



180°

EMOTIONALLY INTELLIGENT LIFE FEEDBACK REPORT

Paul Example

1 January 2025

Strictly Confidential

ABOUT THIS REPORT

This report presents the results of a survey for Paul Example that reflects how well Paul demonstrates emotionally intelligent behaviors. 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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INTRODUCTION

Everyone has emotions. It's a simple fact - a part of our being human. And whether we realize it or not, these emotions impact us every day. They also impact those around us, both in the and in our personal lives.

Think about it for a moment. Think of a time when you experienced an emotion, for example, joy. Perhaps you had a great weekend or accomplished a difficult task. How did this emotion impact your thinking, your energy levels and the conversations you had with friends or family? Now think of a different emotion, for example, anger. Perhaps someone said something that 'rubbed you the wrong way' or a friend betrayed your confidence. How did this emotion impact your thinking and behaviors? Perhaps you sent an angry message or said something in the heat of the moment that you later regretted.

Emotions play an important role in how we think and the quality of our decisions. They also play a large role in how we behave showing up in our facial expressions, body language and tone of voice. Because of this they are fundamental to how we connect, communicate and influence each other. And finally, emotions play an important role in how we perform. Some stress for example is good for performance, but too much can be detrimental.

Emotional Intelligence (EI) is a set of skills that help us perceive, understand, express and respond to emotions within ourselves and others. Collectively these skills help us connect, communicate and relate to each other. Our EI also helps us make intelligent responses to emotions. Importantly EI can be developed and improved over time. Assessing our EI is an important first step in doing so. Many of us overestimate or underestimate our level of EI. An EI assessment helps us reflect on our strengths and our opportunities to improve it.

This personalized EI report is designed to provide this foundation of self-awareness. It is the starting point for a developmental journey.

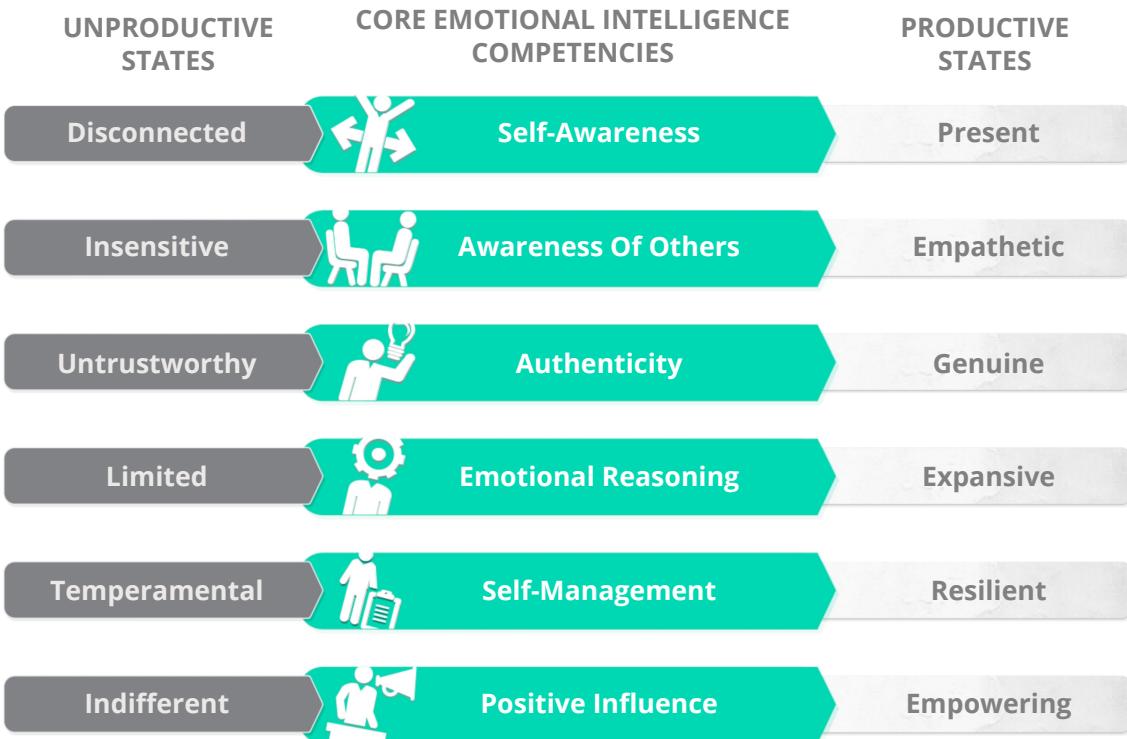
This report will provide you with:

- Insight into how important it is that you demonstrate emotionally intelligent behavior.
- Insight into how well you currently demonstrate emotionally intelligent behavior.
- Space to take notes on the Insights you receive from reflecting on your feedback, Actions you'd like to take where necessary in response, and the potential Benefits of those actions.

