RESEARCH OPPORTUNITIES

2018-2019
Global Research & Evaluation

Evidence-based.
Unparalleled insight.

- CCL’s leadership development services offer unparalleled insight to benefit our client organizations. Five decades conducting original scientific research brings unique understanding and generates powerful models, establishing CCL’s forefront position for effective leadership development.

Our balanced blend of academic and applied research drawn from one of the world’s largest leadership development knowledge database offers proven solutions for today’s business challenges while furthering our field. Our original work on how successful executives learned valuable leadership lessons framed much of how leaders are developed today. Now we’re exploring new directions for leadership research, including how leadership operates as a collective social process.
The Impact of Our Research and Evaluation

The Global Research & Evaluation Group is the data and insights arm of CCL, with more than 50 years conducting original scientific research and evaluation in the field of leadership development. We provide powerful models, best practices and new knowledge to help individuals, teams and organizations master their business challenges, perform better, and adapt to changing realities.
Our Research Agenda

Central Question: How can the development of leaders be enhanced and accelerated?

Leaders must respond thoughtfully to the complex challenges of contemporary world society by sharing leadership responsibilities with others and by integrating their many perspectives. Moreover, new models and definitions of leadership encompass people who have often been denied leadership roles—women, youth, and people in third-world countries. We also recognize that leaders have complex lives and are concerned about their families and communities in addition to their organizations. Traditional models for training and preparing leaders are out of date. The importance of early, effective, and efficient leader development has never been greater. Against this backdrop, how can CCL use its research capability to make the leadership journeys of individuals faster, purposeful, and more successful?

Central Question: In what ways does a shift in mindset and practices—from leadership as the capacity and actions of individuals to leadership as a collective social process—yield better results for groups, teams, organizations, partnerships, coalitions, and communities?

An old adage is now global and urgent: Despite our differences we are all in it together. Problems once specialized and localized now spread across geographic, social, cultural, and disciplinary boundaries. These wicked problems require leadership that is distributed, fluid, and constructed in interaction. What is getting in the way of enacting leadership in this way?
Perhaps it is our engrained view of leadership that focuses on formal leaders and their capabilities, relegating the interactions and relationships among people that produce direction, alignment, and commitment to the background. It's time to encourage and test the benefits of a broader, more systemic view of leadership as a collective social process.

Central Question: What are new ways (e.g., perspectives, methodologies, models, tools) to understand, define, and measure leadership effectiveness?

As evidenced by the fact neither CCL’s nor PDI’s list of competencies managers’ rated most important for success have changed over the past 20 years, and based on our own work in the area of collective, shared, boundary-spanning leadership, current measurements and assessments of leadership have reached their limit. CCL has the opportunity to go beyond and continue to pioneer the field in this regard.

