

A large iceberg floats in a calm body of water. The visible tip of the iceberg is white and jagged, while the much larger, submerged portion is dark blue and textured. In the background, snow-capped mountains rise under a clear sky. The image is framed by green diagonal shapes in the top-left and bottom-right corners.

LEA Technical Considerations

Executive Summary

The Leadership Effectiveness Analysis™: Technical Considerations Report is a 136-page document detailing the theoretical underpinnings, operating characteristics, reliability, validity, translations and norms for the Leadership Effectiveness Analysis™ suite of tools. This is a summary of that document. The full report is available from MRG®.



The LEA Suite of Tools

The Leadership Effectiveness Analysis™ (LEA) is a suite of tools for individual and organizational development designed around a common broadly descriptive leadership model. The suite includes five questionnaires, corresponding reports and supporting materials:

The LEA Self Questionnaire is designed to be completed by the individual and is used to provide feedback on the individual's self-perceptions of their leadership practices, perspectives and behaviors.

The LEA Observer Questionnaire is completed by an individual's boss(es), peers, and direct reports, and is used in conjunction with the self questionnaire to provide developmental, 360-degree feedback to the individual. The resulting report is called the Leadership 360™.

The LEA Strategic Directions Questionnaire focuses on the leadership behaviors that an organization will need in the next 3 to 5 years. Designed to be completed by middle and upper level management teams, the LEA-SDQ provides feedback for a facilitated session. During this session, the management team identifies critical leadership characteristics its leaders must demonstrate in order for the organization to achieve its business goals and objectives.

The LEA Role Expectations Questionnaire is used to describe the leadership behavior that would be demonstrated by the ideal incumbent in a specific leadership role. It provides feedback that can be used to define leadership expectations for new or existing roles, or to identify differing performance expectations held by an individual and their boss.

The LEA Leadership Culture Questionnaire is a survey questionnaire that can be completed by individuals at all levels of an organization and is designed to identify current leadership behaviors and practices within an organization (or subgroup of an organization). It provides feedback that can be used to assess an organization's leadership culture(s), prepare for a major organizational change initiative, identify similarities and differences of leadership cultures during a merger or acquisition, and determine the gap between the current leadership culture and a desired one.

Each LEA assessment tool is based on the same broadly descriptive 22 dimensional leadership model. The focus of the questions depends on the purpose of the questionnaire (individual development, team development, organizational goal setting, role clarification, or the assessment of leadership culture).

Details

Target Audience LEA questionnaires are designed to be used with managers and technical professionals at all levels within an organization. A ninth-grade reading level is required.

Feedback Scales Each LEA instrument provides feedback on 22 dimensions of leadership practice grouped into 6 functional areas. Dimensions have been chosen for their practical relevance and because each is actionable – feedback in each area can lead to behavior change in a relatively straightforward manner. A brief definition of each dimension is provided below.

Creating a Vision

Conservative (labeled Traditional in Europe): Studying problems in light of past practices to ensure predictability, reinforce the status quo and minimize risk.

Innovative: Feeling comfortable in fast changing environments; being willing to take risks and to consider new and untested approaches.

Technical: Acquiring and maintaining in-depth knowledge in your field or area of focus; using your expertise and specialized knowledge to study issues and draw conclusions.

Self: Emphasizing the importance of making decisions independently; looking to yourself as the prime vehicle for decision making.

Strategic: Taking a long-range, broad approach to problem solving and decision making through objective analysis, thinking ahead and planning.

Developing Followership

Persuasive: Building commitment by convincing others and winning them over to your point of view.

Outgoing: Acting in an extroverted, friendly and informal manner; showing a capacity to quickly establish free and easy interpersonal relationships.

Excitement: Operating with a good deal of energy, intensity and emotional expression; having a capacity to keep others enthusiastic and involved.

Restraint: Maintaining a low-key, understated and quiet interpersonal demeanor by working to control your emotional expression.