To assist you with identifying actions you could take to increase your emotional intelligence this report comes with a Development Tips Workbook. In this workbook you will find general advice on how to increase each of the competencies of EI together with more specific actions for each of the corresponding behaviors of EI presented in this report. Improving your EI should enhance how well you connect, communicate and relate to others. It should also improve your well-being and satisfaction in life. We wish you well on your EI development journey.

THE GENOS MODEL OF EMOTIONALLY INTELLIGENT COMPETENCIES

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



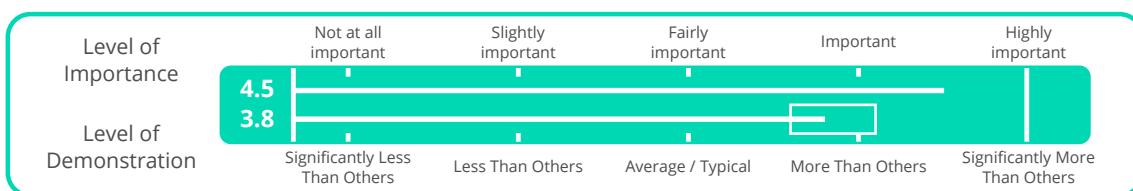
The competencies, shown in green on the model above, help us consistently demonstrate the productive being states on the right side of the model, as opposed to the unproductive being states, that we can all be at times, on the left side of the model.

ABOUT THE SURVEY

The Genos survey measures how well you demonstrate emotionally intelligent behaviors in comparison to others. The better you demonstrate the behaviors measured, the more effective you should be at connecting, communicating and relating to others. Insight into how important it is to your raters that you demonstrate the behaviors measured is also provided. When your raters completed the survey for you, they were asked to indicate:

- (a) How important it is to them that you display the behaviors in question and
- (b) How well you demonstrate the behaviors in question.

Example Results



The rectangle over the second result bar represents the range of scores that are 'average' or typical in the Genos norm group, that is, between the 25th and 75th percentile (Level of Demonstration only). The Genos norm group comprises a large representative sample of individuals who have rated others using the Genos assessment.

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

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

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

Rater list

Raters: Emily Wilson, Omar Ali, Anna Taylor, John Smith, Rahul Sharma, Alex Brown



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 behaviors.



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 average range of scores (or below the 25th percentile), an arrow pointing down is displayed for that item.
- Within the average range of scores (that is, between the 25th and 75th percentile), a left-right arrow is displayed for that item.
- Above the average range of scores (or above the 75th percentile), an arrow pointing up is displayed for that item.

Item Results Example

Self-Awareness	I	D	d	BM
1. Demonstrating awareness of the way you feel.	4.4	3.2	1.2	▼
2. Demonstrating awareness of the impact emotions can have on your thinking.	4.5	3.9	0.6	< >
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	4.7	4.6	0.1	^

If your Level of Demonstration result for a given item is greater than the Level of Importance result, a green circle with a tick inside it is presented. Research suggests that the better you demonstrate the behaviors of the survey the more effective your personal and interpersonal skills will be. There will almost always be some discrepancies between how important the behaviors are and how well you demonstrate them. Use the size of these discrepancies to prioritize your development actions at the end of this report.

INTERPRETING RATER SCORES

Rater Information

Responses to the survey were collected between 1 December 2024 and 1 January 2025. The table below lists the number of raters who provided responses and provides information on the validity of their responses.

Raters	#	Familiarity with you		Consistency of responses		
	5	Low		High	Low	

Familiarity

When completing the survey your raters were asked to indicate how often they have contact with you and how familiar they are with your behavior. Their responses to these questions are 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 behaviors.	Valuable and should not be dismissed. However, interpret these scores with caution.	
MEDIUM	Have some contact with you and are familiar with your behaviors.	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 behaviors.	Very meaningful. Take action based on the feedback.	

Consistency

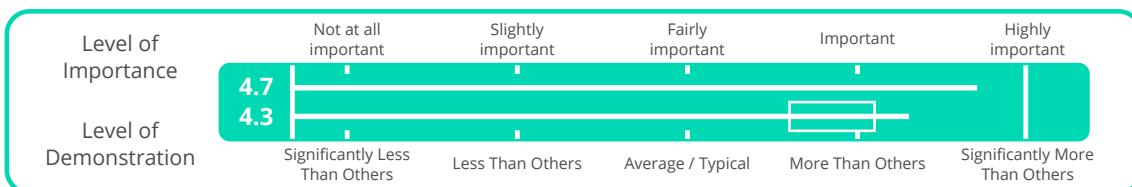
Consistency describes the level of variation (or lack thereof) in rater responses to the survey questions. The table below explains how to interpret your consistency score.