Learn about our Researchers and Evaluators at CCL.org
## Projects At-A-Glance

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Overview</th>
<th>Opportunities to Participate</th>
<th>Go to Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Bottom-Line Impact of Leadership Development</td>
<td>Identifying improved ways to evaluate the bottom-line impact of leadership development</td>
<td><strong>Opportunity type</strong> – TBD</td>
<td>9</td>
</tr>
</tbody>
</table>
| Backwards in High Heels: navigating Women’s Leadership Development | How women leaders can navigate workplaces and the positive impact they have on organizations when they succeed.                                                                                           | **Opportunity type** – Online survey  
**Requirements** – +100 employees who can participate in the survey  
**Costs** – Free  
**What participants get** – Summary of key findings (at the group level)  
**Translations** – English  
**Timeframe** – Ongoing                                                                 | 10         |
| Digital and Micro-Learning at CCL                             | What are the differences between the different delivery modes in terms of participant impact (knowledge, attitudes, implementation, etc.)? What are the impacts of these differing digital technologies on leadership development? | **Opportunity type** – TBD                                                                     | 11         |
| Generations at Work                                           | Improve how you lead people of all generations.                                                                                                                                                          | **Opportunity type** – Online survey  
**Requirements** – Companies of 500 or more employees  
**Costs** – The fee is based on reporting and customization needs  
**What participants get** – Summary of organizations findings, benchmarking report, presentation and discussion of results  
**Translations** – American English, Arabic, Brazilian Portuguese, Dutch, French (European), German, Hindi, Japanese, Korean, Polish, Russian, Simplified Chinese, Spanish (European), Spanish (South American), UK English | 13         |
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Overview</th>
<th>Opportunities to Participate</th>
<th>Go to Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neuroscience and Leadership</td>
<td>Latest findings from neuroscience for the enhancement and acceleration of leadership development.</td>
<td><strong>Opportunity type</strong> – TBD</td>
<td>14</td>
</tr>
</tbody>
</table>
| Principal Leadership Data        | How do you translate leadership development training into school change? Improving implementation of the Key Leadership Challenge.                                                                                                                                                                                                       | **Opportunity type** – Online survey  
**Requirements** – K12 Principals who have completed 360 assessments  
**Costs** – Free  
**What participants get** – This is secondary data analysis and the participants receive no direct benefits  
**Translations** – English  
**Timeframe** – Ongoing                                                                 | 16         |
| Societal Advancement Theory of Change | What can we say across all of our societal advancement programs about our process for influencing individual, organizational, and transformational leadership development?                                                                                                                                                                  | **Opportunity type** – TBD                                                                                           | 17         |
| The Role of Developmental Climate and Learning Transfer | Research focused on what aspects of developmental climate are most closely related to leadership program impact.                                                                                                                                                                                                                           | **Opportunity type** – Online survey  
**Requirements** – At least 3 participants from an OE or custom program from the same organization to respond to a pre-program assessment on Developmental Climate and a post-program survey of program impact  
**Costs** – Free, unless customizations to the pre or post-program survey are requested  
**What participants get** – For custom programs, organizations will get report with summary of findings  
**Translations** – English only  
**Timeframe** – Ongoing, starting July 1st                                                                                       | 18         |
<p>| Train-the-Trainer Models         | Training Trainers – Scaling Thoughtfully to Improve Program Outcomes.                                                                                                                                                                                                                                                                    | <strong>Opportunity type</strong> – TBD                                                                                           | 20         |</p>
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Overview</th>
<th>Opportunities to Participate</th>
<th>Go to Page</th>
</tr>
</thead>
</table>
| World Leadership Survey            | What do employees want? How do they feel about their leaders and the workplace? | **Opportunity type** – Online survey  
**Requirements** – Companies of 500 or more employees  
**Costs** – The fee is based on reporting and customization needs  
**What participants get** – Summary of organizations findings, benchmarking report, presentation and discussion of results  
**Translations** – American English, Arabic, Brazilian Portuguese, Dutch, French (European), German, Hindi, Japanese, Korean, Polish, Russian, Simplified Chinese, Spanish (European), Spanish (South American), UK English  
**Timeframe** – Ongoing | 21         |
| Future of Leader Assessment        | Examines potential of enhanced leader assessment tools through trends in virtual coaching tools, big data and analytics, and user-driven feedback tools. | **Opportunity type** – TBD  | 22         |
| Measuring Direction-Alignment-Commitment | Creating scientifically sound and useful measures of DAC. | **Opportunity type** – Online survey  
**Requirements** – 50+ workgroups or teams who can take the survey. Access to performance data at the group/team level  
**Costs** – Free  
**What participants get** – Group-level or organization-level feedback  
**Translations** – Spanish, French  
**Timeframe** – Ongoing | 24         |
| Leadership Gap Indicator™ for Students | Mind the Gap! Using research-based evidence to decide where to focus student leadership development. | **Opportunity type** – Online survey  
**Requirements** – Survey participation of students, teachers, and admins.  
**Costs** – Fee based on number of participants taking the survey  
**What participants get** – Leadership Gap Indicator™ for Students report, | 25         |
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Overview</th>
<th>Opportunities to Participate</th>
<th>Go to Page</th>
</tr>
</thead>
</table>
| Interdependent Leadership         | Researching leadership as the collective achievement within interdependent work. | **Opportunity type** — Test the Leadership Culture Rubric for assessing and developing leadership culture. Test some or all of the comprehensive Leadership Culture Toolkit  
**Requirements** — Interest in engaging culture change and/or vertical (transclusive) development  
**Costs** — Materials cost  
**What participants get** — An opportunity to prototype CCL tools and services  
**Translations** — English, Chinese, French, Spanish  
**Timeframe** — Ongoing                                                                 | 27         |
| Network Approaches to Leadership  | Examines networks at the individual, group, organizational, and societal level. | **Opportunity type** — Executive Networks & Alignment: An Analysis of Connections and Strategy Alignment among the Top Two Levels of Management  
**Requirements** — Survey participation by top management team members and team member’s direct reports; 80% response rate required  
**Costs** — Standard report is FREE; fees for customized reports start at $1K  
**What participants get** — A report showing network patterns, connections, and strategic alignment  
**Timeframe** — April to October 2018                                                                 | 28         |
| Virtual Teams Polarity Research   | Research focusing on helping virtual teams better succeed through management of virtual team polarities. | None. Project is nearing completion                                                                                                                      | 29         |
Assessing Bottom-Line Impact

