

**GROUP DEBRIEFING**



**ASSESSMENT REPORTS**

# AGENDA

In today's session, we will:

- Review the Genos model of Emotional Intelligence
- Explore your assessment results and actions you might be able to take improve how you demonstrate emotionally intelligent behaviour at work
- Explore tools and techniques for effectively responding to your feedback





# THE GENOS MODEL OF EMOTIONAL INTELLIGENCE



# THE GENOS MODEL OF EMOTIONALLY INTELLIGENT LEADERSHIP COMPETENCIES





# THE IMPORTANCE OF FEEDBACK

1



## EXPECTED

Things that are clear  
and don't surprise you.

2



## SURPRISED

Things you don't  
expect but are clear.

3



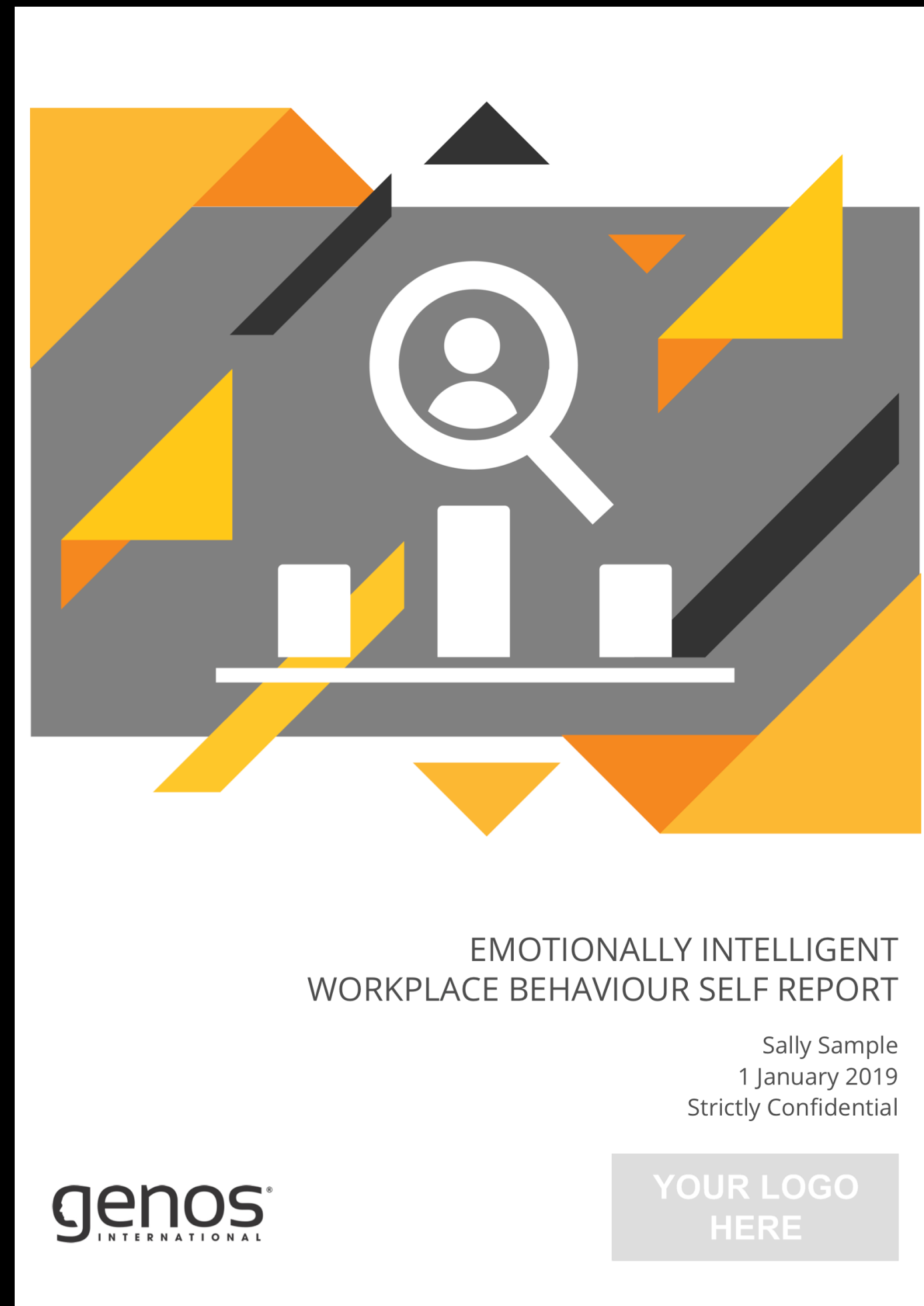
## UNCLEAR

Things that surprise  
you and aren't clear.