		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 behavior to individual raters• Raters may be seeing different aspects of your behavior, 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.	

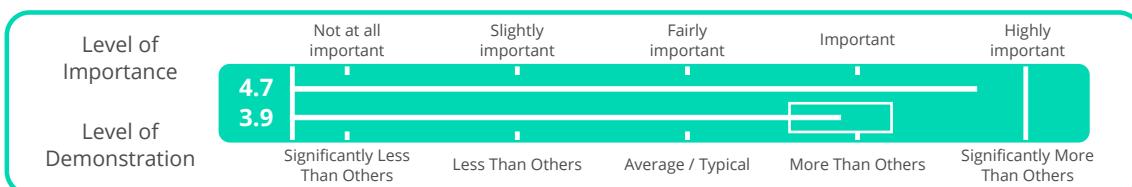
RESULTS AT A GLANCE

Your overall results for each of the six emotional intelligence competencies are summarized on this page. Your results represent the average response given by raters to the questions measuring each competency. More detailed item results are presented in the subsequent pages.

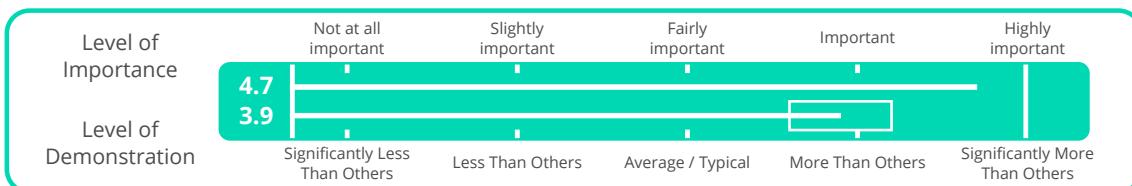
Self-Awareness



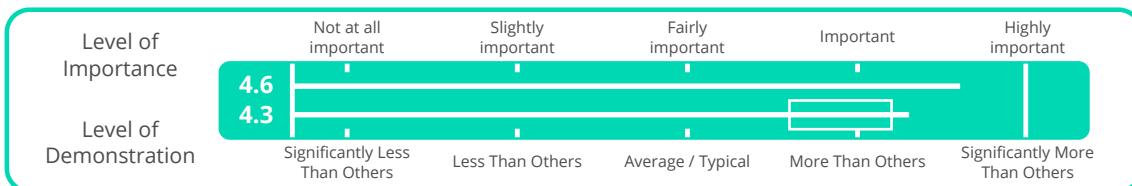
Awareness Of Others



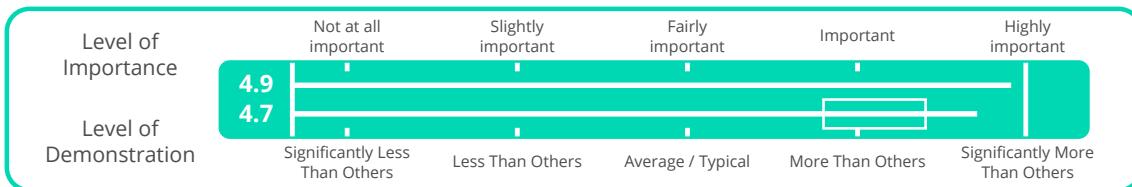
Authenticity



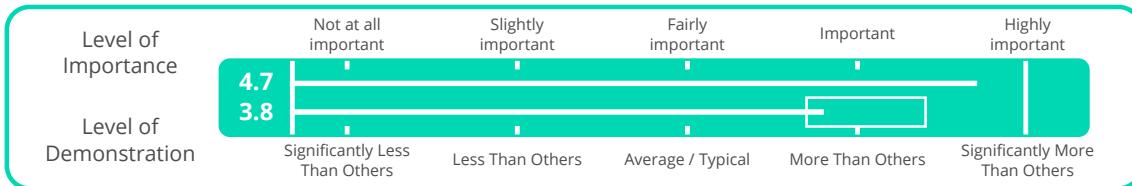
Emotional Reasoning



Self-Management



Positive Influence



SELF-AWARENESS

Self-Awareness is about being aware of the way you feel and the impact your feelings can have on decisions, behavior and performance. Your overall results for Self-Awareness are shown below.



The table below shows the average response you received from raters to each of the questions measuring this competency.