This project aims to identify and implement new ways for CCL and the broader field of leadership development to evaluate the bottom-line impact of leadership development. It has been an ongoing challenge for CCL and the leadership development field to effectively and practically gather and share credible and compelling evidence of the difference made by leadership development interventions beyond the individual's experience of learning and short-term behavior change.

Scientific Contribution:

- Identification and development of 2-3 practical and scientifically sound approaches to assessing and understanding the impact of leadership development on key bottom-line organizational metrics.

Application to Leadership Challenges:

- Organizations want to know how leadership development investments contribute to their bottom line. There are ongoing, inherent challenges to making these connections in credible and compelling ways. As stated in the June 2017 Financial Times report on Global Perspectives of Corporate Learning and Leadership Development, "It is clear that organizations haven't cracked the evaluation code, despite an overwhelming desire to link current and past programmes to business
results. This coupled with senior professionals' expectations of how programmes need to have an impact on their business means providers must offer and deliver evaluation services and support." With this project CCL is helping organizations to advance their ability to "crack the code".

Connect With Our Team:
Please contact Tracy Patterson to learn more.

Backwards in High Heels

There is a popular saying that "Ginger Rogers did everything Fred Astaire did--except for backwards, and in high heels." This sentiment can also be used to describe the leadership journey for many women. When it comes to leadership, women are expected to do everything that men do, except they also face additional challenges and double standards (e.g. the double-bind, the second shift, the glass ceiling, the glass cliff). And yet, research shows that when women do make it to leadership positions, organizations thrive. The goal of this project is to better understand how women leaders can and do navigate workplaces and the positive impact they have on organizations when they succeed.

Scientific Contribution:

- Research results from “The Bossy Project” have shown that women are twice as likely to be called ‘bossy’ at work, and that being bossy is linked to being un-promotable. However, the study also found that women were no more likely to exhibit bossy behaviors than men were.
• Research results from the “What Women Want” study has shown that organizations that have more women are also rated as better places to work (including more workplace satisfaction and lower burnout).

Application to Leadership Challenges:
• The results from this project will help women better navigate gendered challenges in organizations, and help leaders in better understand the challenges faced by women in organizations.
• This project will also help leaders and organizations better recruit, support, retain, and promote high potential women.

Connect With Our Team:
Please contact Cathleen Clerkin to learn more about this research.

