

360° EMOTIONALLY INTELLIGENT SALES BEHAVIOUR FEEDBACK REPORT

Sally Sample
1 January 2019
Strictly Confidential

genos INTERNATIONAL

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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.

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CONTENTS

INTRODUCTION	**2**
ABOUT THE SURVEY	**5**
INTERPRETING RATER SCORES	**7**
EVALUATING YOUR RESULTS	**8**
RESULTS FOR MANAGER CATEGORY	**9**
RESULTS FOR PEER CATEGORY	**15**
RESULTS FOR CUSTOMER CATEGORY	**21**
YOUR SELF ASSESSMENT RESULTS	**26**
RESPONDING TO YOUR FEEDBACK	**29**
RESULTS SUMMARY	**30**

SAMPLE

INTRODUCTION

The digital age has created a customer base that has an abundance of information at their fingertips. Today the buyer is well informed about products and services. They know what we've got to sell, what our products and services do and don't do, and how products and services compare with other like products and services in the market.

As a result, great sales teams know that what's most important to buyer decisions and loyalty is your understanding of their needs, the relationship you forge with them and the emotional experience you generate. What underpins your capacity to forge relationships and positive emotional experiences with buyers is your Emotional Intelligence.

Emotional Intelligence comprises six specific competencies.

- Self-Awareness - your capacity to identify your own emotions and be aware of the impact they are having on your decisions and behaviour. Salespeople high in self-awareness have a clear picture of their own emotions and what affect those emotions are having on them. Emotions are contagious and can inadvertently infect buyers. Negative emotions can also inhibit good decision-making. Salespeople high in self-awareness are better equipped to manage emotions getting in the way and generate emotions that help facilitate buyer relationships and experiences.

- Awareness of Others – your capacity to perceive and understand the emotions of buyers. This capacity helps salespeople read the non-verbal emotional behaviour of buyers and adapt their presentation accordingly (from informal to formal for example). Salespeople that demonstrate high awareness of others are adept at anticipating and reading the emotions of buyers.

- Authenticity – your capacity to effectively express how you feel and facilitate authentic dialogue with buyers. As buyers become more informed the opportunity for disagreement, objections and conflicts is heightened. Authentic salespeople can effectively express their views and facilitate difficult conversations. Some buyers express their feelings bluntly and others hold them back. Being able to share your views in a way that facilitates open, respectful dialogue is key to maintaining and developing relationships.

- Emotional Reasoning – your capacity to use emotional data gathered from Self-Awareness and Awareness of Others and combine it with other objective information when decision-making in sales calls. Salespeople use this capacity to identify when, what and how to communicate, when to listen, what questions to ask and when to let the buyer think things through.

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- Self-Management – your capacity to effectively regulate and manage your emotions. Sales by its very nature generates considerable emotion, particularly disruptive emotions like stress, uncertainty, impatience and over-confidence. These emotions can derail sales conversations, how you build rapport, and have an effect on your overall judgement of situations. Salespeople high in self-management effectively regulate these emotions and generate the type of emotions within themselves that facilitate good judgement and healthy interactions with buyers. This capacity also contributes to resilience which is paramount in competitive markets.

- Positive Influence – your capacity to positively influence the emotions of buyers. Buying products and services is high stakes and this pressure can create heightened emotions in buyers. Positive influence helps salespeople respond to buyer emotions effectively. Salespeople high in positive influence are capable of breaking down resistances and building trust. They are also better equipped at dealing with conflict and helping buyers navigate internal disagreements which is critical to maintaining buyer relationships and loyalty.

Salespeople high in emotional intelligence are able to reflect on their own emotions and adjust them to best fit with the buyer and situation they are dealing with them in. They can anticipate and plan sales interactions to help ensure the buyer feels valued and confident in dealing with them. Salespeople with high emotional intelligence are more capable of regulating their own emotions, adapting, and influencing the emotions of buyers in a subtle way that brings about positive interactions.

