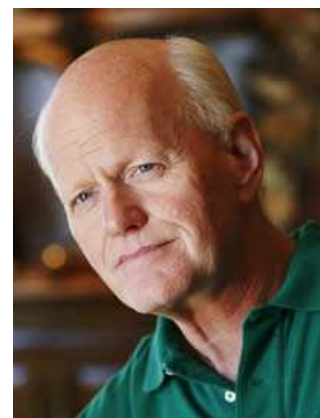


Global Leader of the Future by Marshall Goldsmith

360 Assessment for Leaders in a Globalizing Business Environment

Leadership assessment designed by multinationals for multinationals

The Global Leader of the Future (GLOF) 360 assessment has been co-created by Marshall Goldsmith who has been recognized as World's No. 1 Leadership Thinker by Harvard Business Review and Thinkers50. The assessment is specifically designed for leaders in a globalizing business environment and is based on in-depth research involving CEOs of Fortune 100 companies, 18 global thought leaders and 300 international business executives at 200 organizations of 120 multinationals on 6 continents. The GLOF measures the skills and competencies that today's global leaders need to master and shows emerging leaders the areas they need to develop in order to succeed as effective leaders in a globalizing and competitive business environment.



Marshall Goldsmith has been recognized as World's No. 1 Leadership Thinker by Harvard Business Review and Thinkers50

The GLOF is typically used for leaders who

- Lead an internationalizing business.
- Are country managers.
- Manage diversity and across cultures while interacting with stakeholders in their functional responsibilities related to e.g. supply chain, human resources and finance
- Lead international functional or project teams.
- Have the potential and ambition to measurably grow their global leadership skills.

Organizations use the GLOF for leadership development, succession planning and talent management to assure that leaders succeed in international roles.

GLOF competencies measure leadership effectiveness in a globalizing business environment

The GLOF describes 15 competencies grouped in 5 clusters that effective leaders in a globalizing business need to develop and master. This includes the five **emerging competencies** that global leaders need to develop most.

Communication

- Demonstrating integrity
- Encouraging constructive dialogue
- Creating a shared vision

Engaging People

- Developing people
- **Building partnerships**
- **Sharing leadership**

Boundary-less Inclusion

- Empowering people
- **Thinking globally**
- **Appreciating diversity**

Assure Success

- **Developing technological savvy**
- Ensuring customer satisfaction
- Maintaining a competitive advantage

Continuous Change

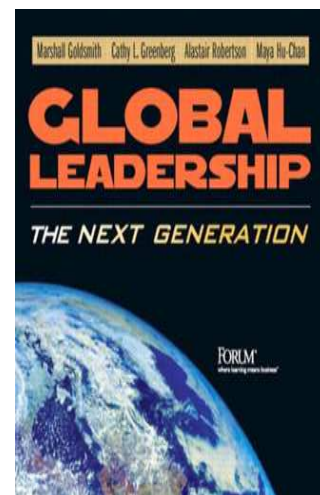
- Achieving personal mastery
- Anticipating opportunities
- Leading change

Comprehensive survey

- Easy to administer online survey including data collection monitoring
- 15 competencies in 5 clusters, scientifically validated
- 72 questions (5 point Likert scale) plus 3 open questions for verbatim feedback
- Norm group of 2,800 international leaders from a wide range of countries, ethnicities, ages, organizational levels, industries and education backgrounds

A wealth of leadership development resources for debriefings & workshops

- 50+ page report in English (Chinese, Spanish, Japanese, and French in 2015) and a free reproducible workshop binder for leaders
- Easy report analysis using a high level radar graph and complete data drill down
- Authentic Leadership Model personalized for each leader
- Extensive professional development resources such as reference binder, Global Leadership guidebook, downloadable workshop & debriefing PPTs, video library, e-learning and follow-up webinars.



"This is a thought-provoking guide to define your role in global leadership. The content will inspire you; the activities will make you a major player."

*Paul Hersey
Chairman, Center for
Leadership Studies*

Get a life-time certification through our GLOF workshop.

