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INTERNATIONAL



# SELF

## EMOTIONALLY INTELLIGENT LEADERSHIP REPORT

*Sally Sample*

1 January 2021

Strictly Confidential

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## **ABOUT THIS REPORT**

This report presents the results of a self assessment for Sally Sample that reflects how well Sally demonstrates 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 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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We help leaders facilitate high performance in organisations. To learn more about our unique approach and the improvements we are generating in terms of productivity, profitability and customer loyalty, visit our website:

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# CONTENTS

<b>INTRODUCTION</b>	<b>2</b>
<b>ABOUT THE SURVEY</b>	<b>4</b>
<b>RESULTS AT A GLANCE</b>	<b>6</b>
<b>SELF-AWARENESS</b>	<b>8</b>
<b>AWARENESS OF OTHERS</b>	<b>10</b>
<b>AUTHENTICITY</b>	<b>12</b>
<b>EMOTIONAL REASONING</b>	<b>14</b>
<b>SELF-MANAGEMENT</b>	<b>16</b>
<b>INSPIRING PERFORMANCE</b>	<b>18</b>
<b>FEEDBACK TIPS AND TECHNIQUES</b>	<b>20</b>

## INTRODUCTION

Leaders in business looking to improve their organisation's performance can do so by improving their emotional intelligence: that is, their skill at identifying, understanding and influencing emotion.

There is a direct link between the way people feel and the way they perform at work. This is one of the most robust and consistent findings in organisational research. 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 organisations people feel significantly more fearful, stressed, disempowered and uncertain.

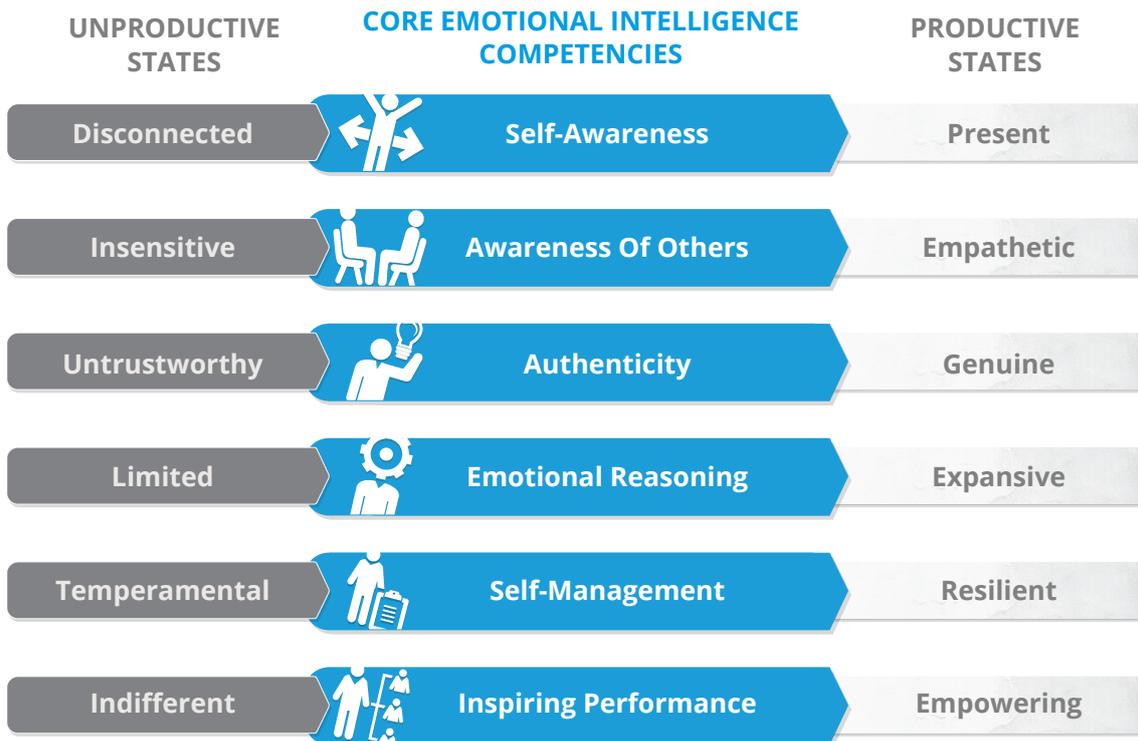
Leadership is fundamentally about facilitating performance. Research has proven that a leader's emotional intelligence is key to their capacity to facilitate emotions in others that drive high performance and employee engagement. This is more than just a moral compass; it's also a recipe for success. Organisations with emotionally intelligent leaders achieve a critical lever of sustainable competitive advantage: a high performance culture and customer loyalty.

