



360°

EMOTIONALLY INTELLIGENT LEADERSHIP FEEDBACK REPORT

Sally Sample

1 January 2026

Strictly Confidential

Chasing Albert

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 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

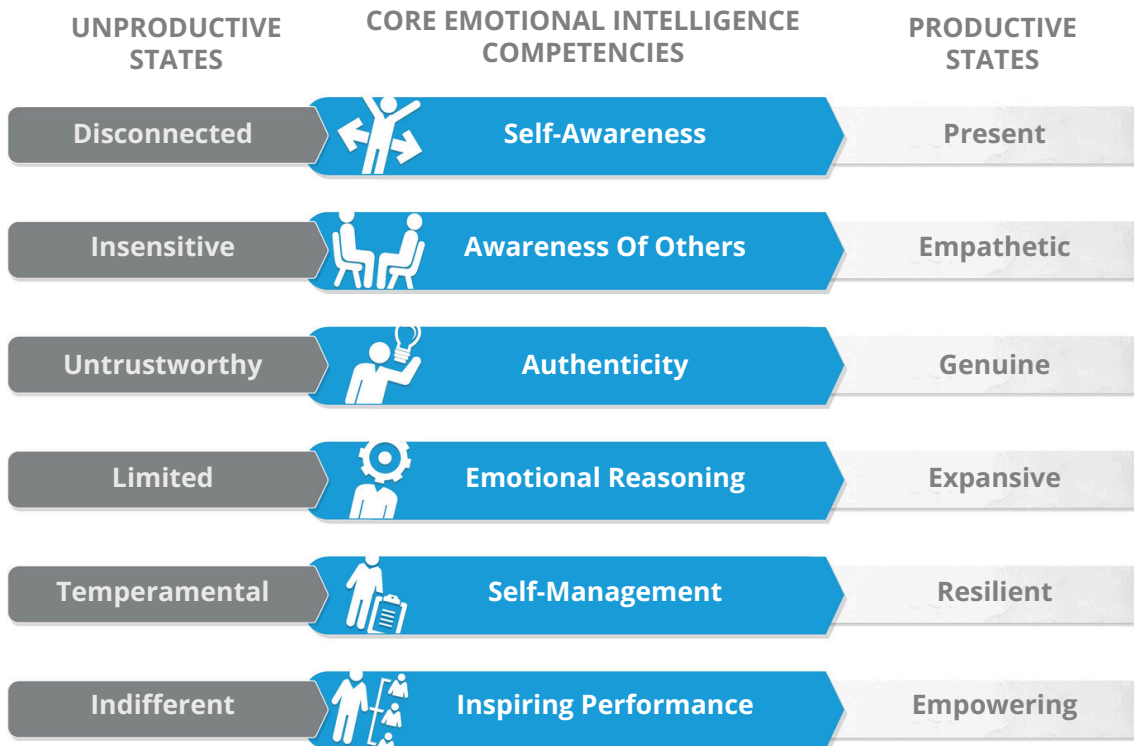
- This report will provide you with insight into how important it is, to the people you work with, that you demonstrate emotionally intelligent leadership behaviour.
- Insight into how well you currently demonstrate emotionally intelligent leadership behaviour to the people you work with.
- Effective 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 one's 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.



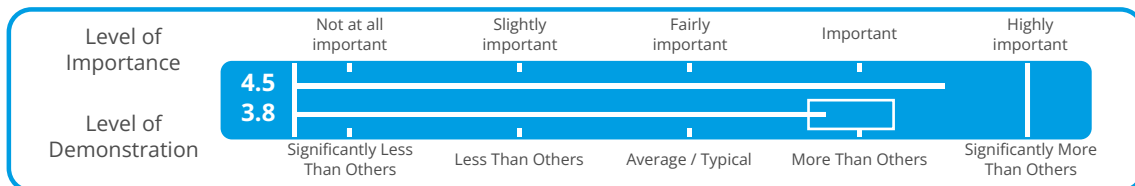
The competencies, in blue on the model above, help leaders “be” the productive being states on the right side of the model, as opposed to the unproductive being states, that we can all be at times, on the left side of the model.

ABOUT THE SURVEY

The Genos emotionally intelligent leadership survey measures how well you 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 demonstration within .5 of a difference are considered to be aligned. These could be your strengths.
-  Scores for importance and demonstration 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 demonstration 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	 v
2.Is aware of their strengths and limitations.	4.5	3.9	0.6	< >
3.Asks 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
4. Self

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

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

Working With the Suggested Development Activities

The development activities presented in the Development Tips workbook are simple yet effective techniques that can increase how often you display emotionally intelligent 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.

Rater list

Manager: Robin Miller

Peer: Sally Sample, Paul Example and Chris Smith

Direct Report: Pat Jones, Dana Johnson, Jodie Williams, Eric Toyler and Mike Gerner

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 with you		Consistency of responses		
Manager	1	Low	High	Low	Not Applicable	High

Familiarity

Raters in this category rated their familiarity with your leadership behaviours as 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 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.

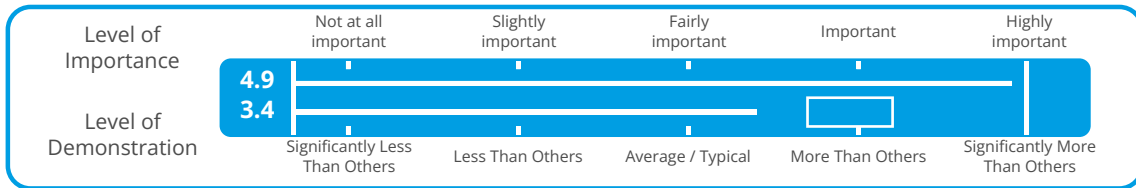
Results at a Glance

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.

