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SELF

EMOTIONALLY INTELLIGENT SALES BEHAVIOR REPORT

Sally Sample

1 January 2020

Strictly Confidential

KELLEY ASHBY CONSULTING

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 behaviors 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

We help professionals improve emotional intelligence in order to enhance their impact, influence and resilience. To learn more about our unique approach and the difference we make to people's working lives, visit our website:

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INTRODUCTION

The digital age has created a customer base that has an abundance of information at their fingertips. Today the buyer is well informed about products and services. They know what we've got to sell, what our products and services do and don't do, and how products and services compare with other like products and services in the market.

As a result, great sales teams know that what's most important to buyer decisions and loyalty is your understanding of their needs, the relationship you forge with them and the emotional experience you generate. What underpins your capacity to forge relationships and positive emotional experiences with buyers is your Emotional Intelligence.

Emotional Intelligence comprises six specific competencies.

- Self-Awareness - your capacity to identify your own emotions and be aware of the impact they are having on your decisions and behavior. Salespeople high in self-awareness have a clear picture of their own emotions and what affect those emotions are having on them. Emotions are contagious and can inadvertently infect buyers. Negative emotions can also inhibit good decision-making. Salespeople high in self-awareness are better equipped to manage emotions getting in the way and generate emotions that help facilitate buyer relationships and experiences.

- Awareness of Others – your capacity to perceive and understand the emotions of buyers. This capacity helps salespeople read the non-verbal emotional behavior of buyers and adapt their presentation accordingly (from informal to formal for example). Salespeople that demonstrate high awareness of others are adept at anticipating and reading the emotions of buyers.

- Authenticity – your capacity to effectively express how you feel and facilitate authentic dialogue with buyers. As buyers become more informed the opportunity for disagreement, objections and conflicts is heightened. Authentic salespeople can effectively express their views and facilitate difficult conversations. Some buyers express their feelings bluntly and others hold them back. Being able to share your views in a way that facilitates open, respectful dialogue is key to maintaining and developing relationships.

- Emotional Reasoning – your capacity to use emotional data gathered from Self-Awareness and Awareness of Others and combine it with other objective information when decision-making in sales calls. Salespeople use this capacity to identify when, what and how to communicate, when to listen, what questions to ask and when to let the buyer think things through.

- Self-Management – your capacity to effectively regulate and manage your emotions. Sales by its very nature generates considerable emotion, particularly disruptive emotions like stress, uncertainty, impatience and over-confidence. These emotions can derail sales conversations, how you build rapport, and have an effect on your overall judgment of situations. Salespeople high in self-management effectively regulate these emotions and generate the type of emotions within themselves that facilitate good judgment and healthy interactions with buyers. This capacity also contributes to resilience which is paramount in competitive markets.

- Positive Influence – your capacity to positively influence the emotions of buyers. Buying products and services is high stakes and this pressure can create heightened emotions in buyers. Positive influence helps salespeople respond to buyer emotions effectively. Salespeople high in positive influence are capable of breaking down resistances and building trust. They are also better equipped at dealing with conflict and helping buyers navigate internal disagreements which is critical to maintaining buyer relationships and loyalty.

Salespeople high in emotional intelligence are able to reflect on their own emotions and adjust them to best fit with the buyer and situation they are dealing with them in. They can anticipate and plan sales interactions to help ensure the buyer feels valued and confident in dealing with them. Salespeople with high emotional intelligence are more capable of regulating their own emotions, adapting, and influencing the emotions of buyers in a subtle way that brings about positive interactions.

Buyers purchase based on emotion and justify their choice with logic. Today buyers are able to justify their decisions online and elsewhere without any input at all from salespeople. It's the connection you make, how well you work through their objections, and how confident you help make them feel that helps you make the initial sale. How well you deliver on your promises, maintain the relationship and help the buyer navigate internal disagreements that helps keep them loyal. Emotional intelligence is the critical competency underpinning all this.

