

360° EMOTIONALLY INTELLIGENT WORKPLACE BEHAVIOUR FEEDBACK REPORT

Sally Sample
1 January 2019
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ABOUT THIS REPORT

This report presents the results of a survey 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.

ABOUT GENOS

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KEY CONCEPTS

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.

COMPETENCY DEFINITIONS

- 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.
- Awareness Of Others: Awareness of others is about perceiving, understanding and acknowledging the way others feel.
- Authenticity: Authenticity is about openly and effectively expressing oneself, honouring commitments and encouraging this behaviour in others.
- 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.
- Self-Management: Self-Management is about managing one's own mood and emotions; time and behaviour; and continuously improving oneself.
- Positive Influence: Positive influence is about positively influencing the way others feel through problem solving, providing feedback and recognising and supporting others' work.

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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.

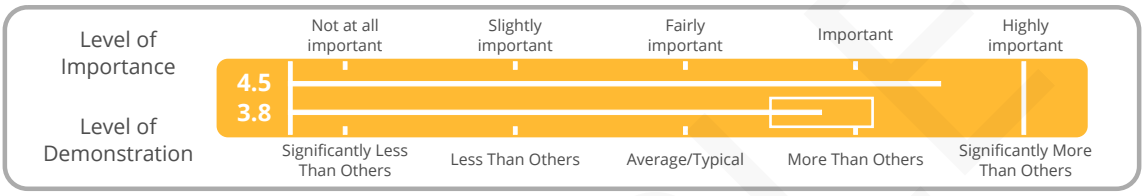
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ABOUT THE SURVEY

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.

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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	1.2	v
2. Demonstrates awareness of the impact emotions can have on their thinking.	4.5	3.9	0.6	< >
3. Demonstrates awareness of the impact their feelings can have on how they interact with others.	4.7	4.6	0.1	^

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.

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”.

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INTERPRETING RATER SCORES

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 were 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 workplace behaviour	Valuable and should not be dismissed. However, interpret these scores with caution.
MEDIUM	Have some contact with you and are familiar with your workplace behaviour	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 workplace behaviour	Very meaningful. Take action based on the feedback.

Consistency

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

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

	THIS MEANS THE RATER RESPONSES TO THE SURVEY WERE...
LOW	Significantly inconsistent. This may be because: • 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.

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EVALUATING YOUR RESULTS

Evaluating and Responding to Results
In this report your results are presented in the following order:

1. Manager
2. Peer
3. Other
4. Self

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

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

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

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

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RESULTS FOR MANAGER CATEGORY

Rater Information

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



Familiarity

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

Consistency

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

Results at a Glance

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

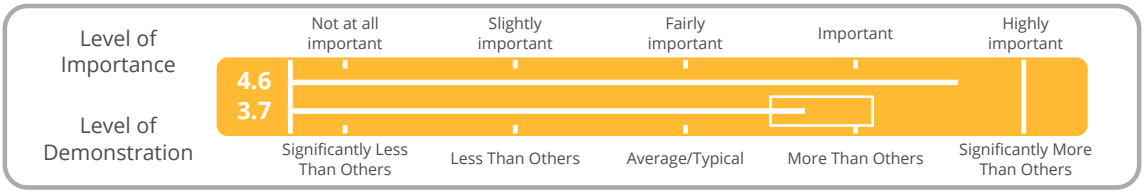
"A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be."

- Napoleon Bonaparte

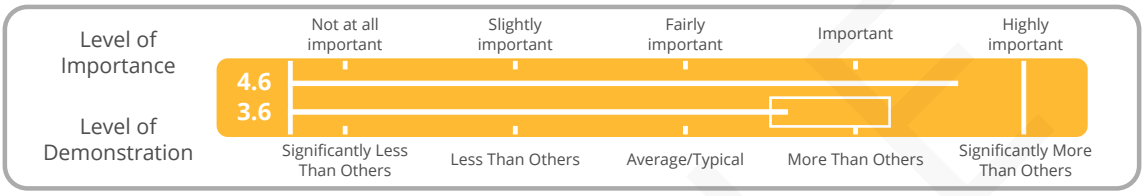
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RESULTS FOR MANAGER CATEGORY

