



# GROUP DEBRIEFING THE GENOS EI ASSESSMENT

FACILITATOR GUIDE

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## **ABOUT GENOS**

We help professionals improve emotional intelligence to enhance their impact, influence and resilience.

Our programs use highly practical and scientifically proven methods, executed by facilitators who are both skilled teachers and experienced professionals.

People who have been through our programs feel better at work, facilitate productive environments, and make others feel more valued, cared for and respected. Our vision is to enhance personal and interpersonal skills at work and in doing so, help organisations optimise their performance.

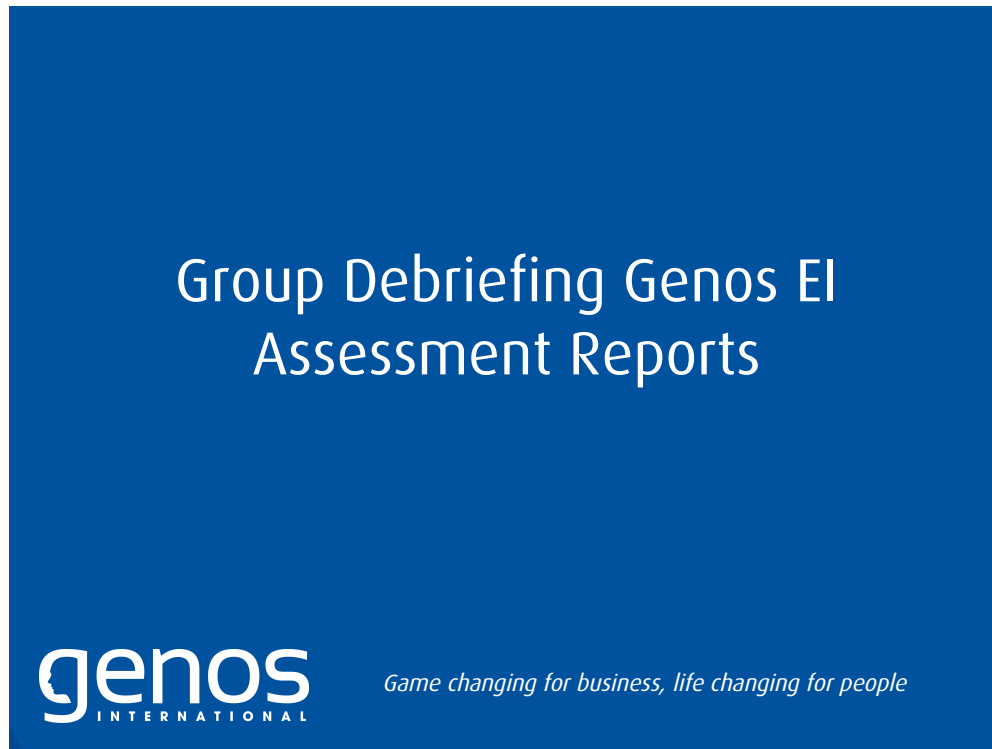
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# FACILITATION NOTES

## SLIDE 1



**SAY** – Welcome to this session which is a group debrief of your Genos EI Assessment reports.

**GO** – over any housekeeping details.

**ASK** - participants if there are any questions before commencing.

# 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



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**SAY** - In today's session we will:

1. Review the Genos Model of Emotional Intelligence
  2. Explore your assessment results and actions you might be able to take to improve how you demonstrate emotional intelligence at work, and
  3. Explore tools and techniques for effectively responding to your feedback from others (or asking for feedback\*) on your emotional intelligence. We will also practice applying these feedback techniques with each other.
- Revised objective for use when debriefing self-assessment results