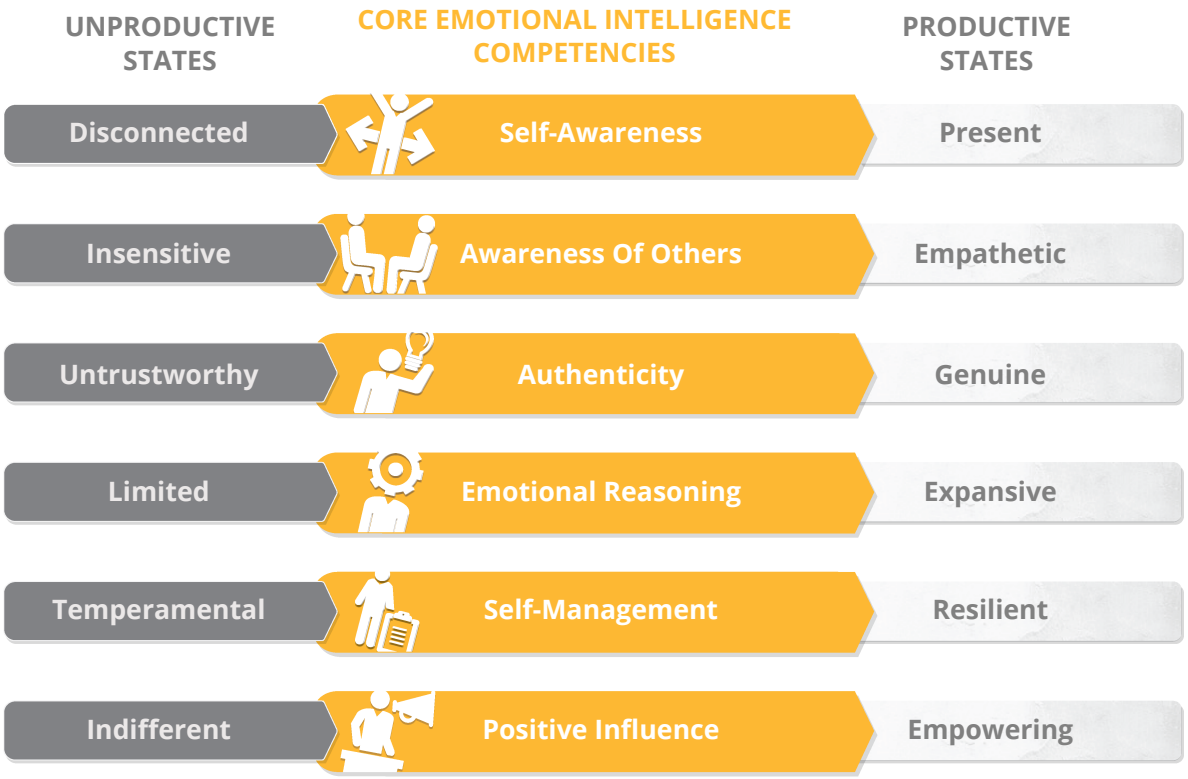
Emotional intelligence can and should be developed and improved over time. All that is required is a desire to improve, a foundation of self- awareness and practice. The personalized Genos EI Sales Report is designed to provide this foundation of self-awareness. It is the starting point for a developmental journey.

This report will provide you with:

- Insight into how important it is that you demonstrate emotionally intelligent workplace behavior.
- Insight into how well you currently demonstrate emotionally intelligent workplace behavior.
- Practical tips on how to obtain additional feedback from others on your emotional intelligence and how to effectively respond to it.

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 in the workplace.



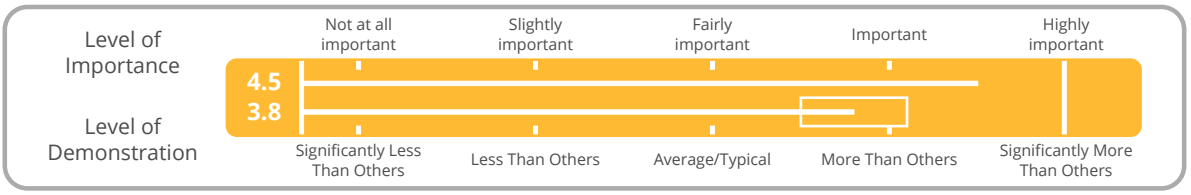
The competencies, shown in yellow on the model above, help us consistently demonstrate the productive being states on the right side of the model, as opposed to the unproductive being states, that we can all be at times, on the left side of the model.