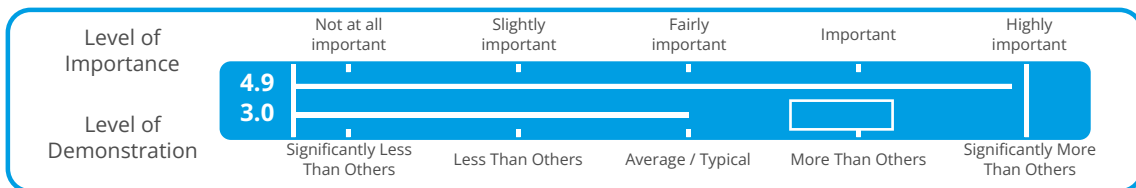
“He who has learned how to obey will know how to command.”
- Solon

RESULTS FOR MANAGER CATEGORY

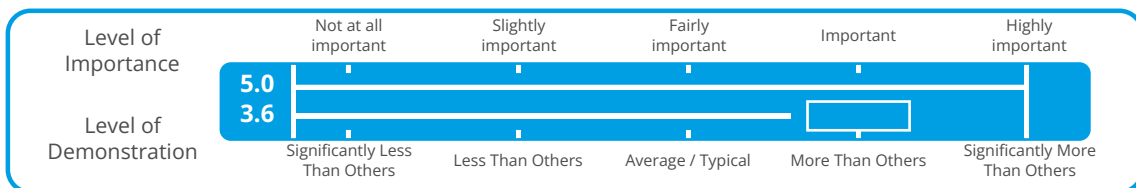
Self-Awareness



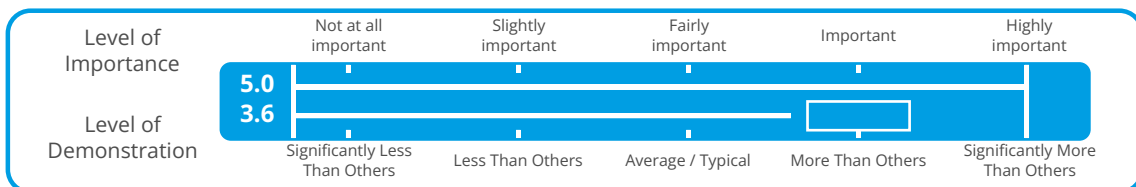
Awareness Of Others



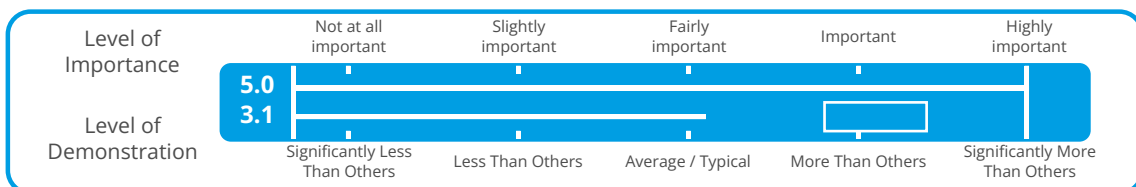
Authenticity



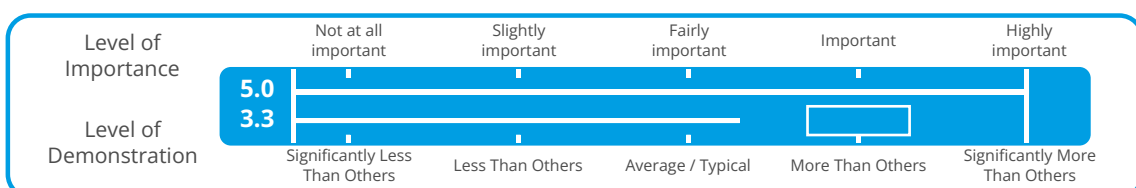
Emotional Reasoning



Self-Management



Inspiring Performance



MANAGER CATEGORY

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

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

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

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.	5	4	1	< >
2.Explains the rationale behind decisions made.	5	3	2	▼
3.Involves you in decisions that affect your work.	5	4	1	< >
4.Considers issues from multiple perspectives.	5	4	1	< >
5.Takes the bigger picture into account when decision-making.	5	2	3	▼
6.Reflects on feelings when decision-making.	5	4	1	< >
7.Makes ethical decisions.	5	4	1	< >

Self-Management	I	D	d	BM
1.Manages their emotions effectively in difficult situations.	5	2	3	▼
2.Demonstrates a positive, energising demeanour.	5	3	2	▼
3.Manages their time effectively.	5	3	2	▼
4.Learns from mistakes.	5	4	1	< >
5.Keeps up to date with industry trends and market conditions.	5	3	2	▼
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.	5	4	1	< >
2.Provides constructive feedback on behaviour and performance.	5	3	2	▼
3.Helps you understand your purpose and contribution to the organisation.	5	3	2	▼
4.Notices inappropriate behaviour in others and responds effectively.	5	3	2	▼
5.Maintains a positive work environment.	5	4	1	< >
6.Helps facilitate your development and advance your career.	5	3	2	▼
7.Recognises others' hard work and achievements.	5	3	2	▼

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

MANAGER FEEDBACK

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

Self-Awareness: "Your drive and commitment to the organisation are commendable - my feedback in this area is to maintain this energy but do so in a way that is always collaborative. When you feel frustrated by the actions of others (particularly in the speed of their work) I encourage you to talk through these frustrations with those involved."