Implementing the Vision

Structuring: Adopting a systematic and organized approach; preferring to work in a precise, methodical manner; developing and utilizing guidelines and procedures.

Tactical: Emphasizing the production of immediate results by focusing on short-range, hands-on, practical strategies.

Communication: Stating clearly what you want and expect from others; clearly expressing your thoughts and ideas; maintaining a precise and constant flow of information.

Delegation: Enlisting the talents of others to help meet objectives by giving them important activities and sufficient autonomy to exercise their own judgment.

Following Through

Control: Adopting an approach in which you take nothing for granted, set deadlines for certain actions and are persistent in monitoring the progress of activities to ensure that they are completed on schedule.

Feedback: Letting others know in a straightforward manner what you think of them, how well they have performed and if they have met your needs and expectations.

Achieving Results

Management Focus: Seeking to exert influence by being in positions of authority, taking charge, and leading and directing the efforts of others.

Dominant: Pushing vigorously to achieve results through an approach which is forceful, assertive and competitive.

Production: Adopting a strong orientation toward achievement; holding high expectations for yourself and others; pushing yourself and others to achieve at high levels.

Team Playing

Cooperation: Accommodating the needs and interests of others by being willing to defer performance on your own objectives in order to assist colleagues with theirs.

Consensual: Valuing the ideas and opinions of others and collecting their input as part of your decision-making process.

Authority (deference to): Respecting the ideas and opinions of people in authority and using them as resources for information, direction, and decisions.

Empathy: Demonstrating an active concern for people and their needs by forming close and supportive relationships with others.

Response Format

Each LEA instrument employs a unique normative/semi-ipsative format for item responses. A normative scale allows for comparison of the individual to other individuals, while an ipsative scale is an idiographic approach which allows for comparison of individuals to themselves. The normative semi-ipsative approach was developed in order to capitalize on the advantages of both methodologies, while minimizing their disadvantages. As such, it reduces rater bias, limits attempts at impression management and social desirability distortion, and helps to maximize the reliability and validity of rater responses.

Length of Instruments

The LEA Self Questionnaire consists of 84 questions. Each question presents a stem and a triad of options to rate. The LEA Observer Questionnaire contains 66 questions (triads) plus 31 anchored rating scales. The Strategic Directions, Role Expectations, and Leadership Culture Questionnaires each contain 66 questions (triads). Each questionnaire can be completed in 25-30 minutes.

Translations

LEA Questionnaires and feedback materials are available in Chinese-Simplified, Chinese-Traditional, Czech, Danish, Dutch, English (American), English (British), Finnish, French, German, Italian, Japanese, Norwegian, Polish, Portuguese (Brazil), Spanish and Swedish.

Translations to a target language are completed by a professional translation firm working in tandem with a target language native speaking business professional trained in the LEA. The resulting translated questionnaire is then back-translated and the two versions assessed for comparability. Once a translation has been finalized, it is fielded for a period of time and statistical item analyses are conducted to assure that each item and scale is operating as expected.

Norms

LEA scales are reported as percentile ranks for selected geographic reference groups. Norm groups include Africa, Asia, Australia, Australia & New Zealand, Belgium, Brazil, Canada, China, China & Hong Kong, Colombia, Continental Europe, Denmark, East Asia, Eastern Europe, Europe (general), France, Germany, Hong Kong, India, Italy, Latin America, Mexico, Netherlands, New Zealand, Nordic, North America, Northern Europe, Poland, Singapore, South Africa, South Asia, Southeast Asia, Spain, Sweden, Switzerland, United Kingdom & Ireland, United States, West Asia/Middle East, and Western Europe. Each norm group is based on a diverse sample of business professionals. Norms are updated every 3 to 5 years.

Scoring

All forms of the LEA questionnaire are computer scored by the vendor. Scoring can be accomplished by completing questionnaires online or by sending the questionnaires to MRG for processing. Both hard copy and electronic (PDF) versions of the resulting reports are available.





Instrument Development

This section briefly describes the origins of the LEA and research evidence for the instrument's reliability and validity.