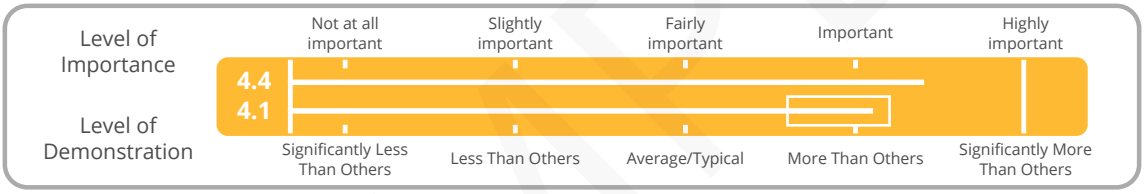
Self-Awareness



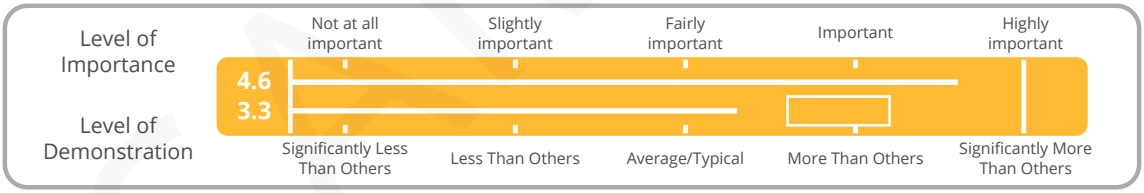
Awareness Of Others



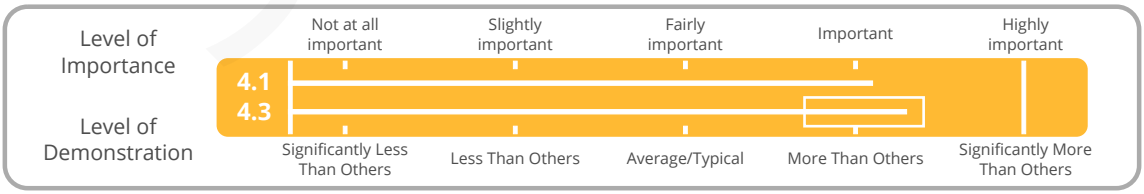
Authenticity



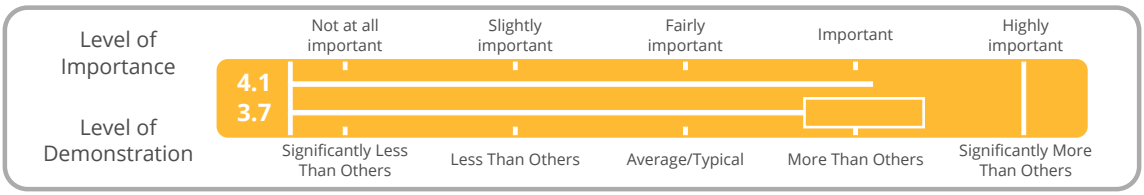
Emotional Reasoning



Self-Management



Positive Influence



MANAGER CATEGORY

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

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

Authenticity	I	D	d	BM
1. Shares how they feel with others.	3	4	✓	< >
2. Describes their own feelings in a way that is sensitive to the feelings of others.	4	4	✓	< >
3. Expresses their feelings in the right place and time.	4	4	✓	< >
4. When necessary, facilitates challenging conversations effectively.	5	4	1	< >
5. Is consistent in what they say and do.	5	5	✓	^
6. Encourages others to express themselves.	5	3	2	v
7. Honours commitments and keeps promises.	5	5	✓	^

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

SAMPLE

MANAGER CATEGORY

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

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

Positive Influence	I	D	d	BM
1. Provides useful support to others.	5	5	✓	^
2. Helps others resolve workplace conflicts.	4	3	1	v
3. Helps others respond effectively to stressful situations.	4	3	1	v
4. Responds effectively to others' inappropriate behaviour.	4	4	✓	< >
5. Helps create a positive work environment.	4	4	✓	< >
6. Responds effectively to others' feelings.	4	3	1	v
7. Positively influences the way others feel.	4	4	✓	< >

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

SAMPLE

MANAGER FEEDBACK

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

Self-Awareness: "I think Sally is generally very self aware. The issue may be more that she chooses not to positively respond during stressful or negative circumstances rather than not be aware of the way she is responding. Recent behaviours have been very good and I commend her on the change."

Awareness Of Others: "I think Sally is a very aware person but that she does not always adjust the way she projects herself to suit the circumstances or she focusses on continuing with how she feels rather than adapting to the way another person feels. This is not always something she should do but just a point for her to note."

Authenticity: "Sally is exceptional at delivering on her commitments. She is prepared to have challenging conversations and both implement and accept those conversations from others. She is also very prepared to accept the outcome of them and work through areas to improve - this is a credit to her. She is also very consistent in what she says and does and this is a strength. She could probably focus more on "checking in" on those around her and being sensitive to their circumstances. She is not necessarily bad at this but could do more of it."

Emotional Reasoning: "I think Sally is much more outcome than feeling focussed but do not see that as a problem up to a point. Good team management skills require sensitivity to others during decision making and this is something Sally is very capable of and should do a little more whilst not forgetting the importance of the outcome. When communicating those decisions it is worth her taking a moment to consider how the decision should be expressed and will come across to others."

Self-Management: "Sally handles stress and change very well (albeit she masks the stress effectively rather than necessarily dealing with the levels of stress perfectly). She is also a very effective operator that gets quickly through a large and diverse range of tasks effectively and efficiently, especially when there is a system or process that can be used as a reference point for any new tasks. Sally is controlling any anger or frustration well at the moment but this is still an area to stay on top of as there are times when it may get away from her. Sally is constantly focussed on improving herself and is doing a good, ongoing job of learning and growing."

