



genos

EMOTIONAL INTELLIGENCE
THE EMOTIONALLY INTELLIGENT LEADER PROFILE REPORT

Paul Example

1 January 2011

Strictly Confidential

ABOUT GENOS

Genos is an international organisation dedicated to helping leaders create workplaces that are meaningful, passionate, and productive. To learn more about us, visit our global website at www.genosinternational.com.

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CONTENTS

ABOUT EMOTIONAL INTELLIGENCE	04
THE GENOS MODEL OF EMOTIONAL INTELLIGENCE	05
INTERPRETING YOUR RESULTS	06
INFORMATION ON RATERS	07
SETTING A GOAL	08
YOUR OVERALL RESULTS AT A GLANCE	10
RESULTS FOR THE SEVEN SKILLS OF EMOTIONAL INTELLIGENCE	
Emotional Self-Awareness (The Present Leader)	12
Emotional Awareness Of Others (The Empathetic Leader)	14
Emotional Expression (The Authentic Leader)	16
Emotional Reasoning (The Expansive Leader)	18
Emotional Self-Management (The Resilient Leader)	20
Emotional Management Of Others (The Empowering Leader)	22
Emotional Self-Control (The Centered Leader)	24
RESULTS FROM YOUR RATERS	
Results From Manager Category	26
Results From Peer Category	28
Results From Direct Report Category	30
LEADERSHIP DEVELOPMENT SMART GOAL	32
QUALITATIVE FEEDBACK	34

ABOUT EMOTIONAL INTELLIGENCE

Emotions have a conscious and unconscious influence on the way we think, behave and perform. This influence can be both productive and unproductive. Emotional Intelligence involves a set of skills that define how effectively we perceive, understand, reason with and manage this influence, within ourselves and others. Research has shown these skills to be integral to effective leadership. Leaders high in emotional intelligence are most effective at building teams, inspiring high performance and generating adaptive, innovative thinking.

Emotions influence decisions

Emotions can contribute to our thinking in purposeful and productive ways. Ask yourself - have you ever decided to not hire someone because something just didn't feel right? Or conversely made a poor hiring decision and wished you had listened to this "intuition" or "gut feel". Being more conscious of your emotions can help you maximise their productive influence, and minimise their unproductive influence, in thinking and decision-making.

Emotions influence behaviour

Emotions influence our behaviour, appearing in our tone of voice, facial expressions and body language. A leader's behaviour has a big impact on others. Being more conscious of emotions and the influence emotions have on behaviour helps leaders become more aware of the impact they have on others and understand why others behave the way they do.

Emotions influence performance

Positive emotions produce positive results. When people feel valued, listened to, cared for, consulted, understood and experienced other such positive emotions, they perform significantly better than when they do not. Being more conscious of how you and others feel, both at the present moment and collectively over time, is the first step to maximising positive emotions and therefore maximising your own and others' performance.

Enhance your leadership - enhance your emotional intelligence

This report has been designed specifically to help you enhance your leadership, via the development of your emotional intelligence.

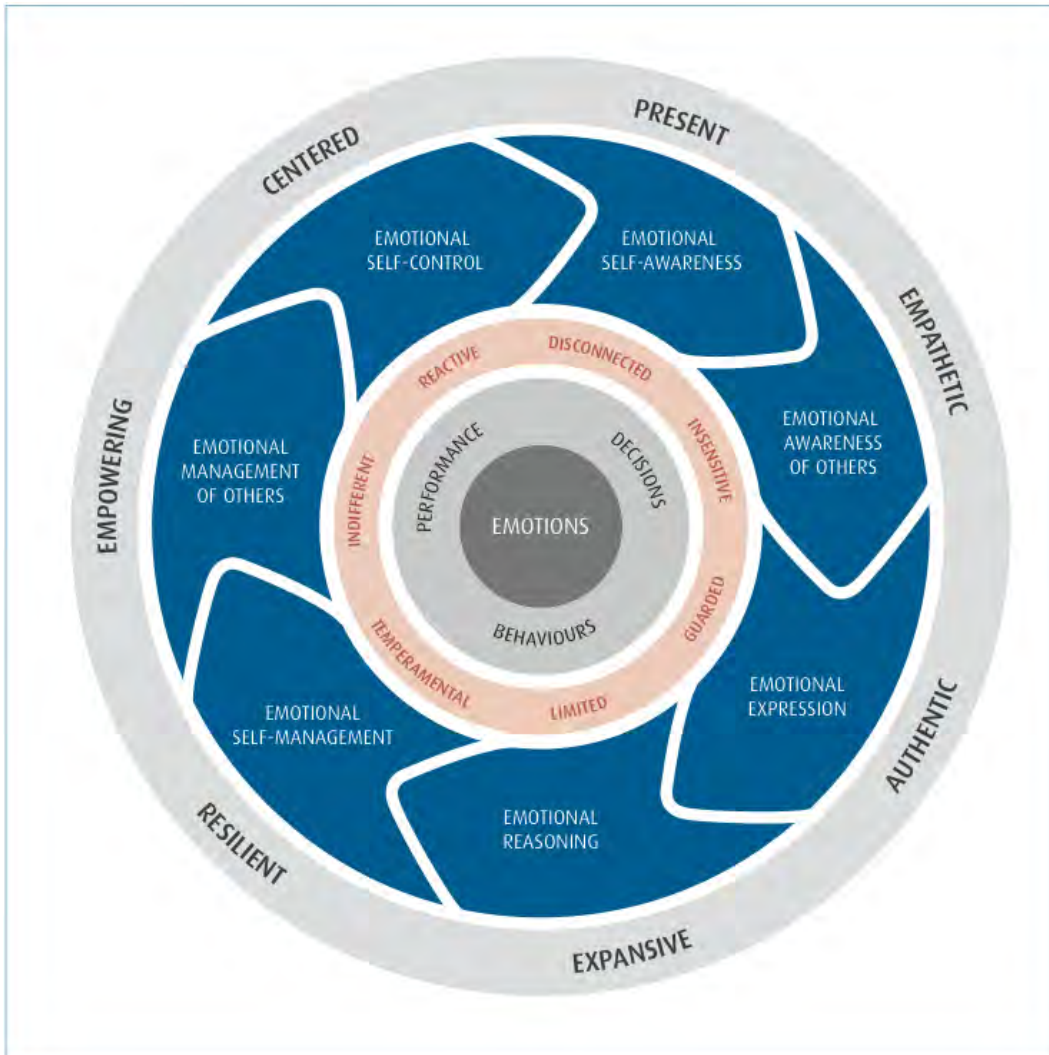
Developing emotional intelligence involves:


