



Interpreting the Group Effectiveness Assessment (GEA) Report

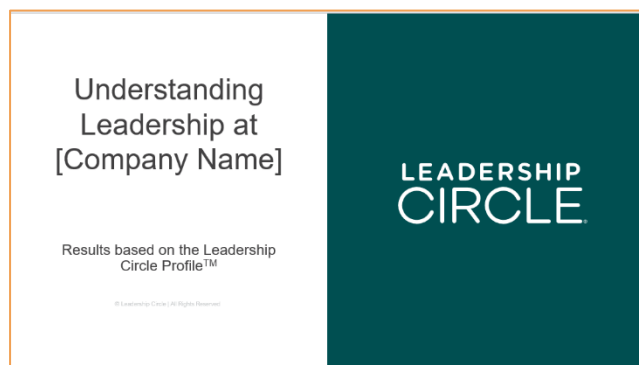
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Interpreting the GEA Report

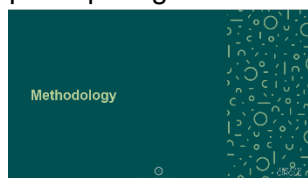
The Group Effectiveness Assessment (GEA) gives clients a clear understanding of the collective leadership performance of a group of leaders, whether it's a group going through a special program, an intact team, or an entire organization of leaders. This assessment provides key insights and interpretation points that cannot be gleaned from the LCP group report or the CLA, which provide a limited understanding of group performance based mainly on comparisons with leadership norms. The GEA not only delivers these results but goes much deeper to uncover additional findings that illustrate:



- Core patterns of leadership for the group (strengths and challenges)
- Prevalence of specific traits
- An analysis of the factors that are offsetting or canceling out creative competencies
- (Optional) Comparative performance of different subgroups of leaders (this requires at least 8 leaders in each subgroup to provide sufficient power for statistical analysis)
- (Optional) Leverage points based on analysis of the most and least effective leaders (provided that the size of the leadership group is 20 or more)

Methodology

The GEA report is based on secondary analyses of the Leadership Circle Profiles (LCPs) of all participating leaders. There are three types of slides included in the Methodology section that describe the LCP, the sample of leaders included in the study, and the analyses conducted.

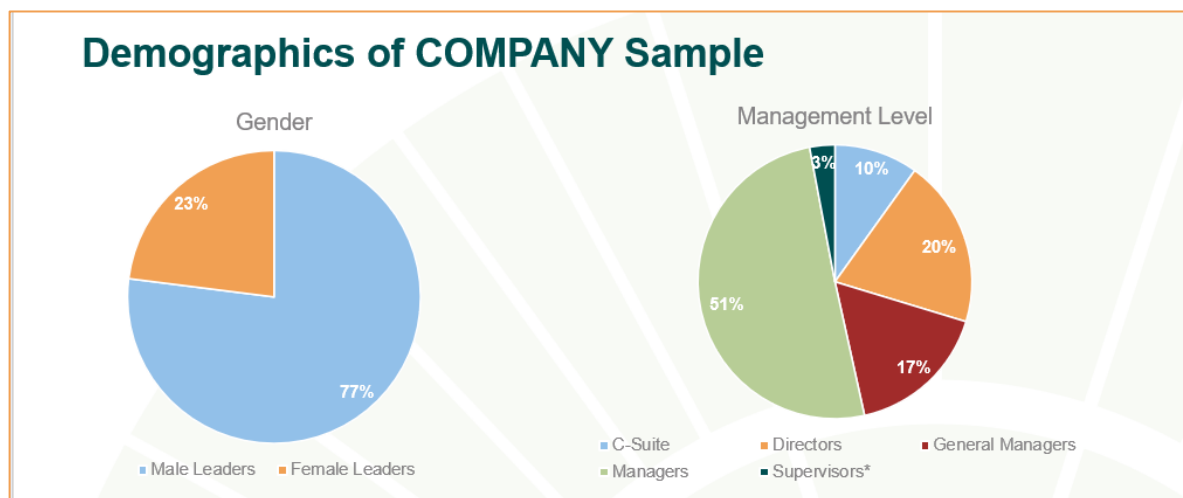


Because most organizations already have some familiarity with the LCP, we suggest simply providing a handwave over the summary slide that talks about the LCP and the Leadership Effectiveness summary measure (slide #4). However, you should feel free to supplement this slide with any other information about the LCP that you think may be helpful.

The next slide(s) provide the demographics of the leadership sample included in the report. At a basic level this includes the number of leaders and the number of evaluators who completed the LCP (slide #5). With larger samples, it is possible to provide further breakouts by other demographics such as functional area / department, office locations, etc.

When more than one demographic is used in the study, visual displays of these demographics are added as additional slides in the report and reflect the percentage of the sample that falls into each category. The example slide included on the next page illustrates the type and nature of the graphics used. In most cases, these will be pie charts that reflect the specific breakout into the various

subgroups of a demographic (like gender or management level). If a particular subgroup is small, less than 10 leaders, the results must be interpreted with caution, and we will have more to say about this in the next section of this guide. To determine the exact number in a subgroup, you need to multiply the overall sample size (the number of leaders provided on Slide #5) by the percentage of those leaders in the graph. In our example, if we know that the overall sample size for this group included 100 leaders, then the Management Level known as *Supervisors* has only 3 leaders (.03 x 100). Any results that look at this specific subgroup should be interpreted with caution.



The last slide in the Methodology section describes the types of analyses employed. A brief description of each of these is provided below. You may or may not need this additional information when reviewing the Analyses slide; however, it is helpful to be familiar with each so that you can draw the appropriate conclusions from the resulting tables and graphs in the Findings sections of the report.

Descriptive Analyses

The first type of analyses we conduct is focused on describing the overall performance of the group of leaders. We do this in two ways:

- 1) Using percentiles – where they rank with respect to all leaders in our global norm group (this includes the first two sub-bullets on the slide). These analyses include generating performance that is aligned with the LCP Group Report and are calculated based on averages of the LCP ratings. In addition, we extend the analyses to also include frequency counts within specific performance levels that are consistent with how one interprets the LCP. Specifically,
 - Below average performance = rankings below the 34th percentile
 - Average performance = rankings between the 34th and 66th percentile
 - Above average performance = rankings above the 66th percentile
- 2) Using correlations - a more sophisticated statistic that provides insight into the relationship between two variables. To help understand the offsetting, or cancelling, nature of Reactive Tendencies on Leadership Effectiveness we conducted a correlational analysis of leaders'

performance on these two measures, using standard scores. The key interpretation points coming from this analysis are provided later in this guide when we review the Canceling Effect.

Comparative Analyses

The other key analysis we conduct is to compare the performance of one subgroup of leaders with another. This includes comparing leaders with different demographic characteristics (e.g., leaders from different divisions in the company) and leaders who are the Most and Least effective within the group. We identify the Most and Least effective leaders based on their Leadership Effectiveness scores, and select the top and bottom 10%, with at least two leaders in both groups.

To understand whether differences in the performance of various subgroups of leaders is meaningful, we use what is known as an **Effect Size** statistic, which measures the magnitude of difference or how big the gap between subgroups.

The Effect Size can be directly observed by noting the difference in standard scores of two or more subgroups.

- A difference of less than 3 points (e.g., 36.8 vs. 37.9) has no practical meaning. In essence, the subgroups of leaders are performing similarly to one another.
- A difference of 3 points (e.g., 52.1 vs 55.1) reflects a meaningful difference; however, this difference may be less obviously apparent to others in the workplace.
- A difference of 4-5 points (e.g., 48.7 vs 53.4) reflects both a more meaningful and noticeable difference in how leaders are showing up.
- A difference of more than 5 points (e.g., 61.2 vs 70.0) reflects a finding that is highly meaningful, clearly noticeable within the workplace, and a statistically important shift in the level of performance (note that this is on par with moving from average to above average performance).

Standard Scores vs. Percentiles

A standard score measures how distant a particular raw score is from what is typically observed within the global norm group. As such, it is an interval number that can be mathematically manipulated, necessary for conducting statistical analyses. These mathematical calculations are not possible with percentiles as they are not based on interval numbers – they are based on rankings which are not equivalently distributed.

Standard scores do correspond to percentiles in a meaningful way. The mean performance of the global norm group reflects typical leadership and is represented by a standard score of 50, this also corresponds to the 50th percentile. Standard scores greater than 55 indicate above average performance corresponding to findings above the 66th percentile. Standard scores less than 45 indicate below average performance corresponding to findings below the 34th percentile.

Caution when Analyzing the Performance of Small Subgroups

With very small subgroups (less than 10 leaders), the representativeness of the sample to the overall subgroup with the organization diminishes. So, even if the Effect Size is large, it may not tell the whole story of what is happening with this subgroup of leaders, and any further analysis comparing this subgroup to others must be interpreted with caution. Apparent differences may reflect random fluctuations that are not necessarily representative of that subgroup of leaders and there is an increased likelihood that the same findings may not occur again if measured with other leaders from

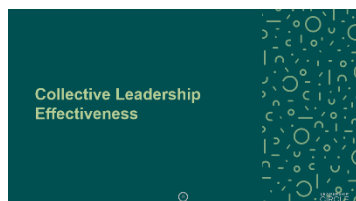
the same subgroup. The exception to this rule is when the subgroup contains all members from the population within the organization (e.g., an Executive Leadership Team that has only six members), in which case, representativeness is no longer an issue, because the results are reflective of the entire subgroup.

We will take you through a few examples of results and how to draw the best conclusions from them when we get to the Differences in Leadership Effectiveness section of this guide.

NOTE: Not all GEAs may have subgroups or enough leaders to perform the comparative analyses. In this case, the report will lack one or more sections and the *Analyses* slide will show fewer analyses.

Collective Leadership Effectiveness

The main section of the report is devoted to findings that help illustrate how the leadership group as a whole is performing. The order of slides within this section is designed to paint a picture of strengths and challenges and build off one another. That said, not all slides may be equally important to telling the story that you want to communicate with your leadership group. You should feel free to reorder slides or eliminate some so that your narrative flows naturally and emphasizes the points you want to make.



Aggregate Profile of Group Leadership

The aggregate profile is the same as would be generated in the Group Report, without the self-data (as aggregating self-data tends to be less meaningful). This graphic should be interpreted the same way as one would for a group report.

All scores from each individual profile report are averaged to create the aggregate profile. It is important to remember that the aggregate profile treats the entire leadership group as if it were an individual and that individual is being compared with other individuals in our global norm group.

Typical Aggregate Group Profile

It is not uncommon for the aggregate percentile scores to be close to the norm group average (between the 34th and 66th percentiles) – as the profile on the top of the next page of this report illustrates. Because most organizations have a mix of strong and not so strong leaders, the aggregated mean tends to fall at the midpoint of all leaders (or average level leadership). Only as group leadership becomes stronger, where more leaders have developed higher skill levels, will the aggregate profile surpass what is typical of most individual leaders.

Why Self-Scores are Not Reported

Self-assessments are susceptible to two biases. Some leaders overestimate their skills and others underestimate their skills. While this may be important information from an individual perspective, once you aggregate scores across leaders this causes significant regression to the mean. That is the overestimation and underestimation tend to average close to the 50th percentile, which makes interpretation of the self-scores difficult and often results in self-scores that artificially look very different from evaluator scores. To avoid this confusion, we have eliminated self-scores from all graphics; but if you are interested in seeing the aggregate self-scores, you can request a Group Report, and we will provide that at no additional cost.