Buyers purchase based on emotion and justify their choice with logic. Today buyers are able to justify their decisions online and elsewhere without any input at all from salespeople. It's the connection you make, how well you work through their objections, and how confident you help make them feel that helps you make the initial sale. How well you deliver on your promises, maintain the relationship and help the buyer navigate internal disagreements that helps keep them loyal. Emotional intelligence is the critical competency underpinning all this.

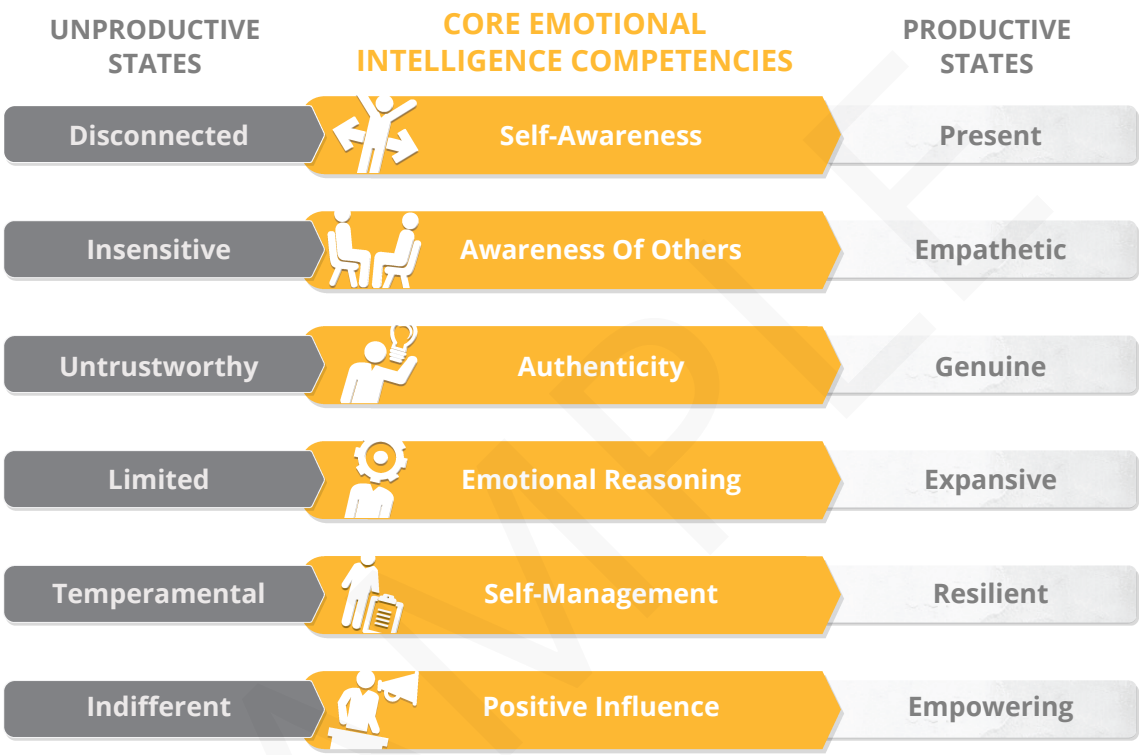
Emotional intelligence can and should be developed and improved over time. All that is required is a desire to improve, a foundation of self- awareness and practice. The personalised Genos EI Sales Report is designed to provide this foundation of self-awareness. It is the starting point for a developmental 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.

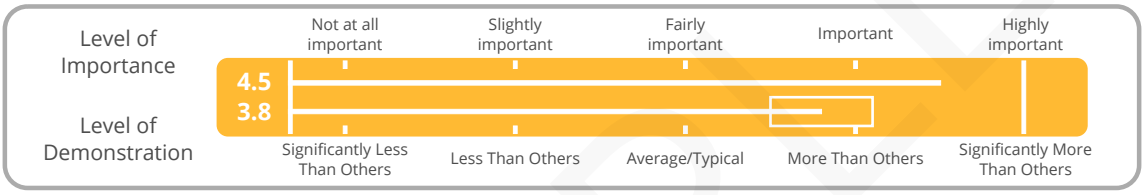
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ABOUT THE SURVEY

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. Customer
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.

