KETS DE VRIES INSTITUTE

GELI

Global Executive Leadership Inventory

Confidential
Participant Name
360° Feedback Report
Sample Feedback Report, 24 November 2016 to 31 August 2017

Participant Name
24 November 2016 to 31 August 2017

Global Executive Leadership Inventory
Sample Feedback Report

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About the GELI

In general, the most successful global leaders simultaneously play two roles: the **"charismatic"** role and the **"architectural"** role. The first involves visioning, empowering, and energising behaviours that direct, inspire, and motivate their followers. The second involves the implementation of processes to improve organisational design and to control and reward employee behaviour appropriately. These two roles – never easy to balance effectively – are all the more difficult to accomplish successfully in the context of a global organisation.

The Global Executive Leadership Inventory (GELI) is part of an extensive decade-long research project at INSEAD, a top business school, in collaboration with KDVI, to investigate the daily actions and behaviours of effective global executives. This psychometrically-validated questionnaire was developed by Dr. Manfred F. R. Kets de Vries to help executives evaluate their performance in carrying out twelve primary tasks of global leaders.

Questions are grouped into twelve dimensions, based on the set of competencies necessary for global leadership. These dimensions are:

- Visioning
- Empowering
- Energising
- Designing and Aligning
- Rewarding and Feedback
- Team-Building

- Outside Orientation
- Global Mindset
- Tenacity
- Emotional Intelligence
- Life Balance
- Resilience to Stress

Interpreting the Results

As you look through the feedback, keep in mind that:

1. *No individual will ever attain a perfect score* in all the dimensions. The dimensions are largely independent, and many different combinations of scores can make for leadership effectiveness.

2. The *Percentile Ranking* compares raw scores to a database of highly successful senior executives. Thus, if a score is ranked at the 50th percentile, it suggests that the executive is a pretty effective leader.

3. *Some dimensions will be more relevant* to the participant than to others depending on the nature of their job and organisational culture. Participants should consider which dimensions are most relevant to them for current and future challenges.

4. Observers sometimes have more difficulty assessing an individual on *"Life Balance"* and *"Resilience to Stress"*, which are dependent on the degree of familiarity existing between the participant and the observer. Here, an individual's self-rating is more important than observers' ratings, although it is still useful for participants to see how others assess these dimensions of their behaviour.

For more information on the development and validation of the GELI, please refer to: Kets de Vries, M. F. R., Vrignaud, P. & Florent- Treacy, E. (2004). *The Global Leadership Life Inventory: Development and psychometric properties of a 360° feedback instrument*. International Journal of Human Resource Management, 15(3), 475–492.

Understanding the Dimensions

Visioning

Leaders who seize new opportunities and are enterprising. They have the ability to perceive and act on salient trends in the environment because they are future-oriented. They give direction and guidance, structuring complex information in a way that makes it accessible to their subordinates. They expand the horizon of others. They are prepared to challenge the status quo and are open to change.

Empowering

Leaders who express high expectations for and confidence in their employees. Knowing the dangers of secrecy, they make an effort to keep their people informed. They know how to get people involved, and they make sure that everyone with a vested interest in a particular decision is part of that decision-making process, thereby creating among their people a sense of ownership. They make clear to their followers what is expected of them, and yet they view mistakes as learning opportunities.

Energising

Leaders who have the ability to channel their followers' energy in a constructive way in the pursuit of shared goals. They are proactive and action-oriented, and they are passionate about what they do. They lead by example; they walk the talk. Furthermore, they are very good at "impression management." Knowing how to sell their ideas, they radiate self-confidence. Through their enthusiasm they mobilise their people to get things done.

Designing & Aligning

Leaders who go to great lengths to give their vision a structural foundation. They build alignment between values, attitudes, behaviours, and systems; and they understand and can influence and shape the design of any given system as needed. They make people accountable to commitments and deadlines; they are result-oriented. As guardians of the organisational culture, they also make sure that their people behave according to the cultural values.

Rewarding & Feedback

Leaders who know how to reward their people. They put various reward systems in place – stock options, bonuses, perks, and profit-sharing plans, for example – to motivate employees, and they work to ensure that these systems are fair. They celebrate achievements, both large and small, and reward outstanding performance exceptionally. They mentor their people, giving constructive feedback as well as smiles and praise.

Team-Building

Leaders who build alliances and create a sense of commitment among co-workers so that the group as a whole can effectively accomplish established goals. Leaders actively involve others in the decision-making process, managing conflict well and looking for win-win solutions as dissension arises. They foster cooperation and strive for an atmosphere of trust. They put the interests of the group before their personal goals. They recognise that diversity makes for better decisions.

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Understanding the Dimensions

Outside Orientation

Leaders who realise that their organisation will not perform well unless a relationship of trust and mutual respect is established with shareholders and other stakeholders. They pay a lot of attention to meeting their customers' needs, and they are in close touch with all of their constituencies. They are also aware of their social responsibility to the communities in which they operate.

Global Mindset

Leaders who have a strong awareness of the socioeconomic and political scene globally. They are curious about unfamiliar things and want to learn about other cultures. They feel comfortable in culturally ambiguous situations. They know how to handle and be part of multicultural teams. They have an acute sense of cultural relativity and recognise their own biases, avoiding the trap of cultural stereotyping.

Tenacity

Leaders who have the courage and tenacity to defend unpopular decisions that they believe are necessary. They are prepared to take risks in the pursuit of excellence. Very resilient, they are not easily discouraged.

Emotional Intelligence

Leaders who realise the importance of the "soft" side of leadership and strive to expand their self-awareness, engaging in an ongoing process of self reflection. They manage their emotions well. In addition, they excel at reading their people and know how to deal with the emotions of others. Recognising how their behaviour affects the people who work with them, they actively use feedback to improve the behaviour of others (and themselves).

Life Balance

Leaders who pay attention to creating a balanced lifestyle. They do not put all their eggs in one basket but diversify their interests. They know how to prioritise. Recognising the importance of self-renewal, they actively engage in non-work-related activities. They have confidants with whom they can talk about very personal things.

Resilience to Stress

Leaders who make an effort to manage the stress level in their lives. They realise the impact of career decisions on their mental and physical health and understand how life pressures exerted by family or financial concerns affect their mental state. They recognise the importance of good health.

