



360° EMOTIONALLY INTELLIGENT LEADERSHIP FEEDBACK REPORT

Sally Sample
1 July 2016
Strictly Confidential

ABOUT THIS REPORT

This report presents the results of a leadership survey for Sally Sample that reflects how well Sally is observed to demonstrate certain leadership behaviours in the workplace. The information contained is sensitive, private and confidential.

Every effort should be made to ensure that this report is stored in a secure place, provided only to the intended recipient(s) and used only for its express purpose. The survey and this report were designed by Genos International based on sound scientific theory and research. The results presented in this report are, however, based on individual's responses to the survey questions. As such, Genos International makes no warranties regarding the accuracy or reliability of the results. No advice or information contained in this report, whether written or oral, shall create any warranty not expressly stated herein. No person(s) should act or fail to act on the basis of the results contained in this report. Intended recipients should consult professional advice about any matter affecting them.

ABOUT GENOS

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KEY CONCEPTS

- Emotions influence decisions, behaviour and performance, productively and unproductively.
- There is a direct link between the way people feel and the way people perform at work.
- In high performing organisations people feel significantly more engaged, cared for, valued, proud, and motivated than those in low performing organisations. Conversely, in low performing workplaces people feel significantly more fearful, stressed, disempowered and uncertain.
- Leadership is fundamentally about getting others to perform, to do things effectively and efficiently.
- Leaders need to be skilled at identifying, understanding and managing emotions in themselves and others, to help drive the best decisions, behaviour and performance.
- Research has proven that a leader's emotional intelligence is key to their capacity to facilitate emotions in themselves and others that drive high performance and employee engagement.
- Applied in leadership, emotional intelligence is about how intelligently you use emotions to get positive results.

KEY CONTENT

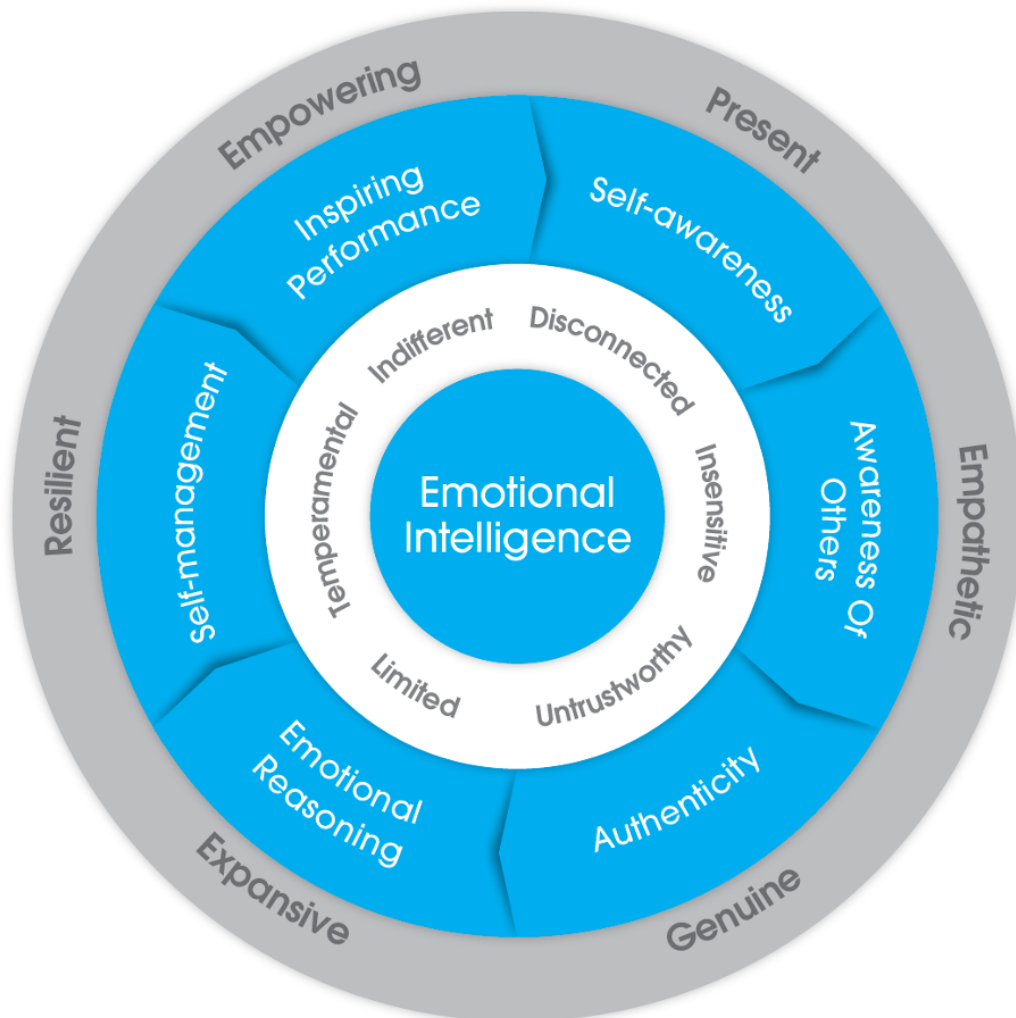
- This report will provide you with insight into how important it is, to the people you work with, that you demonstrate emotionally intelligent leadership behaviour.
- Insight into how well you currently demonstrate emotionally intelligent leadership behaviour to the people you work with.
- Effective techniques for responding to the feedback and insights in this report (in the Development Tips workbook).
- Practical tips on how to improve the demonstration and application of, emotionally intelligent leadership behaviour (in the Development Tips workbook).

COMPETENCY DEFINITIONS

- **Self-Awareness:** Self-Awareness is about being aware of the behaviour you demonstrate, your strengths and limitations, and the impact you have on others.
- **Awareness Of Others:** Awareness of others is about noticing and acknowledging others, ensuring others feel valued and adjusting ones own style to best fit with others.
- **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.
- **Inspiring Performance:** Inspiring Performance is about facilitating high performance in others through problem solving, promoting, recognising and supporting others' work.

THE GENOS MODEL OF EMOTIONALLY INTELLIGENT LEADERSHIP COMPETENCIES

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



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

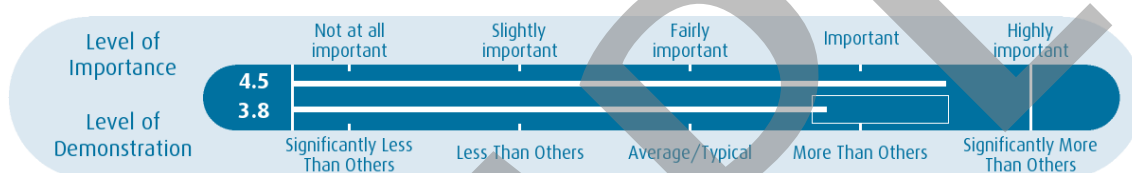
The competencies of the model help leaders “be” the productive being states on the outside of the model, as opposed to the unproductive being states, that we can all be at times, on the inside of the model.