For more information and registration visit www.sccoaching.com/get_certified

or email us Assessment@SCCoaching.com





Marshall Goldsmith
Stakeholder Centered Coaching



**Global Leader
of the Future**
By Marshall Goldsmith

Feedback report
for Tom Baker
February 2015

coach@SCCoaching.com
www.SCCoaching.com

Rater Response

The numbers below represent the number of completed surveys submitted by each rater group prior to the deadline. Please note that these numbers do not necessarily reflect the number of responses you received on each item as some individuals may not have given you feedback on every item. These figures only represent completed, submitted assessments.

	Report N	Nominated N	Response Rate
Self (Baker)	1	1	100.00%
Direct Manager (Smith)	1	1	100.00%
Direct Reports	5	5	100.00%
Peers	6	6	100.00%
Others	4	4	100.00%
TOTAL	17	17	100.00%

For non-anonymous rater groups such as **Self**, **Direct Manager**, and, **Upper Manager** ratings will be shown if at least one assessment has been submitted.

To preserve anonymity, our processing program will not display responses from anonymous rater groups (e.g., **Direct Reports**, **Peers**, **Others**) with fewer than three submitted surveys. If fewer than three surveys have been received from a rater group, their ratings will be combined with those of another rater group. Your report will indicate which groups have been combined.

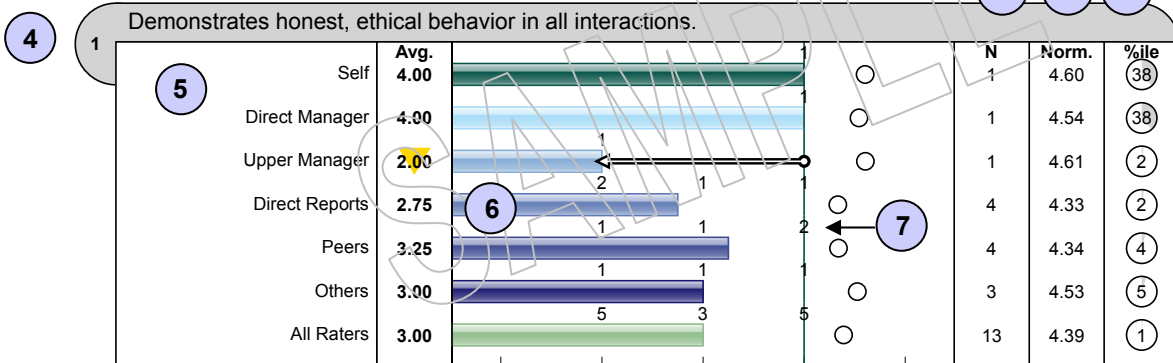
For any single item with fewer than three responses in a rater group, "Insufficient Responses" will appear for that item in lieu of data.

How to Read Your Report

1 Demonstrating Integrity

2 Symbol Key

- ▲ ▼ Item is one of the highest/lowest
- Norm. Avg.
- Positive Gap
- ← Negative Gap



- 1 **Competency Heading** – This is the competency into which the items are grouped. In this example, "Demonstrating Integrity".
- 2 **Symbol Key** – This key will be useful in determining the meaning of different symbols used throughout the report. The triangle symbols indicate that this item is one of the highest/lowest rated items in the report from a rater group; the horizontal arrows indicate significant gaps, either positive or negative, between the **Self** rating and the average rating from any other rater group.
- 3 **Scale** – In the above example, the rating scale used is a 5-point scale ranging from "Highly Dissatisfied" to "Highly Satisfied."
- 4 **Item Results** – This graph shows the results by rater group for a specific item. This and other similar items create a competency.
- 5 **Rater Groups** – These titles depict the different rater groups that provided feedback. In this example, responses from the participant's **Direct Reports**, **Peers**, **Direct Manager**, **Upper Manager**, **Others**, and the participant (labeled as **Self**) are shown. The **All Raters** line is the average results from all the raters (excluding the self response).
- 6 **Mean Bar** – The bars graphically depict the average of the ratings for each rater group. In this example, the average of the ratings from **Direct Reports** is 2.75 for the item. The vertical line indicates the **Self** rating. This line is included so that participants can easily see the differences between their **Self** rating and the ratings of others.
- 7 **Distribution** – The numbers above each mean bar show the number of ratings provided for each point on the rating scale for that particular rater group. In this example, four **Peers** responded to the item. Of those, one provided a rating of "Dissatisfied", one "Neither Satisfied nor Dissatisfied," and two rated the participant as "Satisfied."