Group Average Graph
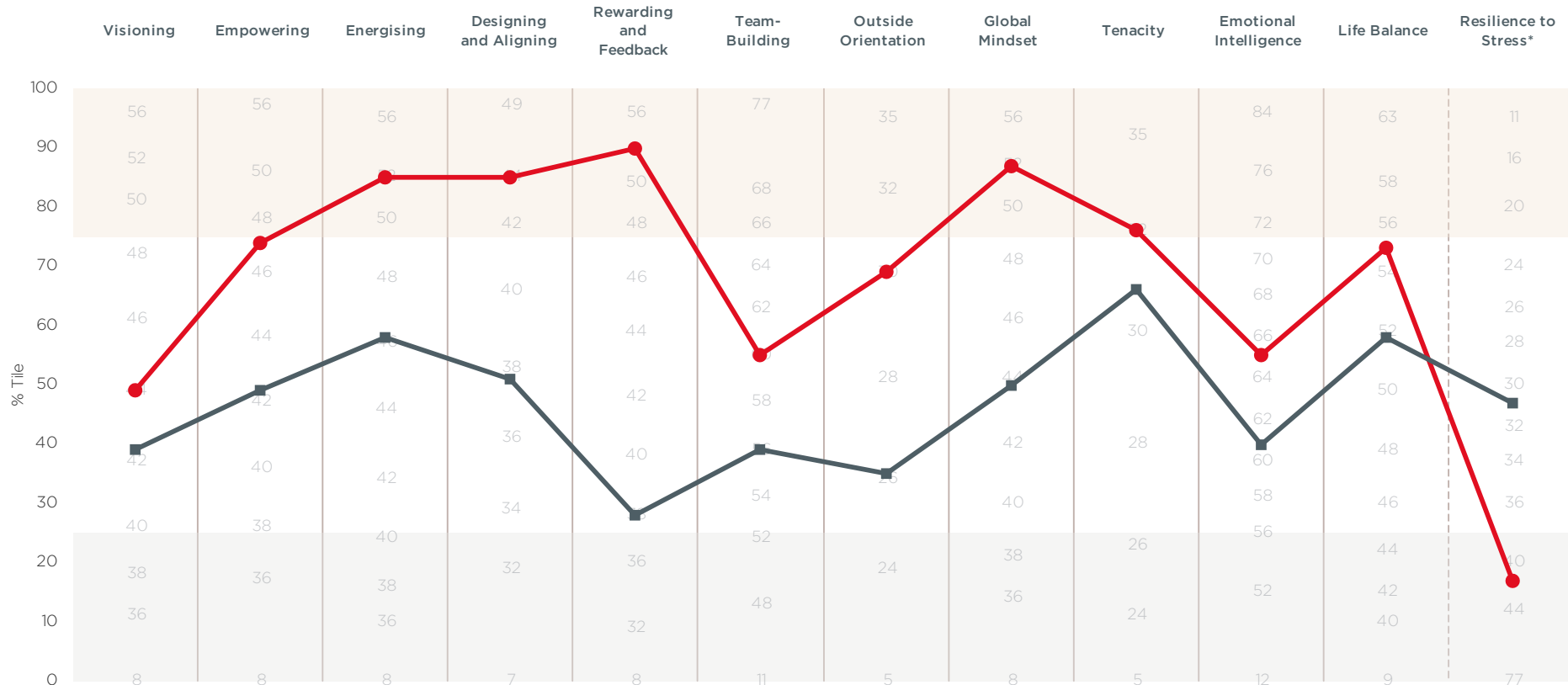
Values

- ● Group Self (1 Participants)
- ■ Group Observers (7 Observers)

Bands

- 75–100 Percentile
- 0–25 Percentile

The numbers in the background represent the raw scores. Maximum and minimum scores vary for each dimension depending on the number of questions per dimension. If a dimension has 8 questions, the maximum score is 56 and the minimum score is 8.

* The raw scores for this dimension are reversed so that a low score means high resilience to stress and a high score means low resilience to stress

Personal Graph

Values
- ● Self
- ■ Observers
- ▽ Superior
- ◇ Co-worker
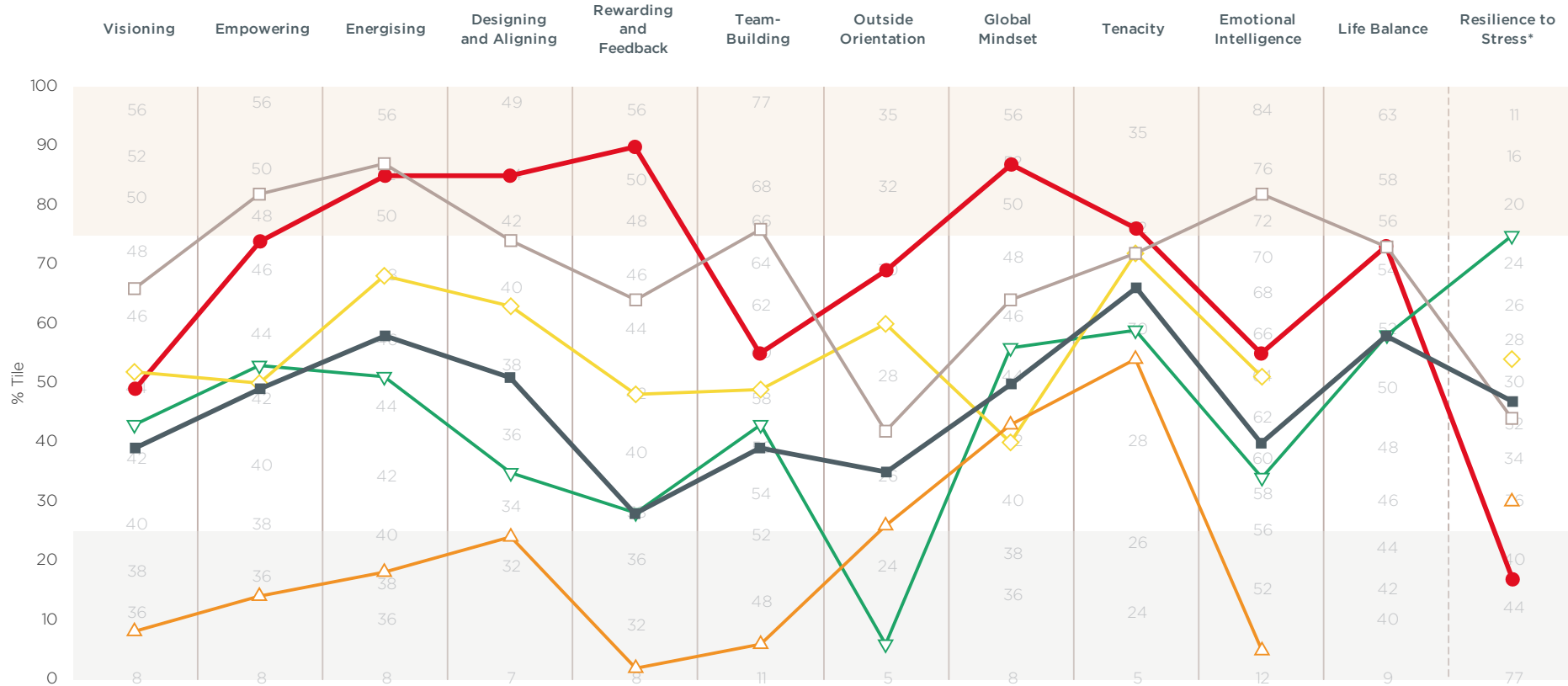- △ Direct Report
- □ Others