**SLIDE 3**

# The Genos Model of Emotionally Intelligent Competencies



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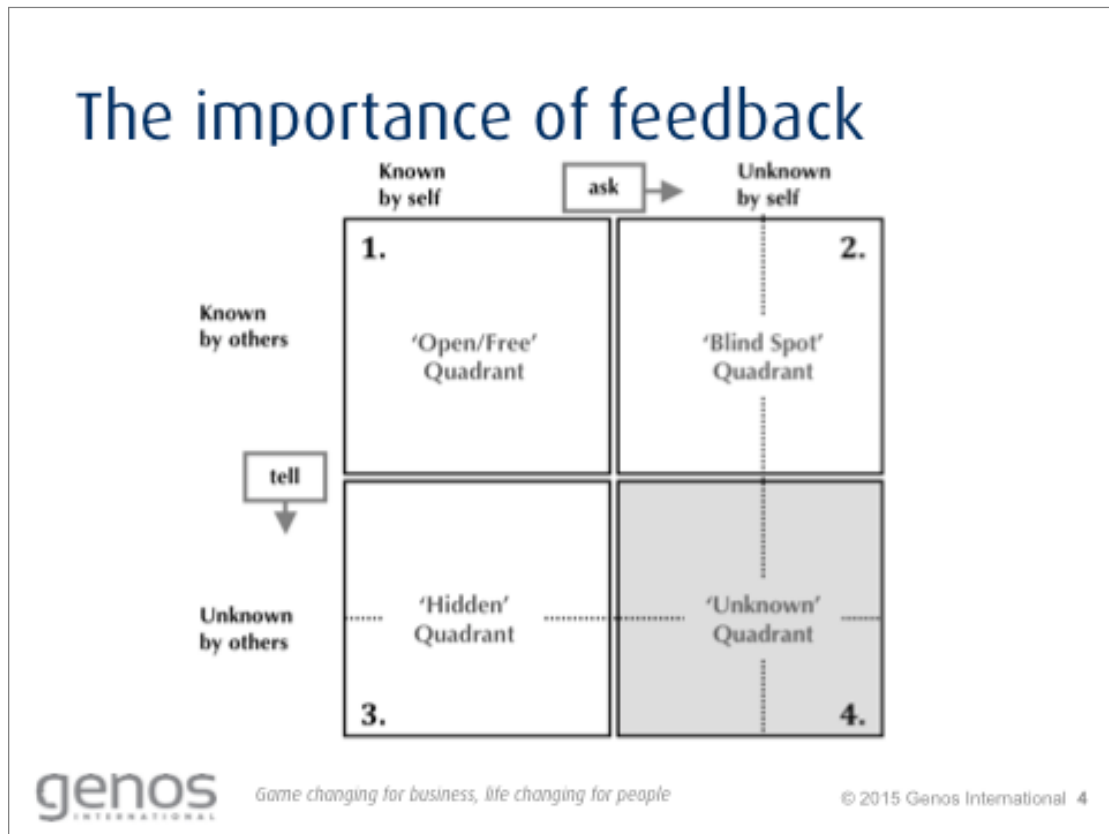
**RECAP** – the Genos Model of EI by exploring the 6 competencies of the model.

**SAY** – The model has been founded from over a decade of research work examining how people effective in the workplace apply emotional intelligence in their day to day interaction with others.

**EXPLAIN** – The model comprises six emotionally intelligent competencies. Competencies represent the skills and behaviours, based on underlying abilities and experiences, that are measurable and observable and critical to successful job performance.

**SAY** - There are 42 items in the survey - 7 for each competency of the model. You will receive feedback about each of these items via your personal Genos assessment report.

**NOTE – IF YOU ARE USING THE GENOS LEADERSHIP ASSESSMENT REPLACE THIS SLIDE WITH THE GENOS EI LEADERSHIP MODEL (THE LEADERSHIP MODEL SLIDE HAS BEEN INCLUDED WITHIN THE SLIDE DECK).**



**SAY** – Now we are going to prepare for looking at your feedback results – the main section of this session.

**SAY** - This model is often used to position the importance of asking for feedback from others and understanding the feedback you receive. It's called the Johari Window model because it was developed by two psychologists named Jo and Harry. As shown by the model, the Johari Window proposes four areas related to feedback. The first is the so-called Open area. This area is used to describe things we know about ourselves, that others also know about us. When you are looking through your assessment results and see things that you were expecting or things that are 'unsurprising', these are usually things that are in this area of the window.

The second area proposed by the model is the so-called Blind area. It proposes that we all have Blind Spots, things others perceive about us that we don't know, either because they don't reveal these perceptions to us or because we lack self-awareness about them. When you are looking through your assessment results and see things that you didn't expect or things that are a surprise, these are usually things that are in this area of the window. Often it's difficult to understand these things and we need to seek further input and feedback from others to fully understand the context of this data.

