENEFITS



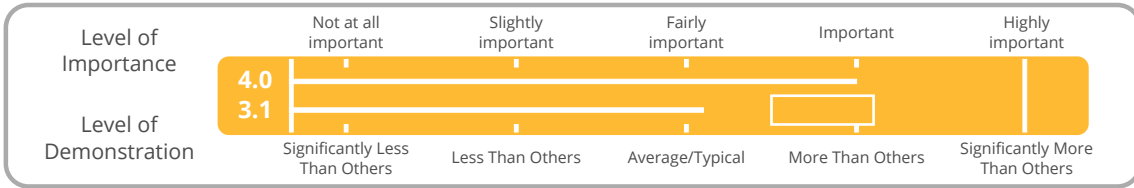
## RESPONDING TO YOUR FEEDBACK

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):

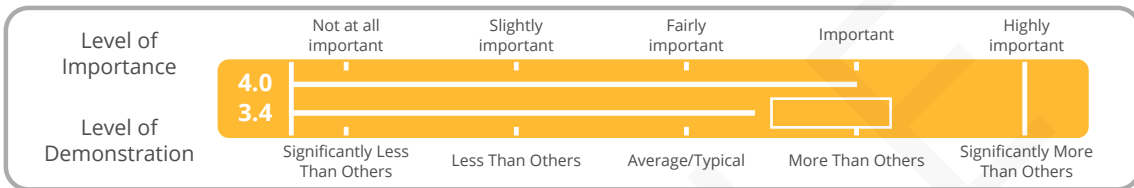
1. Thank your raters for completing the survey.
2. Outline the insights you gained and the actions you are intending to take.
3. Ask for their feedback and input on these actions. It is validation and/or refinement you are hoping to achieve from the dialogue.
4. Ask questions about any parts of your 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.

# YOUR SELF ASSESSMENT RESULTS

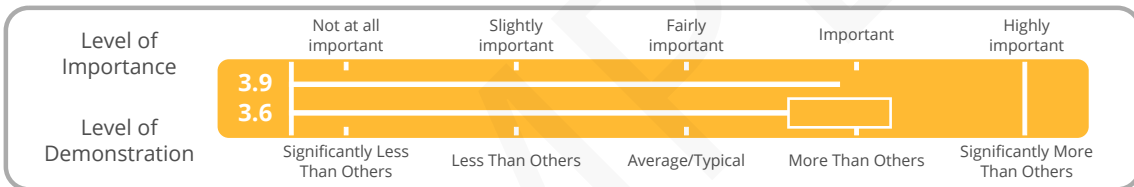
## Self-Awareness



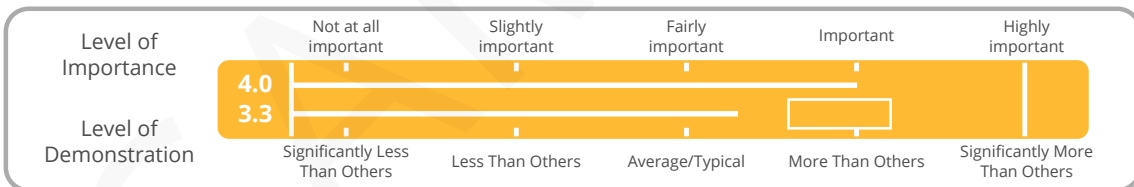
## Awareness Of Others



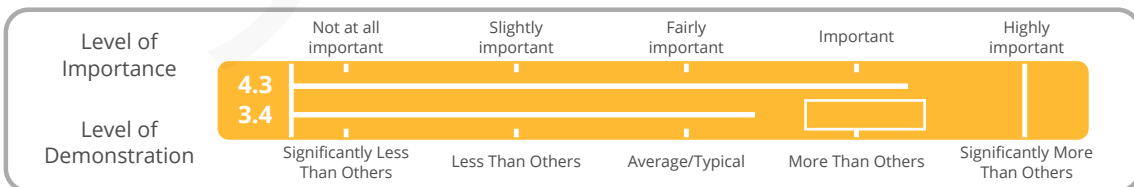
## Authenticity



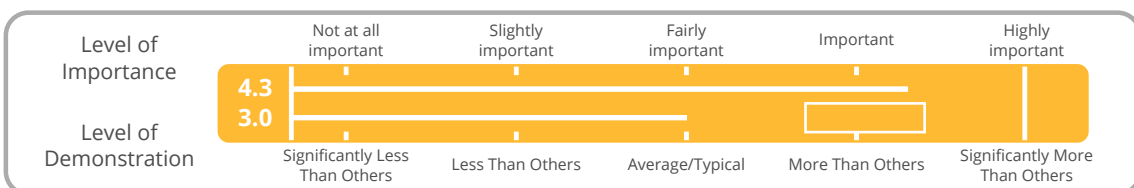
## Emotional Reasoning



## Self-Management



## Positive Influence



## YOUR DETAILED SELF ASSESSMENT RESULTS

Self-Awareness	I	D	d	BM
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	▼

Awareness Of Others	I	D	d	BM
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	✓	<>

Authenticity	I	D	d	BM
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	✓	^

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



## YOUR DETAILED SELF ASSESSMENT RESULTS

Emotional Reasoning	I	D	d	BM
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	∨

Self-Management	I	D	d	BM
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	< >

Positive Influence	I	D	d	BM
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: I = Level of Importance D = Level of Demonstration d = Difference BM = Benchmark