Bands
- 75–100 Percentile
- 0–25 Percentile

The numbers in the background represent the raw scores. Maximum and minimum scores vary for each dimension depending on the number of questions per dimension. If a dimension has 8 questions, the maximum score is 56 and the minimum score is 8.

* The raw scores for this dimension are reversed so that a low score means high resilience to stress and a high score means low resilience to stress
** In order to protect your observers' anonymity, some scores will not be shown separately.

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Observer Comments

Continue

Describe the behaviours that contribute to the participant's effectiveness as a leader

- Quisque fringilla aliquet nibh ac commodo. Aliquam adipiscing rutrum pulvinar. Suspendisse euismod metus sed nunc sagittis a venenatis leo varius. Nullam sit amet sapien orci. Nulla placerat, massa at condimentum vulputate, eros nunc molestie turpis, ut venenatis neque est eget nisl. In egestas gravida ornare.
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Develop

Describe the behaviours that the participant should develop to become more effective as a leader

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Observer Comments

Eliminate

Describe the behaviours that the participant should eliminate to become more effective as a leader

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Additional comments

Additional comments that will help the leader in his or her development.

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Not Observed Behaviour

In the Global Executive Leadership Inventory, **the observers are given the possibility of answering "not observed" to questions 81 to 100**. These questions are considered more personal and therefore not every observer may feel able to offer an opinion.

The percentage of "not observed" responses from your observers is summarised in the table below.

Relationship	% of questions not observed
Superior	8.00 %
Co-worker	10.00 %
Direct Report	6.50 %
Others	6.00 %

Highest Rated Questions: Self

Dimension	Question	Self	Observer
Visioning	2. I often challenge the status quo	7	6.00
Visioning	7. I am open to new ways of doing things	7	6.00
Visioning	8. I inspire my people to look beyond existing limitations	7	5.57
Empowering	12. I do everything in my power to create commitment to the organisation	7	6.29
Energising	17. My leadership style is action-oriented	7	6.43
Energising	18. I make people aware that I am available for them	7	6.00
Energising	20. I show my enthusiasm for projects	7	6.57
Energising	24. I make an effort to interact with people at all levels of the organisation	7	6.14
Designing and Aligning	27. I make sure that performance standards are adhered to	7	5.71
Designing and Aligning	29. I make people accountable for their commitments and deadlines	7	6.86

Lowest Rated Questions: Self

Dimension	Question	Self	Observer
Resilience to Stress	90. My workload is too heavy	7 *	3.71 *
Resilience to Stress	97. I worry about the health of one or more close family members	7 *	3.16 *
Resilience to Stress	94. I have too many responsibilities	6 *	3.86 *
Visioning	3. I am actively involved in defining strategy	3	5.29
Life Balance	84. I am physically active (regular exercise)	3	5.06
Visioning	1. I actively encourage new business opportunities	4	4.71
Visioning	6. I consider how future events will affect our organisation	4	5.14
Team-Building	40. I try to resolve conflict among team members in a way that strengthens the team	4	4.57
Team-Building	42. When on a team, I put the interest of the group before my own personal goals	4	5.00
Emotional Intelligence	72. I analyse my feelings before acting on them	4	4.29

* The meaning of the value is reversed, so that 1 is the highest score, and 7 is the lowest

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Highest Rated Questions:
Observer

Dimension	Question	Observer	Self
Designing and Aligning	29. I make people accountable for their commitments and deadlines	6.86	7
Energising	20. I show my enthusiasm for projects	6.57	7
Tenacity	67. I am not easily discouraged	6.57	7
Energising	17. My leadership style is action-oriented	6.43	7
Empowering	12. I do everything in my power to create commitment to the organisation	6.29	7
Global Mindset	60. I assume that no culture is better than another	6.29	7
Life Balance	88. I have caring and trusting relationships with my spouse/partner and/or other close family members	6.27	7
Life Balance	82. I look for opportunities to learn more about myself	6.20	6
Resilience to Stress	98. I am worried about my financial situation	1.84 *	3 *
Energising	24. I make an effort to interact with people at all levels of the organisation	6.14	7

* The meaning of the value is reversed, so that 1 is the highest score, and 7 is the lowest

Lowest Rated Questions:
Observer

Dimension	Question	Observer	Self
Resilience to Stress	94. I have too many responsibilities	3.86 *	6 *
Rewarding and Feedback	35. I spend time mentoring others in our organisation	4.29	6
Emotional Intelligence	69. I consider how my emotions can affect others	4.29	5
Emotional Intelligence	72. I analyse my feelings before acting on them	4.29	4
Emotional Intelligence	75. I engage in an ongoing process of self-reflection	4.29	6
Resilience to Stress	90. My workload is too heavy	3.71 *	7 *
Visioning	4. When making decisions, I always consider the whole situation rather than the details only	4.43	6
Rewarding and Feedback	34. I make sure that an employee's performance review is a summary of ongoing feedback	4.43	7
Resilience to Stress	92. The pressure at work has become excessively stressful	3.56 *	4 *
Empowering	9. I make sure that all employees have a clear idea of where the organisation is going	4.57	5

* The meaning of the value is reversed, so that 1 is the highest score, and 7 is the lowest