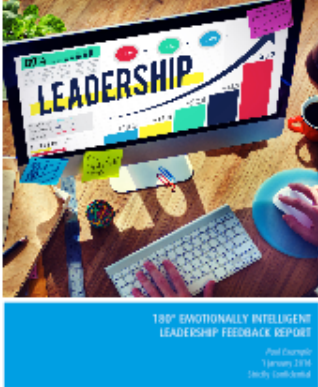
The next area of the window is the so-called Hidden area, which we all have. This area is used to describe things we know about ourselves or our context that we keep hidden or unsaid with others. Often when people are looking through their assessment results they see things that surprise them and they understand, however they think that others would see differently if they knew you better or understood your context more. For example, your raters might say that they believe you don't manage your time as well as others. You might feel that you're managing your time really well given your workloads that they can't see. When receiving feedback from others, it's important not to 'justify' or blame others for certain pieces of feedback as this can seem defensive and can hinder the likelihood of others giving you feedback down the track. However, receiving the feedback might give you insights into context, perceptions or things you know about yourself that are worth revealing to others at some stage to help create greater mutual understanding.

The final area of the model is the Unknown Area. This is used to highlight the importance of feedback. It states that you just cannot predict the insights and benefits from feedback because they are not obvious until you do, you find things that you didn't know you didn't know. By asking for feedback we reduce our Blind Area and when we reveal things we keep hidden we reduce our Hidden area. In doing so we unlock hidden potential in this area. I hope when you go through your report and the feedback process with others that will follow, that you are able to unlock some hidden potential for yourself in this area.

**ASK** – whether any participants have any questions before proceeding.

## SLIDE 6

# Your assessment results



- 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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**SAY** – Before I hand out your assessment results, I’d like to discuss with you what the assessment measures and how to interpret your results. Firstly, as this slide indicates, the Genos assessment measures how well you demonstrate emotionally intelligent workplace behaviour. It is not an emotional ability test; therefore, your results do not reflect your actual EQ or level of emotional intelligence in comparison to others. Rather results reflect how well you demonstrate emotionally intelligent workplace behaviour.

**DO NOT** – hand out assessment reports until you have gone through the slides outlining how to read the assessment and interpret the results.

**NOTE** – the slide deck contains slides for each of the 6 Genos EI Assessment reports. Select the slide to match the report you are using for your group debrief.



## 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.

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**EXPLAIN** - How often you demonstrate such behaviours is influenced by several variables, including:

**Opportunity** – how often you have the opportunity to demonstrate emotionally intelligent workplace behaviours?

**Personal context** – extenuating circumstances, such as the sickness or loss of a loved one, low physical or mental health or other difficult circumstances that place significant stress on us. These types of circumstances and stress lower our capacity to demonstrate emotionally intelligent workplace behaviour.

**Culture** – the extent to which the culture of the organisation you work in supports and promotes the demonstration of emotionally intelligent workplace behaviour

**Nature** – your underlying innate level of emotional intelligence

**Motivation** – whether you value and are self-motivated to demonstrate emotionally intelligent leadership behaviour

**Relationships** – the quality of your relationships with others. It can be harder to be emotionally intelligent with people we find 'difficult' to get along with.

You should take account of, and explore, these so-called 'influencing' variables when interpreting your results.

## SLIDE 13



**SAY** – Page 5 of your Genos report is an important page, it provides insight into the validity of your results. As shown here this page details:

- The number of raters that completed the assessment for you
- The average level of familiarity they have with your workplace behaviour. If this is low you should interpret your results with caution. It's a behaviour-based test and a low result here means people have indicated that they are not very familiar with your behaviour.
- The next graph shows the level of consistency there was between your raters in the responses they choose. Your report shows you the average response from these raters. If the consistency score is low this means these raters had quite different views and made quite different choices to the questions. Again if this happens in your report you should interpret your results more cautiously and through this context because your results represent the average of quite different views. Conversely, if it is high this means your raters all rated you quite similarly. In this case you can be sure that scores represent how you are turning up from an emotionally intelligent leadership perspective to others. If your results for consistency were average this indicates there were some differences between your raters, your results are still valid however again there may be some differing perceptions of differing behaviour being displayed to different people. Take all this information into account when looking at your results.