This report will provide you with insight into emotionally intelligent leadership competencies that are likely to be very important to the performance of your people. It will also provide you with insight into how well you believe you demonstrate them. Emotionally intelligent leadership competencies are based on emotional intelligence. They reflect what leaders do with their emotional intelligence in the leadership of people.

If you would like to further validate the results presented in this report you can ask others for feedback and perspective. Tips on how to ask for and effectively respond to this feedback are provided at the back of this report. Alternatively, you can ask your employer or Genos to conduct a 360-degree survey for you. In the Genos 360-degree survey you can invite other people, such as your manager, peers and/or direct reports, to complete the survey. Email [support@genosinternational.com](mailto:support@genosinternational.com) if you would like to initiate a 360-degree survey.

## 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.



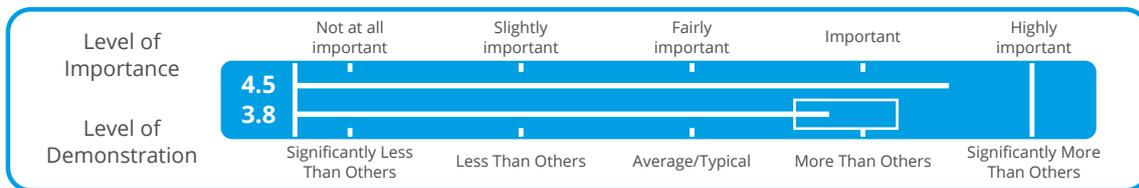
The competencies, in blue on the model above, help leaders “be” the productive being states on the right side of the model, as opposed to the unproductive being states, that we can all be at times, on the left side of the model.

## ABOUT THE SURVEY

The Genos emotionally intelligent leadership survey measures how well you believe 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 you believe the competencies are in leading others has been established by the survey. When you completed the survey you were asked to indicate:

- (a) How important you believe it is that you display the competencies in question and
- (b) How well you believe you demonstrate the leadership competencies 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).

If your score (represented by the horizontal bar) is:

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

The responses you made to each of the questions measuring the competencies of the model are also presented. Discrepancies between Importance and Demonstration at the item level are highlighted in a traffic light methodology, as described on the following page.



Scores for importance that are equal to or lower than scores for demonstration are considered to be aligned. These could be your strengths.



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



Scores for importance that are two or more higher than demonstrated are significantly misaligned. Focused attention and actions should be taken to close these gaps.

Your self-assessed results, presented in this report, provide insight into how well you believe you demonstrate the skills and behaviours of the competencies measured. Use this insight to reflect on your strengths and consider how you might leverage these in leading others. Also use it to reflect on opportunities for improvement and consider actions you might take to improve your leadership.

#### Item Results Example

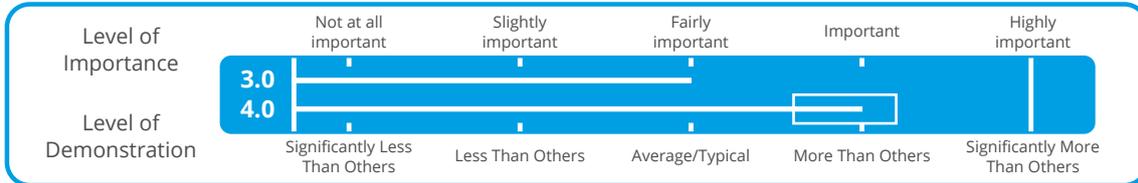
Self-Awareness	I	D	d
1. Understanding the impact your behaviour has on others.	4	2	2
2. Being aware of your strengths and limitations.	5	3	2
3. Asking others for feedback on your leadership.	4	5	✓

If your Level of Demonstration result for a given item is greater than the Level of Importance result, a green circle with a tick inside it is presented. Research suggests that the better you demonstrate the behaviours of the survey the more effective your leadership 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.