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Gap Analysis

Top 10 disparities: Self vs Observer Average

Dimension	Question	Self	Observer	Difference
Resilience to Stress	97. I worry about the health of one or more close family members	7 *	3.16 *	3.84
Resilience to Stress	90. My workload is too heavy	7 *	3.71 *	3.29
Rewarding and Feedback	34. I make sure that an employee's performance review is a summary of ongoing feedback	7	4.43	2.57
Rewarding and Feedback	33. I make sure that compensation for my employees is fair and reflects individual effort	7	4.57	2.43
Rewarding and Feedback	37. I give ongoing constructive feedback to my people	7	4.71	2.29
Visioning	3. I am actively involved in defining strategy	3	5.29	2.29
Rewarding and Feedback	36. I make sure that outstanding performance is rewarded appropriately	7	4.86	2.14
Resilience to Stress	94. I have too many responsibilities	6 *	3.86 *	2.14
Life Balance	84. I am physically active (regular exercise)	3	5.06	2.06
Emotional Intelligence	76. When someone is talking to me, I give the person my full attention	4	5.86	1.86

* The meaning of the value is reversed, so that 1 is the highest score, and 7 is the lowest

Visioning

Question	Self	Observer	1	2	3	4	5	6	7
1. I actively encourage new business opportunities	4	4.71	5	6	4	3	4	5	6
2. I often challenge the status quo	7	6.00	6	7	5	4	7	6	7
3. I am actively involved in defining strategy	3	5.29	5	6	6	2	6	5	7
4. When making decisions, I always consider the whole situation rather than the details only	6	4.43	5	3	6	2	5	3	7
5. I find ways to simplify complex situations for my employees	6	5.14	5	5	7	3	5	4	7
6. I consider how future events will affect our organisation	4	5.14	4	5	6	4	6	4	7
7. I am open to new ways of doing things	7	6.00	7	6	6	5	6	5	7
8. I inspire my people to look beyond existing limitations	7	5.57	6	6	5	3	5	7	7
TOTALS	44	42.29	43	44	45	26	44	39	55

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	44	42.29	43.00	44.50	35.00	47.00
Discrepancy	-	-1.71	-1.00	0.50	-9.00	3.00

Possible Scores 8 to 56

■ Scores of 1, 2 and 3 are highlighted for attention and development.

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Empowering

Question	Self	Observer	1	2	3	4	5	6	7
9. I make sure that all employees have a clear idea of where the organisation is going	5	4.57	5	4	5	3	5	5	5
10. I try to involve my employees in decision-making	6	5.57	7	5	6	2	7	5	7
11. I encourage my people to make their own decisions	6	5.00	5	5	5	2	6	5	7
12. I do everything in my power to create commitment to the organisation	7	6.29	6	6	7	4	7	7	7
13. I tolerate mistakes made by employees who are taking the initiative	6	5.57	4	5	6	4	7	6	7
14. I encourage people to share information within the organisation	5	5.86	6	6	6	3	7	6	7
15. I try to minimize secrecy within our organisation	6	4.86	6	6	4	3	4	4	7
16. Once I have delegated a task, I let the person in charge take full responsibility	6	4.57	4	5	4	1	5	6	7
TOTALS	47	42.29	43	42	43	22	48	44	54

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	47	42.29	43.00	42.50	35.00	49.00
Discrepancy	-	-4.71	-4.00	-4.50	-12.00	2.00

Possible Scores 8 to 56

■ Scores of 1, 2 and 3 are highlighted for attention and development.

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Energising

Question	Self	Observer	1	2	3	4	5	6	7
17. My leadership style is action-oriented	7	6.43	6	6	7	5	7	7	7
18. I make people aware that I am available for them	7	6.00	5	7	7	5	5	6	7
19. I convey my ideas in a clear and understandable way	6	4.71	6	3	5	5	4	3	7
20. I show my enthusiasm for projects	7	6.57	7	6	7	6	6	7	7
21. I see myself as an important source of motivation for my people	6	5.14	4	5	6	1	7	6	7
22. I mobilise people to get things done	6	5.86	6	6	7	1	7	7	7
23. I try to be a role model for my people	6	5.29	6	5	5	1	6	7	7
24. I make an effort to interact with people at all levels of the organisation	7	6.14	5	7	7	4	7	7	6
TOTALS	52	46.14	45	45	51	28	49	50	55

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	52	46.14	45.00	48.00	38.50	52.50
Discrepancy	-	-5.86	-7.00	-4.00	-13.50	0.50

Possible Scores 8 to 56

▨ Scores of 1, 2 and 3 are highlighted for attention and development.

Designing and Aligning

Question	Self	Observer	1	2	3	4	5	6	7
25. I set clear performance standards and goals for my people	6	5.29	6	7	4	4	4	6	6
26. I work to develop organisational systems that reflect our corporate values	6	4.86	3	5	6	3	6	4	7
27. I make sure that performance standards are adhered to	7	5.71	5	6	6	4	6	6	7
28. I make sure that our management systems facilitate effective behaviour	6	4.86	4	5	4	3	6	6	6
29. I make people accountable for their commitments and deadlines	7	6.86	7	7	7	6	7	7	7
30. I emphasize corporate values that serve to unite people in our organisation	6	4.57	5	5	5	2	5	4	6
31. I ensure that people respect the basic values of our corporate culture	6	5.43	5	5	7	4	6	5	6
TOTALS	44	37.57	35	40	39	26	40	38	45

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	44	37.57	35.00	39.50	33.00	41.50
Discrepancy	-	-6.43	-9.00	-4.50	-11.00	-2.50

Possible Scores 7 to 49

▇ Scores of 1, 2 and 3 are highlighted for attention and development.

Rewarding and Feedback

Question	Self	Observer	1	2	3	4	5	6	7
32. I use various types of incentives to compensate my people	6	4.57	4	7	4	2	4	4	7
33. I make sure that compensation for my employees is fair and reflects individual effort	7	4.57	5	7	4	3	2	4	7
34. I make sure that an employee's performance review is a summary of ongoing feedback	7	4.43	5	4	4	4	3	4	7
35. I spend time mentoring others in our organisation	6	4.29	4	5	4	4	3	4	6
36. I make sure that outstanding performance is rewarded appropriately	7	4.86	5	7	4	4	3	4	7
37. I give ongoing constructive feedback to my people	7	4.71	4	6	4	4	4	4	7
38. I make sure that people's achievements are recognised	7	5.29	6	7	5	3	4	5	7
39. I give feedback with respect	5	5.29	5	6	6	1	6	6	7
TOTALS	52	38.00	38	49	35	25	29	35	55

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	52	38.00	38.00	42.00	27.00	45.00
Discrepancy	-	-14.00	-14.00	-10.00	-25.00	-7.00

Possible Scores 8 to 56

▓ Scores of 1, 2 and 3 are highlighted for attention and development.