Self-Awareness	I	D	d	BM
1. Demonstrating awareness of the way you feel.	5.0	4.8	0.2	▲
2. Demonstrating awareness of the impact emotions can have on your thinking.	4.8	4.2	0.6	< >
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	5.0	4.8	0.2	▲
4. Asking others for feedback on your behavior.	5.0	4.2	0.8	▲
5. Responding effectively to feedback from others.	4.4	3.6	0.8	< >
6. Demonstrating awareness of your mood.	4.0	4.0	✓	< >
7. Behaving in a way that is consistent with how you describe yourself to be.	4.6	4.6	✓	▲

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

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

- Carl Gustav Jung

QUALITATIVE FEEDBACK

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

“When I’ve given Paul feedback on the way he has managed certain things he has been a little defensive – this is not a big issue but an area where Paul could further improve his self-awareness.”

“Paul thinks before he speaks (a quality others could learn from him!).”

“Paul is a great person who is consistent in the way he interacts with others.”

INSIGHTS



ACTIONS

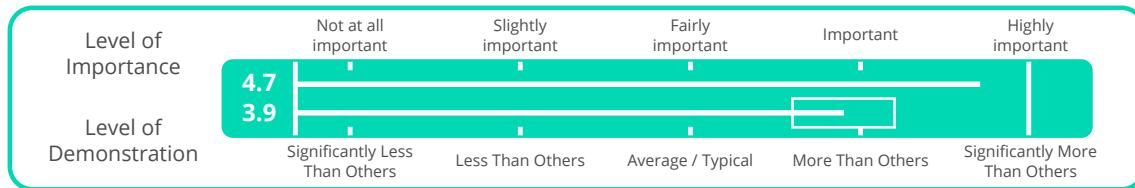


BENEFITS



AWARENESS OF OTHERS

Awareness of Others is about perceiving, understanding and acknowledging the way others feel. Your overall results for Awareness Of Others are shown below.



The table below shows the average response you received from raters to each of the questions measuring this competency.

Awareness Of Others	I	D	d	BM
1. Accurately acknowledging the way others feel.	4.8	4.0	0.8	< >
2. Recognizing others' non-verbal emotional cues (e.g., body language).	4.8	4.2	0.6	< >
3. Noticing when someone needs support.	5.0	3.6	1.4	▼
4. Relating well to others' feelings.	4.8	4.0	0.8	< >
5. Accurately viewing situations from others' perspective.	4.6	4.4	0.2	▲
6. Adjusting your behavior so that it fits well with others.	4.4	3.6	0.8	< >
7. Accurately anticipating responses or reactions from others.	4.6	3.8	0.8	< >

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

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

- Maya Angelou

QUALITATIVE FEEDBACK

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

“Paul has a tendency to be too analytical to his approach to people – this is great but on some occasions he offers too much detail and fails to see people zone-out.”

“Paul has a strong personality and does not adjust it when his is with people who have a different style to him. As a result he doesn't connect as well as he could sometimes.”

“Paul relates well to different people, a key strength of his.”

“I'd like to see Paul reach out and offer more practical help others – he is highly skilled in what he does and it would be great to see him pass his experience down the line.”

INSIGHTS



ACTIONS



BENEFITS



AUTHENTICITY

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



The table below shows the average response you received from raters to each of the questions measuring this competency.

Authenticity	I	D	d	BM
1. Sharing how you feel with others.	5.0	3.8	1.2	< >
2. Describing your own feelings in a way that is sensitive to the feelings of others.	4.8	3.6	1.2	< >
3. Expressing your feelings in the right place and time.	4.4	3.4	1.0	▼
4. When necessary, facilitating challenging conversations effectively.	4.8	4.6	0.2	▲
5. Being consistent in what you say and do.	4.8	4.4	0.4	< >
6. Encouraging others to express themselves.	4.6	3.2	1.4	▼
7. Honoring commitments and keeping promises.	4.8	4.0	0.8	< >

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

"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

QUALITATIVE FEEDBACK

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

“Paul consistently delivers what he has promised and lets you know if he is behind schedule.”

“Paul could improve in this area by asking others more questions about how they are thinking and feeling about things.”

“When Paul commits to something he always follows through – he is very reliable. He could be better at giving others more of a voice, sometimes he could draw out others thoughts and feelings on things more.”

“Paul is very open, when he’s upset about something he lets you know about it. He could take into account how others might be feeling when he does. Sometimes he doesn’t read the room as well as he could.”

INSIGHTS



ACTIONS

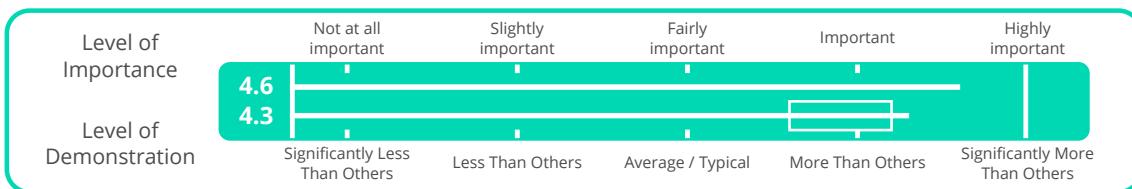


BENEFITS



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 average response you received from raters to each of the questions measuring this competency.