ABOUT THE SURVEY

The Genos survey measures how well you believe you demonstrate emotionally intelligent workplace behaviors in comparison to others. The better you demonstrate the behaviors measured, the more effective your relationships and work should be. Particular insight into how important you believe the behaviors are to your work has also been established by the survey. When you completed the survey you were asked to indicate:

(a) How important you believe it is that you display the behaviors in question and
(b) How well you believe 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 representative workplace sample of individuals who have taken 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 responses you 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.

Scores for importance that are equal to or lower than scores for demonstration are considered to be aligned. These could be your strengths.

Scores for importance that are one higher than demonstrated are considered to be misaligned. Steps should be taken to close gaps on these behaviors.

Scores for importance that are two or more higher than demonstrated are significantly misaligned. Focused attention and actions should be taken to close these gaps.

Your self-assessed results, presented in this report, provide insight into how well you believe you demonstrate the skills and behaviors that were measured. Use this insight to reflect on your strengths and consider how you might leverage these when interacting with others. Also use it to reflect on opportunities for improvement and consider actions you might take to improve in these areas.

Item Results Example

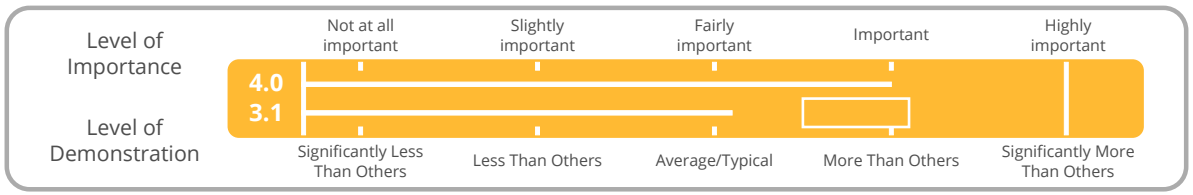
Self-Awareness	I	D	d
1. Demonstrating awareness of the way you feel.	4	2	2
2. Demonstrating awareness of the impact emotions can have on your thinking.	5	3	2
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	4	5	✓

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.

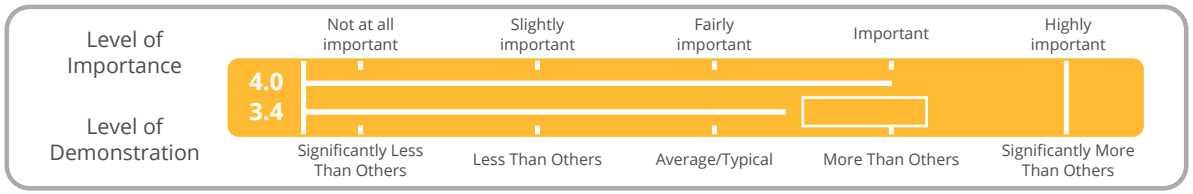
RESULTS AT A GLANCE

Your overall results for each of the six emotionally intelligent competencies are summarized on this page. These results represent your average response to the questions measuring each competency. More detailed item results are presented in the subsequent pages.