ABOUT THE SURVEY

The Genos emotionally intelligent leadership survey measures how well you demonstrate emotionally intelligent leadership competencies in comparison to others. The more often you demonstrate the competencies measured, the more effective your leadership should be. Particular insight into how important the competencies are to your raters has been established by the survey. When your raters completed the survey for you they were asked to indicate:

1. How important it is to them that you display the competencies in question (where 1 = Not at all important and 5 = Highly important) and
2. How well you demonstrate the leadership competencies in question in comparison to others (where 1 = Significantly less than others and 5 = Significantly more than others).

Example Results






There will almost always be some discrepancies between how important the competencies are and how well you demonstrate them. Use the size of these discrepancies to prioritise your development actions at the end of this report.

The rectangle over the second result bar represents the range of scores that are 'average' or typical in the Genos norm group, that is, between the 25th and 75th percentile (Level of Demonstration only). If your score (represented by the horizontal bar) is:

- Within the rectangle this means that your score is within the average range.
- To the left of the rectangle this means that your score is in the bottom quartile for this competency.
- To the right of the rectangle this means that your score is in the top quartile for this competency.

The average response you received from raters to each of the questions measuring the leadership competencies are also presented. Discrepancies between Importance and Demonstration at the item level are highlighted in a traffic light methodology, as described on the following page.

	Scores for importance and demonstrated within .5 of a difference are considered to be aligned. These could be your strengths.
	Scores for importance and demonstrated between .51 and 1 in difference are considered to be misaligned. Steps should be taken to close gaps on these behaviours.
	Scores for importance and demonstrated that are 1.1 or greater in difference are significantly misaligned. Focused attention and actions should be taken to close these gaps.

If your Level of Demonstration (D) for a given item is:

- Below the 25th percentile or in the bottom quartile, an arrow pointing down is displayed for that item.
- Within the average range of scores (that is, between the 25th and 75th percentile or in the middle two quartiles), a left/right arrow is displayed for that item.
- Above the 75th percentile or in the top quartile, an arrow pointing up is displayed for that item.

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

Item Results Example

Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	4.4	3.2	1.2	↓
2. Is aware of their strengths and limitations.	4.5	3.9	0.6	↔
3. Ask others for feedback on their leadership.	4.7	4.6	0.1	↑

Raters also had the opportunity to write qualitative comments for each competency assessed. These are presented where raters have provided them. Quotation marks "" indicate where an individual raters comments commence and finish. For example, "Paul demonstrates high levels of self-awareness to me personally".

INTERPRETING RATER SCORES

Familiarity

When completing the survey your raters were asked to indicate how often they have work-related contact with you and how familiar they are with your leadership behaviours. Their responses to these questions 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 leadership behaviours	Valuable and should not be dismissed. However, interpret these scores with caution.
MEDIUM	Have some contact with you and are familiar with your leadership behaviours	Meaningful. Identify actions to take on the basis of your results however validate these actions with your raters before implementation.
HIGH	Are highly familiar with your leadership behaviours	Very meaningful. Take action based on the feedback.

Consistency

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 below explains how to interpret your consistency score.

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

EVALUATING YOUR RESULTS

Evaluating and Responding to Results

In this report your results are presented in the following order:

1. Manager
2. Peer
3. Direct Report

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 leadership 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.

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 leadership behaviours as 3.5 out of 5. This means that on average raters in this category have some contact with you and are familiar with your leadership behaviours. Identify actions to take on the basis of your results, however, validate these actions (one-on-one) with your raters before implementation.

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

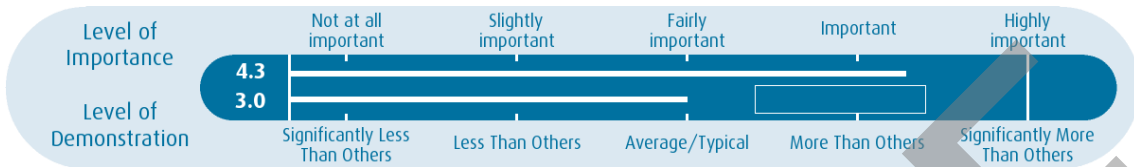
Your overall results for each of the six emotionally intelligent leadership competencies are summarised on the next page. Each graph shows the average response given by raters in the Manager category to the questions that measure each competency. More detailed item results are presented in the subsequent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

*"Three things a leader or manager should be thinking:
What's happening? What's not happening? and What can I
do to influence the outcome?"*

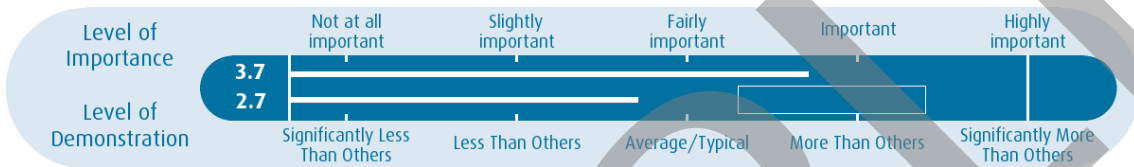
- John Maxwell

RESULTS FOR MANAGER CATEGORY

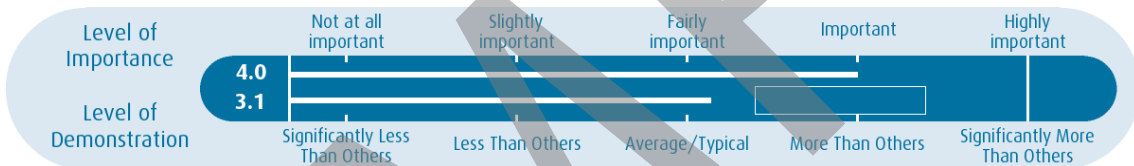
Self-Awareness



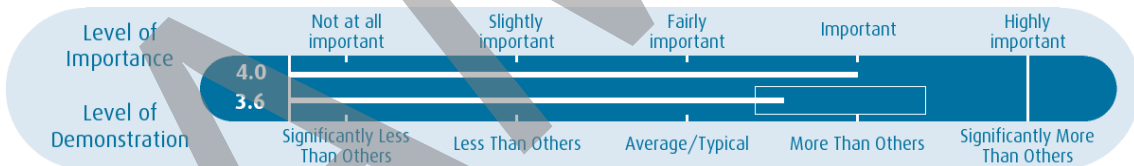
Awareness Of Others



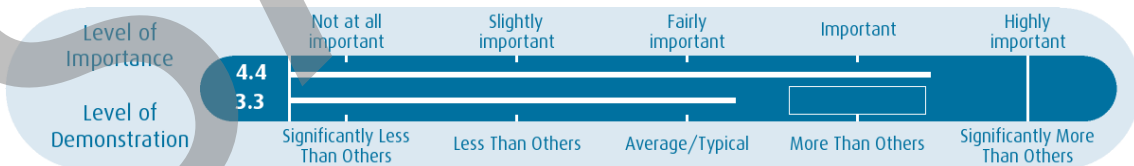
Authenticity



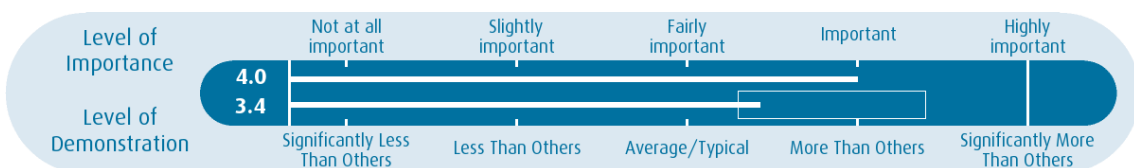
Emotional Reasoning



Self-Management



Inspiring Performance



MANAGER CATEGORY

Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	4	2	2	↓
2. Is aware of their strengths and limitations.	4	3	1	↓
3. Ask others for feedback on their leadership.	3	3	✓	↔
4. Responds effectively to feedback provided to them.	4	4	✓	↔
5. Is consistent in what they say and do.	5	4	1	↔
6. Behaves in a way that is consistent with how they expect others to behave.	5	3	2	↓
7. Demonstrates awareness of their mood and emotions.	5	2	3	↓