- becoming more conscious of the influence emotions have on decisions, behaviour and performance,
- adopting different tools and techniques, and
- applying these in your day-to-day leadership.

In this report you'll find simple and effective techniques for enhancing your emotional intelligence based on your results.

THE GENOS MODEL OF EMOTIONAL INTELLIGENCE

The Genos model of emotional intelligence comprises seven interrelated skills. These skills help leaders more often *be* the productive leadership states on the outside of the model, as opposed to the unproductive characteristics, that we can all be at times, on the inside of the model.



 **Outer circle** - productive leadership being states

 **Inner circle** - unproductive leadership being states

INTERPRETING YOUR RESULTS

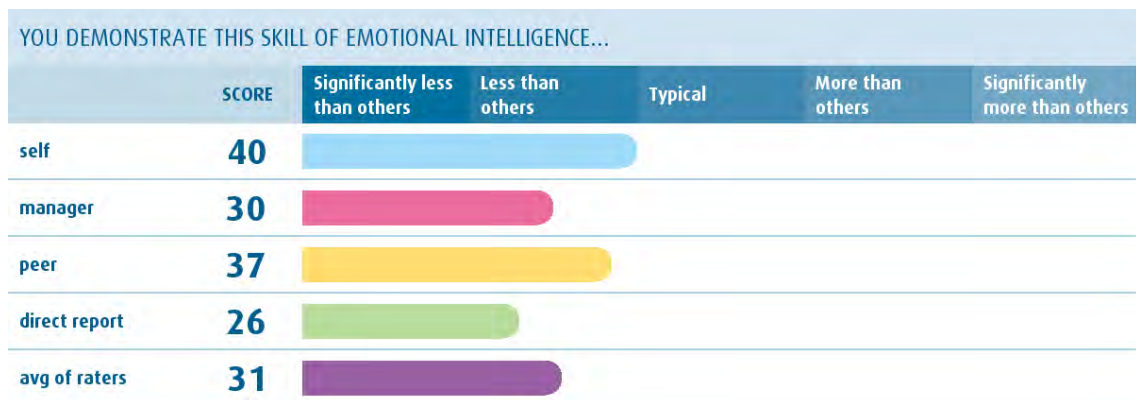
What has been measured?

The Genos Emotional Intelligence Inventory does not measure your innate Emotional Intelligence. Rather it measures how often you demonstrate emotionally intelligent workplace behaviours. The behaviours measured have been shown in peer-reviewed research to meaningfully correlate with leadership effectiveness. The more often you display the behaviours measured the more effective your leadership should be.

How have the results been determined?

You and your raters were asked to indicate how often you demonstrate the behaviours in question on a 7-point scale from Never to Always. These responses are compared to thousands of other leaders' responses, and this report indicates whether you demonstrate the behaviours more or less often than this leadership benchmark. Scores range from 1 to 99. These scores are not your 'raw' scores, they are percentile scores. For example, if your score for a particular skill is 60, it means that your raw score is higher than 60% of the benchmark sample.

Example



Discrepancies

There will almost always be some discrepancies between your results and the results from your raters. Large discrepancies may indicate:

- a mismatch between your own perceptions and intentions, and the behaviours that you display to others,
- different behaviours being displayed to different rater categories, or
- raters seeing different aspects of your behaviour because of different workplace situations, relationships or environments.

Please also note that the average of rater scores is a **weighted** average, not the simple average of the scores shown on each graph.

Improving the demonstration of your emotional intelligence

Based on rater responses, for each skill of emotional intelligence behaviours you could display more frequently are presented. Use these to help determine development activities you could implement, to increase how often you display emotionally intelligent behaviour in your leadership. Increasing the demonstrated frequency of these behaviours will have a positive impact on your leadership effectiveness.

INFORMATION ON RATERS

Your raters

The table below lists the rater categories whose responses contributed to this Assessment Report. For each rater category, the table shows the:

- number of raters in the category,
- level of work-related contact you have with raters in the category, and
- level of consistency (variance) in their responses.

	QTY	CONTACT INDEX			VARIANCE		
		LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH
manager	1						
peer	2						
direct report	2						
avg of raters	5						

Contact index

Your raters were asked to indicate how frequently they have work-related contact with you. This indicates how familiar they are with your workplace behaviour. The table below explains how to interpret the contact index.

	THIS MEANS THAT RATERS...	SO SCORES FROM THIS CATEGORY ARE...
LOW	have little contact with you and are unfamiliar with your behaviour	valuable and should not be dismissed. However, interpret these scores with caution.
MEDIUM	have some contact with you and are familiar with your behaviour	meaningful.
HIGH	are highly familiar with your behaviour	very meaningful. Pay close attention to the category's scores.