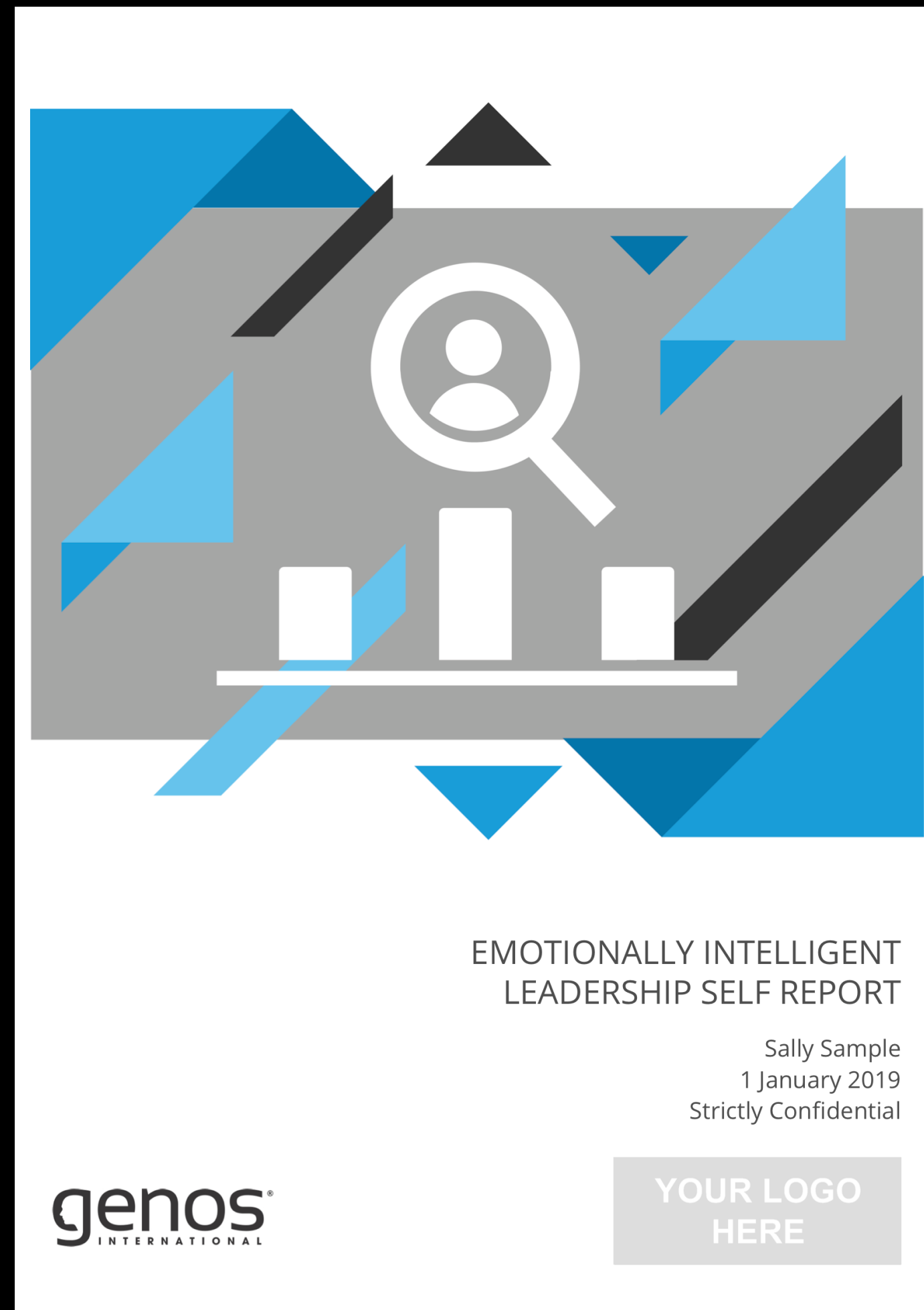
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## QUESTIONS & ACTIONS