Awareness Of Others	I	D	d	BM
1. Makes others feel appreciated.	4	3	1	↓
2. Adjusts their style so that it fits well with others.	5	2	3	↓
3. Notices when someone needs support and responds effectively.	4	3	1	↓
4. Accurately views situations from the perspective of others.	3	2	1	↓
5. Acknowledges the views and opinions of others.	4	3	1	↓
6. Accurately anticipates responses or reactions from others.	3	3	✓	↓
7. Balances achieving results with others' needs.	3	3	✓	↓

Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	3	2	1	↓
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	4	3	1	↓
3. Facilitates robust, open debate.	4	3	1	↓
4. Is open and honest about mistakes.	4	4	✓	↔
5. Honours commitments and keeps promises.	5	5	✓	↑
6. Encourages others to put forward their thoughts, feelings and opinions.	4	3	1	↓
7. Responds effectively when challenged.	4	2	2	↓

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

MANAGER CATEGORY

Emotional Reasoning	I	D	d	BM
1. Consults others in decision-making.	4	3	1	↓
2. Explains the rationale behind decisions made.	4	2	2	↓
3. Involves you in decisions that affect your work.	4	5	✓	↑
4. Considers issues from multiple perspectives.	4	4	✓	↔
5. Takes the bigger picture into account when decision-making.	4	4	✓	↔
6. Reflects on feelings when decision-making.	3	2	1	↓
7. Makes ethical decisions.	5	5	✓	↑

Self-Management	I	D	d	BM
1. Manages their emotions effectively in difficult situations.	4	3	1	↓
2. Demonstrates a positive, energising demeanour.	4	3	1	↓
3. Manages their time effectively.	4	4	✓	↔
4. Learns from mistakes.	5	3	2	↓
5. Keeps up to date with industry trends and market conditions.	4	3	1	↓
6. Strives to improve their own performance.	5	4	1	↔
7. Quickly adapts to new circumstances.	5	3	2	↓

Inspiring Performance	I	D	d	BM
1. Provides useful support and guidance.	4	4	✓	↔
2. Provides constructive feedback on behaviour and performance.	5	3	2	↓
3. Helps you understand your purpose and contribution to the organisation.	3	4	✓	↔
4. Notices inappropriate behaviour in others and responds effectively.	4	3	1	↓
5. Maintains a positive work environment.	5	3	2	↓
6. Helps facilitate your development and advance your career.	3	4	✓	↔
7. Recognises others' hard work and achievements.	4	3	1	↓

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

MANAGER FEEDBACK

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

Awareness Of Others: "Sally has at times been unaware of the impact she has on others. She is a senior leader in our business with extensive knowledge and expertise. As a result people do look to her for support, positive reinforcement and education. Sally does have high expectations of her peers and can get frustrated if they don't meet her at her level or if they slow down progress towards a result."

Authenticity: "Sally honours commitments and keeps promises - she sets a very high standard in this area. I don't believe Sally enjoys confrontation and therefore can become closed and defensive when challenged or questioned. Many of Sally's team members would like to know her better and spend more time with her. Sally does have some close relationships with a number of team members however I believe this does make others feel excluded."

Emotional Reasoning: "Sally is an expert in her area and holds unique knowledge of our business. Her peers would appreciate more time with her to understand some of the processes and decisions that she is responsible for. When this is not possible Sally could do a better job of helping them to understand why."

Inspiring Performance: "Sally does appreciate her team's performance but needs to ensure that she represents that evenly across her team so it cannot be interpreted as favouring particular team members."