Positive Influence: "Sally generally stays away from other conflicts but can manage them effectively if she chooses to. She also has the ability to create a very positive working environment and help others with their stress levels and conflict situations. How much and how effectively Sally does this is 100% up to her - she has the capability it is a question of whether or not she wishes to or has the interest or energy in supporting others."

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MANAGER CATEGORY - ACTION PLAN

Use the space below to reflect on the feedback provided by the person in this category.

INSIGHTS



ACTIONS



BENEFITS



SAMPLE

RESULTS FOR PEER CATEGORY

Rater Information

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



Familiarity

Raters in this category rated their familiarity with your workplace behaviour as 2.8 out of 5. This means that on average raters in this category have some contact with you and are familiar with your workplace behaviour. Identify actions to take on the basis of your results, however, validate these actions (one-on-one) with your raters before implementation.

Consistency

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

Results at a Glance

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

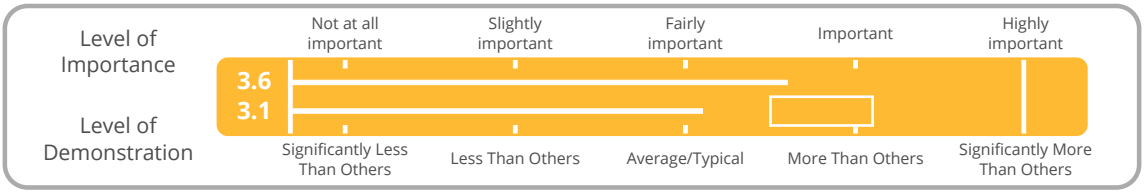
"Level 5 leaders are a study in duality: modest and willful, humble and fearless."

- Eleanor Roosevelt

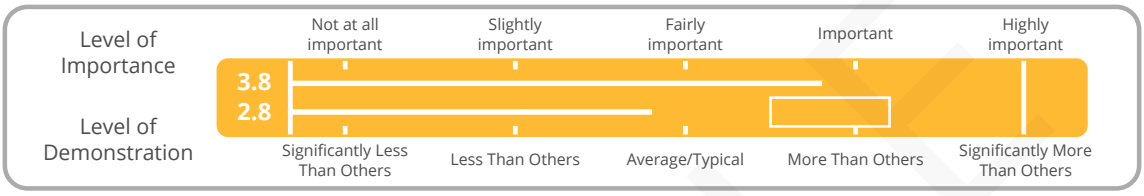
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RESULTS FOR PEER CATEGORY