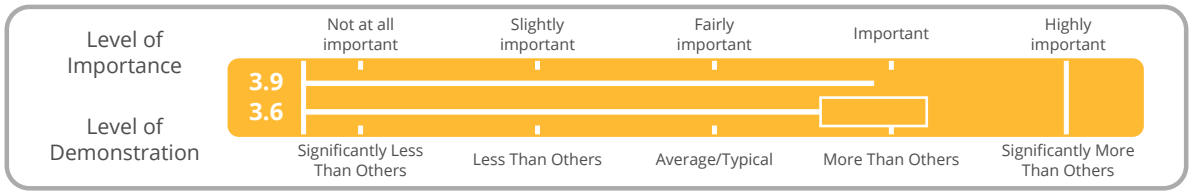
Self-Awareness



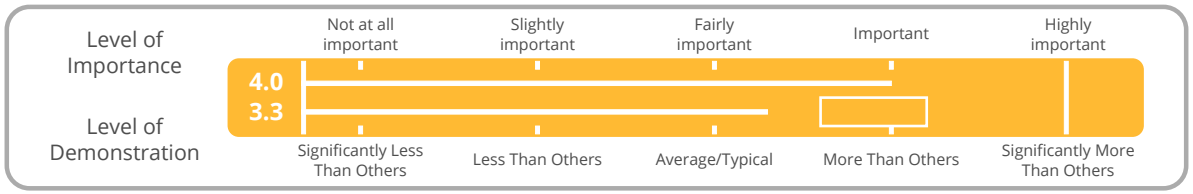
Awareness Of Others



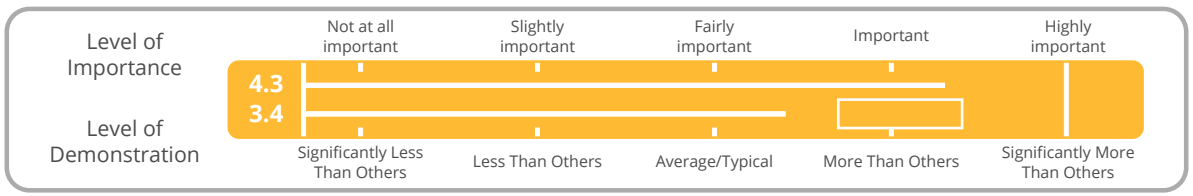
Authenticity



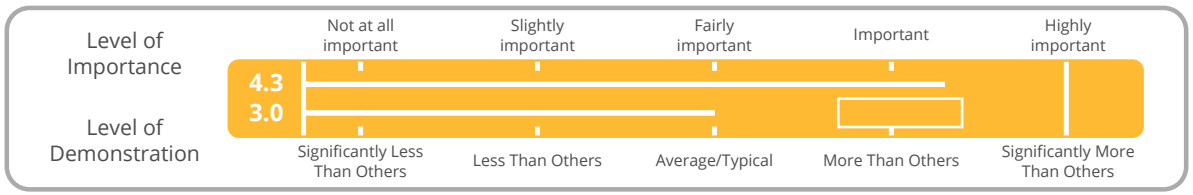
Emotional Reasoning



Self-Management



Positive Influence

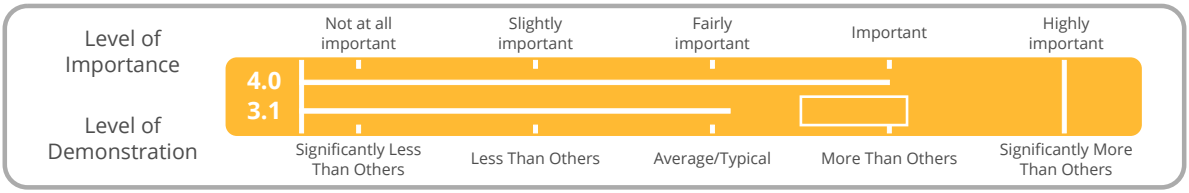


"The best salespeople wonder what it would be like to be in the other person's shoes. They know they can't play that game unless they continually strive to train themselves in how we as human beings communicate."