Awareness Of Others: "Pushing too fast can at times come at the expense of others needs. Our work is complex and data analysis needs to be rigorously undertaken. Whilst I know this is not your area of expertise I see opportunities for you to take a more collaborative approach when working with members of the Management Team. Whilst you may see this as slowing down your progress the collaboration between yourself and peers will help you better understand their needs."

Authenticity: "At times your directness, particularly around your colleagues on the Management Team, can cause people to pull back from debate. I encourage you to use this "strength" with flexibility and work on recognising those situations that require you to adopt a more reserved style. Your ability to consistently meet deadlines is commendable."

Emotional Reasoning: "Some of my earlier comments refer equally well here. At times I believe you would achieve your outcomes more quickly by slowing down and being more consultative with colleagues. Whilst this may sound conflicting it is important to bring everyone with you when leading change and regular consultation is a key part of this process."

Self-Management: "Your peers would benefit from more of your time. Whilst I know you have a strong working relationship with them I think it would be helpful for you to be more visible across the group and to recognise the pockets of great work that are occurring."

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.

Peer	#	Familiarity with you		Consistency of responses			
	3	Low		High	Low		High

Familiarity

Raters in this category rated their familiarity with your leadership behaviours as 3 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 actions to take on the basis of your results and validate these actions (one-on-one) with your raters before implementation.

Results at a Glance

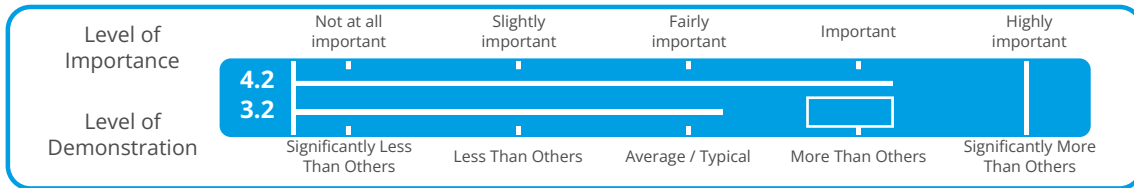
Your overall results for each of the six emotionally intelligent leadership competencies are summarised on the next page. Each graph shows the average response given by raters in the PEER category to the questions that measure each competency. More detailed item results are presented in the subsequent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

“The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet.”