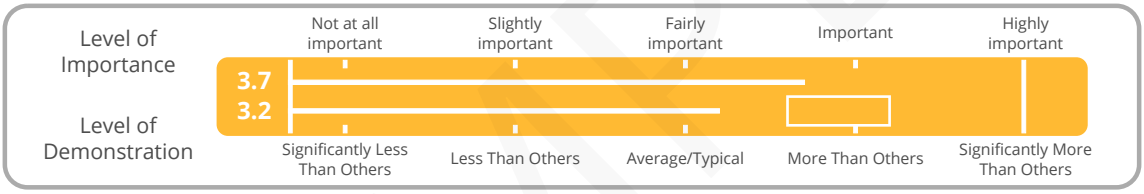
Self-Awareness



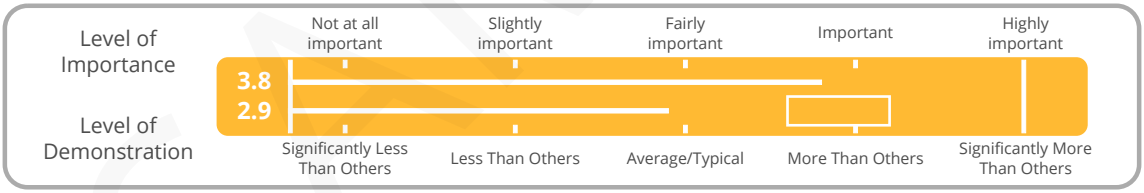
Awareness Of Others



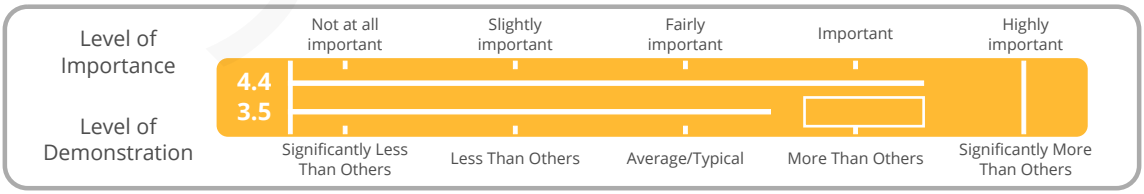
Authenticity



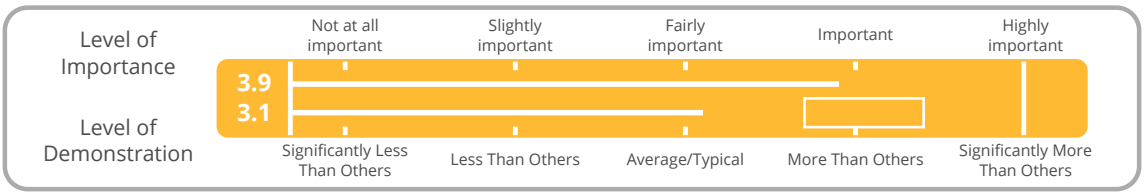
Emotional Reasoning



Self-Management



Positive Influence



PEER CATEGORY

Self-Awareness	I	D	d	BM
1. Demonstrates awareness of the way they feel.	3.4	3.3	0.1	v
2. Demonstrates awareness of the impact emotions can have on their thinking.	3.4	2.8	0.6	v
3. Demonstrates awareness of the impact their feelings can have on how they interact with others.	3.4	2.8	0.6	v
4. Asks others for feedback on their behaviour.	3.4	3.2	0.2	< >
5. Responds effectively to feedback from others.	3.7	3.2	0.5	v
6. Demonstrates awareness of their mood.	4.0	3.1	0.9	v
7. Behaves in a way that is consistent with how they describe themselves to be.	4.0	3.0	1.0	v

Awareness Of Others	I	D	d	BM
1. Accurately acknowledges the way others feel.	3.7	2.7	1.0	v
2. Recognises others' non-verbal emotional cues (e.g., body language).	3.9	3.1	0.8	v
3. Notices when someone needs support.	3.9	2.7	1.2	v
4. Relates well to others' feelings.	3.4	2.7	0.7	v
5. Accurately views situations from others' perspective.	4.3	2.7	1.6	v
6. Adjusts their behaviour so that it fits well with others.	3.6	2.6	1.0	v
7. Accurately anticipates responses or reactions from others.	4.0	2.8	1.2	v

Authenticity	I	D	d	BM
1. Shares how they feel with others.	2.7	3.1	✓	v
2. Describes their own feelings in a way that is sensitive to the feelings of others.	3.1	3.1	✓	v
3. Expresses their feelings in the right place and time.	3.6	3.4	0.2	v
4. When necessary, facilitates challenging conversations effectively.	4.1	3.1	1.0	v
5. Is consistent in what they say and do.	4.6	3.1	1.5	v
6. Encourages others to express themselves.	3.1	2.7	0.4	v
7. Honours commitments and keeps promises.	4.9	3.6	1.3	v

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

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PEER CATEGORY

Emotional Reasoning	I	D	d	BM
1. Reflects on feelings when decision-making.	3.1	2.8	0.3	v
2. Asks others how they feel about potential solutions to problems.	3.6	2.6	1.0	v
3. Considers issues from multiple perspectives.	3.9	3.1	0.8	v
4. Involves you in decisions that affect your work.	4.7	2.9	1.8	v
5. Demonstrates awareness of biases in decision-making.	3.9	3.2	0.7	v
6. Communicates decisions in a way that is sensitive to others' feelings.	3.7	2.9	0.8	v
7. Uses the organisation's values effectively when making important decisions.	4.0	3.1	0.9	v

Self-Management	I	D	d	BM
1. Responds effectively in stressful situations.	4.6	3.4	1.2	v
2. Demonstrates a positive, energising demeanour.	4.4	3.3	1.1	v
3. Adapts effectively to different/changing circumstances.	4.4	3.1	1.3	v
4. Responds effectively to criticism from others.	4.1	3.0	1.1	v
5. Manages their time effectively.	4.6	3.9	0.7	< >
6. Controls their anger at work.	4.4	4.0	0.4	< >
7. Improves themselves.	4.4	3.9	0.5	< >

Positive Influence	I	D	d	BM
1. Provides useful support to others.	4.3	3.1	1.2	v
2. Helps others resolve workplace conflicts.	3.3	2.8	0.5	v
3. Helps others respond effectively to stressful situations.	3.7	3.0	0.7	v
4. Responds effectively to others' inappropriate behaviour.	3.7	3.2	0.5	v
5. Helps create a positive work environment.	4.6	3.4	1.2	v
6. Responds effectively to others' feelings.	3.9	2.9	1.0	v
7. Positively influences the way others feel.	4.0	3.0	1.0	v

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

SAMPLE

PEER FEEDBACK

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

Self-Awareness: "Sally is a very self aware colleague and can understand the implications of any actions she has on others."

Self-Awareness: "Maintains open and honest communications, actively engages and seeks feedback."

Awareness Of Others: "Demonstrated self awareness. Continued focus on anticipating responses, behaviours from other will assist in planning and providing effective leadership."

Authenticity: "Continued focus on challenging conversations effectively will assist in resolving more effectively team issues and project issues (e.g. document / scope discrepancies)."

Self-Management: "Manages time effectively, demonstrated ability to meet significant timelines / deadlines. Maintains a calm manner at work, sound awareness of others and self behaviour."

Positive Influence: "Increased focus on leadership and positive influence should be obtained through creation of opportunity with more senior roles and career development and experience."

SAMPLE

PEER CATEGORY - ACTION PLAN

Use the space below to reflect on the feedback provided by the people in this category.