Variance

When there are two or more respondents in a rater category, the level of consistency in their scores is calculated. The table below explains how to interpret the variance.

	THIS MEANS THE RATERS' SCORES ARE...
LOW	highly consistent.
MEDIUM	somewhat consistent, as might be expected from a typical group of respondents.
HIGH	significantly inconsistent. This may be because: <ul style="list-style-type: none"> • you display different behaviour to individual raters within the rater category, • raters within the category may be seeing different aspects of your behaviour, or • different workplace situations, relationships or environments had an impact on responses.

When there is only one rater in a category, there is no variance measurement.

“ 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



“ Not everything that is faced can be changed, but nothing can be changed until it is faced. ”

James Baldwin





EMOTIONAL SELF-AWARENESS

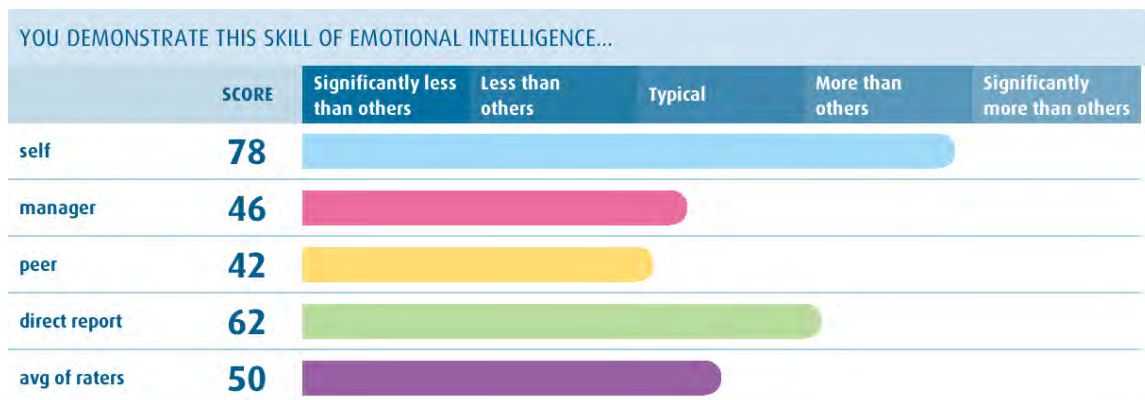
Emotional self-awareness is the skill of perceiving and understanding one's own emotions. You are rated on how frequently you are aware of:

- your feelings, moods and emotions at work,
- the causes of your feelings, and
- the impact that your feelings can have on your thoughts, decisions and behaviour.

The Present Leader

Feelings influence decisions, behaviour and performance. Leaders who are emotionally self-aware are conscious of the role their feelings can play in these areas and are better equipped to manage this influence effectively. When leaders are emotionally self-aware they are present with the role their feelings are playing in their decisions, behaviour and performance. When leaders are not, they are often disconnected from this influence. This is particularly crucial for leaders, as their decisions, behaviour and performance can have a big impact both on those they lead and their organisation's success.

Your results for emotional self-awareness are shown below.



Your results suggest you demonstrate emotionally self-aware workplace behaviour **about the same as** other leaders.

Behaviours you could demonstrate more frequently to improve in this area include:

- being aware of your negative feelings,
- being aware of your tone of voice when communicating with people, and
- being aware of how your feelings influence your general behaviour at work.

What could you do to leverage this strength in your leadership?

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

”

Carl Gustav Jung





EMOTIONAL AWARENESS OF OTHERS

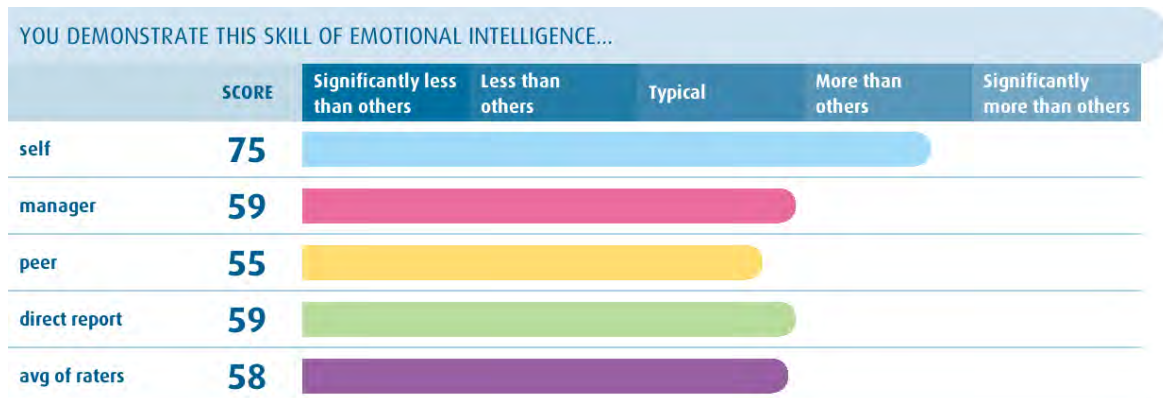
Emotional awareness of others is the skill of perceiving and understanding others' emotions. You are rated on how frequently you:

- identify the way people feel about issues at work,
- understand what causes people to feel specific emotions such as motivation and optimism, and
- demonstrate an understanding of others' feelings at work.

The Empathetic Leader

This skill helps leaders identify the things that make people feel productive emotions that drive high performance: emotions such as feeling valued, listened to, cared for, consulted, and understood. It also helps leaders demonstrate empathy and create meaning and purpose for others. When leaders demonstrate this skill effectively, they come across as *being* empathetic. Leaders who demonstrate this skill infrequently can come across as being insensitive to the way others feel.