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Global Executive Leadership Inventory
Sample Feedback Report

**KETS DE VRIES
INSTITUTE**

Team-Building

Question	Self	Observer	1	2	3	4	5	6	7
40. I try to resolve conflict among team members in a way that strengthens the team	4	4.57	4	5	4	1	5	6	7
41. I encourage team members to build collaborative relationships with one another	6	5.00	5	6	5	2	6	5	6
42. When on a team, I put the interest of the group before my own personal goals	4	5.00	5	4	6	1	7	6	6
43. I build on team members' individual strengths	6	5.29	5	4	3	3	6	6	7
44. I make a great effort to earn the trust of other team members	6	5.43	6	5	7	1	7	6	6
45. I look for a variety of personality types when forming a team	6	4.86	5	6	4	4	5	4	6
46. I make a serious effort to ensure that, when a decision is made, everyone stands behind it	6	5.43	6	6	7	1	5	6	6
47. I try to make sure that all members of the group feel that they contribute to the decision-making process	6	5.43	6	4	6	2	7	6	7
48. I welcome differences of opinion	5	5.29	6	5	7	1	6	5	7
49. I look for solutions to problems that are satisfactory to most parties	5	4.86	5	5	5	1	6	6	6
50. When possible, I include people from different regional/national cultures and genders in teams I create	6	4.86	4	6	4	4	6	4	6
TOTALS	60	56.00	57	56	61	21	66	60	71

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	60	56.00	57.00	58.50	43.50	65.50
Discrepancy	-	-4.00	-3.00	-1.50	-16.50	5.50

Possible Scores 11 to 77

■ Scores of 1, 2 and 3 are highlighted for attention and development.

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Outside Orientation

Question	Self	Observer	1	2	3	4	5	6	7
51. I make sure that everyone on my team recognises the importance of knowing and meeting customers' requirements	5	5.43	4	6	6	4	6	5	7
52. I make sure that customer satisfaction is the focus of our efforts	6	5.29	4	6	6	3	7	4	7
53. I make sure that customers, suppliers, and other stakeholders are treated fairly	7	5.57	5	6	7	4	7	4	6
54. I encourage effective interaction with outside stakeholders	6	5.29	5	6	5	4	6	5	6
55. I ensure that our organisation makes positive contributions to the communities around us	6	4.57	3	6	4	4	5	4	6
TOTALS	30	26.14	21	30	28	19	31	22	32

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	30	26.14	21.00	29.00	25.00	27.00
Discrepancy	-	-3.86	-9.00	-1.00	-5.00	-3.00

Possible Scores 5 to 35

◼ Scores of 1, 2 and 3 are highlighted for attention and development.

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Global Executive Leadership Inventory
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Global Mindset

Question	Self	Observer	1	2	3	4	5	6	7
56. I keep myself informed about global developments that might affect our business	5	4.86	4	6	4	4	5	4	7
57. I am aware of the ways in which cultural differences affect the way people behave	6	5.14	6	5	6	4	4	4	7
58. I am comfortable in situations where the culture is unfamiliar to me	7	5.57	5	6	4	4	7	6	7
59. I enjoy working on multicultural teams	7	5.86	6	6	4	5	7	6	7
60. I assume that no culture is better than another	7	6.29	7	6	6	6	6	6	7
61. I enjoy learning and speaking foreign languages	6	5.43	5	5	6	5	6	4	7
62. I make cross-cultural experiences into learning opportunities for myself	7	5.29	6	6	4	5	4	4	6
63. I am good at adapting to business practices in cultures other than my own	7	5.43	6	6	4	5	6	4	7
TOTALS	52	43.86	45	46	38	38	47	38	55

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	52	43.86	45.00	42.00	42.50	46.50
Discrepancy	-	-8.14	-7.00	-10.00	-9.50	-5.50

Possible Scores 8 to 56

■ Scores of 1, 2 and 3 are highlighted for attention and development.

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Tenacity

Question	Self	Observer	1	2	3	4	5	6	7
64. I have a set of principles that I defend	6	6.14	6	7	5	5	7	6	7
65. I am prepared to stick to an unpopular decision if I feel that it is the right one	7	6.14	5	7	6	5	7	6	7
66. I am willing to take risks when I strongly believe in a certain action	7	6.14	6	7	6	5	7	5	7
67. I am not easily discouraged	7	6.57	7	7	7	6	7	7	7
68. When I believe it is necessary, I try to change the opinions of others	5	5.71	6	6	5	5	7	5	6
TOTALS	32	30.71	30	34	29	25	34	29	34

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	32	30.71	30.00	31.50	29.50	31.50
Discrepancy	-	-1.29	-2.00	-0.50	-2.50	-0.50

Possible Scores 5 to 35

▓ Scores of 1, 2 and 3 are highlighted for attention and development.

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Global Executive Leadership Inventory
Sample Feedback Report

**KETS DE VRIES
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Emotional Intelligence

Question	Self	Observer	1	2	3	4	5	6	7
69. I consider how my emotions can affect others	5	4.29	4	3	4	1	6	5	7
70. I can "read" other people's feelings quite well	6	4.71	3	5	4	1	7	6	7
71. I understand the reasons why I feel the way I do in a particular situation	6	4.86	5	6	4	1	6	5	7
72. I analyse my feelings before acting on them	4	4.29	4	3	6	1	5	5	6
73. I make sure that my behaviour is appropriate to the situation	6	5.00	5	4	5	1	6	6	7
74. I analyse my mistakes in order to learn from them	6	5.29	6	5	6	1	7	5	7
75. I engage in an ongoing process of self-reflection	6	4.29	5	5	4	1	5	4	6
76. When someone is talking to me, I give the person my full attention	4	5.86	6	4	7	5	7	5	7
77. I make a great effort to help people feel at ease with me	5	5.71	6	6	7	1	7	6	7
78. I actively show my respect for and interest in individuals	5	5.29	4	6	7	1	6	6	7
79. I try to generate trust among the people I work with	6	5.71	6	6	7	1	7	6	7
80. I get people to open up by being easily approachable	6	5.57	5	6	7	1	6	7	7
TOTALS	65	60.86	59	59	69	16	75	66	82

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others	
Score	65	60.86	59.00	64.00	45.50	74.00	
Discrepancy	-	-4.14	-6.00	-1.00	-19.50	9.00	

Possible Scores 12 to 84

■ Scores of 1, 2 and 3 are highlighted for attention and development.