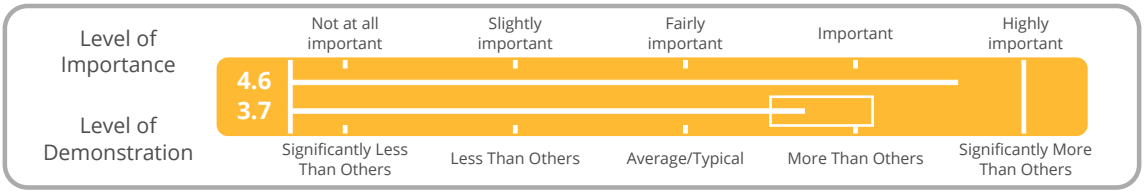
"Sales is not about selling anymore, but about building trust and educating."

- Siva Devaki

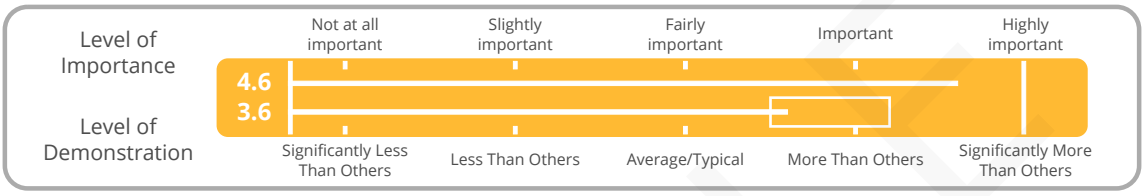
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RESULTS FOR MANAGER CATEGORY