Emotional Reasoning	I	D	d	BM
1. Reflecting on feelings when decision-making.	4.4	4.2	0.2	▲
2. Asking others how they feel about potential solutions to problems.	4.4	4.4	✓	▲
3. Considering issues from multiple perspectives.	4.4	4.4	✓	▲
4. Involving others in decisions that affect them.	5.0	4.6	0.4	▲
5. Demonstrating awareness of biases in decision-making.	4.8	3.6	1.2	< >
6. Communicating decisions in a way that is sensitive to others' feelings.	4.4	4.4	✓	▲
7. Reflecting on your values when making important decisions.	5.0	4.6	0.4	▲

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

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

- Bertrand Russell

QUALITATIVE FEEDBACK

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

"Paul is an expert at looking at issues from multiple perspectives."

"At times I think Paul gets excited about things and this clouds his judgement. When he's excited he doesn't look at some of the faults in things, and these later pop up and become issues."

"Paul regularly wins support for his ideas – he achieves this through consulting others and explaining the rationale for his choices. He always takes time to consult and is never dictatorial."

"I have never once found fault in his logic or ability to communicate ideas to others."

INSIGHTS



ACTIONS

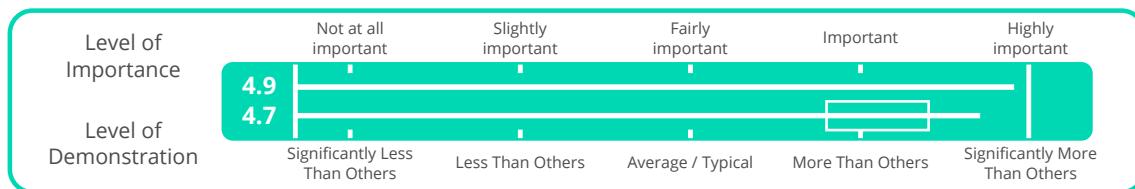


BENEFITS



SELF-MANAGEMENT

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



The table below shows the average response you received from raters to each of the questions measuring this competency.

Self-Management	I	D	d	BM
1. Responding effectively in stressful situations.	4.8	5.0	✓	▲
2. Demonstrating a positive, energizing demeanor.	5.0	5.0	✓	▲
3. Adapting effectively to different/changing circumstances.	5.0	4.6	0.4	▲
4. Responding effectively to criticism from others.	5.0	4.8	0.2	▲
5. Managing your time effectively.	4.8	4.2	0.6	< >
6. Controlling your anger.	4.6	4.2	0.4	< >
7. Improving yourself.	4.8	4.8	✓	▲

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

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

- Nelson Mandela

QUALITATIVE FEEDBACK

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

"Paul consistently has a glass half full attitude. He is always positive and optimistic about things, sees and carries himself well - very resilient and able to cope with a lot well."

"I have only seen Paul lose his temper once in the 3 years I've known him – he holds it together well."

"Paul continually looks for ways to grow his skills and capability."

INSIGHTS



ACTIONS

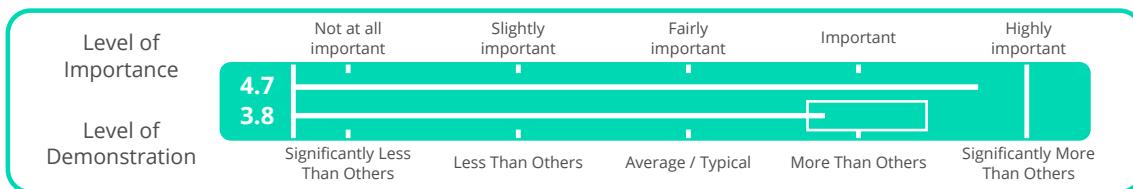


BENEFITS



POSITIVE INFLUENCE

Positive Influence is about positively influencing the way others feel through problem solving, providing feedback and recognizing and supporting others' work. Your overall results for Positive Influence are shown below.



The table below shows the average response you received from raters to each of the questions measuring this competency.

Positive Influence	I	D	d	BM
1. Providing useful support to others.	4.8	3.8	1.0	▼
2. Helping others resolve conflicts.	4.4	4.0	0.4	< >
3. Helping others respond effectively to stressful situations.	4.8	3.6	1.2	< >
4. Responding effectively to others' inappropriate behavior.	5.0	3.4	1.6	▼
5. Helping create a positive environment for others.	5.0	4.0	1.0	< >
6. Responding effectively to others' feelings.	4.6	3.6	1.0	< >
7. Positively influencing the way others feel.	4.6	4.0	0.6	< >

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

"A leader is one who knows the way, goes the way, and shows the way."