Origins of Items: Theory/Research

The Leadership Effectiveness Analysis was constructed by observing leaders and attempting to identify those behaviors and practices that tended to lead to success over a wide range of leadership challenges. The LEA is based on the assumption that role incumbents will behave differently depending upon the situation or challenge. Situational challenges include: (1) the level of the role within the organization, (2) the function within which the role is placed, (3) the philosophy or climate of the organization, (4) specific stakeholder characteristics - types of direct reports, peers, customers, etc., and (5) the nature of the task.

The LEA assesses leadership "sets" which are the theoretical foundation of the tool. Leadership "sets" indicate the likelihood of the leader to behave in consistent ways across a broad range of leadership challenges. The inclination to utilize certain practices will be affected for any given situation by the following factors: (1) the experience of the leader in using specific practices; (2) the level of skills that support the various leadership practices within the set; (3) the culture and values of the organization in which the leaders is operating; (4) the nature of the leader's motivation - a particular set will generally result in certain types of gratification that another will not; and (5) the total leadership challenge - organization and task demands, competitive situation, strategic considerations, etc. The ideal leader would be one who had developed themselves across the entire range of leadership sets, was a perfect diagnostician

in terms of the assumptions underlying the utilization of the sets, and had a philosophy and range of skills that were adaptable across the entire range.

Current Scale Characteristics

In a recent study, the scale means, standard deviations and correlations were assessed for each instrument. Statistics were based on 146,635 Self Questionnaires, 485,846 Observer Questionnaires, 3,871 Strategic Directions Questionnaires, 2,594 Role Expectations Questionnaires and 5,454 Leadership Culture Questionnaires. In each case, scales demonstrated adequate variability, symmetric distributions, and low intercorrelations. Variability aids in discrimination among test takers, while low intercorrelations allow users to focus on individual behaviors.

Reliability

Reliability refers to the stability or consistency of measurement over a variety of conditions.

Test-retest reliability

With semi-ipsative questionnaires, test-retest reliability is the most appropriate method of assessing consistency of measurement.

Two test-retest studies were initially conducted to assess the reliability of the LEA Self Diagnostic Questionnaire. In the first study, the LEA Self questionnaire was administered twice to a sample of 44 people. A 14-day inter-trial interval separated

the first and second test administrations. The two week time period was believed to be long enough to minimize memory effects and short enough to reduce the likelihood of real changes in the subjects. The individuals were not provided with feedback until both administrations were completed. The study was repeated six years later with a different sample of 35 people. Again, a two week inter-trial interval was selected.

In the first study, scale test-retest reliability coefficients range from 0.63 to 0.90. The average test-retest reliability coefficient was 0.77. In the second study, scale test-retest reliability coefficients range from 0.53 to 0.91. The average test-retest reliability coefficient was 0.80. Finally, the combined results produced test-retest reliability coefficients ranging from .59 to .86, with an average test-retest coefficient of .78. Reliability coefficients not corrected for attenuation.

A third reliability study with variable time intervals between test administrations was conducted in 2018 using data collected between 2001 and 2018. A total of 68 individuals who completed the LEA Self questionnaire twice were sampled from the MRG database. The inter-trial interval ranged from 14 to 28 days with a median interval of 21 days. The test-retest coefficients ranged from 0.61 to 0.92, with a mean of 0.82

Results from the three studies suggest that the questionnaire has excellent reliability, and compares favorably with other popular multi-scale psychological instruments.

Inter-rater reliability

Extensive inter-rater reliability studies of the LEA Observer Questionnaire were completed using the ratings of bosses, peers and direct reports. Cases were drawn from existing MRG databases and represented a wide range of companies, management levels, business functions and geographic locations. Intra-class correlation coefficients

were used to assess inter-rater reliability. For boss ratings, mean inter-rater reliabilities ranged from 0.54 for two raters to 0.77 for six raters; for peer ratings, mean inter-rater reliabilities ranged from 0.64 for four raters to 0.77 for eight raters; for direct report ratings mean inter-rater reliabilities ranged from 0.62 for four raters to 0.76 for eight raters. Since leaders may display different qualities with different individuals based on role and relationship, these reliabilities are well within expected ranges.