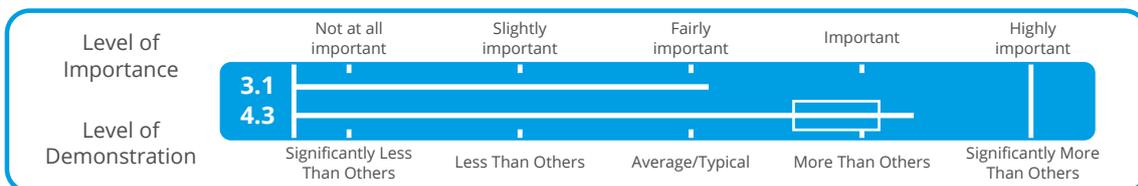
## RESULTS AT A GLANCE

Your overall results for each of the six emotionally intelligent leadership competencies are summarised on this page. These results represent your average response to the questions measuring each competency. More detailed item results are presented in the subsequent pages.

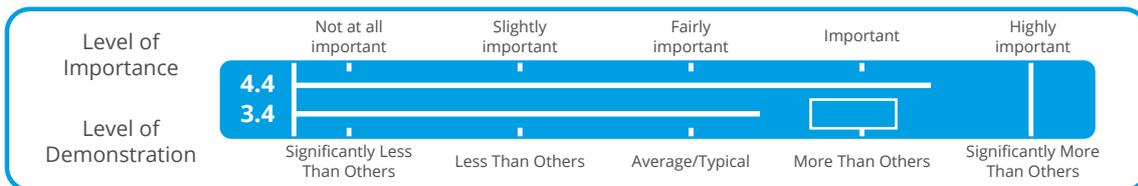
### Self-Awareness



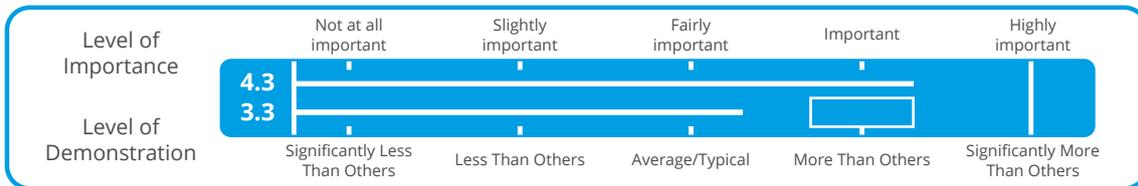
### Awareness Of Others



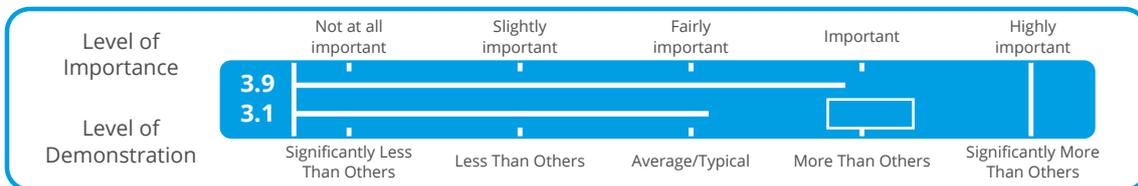
### Authenticity



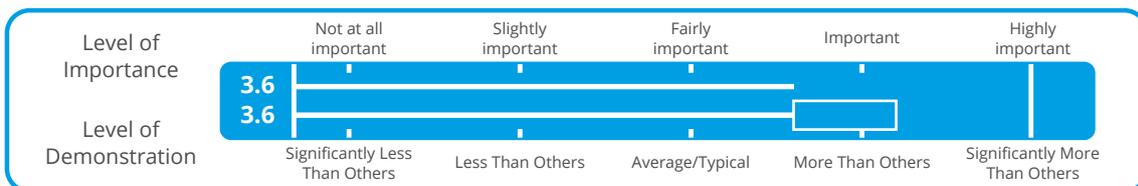
### Emotional Reasoning



### Self-Management



### Inspiring Performance





***“While successful businesses must focus on market penetration, product differentiation, shareholder return and customer loyalty, those that really succeed are those that balance employee needs with these other factors. Ultimately, how people feel about their work and their connection to it drive these business outcomes.”***