With an average level profile, you might focus on the following interpretation points:

- *Collective leadership has developed creative skills at the same levels as the typical leader in our global database.*
- *Overall, lead from a Reactive orientation similar with other moderately effective leaders.*
- *This pattern of results suggests that leaders will experience some successes but also some setbacks in influencing the organization.*

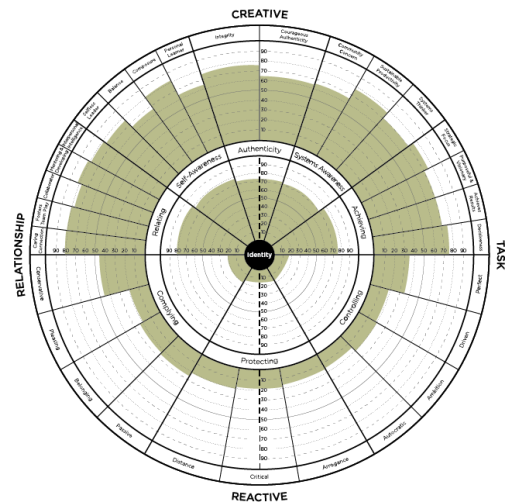
It may also be helpful to focus on the level of balance between the Relationship and Task sides of the circle and

provide feedback on whether there is balance or not and why this is important. You should also look for specific high points on the Creative side and/or specific high points on the Reactive side as likely contributors to the overall findings.

Exceptional Aggregate Group Profile

The next graph illustrates an exceptional aggregate profile. Note that, on average, leaders are performing at the upper levels of creative skills (shading that surpasses the 66th percentile within the top half of the graph) and perform at fairly low levels of reactivity (shading less than the 34th percentile within the bottom half of the graph). These results indicate that there are more strong than weaker level leaders in the group. Another way of saying this:

- *Collective leadership has developed creative skills at a level that is **above average** compared with the typical leader in our global database.*
- *Overall, lead from a Reactive orientation less often than the typical leader in our global database.*
- *This pattern of results suggests that leaders will have a strong and positive influence on the organization.*



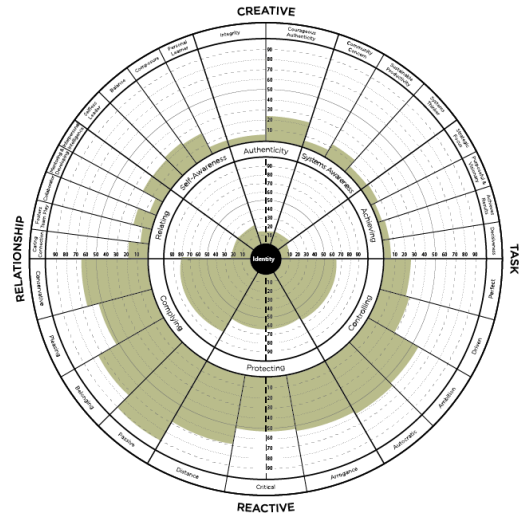
Note that you will still want to look at the balance between Relationship and Task and for specific dimensions that may not perform at the exceptional level. In our example, leaders are performing at the average level (not exceptionally below average) on the *Conservative* dimension, and we will want to draw attention to that in our interpretation. Therefore, we might consider changing the second bullet point above to say something like:

- *Overall, lead from a Reactive orientation less often than the typical leader in our global database but do have elevated levels of behavior within the Conservative dimension.*

Below Average Aggregate Group Profile

Although infrequent, there are occasions when a group of leaders will be composed of more Reactive than Creative leaders and so their aggregate profile will reflect performance that does not look like a typical profile and is in the opposite direction of the exceptional profile (most of the shading is in the bottom half of the circle). The conclusions that can be drawn from a profile like that depicted on the right include:

- *Collective leadership performs at a creative level that is **below average** when compared with other leaders in our global database and suggests that leadership skills are being suppressed.*
- *Collective leadership most often leads from a reactive orientation and suggests that most leaders are more focused on preventing what they don't want than in creating what they do want.*



Note that just as there can be average or below average performance within specific Creative dimensions of the profile for exceptional leadership groups, there can be average or above average areas of performance for the below average leadership group, and these should be highlighted as a place for leveraging greater leadership performance.

Group Leadership vs. Global Leadership

To better understand the prevalence of creative competencies and reactive tendencies within the group, we use a second lens for analyzing collective leadership in relationship to our global database. The table on this slide helps to further understand how individual leaders are contributing to the mean and corresponding percentile ranking and provides a more direct comparison between this group of leaders and the typical leadership group within our global database (as opposed to individuals within our global database).

Leadership Dimension	Percentile Ranking	# Leaders Below Average	# Leaders Average	# Leaders Above Average
Creative Competencies				
Relating	XXS	##	##	##
Self Awareness	XXS	##	##	##
Authenticity	XXS	##	##	##
Systemic Awareness	XXS	##	##	##
Achieving	XXS	##	##	##
Reactive Tendencies				
Controlling	XXS	##	##	##
Protecting	XXS	##	##	##
Complying	XXS	##	##	##

The table presents performance on the Inner Circle dimensions of the LCP (listed in the first column of the table following the clockwise order around the circle graph). The second column provides the percentile ranking based on the averaged scores from the leaders' profiles and is consistent with the shading in the aggregated profile. The last three columns provide the number of leaders whose performance falls with the below average, average, and above average level of performance (based on their specific percentile rankings within each dimension).

The key interpretation from this table is based on determining which of the last three columns has the biggest number and the extent to which this number reflects a significant portion of all leaders. When the biggest number also reflects a significant portion (majority) of the leaders, it indicates that this

Determining if the Number of Leaders is a Majority

Take the number of leaders in a cell and divide by the total number of leaders in the group. (The total number can be found on slide #5). If the resulting percentage is 60% or greater, that indicates a majority.

performance level is indicative of collective leadership overall. When numbers are more evenly distributed across the last three columns it suggests that collective leadership comprises a mix of strong and weaker leaders. The typical leadership group within our global database shows this mix of creative and reactive leaders, with the biggest number usually falling in the “average” category, as illustrated in the table on the left below (n=63). Another common pattern is for the majority of leaders to fall within the “average” category, as illustrated in the table on the right (n=20). Both the evenly distributed pattern and the majority average pattern suggest that the leadership group will be moderately effective but that there is considerable room for improvement to transition to a world-class level where collective leadership can have the greatest influence on business outcomes.

Leadership Dimension	Percentile Ranking	# Leaders Below Average	# Leaders Average	# Leaders Above Average
Creative Competencies				
Relating	56%	19	23	21
Self-Awareness	45%	22	23	18
Authenticity	50%	21	21	21
Systems Awareness	54%	21	22	20
Achieving	49%	21	25	17
Reactive Tendencies				
Controlling	42%	22	26	18
Protecting	38%	24	25	14
Complying	51%	19	23	21

Leadership Dimension	Percentile Ranking	# Leaders Below Average	# Leaders Average	# Leaders Above Average
Creative Competencies				
Relating	54%	2	15	3
Self-Awareness	47%	6	13	1
Authenticity	52%	3	12	5
Systems Awareness	54%	3	14	3
Achieving	48%	6	12	2
Reactive Tendencies				
Controlling	45%	4	14	2
Protecting	41%	5	12	3
Complying	49%	2	16	2

(Note that in both these patterns the percentile ranking is similar and indicative of average performance.)

Another pattern that can occur (although much less frequent among groups in our global database) is a collectively strong or collectively weak group as illustrated in the next two tables. The table on the left shows a high-performing group (n=562) – a group with a larger percentage of highly developed creative leaders than is true for most leadership groups in our global database. You will note that the majority of leaders score in the “above average” category on Creative dimensions and “below average” on the Reactive dimensions. This pattern suggests that this group of leaders will have a large impact on the organization and achieve most if not all their strategic objectives. By contrast the group illustrated in the table on the right, reflects an underperforming group (n=15). The majority of leaders score below average on Creative dimensions and score above average on Reactive dimensions. This group of leaders will be challenged in achieving goals and may have more of a negative than positive influence on the organizational culture.

Leadership Dimension	Percentile Ranking	# Leaders Below Average	# Leaders Average	# Leaders Above Average
Creative Competencies				
Relating	86%	21	87	454
Self-Awareness	85%	18	87	457
Authenticity	80%	31	103	428
Systems Awareness	84%	23	79	460
Achieving	80%	35	113	414
Reactive Tendencies				
Controlling	12%	471	77	14
Protecting	12%	491	57	14
Complying	15%	448	95	19

Leadership Dimension	Percentile Ranking	# Leaders Below Average	# Leaders Average	# Leaders Above Average
Creative Competencies				
Relating	24%	12	2	1
Self-Awareness	15%	13	2	0
Authenticity	22%	13	1	1
Systems Awareness	28%	10	4	1
Achieving	30%	10	3	2
Reactive Tendencies				
Controlling	72%	1	2	12
Protecting	74%	1	1	13
Complying	81%	0	0	15

It is important to notice in the table on the right, that there are a few leaders who score differently from the majority of leaders. When this occurs for an underperforming group, it is important to highlight as it indicates that it is possible for leadership within the group to evolve. Because some leaders

demonstrate more developed skills and are able to reign in their reactive tendencies, there is hope that others can make this transition as well.

Strengths & Challenges

The next three slides “peel the onion back” to provide more detail about what is contributing to collective effectiveness. Using these slides, a group can identify strengths that can be leveraged in further development as well as critical challenges that must be addressed to become more effective.

The slide titled “Strengths of Leadership” presents the two creative competencies in which collective leadership scored highest compared with our global norm group. The percentages (not to be confused with percentiles) reflected in this slide, represent the frequency of leaders who are excelling (scoring above average) within the specific creative dimensions listed. A discussion of these specific competencies and how they could be leveraged to increase overall group performance can begin a healthy conversation about what the group is doing well and can build upon in addressing other areas that may be of more challenge. It is also important to note that if fewer than 50% of leaders are excelling in the listed dimensions (which often happens with average-performing or underperforming groups) there is considerable room for improvement and these areas may be the best for beginning development work as there is at least some energy and possibility for evolving quickly in these areas based on the fact that at least some leaders have scored well in these dimensions.

The slide titled “Lowest Performing Leadership Competency” provides the creative dimension in which performance is lowest. The note at the bottom of the slide provides the frequency of leaders who are performing below average on this dimension and should be used in interpreting the overall meaning of this finding and how leaders might address it.

- With high-performing groups, the frequency might be quite low or even 0%, which suggests that the challenge is not significant for all leadership. However, a focus on developing this area is likely to raise the performance of leadership to outstanding levels.
- When the frequency of leaders performing below average ranges between 25% - 50% (typically true of moderately effective groups), it suggests that skill development in this area is likely to increase leadership effectiveness overall.
- With underperforming groups, it is not uncommon to find that the frequency of below-average leaders performing on this dimension is more than 50%. This finding indicates that there are most likely reactive tendencies that are canceling out leaders’ abilities to exhibit the strengths of the dimension. Focus should now shift away from developing skills in this area to diminishing reactive tendencies that are known to be counterproductive to expression of that creative dimension.