- 8 **Valid N** – This column shows the number of raters in each rater group who responded to the item. In this example, four people who have been classified as the participant's **Direct Reports** answered this question. In case of the 'Competency Summary' pages, the N signifies the total number of responses received for all items per rater group in each of the respective categories.
- 9 **Normative Average** – This column shows the normative average. This is provided to compare the participant's average ratings to others who have participated in this assessment process, utilizing this survey.
- 10 **Percentile** – This column shows percentile scores. Percentiles are indicative of how your rating for a particular item compares to the ratings of others who have been through this assessment process and utilized this survey. In the above example, the percentile for the rating from **Peers** is 4. This indicates that 96% of the other individuals who received feedback on this item received a higher score than the participant. 4% of the individuals received a rating that is either equal to or lower than the participant's rating on this particular item.

Report Contents

A Competency Percentiles Radar Graph

This section plots the competency percentiles scores for the self-responses as well as the percentile scores from all raters (not including the self-scores).

B Competency Summaries

This section averages all item ratings within a competency by rater group. The N signifies the total number of responses received for all items in each of the respective competencies.

C Item Average Matrix

This matrix provides a concise representation of ratings from all items, highlighting the highest and lowest rated items.

D Highest and Lowest Rated Items

The items with the highest and lowest ratings from each anonymous rater group are provided in this section. The number of items listed is determined as a percentage of the total number of items in the assessment instrument. If the average is within the highest 20% of the scale, the item will not be displayed as a low rating. If the average is within the lowest 20%, the item will not be displayed as a high rating.

E Significant Gaps

Items in which the ratings between the **Self** rating and the average ratings of other groups are greater than 30% are listed here. The significant gaps are provided for each rater group.

F Item Results

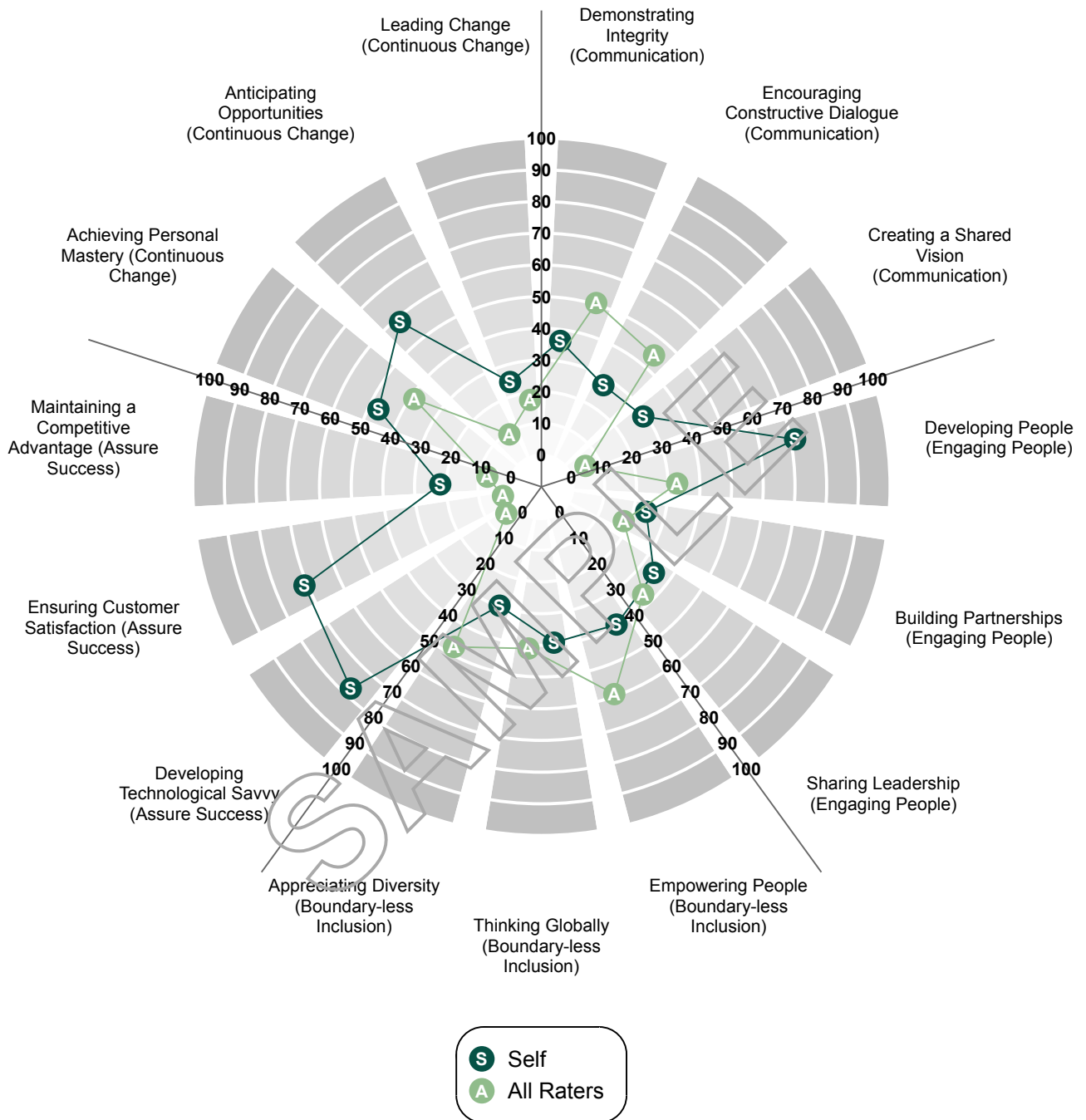
Graphical and numerical data regarding ratings for each specific item are depicted by rater group.