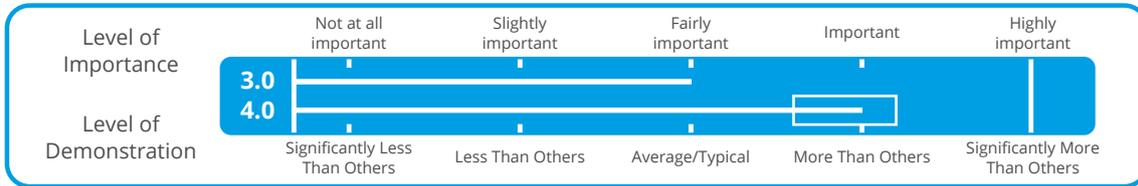
***- Jon Katzenbach***





## SELF-AWARENESS

Self-Awareness is about being aware of the behaviour you demonstrate, your strengths and limitations, and the impact you have on others. Your overall results for Self-Awareness are shown below.



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

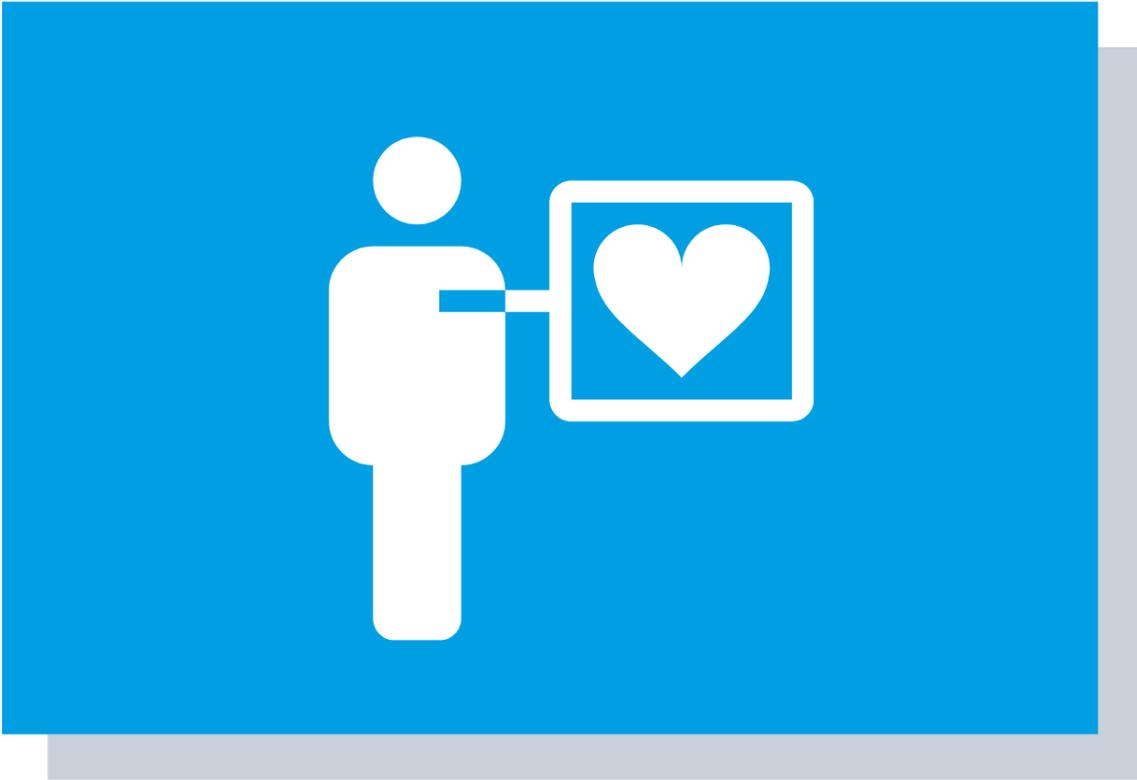
Self-Awareness	I	D	d
1. Understanding the impact your behaviour has on others.	4	4	✓
2. Being aware of your strengths and limitations.	5	5	✓
3. Asking others for feedback on your leadership.	3	3	✓
4. Responding effectively to feedback provided to you.	2	3	✓
5. Being consistent in what you say and do.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

### KEY

I = Level of Importance

D = Level of Demonstration

d = Difference



*"Your vision will become clear only when you look into your heart.  
Who looks outside dreams. Who looks inside awakens."*