Your results for emotional awareness of others are shown below.



Your results suggest you behave in a way that demonstrates awareness of others' emotions in the workplace **about the same as** other leaders.

Behaviours you could demonstrate more frequently to improve in this area include:

- recognising how people feel about work issues,
- recognising what makes people feel satisfied, and
- recognising when people's emotional reactions are inappropriate.

What could you do to leverage this strength in your leadership?

“ When you are listening to somebody completely, attentively, then you are listening not only to the words, but also to the feeling of what is being conveyed.

”

Jiddu Krishnamurti





EMOTIONAL EXPRESSION

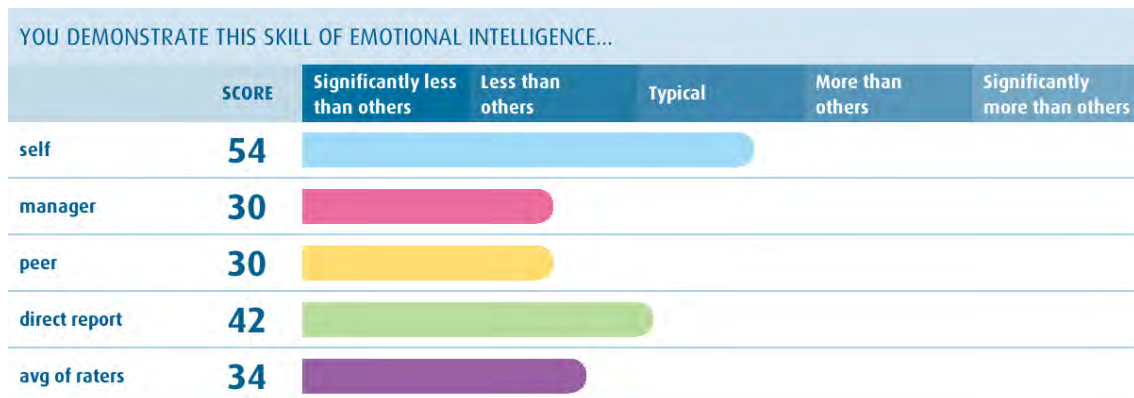
Emotional expression is the skill of effectively expressing one's own emotions. You are rated on how frequently you:

- appropriately express specific feelings at work such as happiness and frustration,
- provide feedback to colleagues about the way you feel, and
- express emotions at the right time, to the right degree and to the right people.

The Authentic Leader

This skill helps leaders create an environment of understanding, openness and trust. Others perceive leaders who are high on this skill as authentic and trustworthy. Leaders who are guarded, avoid conflict, or are inappropriately blunt about the way they feel can create cultures of mistrust, artificial harmony, and misunderstandings with those around them.

Your results for emotional expression are shown below.



Your results suggest you demonstrate emotionally expressive workplace behaviour **less than** other leaders.

Behaviours you could demonstrate more frequently to improve in this area include:

- expressing how you feel to the right people,
- expressing your positive feelings appropriately, and
- effectively expressing how you feel when someone upsets you.

What could you do to improve your emotional expression?

“ Feeling gratitude and not expressing it is like wrapping a present and not giving it.

”

William Arthur Ward





EMOTIONAL REASONING

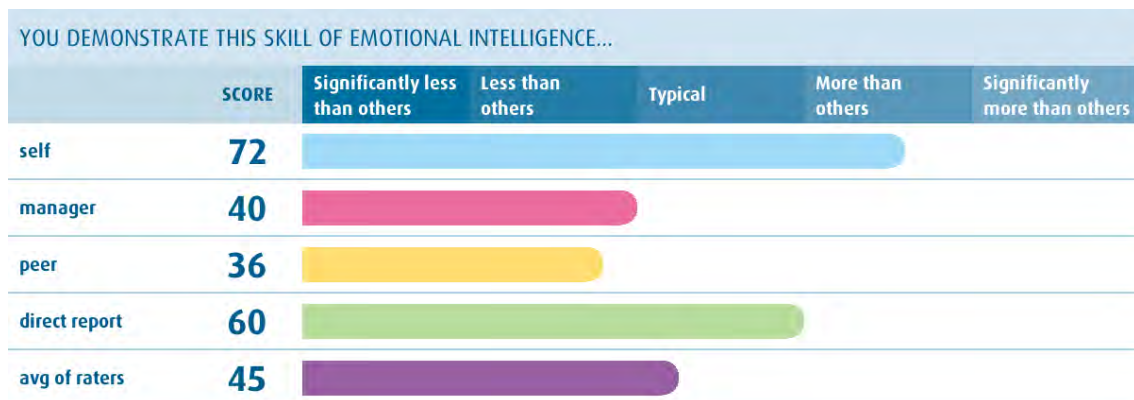
Emotional reasoning is the skill of using emotional information (from yourself and others) in reasoning, planning and decision-making. You are rated on how frequently you:

- consider your own and others' feelings when making decisions,
- combine the information in feelings with facts and technical information, and
- communicate this decision-making process to others.

The Expansive Leader

Feelings and emotions contain important information. For example, the level of commitment colleagues demonstrate often provides insight into whether a decision is going to be supported; the emotional appeal of products and services often provide insight into selling and marketing messages. When this type of emotional information is combined with facts and technical information, leaders make expansive, creative and well thought-out decisions. When leaders do not use emotional information and focus on facts or technical information only, they tend to be limited in their decision making and could be risking low 'buy-in' of their decisions by others.

Your results for emotional reasoning are shown below.