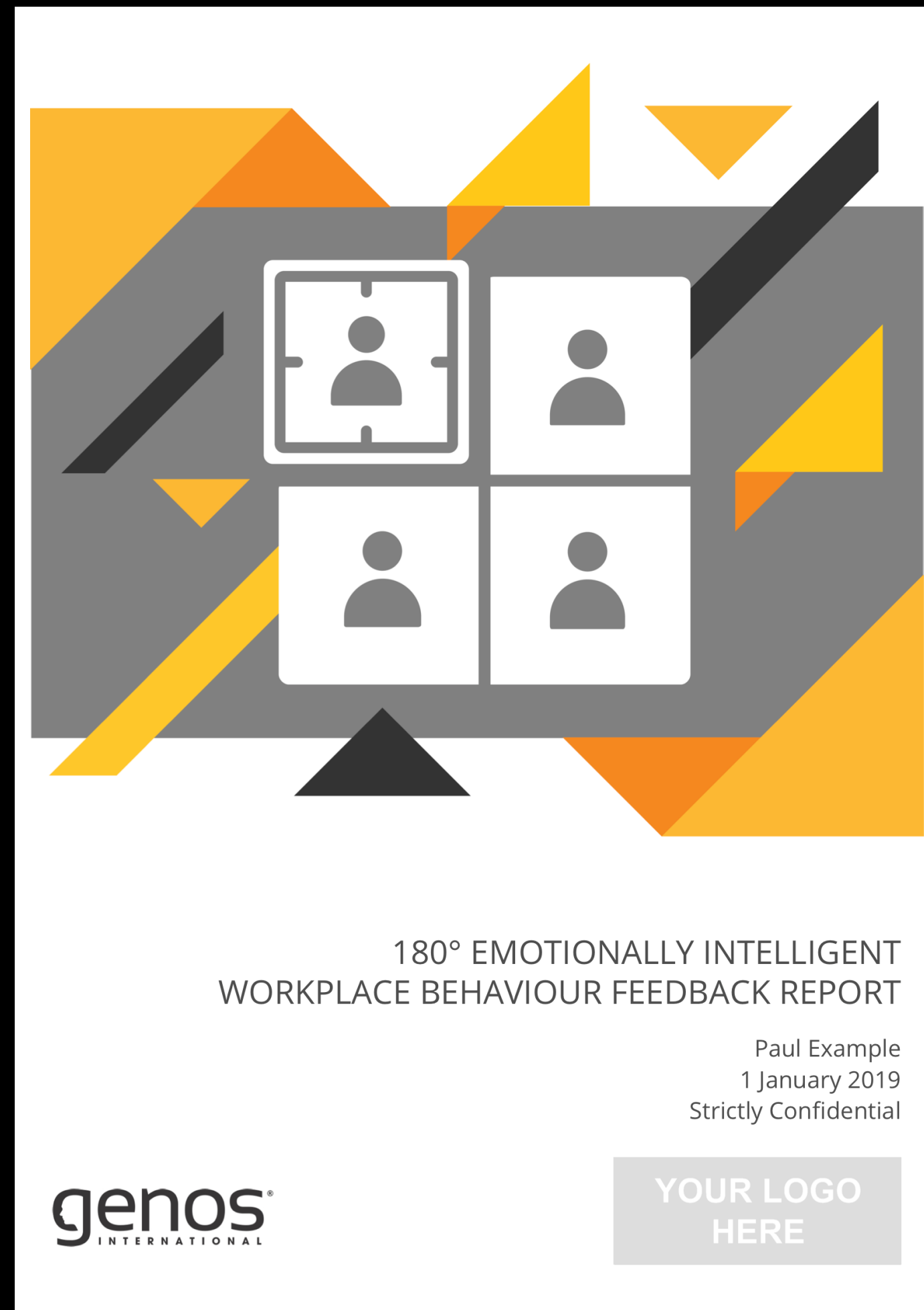


- Results reflect how well you demonstrate emotionally intelligent workplace behaviour
- Results do not reflect your actual EQ or innate level of emotional intelligence