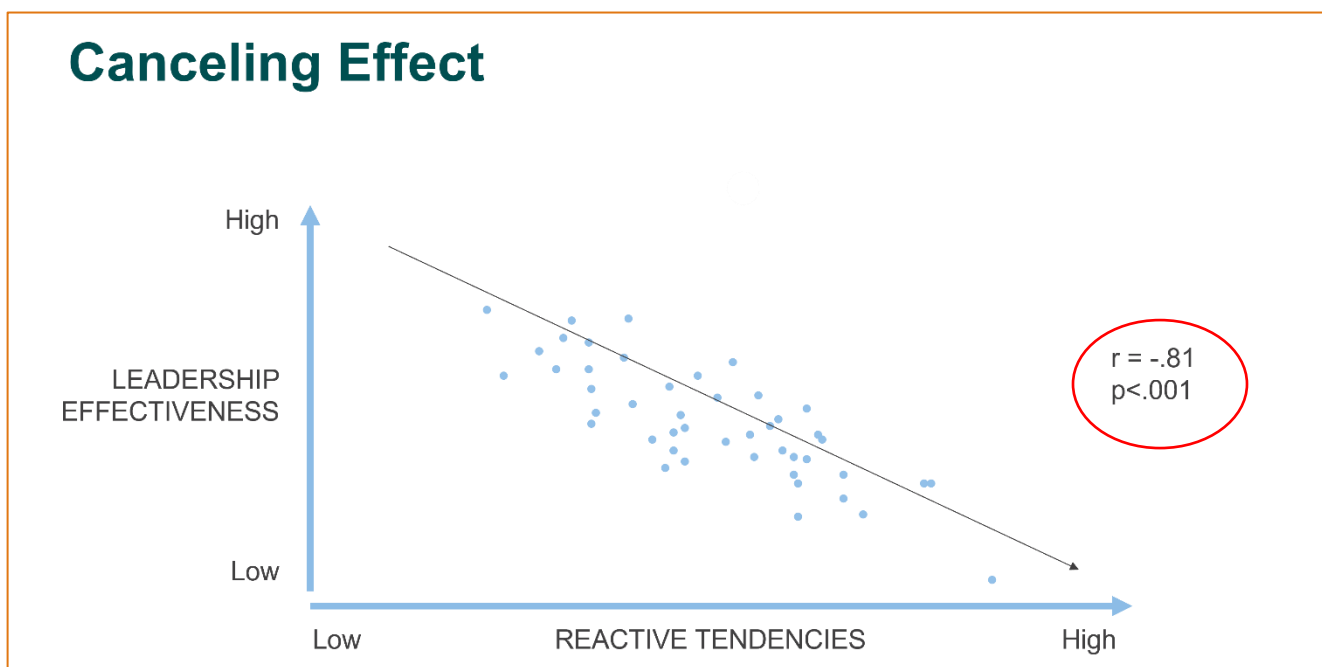
The slide titled “Greatest Challenge of Leadership” presents the Reactive Tendency that is most frequently displayed by leaders. In the case of high-performing groups, this tendency may be fairly infrequent. To account for this and to indicate just how problematic the reactive tendency is, we have provided a note at the bottom of the slide that indicates the frequency of leaders who score at average as well as above average levels. Note that even average levels on a reactive tendency indicate enough presence of the tendency to limit full expression of creative leadership. All groups should discuss why and under what circumstances leaders are likely to engage in the particular

reactive orientation to leadership. With high frequencies of this behavior, it may indicate that the behaviors associated with this tendency are tolerated within the leadership culture. If this is the case, leaders will want to increase their vigilance in spotting when these reactive behaviors are being exhibited, call one another out, and hold one another accountable for employing more creative responses. This slide can be a catalyst for a more in-depth discussion about the “gifts” within the specific Reactive Dimension and how to channel these into more creative responses.

Canceling Effect

The canceling effect slide helps drive home the point that reactive tendencies can disrupt leaders’ effectiveness. The data points in this graph represent each leader within the group and how they score overall on reactive tendencies and leadership effectiveness. (Note: the larger the group the more data points will be included in this slide. With small groups, less than 20 leaders, there will be less data points and the pattern of relationship may be less clear).

In all leadership groups we have observed, leaders who more often manage from a reactive orientation, are also less likely to be rated as effective. In essence, there is a negative, inverse relationship between reactivity and effectiveness. This is illustrated in the graphic by the downward slope of the data and we help the eye focus on this slope by including a black arrow, as indicated in the sample graphic below.



The statistical significance of this relationship is measured through a correlational analysis. The resulting statistic indicated by an “r” (and circled in red on the example slide) reflects the strength of the relationship. Squaring this value, r^2 , lets the group know precisely how much of the variance in Leadership Effectiveness can be accounted for by Reactive Tendencies. In the example above, if we square .81 (.81 x .81) we get a value of .66. Thus, for the group of leaders in our illustration, Reactive Tendencies account for 66% of the variance in Leadership Effectiveness – or another way of saying this is that Reactive Tendencies are offsetting or canceling out a significant portion of Leadership

Effectiveness. (Note that the r statistic becomes increasingly important the smaller the group and the less obvious the pattern within the correlation graphic and spread of the dots.)

The larger the r (and consequently r^2) value, the bigger the canceling effect. So, if your results show an $r = .30$, the variance accounted for would be only 9% ($.30^2$) – not as much offset or canceling out leadership effectiveness. On the other hand, with an $r = .93$, the cancelling impact is much greater and reactive tendencies account for 86% of the variance in leadership effectiveness!

In addition, the slide also includes a p -value, located under the r -statistic. The p -value reflects the probability that the relationship did not occur simply by chance. Or said another way, how likely the same effect would be found with other leaders in the organization. The smaller the p -value the less likely the relationship occurs by chance and the more likely that this canceling effect would be found among other leaders in the organization. Most scientists accept any p -value less than .05 (represented as $p < .05$) as indicating a “real” and representative finding because it indicates that there is less than a 1 in 20 (5%) probability that the relationship occurs by chance.

Often, we see p -values even lower, as in our example graph where the p -value is less than .001 ($p < .001$), indicating a less than 1 in 1,000 probability that the relationship occurs simply by chance. The lower the p -value and the higher the r statistic, the more confidence a group can have that there is a significant canceling effect that should be addressed. In these cases, reducing reactive tendencies will have a positive influence on leadership effectiveness.

Interpreting Correlations

A correlation between variables indicates that as one variable changes in value, the other variable tends to change in a specific direction. The correlation coefficient, r , measures both the direction and the strength of this tendency to vary together.

A positive correlation indicates that as one variable increases the other variable tends to increase.

A correlation near zero indicates that as one variable increases, there is no tendency in the other variable to either increase or decrease.

A negative correlation indicates that as one variable increases the other variable tends to decrease.

The correlation coefficient can range from -1 to 1. The extreme values of -1 and 1 indicate a perfectly linear relationship where a change in one variable is accompanied by a perfectly consistent change in the other. In practice, you won't see either type of perfect relationships. However, the closer to -1 or 1 the r statistic, the more meaningful the relationship.

Top 10 Leadership Competencies and Behaviors

The most frequently displayed behaviors of the collective leadership group are displayed in the table on the slide with the same title as this section of the guide. The table provides additional understanding of the extent to which the group will be more or less effective. Examples of two very different looking tables are provided on the next page and reflect the difference between a group that is likely to be more effective than not (left table) and a group that is likely to experience many leadership challenges and lower ratings of leadership effectiveness (right table).

You will notice that creative competencies are captured in black print and reactive tendencies are captured in red print. In addition, the corresponding inner circle dimension associated with each behavior is provided in parentheses. Comparing the two tables above, one will quickly observe that

the group on the left is more creative – leading to more effectiveness; whereas the group on the right is often leading from a reactive orientation which is suppressing their effectiveness.

1. *Selfless Leader (Self-Awareness)*
2. *Composure (Self-Awareness)*
3. *Community Concern (Systems Awareness)*
4. *Integrity (Authenticity)*
5. *Collaborator (Relating)*
6. *Sustainable Productivity (Systems Awareness)*
7. *Fosters Team Play (Relating)*
8. *Strategic Focus (Achieving)*
9. *Decisiveness (Achieving)*
10. *Interpersonal Intelligence (Relating)*

1. *Belonging (Complying)*
2. *Pleasing (Complying)*
3. *Passive (Complying)*
4. *Conservative (Complying)*
5. *Driven (Controlling)*
6. *Caring Connection (Relating)*
7. *Balance (Self-Awareness)*
8. *Collaborator (Relating)*
9. *Community Concern (Systems Awareness)*
10. *Interpersonal Intelligence (Relating)*

Other noteworthy observations can be drawn by looking at how many creative domains (inner circle dimensions) are being expressed in the most frequent behaviors and also whether reactive tendencies tend to come from one area or from across domains. In our examples, the group on the left not only is most often expressing creative leadership but they are demonstrating skills across all creative inner dimensions, suggesting well-rounded leaders and highly skilled leaders.

The leadership group in the table on the right is highly *Complying* – notice that all four dimensions associated with this domain are present. Further, and not surprisingly, the group does not often exhibit skills in the *Achieving* domain – none of the dimensions associated with *Achieving* appear in the top 10 behaviors. High levels of compliance are no doubt suppressing this group's ability to create innovative results.

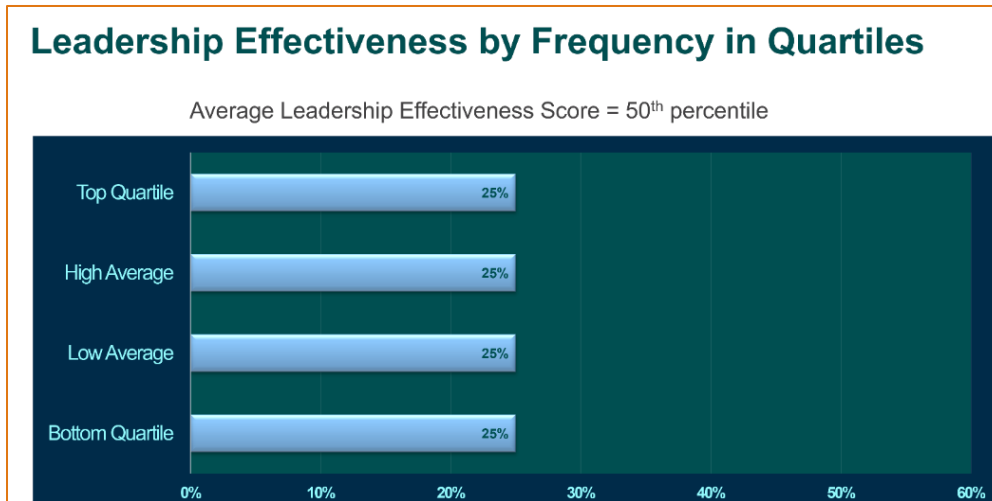
The results for your group of leaders may not have the same patterns as either of our example tables, but the interpretation should still follow the same general interpretation points. Look at the frequency of creative vs reactive behaviors and look to see if only some inner dimensions are at play.

Leadership Effectiveness by Frequency in Quartiles

The last slide that looks at collective leadership patterns, sums up the effectiveness of the group. The results should reinforce the earlier suppositions of how effective this group will be based on their creative competencies and reactive tendencies. The overall percentile ranking for the group on the Leadership Effectiveness (LE) scale is provided at the top of the slide. To provide a more in-depth understanding of what this means, we also break down scores into quartile performance based on norm group performance.