Digital and Micro-Learning at CCL
Virtual and digital learning is being touted as a way to reach global leaders faster and more cost-effectively and a way to provide busy leaders with more flexibility and more tightly integrate learning with daily work. CCL has also started to include micro learning and development programs in their development offerings. Organizations are investing significant resources in virtual approaches and many clients are asking CCL for virtual and micro learning as a way to reach a broader audience, reduce the amount of time in the
classroom, and increase impact. While there is a larger body of research on virtual learning in educational settings, there is scarce evidence in the leadership development field. CCL would seek to expand the knowledge in the field regarding how virtual learning can enhance, support or supplant other types of development approaches to accelerate the development of leaders. In addition this project would seek to expand the knowledge at CCL and in the field regarding how micro learning can enhance, support or supplant other types of digital training approaches to accelerate and increase the impact and accountability in the development of leaders.

Scientific Contribution:

- To explore the notion of acceleration in learning by comparing virtual instructor-led training (VILT) versus face to face (FTF) and thinking about the notion of optimization in these different environments;
- To probe impact of micro learning in CCL's programs and planning a study;
- To apply what we are learning to enhance CCL's approach to implementing different technologies in VILT and FTF training.

Application to Leadership Challenges:

- Increasing the knowledge base around the role of virtual leadership training in understanding leadership and accelerating development
- New delivery mechanisms and methods for preparing leaders at CCL and elsewhere

Connect With Our Team:
If you are interested in learning more about this project, please contact Holly Downs.
Generations at Work

Leading and managing across generations is a struggle for leaders at every level in an organization. Leaders need good and practical information about what they can do to lead people of different generations effectively, and to meet the needs of younger generations who are just entering the workforce. Unfortunately what leaders currently have to rely on is anecdotal at best, misleading at worst, and often clearly ineffective. The purpose of this project is to continue to support the development of our knowledge and recommendations for how to more effectively lead people of different generations, and to continue dissemination of the work done on the subject.

Scientific Contribution:

- Identify realities of similarities and differences among generations related to topics of interest to leaders such as engagement, retention, desire for development, and work-life balance.

Application to Leadership Challenges:

- Provide data-based information that can be used to make strategic decisions about how to lead people of all generations and strengthen the organizations.
- Provide strategies for simultaneously addressing the needs of younger and older generations in the workplace.
• Identify how to meet the needs of the newest generation to the workforce so they are engaged at work and become part of the organization’s leadership pipeline.

**Connect With Our Team:**
Please contact [Jennifer Deal](mailto:JenniferDeal) to learn more.

---

**Neuroscience and Leadership**

This project translates some of the latest findings from neuroscience for use in the enhancement and acceleration of leadership development. The project identifies, explores, and tests relevant neuroscience-based findings for application to leadership development. The emphasis is on improving techniques and strategies for developing leaders.

**Scientific Contribution:**

• This project reviews the latest scientific findings in brain and health sciences and examines when and how they can be applied to leadership development.
• This project expands the field of leadership development by examining novel ways to develop leaders, including through biofeedback technology, physical health, cognitive and positive psychology, and mindfulness. This stands in contrast to more traditional methods of leadership development which often ignores internal or automatic processes.
• To date, the research team has published 5 CCL white papers, 2 book chapters, 2 scientific journal articles, and numerous blog articles on the findings from this project. Their work has also featured in national and international research conferences, as well as in the popular press.
• Specific topics that this team has researched to date include: leaders’ sleep habits, psychological capital and leadership derailment and performance, holistic models of leadership development, and using biofeedback technology (for e.g., voice analytics feedback) to accelerate self-awareness and the learning of new leadership skills.

**Application to Leadership Challenges:**

• This project helps leaders at all levels reach their full potential through understanding how to leverage what we know about the science of human physiology and cognition.
• The key outcomes from this project include helping leaders better manage stress and burnout, and maintain calm and focus in an increasingly unstable and unpredictable world.
• While traditional approaches to leadership development are inherently past-focused (examining which behaviors resulted in positive previous outcomes), a neuroscience approach to leadership focuses on basic cognitive and physical actions and reactions, and as such, can be applied in unforeseen future scenarios and during times of change.
• By facilitating the self-awareness of typically unconscious processes, this project empowers individuals in the learning and management of novel skills that foster their leadership for organizational impact.