INSIGHTS



ACTIONS



BENEFITS



SAMPLE

RESULTS FOR OTHER CATEGORY

Rater Information

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



Familiarity

Raters in this category rated their familiarity with your workplace behaviour as 3.25 out of 5. This means that on average raters in this category have some contact with you and are familiar with your workplace behaviour. Identify actions to take on the basis of your results, however, validate these actions (one-on-one) with your raters before implementation.

Consistency

The consistency of responses by raters in this category was high, above the 75th percentile, or in the top quartile. This means the rater responses to the survey were highly consistent.

Results at a Glance

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

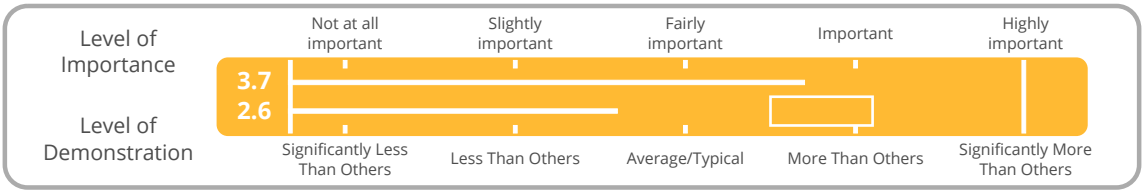
"It is absurd that a man should rule others, who cannot rule himself."