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Life Balance

Question	Self	Observer	1	2	3	4	5	6	7
81. I take the time to think about my life on a regular basis	6	6.08	n/o	6	*	*	6	6	7
82. I look for opportunities to learn more about myself	6	6.20	6	6	*	*	7	6	6
83. I actively look for new ideas and learning opportunities outside of my specific field of expertise	7	6.00	6	6	*	*	4	7	7
84. I am physically active (regular exercise)	3	5.06	n/o	n/o	*	*	4	6	5
85. I engage in non-work-related activities (such as sports, hobbies, or volunteer activities) at least once a week	6	5.36	n/o	n/o	*	*	4	7	n/o
86. I have at least one close friend with whom I can talk about very personal issues	7	5.43	n/o	n/o	*	*	4	n/o	n/o
87. I frequently spend time with my spouse/partner and/or other close family members	6	5.36	6	6	*	*	5	n/o	4
88. I have caring and trusting relationships with my spouse/partner and/or other close family members	7	6.27	n/o	6	*	*	6	n/o	7
89. I set priorities in both my private and my professional lives	7	5.96	6	6	*	*	5	n/o	7
TOTALS	55	51.73	51.78	52.21	*	*	45.00	55.59	54.06

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	55	51.73	51.78	**	**	54.82
Discrepancy	-	-3.27	-3.22	**	**	-0.18

Possible Scores 9 to 63

n/o - Where no response was given by an observer, a precisely calculated statistical value was used for calculation

* In case an observer did not reply to over 70% of the questions in this dimension, none of the answers were used for calculation
** In order to protect your observers' anonymity, some scores will not be shown separately.

Scores of 1, 2 and 3 are highlighted for attention and development.

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Resilience to Stress

Question	Self	Observer	1	2	3	4	5	6	7
90. My workload is too heavy	7	3.71	3	4	2	7	2	2	6
91. I never seem to be able to complete all the work I have to do	2	2.39	1	2	1	7	1	2	n/o
92. The pressure at work has become excessively stressful	4	3.56	2	3	n/o	7	2	3	5
93. I feel that my career is not progressing the way I would like it to	2	3.23	2	4	n/o	n/o	3	5	3
94. I have too many responsibilities	6	3.86	3	5	2	7	3	3	4
95. I feel I have little control over the things that happen to me	2	2.48	1	n/o	1	7	2	2	2
96. I am currently worried about my own health	2	2.49	2	n/o	5	n/o	2	2	2
97. I worry about the health of one or more close family members	7	3.16	n/o	n/o	n/o	n/o	3	n/o	4
98. I am worried about my financial situation	3	1.84	n/o	n/o	n/o	1	2	n/o	n/o
99. My relationship with one or more close family members is a source of stress	4	2.25	n/o	n/o	n/o	n/o	2	n/o	n/o
100. I feel that I have not been managing my career in an effective manner	2	1.86	1	2	2	n/o	2	2	2
TOTALS	41	30.84	22.29	31.90	26.03	48.39	24.00	28.29	35.00

Relationship	Self	Observer	Superior	Co-worker	Direct Report	Others
Score	41	30.84	22.29	28.96	36.20	31.64
Discrepancy	-	-10.16	-18.71	-12.04	-4.80	-9.36

Possible Scores 11 to 77
The scores for this dimension are reversed so that a low score means high resilience to stress and a high score means low resilience to stress

n/o - Where no response was given by an observer, a precisely calculated statistical value was used for calculation

Scores of 5, 6 and 7 are highlighted for attention and development.

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Global Executive Leadership Inventory
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Recommendations for Action Planning and Development

Below and on the following pages are suggestions for actions you can take to improve on each of the twelve dimensions.

Visioning

- Keep up-to-date with industry trends. Keep informed about best practices in other industries and in functional areas such as marketing, finance, human resource management, and logistics.

- Gain inspiration from other fields such as the arts and sciences. The creative process is enhanced when it is active at the crossroads of different fields. Talk to scientists or artists, exchanging information on what makes for effectiveness.

- Engage a coach as sparring partner to help you test ideas and develop new ways of looking at things.

- Each week, read the business press carefully and write down one realistic idea that could improve your business.

- Imagine you are in the position of one of your competitors. What strategies would he or she use to get the better of you?

- Meet with venture capitalists and financial analysts, people who influence the share price of your business, and seek their suggestions.

- Working with a skilled facilitator, regularly spend time with your team offsite to brainstorm about the future of the industry and the role of the company, asking such questions as: What will the world look like five years from now? What will the industry look like five years from now? What will the company look like five years from now? For each case, develop the worst scenario, the most desirable scenario, and the most probable scenario, and come up with concrete action steps for each scenario.

- Engage in the following visioning exercise: Imagine your company is operating in the same environment but not bound by its history and existing structures. If you were the "king" or "queen" of this organisational castle, what would you do? How would you visualise the future?

- Engage in the following exercise: List on the left side of a piece of paper all the things that make your organisation a great place to work and on the right side all the things that are inhibiting your productivity and enjoyment at work. Ask such questions as, What are the major problem(s) facing our organisation? What major challenge am I committed to undertake within the organisation within the next three years?

- Do something you are afraid of every day.

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Recommendations for Action Planning and Development

Empowering

- Ensure that two-way communication is part of all communication processes. Measure the effectiveness of delegation and two-way communication through 360° feedback.

- Work with a coach to improve the way you communicate. In particular, learn to clearly articulate your organisation's objectives and strategies for future success.

- Become aware of your personal attitude toward risk and making mistakes so that you can prevent any dysfunctional behaviour patterns such as micro-management. Make it clear to your staff that taking risks and making mistakes are allowed as long as people learn something from them.

- After setbacks, reassure people, reconfirm their strengths, encourage them to learn from the experience, and help them move forward.