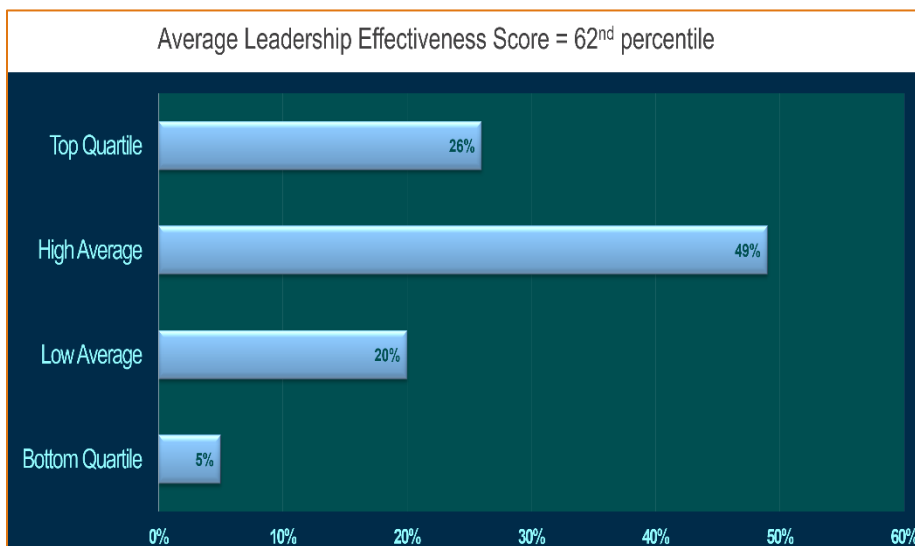
The top quartile reflects leaders who have an LE scale score that puts them at the 75th percentile or higher. High average would include leaders who score between the 51st and 74th percentiles. The low average group includes leaders who score between the 26th and 50th percentile. And the bottom quartile includes leaders who score at the 25th percentile or lower.

If a group were to perform just like the norm group, their results would look like those depicted in the next graph. On average, leaders would score at the 50th percentile and 25% of the group would score at each level of leadership effectiveness.



Few groups perform exactly like the above graphic, with equivalently distributed levels of leadership effectiveness. The important interpretation points come from how different the results for your group look from this example. We provide three more examples below and the key interpretation points that correspond to each that can be used for comparing with your results.

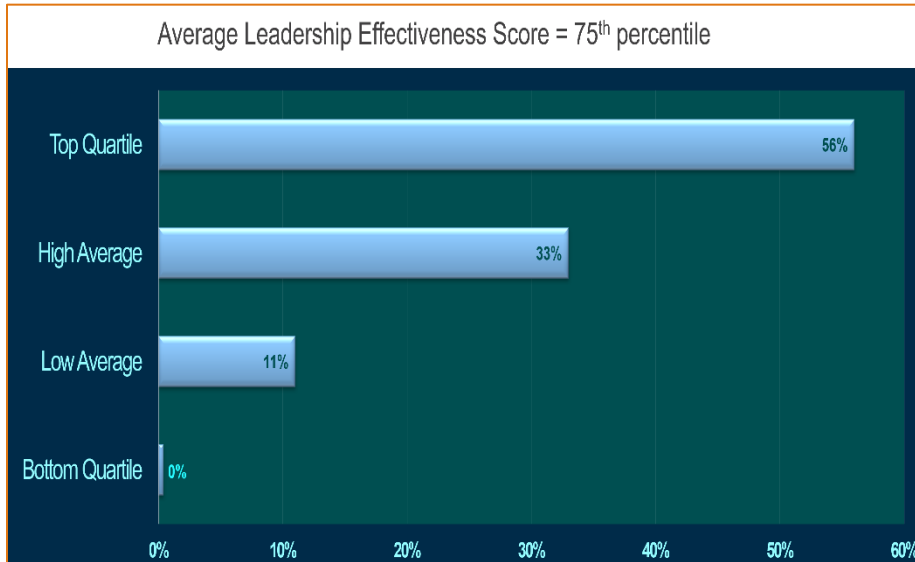
Typical Group Results



Key Interpretation Points:

- As a collective group, leaders are performing at a high-average level of effectiveness (62nd percentile).
- The frequency of leaders who are excelling is similar to most leadership groups (26% vs 25%).
- A large portion of leaders are on the cusp of more effectiveness (49%) and reducing reactive tendencies may help them move up.

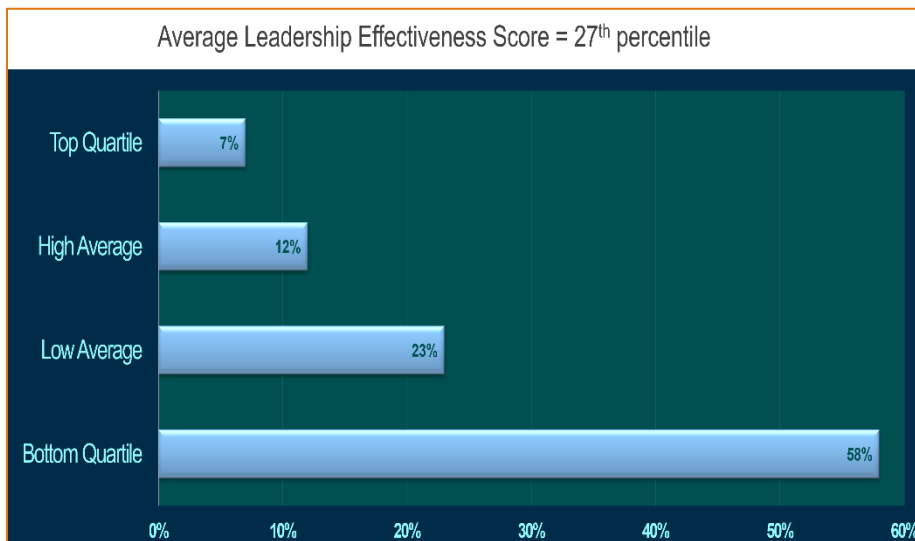
High-Performing Group Results



Key Interpretation Points:

- As a collective group, leaders are performing at a high level of effectiveness (75th percentile).
- The frequency of excelling leaders is greater than in most leadership groups (56% vs. 25%).
- If the next level of leaders move up (by reducing reactive tendencies) collective leadership will most likely be seen as outstanding.

Underperforming Group Results



Key Interpretation Points:

- As a collective group, leaders are performing below average on effectiveness (27th percentile).
- The frequency of leaders who are excelling is considerably less than in most leadership groups 7% vs 25%.
- Further, the majority of leaders are performing below average and a

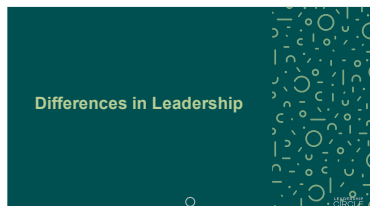
concerted effort to reduce reactive tendencies and improve creative skills will be needed to help this leadership group begin to have the desired impact on the organization.

- It is possible for leaders to excel within the current culture (as evidenced by the few who are in the top quartile), and it will be important for the most successful leaders to help mentor (peer coach) those that are challenged with effectiveness.

Differences in Leadership Effectiveness

Reminder: your report may not include this section if you did not have subgroups.

This section of the report provides comparisons in performance of subgroups of leaders based on the various demographics of your overall group of leaders. Your report can have any number of



demographic comparisons (e.g., gender, management level, division) and the number of subgroups within a demographic will vary for different groups. For example, gender may have only two subgroups while management level may have five.

The way in which comparative results are presented varies according to the numbers of subgroups in a demographic. It is not uncommon for a report to include multiple types of comparative results. We describe each type that you may encounter in your report below; however, it is important to recognize that the number of subgroups for one of your demographics may be different from the demographic levels illustrated in the presented examples.

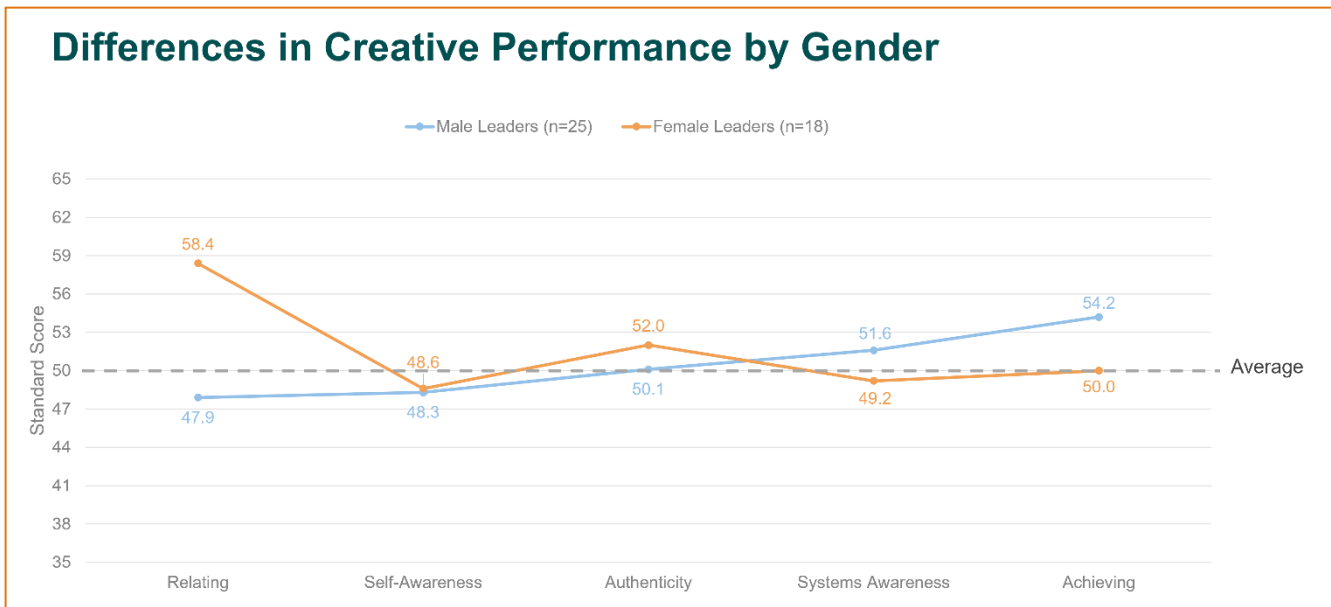
Regardless of the type of comparative graphic presentation, the results for each subgroup are always based on mean performance (average across all leaders in the subgroup) using standard scores. Thus, the key comparison between groups is a matter of looking at the difference between standard scores and determining if that difference is meaningful or not based on Effect Size standards (described on Page 5 of this guide and repeated below).

- A difference of less than 3 points (e.g., 36.8 vs. 37.9) has no practical meaning. In essence, the subgroups of leaders are performing similarly to one another.
- A difference of 3 points (e.g., 52.1 vs 55.1) reflects a meaningful difference; however, this difference may be less obviously apparent to others in the workplace.
- A difference of 4-5 points (e.g., 48.7 vs 53.4) reflects both a more meaningful and noticeable difference in how leaders are showing up.
- A difference of more than 5 points (e.g., 61.2 vs 70.0) reflects a finding that is highly meaningful, clearly noticeable within the workplace, and a statistically important shift in the level of performance.

Further, we create a separate graphic for the comparison of Creative Competencies and the comparison of Reactive Tendencies, as the trends can be quite different. Thus, for each type of comparative result described below we provide illustrations and interpretation points to consider for both Creative and Reactive outcomes.

Comparative Results for Demographics with Two Subgroups (Line Charts)

The most straightforward and easily interpreted results occur when there are only two subgroups. We use line charts to illustrate the differences between the subgroups. There are several key interpretations points to draw from these charts. Consider the following line chart illustrating the performance of female and male leaders on the inner circle creative dimensions.