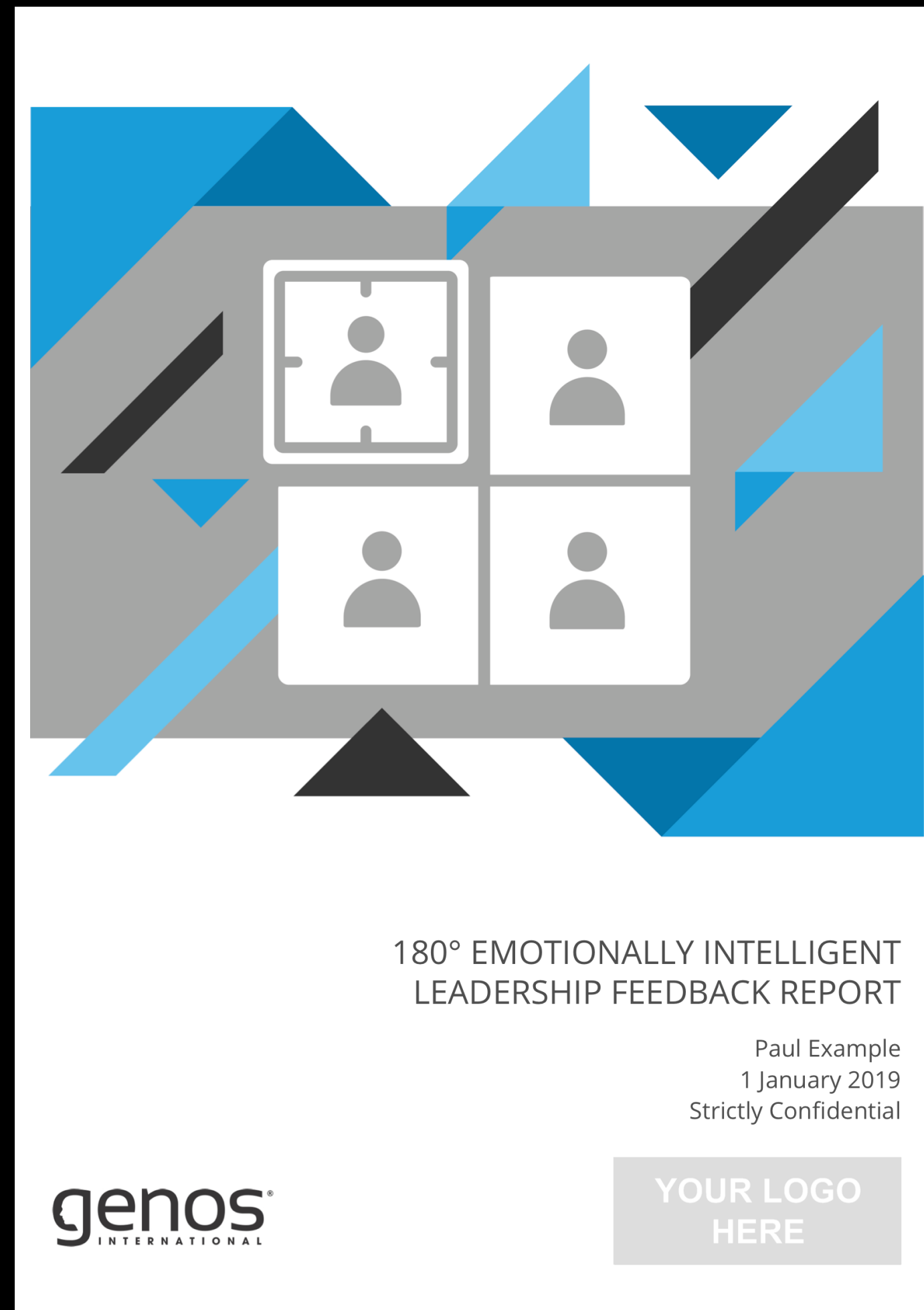


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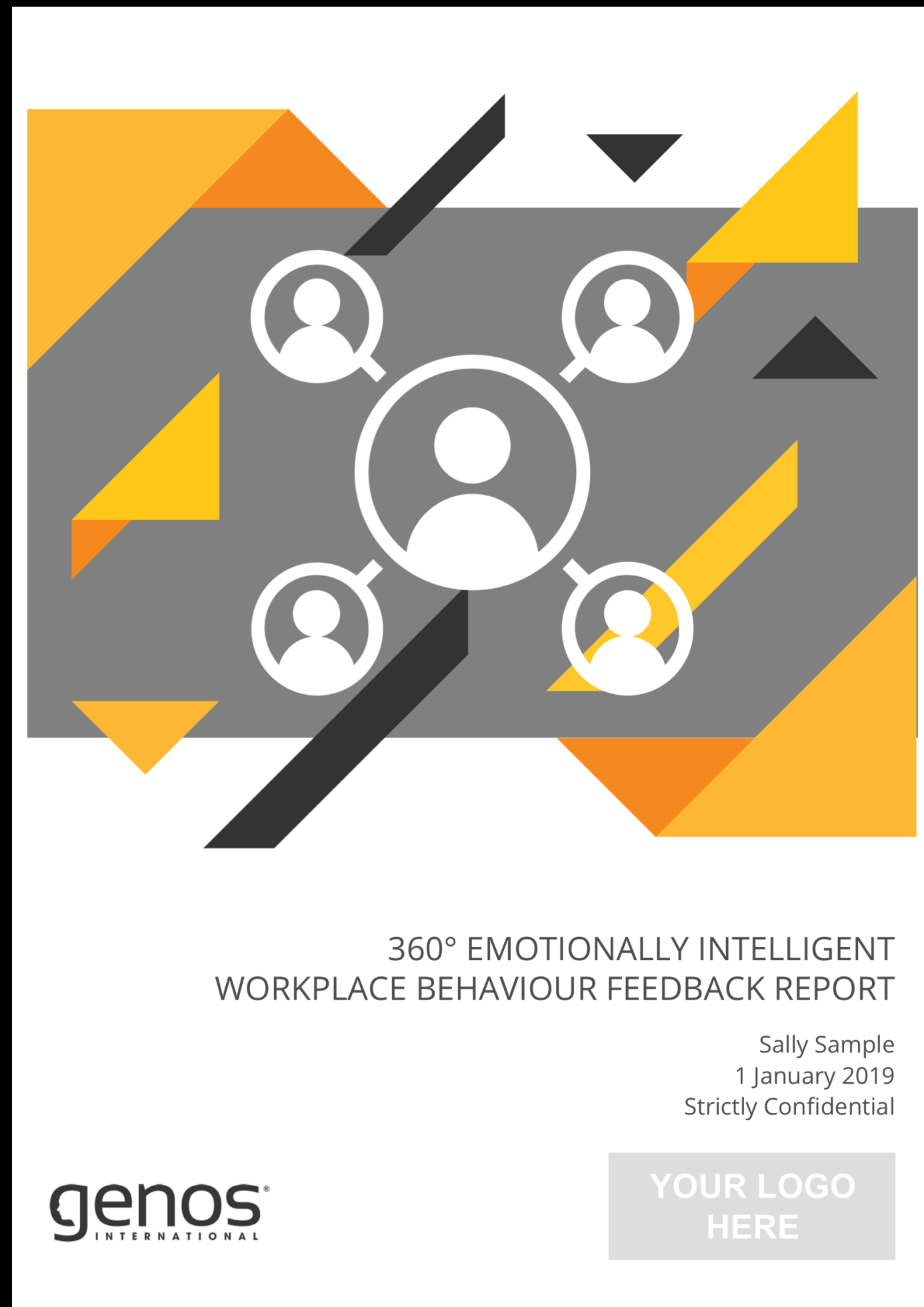