- John Maxwell

QUALITATIVE FEEDBACK

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

"Paul manages his own stress and emotions really well. An area for development for Paul could be to step in and help others navigate difficult situations more. When the going gets tough for others, Paul tends to go missing in action."

"While Paul is a very respectful person, he walks past the poor behavior of others all too frequently. People respect and respond well to Paul, and this could be an area of development for him."

"Paul has the capability and should take greater responsibility in helping others be resilient. Paul does this with ease but around him there are obvious signs that people not coping."

INSIGHTS



ACTIONS



BENEFITS



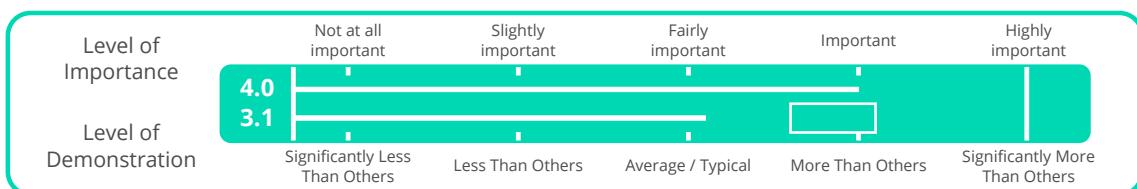
RESPONDING TO YOUR FEEDBACK

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):

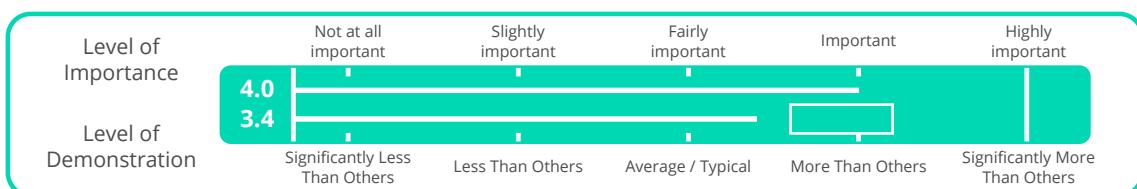
1. Thank your raters for participating in your survey.
2. Outline the insights you gained and the actions you are intending to take.
3. Ask for their feedback and input on these actions. It is validation and/or refinement you are hoping to achieve from the dialogue.
4. Ask questions about any parts of 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 time frame to revisit things.
11. Thank them.