Your results suggest you demonstrate emotional reasoning in the workplace **about the same as** other leaders.

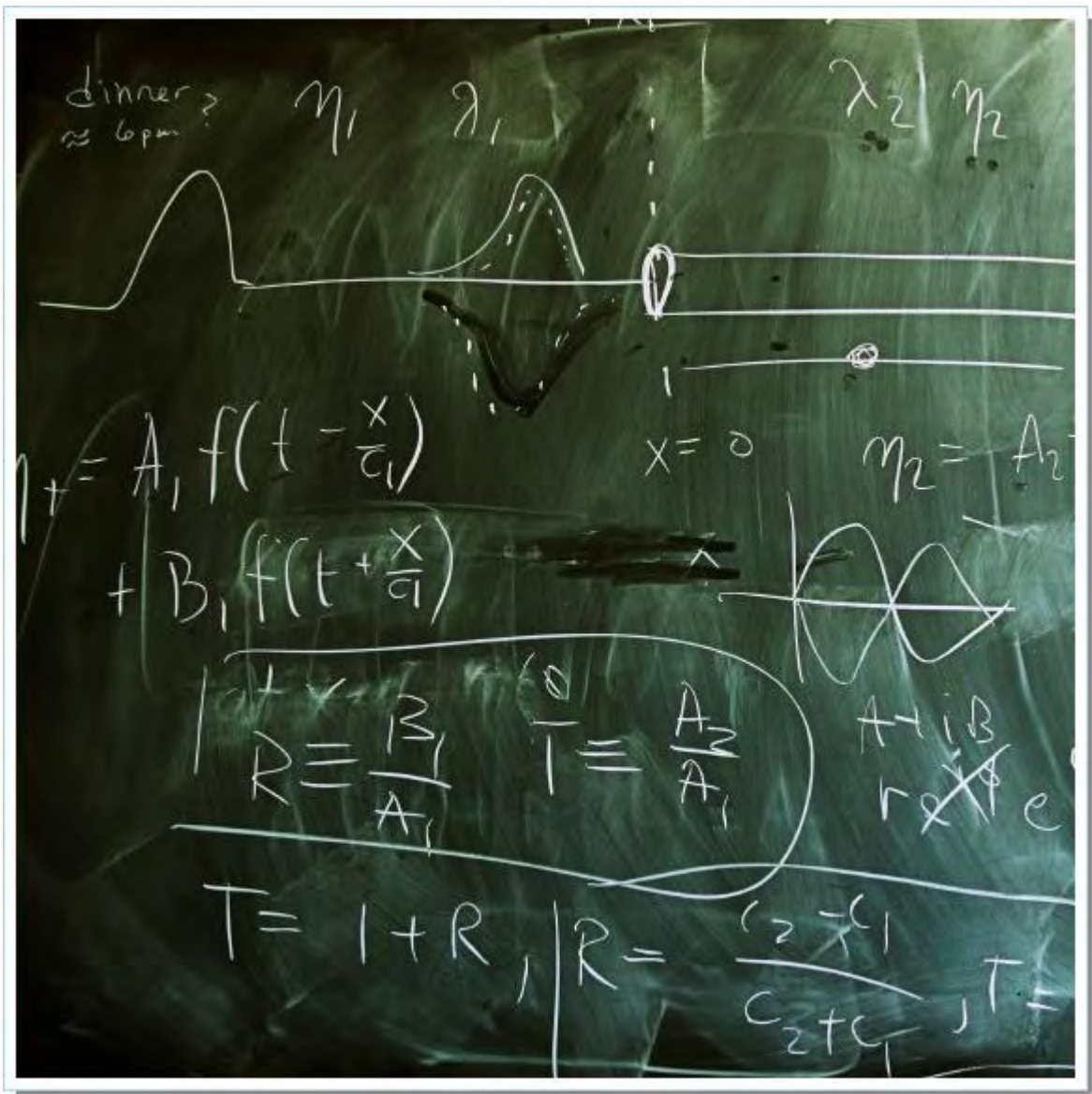
Behaviours you could demonstrate more frequently to improve in this area include:

- considering factors other than technical information when solving problems,
- asking people how they feel about different solutions when solving problems, and
- considering how people may react when you talk with them about decisions.

What could you do to improve your emotional reasoning?

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

Bertrand Russell





EMOTIONAL SELF-MANAGEMENT

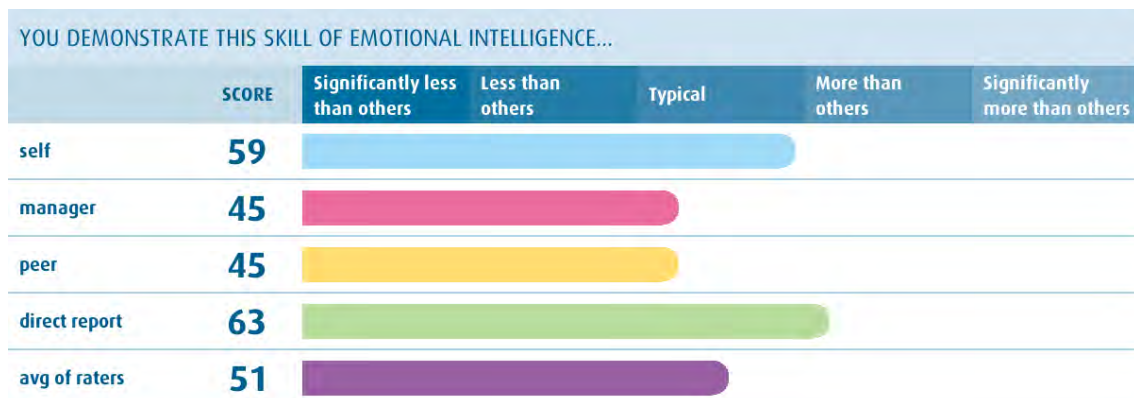
Emotional self-management is the skill of effectively managing your own emotions. You are rated on how frequently you:

- engage in activities that make you feel positive at work,
- explore the causes of things that upset you at work, and
- move on from things that upset you.