- Bob Phibbs

SELF-AWARENESS

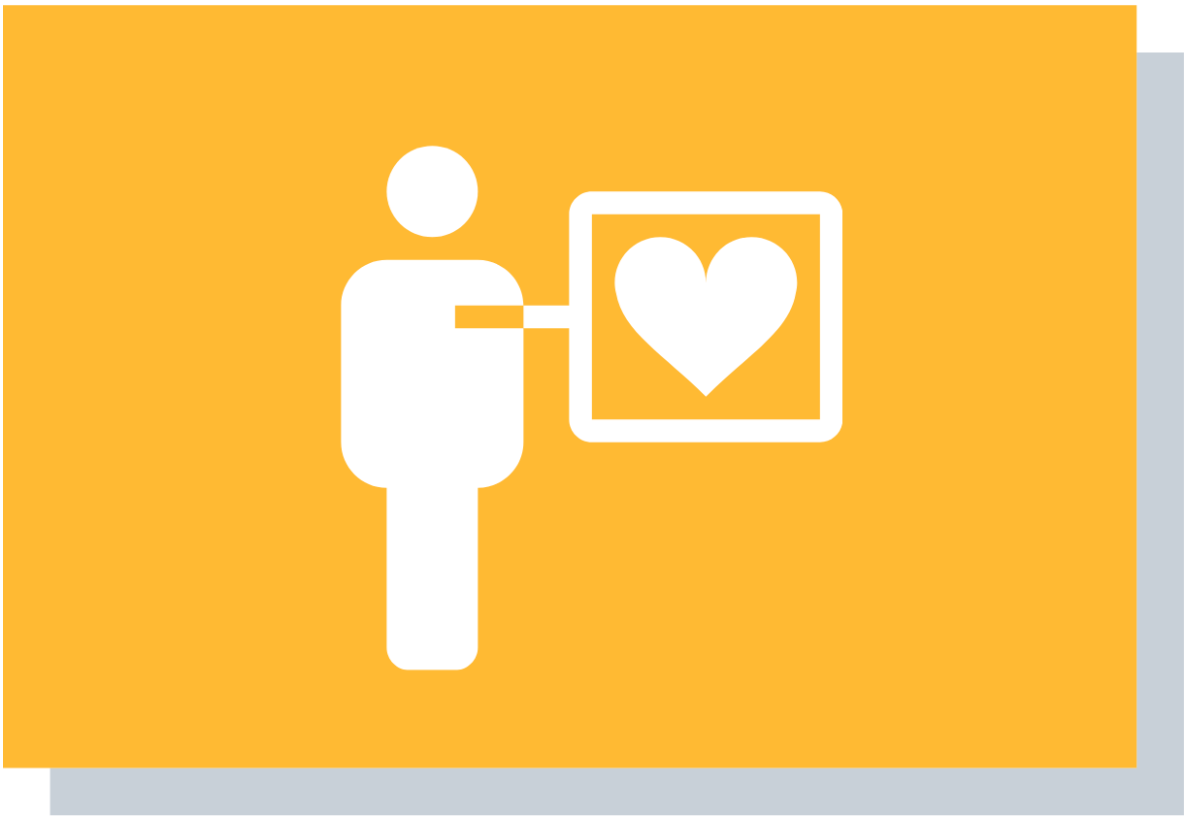
Self-Awareness is about being aware of the way you feel and the impact your feelings can have on decisions, behavior and performance. Your overall results for Self-Awareness are shown below.



The table below shows the response you provided to each of the questions measuring this competency.

Self-Awareness	I	D	d
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

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



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

- Carl Gustav Jung

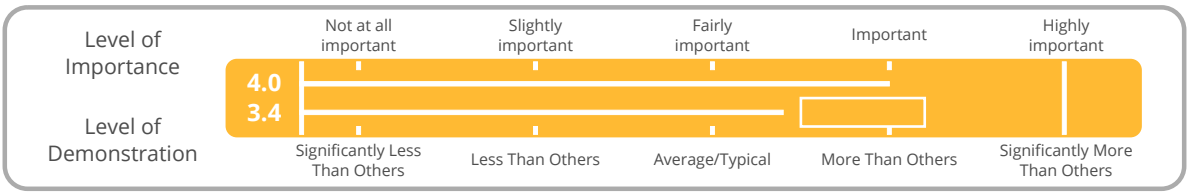
INSIGHTS

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 response you provided to each of the questions measuring this competency.