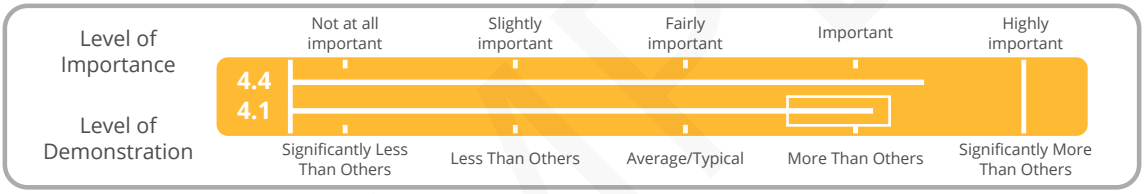
Self-Awareness



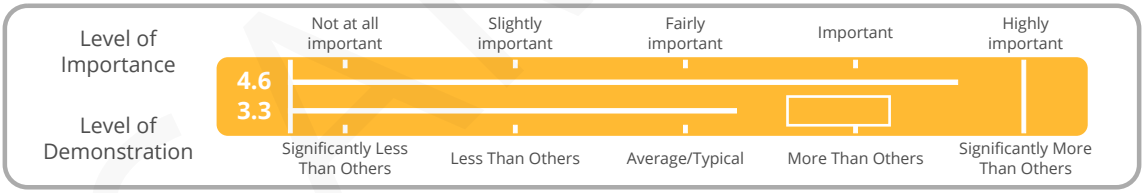
Awareness Of Others



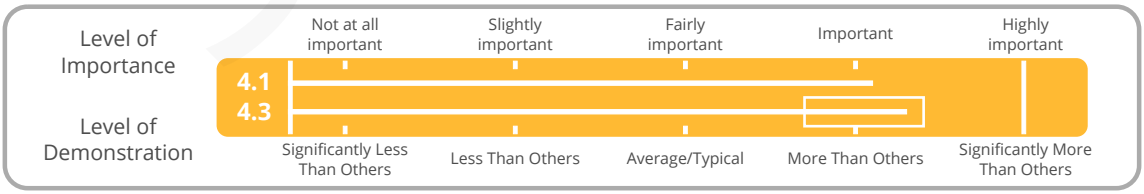
Authenticity



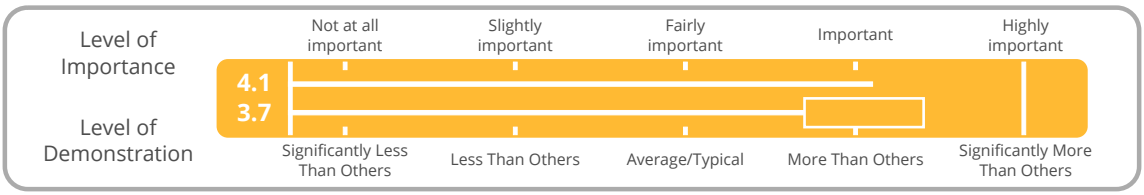
Emotional Reasoning



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."

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.

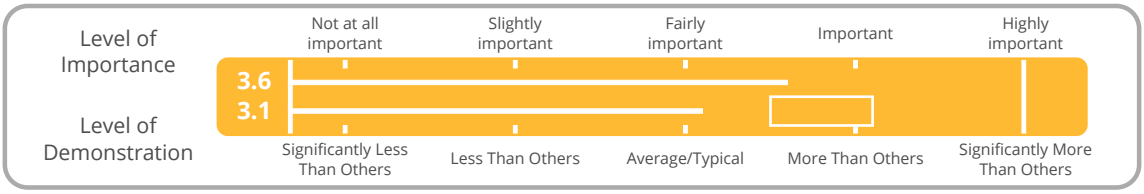
"The best salespeople wonder what it would be like to be in the other person's shoes. They know they can't play that game unless they continually strive to train themselves in how we as human beings communicate."