YOUR SELF ASSESSMENT RESULTS

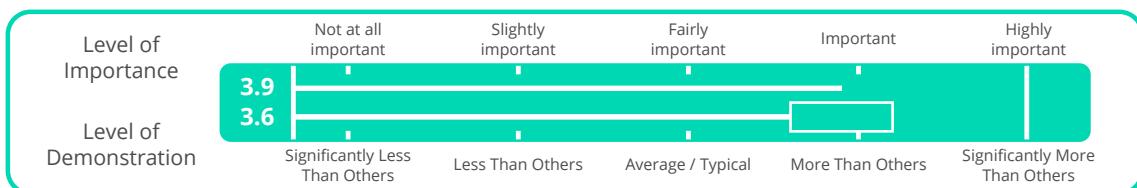
Self-Awareness



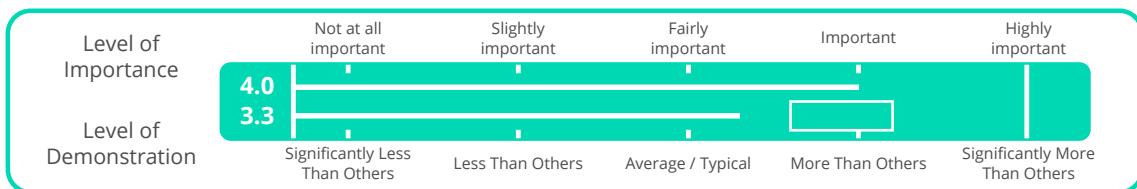
Awareness Of Others



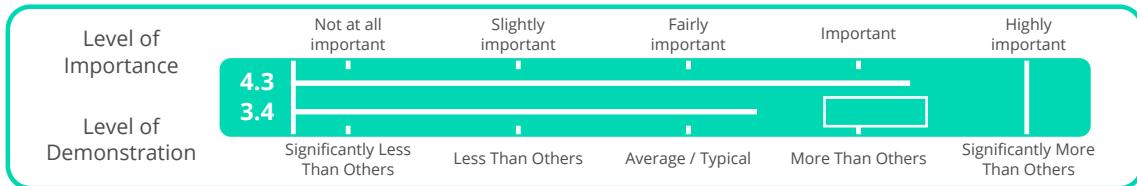
Authenticity



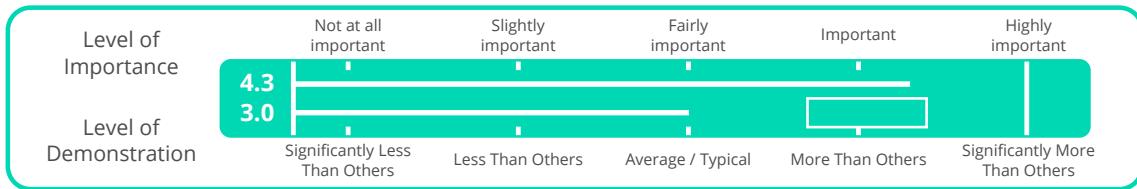
Emotional Reasoning



Self-Management



Positive Influence



YOUR DETAILED SELF ASSESSMENT RESULTS

Self-Awareness	I	D	d	BM
1. Demonstrating awareness of the way you feel.	3	3	✓	✓
2. Demonstrating awareness of the impact emotions can have on your thinking.	3	3	✓	✓
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	4	2	2	✓
4. Asking others for feedback on your behavior.	4	3	1	✓
5. Responding effectively to feedback from others.	5	4	1	< >
6. Demonstrating awareness of your mood.	4	4	✓	< >
7. Behaving in a way that is consistent with how you describe yourself to be.	5	3	2	✓

Awareness Of Others	I	D	d	BM
1. Accurately acknowledging the way others feel.	4	3	1	✓
2. Recognizing others' non-verbal emotional cues (e.g., body language).	4	4	✓	< >
3. Noticing when someone needs support.	5	4	1	< >
4. Relating well to others' feelings.	3	3	✓	✓
5. Accurately viewing situations from others' perspective.	4	3	1	✓
6. Adjusting your behavior so that it fits well with others.	5	3	2	✓
7. Accurately anticipating responses or reactions from others.	3	4	✓	< >

Authenticity	I	D	d	BM
1. Sharing how you feel with others.	3	3	✓	✓
2. Describing your own feelings in a way that is sensitive to the feelings of others.	2	2	✓	✓
3. Expressing your feelings in the right place and time.	3	4	✓	< >
4. When necessary, facilitating challenging conversations effectively.	4	3	1	✓
5. Being consistent in what you say and do.	5	4	1	< >
6. Encouraging others to express themselves.	5	4	1	< >
7. Honoring commitments and keeping promises.	5	5	✓	^

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. Reflecting on feelings when decision-making.	3	3	✓	✓
2. Asking others how they feel about potential solutions to problems.	5	4	1	< >
3. Considering issues from multiple perspectives.	5	4	1	< >
4. Involving others in decisions that affect them.	4	3	1	✓
5. Demonstrating awareness of biases in decision-making.	2	3	✓	✓
6. Communicating decisions in a way that is sensitive to others' feelings.	4	3	1	✓
7. Reflecting on your values when making important decisions.	5	3	2	✓

Self-Management	I	D	d	BM
1. Responding effectively in stressful situations.	5	5	✓	^
2. Demonstrating a positive, energizing demeanor.	4	3	1	✓
3. Adapting effectively to different/changing circumstances.	4	4	✓	< >
4. Responding effectively to criticism from others.	4	2	2	✓
5. Managing your time effectively.	4	3	1	✓
6. Controlling your anger.	4	3	1	✓
7. Improving yourself.	5	4	1	< >

Positive Influence	I	D	d	BM
1. Providing useful support to others.	4	3	1	✓
2. Helping others resolve conflicts.	4	3	1	✓
3. Helping others respond effectively to stressful situations.	5	3	2	✓
4. Responding effectively to others' inappropriate behavior.	4	3	1	✓
5. Helping create a positive environment for others.	4	3	1	✓
6. Responding effectively to others' feelings.	4	3	1	✓
7. Positively influencing the way others feel.	5	3	2	✓

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

RESULTS SUMMARY

Self-Awareness	S	R
1. Demonstrating awareness of the way you feel.	3	4.8
2. Demonstrating awareness of the impact emotions can have on your thinking.	3	4.2
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	2	4.8
4. Asking others for feedback on your behavior.	3	4.2
5. Responding effectively to feedback from others.	4	3.6
6. Demonstrating awareness of your mood.	4	4.0
7. Behaving in a way that is consistent with how you describe yourself to be.	3	4.6

Awareness Of Others	S	R
1. Accurately acknowledging the way others feel.	3	4.0
2. Recognising others' non-verbal emotional cues (e.g., body language).	4	4.2
3. Noticing when someone needs support.	4	3.6
4. Relating well to others' feelings.	3	4.0
5. Accurately viewing situations from others' perspective.	3	4.4
6. Adjusting your behavior so that it fits well with others.	3	3.6
7. Accurately anticipating responses or reactions from others.	4	3.8