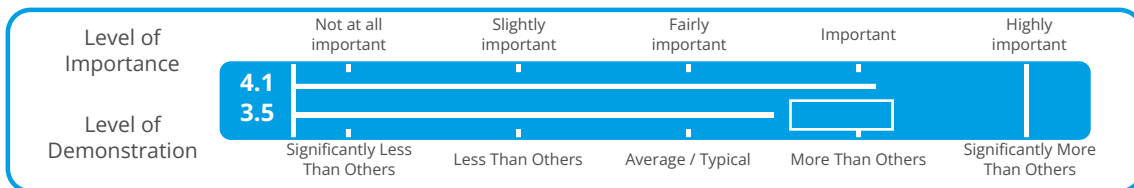
- Theodore Hesburgh

RESULTS FOR PEER CATEGORY

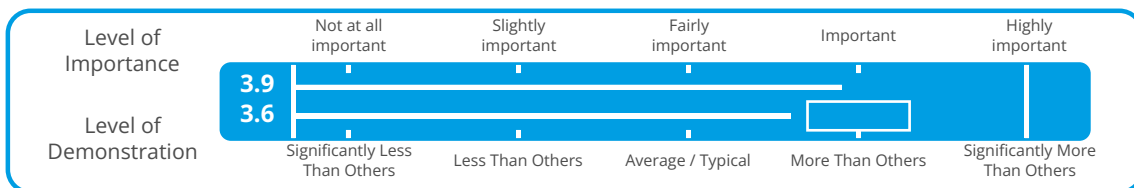
Self-Awareness



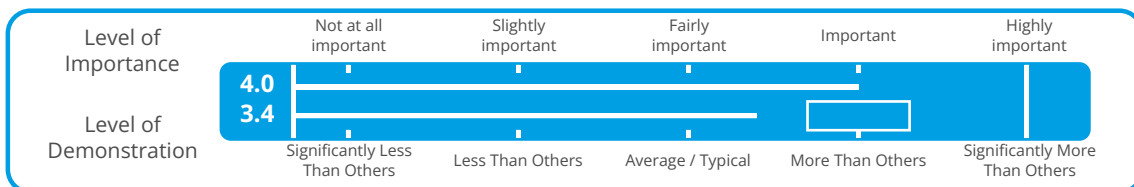
Awareness Of Others



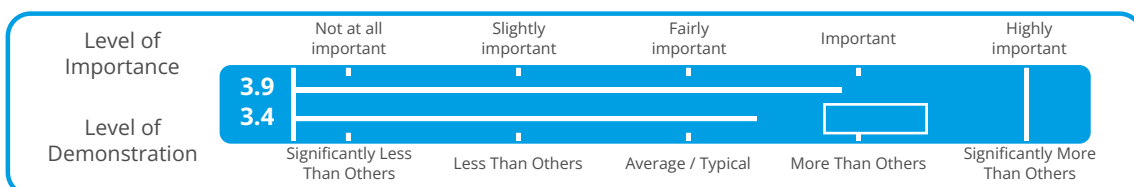
Authenticity



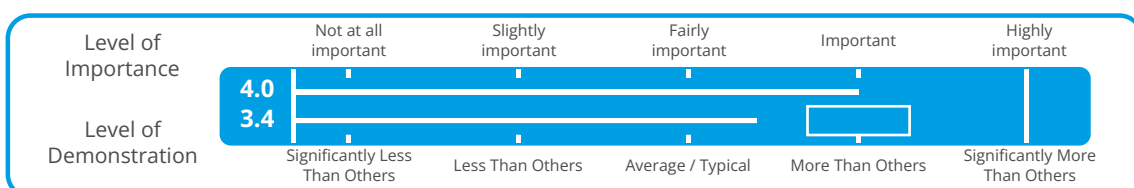
Emotional Reasoning



Self-Management



Inspiring Performance



PEER CATEGORY








Self-Awareness	I	D	d	BM
1. Understands the impact their behaviour has on others.	4.3	3.3	1.0	▼
2. Is aware of their strengths and limitations.	4.0	3.3	0.7	▼
3. Asks others for feedback on their leadership.	4.0	3.0	1.0	▼
4. Responds effectively to feedback provided to them.	4.3	3.3	1.0	▼
5. Is consistent in what they say and do.	4.3	3.7	0.6	▼
6. Behaves in a way that is consistent with how they expect others to behave.	4.3	3.3	1.0	▼
7. Demonstrates awareness of their mood and emotions.	4.3	2.7	1.6	▼








Awareness Of Others	I	D	d	BM
1. Makes others feel appreciated.	4.3	3.7	0.6	< >
2. Adjusts their style so that it fits well with others.	4.0	3.7	0.3	< >
3. Notices when someone needs support and responds effectively.	4.3	4.0	0.3	< >
4. Accurately views situations from the perspective of others.	4.0	3.3	0.7	▼
5. Acknowledges the views and opinions of others.	4.0	3.3	0.7	▼
6. Accurately anticipates responses or reactions from others.	4.0	4.3	✓	^
7. Balances achieving results with others' needs.	4.3	3.0	1.3	▼








Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	3.7	3.3	0.4	▼
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	3.7	3.3	0.4	▼
3. Facilitates robust, open debate.	4.0	3.7	0.3	< >
4. Is open and honest about mistakes.	4.0	3.7	0.3	▼
5. Honours commitments and keeps promises.	4.0	3.7	0.3	▼
6. Encourages others to put forward their thoughts, feelings and opinions.	4.0	4.0	✓	< >
7. Responds effectively when challenged.	4.0	3.7	0.3	< >

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	3.3	0.7	
				▼
2.Explains the rationale behind decisions made.	4.0	3.7	0.3	< >
				
3.Involves you in decisions that affect your work.	4.0	3.0	1.0	▼
				
4.Considers issues from multiple perspectives.	4.0	3.0	1.0	▼
				
5.Takes the bigger picture into account when decision-making.	4.3	3.3	1.0	▼
				
6.Reflects on feelings when decision-making.	3.3	3.3	✓	< >
				
7.Makes ethical decisions.	4.7	4.3	0.4	< >
				

Self-Management	I	D	d	BM
1.Manages their emotions effectively in difficult situations.	4.0	3.7	0.3	
				< >
2.Demonstrates a positive, energising demeanour.	3.7	3.0	0.7	▼
				
3.Manages their time effectively.	4.0	3.5	0.5	▼
				
4.Learns from mistakes.	4.0	3.3	0.7	▼
				
5.Keeps up to date with industry trends and market conditions.	4.0	3.7	0.3	< >
				
6.Strives to improve their own performance.	3.7	3.3	0.4	▼
				
7.Quickly adapts to new circumstances.	4.0	3.3	0.7	▼
				

Inspiring Performance	I	D	d	BM
1.Provides useful support and guidance.	4.0	3.3	0.7	
				▼
2.Provides constructive feedback on behaviour and performance.	4.0	3.3	0.7	▼
				
3.Helps you understand your purpose and contribution to the organisation.	4.0	3.5	0.5	< >
				
4.Notices inappropriate behaviour in others and responds effectively.	4.0	3.3	0.7	▼
				
5.Maintains a positive work environment.	4.0	3.0	1.0	▼
				
6.Helps facilitate your development and advance your career.	3.7	3.5	0.2	< >
				
7.Recognises others' hard work and achievements.	4.0	3.7	0.3	▼
				

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

PEER FEEDBACK

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

Self-Awareness: "Consistent at all times, great to work with."

Self-Awareness: "Sally has a strong character which can flow into her interactions with the management team. Whilst not a negative observation it is something she could develop greater awareness about."

Self-Awareness: "At times unaware of her impact on others."

Awareness Of Others: "Sally is extremely focused on results, this can cause problems across the management team. More consultation and collaboration would be useful. Sally appears to be more comfortable discussing issues across her team than she does with her peers."

Awareness Of Others: "Remember to canvass and build in other perspectives"

Authenticity: "Sally is an open and genuine person who controls her emotions well particularly when under pressure."

Emotional Reasoning: "Sally could be more collaborative when decision making. This feedback is about the processes she uses rather than the quality of the decisions she makes."

Emotional Reasoning: "Sally is extremely ethical and makes value driven decisions."

Emotional Reasoning: "Speed does not always mean best and spending more time on post project reviews would be helpful. Mistakes get made and should be learnt from . Based on her experience Sally could show greater leadership in this area."