*- Carl Gustav Jung*

#### INSIGHTS



#### ACTIONS



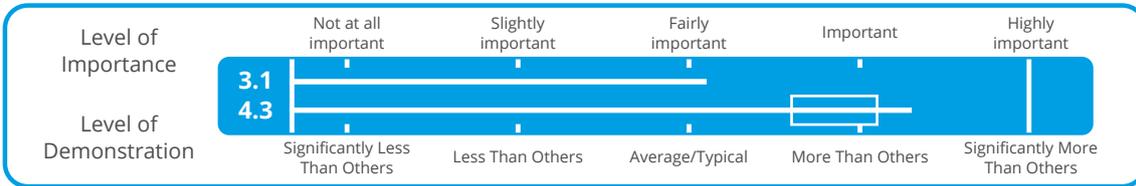
#### BENEFITS





## AWARENESS OF OTHERS

Awareness of Others is about noticing and acknowledging others, ensuring others feel valued and adjusting one's own style to best fit with others. Your overall results for Awareness Of Others are shown below.



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

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

### KEY

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

#### INSIGHTS



#### ACTIONS

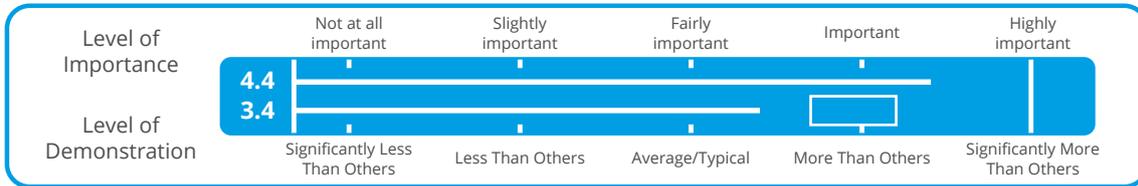


#### BENEFITS



## AUTHENTICITY

Authenticity is about openly and effectively expressing oneself, honouring commitments and encouraging this behaviour in others. Your overall results for Authenticity are shown below.



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

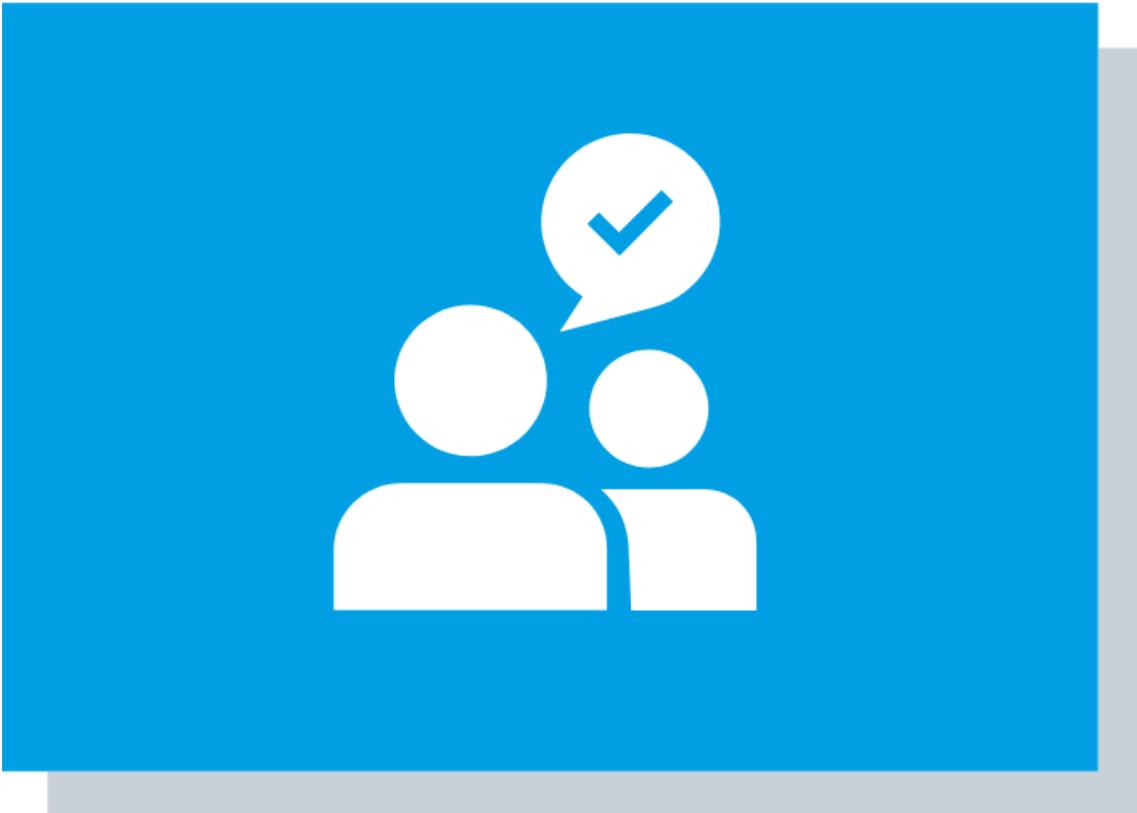
Authenticity	I	D	d
1. Being open about your thoughts, feelings and opinions.	3	4	✓
2. Expressing thoughts and feelings in a way that is sensitive to those of others.	4	4	✓
3. Facilitating robust, open debate.	5	3	2
4. Being open and honest about mistakes.	5	3	2
5. Honouring commitments and keeping promises.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