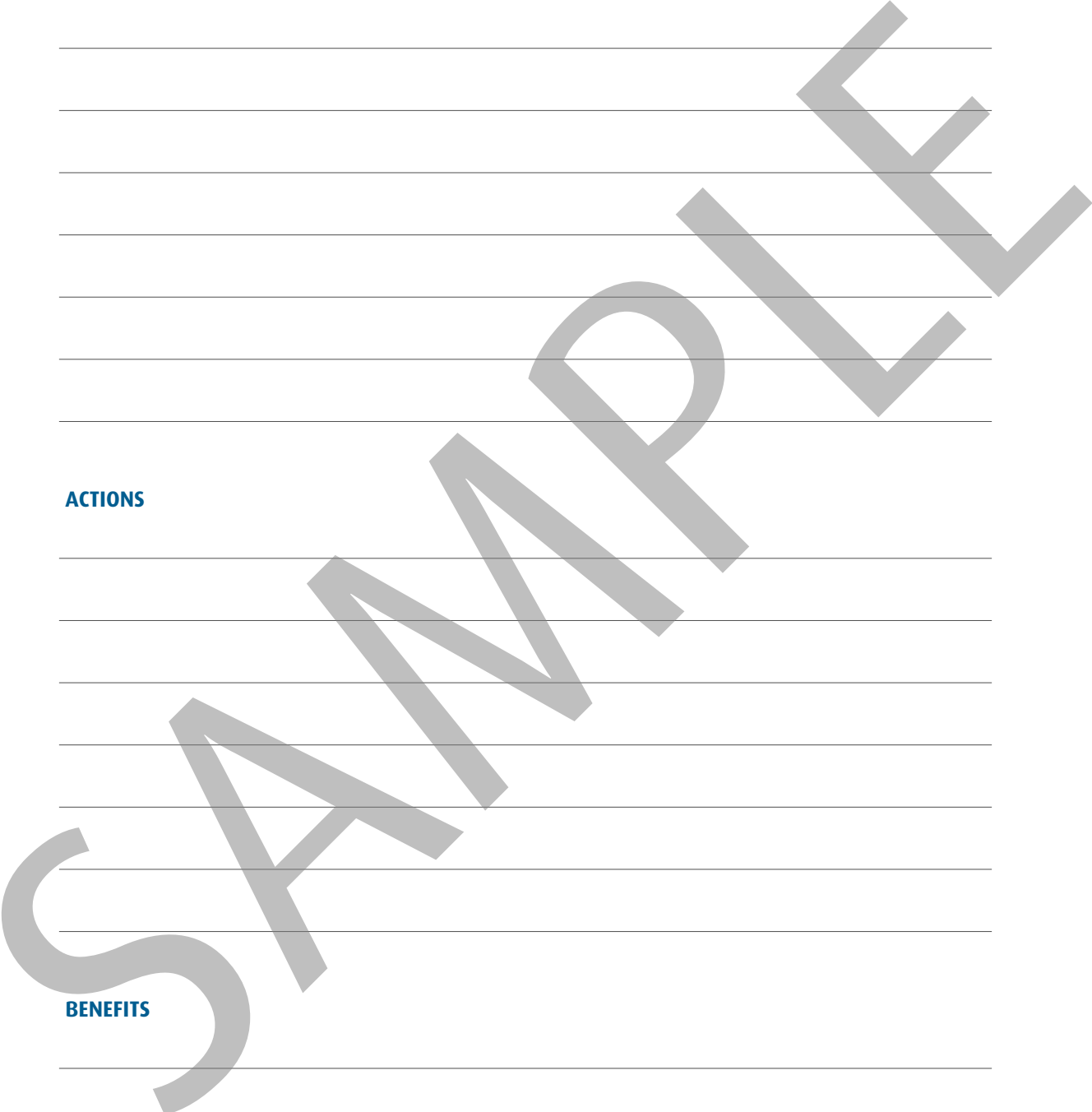
MANAGER CATEGORY - ACTION PLAN

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

INSIGHTS

ACTIONS

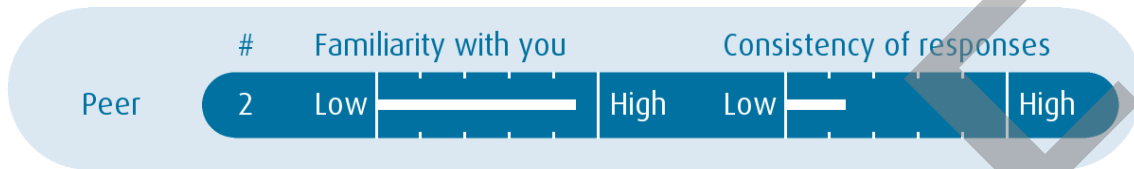
BENEFITS



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 leadership behaviours as 4.5 out of 5. This means that on average raters in this category are highly familiar with your leadership behaviours. Take action based on their feedback.

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 action to take on the basis of your results and validate these actions (one-on-one) with your raters before implementation.

Results at a Glance

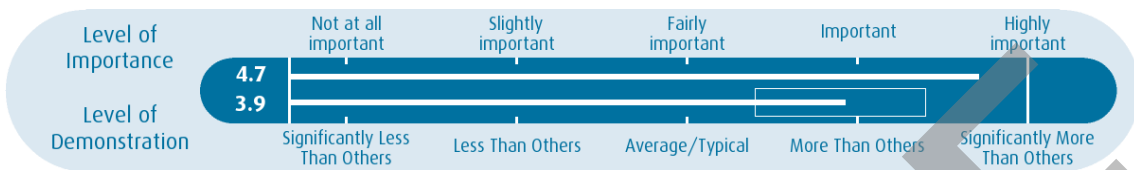
Your overall results for each of the six emotionally intelligent leadership competencies are summarised on the next page. Each graph shows the average response given by raters in the Peer category to the questions that measure each competency. More detailed item results are presented in the subsequent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

"Lead me, follow me, or get out of my way."

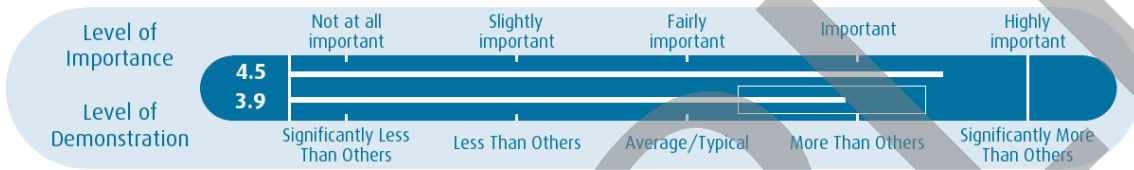
- Seneca

RESULTS FOR PEER CATEGORY

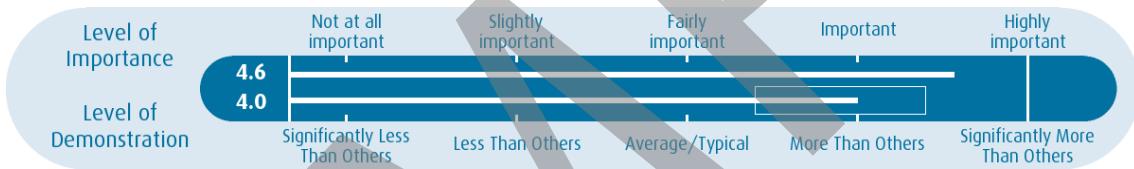
Self-Awareness



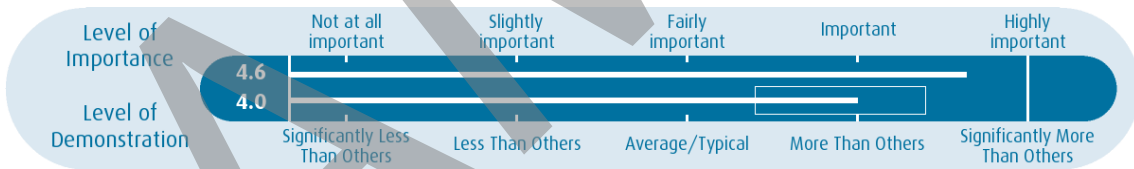
Awareness Of Others



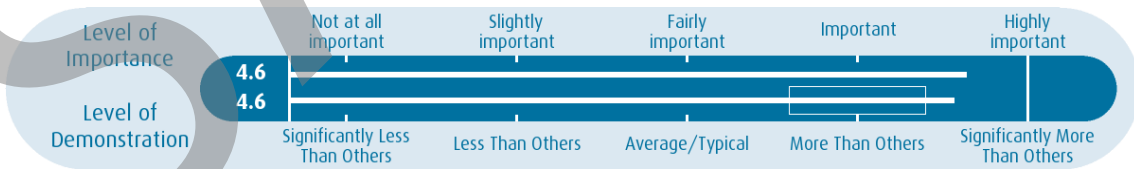
Authenticity



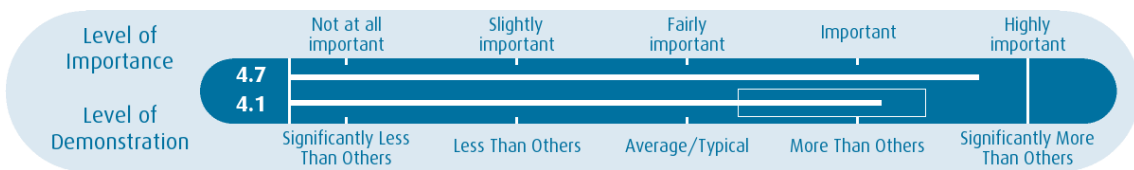
Emotional Reasoning



Self-Management



Inspiring Performance



PEER CATEGORY

Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	5.0	4.0	1.0	↔
2. Is aware of their strengths and limitations.	4.5	4.0	0.5	↔
3. Ask others for feedback on their leadership.	4.0	3.0	1.0	↔
4. Responds effectively to feedback provided to them.	5.0	4.0	1.0	↔
5. Is consistent in what they say and do.	5.0	4.5	0.5	↔
6. Behaves in a way that is consistent with how they expect others to behave.	5.0	4.0	1.0	↔
7. Demonstrates awareness of their mood and emotions.	4.5	4.0	0.5	↔