The Resilient Leader

This skill of emotional intelligence is particularly important in leadership. A leader's mood can be very infectious and can therefore be a powerful force in the workplace, one that can be both productive and unproductive. This skill helps leaders be resilient and manage high work demands and stress. Leaders who are proficient in managing their own emotions are optimistic and look to find the opportunities and possibilities that exist even in the face of adversity. They generate a positive mood both within themselves and others.

Your results for emotional self-management are shown below.



Your results suggest you behave in a way that demonstrates emotional self-management in the workplace **about the same as** other leaders.

Behaviours you could demonstrate more frequently to improve in this area include:

- exploring the causes of things that upset you,
- responding appropriately when events frustrate you, and
- accepting criticism from people without taking it personally.

What could you do to leverage this strength in your leadership?

“ Don't cry because it is over. Smile because it happened.

”

Dr. Seuss





EMOTIONAL MANAGEMENT OF OTHERS

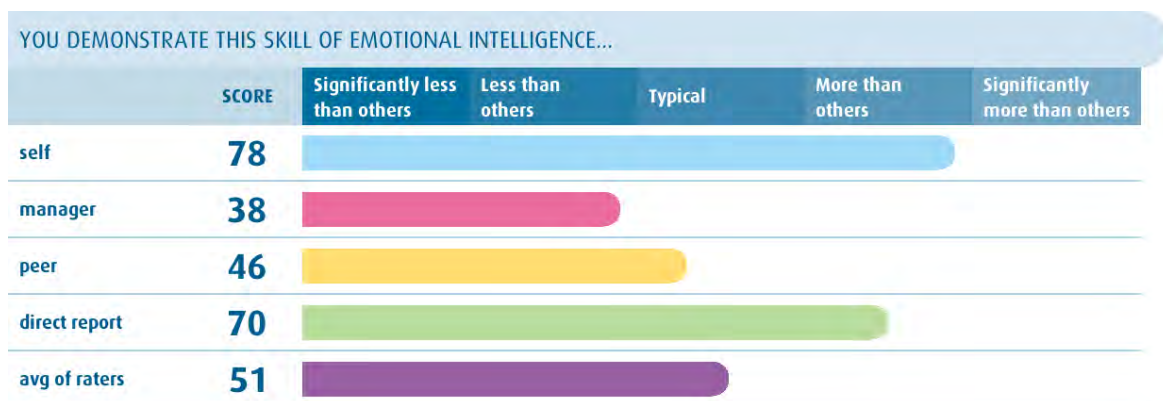
Emotional management of others is the skill of influencing the moods and emotions of others. You are rated on how frequently you:

- create a positive working environment for others,
- help people find effective ways of responding to upsetting events, and
- effectively help people resolve issues that are affecting their performance.

The Empowering Leader

Positive emotions produce positive results. This skill helps leaders create a positive environment for others that in turn facilitates high performance. It equips leaders with the capacity to get colleagues to cooperate and work effectively together. Leaders who can positively influence others' moods, feelings and emotions are empowering to work with and easily motivate those around them.

Your results for emotional management of others are shown below.



Your results suggest you behave in a way that demonstrates emotional management of others in the workplace **about the same as** other leaders.

Behaviours you could demonstrate more frequently to improve in this area include:

- knowing what to do or say when people are upset,
- getting people to cooperate, and
- helping people to deal with frustrating issues.

What could you do to leverage this strength in your leadership?

“ 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





EMOTIONAL SELF-CONTROL

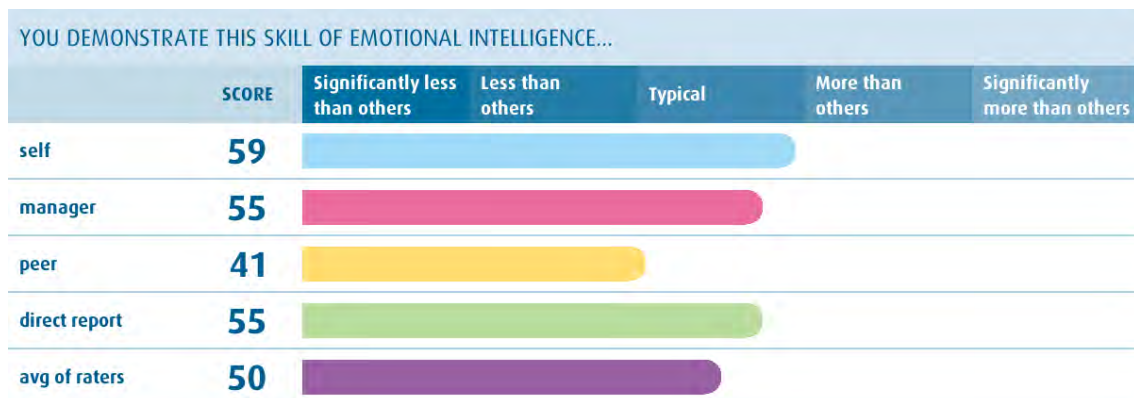
Emotional self-control is the skill of effectively controlling strong emotions that you experience. This skill is similar to emotional self-management. However, where emotional self-management is about proactively managing your moods and emotions, emotional self-control is about how you react, and how reactive you are to strong emotions. You are rated on how frequently you:

- can control your temper,
- remain productive when experiencing strong emotions such as anxiety, anger or excitement, and
- can remain calm and focused in stressful situations.