### KEY

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*“Authenticity is the alignment of head, mouth, heart, and feet - thinking, saying, feeling, and doing the same thing - consistently. This builds trust, and followers love leaders they can trust.”*

*- Lance Secretan*

**INSIGHTS**



**ACTIONS**



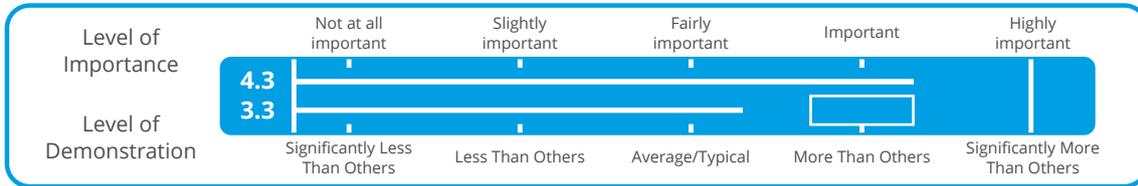
**BENEFITS**





## EMOTIONAL REASONING

Emotional Reasoning is about using the information in feelings (from oneself and others) and combining it with other facts and information when decision-making. Your overall results for Emotional Reasoning are shown below.



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

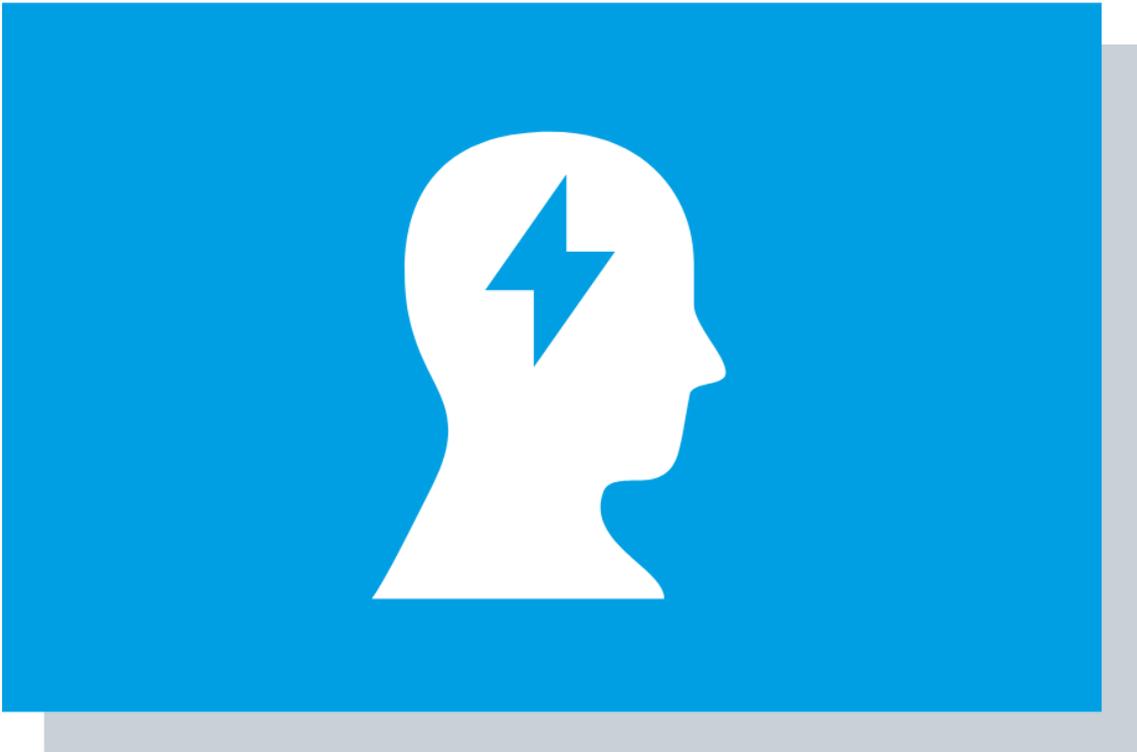
Emotional Reasoning	I	D	d
1. Consulting others in decision-making.	4	3	1
2. Explaining the rationale behind decisions you make.	5	3	2
3. Involving others in decisions that affect their work.	4	3	1
4. Considering issues from multiple perspectives.	4	3	1
5. Taking the bigger picture into account when decision-making.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