Awareness Of Others	I	D	d	BM
1. Makes others feel appreciated.	5.0	4.0	1.0	↔
2. Adjusts their style so that it fits well with others.	3.5	3.5	✓	↔
3. Notices when someone needs support and responds effectively.	4.5	4.0	0.5	↔
4. Accurately views situations from the perspective of others.	4.5	3.5	1.0	↔
5. Acknowledges the views and opinions of others.	5.0	3.5	1.5	↓
6. Accurately anticipates responses or reactions from others.	4.0	4.5	✓	↑
7. Balances achieving results with others' needs.	5.0	4.5	0.5	↑

Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	4.5	4.5	✓	↑
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	4.0	3.5	0.5	↔
3. Facilitates robust, open debate.	4.5	3.5	1.0	↔
4. Is open and honest about mistakes.	5.0	4.0	1.0	↔
5. Honours commitments and keeps promises.	5.0	4.5	0.5	↑
6. Encourages others to put forward their thoughts, feelings and opinions.	4.5	4.0	0.5	↔
7. Responds effectively when challenged.	4.5	4.0	0.5	↔

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

PEER CATEGORY

Emotional Reasoning	I	D	d	BM
1. Consults others in decision-making.	4.0	3.5	0.5	↓
2. Explains the rationale behind decisions made.	4.5	4.0	0.5	↔
3. Involves you in decisions that affect your work.	5.0	4.0	1.0	↔
4. Considers issues from multiple perspectives.	5.0	4.5	0.5	↑
5. Takes the bigger picture into account when decision-making.	5.0	4.5	0.5	↑
6. Reflects on feelings when decision-making.	4.0	3.0	1.0	↓
7. Makes ethical decisions.	5.0	4.5	0.5	↑

Self-Management	I	D	d	BM
1. Manages their emotions effectively in difficult situations.	4.5	4.5	✓	↑
2. Demonstrates a positive, energising demeanour.	4.5	3.5	1.0	↓
3. Manages their time effectively.	4.5	4.5	✓	↑
4. Learns from mistakes.	5.0	4.5	0.5	↑
5. Keeps up to date with industry trends and market conditions.	4.5	5.0	✓	↑
6. Strives to improve their own performance.	5.0	5.0	✓	↑
7. Quickly adapts to new circumstances.	4.5	5.0	✓	↑

Inspiring Performance	I	D	d	BM
1. Provides useful support and guidance.	4.5	4.0	0.5	↔
2. Provides constructive feedback on behaviour and performance.	4.5	4.0	0.5	↔
3. Helps you understand your purpose and contribution to the organisation.	5.0	4.0	1.0	↔
4. Notices inappropriate behaviour in others and responds effectively.	5.0	4.5	0.5	↑
5. Maintains a positive work environment.	5.0	4.5	0.5	↑
6. Helps facilitate your development and advance your career.	4.5	4.0	0.5	↔
7. Recognises others' hard work and achievements.	4.5	4.0	0.5	↔

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

PEER FEEDBACK

The feedback below has been provided by the people you 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 highly effective leader, she is very aware of her impact on others and the needs of her team. Sally is aware of her limitations and is not afraid to say she doesn't know something. Whilst she is aware of her strengths I believe that at times she could be more confident in these and could tap into them even more. Sally is a strong leader that likes her team to have confidence in her, she regularly demonstrates resilience in her leadership."

Self-Awareness: "Sally has a high degree of impact on the team. Her direct nature and performance expectations may seem a little intimidating to those below her level. I have noticed a change towards a more friendly and approachable style to the team in general. I believe this has had a positive impact on the team's perception of her leadership style."

Awareness Of Others: "Responses were based on an overall team perspective but if this was to be focussed on her direct team only, I would have marked Sally higher on some of these questions."

Awareness Of Others: "Sally is very considerate of others and will reach out if she observes that someone needs assistance. She is also exceptionally responsive if team members reach out to her. In her role Sally is sometimes strongly challenged by other team members, which she handles well in the moment. She works hard at balancing what she needs to deliver and how team members need to hear it and understand what their obligations are."

Authenticity: "Sally has a high level of integrity and is extremely authentic. She is an open and honest person and appreciates that in others."

Authenticity: "Sally is good at sharing thoughts and opinions but not so strong when it comes to sharing her feelings."

Emotional Reasoning: "Sally is a very effective decision maker. She has a great balance of seeking consultation and feedback when required but also being able to make independent decisions as is often required in her role. Sally is a highly ethical individual."

Emotional Reasoning: "Sally may be confident in her knowledge and assessment of a situation that she can make decisions particularly from a financial perspective without consulting the direct manager responsible. Example of this was the allocation of funds to pay for the MegaCorp project without discussing it with the manager of the budget impacted. However, in areas that are not her primary responsibility she will reach out to that manager for assistance."

Self-Management: "I think that Sally manages her emotions too well, so that it can be difficult to understand how she is feeling."

Self-Management: "Sally always manages her emotions in the moment no matter how stressful. At times she is frustrated following the moments and she expresses this privately, however she quickly takes stock of the situation and adapts to the changing environment."

PEER FEEDBACK

Inspiring Performance: “Sally is fantastic to work with, she understands the business and the ever-changing landscape. If she doesn’t know something she will always seek information. She is extremely supportive and will always acknowledge the success of others but will also give feedback in a constructive manner if she thinks a situation could be improved.”

INSIGHTS

ACTIONS

BENEFITS

RESULTS FOR DIRECT REPORT CATEGORY

Rater Information

The table below lists the total number of raters in the Direct Report 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 leadership behaviours as 3.75 out of 5. This means that on average raters in this category have some contact with you and are familiar with your leadership behaviours. 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 action to take on the basis of your results and validate these actions (one-on-one) with your raters before implementation.

Results at a Glance

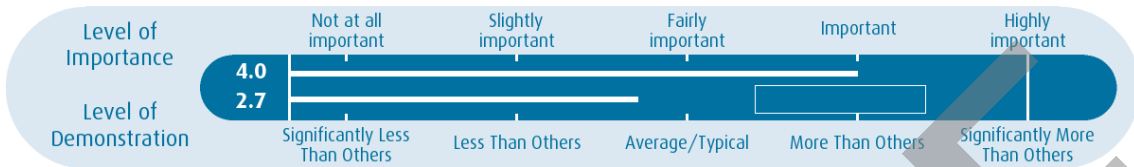
Your overall results for each of the six emotionally intelligent leadership competencies are summarised on the next page. Each graph shows the average response given by raters in the Direct Report category to the questions that measure each competency. More detailed item results are presented in the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

"We found that for leaders to make something great, their ambition has to be for the greatness of the work and the company, rather than for themselves."