## RESULTS SUMMARY

Self-Awareness	S	C
1. Demonstrates awareness of the way they feel.	3	4.8
2. Demonstrates awareness of the impact emotions can have on their thinking.	3	4.2
3. Demonstrates awareness of the impact their feelings can have on how they interact with others.	2	4.8
4. Asks others for feedback on their behaviour.	3	4.2
5. Responds effectively to feedback from others.	4	3.6
6. Demonstrates awareness of their mood.	4	4.0
7. Behaves in a way that is consistent with how they describe themselves to be.	3	4.6

Awareness Of Others	S	C
1. Accurately acknowledges the way others feel.	3	4.0
2. Recognises others' non-verbal emotional cues (e.g., body language).	4	4.2
3. Notices when someone needs support.	4	3.6
4. Relates well to others' feelings.	3	4.0
5. Accurately views situations from others' perspective.	3	4.4
6. Adjusts their behaviour so that it fits well with others.	3	3.6
7. Accurately anticipates responses or reactions from others.	4	3.8

Authenticity	S	C
1. Shares how they feel with others.	3	3.8
2. Describes their own feelings in a way that is sensitive to the feelings of others.	2	3.6
3. Expresses their feelings in the right place and time.	4	3.4
4. When necessary, facilitates challenging conversations effectively.	3	4.6
5. Is consistent in what they say and do.	4	4.4
6. Encourages others to express themselves.	4	3.2
7. Honours commitments and keeps promises.	5	4.0

KEY: S = Self C = Colleague (5)

## RESULTS SUMMARY

Emotional Reasoning	S	C
1. Reflects on feelings when decision-making.	3	4.2
2. Asks others how they feel about potential solutions to problems.	4	4.4
3. Considers issues from multiple perspectives.	4	4.4
4. Involves you in decisions that affect your work.	3	4.6
5. Demonstrates awareness of biases in decision-making.	3	3.6
6. Communicates decisions in a way that is sensitive to others' feelings.	3	4.4
7. Uses the organisation's values effectively when making important decisions.	3	4.6

Self-Management	S	C
1. Responds effectively in stressful situations.	5	5.0
2. Demonstrates a positive, energising demeanour.	3	5.0
3. Adapts effectively to different/changing circumstances.	4	4.6
4. Responds effectively to criticism from others.	2	4.8
5. Manages their time effectively.	3	4.2
6. Controls their anger at work.	3	4.2
7. Improves themselves.	4	4.8

Positive Influence	S	C
1. Provides useful support to others.	3	3.8
2. Helps others resolve workplace conflicts.	3	4.0
3. Helps others respond effectively to stressful situations.	3	3.6
4. Responds effectively to others' inappropriate behaviour.	3	3.4
5. Helps create a positive work environment.	3	4.0
6. Responds effectively to others' feelings.	3	3.6
7. Positively influences the way others feel.	3	4.0

KEY: S = Self C = Colleague (5)



SAMPLE

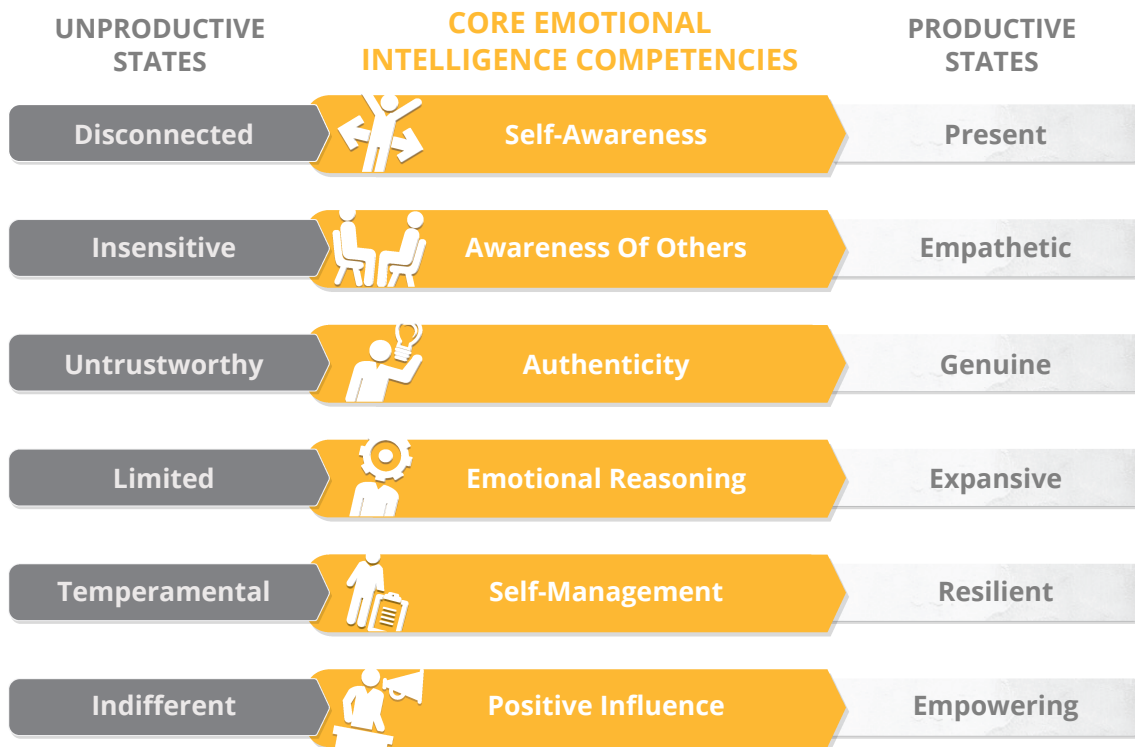


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