### KEY

I = Level of Importance

D = Level of Demonstration

d = Difference



*"We know too much and feel too little of those emotions from which a good life springs."*

*- Bertrand Russell*

#### INSIGHTS



#### ACTIONS

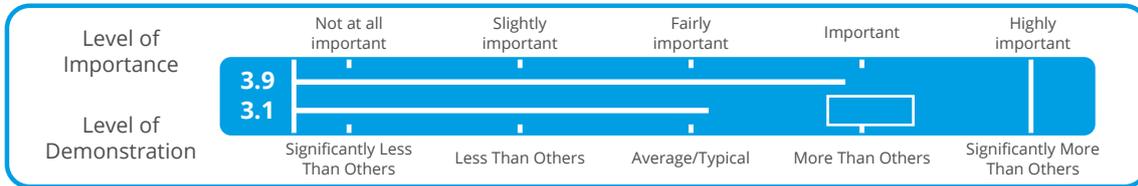


#### BENEFITS



## SELF-MANAGEMENT

Self-Management is about managing one's own mood and emotions; time and behaviour; and continuously improving oneself. Your overall results for Self-Management are shown below.



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

Self-Management	I	D	d
1. Effectively managing your emotions in difficult situations.	5	2	3
2. Demonstrating a positive, energising demeanour.	3	3	✓
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.	3	3	✓
6. Striving to improve your performance.	4	3	1
7. Quickly adapting to new circumstances.	2	3	✓

### KEY

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*"The greatest glory in living lies not in never falling, but in rising every time we fall."*

*- Nelson Mandela*

#### INSIGHTS



#### ACTIONS



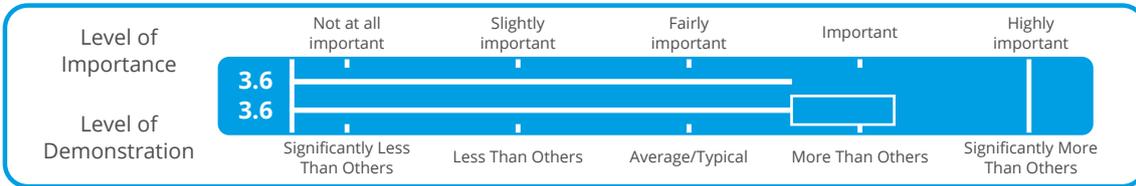
#### BENEFITS





## INSPIRING PERFORMANCE

Inspiring Performance is about facilitating high performance in others through problem solving, promoting, recognising and supporting others' work. Your overall results for Inspiring Performance are shown below.



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

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

### KEY

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*"You have to set goals that are almost out of reach. If you set a goal that is attainable without much work or thought, you are stuck with something below your true talent and potential."*