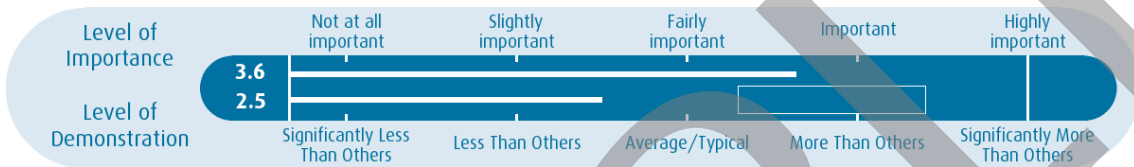
- Reverend Theodore Hesburgh

RESULTS FOR DIRECT REPORT CATEGORY

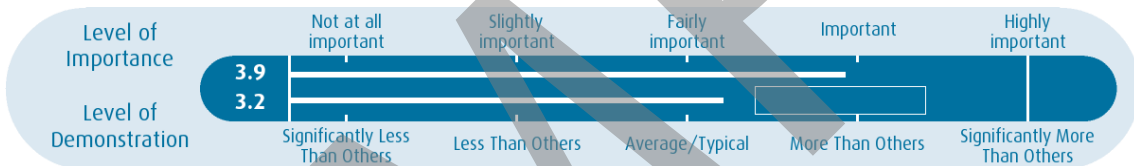
Self-Awareness



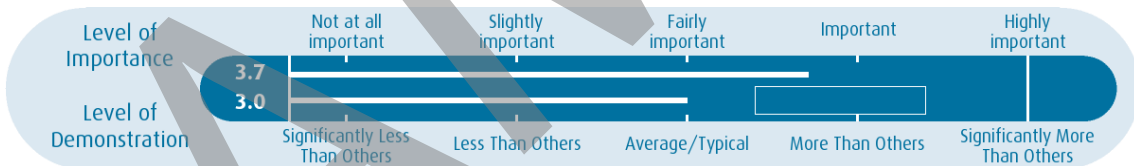
Awareness Of Others



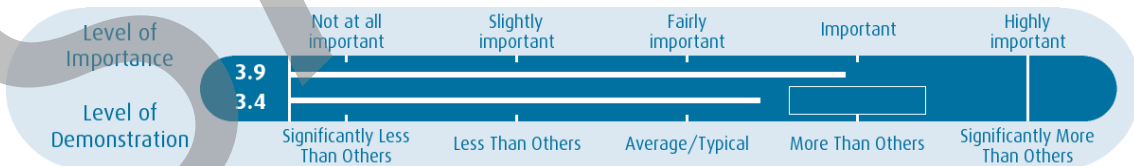
Authenticity



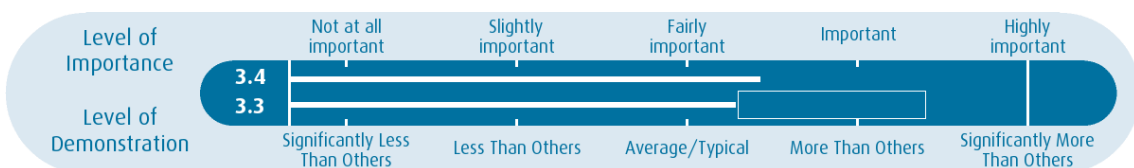
Emotional Reasoning



Self-Management



Inspiring Performance



DIRECT REPORT CATEGORY

Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	4.5	2.5	2.0	↓
2. Is aware of their strengths and limitations.	4.5	4.0	0.5	↔
3. Ask others for feedback on their leadership.	3.5	1.0	2.5	↓
4. Responds effectively to feedback provided to them.	4.0	3.0	1.0	↓
5. Is consistent in what they say and do.	3.5	2.5	1.0	↓
6. Behaves in a way that is consistent with how they expect others to behave.	4.0	2.5	1.5	↓
7. Demonstrates awareness of their mood and emotions.	4.0	3.5	0.5	↔

Awareness Of Others	I	D	d	BM
1. Makes others feel appreciated.	4.0	2.5	1.5	↓
2. Adjusts their style so that it fits well with others.	3.0	2.0	1.0	↓
3. Notices when someone needs support and responds effectively.	3.0	2.5	0.5	↓
4. Accurately views situations from the perspective of others.	4.0	3.0	1.0	↓
5. Acknowledges the views and opinions of others.	4.0	3.0	1.0	↓
6. Accurately anticipates responses or reactions from others.	4.0	2.5	1.5	↓
7. Balances achieving results with others' needs.	3.5	2.0	1.5	↓

Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	3.5	3.0	0.5	↓
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	3.0	2.5	0.5	↓
3. Facilitates robust, open debate.	4.5	4.0	0.5	↔
4. Is open and honest about mistakes.	4.0	3.0	1.0	↓
5. Honours commitments and keeps promises.	4.5	3.5	1.0	↓
6. Encourages others to put forward their thoughts, feelings and opinions.	4.5	3.5	1.0	↓
7. Responds effectively when challenged.	3.5	3.0	0.5	↓

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

DIRECT REPORT CATEGORY

Emotional Reasoning	I	D	d	BM
1. Consults others in decision-making.	3.5	2.5	1.0	↓
2. Explains the rationale behind decisions made.	3.5	2.5	1.0	↓
3. Involves you in decisions that affect your work.	3.0	2.5	0.5	↓
4. Considers issues from multiple perspectives.	3.5	3.5	✓	↓
5. Takes the bigger picture into account when decision-making.	4.5	3.5	1.0	↓
6. Reflects on feelings when decision-making.	3.5	2.5	1.0	↓
7. Makes ethical decisions.	4.5	4.0	0.5	↔

Self-Management	I	D	d	BM
1. Manages their emotions effectively in difficult situations.	4.0	4.0	✓	↔
2. Demonstrates a positive, energising demeanour.	4.0	2.5	1.5	↓
3. Manages their time effectively.	3.5	3.0	0.5	↓
4. Learns from mistakes.	4.0	3.0	1.0	↓
5. Keeps up to date with industry trends and market conditions.	4.5	4.5	✓	↑
6. Strives to improve their own performance.	3.5	3.5	✓	↓
7. Quickly adapts to new circumstances.	4.0	3.5	0.5	↓

Inspiring Performance	I	D	d	BM
1. Provides useful support and guidance.	3.0	4.0	✓	↔
2. Provides constructive feedback on behaviour and performance.	4.5	4.5	✓	↑
3. Helps you understand your purpose and contribution to the organisation.	3.5	3.0	0.5	↓
4. Notices inappropriate behaviour in others and responds effectively.	3.0	3.0	✓	↓
5. Maintains a positive work environment.	3.5	2.5	1.0	↓
6. Helps facilitate your development and advance your career.	3.0	3.0	✓	↓
7. Recognises others' hard work and achievements.	3.5	3.0	0.5	↓