The Centered Leader

Strong emotions are important but they can overrun intelligent thought and purposeful responses to situations or events causing them. This skill helps leaders be centred when experiencing strong emotions, rather than react to them. Have you ever sent a harshly worded e-mail in a moment of haste? Raised your voice in anger at a colleague when a more measured response could have been used? Developing your emotional self-control will help a leader to harness the productive elements of strong emotions and demonstrate the best possible responses to them.

Your results for emotional self-control are shown below.



Your results suggest you demonstrate emotional self control in the workplace **about the same as** other leaders.

Behaviours you could demonstrate more frequently to improve in this area include:

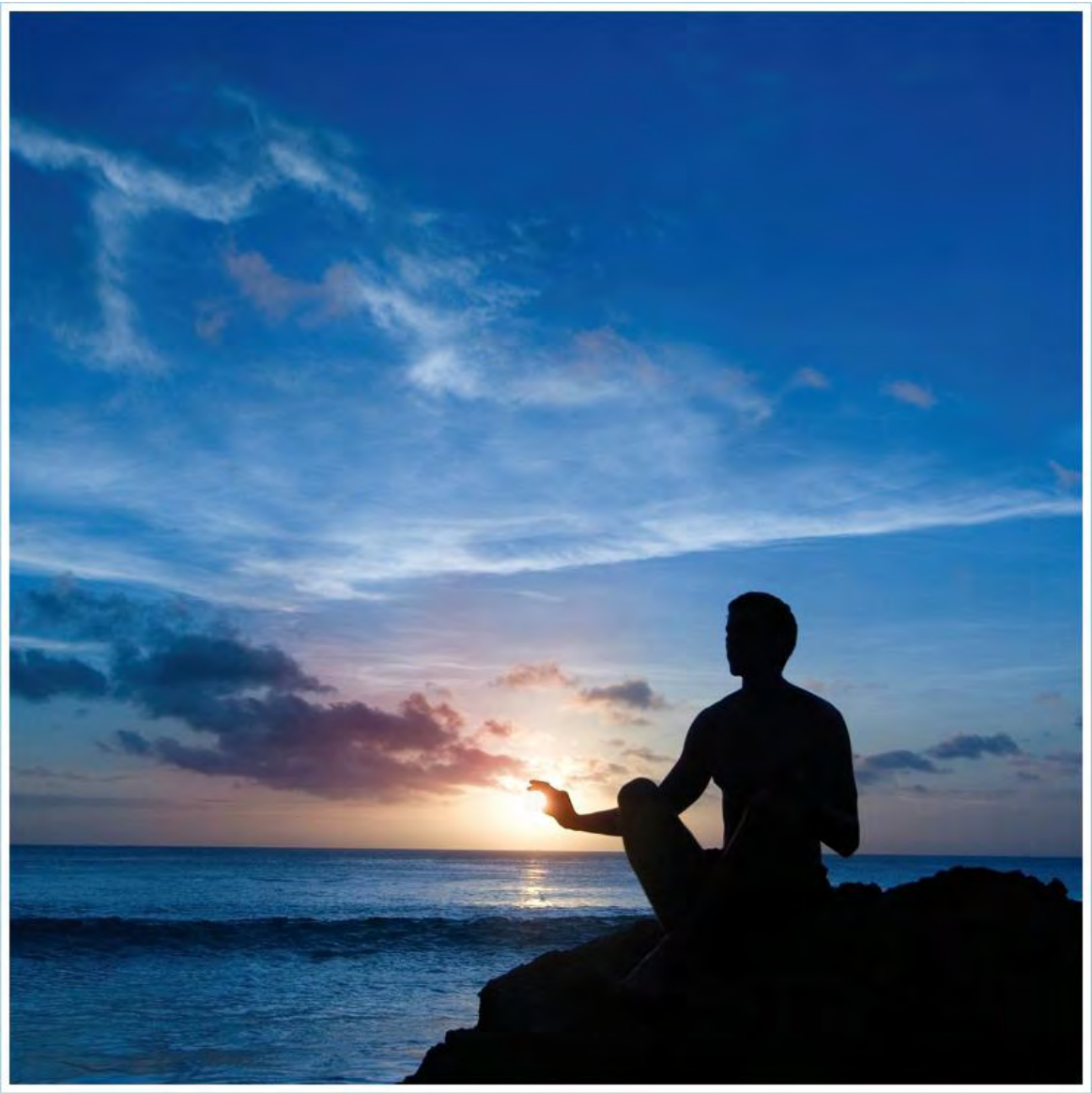
- being patient when things don't get done as planned,
- holding back your initial reaction when something upsets you, and
- not becoming impulsive when under stress.

What could you do to leverage this strength in your leadership?

“ You cannot control what happens to you, but you can control your attitude toward what happens to you, and in that, you will be mastering change rather than allowing it to master you.

”

Brian Tracy



RESULTS FROM MANAGER CATEGORY

The following table lists the emotionally intelligent workplace behaviours your manager sees you demonstrating most often.

STRENGTHS	EI SKILL
Expressing how you feel at the appropriate time.	Emotional Expression
Recognising how people feel about work issues.	Emotional Awareness Of Others
Behaving appropriately when angry.	Emotional Self-Control
Controlling your temper.	Emotional Self-Control
Keeping calm in difficult situations.	Emotional Self-Control

How can you leverage this strength with your manager?