- Bob Phibbs

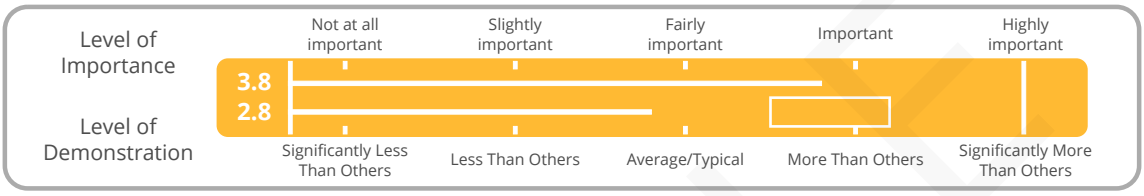
SAMPLE

RESULTS FOR PEER CATEGORY

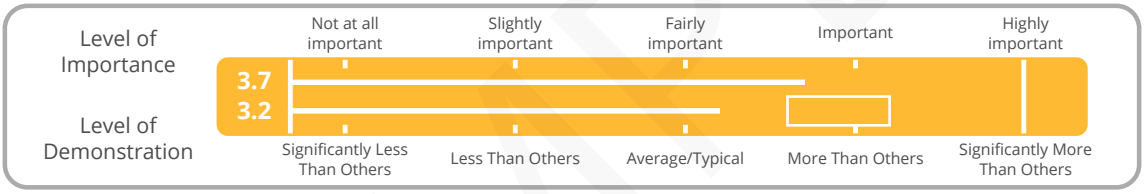
Self-Awareness



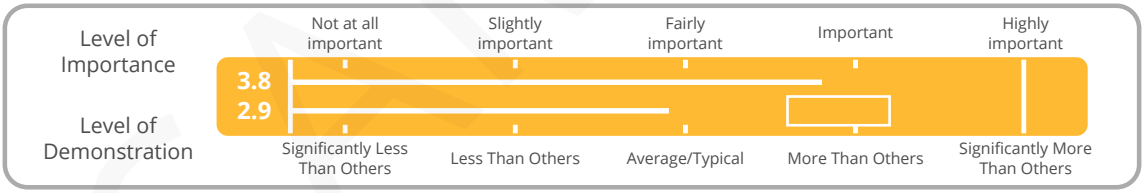
Awareness Of Others



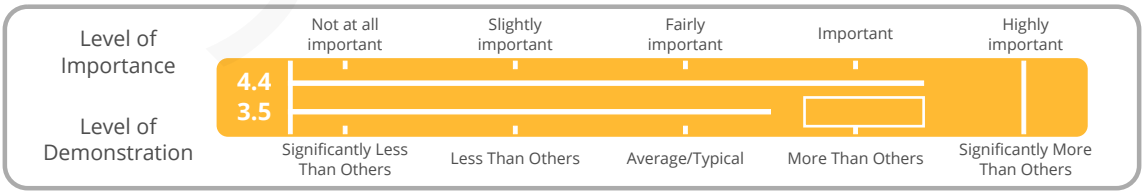
Authenticity



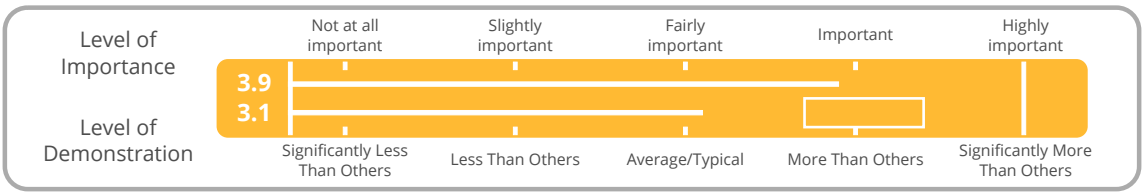
Emotional Reasoning



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

SAMPLE

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 CUSTOMER CATEGORY

Rater Information

The table below lists the total number of raters in the Customer category that responded to the customer 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 Customer category to the questions that measure each competency. More detailed item results are presented in the subsequent pages.

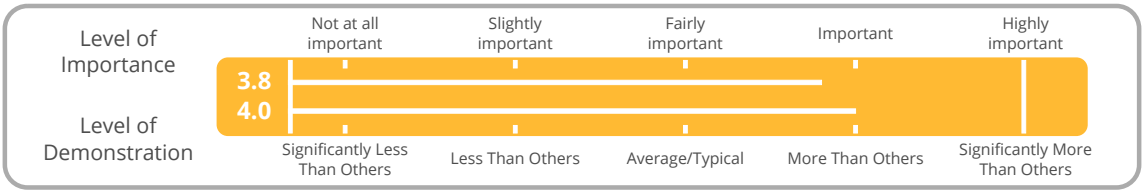
"How you sell matters. What your process is matters. But how your customers feel when they engage with you matters more."