**Connect With Our Team:**

Applied Research Opportunities: If your organization is interested in learning about participating in our research testing neuroscience-based content for purposes of leadership development, please contact [Marian Ruderman](mailto:Marian.Ruderman@CCL.com) or [Cathleen Clerkin](mailto:Cathleen.Clerkin@CCL.com).
Principal Leadership Data Project

CCL has delivered leadership programming to approximately 83 groups of Principals and superintendents between 1994 and the present in Kentucky, Ohio, South Carolina and Vermont. This project is meant to compile data across these groups, to explore what claims CCL can make about the leadership characteristics of this population of individuals, and to develop knowledge content for internal improvement, research advancement, and visibility among academic and practitioner areas.

Scientific Contribution:

- Identify common strengths and challenges among upper K-12 education leaders at a broad level.
- Identity relationships between leadership competencies and school performance.
- Explore differences among leadership profiles based on situational and individual differences.
- Document gaps in our knowledge about K-12 education leadership.
- Provides consolidated K-12 leadership data from which to make potential generalizations.
Application to Leadership Challenges:
- This project has the potential to provide nuanced, data-informed view of the challenges that K-12 leaders face in their field.
- Relationships between some leadership competencies and contextual factors or outcomes may vary in their strength. Identifying the strength of these various relationships can provide new insights on which competencies are easy levers for change.

Connect With Our Team:
Contact Jeff Kosovich to learn more.

Societal Advancement Theory of Change
Previous work on the Early Leadership Theory of Change was promising and helpful in that it identified key research and evaluation questions related to scaling and accelerating leadership development solutions (agenda focus 1) in the most efficient ways for the early leadership sector. This work aims to build on that by exploring what a more broad research and evaluation agenda across Societal Advancement (SA) should look like in order to: 1) identify issues of scale and best practices related to accelerating leadership development across SA sectors; 2) understand organizational cultures in the SA space and
relational/social aspects of leadership with SA clients; 3) utilize SA clients and relationships to try innovative methods for exploring the research agenda. Elucidating a shared SA research agenda will facilitate DAC (direction, alignment, and commitment) around data collection, analysis, and dissemination efforts related to telling a larger story of impact for SA work.

**Scientific Contribution:**
- Articulate an actionable, researchable theory of change for leadership development in the social sector.

**Application to Leadership Challenges:**
- Understand measurement and evaluation challenges unique to leadership development in the social sector.

**Connect With Our Team:**
Contact [Valerie Ehrlich](mailto:Valerie.Ehrlich@yourdomain.com) to learn more.

---

**The Role of Developmental Climate and Learning Transfer**

Several studies in the academic literature have documented the importance of climate and culture in promoting learning transfer and "training success" and the importance of systems, processes, culture and other organizational factors in making the most out of
investments in leadership development. The current project aims to further explore factors of "development climate" that can facilitate and accelerate the impact of leader development. We intend to administer an existing CCL assessment (Developmental Climate Audit) prior to a leadership development program and then administer an impact survey such as the Return on Leadership Learning (ROLL) and conduct analyses to determine if development climate is related to post-program impact. We predict that similar to boss support, we will find that other dimensions of development climate will be associated with higher ratings of post-program impact. When behaviors learned in a program are modeled, expected and reinforced in the organization, individual leaders should practice and sustain more of the skills they learned.

**Scientific Contribution:**
- This research contributes to a body of evidence about aspects of the organizational climate that are most critical for developing leaders.

**Application to Leadership Challenges:**
- Organizations are investing in developing their people but leadership programs alone are unlikely to help them achieve their organizational goals. This research helps our clients see where else they can focus to develop the most supportive and developmental climate possible, to reinforce formal leadership development initiatives and get more return on their investments.