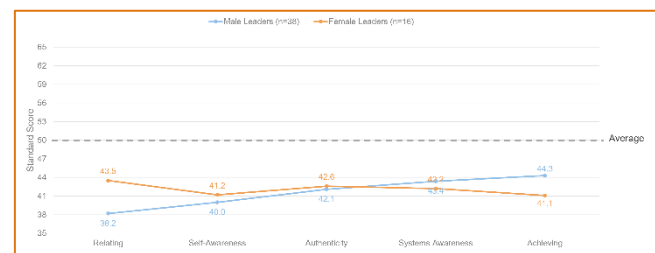
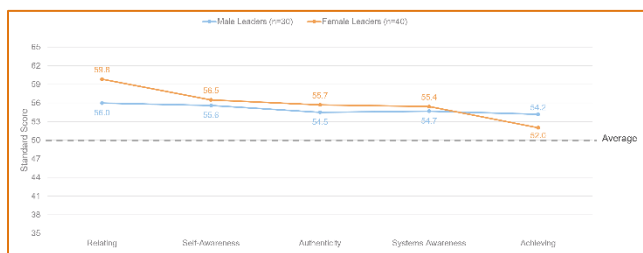


Key Patterns Related to Global Norm Group Performance

First, you will notice that we have included a dashed line that illustrates average performance – or what is typical of the global norm group. Average performance is always indicated by a standard score of 50.0. To determine how above or below average a particular score is you will want to use Effect Size differences (recalling that any difference greater than 3 points is meaningful). To help you with this interpretation we have created gridlines that are spaced three points apart. You should be looking for scores that are more than three points above the average (53 or higher) and three points below the average (47 points or lower) – that is, at least one gridline above or one gridline below the average dotted line.

So, in our example, you will note that there are two scores that diverge from average in a meaningful way – female leaders’ *Relating* score (58.4) and male leaders’ *Achieving* score (54.2). The remainder of scores do not significantly diverge from average (are within the gridlines above and below average). Thus, one take away from the results in our example is that both female and male leaders score about average on most creative dimensions.

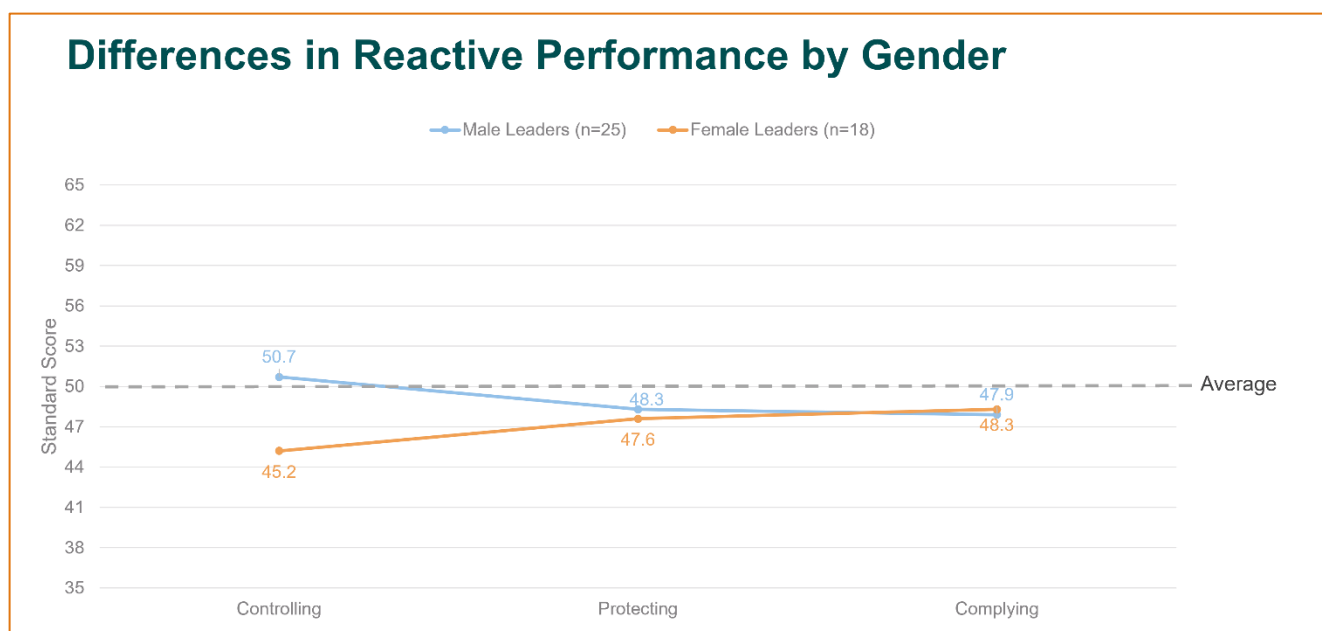
You can get a feel for how different our example results are from a group where leadership is performing above average on most creative dimensions (chart below on the left) and one where leadership is performing below average on most creative dimensions (chart below on the right).



In general, the performance across dimensions will be similar within a subgroup. However, any “spikes” or “valleys” in the trendline for a specific subgroup is noteworthy and should be emphasized

when explaining outcomes and looking for opportunities to create further development. Returning to our example, illustrated on the previous page, you will note the significant spike in female leaders' performance in the *Relating* dimension. This suggests that female leaders are more skilled in this domain than the other leadership domains, and the difference is meaningful. Female leaders standard score for *Relating* is at least 6 points higher than for the other domains. Further, female leaders are showing up in distinctly different ways from the typical leader in the global database in terms of their behaviors and skill exhibition within this leadership domain (note the huge Effect Size difference of 8.4 points compared with average). These results suggest that it would be worth further exploration of what female leaders are doing that could be encouraged across all leaders. It also suggests that they may be less challenged by attitudes and styles that would limit their relating expression, and so it is also important to look at Reactive Tendencies for female leaders and see if they have less challenges than the typical leader in one or more reactive dimensions.

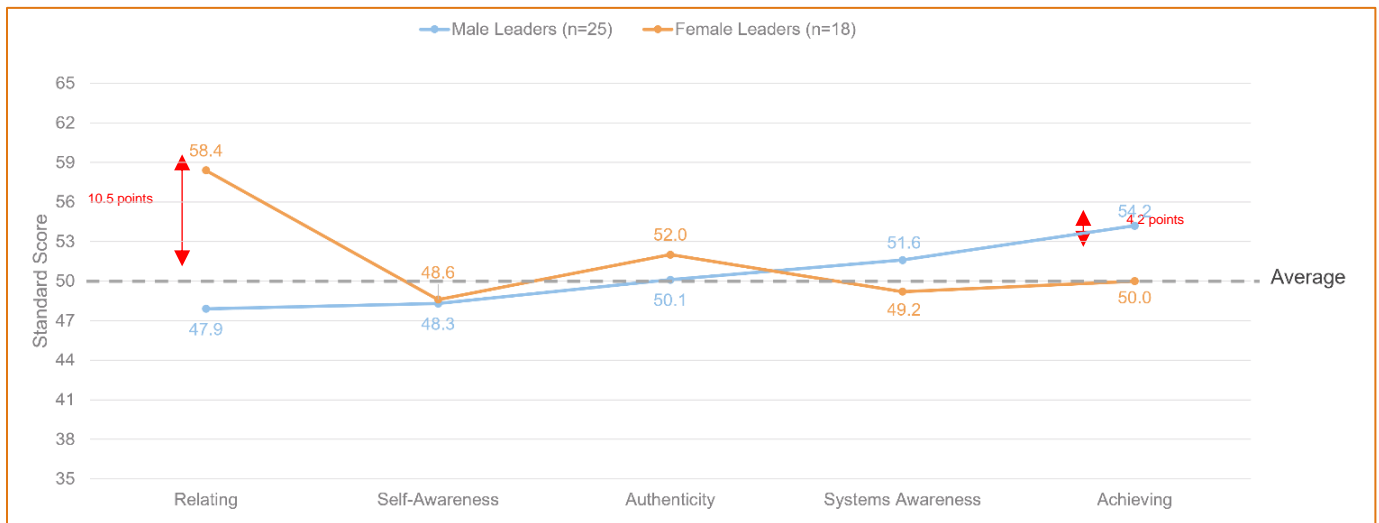
The chart on the next page comes from the same group of female and male leaders but provides their performance on the inner circle reactive dimensions. Again, the first thing you will notice is that both female and male leaders are performing about average across most dimensions. (Note that the data points are within one gridline above and below average for most scores.) However, female leaders are scoring well below average on the *Controlling* dimension (4.8 points below average). Using the two charts for Creative and Reactive dimensions in conjunction with one another, we get a bit more insight into why female leaders within this group are performing so high in *Relating*. They may not only have good skills in building relationships, but they also express fewer controlling tendencies, which tend to interfere with or disrupt the ability to connect well with others.



In essence, one of the key interpretations of line charts follows the same interpretation that you would give an individual in debriefing their LCP results; you are just treating each subgroup as an individual. Of special note is if both subgroups are performing either below average on creative dimensions or above average on reactive dimensions. In these circumstances, it suggests that the leadership culture may promote the advancement of leaders who will be less effective.

Key Patterns for Head-to-Head Comparisons of the Two Subgroups

In most of your two-group comparisons, the findings of greatest interest include the comparisons not with the average norm group but the difference between the subgroups. In our example, we might ask: Are female leaders performing differently from male leaders? We already have an inkling of the answer from the differences we observed in the comparison with average performance for each group; but the answer to this question is more directly accessed by looking at the difference in standard scores between the subgroups. In our example of creative dimensions, repeated in the chart below, you will note the dimensions in which there is a three-point difference or greater between the lines for each subgroup, illustrated with the red arrows in the chart.



For two of the dimensions *Relating* and *Achieving*, there are notable differences (surpass the minimum Effect Size standards). The most significant and meaningful difference occurs for *Relating*, with female leaders showing up quite different from male leaders. The difference in *Achieving* is also meaningful and noticeable but does not represent a shift in leadership. Male leaders are outperforming female leaders, but their skills are not fundamentally different. Interestingly, the findings illustrated in this chart show a stereotypical trend, however, there are many times this type of finding does not emerge, and you will want to be careful to not just look for stereotypical outcomes.

On some occasions you will find mixed results (statistically referred to as an interaction effect) as in our example; on others there will be a consistent directional difference between subgroups across all dimensions. When there is an interaction effect, it suggests that different development approaches may be needed with the different subgroups. A consistent trend suggests that one subgroup may have better developed skills than the other group and can serve as mentors or peer coaches for development work with the other subgroup, particularly if the higher performing subgroup also performs better than average.

It is also important to consider differences between the Creative and Reactive dimensions for the subgroups. When differences are more pronounced within the Creative domains, it suggests the need for further skill development of the lowest performing group. When differences are more pronounced for the Reactive domains, it suggests the need to focus on reduction in reactive tendencies of the highest performing group. If the pattern is consistent across both Creative and Reactive, with one

group consistently outperforming the other (more elevated creative and lower levels of reactive), it will be important to consider other cultural variables that may be tolerant of poorer performance for one subgroup.

The lack of statistically significant differences between groups (less than 3 points gap) indicates that leaders are showing up with the same strengths and challenges regardless of other individual characteristics (demographics membership). As the leadership culture evolves, it will be important for all leaders to show up well on creative dimensions and all to show up less reactively. Any development program focused on creating these changes is likely to impact **all** leaders.

Finally, it is important to notice that we also provide the number of leaders in each subgroup at the top of each chart, denoted by (n=#) associated with the subgroup descriptor. This is so you can note if a particular subgroup is so small that the differences should be interpreted with caution. However, with only two subgroups this is rarely the case.

Summary Questions for Identifying Key Patterns within Line Charts

The following questions are good to ask yourself about the results presented in each line chart included in your report.