G Comments

Comments from your raters are categorized by rater group. We make every effort to proof, edit and sanitize the English comments in order to preserve the anonymity of the raters. Obvious grammatical and typographical errors have been corrected, without altering the content of the message. Comments will not appear on aggregate reports.

Competency Percentiles Radar Graph

The Radar Graph is a leadership effectiveness dashboard that makes it easy to identify blindspots and hidden strengths. This high level competency overview is a good starting point to drill down into behavioral details

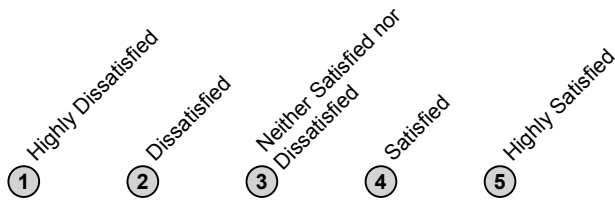


The Competency Summary breaks down the assessment results per rater group and allows for an easy comparison / gap analysis.

Competency Summary

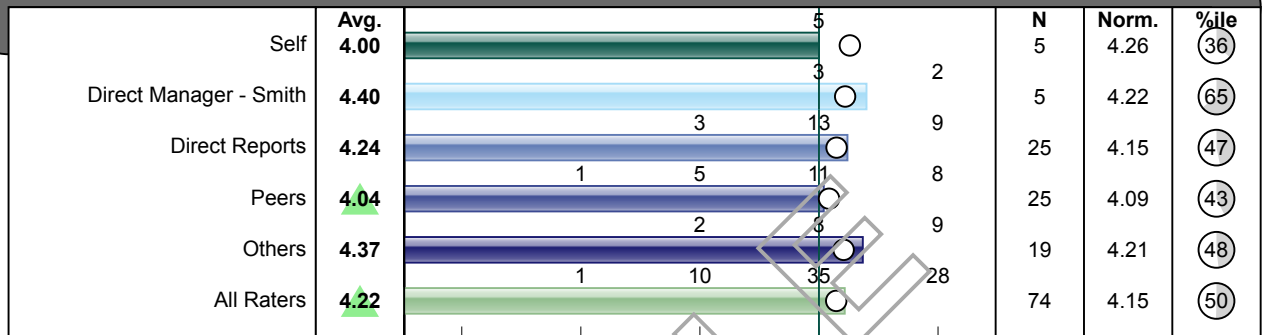
Symbol Key

- ▲ ▼ Item is one of the highest/lowest
- Norm. Avg.
- Positive Gap
- ← Negative Gap