Self-Management: "Can at times show emotions in her demeanour when tired or stressed. However these are generally short periods of time and in the main she has a very positive approach to her work and colleagues."

Self-Management: "Manages all aspects of her work extremely well."

Inspiring Performance: "Could offer more positive feedback across the team. Focusing on problems is important but too much focus on things that need work has a detrimental impact on the overall morale of the management team."

Inspiring Performance: "Sally has helped me considerably during my short period of time on the management team. I find her to be a particularly energising person to work with."

Inspiring Performance: "Sally offers her time generously and is a very supportive colleague."

PEER CATEGORY - ACTION PLAN

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

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

Results at a Glance

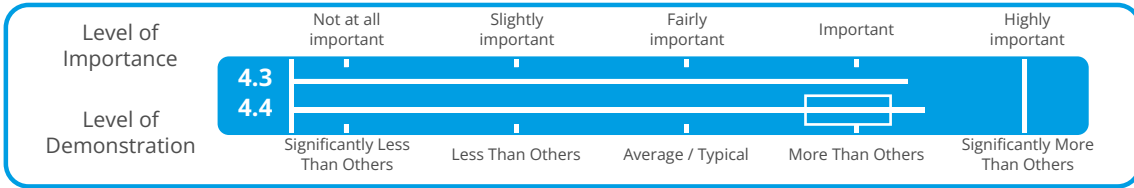
Your overall results for each of the six emotionally intelligent leadership competencies are summarised on the next page. Each graph shows the average response given by raters in the DIRECT REPORT category to the questions that measure each competency. More detailed item results are presented in the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

“When I give a minister an order, I leave it to him to find the means to carry it out.”

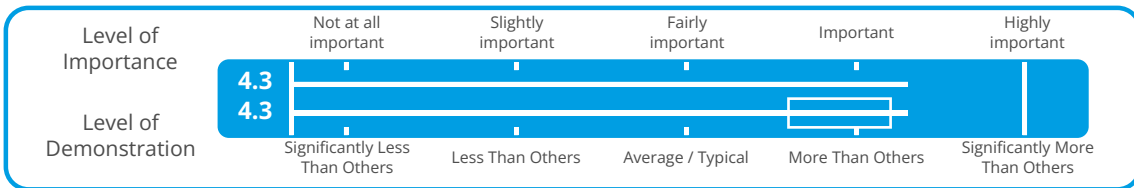
- Napoleon Bonaparte

RESULTS FOR DIRECT REPORT CATEGORY

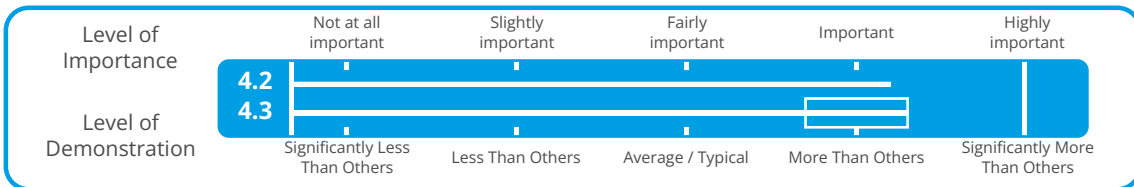
Self-Awareness



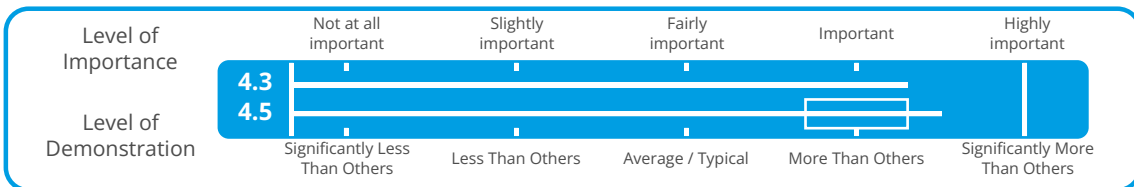
Awareness Of Others



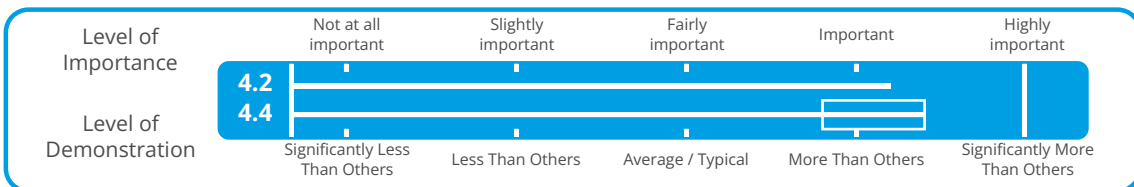
Authenticity



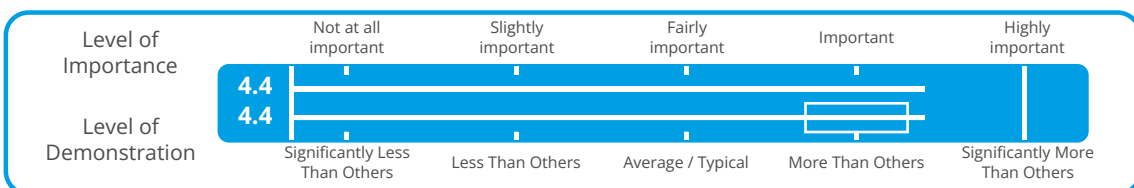
Emotional Reasoning



Self-Management



Inspiring Performance



DIRECT REPORT CATEGORY

Self-Awareness	I	D	d	BM
1.Understands the impact their behaviour has on others.	4.4	4.4		^
2.Is aware of their strengths and limitations.	4.2	4.6		^
3.Asks others for feedback on their leadership.	3.8	4.4		^
4.Responds effectively to feedback provided to them.	4.4	4.8		^
5.Is consistent in what they say and do.	4.6	4.4		< >
6.Behaves in a way that is consistent with how they expect others to behave.	4.2	4.2		< >
7.Demonstrates awareness of their mood and emotions.	4.4	4.2		< >