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



"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

- Maya Angelou

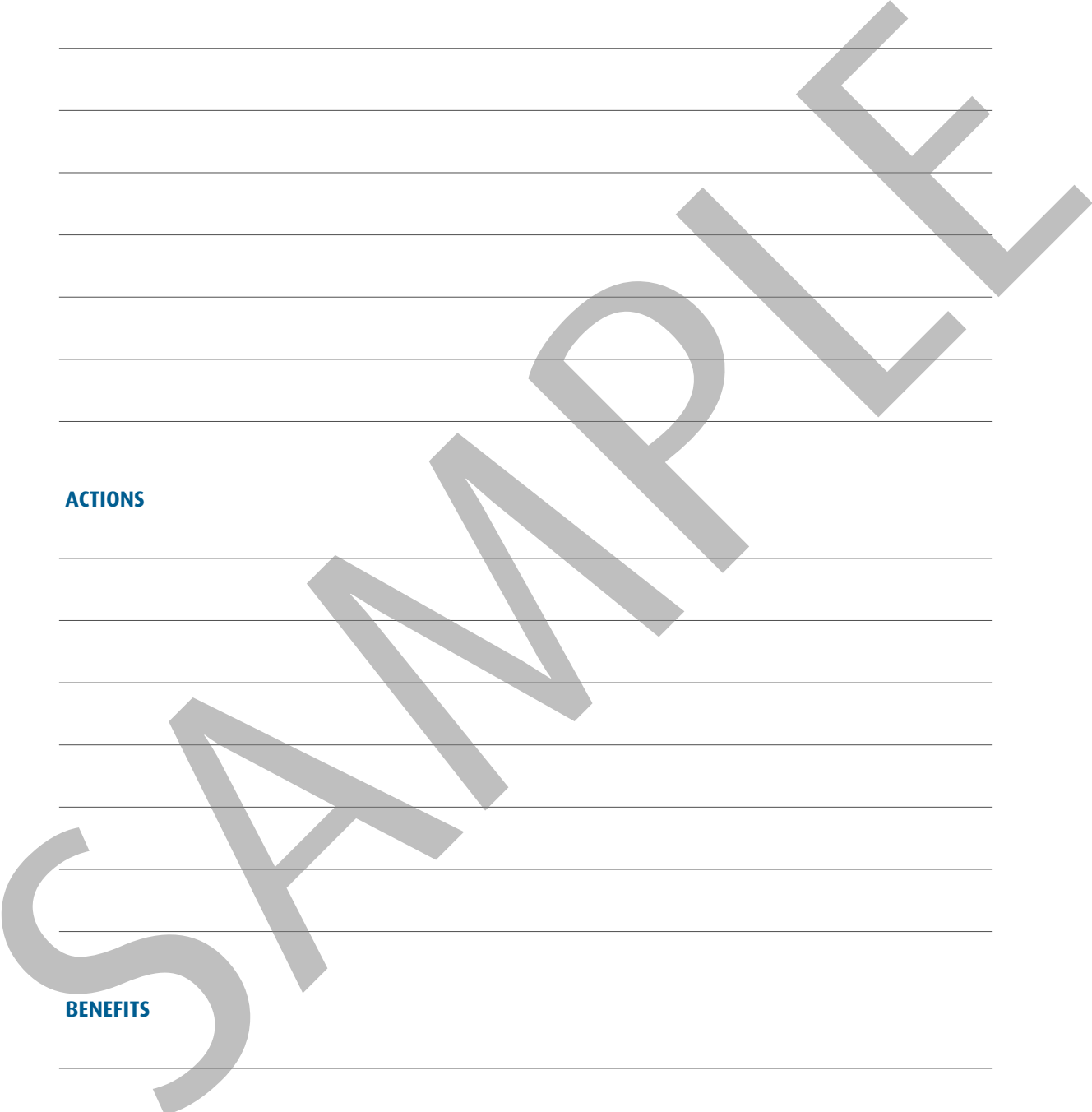
DIRECT REPORT CATEGORY - ACTION PLAN

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

INSIGHTS

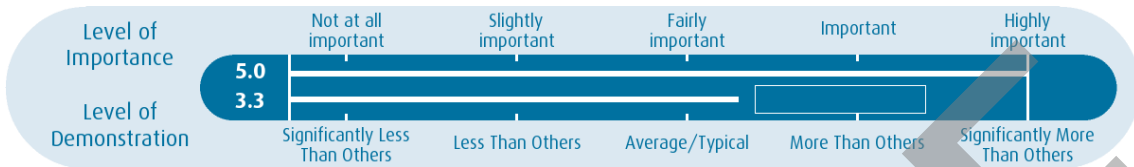
ACTIONS

BENEFITS

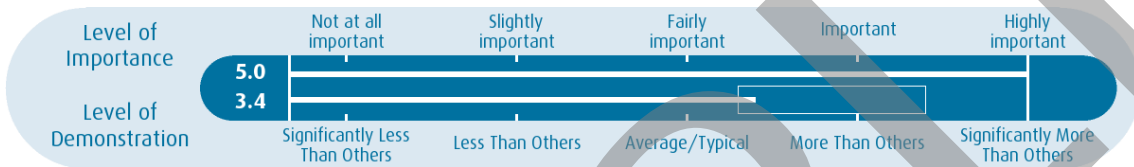


YOUR SELF ASSESSMENT RESULTS

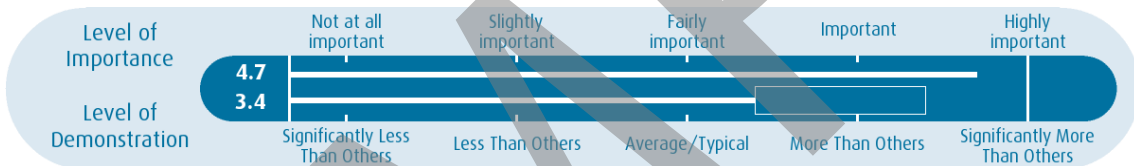
Self-Awareness



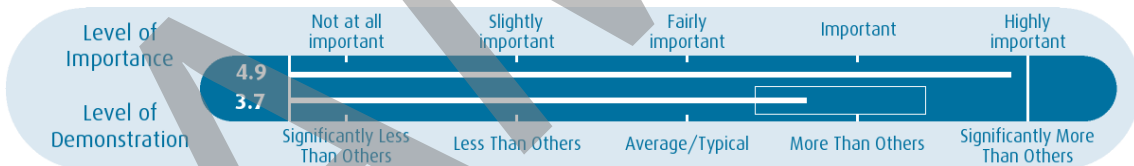
Awareness Of Others



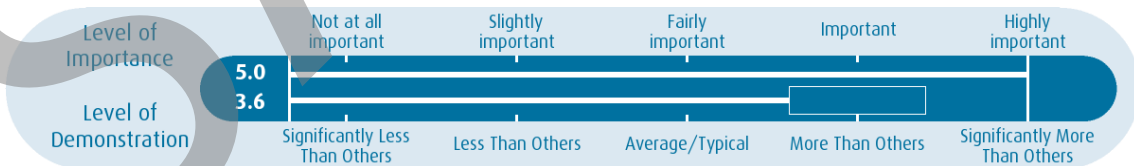
Authenticity



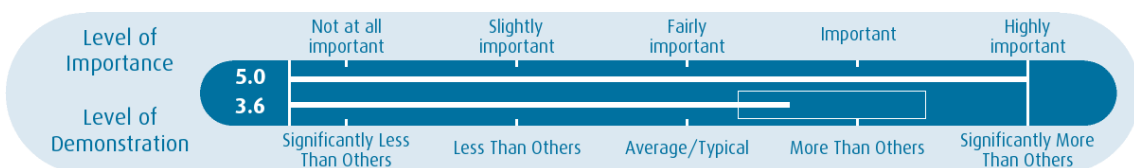
Emotional Reasoning



Self-Management



Inspiring Performance



YOUR DETAILED RESULTS

Self-Awareness	I	D	d	BM
1. Understanding the impact your behaviour has on others.	5	3	2	↓
2. Being aware of your strengths and limitations.	5	4	1	↔
3. Asking others for feedback on your leadership.	5	3	2	↔
4. Responding effectively to feedback provided to you.	5	4	1	↔
5. Being consistent in what you say and do.	5	3	2	↓
6. Behaving in a way that is consistent with how you expect others to behave.	5	4	1	↔
7. Demonstrating awareness of your moods and emotions.	5	2	3	↓