OPPORTUNITIES FOR DEVELOPMENT	EI SKILL
Being aware of how your feelings influence the way you interact with people.	Emotional Self-Awareness
Expressing how you feel to the right people.	Emotional Expression
Expressing your positive feelings appropriately.	Emotional Expression
Considering factors other than technical information when solving problems.	Emotional Reasoning
Knowing what to do or say when people are upset.	Emotional Management Of Others

What could you do to improve the demonstration of these behaviours with your manager?

RESULTS FROM PEER CATEGORY

The following table lists the emotionally intelligent workplace behaviours your peers see you demonstrating most often.

STRENGTHS	EI SKILL
Being aware of how your feelings influence the way you interact with people.	Emotional Self-Awareness
Expressing how you feel about work issues.	Emotional Expression
Considering how people may react when you talk with them about decisions.	Emotional Reasoning
Motivating people to achieve work-related goals.	Emotional Management Of Others
Remaining focused on work when you are feeling anxious.	Emotional Self-Control

How can you leverage this strength with your peers?

OPPORTUNITIES FOR DEVELOPMENT	EI SKILL
Being aware of how your feelings influence your general behaviour at work.	Emotional Self-Awareness
Expressing how you feel to the right people.	Emotional Expression
Expressing your positive feelings appropriately.	Emotional Expression
Considering factors other than technical information when solving problems.	Emotional Reasoning
Exploring the causes of things that upset you.	Emotional Self-Management

What could you do to improve the demonstration of these behaviours with your peers?

RESULTS FROM DIRECT REPORT CATEGORY

The following table lists the emotionally intelligent workplace behaviours your direct reports see you demonstrating most often.

STRENGTHS	EI SKILL
Being aware of how your feelings influence your general behaviour at work.	Emotional Self-Awareness
Considering your organisation's values when making decisions.	Emotional Reasoning
Effectively demonstrating empathy to people.	Emotional Management Of Others
Motivating people to achieve work-related goals.	Emotional Management Of Others
Remaining focused on work when you are feeling anxious.	Emotional Self-Control

How can you leverage this strength with your direct reports?

OPPORTUNITIES FOR DEVELOPMENT	EI SKILL
Being aware of your tone of voice when communicating with people.	Emotional Self-Awareness
Recognising how people feel about work issues.	Emotional Awareness Of Others
Considering factors other than technical information when solving problems.	Emotional Reasoning
Considering how people may react when you talk with them about decisions.	Emotional Reasoning
Being patient when things don't get done as planned.	Emotional Self-Control

What could you do to improve the demonstration of these behaviours with your direct reports?

LEADERSHIP DEVELOPMENT SMART GOAL

Specific

Describe a specific leadership goal you would like to achieve.

Measurable

Describe how you will measure the success of achieving this goal.

Actions

Describe the specific actions you will take to reach your goal.

QUALITATIVE FEEDBACK

The feedback included in this section has been provided by the people you nominated to rate you as part of your Genos Emotionally Intelligent Leader Profile Report. For privacy reasons their comments have been printed verbatim, without any editing or spell checking by Genos or any other party. The responses to each question are also presented in a random order, meaning that the first response to the first question was not necessarily provided by the same person that provided the first response to the second question, and so on.

You should read this feedback under the guidance of your facilitator, who will assist you in assimilating and exploring each of the comments and will provide you with a better understanding of how to address any issues raised.

What behaviours should Paul start doing or do more of?

Paul could be more proactive in team meetings. He has great insight to offer and should be more confident in voicing his opinions.

I would really like to see Paul be more confident and contribute more in meetings. Paul offers great insights, suggestions and view point when he is with his team, or in a one on one. It would be helpful for the whole team if Paul can do more of the following up when other team members have expressed they need help. Although Paul is reasonably efficient in his role, at times he needs to prioritise his tasks better so that things that are important and urgent are given the necessary attention, earlier. Communicate more clearly and with patience with the team and other business units.

Paul should be more aware of his body language when he is presenting ideas. Sometimes the body language is not consistent with the tone or theme of the information being delivered.

What behaviors should Paul start doing or do more of?

Paul should communicate with more emotionally laden tones. Currently, when he speaks to the media in particular, he sounds like a robot, and not a good robot. I would encourage Paul to feel confident in who he is and where he comes from and allow this to guide his interactions with others.

What behaviors should Paul stop doing or do less of?

Paul should try to take stock before responding to difficult questions/situations. Sometimes Paul has a tendency to react without first considering how his reaction may impact others.

None. Paul's behaviour in the workplace is always appropriate.

What behaviours should Paul stop doing or do less of?

Paul should consider inhibiting the expression of his emotions. True, he probably shouldn't break down in a mess in front of his peers or the cameras, but some emotions, some jovial banter, some humanity (rather than the bad robot I mentioned earlier).

Being impatient in his communication with his team and other business units. Spending too much time in the detail - Paul needs to have a clearer understanding of the task at hand by knowing what is required and relevant and be able to deliver on time. Working back late because he has not managed his time well during the day.

What behaviours should Paul continue doing?

Paul does seem very dependable. If he says he'll do something, he usual does, or tries very hard. This should concern Sally Sample, as I am pretty certain that Paul wants her job.

Being dedicated to his work. Being open to ideas from others and contributing his suggestions. Being proactive while delivering on time. Being supportive to the team, manager and other business units.

Paul should continue to liaise with his colleagues. He is very much in tune with the team 'mood' and as such he provides an excellent sounding board for team policy, and helps minimise misunderstandings in the workplace.

Paul should continue being clear, calm and strong. For the most part, Paul is able to effectively articulate the vision for the team and generate enthusiasm and energy around that vision. Probably the most important behaviour that allows Paul to achieve this is listening to others - Paul should definitely continue doing that.

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