Awareness Of Others	I	D	d
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	✓

KEY
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"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

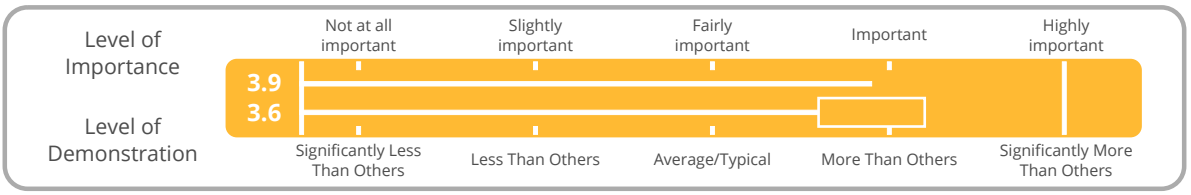
INSIGHTS

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 response you provided to each of the questions measuring this competency.

Authenticity	I	D	d
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
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"If people like you, they'll listen to you but if they trust you, they'll do business with you."

- Zig Ziglar

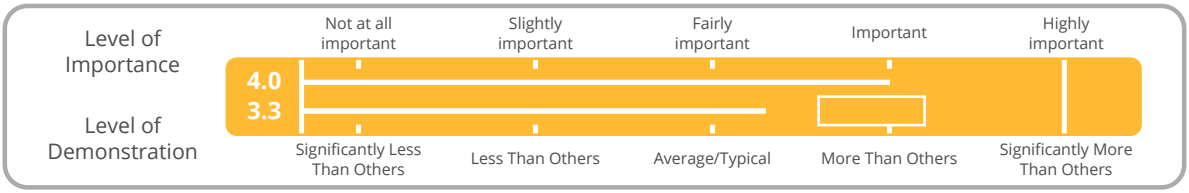
INSIGHTS

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 response you provided to each of the questions measuring this competency.

Emotional Reasoning	I	D	d
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 their work.	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. Using your organization's values effectively when making important decisions.	5	3	2

KEY
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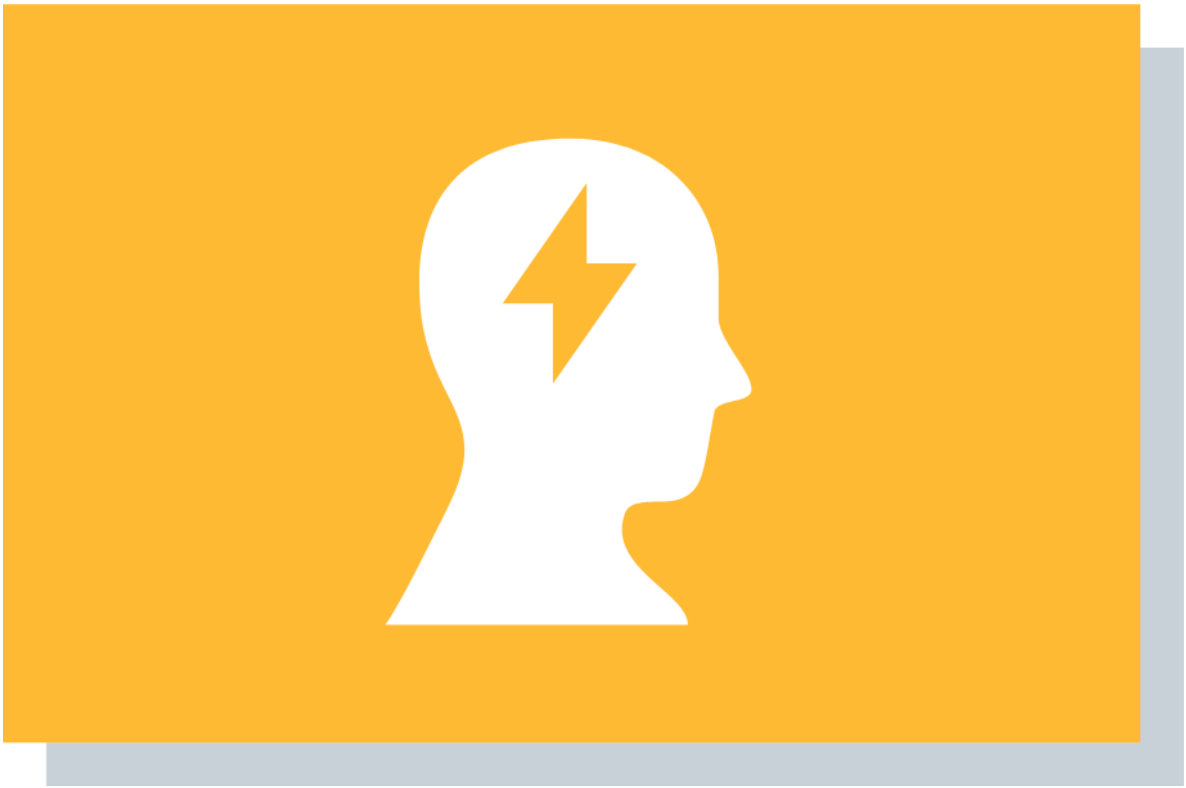