- Tiffani Bova

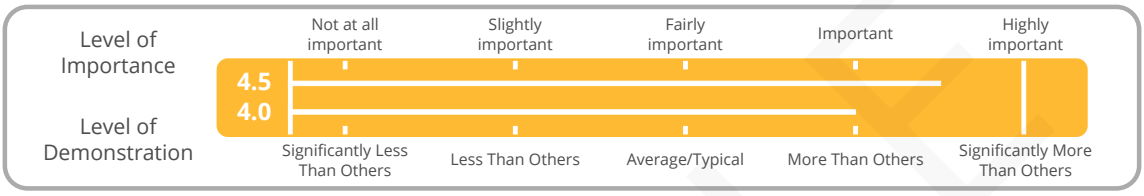
SAMPLE

RESULTS FOR CUSTOMER CATEGORY

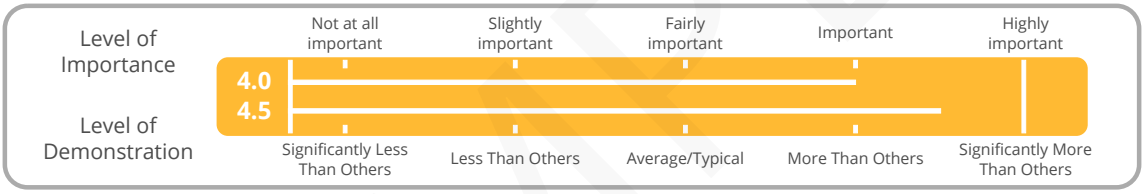
Self-Awareness



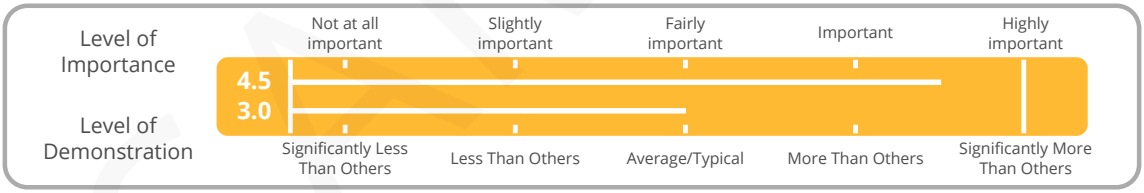
Awareness Of Others



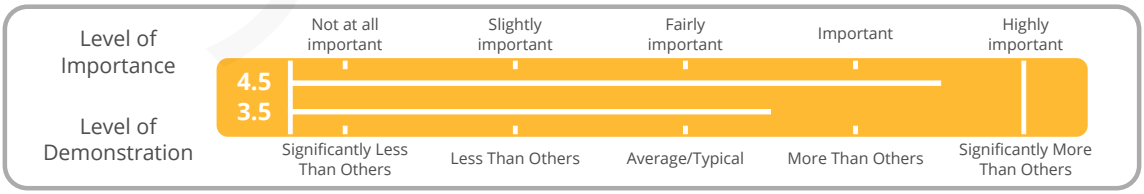
Authenticity



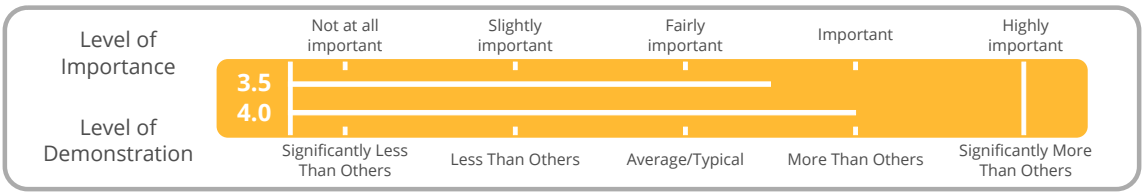
Emotional Reasoning



Self-Management



Positive Influence



SAMPLE

CUSTOMER CATEGORY

Self-Awareness	I	D	d
Sally's awareness of his/her own feelings and behaviour and the impact it has on themselves and others. Salespeople high in self-awareness are clear about their own emotions and what affect those emotions are having on them. They are better equipped to manage emotions getting in the way and generate emotions that help facilitate positive relationships and experiences.	3.5	4.0	✓

Awareness Of Others	I	D	d
Sally's awareness of you, your thoughts, feelings and perspectives. Salespeople high in this capacity are good at reading the non-verbal emotional behaviour of others and adapting their approach accordingly.	4.5	4.0	0.5

Authenticity	I	D	d
Sally's capacity to effectively facilitate authentic dialogue and develop trust. Authentic salespeople deliver on their promises and can effectively facilitate difficult conversations. They are able to express their views in a way that facilitates open, respectful dialogue and maintains relationships.	4.0	4.5	✓

Emotional Reasoning	I	D	d
Sally's capacity to use emotional data gathered from Self-Awareness and Awareness of Others and combine it with other objective information when decision-making. Sales people use this capacity to identify when, what and how to communicate, when to listen, what questions to ask and when to let you think things through.	4.5	3.0	1.5

Self-Management	I	D	d
Sally's capacity to effectively regulate and manage their emotions. Salespeople high in self-management demonstrate a calm, optimistic demeanour which facilitates healthy, engaging interactions with customers.	4.5	3.5	1.0

Positive Influence	I	D	d
Sally's capacity to positively influence the way you feel and the situations you may find yourself in. Salespeople high in positive influence are better equipped at dealing with conflict and helping customers navigate internal disagreement.	3.5	4.0	✓

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

SAMPLE

CUSTOMER FEEDBACK

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

Written feedback: "Sally has been very authentic in her approach and possesses comprehensive knowledge of products which she was able to demonstrate during our sales transaction. - keep it up!"