Validity

Validity refers to the degree to which an instrument measures what it purports to measure.

MRG has conducted more than 21 years of validation research with the LEA. Past and ongoing research focuses on studies of content validity, concurrent validity, construct validity, and predictive validity. Several representative studies are outlined below.

In a large scale study of individuals completing the LEA Self Diagnostic Questionnaire (N=24,454), test responses reliably differentiated among individuals representing seven organizational levels and nine job functions. In each case, differences between groups were highly interpretable and in directions predicted by theory.

Relationships between the LEA Self Diagnostic Questionnaire and other assessment instruments (Sixteen Personality Factors Questionnaire, California Personality Inventory, Myers-Briggs Type Indicator, Wesman Personnel Classification Test, Individual Directions Inventory) were investigated in a sample of 464 individuals completing two or more tests as part of selection or development processes. Correlations lent strong support to the construct validity of the LEA.



A multitrait-multimethod (MTMM) matrix was used to assess the construct validity of the LEA Self Diagnostic Questionnaire and the LEA Observer questionnaire in a sample of 12,397 individuals. Rater groups (self, boss, peer, direct report) represented methods, while LEA dimensions represented the traits. The pattern of correlations (convergent and discriminant validities) found in the MTMM matrix strongly supported the construct validity of the instruments.

The relative importance of various leadership behaviors for leadership effectiveness was assessed in a large sample (n=3,074) of individuals completing a Leadership 360 assessment. The pattern of relationships between the 22 LEA leadership dimensions and 31 separate measures of leadership effectiveness and competency were each in directions expected from theory and strongly supported the construct validity of the LEA scales.

The predictive validity of the LEA Self Diagnostic Questionnaire was assessed in US samples of human resource department heads (n=2,338), vice presidents of finance (n=2,077), and vice presidents of sales (n=3,025). Each participant was classified as highly effective or less

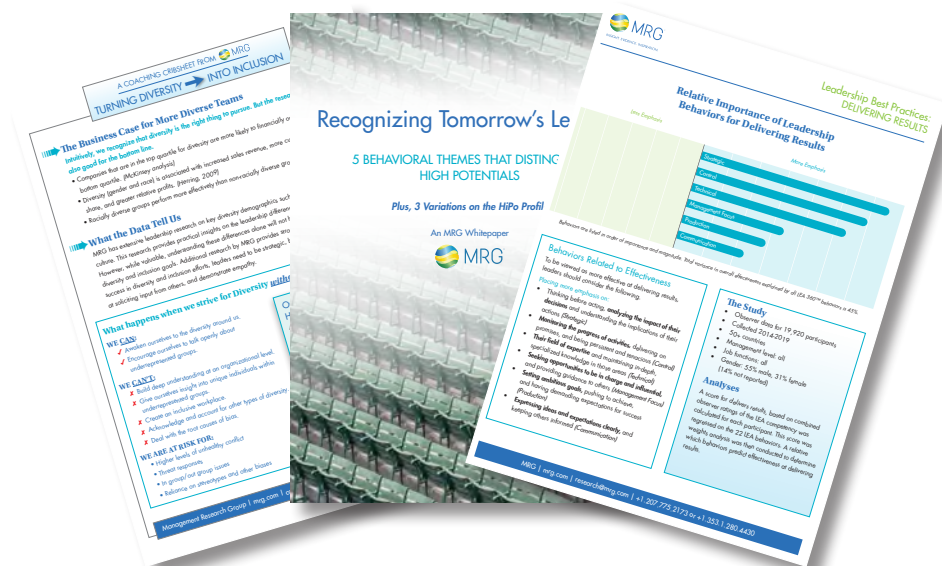
effective based on comprehensive observer (boss, peer, and direct report) assessments. Logistic regression was employed to predict observer rated effectiveness classifications from the 22 LEA self percentile rank scores. For each of the studied populations, LEA self scores were predictive of observer ratings of effectiveness.