- Look for opportunities to invite contributions from your employees. Share with others the positive contributions you have received.

- Constantly be on guard for fair process in the organisation in such matters as promotion and salary policies.

- Continually review what can be delegated. Use a simple decision matrix with two dimensions: "important/not important" and "things I really like to do/do not like to do". Prioritise each item in this decision matrix. Have a number of your team members assess the matrix and your priorities. See whether they concur with your assessment.

- When decisions have to be made at team meetings, refrain from always putting your point of view forward first. Try to let the other team members make the decision at times.

Energising

- Make it a point each day to walk around your organisation's offices and other facilities. Greet people; engage in small talk; inquire about their families. Visit different locations and meet with different levels of staff to discuss your view of the future of the organisation. Listen to people's frustrations and challenges. Share good news. Emphasise the positive.

- Hold regular informal meetings (breakfast, lunch, drinks, barbecues, and so forth) with the people in your organisation to find out what they are really thinking. Play an active role at various celebrations (birthdays, holiday parties, retirement parties).

- Make an effort to remember your employees' names and backgrounds.

- Send personal notes (for birthdays, anniversaries, and achievements) to people to show you really care.

- Keep an open door policy – make it easy for people to drop by.

- Don't clutter up your agenda. Leave some open space, permitting you to be spontaneous to spend time with people.

Recommendations for Action Planning and Development

Designing & Aligning

- Listen to a range of views about what constitutes appropriate behaviour in the organisation and what demonstrates the presence or absence of this behaviour. Recognise achievements in this domain. Emphasise consistency in such behaviour.

- Design a balanced scorecard (a measurement device assessing the effectiveness of different organisational processes) to ensure that the business unit objectives are covered. Have this balanced scorecard cascade down the organisation. Ensure that agendas for team and one-to-one meetings with direct reports are aligned with balanced scorecard objectives. Help people realise that they have a responsibility to manage these scorecard objectives. Have regular reviews to ensure that the standards are met. Attach consequences when people do not meet these objectives.

- Be a role model by carrying out yearly performance reviews with the people who report to you. Make sure that the members of your management team do the same with their people.

- During workshops or other meetings, ask people to reflect on the basic values and culture of your organisation and assess how well they live the values.

Rewarding & Feedback

- Develop your own coaching skills. Learn how to deal with poor performance and how to coach average performers to an outstanding level.

- Take advantage of every opportunity to celebrate success with individuals and teams. Explore innovative ways that go beyond financial rewards to celebrate successes.

- Explain to your employees the importance of constructive feedback. Make it clear that the quality of the superior-subordinate relationship is a key determinant for job satisfaction.

- Encourage the members of your team to spend at least 30 percent of their time supporting, coaching, and motivating the people who work for them.

- Design performance management processes that include excellence in carrying out reviews as one of the parameters.

- Instead of waiting for the annual performance review to give people feedback, give constructive feedback each time an occasion warrants it (be it a success or a failure).

- When giving feedback, be specific; give it as soon as possible; address only behaviour that the person can control; balance positive with negative feedback; check to be sure the person understands what is being said; don't forget to ask for feedback about your own behaviour. Listen carefully to what the person has to say. Give the person the time to express him or herself.

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Recommendations for Action Planning and Development

Team Building

- Run a team-building event for a new team or a team effectiveness event for a mature team. Use 360° feedback instruments to obtain "hard" data to compare different perceptions of team effectiveness and conflict management.

- With the help of a coach, examine the last two situations when a conflict arose in your team. How did the conflict evolve? How did you resolve it? Was the outcome a win-lose or a win-win situation? If it was a win-lose situation, what could you have done to change it?

- Invite an outside coach or a colleague whom you trust to one of your team meetings. Ask this person to make an honest assessment of the team process, focusing on such questions as, Are people participating openly? Is there submerged conflict? Are you listening? Do you involve everyone? Are you dealing with conflict effectively? Are you giving attention to process and content? What can be said about the composition of the team?.

- Regularly survey team effectiveness. Have your team reflect on strategies for improving the way they do things.

- Before you start the discussion at a meeting, give the team members five minutes to think about the various items on the agenda before beginning the discussion.

- Do the following exercise with your team: Ask people to visualise what your three most important customers would see if they were observing a team meeting. What would they like/dislike?

Outside Orientation

- Ask people on your team to identify the key elements that will make for customer satisfaction and loyalty. Have them compare your company's performance on those dimensions with that of other companies. Ask them what can be improved.

- Visit customers and suppliers on a regular basis. Try to understand the business from their perspective. Find out what you can do to "delight" them.

- Make an effort to hold regular meetings with key stakeholders, either directly or with the help of consultants, to exchange points of view.

- Make it a point to deal personally once a week with the worst customer or supplier complaint, to illustrate to other employees that customer's importance to the organisation.

- Engage in regular surveys of customer and supplier satisfaction. Examine bottlenecks. Give your team feed-back about the results. Brainstorm to find more effective ways to deal with problem situations.

- Involve yourself in outside organisations such as professional associations, government/industry organisations, non-executive directorships, charities, and others, to build better networks.

Recommendations for Action Planning and Development

Global Mindset

- Apply for an international posting, and prepare for it thoroughly.

- When traveling or living abroad, do whatever you can to learn more about the culture you are in. How is it different from your own? How do these differences affect how people behave in an organisational setting?

- Make an effort to learn the language of the culture you are living or traveling in.

- Make it a point regularly to read a variety of news-papers and view different TV news channels like BBC World News or CNN (for English speakers), TF1 (for French speakers), or TVE (for Spanish speakers).

- Exchange views with people from different cultures inside and outside your organisation to explore cultural differences.

- When putting a team together, try to assure a good mix of cultures and diversity. Reflect on the different approaches and assumptions held by the various members of the team.

- Visit one of the markets in a large city. Usually such markets are microcosms of different cultures. Listen and observe.

Tenacity

- Define what in your set of objectives is negotiable and what is not negotiable. Reflect on your bottom lines. How can you be assertive about these objectives? How could you get your way? Explore the ramifications of giving in or compromising. Be consistent when necessary. Dare to lead.

- Enlist in an assertiveness training programme.

- Think about the last time you gave in to someone else's decision, although you really didn't agree, and it later turned out you were right. What could you have done to better defend your position? What could you have said or done differently?