"We know too much and feel too little of those emotions from which a good life springs."

- Bertrand Russell

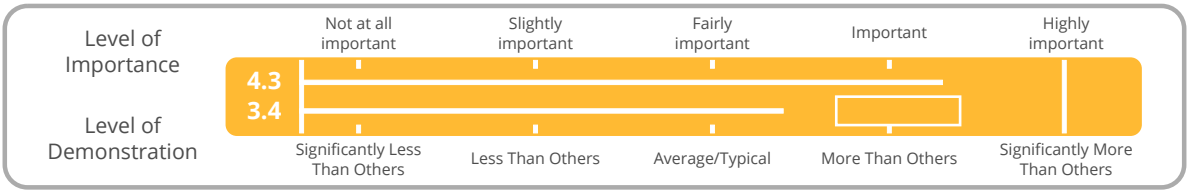
INSIGHTS

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 response you provided to each of the questions measuring this competency.

Self-Management	I	D	d
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 at work.	4	3	1
7. Improving yourself.	5	4	1

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

- Nelson Mandela

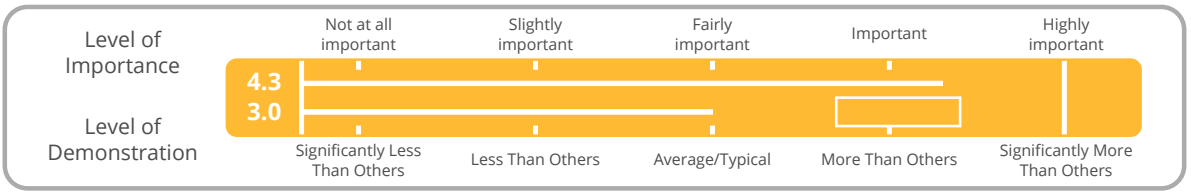
INSIGHTS

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 response you provided to each of the questions measuring this competency.

Positive Influence	I	D	d
1. Providing useful support to others.	4	3	1
2. Helping others resolve workplace 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 work environment.	4	3	1
6. Responding effectively to others' feelings.	4	3	1
7. Positively influencing the way others feel.	5	3	2

KEY
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"Great salespeople are relationship builders who provide value and help their customers win."

- Jeffrey Gitomer

INSIGHTS

ACTIONS

BENEFITS

FEEDBACK TIPS AND TECHNIQUES

To obtain good quality feedback from others on your emotional intelligence and effectively respond to it, consider the tips and techniques presented below.

1. Give the person from whom you want feedback the topic or concept you would like to discuss, i.e. emotional intelligence. Provide them with an overview of the model and type of skills and behaviors associated with it.

2. Let the person know that you would like feedback on this topic in terms of (a) what you do well and (b) what you could do more of or do more effectively. These two elements of feedback are important.

3. Give people time to prepare. Provide people with at least a couple of days notice so they can prepare their feedback. Give them the topic and framework questions to help create a structured and considered discussion.