The validity of the LEA Strategic Directions process was investigated in a sample of 8 public and private sector companies (n=363). Findings suggest that leaders demonstrating leadership practices that were congruent with those identified as vital for company success by upper level management tended to be perceived as more effective by their bosses, peers, and direct reports. This was the case even though peers and direct reports had no hand in establishing the LEA Strategic Directions sets. In one organization where confirmation was available, gap analysis scores predicted sales volume for managers' offices the following year. These results provide support for the potential value of focusing training and development around multi-rater feedback that is specific to individuals and simultaneously applicable to the organization's broader objectives.

Other Studies

More than 200 research studies have been completed with the LEA. These include:

- Large controlled studies of gender differences in leadership behavior and mid and senior levels.
- Studies of generational and age differences in leadership.
- Cross-cultural studies of leadership in 20+ countries.
- Relationships between leadership approach and personality.
- Studies of talent management and factors in the successful transition from front line supervisor roles to senior executive positions.
- Best leadership practice and validation studies in 30+ industries and functional areas.



Reports

Leadership 360

This report provides an individual with feedback on his/her day-to-day leadership behavior based on the perceptions of self, boss, peers and direct reports. The Leadership 360™ product consists of a Personal Feedback Report and a Resource Guide. The Personal Feedback Report profiles the respondent's questionnaire data in both graphic and narrative format. Graphic profiles compare self scores to ratings by each observer group. Narrative interpretations, based on combinations of very high and very low scale scores are also provided separately for each group. The 4 lowest scale scores based on observer group ratings are presented as developmental opportunities. If the organization has completed a Strategic Directions or Role Expectations process, these results will be incorporated into the 360-degree report as well.

The Resource Guide contains additional interpretive information about the 22 LEA leadership sets, as well as specific action steps targeted specifically toward boss, peers and direct reports. In addition, the Resource Guide contains exercises that help in prioritizing areas for leadership development, and provides the structure for building detailed, action oriented development plans.

Strategic Directions

The Strategic Directions process culminates in a facilitated session in which a senior level management team identifies the leadership behaviors critical to the overall organization. Participants receive a package containing feedback from

their responses to the LEA Strategic Directions Questionnaire (a printout showing the median and frequency distribution of the group's scores), a Resource Guide providing interpretive information on the benefits and risks inherent in each of the 22 LEA leadership sets as well as the supporting conditions necessary to develop each, and a Process Guide with worksheets and group exercises.

Role Expectations and Leadership Culture

Results from these questionnaires are provided as individual and composite graphic profiles. Composite profiles describe median scores and frequency distributions on each scale. Additionally, degree of rater agreement is reported for each dimension.

Group Reports

LEA Self and Leadership 360™ reports can be aggregated into group reports. These reports are presented as composite profiles describing median scores and frequency distributions on each scale. Group reports are useful for benchmarking and team development.

Research Reports

Reports can be created by our research unit, in order to present the results in a customized manner, or to perform statistical assessments of the data, including group comparisons, benchmarking, validation and comparisons with broader industry data.

Certification

In order to purchase and deliver any form of LEA feedback, individuals must attend an LEA 360 or LEA Full Suite facilitator training program offered in person or remotely by MRG or one of its designated Master Trainers. The facilitator training program is open to organizational consultants, human resource professionals, and clinical and I/O psychologists.

**For additional information, please contact MRG at
clientservices@mrq.com, www.mrq.com OR:**

14 York Street,
Portland, ME 04101 USA
+1.207.775.2173

Suite 16, The Mall, Beacon Court,
Sandyford, Dublin 18 Ireland
+353.1.280.4430

MRG welcomes technical inquiries and suggestions for further research.

©2019 Management Research Group®. All rights reserved.