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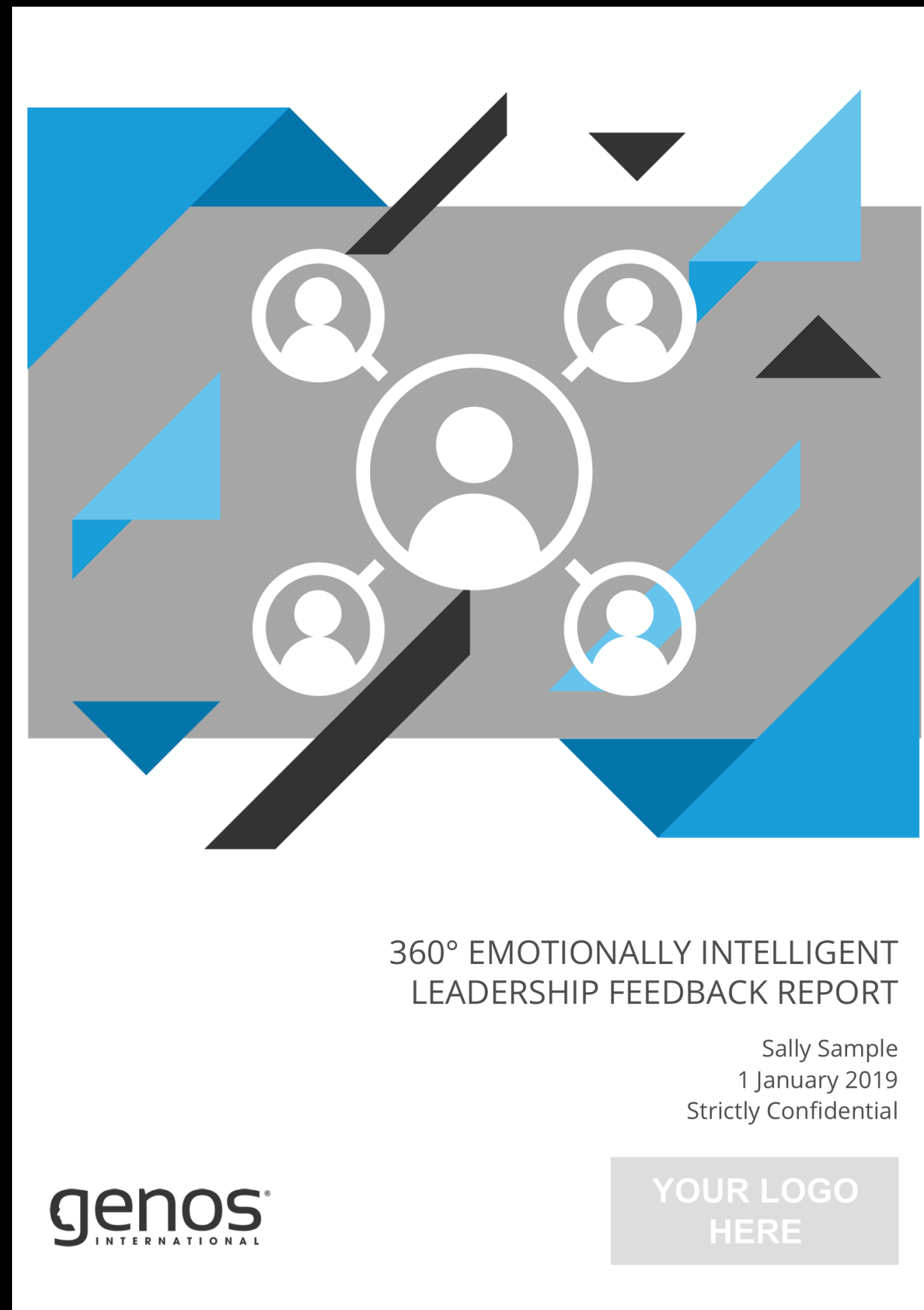


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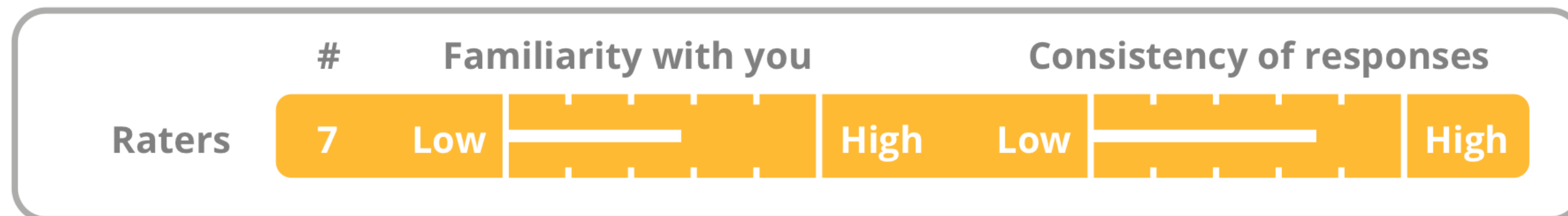
# INSIGHTS FROM YOUR RESULTS