Awareness Of Others	I	D	d	BM
1.Makes others feel appreciated.	4.2	4.6		^
2.Adjusts their style so that it fits well with others.	4.4	4.0		< >
3.Notices when someone needs support and responds effectively.	4.4	4.6		^
4.Accurately views situations from the perspective of others.	4.2	3.8		< >
5.Acknowledges the views and opinions of others.	4.4	4.2		< >
6.Accurately anticipates responses or reactions from others.	4.2	4.0		< >
7.Balances achieving results with others' needs.	4.4	4.8		^

Authenticity	I	D	d	BM
1.Is open about their thoughts, feelings and opinions.	4.2	4.6		^
2.Expresses thoughts and feelings in a way that is sensitive to those of others.	4.4	4.0		< >
3.Facilitates robust, open debate.	4.4	4.6		^
4.Is open and honest about mistakes.	4.2	3.8		< >
5.Honours commitments and keeps promises.	4.4	4.2		< >
6.Encourages others to put forward their thoughts, feelings and opinions.	4.2	4.0		< >
7.Responds effectively when challenged.	4.4	4.8		^

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.	4.2	4.8	✓ 0.6	^
2.Explains the rationale behind decisions made.	4.4	3.8	●	< >
3.Involves you in decisions that affect your work.	3.8	4.2	✓	< >
4.Considers issues from multiple perspectives.	4.4	4.6	✓	^
5.Takes the bigger picture into account when decision-making.	4.4	4.8	✓	^
6.Reflects on feelings when decision-making.	4.0	4.6	✓	^
7.Makes ethical decisions.	4.2	3.6	● 0.6	v

Self-Management	I	D	d	BM
1.Manages their emotions effectively in difficult situations.	4.2	4.8	✓ 0.6	^
2.Demonstrates a positive, energising demeanour.	4.4	3.8	●	< >
3.Manages their time effectively.	3.8	4.2	✓	< >
4.Learns from mistakes.	4.4	4.6	✓	^
5.Keeps up to date with industry trends and market conditions.	4.4	4.8	✓	^
6.Strives to improve their own performance.	4.0	4.6	✓	< >
7.Quickly adapts to new circumstances.	4.2	3.6	● 0.6	v

Inspiring Performance	I	D	d	BM
1.Provides useful support and guidance.	4.2	4.8	✓	^
2.Provides constructive feedback on behaviour and performance.	4.4	4.6	✓	^
3.Helps you understand your purpose and contribution to the organisation.	4.6	4.6	✓	^
4.Notices inappropriate behaviour in others and responds effectively.	4.4	4.0	●	< >
5.Maintains a positive work environment.	4.6	4.2	● 0.4	< >
6.Helps facilitate your development and advance your career.	3.8	4.2	✓	< >
7.Recognises others' hard work and achievements.	4.4	4.6	✓	^

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

DIRECT REPORT FEEDBACK

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

Self-Awareness: "Sally demonstrates a high degree of emotional intelligence in her leadership."

Self-Awareness: "Appears to be very reflective and will check when concerned about how she has presented herself such as in meetings."

Self-Awareness: "Has often taken feedback on board and been thoughtful and considered in how she could apply to her leadership style."

Self-Awareness: "Sally is a particularly self-aware leader, consistently seeks feedback on her own leadership style, names areas she wants to strengthen and is responsive to staff needs. For me, the most important thing is that she does what she says she will do, and clearly puts lots of effort into making each person in the team feel appreciated."

Awareness Of Others: "Sally shows appreciation formally, informally and regularly. She is a good predictor of people's behaviours and moods."

Awareness Of Others: "Sally is very empathetic and has checked in with staff when there have been issues within the team. She offers useful support and guidance and is approachable."

Authenticity: "Sally can occasionally let a little too much of her frustrations show. This "criticism" needs to be balanced by the fact that her authenticity is a great strength of hers as a leader and that any frustration comes from a genuine desire to create a strong and effective team."

Authenticity: "Open and honest about sharing personal challenges and the impact this has on her work."

Authenticity: "She is very honest with her interactions with staff, and balances how she messages things based on other's needs, and owns up to mistakes when she makes them."

Authenticity: "Sally comes across as an open and honest leader."

Emotional Reasoning: "Sally welcomes a broad range of perspectives from others and is good at explaining the reasoning behind the decisions she makes."

Emotional Reasoning: "Sally demonstrates a very high degree of ethical, moral and consistent decision making."

Self-Management: "Sally brings a forward looking perspective to the team, she gets on to urgent tasks quickly and doesn't leave people waiting."

Inspiring Performance: "Sally is a great boss and someone I can rely on to support me."