## The assessment

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

### Example Results



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

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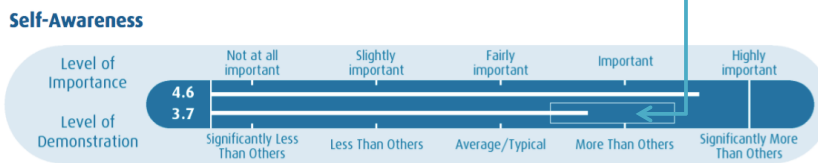
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**SAY** – These are the type of graphs you will see in your report. As shown in this example, the assessment measures your raters’ views on two things. Firstly, how important it is to them personally that you demonstrate emotionally intelligent leadership competencies and secondly how well you demonstrate the competencies in comparison to others. Their views are based on their perceptions and what they see (which is very important to understand because this represents their reality). However, this doesn’t represent your abilities or how well you can demonstrate the competencies if you choose to. In fact, to help you understand and interpret your results, you should consider the 6 influencing variables as described earlier (Opportunity, Culture, Nature, Nurture, Motivation and Relationships).

## Benchmarking

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



**SAY** – 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).

**EXPLAIN** - If your Demonstration 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.

**EXPLAIN** - The composition of the norm group for the report you are debriefing.

### **Workplace Behaviours Assessment**

- 509 subjects
- 1668 raters
- Min age 20, max 68
- Mean age of 44
- 52% Male, 48% Female
- Education well spread
- All 17 Australian industries represented

### **Leadership Assessment**

- 2736 subjects
- 14694 raters
- Min age 20, max 74
- Mean age of 40
- 53% Male, 47% Female
- Education well spread
- Frontline Manger to Director
- Single largest group - Middle Managers
- All 17 Australian industries represented

**SLIDE 16**



**SAY** – This slide shows how your results are presented in your report at item level.

**EXPLAIN** - At the top of each page is a description of the competency assessed. Beneath this description, you will see your overall results for the competency (shown by the horizontal bars) and below these bars your item level results.



## AWARENESS OF OTHERS

Awareness of others is about noticing and acknowledging others, ensuring others feel valued and adjusting ones own style to best fit with others. 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 leadership competency.

Awareness of Others	I	D	d	BM
1. Makes others feel appreciated.	3.9	3.1	0.8	↓
2. Adjusts their style so that it fits well with others.	3.5	3.1	0.4	↓
3. Notices when someone needs support and responds effectively.	4.4	3.1	1.3	↓
4. Accurately views situations from the perspective of others.	4.1	3.3	0.8	↓
5. Acknowledges the views and opinions of others.	4.5	4.0	0.5	↔
6. Accurately anticipates responses or reactions from others.	3.5	3.1	0.4	↓
7. Balances achieving results with others' needs .	3.8	3.1	0.7	↓

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



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**SAY** – The Genos report shows 4 columns of data. The first column labelled ‘I’ shows the importance scores. The scores shown in the report represent the average response scores from your rater group.

**EXPLAIN** - This unique feature of the Genos Assessment validates whether emotionally intelligent competencies are important for a specific person, at a specific point in time, in the performance of their work.

**SLIDE 18**

**AWARENESS OF OTHERS**

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**EXPLAIN** – the second column in the report labelled ‘D’ shows your average demonstration scores for each item in the survey.

### AWARENESS OF OTHERS

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**SAY** – the third column titled ‘d’ shows the size of the gaps between your importance and demonstration scores. Genos utilises a ‘traffic light’ methodology to aid in identifying strengths and opportunities for development. The traffic lights are generated by the size of the gaps between importance and demonstration ratings for each item in the survey.

**EXPLAIN** - Green means the level of important and level of demonstration are aligned, you are demonstrating the behaviour associated with competency as well as people who desire it. Yellow means there is a slight gap, you are not quite demonstrating the behaviour associated with the competency as much as people desire it. And finally orange is a flag, there is a significant difference between how important it is that you demonstrate the behaviour in question and how well you are demonstrating it. You may like to focus attention on addressing these areas first.

Genos research has shown a strong positive correlation between the size of the discrepancy between how important an emotionally intelligent behaviour is and how well it is demonstrated, and leadership/workplace effectiveness.

**ASK** – whether there are any questions.

**SLIDE 20**

**AWARENESS OF OTHERS**

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



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



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**SAY** – This slide shows how your scores at item level benchmark against the Genos norm group.