- John Zenger

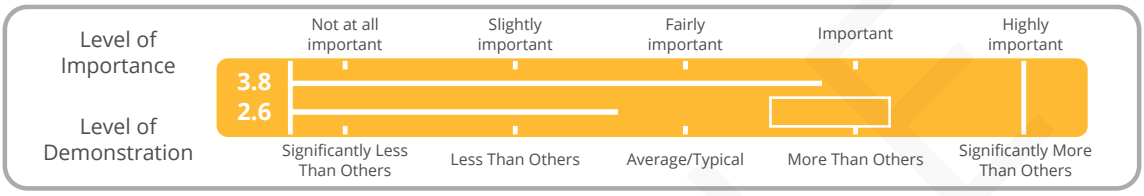
SAMPLE

RESULTS FOR OTHER CATEGORY

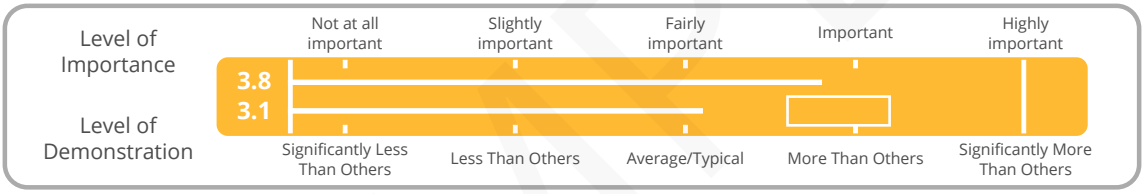
Self-Awareness



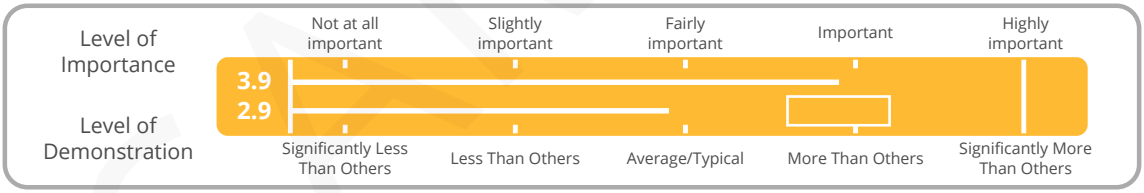
Awareness Of Others



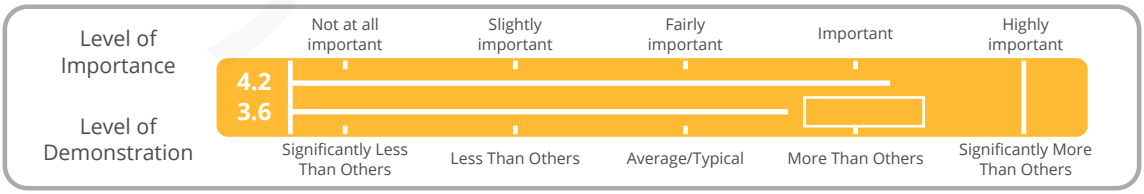
Authenticity



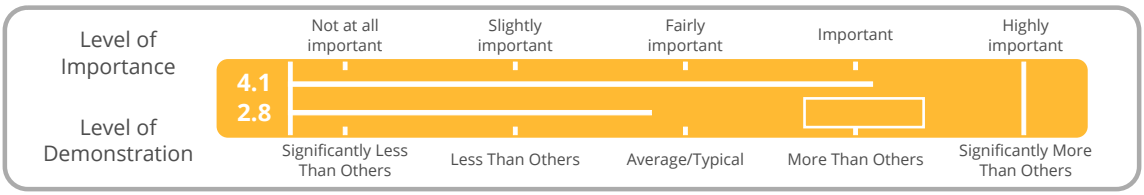
Emotional Reasoning



Self-Management



Positive Influence



OTHER CATEGORY

Self-Awareness	I	D	d	BM
1. Demonstrates awareness of the way they feel.	4.0	2.5	1.5	v
2. Demonstrates awareness of the impact emotions can have on their thinking.	3.5	2.5	1.0	v
3. Demonstrates awareness of the impact their feelings can have on how they interact with others.	4.5	2.5	2.0	v
4. Asks others for feedback on their behaviour.	3.0	3.0	✓	< >
5. Responds effectively to feedback from others.	4.0	3.0	1.0	v
6. Demonstrates awareness of their mood.	3.0	2.0	1.0	v
7. Behaves in a way that is consistent with how they describe themselves to be.	4.0	3.0	1.0	v

Awareness Of Others	I	D	d	BM
1. Accurately acknowledges the way others feel.	4.5	3.0	1.5	v
2. Recognises others' non-verbal emotional cues (e.g., body language).	3.5	2.5	1.0	v
3. Notices when someone needs support.	4.0	2.0	2.0	v
4. Relates well to others' feelings.	3.5	3.0	0.5	v
5. Accurately views situations from others' perspective.	4.0	2.0	2.0	v
6. Adjusts their behaviour so that it fits well with others.	3.5	3.0	0.5	v
7. Accurately anticipates responses or reactions from others.	3.5	3.0	0.5	v

Authenticity	I	D	d	BM
1. Shares how they feel with others.	3.0	3.0	✓	v
2. Describes their own feelings in a way that is sensitive to the feelings of others.	3.5	2.5	1.0	v
3. Expresses their feelings in the right place and time.	4.0	3.5	0.5	< >
4. When necessary, facilitates challenging conversations effectively.	4.5	2.0	2.5	v
5. Is consistent in what they say and do.	4.5	2.5	2.0	v
6. Encourages others to express themselves.	3.0	4.0	✓	< >
7. Honours commitments and keeps promises.	4.0	4.0	✓	< >

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

SAMPLE

OTHER CATEGORY

Emotional Reasoning	I	D	d	BM
1. Reflects on feelings when decision-making.	3.0	2.5	0.5	v
2. Asks others how they feel about potential solutions to problems.	4.0	3.5	0.5	v
3. Considers issues from multiple perspectives.	5.0	2.5	2.5	v
4. Involves you in decisions that affect your work.	3.5	2.5	1.0	v
5. Demonstrates awareness of biases in decision-making.	4.0	3.0	1.0	v
6. Communicates decisions in a way that is sensitive to others' feelings.	3.5	3.0	0.5	v
7. Uses the organisation's values effectively when making important decisions.	4.5	3.5	1.0	v

Self-Management	I	D	d	BM
1. Responds effectively in stressful situations.	4.5	3.0	1.5	v
2. Demonstrates a positive, energising demeanour.	5.0	3.0	2.0	v
3. Adapts effectively to different/changing circumstances.	4.0	4.0	✓	< >
4. Responds effectively to criticism from others.	3.5	4.0	✓	< >
5. Manages their time effectively.	4.0	4.0	✓	< >
6. Controls their anger at work.	4.0	4.0	✓	< >
7. Improves themselves.	4.5	3.0	1.5	v

Positive Influence	I	D	d	BM
1. Provides useful support to others.	4.5	2.5	2.0	v
2. Helps others resolve workplace conflicts.	4.0	2.5	1.5	v
3. Helps others respond effectively to stressful situations.	4.0	3.0	1.0	v
4. Responds effectively to others' inappropriate behaviour.	3.5	3.0	0.5	v
5. Helps create a positive work environment.	4.5	2.5	2.0	v
6. Responds effectively to others' feelings.	3.5	3.0	0.5	v
7. Positively influences the way others feel.	4.5	3.0	1.5	v

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

SAMPLE

OTHER FEEDBACK

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

Self-Awareness: "Sally needs to be more mindful of the impact of her attitude or mood on the wider team. Recognise when she is under stress and think about the impact of her messaging when she is in that space - sometimes people want to help but she inadvertently puts up barriers that exclude people being able to provide that help on the basis that she is too busy. However, I have noticed that Sally has sort feedback on her behaviours in recent times and is genuinely trying to address any issues in this area - well done!"

Awareness Of Others: "Sometimes I think Sally gets so involved in the detail that she misses the wider teams lack of or loss of interaction. Sally could benefit from pausing to reassess the wider team position and ensure that everyone, including herself, are all on the same page i.e. regroup as a team and get common thinking going again - act a bit more as a leader."

Authenticity: "Sally is very good at delivering outcomes in a timely manner but sometimes misses the point (sometimes) that not all of the wider team are on board, which places more pressure on Sally to have to do more work than maybe she needs to."

Self-Management: "I have seen Sally progress and take some good learnings in recent times in this area. In the past Sally's mood could effect the team but I have noticed that she is really trying to address this and improve in this area."