*- Steve Garvey*

#### INSIGHTS



#### ACTIONS



#### BENEFITS

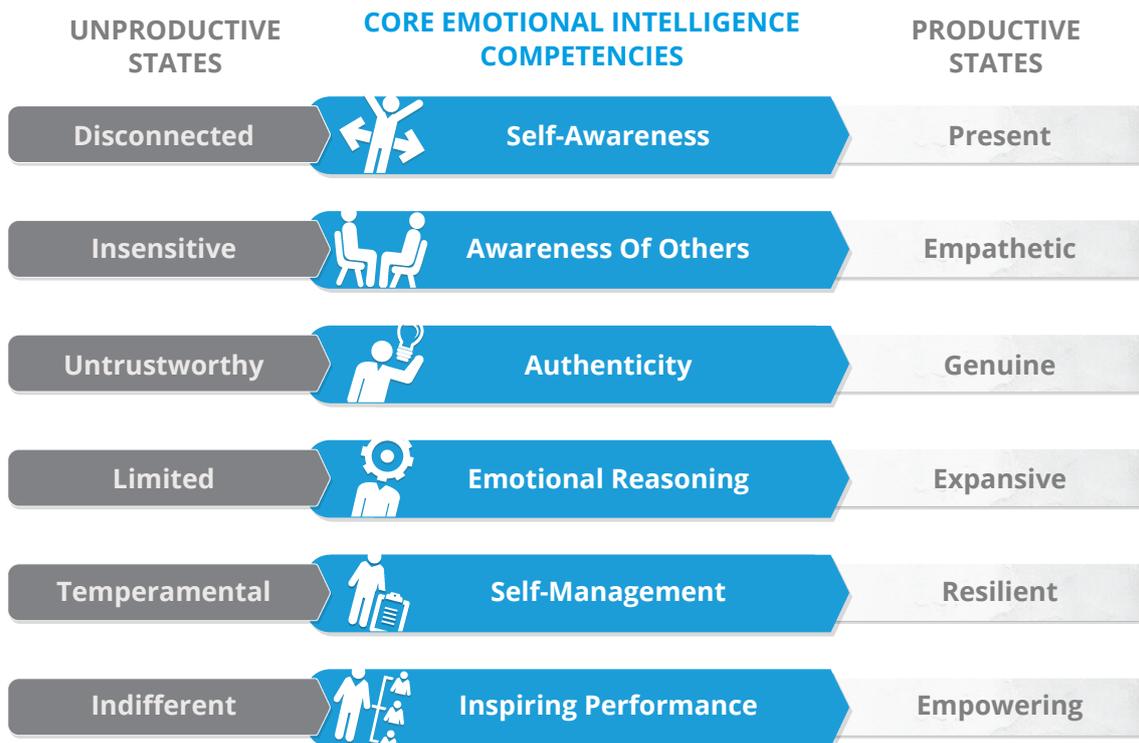


## FEEDBACK TIPS AND TECHNIQUES

To obtain good quality feedback from others on your emotional intelligence and effectively respond to it, consider the tips and techniques presented below.

1. Give the person from whom you want feedback the topic or concept you would like to discuss, i.e. emotional intelligence. Provide them with an overview of the model and type of skills and behaviours associated with it.
2. Let the person know that you would like feedback on this topic in terms of (a) what you do well and (b) what you could do more of or do more effectively. These two elements of feedback are important.
3. Give people time to prepare. Provide people with at least a couple of days notice so they can prepare their feedback. Give them the topic and framework questions to help create a structured and considered discussion.
4. When you are in the feedback session ask the person to be specific where possible and to provide examples.
5. When giving feedback, people sometimes make quite vague statements, such as, "You could be better at dealing with people". When you hear similar statements, ask probing questions like, "When you say I could be better at dealing with people, what are some specific actions I could be taking?"
6. Do not justify or put things into context. Avoid saying, "Yes, but, because...". Putting things into context can sound defensive and hinder the feedback process. Remember, their perception is their truth. It is not about whether it is right or wrong, it is about understanding how others perceive you.
7. Ask for actions that could be implemented to address the feedback. Say things like, "If you were in my shoes, what would you start doing to address this feedback?"
8. Towards the conclusion of the feedback session be authentic about what you will and will not address. It is important to hear all feedback and not to justify. Equally, you may not agree with everything or think that all things are relevant. Whether you provide rationales for these should be considered in the specific context you are in with the person giving you the feedback.
9. Set a follow-up time to establish progress and review actions implemented. Meeting again with the person 2-3 months later is usually a good timeframe to revisit the conversation and actions taken.
10. Thank them.





**Global Headquarters Sydney**

**Phone:** +61 2 8004 0413

info@genosinternational.com

 [www.genosinternational.com](http://www.genosinternational.com)

 [www.genosinternational.com/linkedin](http://www.genosinternational.com/linkedin)

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