- How often you demonstrate emotionally intelligent workplace behaviour is influenced by:
  - Opportunity
  - Personal context
  - Culture
  - Nature/Nature
  - Motivation
  - Relationships
- Consider these factors to help you interpret your results

# THE VALIDITY OF YOUR RESULTS

## Rater Information

The table below lists the total number of raters in the Peer category that responded to the survey and provides information on the validity of their responses.



## Familiarity

Raters in this category rated their familiarity with your workplace behaviour as 2.8 out of 5. This means that on average raters in this category have some contact with you and are familiar with your workplace behaviour. 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.



# THE VALIDITY OF YOUR RESULTS

## Rater Information

Responses to the survey were collected between 1 December 2018 and 1 January 2019. The table below lists the number of raters who provided responses and provides information on the validity of their responses.

	#	Familiarity with you		Consistency of responses			
Raters	5	Low	<div><div></div></div>	High	Low	<div><div></div></div>	High

## 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 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.

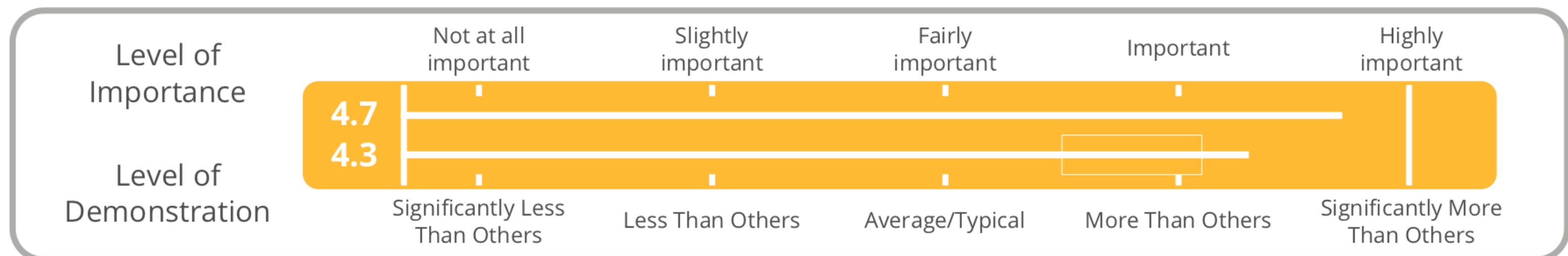
## Consistency

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.

# THE ASSESSMENT

1. Measures how important it is to your colleagues, that you demonstrate emotionally intelligent workplace behaviour

## Self-Awareness

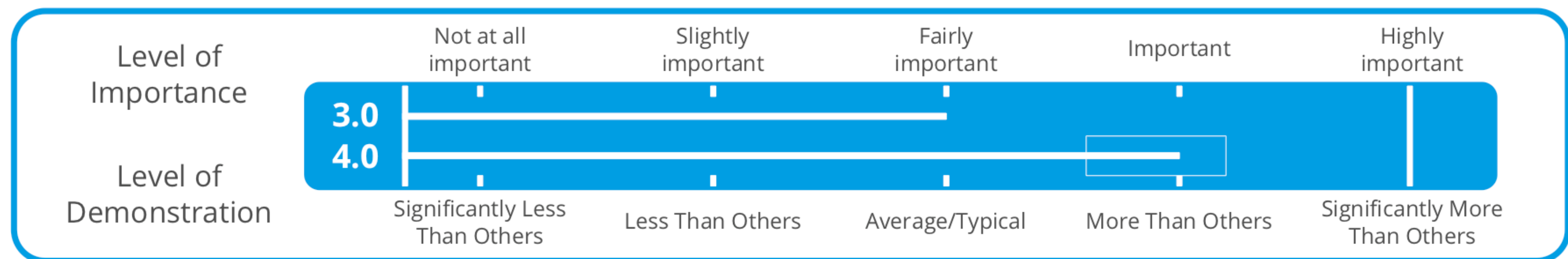


2. Measures how well you demonstrate the competencies of the model in comparison to others

# THE ASSESSMENT

1. Measures how important it is to your direct reports, that you demonstrate emotionally intelligent leadership competencies