SAMPLE

CUSTOMER CATEGORY - ACTION PLAN

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

INSIGHTS



ACTIONS



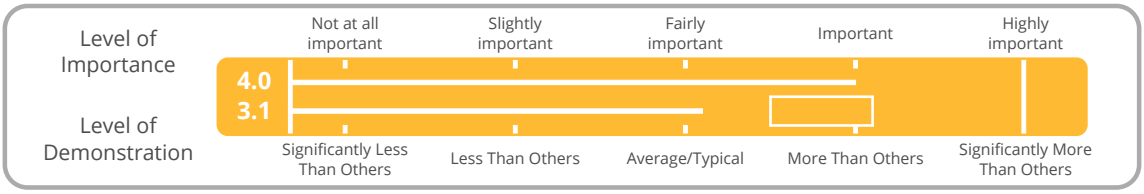
BENEFITS



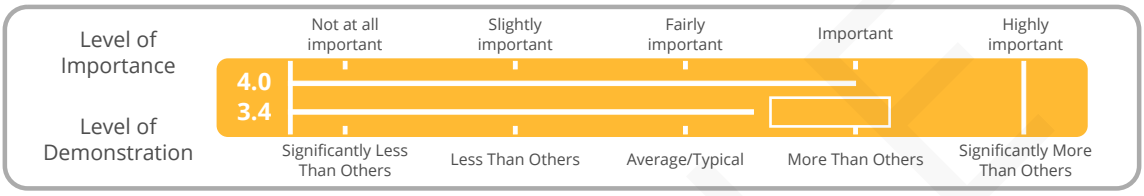
SAMPLE

YOUR SELF ASSESSMENT RESULTS

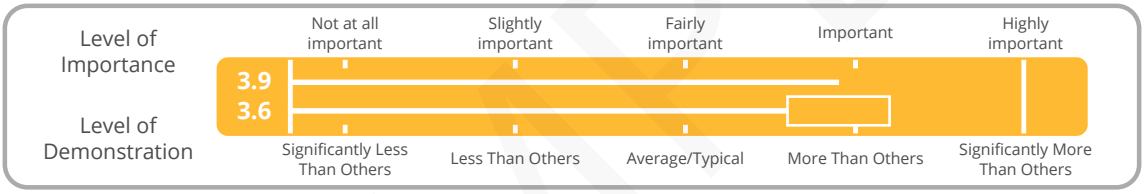
Self-Awareness



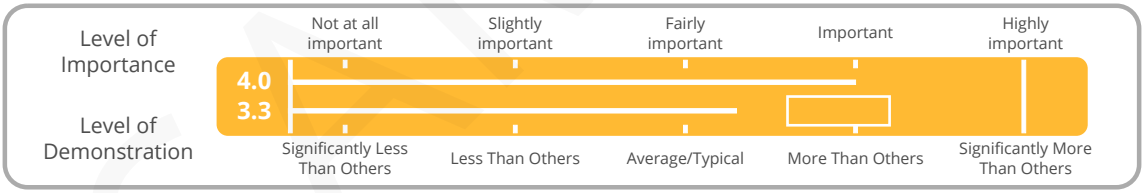
Awareness Of Others



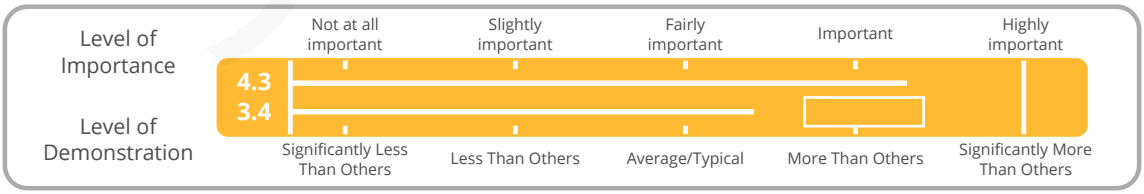
Authenticity



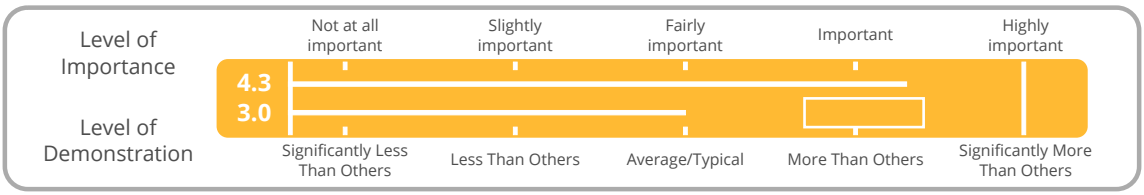
Emotional Reasoning



Self-Management



Positive Influence



SAMPLE