Positive Influence: "This was hard to score. Sally has really improved in this area in recent times so it was hard not to assess too hard on past weaknesses. It is still a work in progress but I have been pretty pleased with Sally's desire and drive to work on this (and other areas) of her behaviours. When Sally is in a positive mood she is one of the best people to work with but when she is under pressure or stress and the mood shifts it can be very difficult for the wider team. But again I can see the effort Sally is putting into self awareness in this area and she is getting the results - keep it up!"

SAMPLE

OTHER CATEGORY - ACTION PLAN

Use the space below to reflect on the feedback provided by the people in this category.

INSIGHTS



ACTIONS



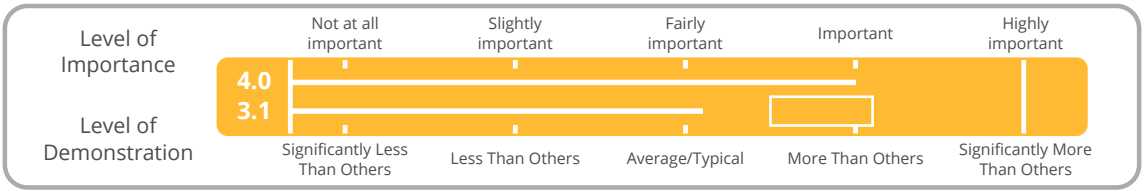
BENEFITS



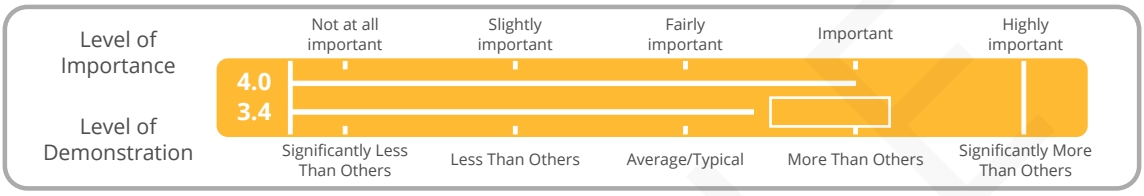
SAMPLE

YOUR SELF ASSESSMENT RESULTS

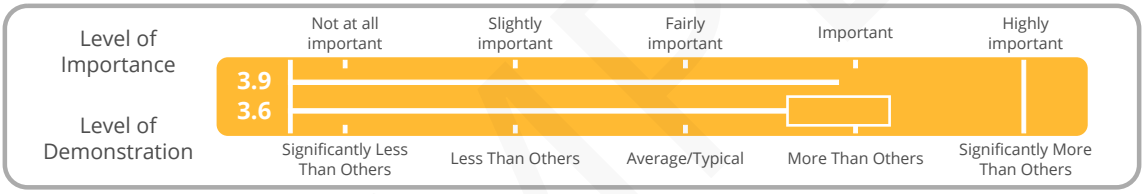
Self-Awareness



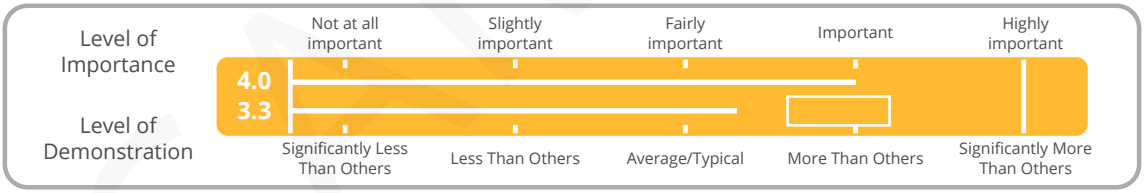
Awareness Of Others



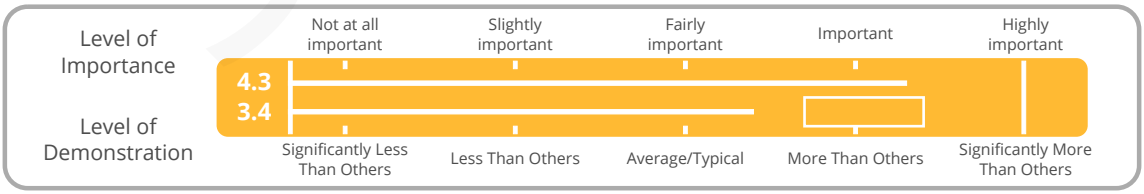
Authenticity



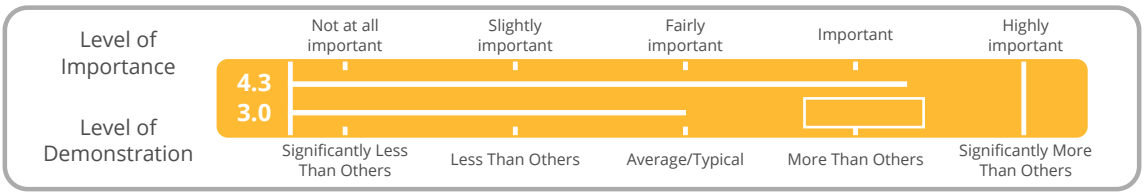
Emotional Reasoning



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	✓	v
2. Demonstrating awareness of the impact emotions can have on your thinking.	3	3	✓	v
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	4	2	2	v
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	v