4. When you are in the feedback session ask the person to be specific where possible and to provide examples.

5. When giving feedback, people sometimes make quite vague statements, such as, “You could be better at dealing with people”. When you hear similar statements, ask probing questions like, “When you say I could be better at dealing with people, what are some specific actions I could be taking?”

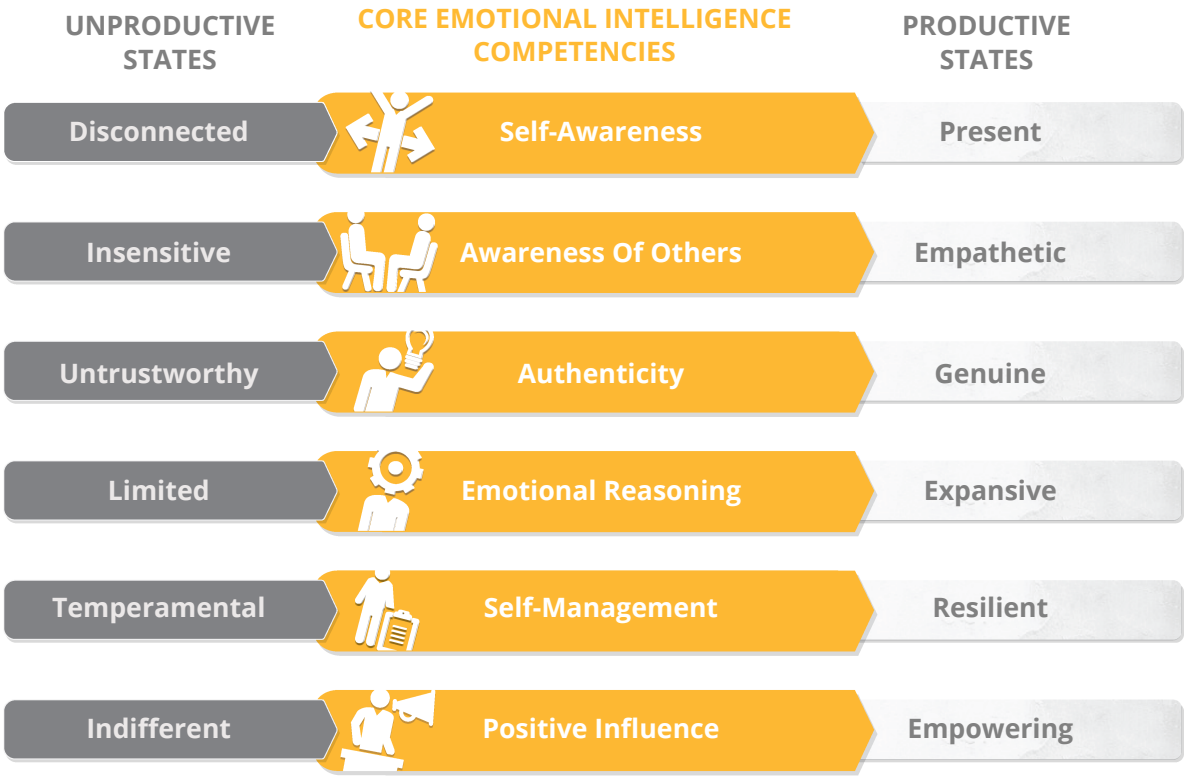
6. Do not justify or put things into context. Avoid saying, “Yes, but, because…”. Putting things into context can sound defensive and hinder the feedback process. Remember, their perception is their truth. It is not about whether it is right or wrong, it is about understanding how others perceive you.

7. Ask for actions that could be implemented to address the feedback. Say things like, “If you were in my shoes, what would you start doing to address this feedback?”

8. Towards the conclusion of the feedback session 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 or think that all things are relevant. Whether you provide rationales for these should be considered in the specific context you are in with the person giving you the feedback.

9. Set a follow-up time to establish progress and review actions implemented. Meeting again with the person 2-3 months later is usually a good timeframe to revisit the conversation and actions taken.

10. Thank them.



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