DIRECT REPORT CATEGORY - ACTION PLAN

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

INSIGHTS



ACTIONS

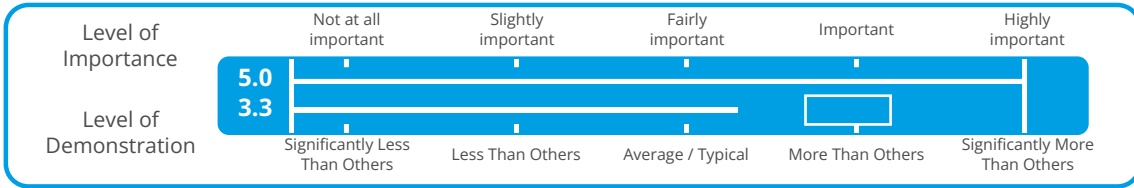


BENEFITS

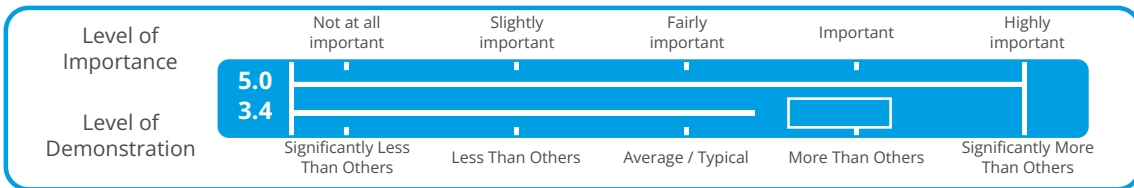


YOUR SELF ASSESSMENT RESULTS

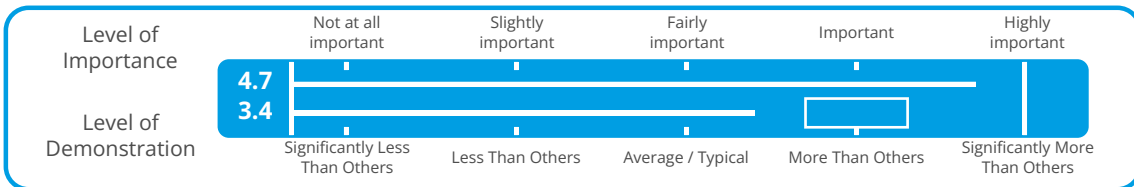
Self-Awareness



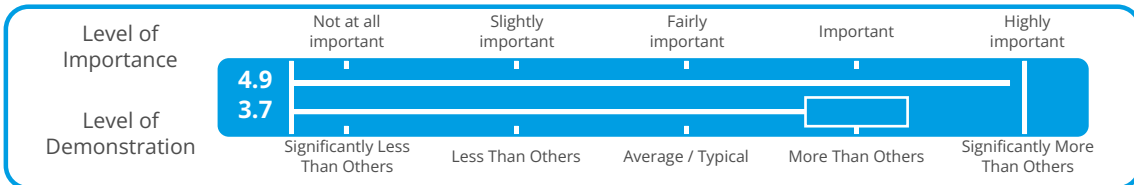
Awareness Of Others



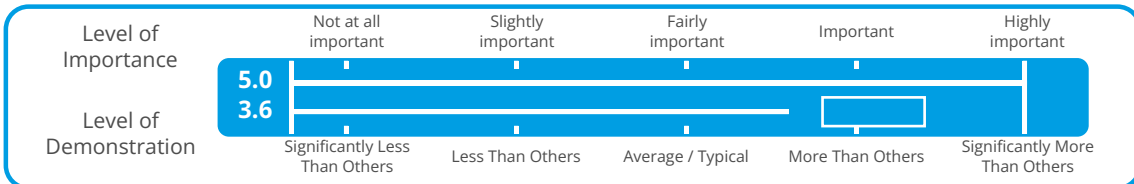
Authenticity



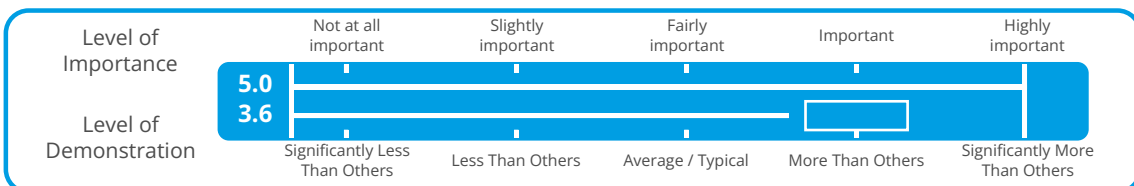
Emotional Reasoning



Self-Management



Inspiring Performance



YOUR DETAILED SELF ASSESSMENT 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 SELF ASSESSMENT 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 participating in your 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.

RESULTS SUMMARY

Self-Awareness	S	M	P	D
1. Understands the impact their behaviour has on others.	3	2	3.3	4.4
2. Is aware of their strengths and limitations.	4	4	3.3	4.6
3. Asks others for feedback on their leadership.	3	4	3.0	4.4
4. Responds effectively to feedback provided to them.	4	4	3.3	4.8
5. Is consistent in what they say and do.	3	3	3.7	4.4
6. Behaves in a way that is consistent with how they expect others to behave.	4	4	3.3	4.2
7. Demonstrates awareness of their mood and emotions.	2	3	2.7	4.2