Awareness Of Others	I	D	d	BM
1. Accurately acknowledging the way others feel.	4	3	1	v
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	✓	v
5. Accurately viewing situations from others' perspective.	4	3	1	v
6. Adjusting your behaviour so that it fits well with others.	5	3	2	v
7. Accurately anticipating responses or reactions from others.	3	4	✓	< >

Authenticity	I	D	d	BM
1. Sharing how you feel with others.	3	3	✓	v
2. Describing your own feelings in a way that is sensitive to the feelings of others.	2	2	✓	v
3. Expressing your feelings in the right place and time.	3	4	✓	< >
4. When necessary, facilitating challenging conversations effectively.	4	3	1	v
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

SAMPLE

YOUR DETAILED SELF ASSESSMENT RESULTS

Emotional Reasoning	I	D	d	BM
1. Reflecting on feelings when decision-making.	3	3	✓	v
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	v
5. Demonstrating awareness of biases in decision-making.	2	3	✓	v
6. Communicating decisions in a way that is sensitive to others' feelings.	4	3	1	v
7. Using your organisation's values effectively when making important decisions.	5	3	2	v

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

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

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

SAMPLE

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.

SAMPLE

RESULTS SUMMARY

Self-Awareness	S	M	P	O
1. Demonstrates awareness of the way they feel.	3	4	3.3	2.5
2. Demonstrates awareness of the impact emotions can have on their thinking.	3	4	2.8	2.5
3. Demonstrates awareness of the impact their feelings can have on how they interact with others.	2	4	2.8	2.5
4. Asks others for feedback on their behaviour.	3	2	3.2	3.0
5. Responds effectively to feedback from others.	4	5	3.2	3.0
6. Demonstrates awareness of their mood.	4	3	3.1	2.0
7. Behaves in a way that is consistent with how they describe themselves to be.	3	4	3.0	3.0

Awareness Of Others	S	M	P	O
1. Accurately acknowledges the way others feel.	3	3	2.7	3.0
2. Recognises others' non-verbal emotional cues (e.g., body language).	4	3	3.1	2.5
3. Notices when someone needs support.	4	3	2.7	2.0
4. Relates well to others' feelings.	3	4	2.7	3.0
5. Accurately views situations from others' perspective.	3	5	2.7	2.0
6. Adjusts their behaviour so that it fits well with others.	3	3	2.6	3.0
7. Accurately anticipates responses or reactions from others.	4	4	2.8	3.0

Authenticity	S	M	P	O
1. Shares how they feel with others.	3	4	3.1	3.0
2. Describes their own feelings in a way that is sensitive to the feelings of others.	2	4	3.1	2.5
3. Expresses their feelings in the right place and time.	4	4	3.4	3.5
4. When necessary, facilitates challenging conversations effectively.	3	4	3.1	2.0
5. Is consistent in what they say and do.	4	5	3.1	2.5
6. Encourages others to express themselves.	4	3	2.7	4.0
7. Honours commitments and keeps promises.	5	5	3.6	4.0

KEY: S = Self M = Manager P = Peer (7) O = Other (2)

SAMPLE

RESULTS SUMMARY

Emotional Reasoning	S	M	P	O
1. Reflects on feelings when decision-making.	3	3	2.8	2.5
2. Asks others how they feel about potential solutions to problems.	4	3	2.6	3.5
3. Considers issues from multiple perspectives.	4	3	3.1	2.5
4. Involves you in decisions that affect your work.	3	5	2.9	2.5
5. Demonstrates awareness of biases in decision-making.	3	3	3.2	3.0
6. Communicates decisions in a way that is sensitive to others' feelings.	3	3	2.9	3.0
7. Uses the organisation's values effectively when making important decisions.	3	?	3.1	3.5

Self-Management	S	M	P	O
1. Responds effectively in stressful situations.	5	5	3.4	3.0
2. Demonstrates a positive, energising demeanour.	3	3	3.3	3.0
3. Adapts effectively to different/changing circumstances.	4	4	3.1	4.0
4. Responds effectively to criticism from others.	2	5	3.0	4.0
5. Manages their time effectively.	3	5	3.9	4.0
6. Controls their anger at work.	3	3	4.0	4.0
7. Improves themselves.	4	5	3.9	3.0

Positive Influence	S	M	P	O
1. Provides useful support to others.	3	5	3.1	2.5
2. Helps others resolve workplace conflicts.	3	3	2.8	2.5
3. Helps others respond effectively to stressful situations.	3	3	3.0	3.0
4. Responds effectively to others' inappropriate behaviour.	3	4	3.2	3.0
5. Helps create a positive work environment.	3	4	3.4	2.5
6. Responds effectively to others' feelings.	3	3	2.9	3.0
7. Positively influences the way others feel.	3	4	3.0	3.0

KEY: S = Self M = Manager P = Peer (7) O = Other (2)

SAMPLE



SAMPLE

SAMPLE



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