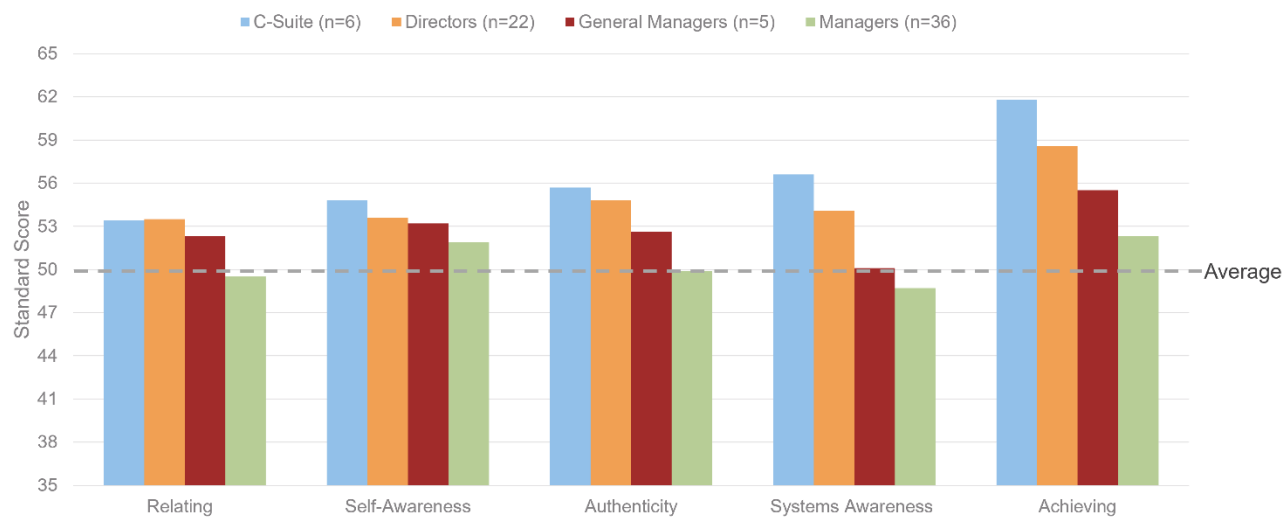
- How does each subgroup compare with average (average is always a standard score of 50)?
- Are there “spikes” or “valleys” in the performance on some dimensions compared to performance in other dimensions and how big is the spike or valley compared with average?
- Are there meaningful differences in the performance of the two subgroups and do these remain consistent across dimensions?
- Are the same patterns observed for Creative and Reactive for the two subgroups?

Comparative Results for Demographics with Three-Five Subgroups (Bar Graphs)

When a specific demographic group has between three and five levels, we show comparative performance by using a bar graph, where each bar represents the average standard score performance for each subgroup. Many of the key findings and interpretation points follow a similar logic to that presented with the line graphs and we recommend that you read that section first, even if your report does not contain a line graph.

An example bar graph of comparative creative dimension performance for a group that had four management levels is provided in the next graph. As can be seen, performance for all subgroups can be compared against average using the height of the bar compared with the average dotted line in the graph. The interpretation and conclusions drawn are the same as with the line graph, focusing on any bar that is more than 3 points above or below the average line.

Differences in Creative Dimensions by Management Level



In this example, C-suite and Directors are consistently performing above average. General Managers are performing above average for *Self-Awareness* and *Achieving* but are average in the other dimensions. Managers perform at the average level on most dimensions, except they do have slightly more developed skills in *Achieving*.

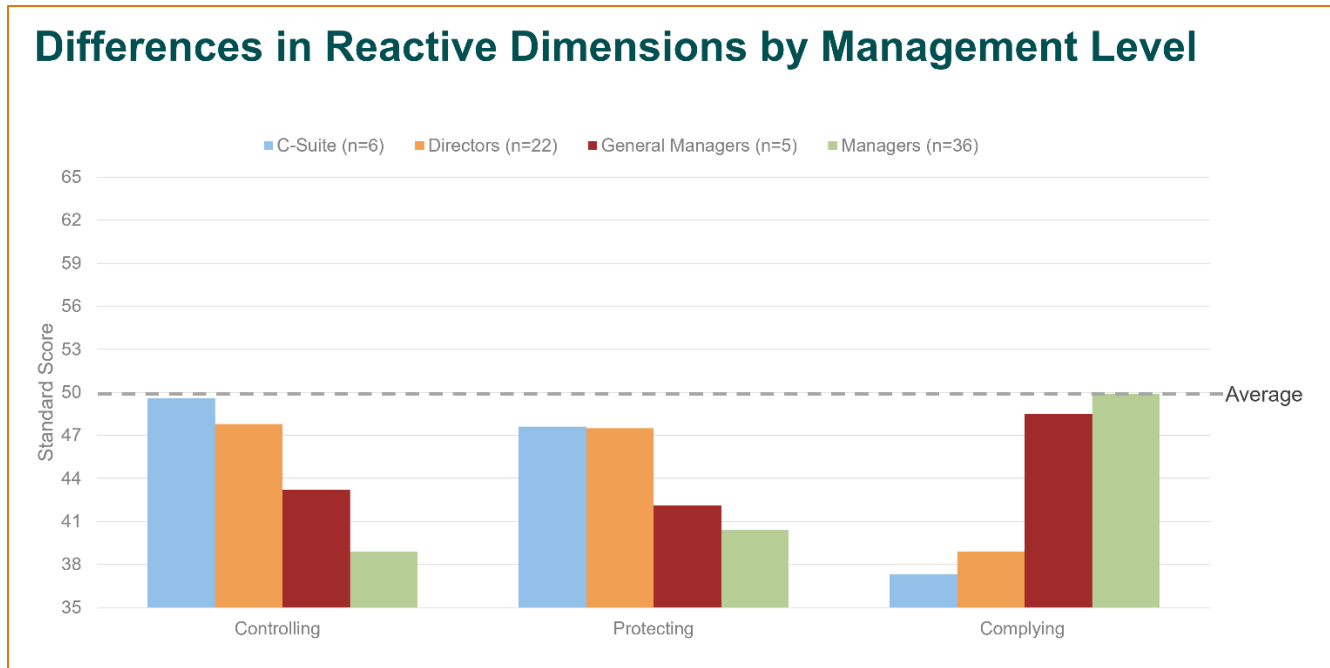
Also, looking across all dimensions we see that the highest performance for all subgroups compared with typical leaders in our global database is *Achieving*, suggesting that these skills may be emphasized and rewarded within the leadership culture. Often there will not be a consistent dimension that scores highest or lowest compared with the global group, like the example of Reactive dimensions, illustrated in the graph on the next page. In the circumstances where there is an interaction effect (described in more detail in the line chart section), you will not want to draw conclusions for the overall leadership group and instead explore why differences between the subgroups exist – which requires an analysis of the head-to-head performance of subgroups.

When we compare the head-to-head performance of management subgroups on the creative dimension example (illustrated on the previous page), we see a general trend for C-suite leaders to perform higher than senior leaders who perform higher than General Managers who in turn perform higher than Managers. However, this overall trend is significant only for *Achieving*, where each subgroup performs at least 3-points higher than the next subgroup. The pattern for *Self-Awareness* shows no significant differences, with all subgroups performing within 3-points of each other. For the remaining dimensions, there is a significant difference between Managers and the top two management levels (C-suite and Directors), and so we might conclude that Senior leadership has significantly more developed skills than the lowest levels of management.

Note that the variations in patterns for the bar graphs are more complex than the line charts and numerous combinations are possible – too many to cover all of them in this guide. Instead, you will want to focus on whether there is a consistent trend, as in our example, or a more mixed set of interactive results. When there are systematic differences between subgroups, you will want to explore if there are reasons why some subgroups are performing better than others. When the results

are more mixed, it may be best to also look at the reactive tendencies to see if there are patterns there that might be influencing differences in creative results.

Even with consistent creative results, noting the interaction between creative and reactive performance can provide additional insights into what is occurring. For example, consider the reactive dimension performance for the same subgroup of managers, illustrated in the next graph.



First, you will notice less consistency across dimensions for each particular subgroup. However, on both *Controlling* and *Protecting* the senior leaders (C-suite and Directors) score significantly higher than the lower two management levels. This pattern is reversed for *Complying*, where lower-level management scores significantly higher than senior management. This finding suggests that different management levels are leading from different reactive orientations with more or less frequency. This particular finding is not an uncommon one, we often find that senior leaders can be overly demanding and distant creating a work environment that is based on “command and control.” This approach to leadership results in direct reports (lower-level leadership) passively complying to the boss’s demands, with little ownership of the work, in order to get along or please those in authority.

Considering the creative and reactive results together, we might conclude that the senior leaders intensive focus on achieving through controlling outcomes shows up in increased *Achieving* scores for these leaders. However, this approach leads to more complying on the part of lower-level managers which decreases their creative expression and limits their innovation leading to lower levels of *Achieving* compared with the more senior leaders.

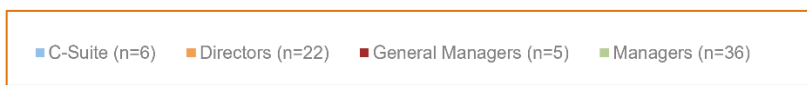
Thus, some of the critical takeaways from bar graphs results occur when you look at the Creative and Reactive graphs in combination (much as you would interpret an individual leader’s top and bottom half of the circle). Sometimes the interactions will make intuitive sense, as with management level, other times, or with different subgroups, you will want to launch an investigative conversation about why one subgroup is performing differently from another subgroup or why there appears to be a

specific interactive pattern between Creative and Reactive for one subgroup that is different from the interactive pattern for another subgroup.

Caution in Interpreting the Results for Small Subgroups

When slicing the data for a demographic into multiple subgroups, there is an increased likelihood that the number of leaders within a particular subgroup will be quite small. Therefore, bar graphs are more susceptible than line charts to being less representative of leadership for a specific subgroup.

Consider our bar graph example, at the top of the graph, you will notice that next to the name of each subgroup we have provided the number of leaders, designated with an “n” (for ease of reference we have reproduced the top of the graph below).



Every bar graph included in a report will provide the titles of the various subgroups as well as the number of leaders included in that subgroup. When the number falls below 10, as is the case for General Managers in our example, we must interpret the findings with caution. It is possible that the 5 General Managers are unique in some way that is different from all other general managers in the organization. They may be more skilled than the typical general manager, in which case their results will overestimate the actual performance of the group. Or they may be less skilled than what would be observed if more leaders were included, in which case their results will underestimate the actual performance of the group. Additional discussions with the group will help tease out the extent to which the leaders included in this subgroup are representative of all leaders with that descriptive title and subsequently the extent to which you can draw valid conclusions from comparative differences with that subgroup.

Sometimes a small subgroup includes everyone in that demographic category. In our example, there are only 6 c-suite leaders included in the graph; however, this represents the entire executive team in this organization. In this case, there is no under- or over-estimation of the subgroup’s performance as all members of the subgroup have been accounted for in the results. You will want to check with the organization to determine if a small subgroup represents everyone with that descriptive title or if you should interpret the findings with more caution, as mentioned above.

Additional Summary Questions for Identifying Key Patterns within Bar Graphs

As you are thinking about Bar Graph results, you should ask the same questions as you would with the line charts, presented on page 19 of this guide. Additionally, you will also want to explore other questions that are related only to bar graphs, including:

- Are there sufficient numbers of leaders within each subgroup to draw valid conclusions? How might a small number under- or over-estimate how this subgroup is actually performing?
- Are there any consistent trends across the results (significant or otherwise) that might suggest one group is performing differently from another? How meaningful is this difference?
- Are there patterns within the reactive results that might help explain differences observed in the creative results?