Authenticity	S	R
1. Sharing how you feel with others.	3	3.8
2. Describing your own feelings in a way that is sensitive to the feelings of others.	2	3.6
3. Expressing your feelings in the right place and time.	4	3.4
4. When necessary, facilitating challenging conversations effectively.	3	4.6
5. Being consistent in what you say and do.	4	4.4
6. Encouraging others to express themselves.	4	3.2
7. Honoring commitments and keeping promises.	5	4.0

KEY: S = Self R = Raters (5)

RESULTS SUMMARY

Emotional Reasoning	S	R
1. Reflecting on feelings when decision-making.	3	4.2
2. Asking others how they feel about potential solutions to problems.	4	4.4
3. Considering issues from multiple perspectives.	4	4.4
4. Involving others in decisions that affect them.	3	4.6
5. Demonstrating awareness of biases in decision-making.	3	3.6
6. Communicating decisions in a way that is sensitive to others' feelings.	3	4.4
7. Reflecting on your values when making important decisions.	3	4.6

Self-Management	S	R
1. Responding effectively in stressful situations.	5	5.0
2. Demonstrating a positive, energizing demeanor.	3	5.0
3. Adapting effectively to different/changing circumstances.	4	4.6
4. Responding effectively to criticism from others.	2	4.8
5. Managing your time effectively.	3	4.2
6. Controlling your anger.	3	4.2
7. Improving yourself.	4	4.8

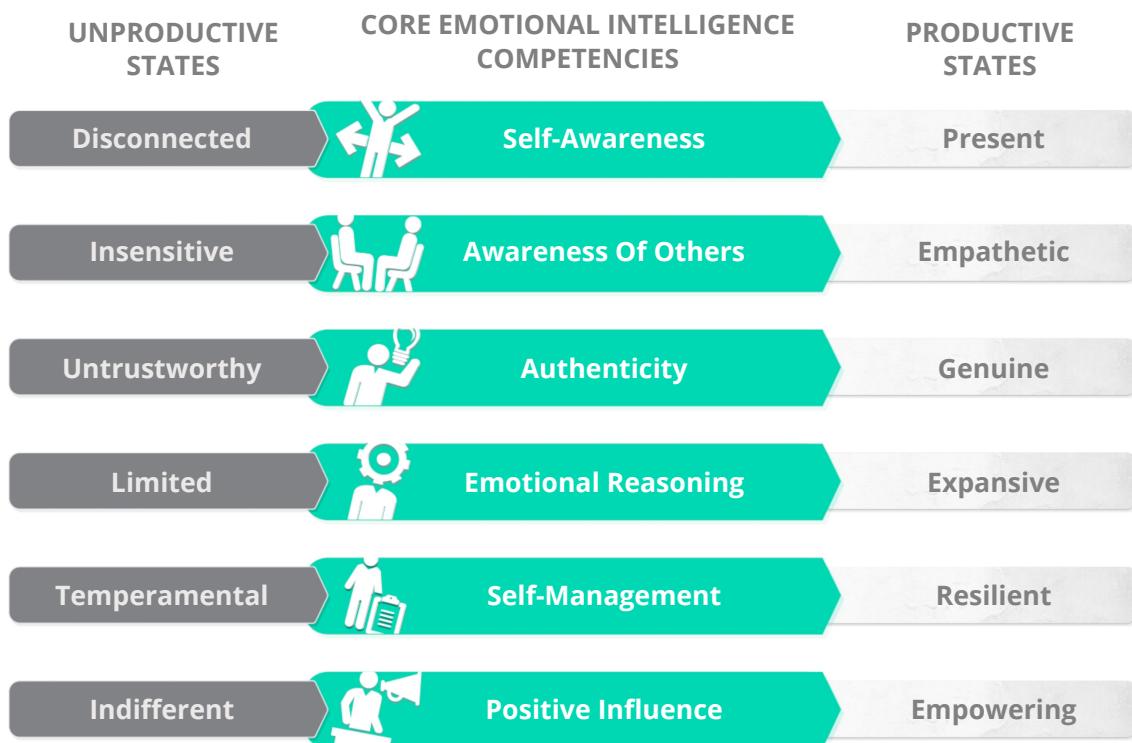
Positive Influence	S	R
1. Providing useful support to others.	3	3.8
2. Helping others resolve conflicts.	3	4.0
3. Helping others respond effectively to stressful situations.	3	3.6
4. Responding effectively to others' inappropriate behavior.	3	3.4
5. Helping create a positive environment for others.	3	4.0
6. Responding effectively to others' feelings.	3	3.6
7. Positively influencing the way others feel.	3	4.0

KEY: S = Self R = Raters (5)









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