**Connect With Our Team:**
If you are interested in learning more about this program, please contact Sarah Stawiski or Stephen Young.
**Train-the-Trainer Models**

Train the trainer models are being touted as a way to reach more participants faster and more cost-effectively in the corporate and school environments. Organizations are licensing our content so they can train more of their employees. There is scarce evidence in the leadership development field that talks about the effectiveness of these ventures in terms of impact. CCL would seek to expand the knowledge in the field regarding train the trainer models being used in both the GLP (Global Learning Products) and SA (Societal Advancement) divisions to develop leaders within the corporate and school sectors by developing a measure and then using it to explore impact. Further, we will be using topic modeling technology to explore validating and automating the scoring of the assessment.

**Scientific Contribution:**

- The growth of train the trainer models at CCL in the last year has given us a great opportunity to study the impact of these initiatives.
- We want to understand the following research questions:
  - What are the differences between the train the trainer models in terms of participant impact (knowledge, attitudes, implementation, etc.)?
  - How can CCL validate that the Train the Trainer participants are fully understanding the content being covered in the programs before they train others?
- Findings from this study can help inform the field in general about train the trainer programs in the field and scientific community.
Application to Leadership Challenges:

- Train the trainer models are being touted as a way to reach more participants faster and more cost-effectively in the corporate and school environments.
- However, this scaling up can lead to a weakening of program deliveries if external trainers are less prepared facilitators than needed. This can lead to less positive program outcomes.
- We will be developing a measure to explore impact which can help us ensure trainer fidelity and that trainers have the ability to deliver these programs successfully.

Connect With Our Team:
If you are interested in learning more about this project, please contact Micela Leis or Holly Downs.

World Leadership Survey Project
This project provides information on trends in leadership such as what employees want in their leaders, trust and ethics in effective organizations, employee engagement and retention, gender differences, cultural differences, generational differences, and attitudes about work. The survey takes about 20 minutes, is administered online in 15 different languages, and will provide greater insight and a more personal perspective on leadership practices from every corner of the world.
Click here to participate in the survey: https://feedback.clearpicture.com/ccl/

**Scientific Contribution:**
- Identify workplace trends relevant to leaders.
- Understand topics such as what employees want in their leaders, trust and ethics in effective organizations, employee engagement and retention.
- Examine trends in different countries around the world.

**Application to Leadership Challenges:**
- This project will provide insight on topics such as what employees want in their leaders, trust and ethics in effective organizations, and employee engagement and retention that can be used to accelerate and enhance leader development.

**Connect With Our Team:**
Please contact Jennifer Deal to learn more.

**Future of Leader Assessment**
We are examining trends in the areas of virtual coaching tools, big data and analytics, and user-driven feedback tools with pilot studies to better understand how these changes may enhance leader assessment. Enhanced leader assessment tools have the potential to expand both the depth and breadth of self-awareness, accelerating leadership development outcomes.
Scientific Contribution:

- This project reviews the latest scientific findings in psychological assessment and examines if and how they can be adapted to assess leader attributes, competencies, and behaviors.
- The project has conducted several pilot studies with leaders and organizations to better understand how these new trends in psychological assessment may enhance leader assessment.

Application to Leadership Challenges:

- Leaders themselves may benefit in several ways such as getting their assessment results faster (because algorithms created from accumulated data will do at least some of the sense making for the leader), empowering them to seek feedback anytime and anywhere as they need it, and receiving more specific feedback on how he/she is showing up in the digital workplace where traces of one’s impact on others is now collected and stored in the cloud.
- Organizations may benefit in several ways such as a lower cost to administer such digital-based assessment tools with machines doing more of the “number crunching”, being able to provide greater numbers of leaders with developmental feedback due to their lower cost, and repurposing of leadership development course time to more human value activities such as reflecting on goals and what it will take to reach them, including searching for development experiences and support networks that work best for them.