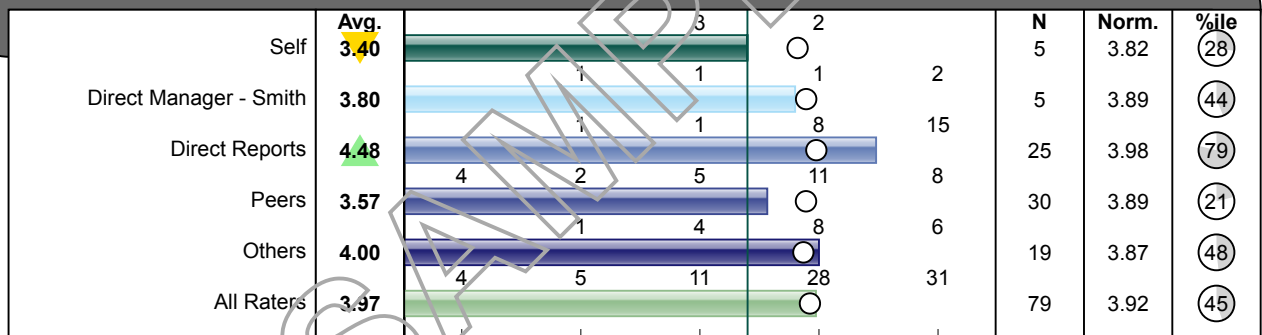


COMMUNICATION

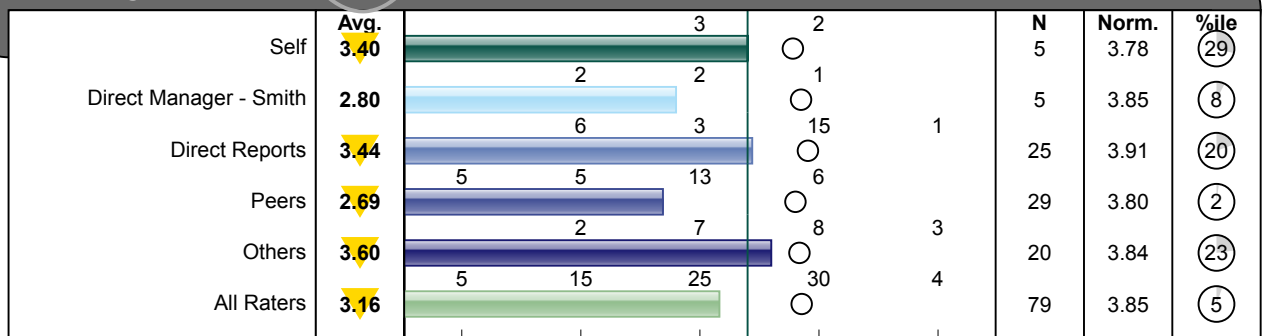
Demonstrating Integrity (Communication)



Encouraging Constructive Dialogue (Communication)



Creating a Shared Vision (Communication)



The Item Average Matrix is an effective drill down to behavioral level for each competency. The green and yellow triangles point towards highest / lowest scores of items in specific rater groups. This deep dive makes it easy for leaders to select and articulate their leadership growth areas.

Item Average Matrix

Symbol Key

▲ ▼ Item is one of the highest/lowest

I.R./N.R. Insufficient Responses/No Responses

Self
Direct Manager
Smith
Direct Report
Peers
Others
All Raters

Ensuring Customer Satisfaction (Assure Success)

49	Inspires people to achieve high levels of customer satisfaction.	▲ 5.00	4.00	4.00	2.83	3.75	3.50
50	Views business processes from the ultimate customer perspective (has an "end-to-end" perspective).	▲ 5.00	3.00	▲ 4.80	3.50	▲ 5.00	4.25
51	Regularly solicits input from customers.	4.00	3.00	▼ 2.20	▼ 2.33	▼ 3.00	▼ 2.50
52	Consistently delivers on commitments to customers.	▼ 3.00	▼ 2.00	3.80	2.50	3.67	3.13
53	Understands the competitive options available to his/her customers.	4.00	▼ 2.00	4.20	▼ 2.33	▲ 4.67	3.40

Maintaining a Competitive Advantage (Assure Success)

54	Communicates a positive, can-do sense of urgency toward getting the job done.	4.00	▼ 2.00	4.20	3.33	3.50	3.56
55	Holds people accountable for their results.	▼ 3.00	4.00	▲ 4.60	3.33	▼ 3.33	3.80
56	Successfully eliminates waste and unneeded cost.	▼ 3.00	4.00	3.80	3.00	▼ 3.25	3.46
57	Provides products/services that help the company have a clear competitive advantage.	4.00	3.00	3.60	▼ 2.33	4.00	3.19
58	Achieves results that lead to long-term shareholder value.	▼ 3.00	3.00	3.60	2.50	3.67	3.23

The Highest Items overview summarizes the leadership strengths on three levels: Item level behavior, competency, and cluster. This makes it very easy to identify commonalities and themes to effectively summarize leadership strengths and areas of high level effectiveness within and across rater groups.