- When you feel weighted down by challenge and opposition to a particular course of action, find someone to whom you can talk about your particular concern, a person who is tenacious. Explain the issue and ask the person to support you. By taking this course of action, you draw the person into a coaching situation. You might even ask this person to come with you to a relevant meeting to back you up.

- Try this exercise: Imagine what would happen if you took a specific controversial stand. What could go wrong? What could go right? Reflect on the way that other involved parties might react to your decision.

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Recommendations for Action Planning and Development

Emotional Intelligence

- Practice empathy by trying to put yourself in the other person's shoes when having a difficult discussion.

- Reveal more of yourself – be more transparent – to build trust.

- Enlist the help of a psychotherapist or coach to further your process of self-understanding and self-awareness.

- Seek regular feedback on the impact of your behaviour on others. Work on your "blind spots."

- Before making a decision, take some time to consider the decision you are about to make. Make an effort not to act impulsively. Create some reflective space. Become a "reflective practitioner."

- Ask others (your superior, direct reports, and/or peers) for feedback about your behaviour and performance on a regular basis. Reflect on this feedback to determine how you could improve in your weaker areas.

- Try this exercise: During a meeting, take on the role of the observer/process consultant. Force yourself to just listen. Afterward, discuss with a coach (who should be present at the meeting) how things were different when you were silent.

Life Balance

- Leave the office at a reasonable hour, to prove that the organisation won't collapse without you. Model this behaviour to your subordinates.

- Treat family and friends as your most important key accounts. How often do you make appointments with these "key accounts"? How often do you do exciting things with them? Plan time with family and friends in the same way that you plan your time at work.

- Identify a number of non-work activities you enjoy. Take up a sport or hobby.

- Cultivate your aesthetic side. Read books or engage in enriching artistic activities.

- Reflect on your relationships with your best friends when you were five, fifteen, twenty-five, and today. What kinds of things were you and/or are you doing with them? How have the relationships changed? What can you do to rekindle the relationships?

- Think about an activity you once enjoyed but no longer have time to do – going to the opera, taking drawing classes, hiking, and so on. Make plans to start this activity once again. Keep in mind that acting in such a manner can make you a powerful role model for others.

- Think about your retirement and death. How do you want to be remembered?

Recommendations for Action Planning and Development

Resilience to Stress

- Prioritise your work on a continual basis. Ensure that your output is always aligned with your objectives.

- List the things that you find relaxing. List the things that you find stressful. What percentage of your time do you spend on each activity? Prioritise. Make an effort to eliminate some of the more stressful activities.

- Try to deal only with the activities under your control. Work out a plan to manage the other activities to the best of your ability. Eliminate uncontrollable activities when possible.

- Find some time to be alone with yourself – every day.

- Learn to set boundaries. Practice saying no.

- Establish caring, trusting ties with others. Share your problems with people you can really talk to.

- When working, leave yourself more time than you think you need. Don't clutter up your agenda. Don't take over from a person who is doing a job slowly. Delegate.

- Don't wake up just in time. Give yourself enough time to wake up gradually.

- When working under deadlines, take regular breaks. Plan some idle time every day.

- Avoid situations that cause annoyance. Don't associate with irritating, overly competitive people.

- Try not to waste time on trivial matters.

KDVI Family of Leadership Development Instruments

The Global Executive Leadership Inventory is part of a family of leadership development instruments developed over the last decade by Manfred Kets de Vries. These instruments apply different lenses to examine organisational leadership, from individual (personality, individual leadership skills, to motivations and drivers) to teams (leadership roles and role constellations) to organisational (culture). Collectively, they provide a systemic view of leadership effectiveness within the organisation.

Organisation
OCA™

Team
LAQ™

Self
GELM®
GELI
PA™
ITI™
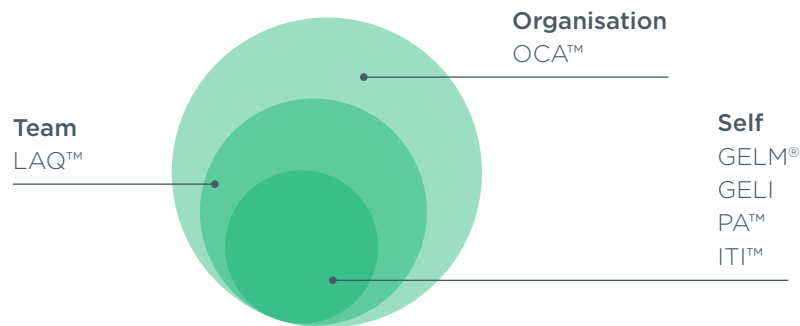
Individual

The Global Executive Leadership Mirror (GELM®)

The GELM® is an in-depth 360° feedback development tool to measure specific leadership behaviours and provide feedback across four main levels: Self, Teams, Organisation and Networks. It also includes life indicators such as life stressors and well-being resources, and perceived performance to add further insight into an executive's behaviours at work.

The Global Executive Leadership Inventory (GELI)

The GELI is an in-depth 360° feedback development tool for identifying and understanding one's leadership strengths and weaknesses and to explore steps needed to improve ones leadership competencies.

The Personality Audit (PA™)

The PA™ is a 360° feedback instrument to help participants understand their motives for what they do through looking at their key personality traits. It can be used towards an action plan for personal growth and development.

The Inner Theatre Inventory (ITI™)

The ITI™ is a 360° feedback assessment which identifies the drivers in an individual's inner theatre, consisting of the values, beliefs, and attitudes that guide their behaviour. Through the ITI™, individuals can identify the life anchors that drive them, develop greater self-awareness, and develop a lifestyle more congruent with their values and belief systems.

Team

The Leadership Archetype Questionnaire (LAQ™)

The LAQ™ is a 360° feedback assessment designed to help the participants identify his/her salient leadership behaviour through eight leadership archetypes. The assessment of leadership archetypes can help towards identifying an individual's role within a team as well as the roles needed to ensure capable executive leadership in a team.

Organisation

The Organisational Culture Audit (OCA™)

Organisational culture is the foundation upon which an organisation's vision, mission, strategy, and structure are based; it makes up the organisation's uniqueness and identity. The OCA™ provides a comprehensive diagnostic of the current corporate culture as well as a detailed understanding of the culture an organisation are aiming at, by examining employee's perceptions of the organisation's current practices and the values they consider important, and whether they are aligned with corporate strategy.

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