Awareness Of Others	S	M	P	D
1. Makes others feel appreciated.	4	3	3.7	4.6
2. Adjusts their style so that it fits well with others.	4	3	3.7	4.0
3. Notices when someone needs support and responds effectively.	4	3	4.0	4.6
4. Accurately views situations from the perspective of others.	3	3	3.3	3.8
5. Acknowledges the views and opinions of others.	3	4	3.3	4.2
6. Accurately anticipates responses or reactions from others.	3	3	4.3	4.0
7. Balances achieving results with others' needs.	3	2	3.0	4.8

Authenticity	S	M	P	D
1. Is open about their thoughts, feelings and opinions.	3	4	3.3	4.6
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	2	4	3.3	4.0
3. Facilitates robust, open debate.	4	3	3.7	4.6
4. Is open and honest about mistakes.	4	3	3.7	3.8
5. Honours commitments and keeps promises.	4	3	3.7	4.2
6. Encourages others to put forward their thoughts, feelings and opinions.	4	4	4.0	4.0
7. Responds effectively when challenged.	3	4	3.7	4.8

KEY: S = Self M = Manager P = Peer (3) D = Direct Report (5)

RESULTS SUMMARY

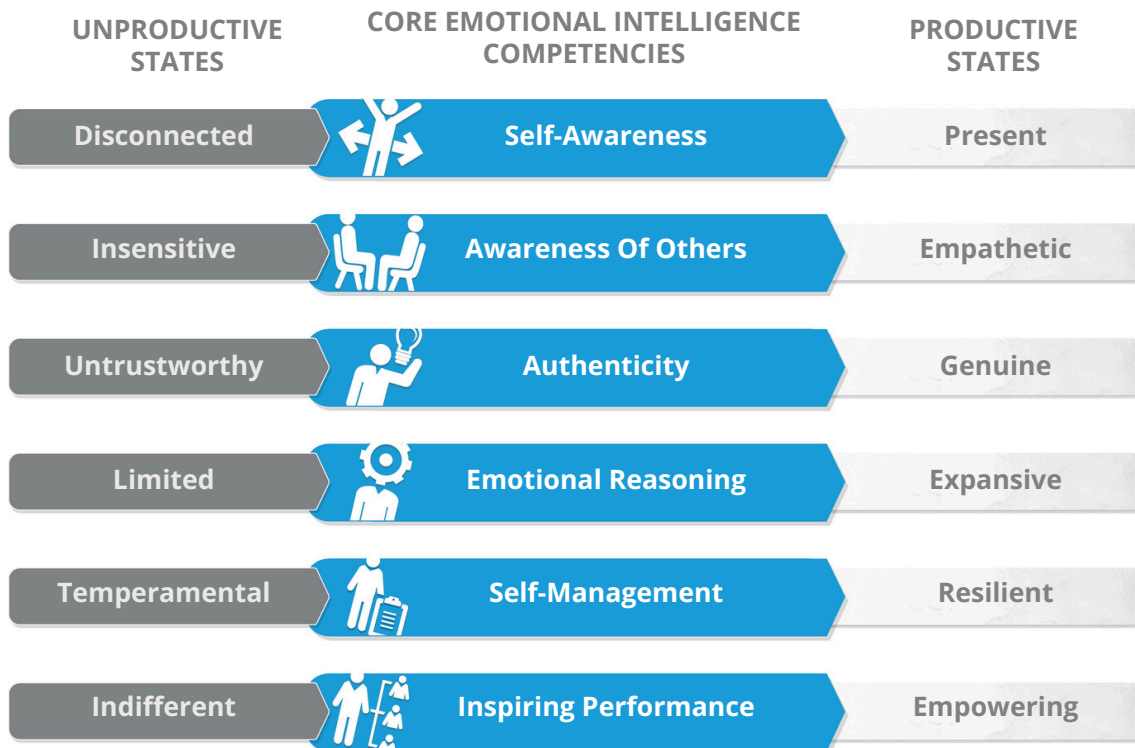
Emotional Reasoning	S	M	P	D
1.Consults others in decision-making.	3	4	3.3	4.8
2.Explains the rationale behind decisions made.	3	3	3.7	3.8
3.Involves you in decisions that affect your work.	4	4	3.0	4.2
4.Considers issues from multiple perspectives.	4	4	3.0	4.6
5.Takes the bigger picture into account when decision-making.	5	2	3.3	4.8
6.Reflects on feelings when decision-making.	3	4	3.3	4.6
7.Makes ethical decisions.	4	4	4.3	3.6

Self-Management	S	M	P	D
1.Manages their emotions effectively in difficult situations.	3	2	3.7	4.8
2.Demonstrates a positive, energising demeanour.	3	3	3.0	3.8
3.Manages their time effectively.	4	3	3.5	4.2
4.Learns from mistakes.	4	4	3.3	4.6
5.Keeps up to date with industry trends and market conditions.	3	3	3.7	4.8
6.Strives to improve their own performance.	4	4	3.3	4.6
7.Quickly adapts to new circumstances.	4	3	3.3	3.6

Inspiring Performance	S	M	P	D
1.Provides useful support and guidance.	4	4	3.3	4.8
2.Provides constructive feedback on behaviour and performance.	3	3	3.3	4.6
3.Helps you understand your purpose and contribution to the organisation.	3	3	3.5	4.6
4.Notices inappropriate behaviour in others and responds effectively.	3	3	3.3	4.0
5.Maintains a positive work environment.	4	4	3.0	4.2
6.Helps facilitate your development and advance your career.	4	3	3.5	4.2
7.Recognises others' hard work and achievements.	4	3	3.7	4.6

KEY: S = Self M = Manager P = Peer (3) D = Direct Report (5)





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