Highest Items: Peers

Symbol Key

- Item appears in other high lists in this section



The overview of Lowest Items summarizes the areas to develop on three levels: item level behavior, competency, and cluster. This makes it very easy to identify commonalities and themes to effectively summarize leadership areas to develop within and across rater groups.

Lowest Items: Peers

Symbol Key

○ Item appears in other low lists in this section



The Significant Gaps overview drives a constructive dialogue around self-awareness and perception by others that helps the leader to move effectively from awareness to acceptance / action.

Significant Gaps: Direct Manager - Smith vs. Self

Symbol Key

▲ ▼ Item is one of the highest/lowest

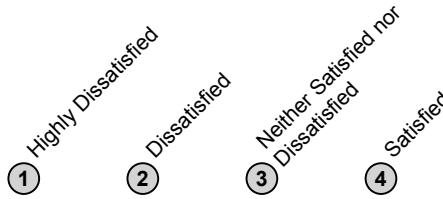


While the Radar Graph gives a high level overview, the Item Results ties the whole drill down together and shows all survey results on an item level per rater group. This is an excellent way to compare responses across rater groups and against the norm group. This is very helpful to link the detailed analysis back up to the Radar Graph.

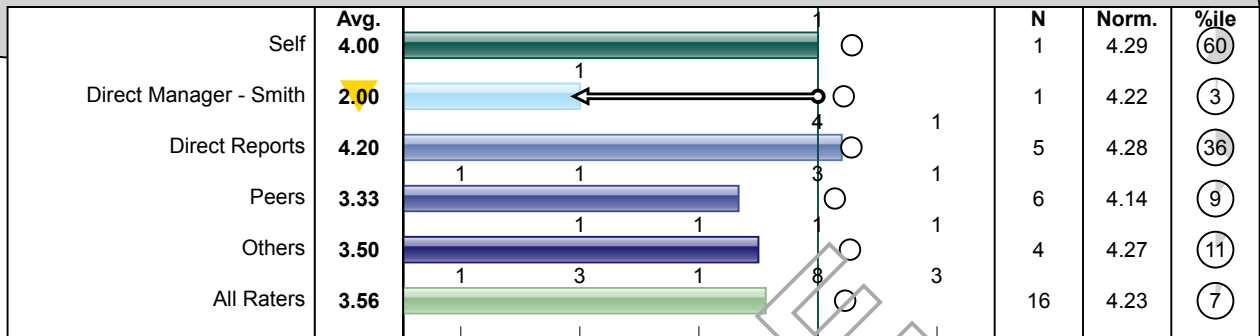
Maintaining a Competitive Advantage (Assure Success)