Awareness Of Others	I	D	d	BM
1. Making others feel appreciated.	5	4	1	↔
2. Adjusting your style so that it fits well with others.	5	4	1	↔
3. Noticing when someone needs support and responding effectively.	5	4	1	↔
4. Accurately viewing situations from the perspective of others.	5	3	2	↓
5. Acknowledging the views and opinions of others.	5	3	2	↓
6. Accurately anticipating responses or reactions from others.	5	3	2	↓
7. Balancing achieving results with others' needs.	5	3	2	↓

Authenticity	I	D	d	BM
1. Being open about your thoughts, feelings and opinions.	4	3	1	↓
2. Expressing thoughts and feelings in a way that is sensitive to those of others.	5	2	3	↓
3. Facilitating robust, open debate.	4	4	✓	↔
4. Being open and honest about mistakes.	5	4	1	↔
5. Honouring commitments and keeping promises.	5	4	1	↔
6. Encouraging others to put forward their thoughts, feelings and opinions.	5	4	1	↔
7. Responding effectively when challenged.	5	3	2	↓

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

YOUR DETAILED RESULTS

Emotional Reasoning	I	D	d	BM
1. Consulting others in decision-making.	5	3	2	↓
2. Explaining the rationale behind decisions you make.	5	3	2	↓
3. Involving others in decisions that affect their work.	5	4	1	↔
4. Considering issues from multiple perspectives.	5	4	1	↔
5. Taking the bigger picture into account when decision-making.	5	5	✓	↑
6. Reflecting on feelings when decision-making.	4	3	1	↓
7. Making ethical decisions.	5	4	1	↔

Self-Management	I	D	d	BM
1. Effectively managing your emotions in difficult situations.	5	3	2	↓
2. Demonstrating a positive, energising demeanour.	5	3	2	↓
3. Managing your time effectively.	5	4	1	↔
4. Learning from your mistakes.	5	4	1	↔
5. Keeping up to date with industry trends and market conditions.	5	3	2	↓
6. Striving to improve your performance.	5	4	1	↔
7. Quickly adapting to new circumstances.	5	4	1	↔

Inspiring Performance	I	D	d	BM
1. Providing useful support and guidance.	5	4	1	↔
2. Providing constructive feedback on behaviour and performance.	5	3	2	↓
3. Helping others understand their purpose and contribution to the organisation.	5	3	2	↓
4. Noticing inappropriate behaviour in others and responding effectively.	5	3	2	↓
5. Maintaining a positive work environment.	5	4	1	↔
6. Helping facilitate others' development and advancing their careers.	5	4	1	↔
7. Recognising others' hard work and achievements.	5	4	1	↔

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

RESPONDING TO YOUR FEEDBACK

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

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



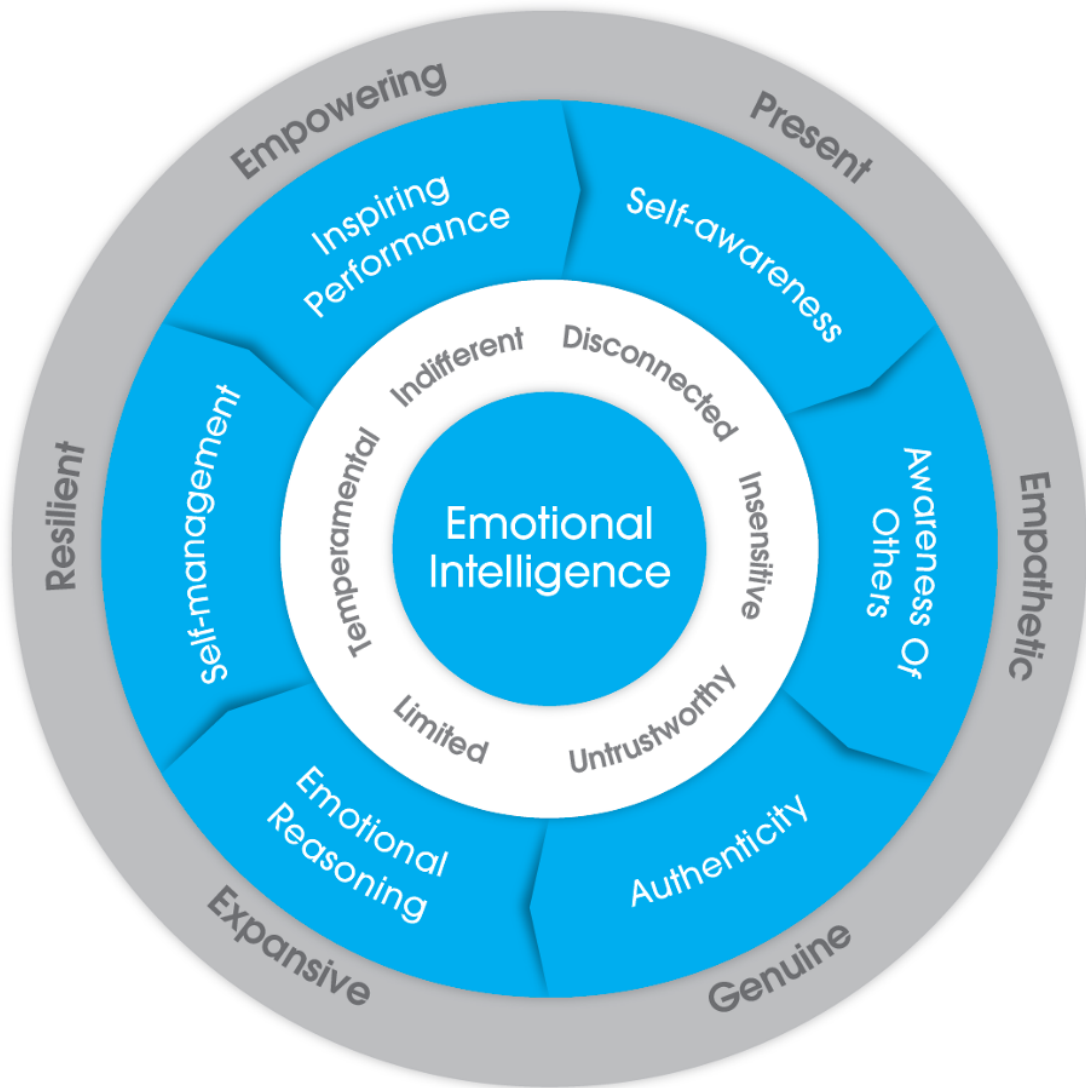
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A series of 20 horizontal lines spaced evenly down the page, providing a template for handwriting practice.



A series of 20 horizontal lines spaced evenly down the page, providing a template for handwriting practice.



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