Comparative Results for Demographics with More than Five Subgroups (Tables)

Although less frequent, your report may include comparative results for more than five subgroups. When this occurs, the results will be presented in tabular form so that you can more easily determine trends across dimensions as well as differences in subgroup performance within a dimension. As an example, consider the table below that illustrates the findings for a group of leaders that work in offices in different locations.

Differences in Creative Performance by Office Location

Leadership Dimension	Australia (n=25)	Columbia (n=12)	France (n=21)	Germany (n= 58)	India (n=4)	Japan (n=15)	USA (n=33)
Relating	58.7	56.7	48.6	56.5	54.4	49.8	57.5
Self-Awareness	55.6	55.1	49.7	53.1	52.2	51.5	54.3
Authenticity	55.6	52.6	52.2	53.5	54.5	48.2	49.5
Systems Awareness	58.3	53.5	51.2	54.1	53.2	50.4	54.2
Achieving	52.5	51.9	54.5	50.7	52.2	46.3	48.9

Note: Average = 50.0

Columns – Understanding Subgroup Performance Compared with Average

Reading down each column, you can determine the extent of difference from average for each dimension for that specific subgroup. (Remember that these are standard scores and so you will use the same convention with respect to Effect Size and differences from Average, 50.0, that you used with the line charts and bar graphs). In our example, reading down the column for Australia, you will note that this subgroup of leaders performs above average on all dimensions except *Achieving* (the difference from average is more than 3 points). And further, the performance levels of these Australian leaders in most creative dimensions demonstrate exceptional performance (more than 5 points above average). This finding suggests that it is worth exploring what is occurring in the Australian office that is encouraging a high level of creative expression. You will want to look for exceptional patterns of performance, particularly within an organization where collective leadership scores only at the average level, as they present opportunities to explore how leadership within the organization may be further developed.

You will want to continue this same type of analysis for each subgroup, by reading down each column. Once we do this in our example, it becomes quickly evident that the weakest level of leadership developmental across most offices is *Achieving* – leaders in the France office are the only ones that really break this pattern.

When there is a consistent pattern across subgroups, it suggests a more endemic entrenchment of the leadership pattern within the organizational culture and building upon strengths and/or addressing challenges (as in the example with lower *Achieving*) will have large-scale implications for improving

collective leadership. When there is no consistent pattern across subgroups, it suggests that there are leadership subcultures within the organization and that there may be contextual factors that also need to be addressed in addition to individual skill development.

Rows – Head-to-Head Comparisons Across Subgroups

Reading across a row in the table you can determine the extent of differences within a particular dimension for each subgroup. To conclude if differences are meaningful, you will need to do pairwise comparisons, subtracting the performance of one subgroup from each of the others. As will quickly become apparent, identifying key interpretation points within a table is significantly more complex than both a line chart and bar graph. In our example, if you consider *Relating* (the top row of results), you will notice that those leaders in the offices in Australia, Columbia, Germany, and the USA perform similarly to each other (within 3 points of each other) and significantly different from leaders in both the France and Japan offices (more than 6 points higher).

Interestingly, the performance of leaders in the India office shares some aspects of this pattern but not others. The Indian leader's performance is significantly higher than French and Japanese leaders and is similar to the performance of Columbian and German leaders (consistent with the pattern) but is significantly lower than the Australian and American leaders. These types of mixed patterns make it difficult to draw general conclusions about meaningful differences. Further, in our example we have to be very cautious about drawing any conclusions involving the leaders in the India office as the number of leaders is so small (considerably less than our minimum criteria number of 10). It is possible that with more leaders the mean could go up (resulting in a mean performance that is more similar to the Australian and American leaders) or it could go down (resulting in a mean performance that is more similar to the French and Japanese leaders). You will want to look for the most pronounced and supported trends from both an Effect Size difference (which subgroups consistently score significantly higher than other subgroups) and a sample size perspective (which groups can you feel confident about the differences observed). Occasionally, there are no findings that meet both standards, in which case you might conclude that there are more similarities than differences between the subgroups.

Sometimes the trends within one dimension will be consistent with another dimension, as is the case in our example between *Relating* and *Self-Awareness*. In other instances, the trends can be quite different, as is the case of *Relating* and *Achieving*. In *Relating*, one of the highest performing subgroups is the American Leaders and the lowest performing subgroup is the French leaders. The pattern is exactly opposite for *Achieving*, where the French leaders outperform all other subgroups and the American leaders have a significantly lower score. Different patterns between dimensions can suggest that particular subgroups are imbalanced in their approach to leadership, favoring the expression of some leadership behaviors at the expense of others. When trends stay consistent across dimensions, it suggests more general developmental differences between subgroups.

Interactive Patterns Using both Creative and Reactive Performance Tables

You will want to begin interpretation of the Reactive Performance table by conducting the same examination as you used with the Creative Performance table. Look for the patterns within each subgroup and for the patterns across subgroups. However, you will then want to take this one step

further and see if the patterns from the Creative table can be explained by the presence (or absence) of Reactive Tendencies in the second table.

We would expect that the higher the performance of a given subgroup (compared with other subgroups) on Creative Competencies, the lower the frequency of reactive behaviors for that same subgroup compared with other subgroups, and vice-versa. This is the case when we consider Australian leadership from our previous example and compare the Creative performance table (located on page 23 of this guide) with the Reactive performance table (provided below). One of the reasons that Australian leadership is so strong compared with leaders from other locations is that they are also less reactive than leaders in other locations.

Differences in Reactive Performance by Office Location

Leadership Dimension	Australia (n=25)	Columbia (n=12)	France (n=21)	Germany (n= 58)	India (n=4)	Japan (n=15)	USA (n=33)
Controlling	39.9	41.1	52.3	41.3	44.9	36.6	40.2
Protecting	36.7	41.1	56.8	43.8	44.5	37.4	39.4
Complying	43.3	54.7	40.5	49.5	43.0	53.1	48.9

Note: Average = 50.0

Additional interpretative power comes from analyzing the distinctive interactive patterns within a specific subgroup. For instance, in our example you may recall that the leaders in the USA demonstrated highly developed creative competencies (significantly above average) within all dimensions except *Achieving* and *Authenticity*. When looking at the table above, you will notice that these same leaders perform significantly below average on all Reactive dimensions except *Complying*. This finding helps us to pinpoint more clearly the issues that may be holding back USA leadership within this organization. Further, you will notice that that higher *Complying* is consistently problematic for all leadership subgroups, except in France, and this is the one group that showed significantly above average performance for *Achieving*. Taken together, these inverse relationships across tables suggest that the tendency to lead from a *Complying* orientation is associated with lower achievement for this organization, and when leaders can engage more proactively (as in the France office), the likelihood of accomplishing meaningful outcomes increases.

When examining both tables, there will be numerous key interpretation points. We have found that highlighting and presenting a couple of these, as we did in our example, serves as a catalyst for group discussion and allows the group to generate additional observations for development work.

Summary Questions for Identifying Key Patterns within Tables

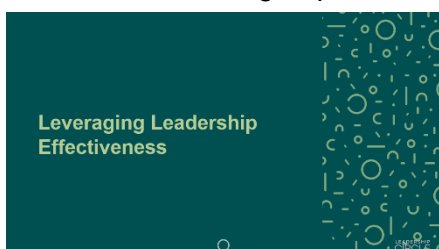
Remember that looking for patterns within a subgroup is determined by looking at results within a single column, whereas looking for patterns across subgroups requires looking across columns.

- How does each subgroup compare with average – what is the pattern within each subgroup (where do they perform like average, above average, and below average)?

- Is there a consistent pattern across subgroups or are there contextual factors that may be creating leadership subcultures?
- What do pairwise comparisons tell you about which subgroups may be performing better than other subgroups? To what extent do these trends hold across all dimensions?
- Are there inverse patterns between the Creative and Reactive Dimension tables that may provide more insight about the performance of a specific subgroup and/or differences between subgroups?

Leveraging Leadership Effectiveness

The final slides in the report compare and contrast the performance of the Most and Least Effective Leaders within the group. The key insights coming from this comparison will help further the group's understanding of the leadership culture and where development work is likely to have the greatest impact.



Note: if your group contains fewer than 10 leaders, it is not possible to run this analysis and this section of the report will be omitted.

Comparing Aggregate LCP Profiles

The first slide in this section of the report provides the aggregated profiles of the Most and Least Effective leaders (see an illustration of this slide on the next page of this guide). The two patterns illustrate what it means to be the Most and Least Effective leaders within this group of leaders.

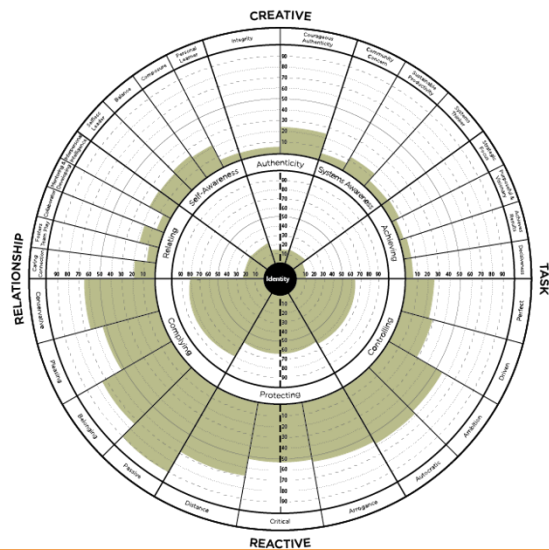
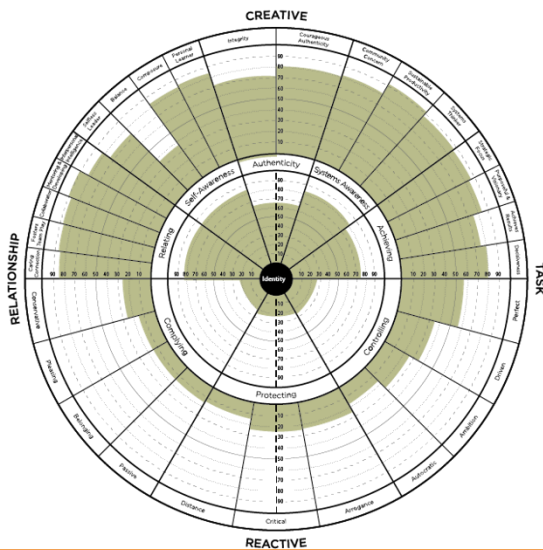
The “n=” in the descriptive header above each profile reflects the number of leaders included in the aggregate and will always be the same number for the Most and Least Effective leaders. The number is based on the 10% of leaders in the top and bottom portion of the group's distribution on *Leadership Effectiveness*. In the example on the next page, this group had 83 leaders and so we pulled the top and bottom 10%, which meant aggregating results for 8 leaders at both ends of the spectrum. You will notice that we rounded the overall total to 80 so the same number was drawn from both ends of the distribution.

Some groups will be considerably smaller, but we always pull at least two leaders from each end of the distribution to ensure that no one leader can be identified from the aggregate profile.

Comparing Aggregate LCP Profiles

Most Effective Company Leaders (n= 8)

Least Effective Company Leaders (n=8)



The key interpretation points from this slide should focus on generalities. In most situations (as in the example), the Most Effective leaders’ profile will have much more shading in the upper half and much less shading in the lower half compared with the Least Effective leaders’ profile. It is not uncommon to see significant variance between the two subgroups, suggesting that, like most groups in our global database, the overall group of leaders has a mix of highly creative and highly reactive leaders.

On the rare occasions when profiles are more similar to each other, it is important to determine what is leading to the similarity. Do you have similarly robust profiles, or similarly lacking profiles?