Connect With Our Team:

Contact [Stephen Young](mailto:Stephen.Young@example.com) to learn how your organization can participate in cutting-edge applied research opportunities.
Measuring Direction-Alignment-Commitment

When the leadership process in a group is effective, three crucial outcomes are produced: direction, alignment, and commitment (DAC). The goal of this project is to create useful and sound measures of DAC in groups.

Scientific Contribution:

- A validated measure of DAC will enable researchers using this framework to conduct publishable studies and build a cumulative body of empirical knowledge about creating direction, alignment, and commitment in groups.

Application to Leadership Challenges:

- An easy-to-use DAC measure allows groups and teams to assess whether they have a leadership problem (i.e., a direction, alignment, or commitment problem). Such an assessment is the first step in identifying ways to improve leadership processes in groups.
- Organizational leadership capacity can be assessed by measuring DAC within groups across the organization, allowing the organization to see where leadership is happening and where it is not.

Connect With Our Team:

Help us develop DAC measures by trying out beta versions in your own organization. Contact Cindy McCauley for more information.
Leadership Gap Indicator™ for Students

In this era of technology and globalization, students need more than traditional academic skills to be successful. They need to have a strong sense of self and be able to collaborate with others effectively to help change their world. We developed the Student Leadership Scale (SLS) to measure 17 leadership competencies among primary, secondary, and post-secondary school students. The SLS grew out of a research project aimed at understanding youth leadership. The 17 leadership competencies describe four different dimensions of student leadership: Leading Self, Leading Academically, Leading with Others, and Changing Your World. Our research found that these four dimensions were significantly related to student’s sense of belonging and school engagement, which have been found to influence students’ academic and social-emotional outcomes. The SLS has now been validated with over 4000 students in grades 3-12 in public, magnet, and private schools. The SLS has also been validated with over 400 college-aged students.

The Leadership Gap Indicator™ for Students (LGIS) is a tool that uses the SLS to assess leadership development needs to students in K-12 schools. The LGIS provides a gap analysis that helps determine where there are differences between the leadership competencies considered most important by individuals within the school and the strength of the students on those competencies. The goal of the LGIS is to help schools understand where they should focus their student leadership development efforts.

This goal of this research project is twofold: 1) to share our findings from this work through conference presentations and publications (infographics, blog posts, white papers,
academic journal articles), 2) to develop a book (COMPASS for Schools) to give schools tools for conducting the student leadership development illuminated by the LGIS.

**Scientific Contribution:**

- Leadership is an invaluable trait in the classroom, and in the workforce, because leaders bring special skills and assets that result in improved outcomes for schools and organizations. Given the challenges facing students who transition across school levels or into the workforce, leadership development helps to reduce those transitional stressors.
- However, leadership development does not, and should not, begin when an individual turns 18. A survey conducted by the Center of Creative Leadership in 2012 found that 90% of the 462 business, government, nonprofit, and education leaders surveyed believed that leadership development for youth should begin before age 18.
- There are a paucity of validated leadership measures focused specifically on youth.
- The SLS provides a reliable, validated, student leadership assessment tool that schools across the country can use to understand, define, and measure youth leadership.
- Publications will increase CCL’s visibility in the academic community.

**Application to Leadership Challenges:**

- Developing youth leaders comes with a unique set of challenges, in part due to the large developmental differences between youth of different ages.
- The LGIS helps point out where to focus the development work.
- The goal of developing the COMPASS for school book is to give school personnel tools for conducting leadership development work with students.

**Connect With Our Team:**

If your school is interested in taking the Leadership Gap Indicator for Students, or if you are interested in learning more about this project, please contact Micela Leis.
Interdependent Leadership

This project continues multi-year collaborative inquiry / action research on Interdependent Leadership (aka the vertical development of leadership logics and leadership cultures) and the related issues of development and assessment at all leadership levels (individual, group, organizational, societal), including capacity building for the CCL practices of Organizational Leadership, the Relational Leadership / CONNECTED Community, and Societal Advancement. We practice boundary spanning within and beyond CCL.