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

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

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

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

SAMPLE

RESULTS SUMMARY

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

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

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

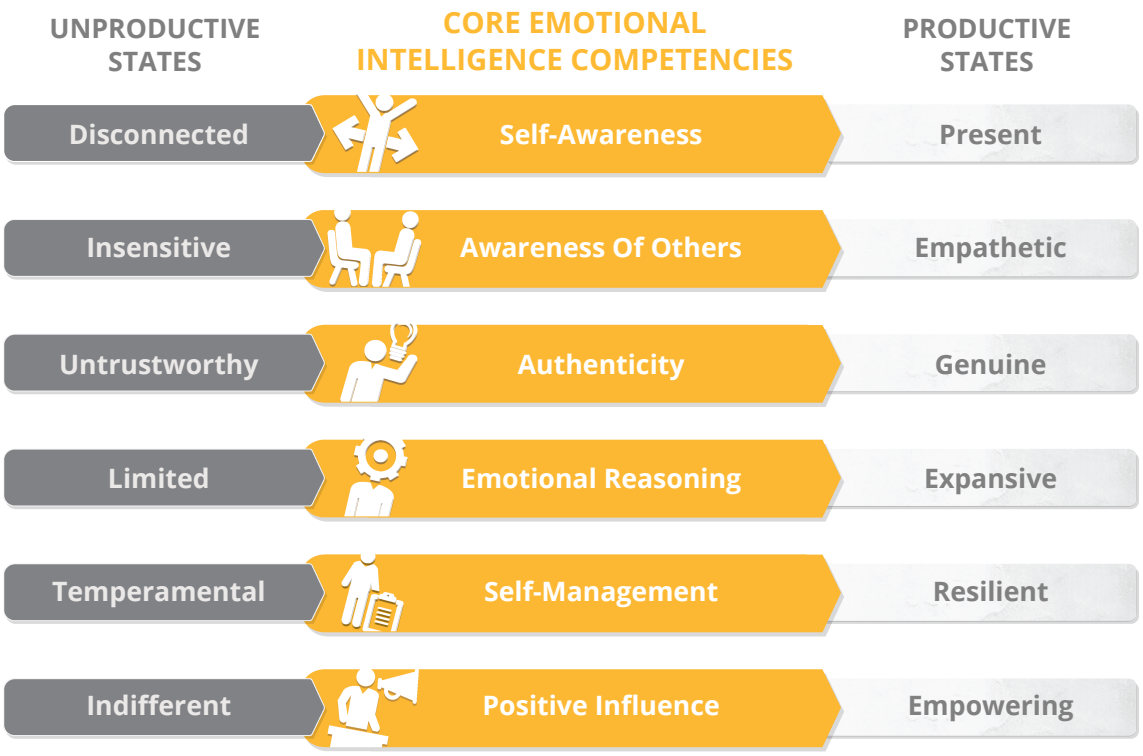
KEY: S = Self M = Manager P = Peer (7)

SAMPLE



SAMPLE

SAMPLE



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