## Self-Awareness



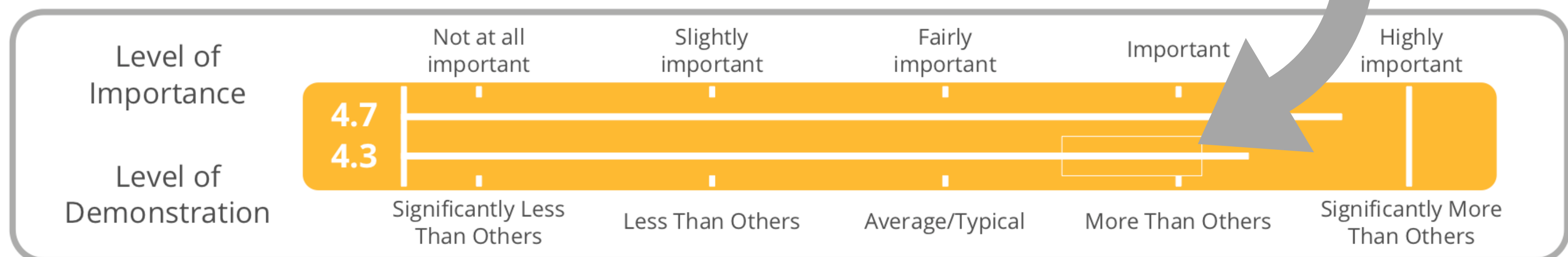
2. Measures how well you demonstrate the competencies of the model in comparison to others



# BENCHMARKING

The transparent rectangles represent the scores achieved by the middle 50% of the Genos benchmark group

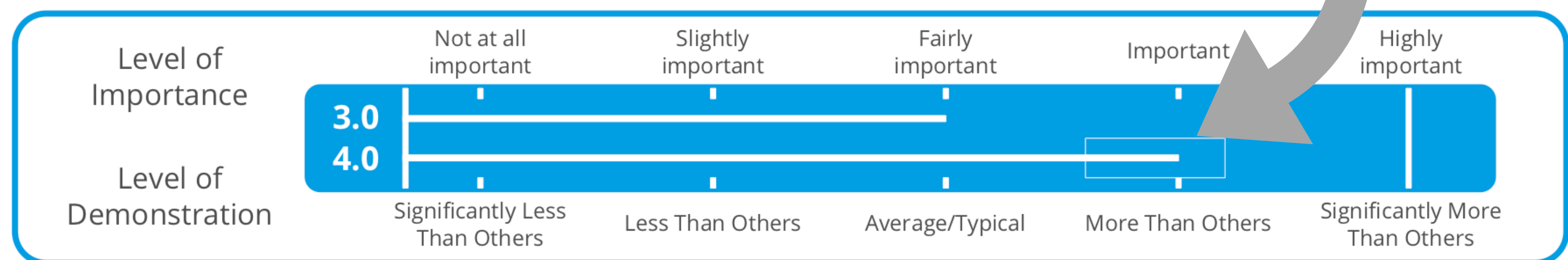
## Self-Awareness



# BENCHMARKING

The transparent rectangles represent the scores achieved by the middle 50% of the Genos benchmark group

## Self-Awareness



Authenticity	I	D	d	BM
1. Shares how they feel with others.	5.0	3.8	1.2	< >
2. Describes their own feelings in a way that is sensitive to the feelings of others.	4.8	3.6	1.2	< >
3. Expresses their feelings in the right place and time.	4.4	3.4	1.0	v
4. When necessary, facilitates challenging conversations effectively.	4.8	4.6	0.2	^
5. Is consistent in what they say and do.	4.8	4.4	0.4	< >
6. Encourages others to express themselves.	4.6	3.2	1.4	v
7. Honours commitments and keeps promises.	4.8	4.0	0.8	< >

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

Authenticity	I	D	d	BM
1. Is open about their thoughts, feelings and opinions.	3.8	3.3	0.5	V
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	3.8	3.1	0.7	V
3. Facilitates robust, open debate.	4.4	3.3	1.1	V
4. Is open and honest about mistakes.	4.1	3.6	0.5	V
5. Honours commitments and keeps promises.	4.3	3.9	0.4	< >
6. Encourages others to put forward their thoughts, feelings and opinions.	4.3	3.9	0.4	< >
7. Responds effectively when challenged.	4.1	3.2	0.9	V

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



# 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 analytical to his approach to his work – this is great but on some occasions he offers too much detail and fails to see people zone-out.”

“Paul relates well to each member of the team.”

“Paul regularly checks-in with his stakeholder group, he has his finger on the pulse of his clients and is a role model for others in this area.”