Scientific Contribution:

- We are among the first to model leadership using a relational ontology. We are among the first to define, study and develop leadership culture.
- We are pioneers in the theory and practice of leadership as an interdependent system, within and across levels of social aggregation. This is represented in our SOGi model, an acronym for the levels of society, organizations, groups, and individuals.
- We have helped extend the theory of vertical leadership development into these relational and societal realms, such that leadership culture itself is an object of understanding, intentionality, and development.

Application to Leadership Challenges:

- We develop tools in conjunction with our models, through action research and collaborative inquiry. These tools are designed for collective leadership development in a complex world.
We target leaders at all levels, systemically. Our tools are portable and scalable, designed to be adapted globally, in all parts of society, by everybody, everywhere. Leadership Culture in a Box™ is a carefully packaged toolkit, using this research and the knowledge of our field, to develop and exercise collective leadership in service of leadership culture growth and transformation.

Connect With Our Team:
Contact Chuck Palus or John McGuire to learn more.

Network Approaches to Leadership
This project examines networks at the individual, group, organizational, and societal level to generate insights that will help leaders and collectives as a whole develop network perspective and build more effective networks. This project uses an applied research approach to test how these insights can be leveraged to improve leadership development, with an emphasis on enhancing individual well-being, intergroup collaboration, change implementation, and innovation.

Scientific Contribution:
- Identify ideal social network structure and position for accomplishing career goals versus strategic business goals.
- Identify the knowledge and skills needed for leaders to gain network acuity.
• Examine antecedents and outcomes of collaboration patterns in teams, business units, and organizations.

**Application to Leadership Challenges:**

• Findings from this research can help leaders build professional networks, lead team and organizational networks, enact shared leadership, and gain network acuity.

**Connect With Our Team:**
Contact Kate Frear to learn how your organization can participate in cutting-edge applied research opportunities.
Contact Chuck Palus to learn how your organization can use community and cross-sector networks to address society’s biggest problems.

**Virtual Teams Polarity Study**
This research project focuses on helping virtual teams (VT) achieve greater success through the management of virtual team polarities. Polarities are ongoing pairs that appear to be in opposition to each other, but in truth, they’re complimentary and interdependent.

**Scientific Contribution:**
• This study uses a pretest-posttest control group research design to explore the role of leveraged polarities in virtual teams’ effectiveness. To date, no such studies appear in the literature.
• Our findings show that teams who understand and are able to leverage polarities achieve and maintain greater effectiveness over time.
• We demonstrate the effectiveness of a paradox training intervention, and in doing so, we offer insights on how to better leverage paradoxes and shift the perception of paradoxes from a seemingly impossible tension towards an important opportunity to manage.

• This study includes a multidimensional conceptual measure of virtuality that spans multidisciplinary literature. It makes a theoretical contribution to the conceptualization of virtuality that should be a part of future research.

• Our sample is a very robust non-student group. The sample includes 140 teams from 56 for-profit, non-profit, and government organizations from a wide variety of industries (e.g., manufacturing, education, technology, food/beverage, healthcare, philanthropy/humanitarian aid) and geographic regions (e.g., Asia, Oceania, Africa, Eastern Europe, Western Europe, South America, North America).

Application to Leadership Challenges:

• VT are the fastest growing work structure across the globe, and are characterized by their constant use of information and communication technology. Research shows that VT are exceedingly difficult to manage, and some experts suggest that more VTs fail than succeed. The lack of VT success is attributed to challenges associated with working at a distance. Leverage polarities is a key to higher levels of performance.

• VT who leverage polarities experience other team benefits---commitment, satisfaction, viability, and informal learning.

• Our training helped some teams improve their outcomes by over 50%, whereas on average teams improved their outcomes by a more modest 2 – 5%.

• Polarity perspective taking skill applies to all parts of organizational life, not just to VT.

Connect With Our Team:

Contact Jean Leslie to learn more.