Symbol Key

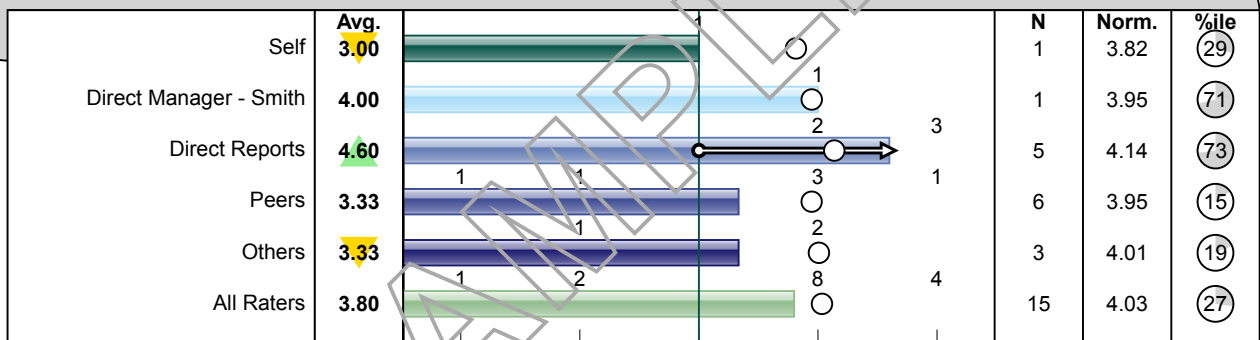
- ▲ ▼ Item is one of the highest/lowest
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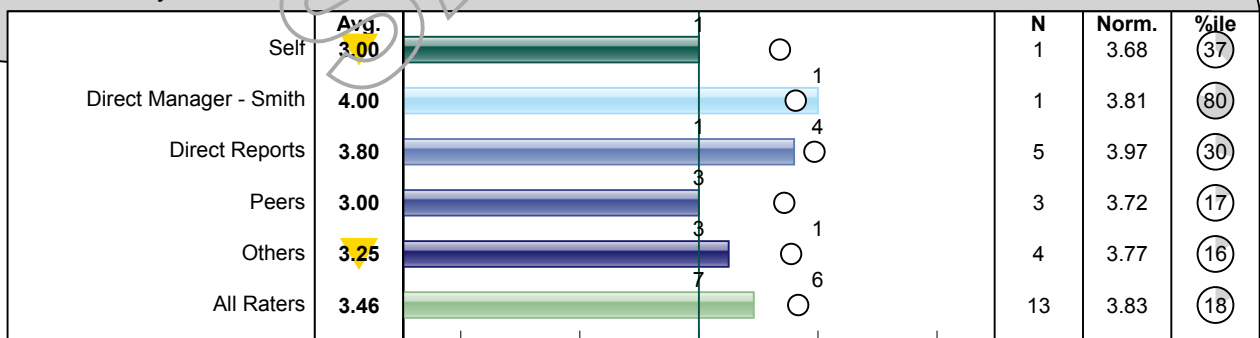
54 Communicates a positive, can-do sense of urgency toward getting the job done.



55 Holds people accountable for their results.



56 Successfully eliminates waste and unneeded cost.



The verbatim comments of raters provide colorful examples and real-life illustrations of the various strengths / areas to develop. Furthermore, the raters provide specific Feedforward suggestions to the leader, which facilitates the leader moving forward in his / her leadership change journey.

Comments

What does this person do that you find particularly effective? (Please list two or three specific items.)

C1

Self

- Process thinking. Global picture thinking.

Direct Manager - Smith

- Always strives for the good of the business, not himself nor his group. Never becomes defensive and never closes his mind to other views. Always looks at the big picture, end-to-end, longer-term perspectives.

Direct Reports

- Agrees on objectives and outcomes and then leaves the how to, to others. Does not micromanage. Gets involved only when/as required (however, is always available if needed).
- Is very customer focused and has done a great job of managing stakeholders. He has visibly influenced the implementation of process mindset activities. He gives me the room to do my job and supports me in that process. I feel supported and that he has confidence in my abilities. He delegates well and sees the need to give people ownership of areas that they will be successful in.
- He communicates in an open and honest way, sharing information in an appropriate way. He cares about his staff, in particular whether they are satisfied in their work, whether they are fully utilized and doing tasks and jobs appropriate for their skill set.
- Listens very well and is able to analyze a problem from all angles. He is also good in assessing each issue neutrally, which allows him to gain everyone's trust. He is non-threatening, which makes him very approachable for everyone.
- Trusting, delegating and empowering. Supportive, when asked.

Peers

- Listens well to issues and concerns. Available, attentive and responsive.
- Accepts feedback and is an active listener. He is responsive and looks to collaborate at the team level and with stakeholders. He recognizes what the issues are and has the desire and passion to fix them. He is honest and ethical and works for the good of the organization, not for his own self, department or group. Even under difficult situations, he does not get frustrated or emotional, always staying quite balanced. He is responsive and truly does want to make things better, more efficient and more effective.
- Ability to step back and look at the big picture. Assess alternative approaches to something that currently is not working.
- Remains very calm; partners well with Informatics; supports others and takes feedback well.
- Has worked to re-organize his group; however, this has led to confusion as it seems to be in constant change.