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

## QUALITATIVE FEEDBACK

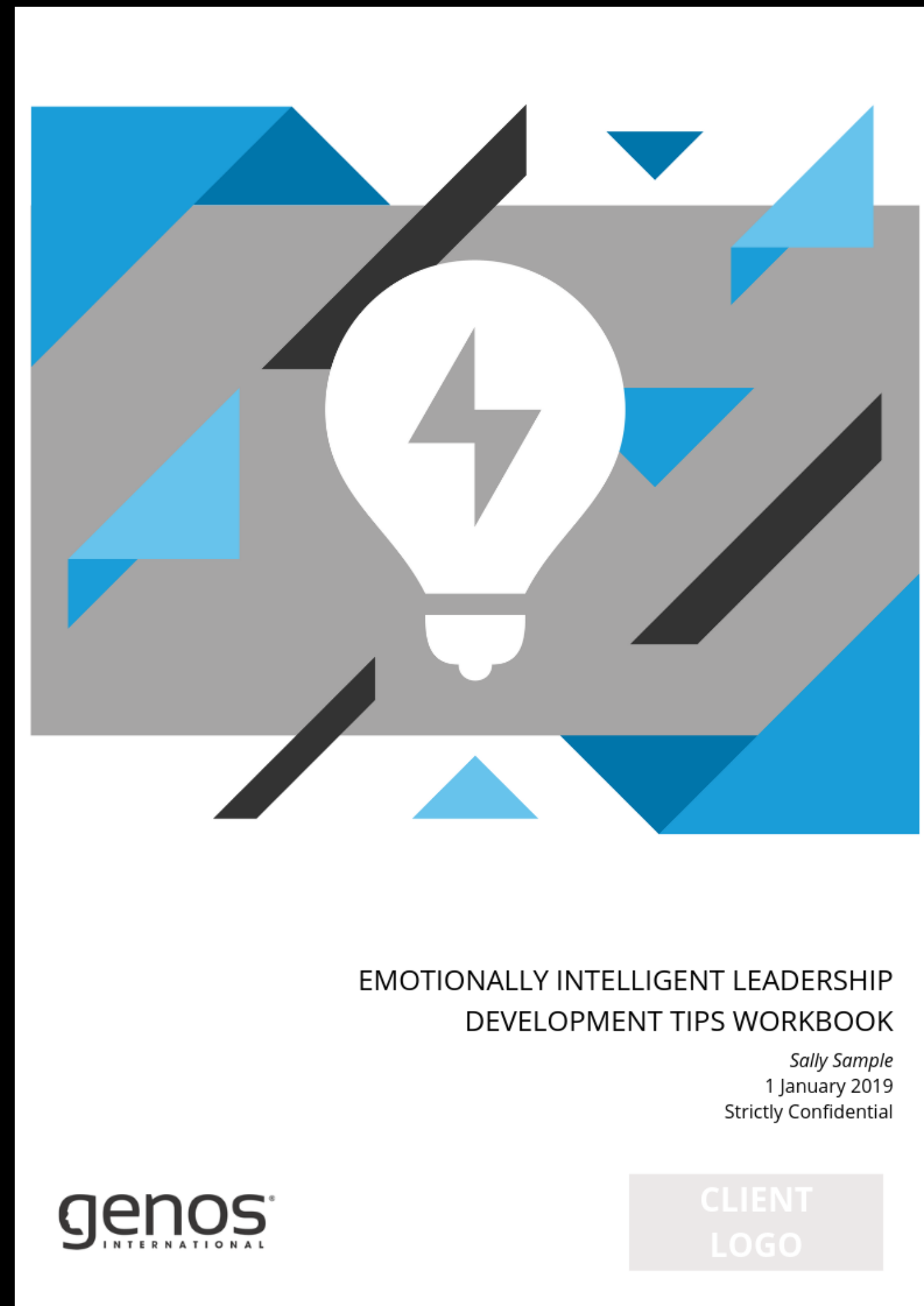
*The feedback below has been provided by the people nominated to rate you. Please note that their comments have been printed verbatim, without any editing or spell checking.*

“As a leader Paul is always seeking input from his team to ensure smart objectives are agreed to and set with clear expectations on the task and timing whilst also holding people accountable to provide the required results when meeting targets set.”

“As a leader Paul seems unsure about how to react to strong emotional responses from others; remains calm and quiet.”



- General tips on how to develop each competency of EI
- Specific tips for each question/behaviour of the assessment



- General tips on how to develop each competency of EI
- Specific tips for each question/behaviour of the assessment

# ASSESSMENT REVIEW

- You are about to receive your personal assessment results
- Find a quiet spot and read through your report
- Capture key insights
- Highlight both strengths and opportunities for development
- I will be available to answer any questions that you have about your results and how to read your report



# INSIGHTS FROM YOUR RESULTS

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## QUESTIONS & ACTIONS

# SMALL GROUP ACTIVITY

**CAPTURE INSIGHTS**

**CAPTURE DRAFT ACTIONS**

**CAPTURE CLARIFYING QUESTIONS**

Working in small groups (e.g. trios):

- Go over the Response Process together in the back of your reports
- Each take a turn to conducting the response process using the information you gathered around your results (Insights, Actions and Clarifying questions)
- Peer coach and mentor each other on your approach
- Repeat until everyone has had a go at conducting the response process

# ASSESSMENT REVIEW

- Seeking feedback from colleagues is fundamental to becoming more self-aware and developing our emotionally intelligent workplace behaviour
- Your colleagues can help you validate insights from your report and offer input into the actions you are planning to take in response to your feedback

# PRACTICE INSIGHTS

- In pairs practise applying the approach to 'Responding to your feedback'
- Be prepared to share insights from this exercise with the wider group

**THANK YOU**