- If the shading in the Least Effective leader profile surpasses the 50th percentile in the creative and under the 50th percentile on the reactive, it suggests that this is an outstanding group overall with no relatively weak leaders.
- If the shading in the Most Effective leader profile is closer to the 50th percentile on one or both sides of the profile, it suggests that this is an underperforming leadership group overall. There is significant room for improvement in the effectiveness of all leaders in order to have the greatest influence on business outcomes.

Heat Map Comparisons

Comparisons on specific dimensions and the magnitude of the differences are best determined from an analysis of the standard scores of the Most and Least Effective leaders. The results of these analyses are provided in two tables – one for the Creative dimensions and one for the Reactive dimensions and are illustrated on the next two pages of this report. The t-scores for each subgroup on each dimension are provided in separate columns within the tables. A final column showing the difference between t-scores and color-coded to indicate the magnitude of difference (the Effect Size) is also provided in each table.

The legend included on the slides is consistent with the interpretation of Effect Size differences we have already discussed but is now presented as a color-code to help your group quickly identify the significance of the differences. In addition, negative findings indicate an unexpected outcome – either because the Most Effective leaders demonstrate less creative competency or more reactive behaviors than the Least Effective leaders.

The heat map below provides a typical example of the type of outcomes we find between the Most and Least Effective leaders on the Creative dimensions. Nearly all differences in creative competencies favor the Most Effective leaders, as indicated by the positive Effect Sizes. The Most Effective leaders have significantly more creative skills than the Least Effective Leaders, as indicated by some level of heat (color in the Effect Size column) on most dimensions.

Magnitude of Differences on Creative Dimensions

Creative Dimension	Most Effective Mean	Least Effective Mean	Effect Size
Relating			
Caring Connection	60.8	57.1	3.7
Fosters Team Play	61.4	36.4	25.0
Collaborator	62.0	41.3	20.7
Mentoring & Developing	63.3	35.9	27.4
Interpersonal Intelligence	46.7	42.2	4.5
Self-Awareness			
Selfless Leader	56.1	42.0	14.1
Balance	43.4	43.2	0.2
Composure	59.3	42.0	17.3
Personal Learner	60.4	34.8	25.6
Authenticity			
Integrity	38.2	34.6	3.6
Courageous Authenticity	58.7	54.4	4.3
Systems Awareness			
Community Concern	59.4	35.6	23.8
Sustainable Productivity	63.6	38.7	24.9
Systems Thinker	62.1	33.2	28.9
Achieving			
Strategic Focus	61.1	36.3	24.8
Purposeful & Visionary	60.2	32.0	28.2
Achieves Results	57.0	34.6	22.4
Decisiveness	58.5	35.5	23.0

In our example, only the dimension of *Balance* shows no meaningful difference between the Most and Least Effective leaders. On this dimension, there is less than 3 points difference between the Most and Least Effective leaders' standard scores and this is illustrated with no heat (no coloring added in the Effect Size column).

Also, of note in our example, is the prevalence of "red" heat indicating significant, highly "meaningful" differences in which the Most Effective leaders are showing up in the workplace in fundamentally different ways compared to the Least Effective leaders. It is not uncommon to find all differences indicated with red heat.

When reviewing the corresponding Creative Dimensions table included in your report, you will want to note the following:

- The number of dimensions in which there is positive heat – indicating a significant difference in leadership performance is possible. The more dimensions with heat, the greater opportunity for growth in the current leadership culture.
- Any dimension in which there is no heat. You will want to note what is creating the lack of difference.
 - If there is no difference because of higher performance (t-score above 50) of the Least Effective leaders, it suggests that leadership overall is performing well on this dimension and the skills associated with that dimension may be leveraged for development in other areas.
 - If there is no difference because of relatively lower performance (t-score less than 50) of the Most Effective leaders, it suggests a challenge area for leadership in general and a possible area for development focus that may have large impact on leadership overall.
- The number of dimensions in which the Most Effective leaders are excelling – have a t-score greater than 55. These are areas where the Most Effective leaders may serve as peer coaches for other leaders.

The same type of interpretation applies to the Reactive Dimensions Table (illustrated on the next page of this guide). More often than not, as in our example, the findings will be positive and with some heat, indicating that the Most Effective leaders are significantly less Reactive than the Least Effective Leaders. Indeed, for most groups that we have studied, there are usually fewer than three dimensions in which the Most Effective leaders do not show significantly less pronounced reactivity than the Least effective leader. The reduced reactive tendencies is a major reason that the Most Effective leaders are effective.

When a dimension has heat favoring the Most Effective leaders, it suggests that the leadership culture affords the potential for evolving leadership in that domain. Where there are no differences, it suggests that the reactive tendencies are endemic in the leadership culture and it may require more concerted effort for leaders to overcome limitations to their leadership.

Of particular importance is any heat that has a negative value, suggesting that the Least Effective leader is less reactive than the Most Effective leader. This can indicate that the Most Effective leaders

are achieving at a cost. Most typically the cost occurs because the Most Effective leaders are overworking or overdemanding of their own performance – tends to show up as more *Perfect* or more *Driven* (as in the example below).

Magnitude of Differences on Reactive Dimensions

Reactive Tendency	Most Effective Mean	Least Effective Mean	Effect Size
Controlling Perfect	46.5	42.9	-3.6
Driven	46.1	44.6	-1.5
Ambition	46.8	51.1	4.3
Autocratic	40.6	52.2	11.6
Protective Critical	42.6	50.9	8.3
Arrogance	45.7	50.3	4.6
Distance	38.8	55.2	16.4
Complying Passive	39.6	63.4	23.8
Pleasing	39.6	56.3	16.7
Belonging	39.2	50.3	11.1
Conservative	43.4	54.2	10.8

Top 10 Leadership Competencies and Behaviors

Another lens that can show up the differences between the Most and Least Effective leaders involves comparing the most frequently occurring behaviors for both groups of leaders, as in the table on the next page. Typically the Most Effective leaders' behaviors will consist of creative competencies; whereas the behaviors of the Least Effective leaders will be largely comprised of reactive tendencies. Exceptions to this trend has implications for development work.

- Any reactive tendency that appears within the list for the Most Effective leaders should be explored further. Strategies for addressing that tendency are likely to have large-scale impact.
- Creative competencies that appear in the Least Effective leaders' list can be used to leverage further development by building upon the clear strength of leadership for this group.

Top 10 Leadership Competencies and Behaviors

Most Effective Leaders	Least Effective Leaders
1. Sustainable Productivity (Systems Awareness)	1. <i>Passive (Complying)</i>
2. Mentoring & Developing (Relating)	2. <i>Belonging (Complying)</i>
3. Systems Thinker (Systems Awareness)	3. <i>Distance (Protecting)</i>
4. Collaborator (Relating)	4. <i>Conservative (Complying)</i>
5. Fosters Team Play (Relating)	5. <i>Autocratic (Controlling)</i>
6. Strategic Focus (Achieving)	6. <i>Ambition (Controlling)</i>
7. Caring Connection (Relating)	7. <i>Arrogance (Protecting)</i>
8. Personal Learner (Self-Awareness)	8. <i>Critical (Protecting)</i>
9. Purposeful & Visionary (Achieving)	9. <i>Pleasing (Complying)</i>
10. Courageous Authenticity (Authenticity)	10. <i>Driven (Controlling)</i>

Attributes with the Largest Gap Between Leaders

The last graphic in the report, as depicted below, allows you to compare the areas with the largest gaps in performance between the Most and Least Effective leaders. It is these specific dimensions that are significantly contributing to the abilities of the Most Effective leaders. You will want to draw the attention of the group to how far above average (above the 50th percentile) the performance of the Most Effective leaders are on the creative dimensions and/or how far below average the performance of these leaders are on reactive tendencies. In the following example, you will observe that the Most Effective leaders are performing well above average (scoring above 55) on several creative dimensions. On the other hand, these same leaders are performing significantly below average (scoring below 45) on the reactive tendency of *Passive*.

Attributes with the Largest Gap Between Leaders



General Conclusions and Recommendations

You may want to conclude your debrief of the report by summarizing the findings and making high-level recommendations for next steps. We recommend that you focus on the following:

- Identify how likely current leadership is to be effective.
 - If most results show strong reactive tendencies and below average performance the group may not have the influence they desire and may be experiencing many setbacks in achieving their goals or creating truly innovative results. We might conclude something like:

Overall, this group of leaders has more challenges than competencies. and if development work is not immediately undertaken, it is likely that this group will have only a minimal impact on the organization.

- If results are average overall – either because most outcomes fall in the “average range” compared with the global norm group, or because there is a mix of high and low performance across the group – it suggests that the group will be moderately effective but also experience the occasional challenge that prevents them from excelling. This is the most common pattern we see with leadership groups and we might conclude something like:

Collectively, this leadership group is moderately effective, but there is considerable room for improvement to transition to a world-class level where leaders can have the greatest influence on business outcomes.

- If the leadership group is consistently above average on the creative dimensions, it is likely to be highly effective experiencing more successes than setbacks, with the ability to be resilient and persist even in the face of significant challenges. It will also be important to note if there are any elevated reactive tendencies (above the 40th percentile) that may limit the full potential of the team. A focus on this area is likely to shift the group toward becoming one of the most effective we have ever seen. We might conclude something like:

Overall, leadership has strong collective skills, with most leaders excelling in all areas of Creative competencies. However, the typical leader exhibits an elevated level of ... which may cancel out the full impact of their collective skills.

- Remind the leadership group of their specific strengths and challenges and any areas that may offset one another. Some examples of common patterns that we see include:

The leadership culture appears to be highly focused on adhering to rules and standards but may be missing opportunities for exploring new and alternative solutions that are necessary for long-term success and innovation.

It will be important for leaders to focus on creating an open culture where everyone is encouraged to bring their honest opinions to the table, even if they are controversial or may stretch thinking. Leaning into Courageous Authenticity will be an important step for this group.

research has shown that leading from this reactive orientation tends to ultimately foster stagnation in performance, decreases employee engagement, and lowers the ability to produce creative results.

The leadership culture appears to be highly focused on achieving results but may be neglecting the development and support that are required to sustain high levels of engagement necessary for remaining relevant into the future.

- Call out patterns across leaders and across subgroups. Look specifically to see if there is:
 - a mix of strong and less strong leaders. Frequently we find leadership groups in which some leaders are highly creative, and others are more reactive.
 - consistency across subgroups. Areas where there is good performance across all subgroups suggest a clear strength for the organization. When there are variations in performance between subgroups it is a good idea to explore if there are different expectations of leadership in different areas of the organization.
- Identify specific leverage points from the Most and Least Effective leader comparative results. Focus on what is possible to attain using the Most Effective leaders profile and how these leaders may help raise the quality of collective leadership through peer coaching and confidently bringing their skills into conversations more often to role model what is possible.
- High level recommendations should focus on opening deeper discussion with the group and guiding their next steps. Three recommendations that we believe may be useful for you to consider and adapt include:
 - *Explore the extent to which the current leadership culture promotes reactive behaviors. Foster a feedback culture that creates collective accountability for calling out the tendencies that diminish organizational innovation and achievement.*
 - *Look for opportunities to improve goal achievement. Favor and support leaders who are willing to act upon possibilities when seeing them, taking reasonable risks and challenging the status quo in service of making significant progress on key initiatives.*
 - *Build upon strengths in the creative domain to create an imperative for change for the greater good of all leaders. Encourage the most effective leaders to mentor others, actively sharing their experiences to further develop the leadership capability of all.*

Discussions with the team around each of the findings and recommendations can help focus development efforts. The next step will be to draft action plans that will address areas that are holding the group back while building upon their strengths.