**EXPLAIN:**

- Arrows pointing down represent demonstration scores below the 25<sup>th</sup> percentile.
- Scores within the average range (that is between the 25<sup>th</sup> and 75<sup>th</sup> percentile) are shown by left/right arrows.
- Item level demonstration scores above the 75<sup>th</sup> percentile are shown by arrows pointing upwards

**ASK** – whether there are any questions.



## Your development tips workbook



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

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**SAY** – to help you conceptualise actions you could take to improve how you demonstrate emotionally intelligent workplace behaviour, you will receive a Development Tips Workbook with your results report. If you think about your results representing the ‘What’, what you are currently doing with your EI, this workbook represents the ‘How’, that is the how on how to improve. Use it to help conceptualise actions you could take to respond to, and address, your feedback results.



## 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



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**SAY** – In a moment I am going to hand out your reports and development tips workbooks.

**SAY** – Please find a quiet spot to review your report and spend time capturing key insights. Ideally these will include both strengths and opportunities for development.

**EXPLAIN** – I will be available to answer any questions you have about your results.

**SLIDE 25**

## Individual activity – insights from your results

<b>What parts of your results did you expect?</b>	<b>What parts of your results surprised you?</b>
<b>What part of your results isn't clear or requires further input/understanding?</b>	<b>What actions might you take in response to your results?</b>

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**SAY** - For the next 30 minutes, I'd like you to read through your reports and capture the parts of your results that you **expected to see**, parts that **surprise you**, any parts of your results that **aren't clear or require further input/understanding** and most importantly, the **actions you might take** in response to your results.

**EXPLAIN** – the link between these 4 areas and the JOHARI Window model outlined earlier in the session.

**SAY** - In 30 minutes' time I'm going to ask you to form into small groups of 3 and share the insights you have captured. In this exercise, I'd like you to avoid sharing your report with colleagues, the assessment was done privately and confidentially and that should be respected. People who feel comfortable or confident to share their results often do so making those who don't obligated to do so. This type of thing isn't emotionally intelligent to do.

**ASK** – if there are any questions

**HANDOUT** – Reports. During the 30 mins move around the room checking-in with each participant around their results and answering questions as required.

## Small group activity

- Organise yourselves into groups of 3 people
- Share key insights (if comfortable doing so)
- Do not share your actual report
- Ask each other questions about these insights and any actions you are thinking of taking – adopt a peer/coach approach
- 3 x rounds of 5 minutes



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**USE** - this slide to set up the activity.

**ALLOW** - 15 minutes for the discussion.

**DEBRIEF QUESTIONS:**

What things did you expect that you got? How could you share and validate these with your raters and any actions you might take?

What things would you say were a blind spot? For these, did any actions you could take emerge? Or are you unsure and need to ask questions about some of these things. How might you do this with your raters, what questions would you ask?

What about hidden area things did any of this come to mind? Is there anything you would share with your raters when responding with them in this fashion?

## Responding to your feedback

- 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



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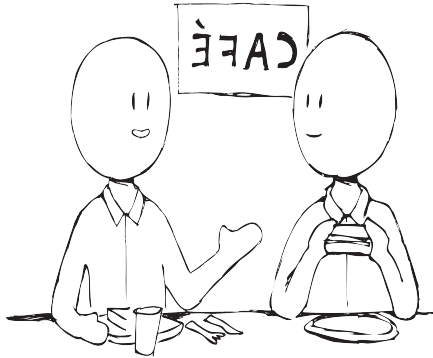
**REFER** - participants to the final page of their assessment reports.

**SAY** - let's go over a set of tips for effectively responding to your feedback from colleagues.

**GO** - over the tips in the assessment report (also shown in the development tips workbook).  
Answer and respond to any questions as you do.

**NOTE** - where a self-assessment report is being used this section should focus on feedback tips and techniques

# Responding to your feedback



## 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 completing the 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.

## Practice insights

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



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**ASK** - people to pair up with someone in the room they feel comfortable practicing the activity with.

**ASK** - them to follow the process for Responding effectively to feedback from any of the insights they have gained through their report. Note this can also be done in TRIOS with an observer if you have the time, just repeat it 3 times.

**DEBRIEF** – by asking people to share with you what worked well, what was challenging, any additional insights they received on their EI from the activity. Ask them to think about their raters and who they are going to run this activity with first.



Thank you



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