



Center for
Creative
Leadership®

LEADERSHIP GAP INDICATOR™

User Guide

Version 2.0



Contents

- Overview 3
- Customizing Your Survey 5
- Leadership Capabilities Library 8
- Sample Survey Items..... 10
- How to Read and Interpret the Report..... 14
- Appendix A: Administration Details and Best Practices 28
- Appendix B: Sample Emails..... 34
- Appendix C: Example Debrief 40
- References 42

Overview

INTRODUCTION

A “leadership gap” is a shortfall between the current and forecasted leadership needs of the organization. Although the term leadership gap has been part of the business vernacular for years, organizations continue to struggle with the critical challenge of identifying, selecting, and developing leadership talent.

The Leadership Gap Indicator (LGI) is a team and organizational assessment designed to help organizations compare current leadership capabilities to organization needs. This analysis helps to identify current leadership capabilities and draw attention to any gaps that may exist. Organizations can use this process to gain important information about priorities for leadership development.

The survey takes approximately 20 minutes to complete. It includes questions about (1) leadership capabilities that are critical for effectiveness, (2) perceptions regarding the importance of those capabilities to organization success, and (3) the prevalence of factors that may inhibit leadership capabilities.

The LGI is designed to diagnose the leadership development needs within an organization and is not appropriate for use in selection, compensation, or performance appraisal. Data are reported in aggregate and do not include individual respondent data. For example, leadership gaps and development tips are related to aggregates such as “senior leaders” or “frontline managers” as opposed to an individual.

AUDIENCE AND PURPOSE

This guide is designed to be a resource to use with the LGI. All the information and materials needed to administer and interpret the LGI are provided in this guide.

Additional LGI documentation can be found here: www.ccl.org/assessmentresources

RESEARCH BACKGROUND

The LGI was initially developed by the Center for Creative Leadership (CCL)[®] in 2009 as part of a major research initiative to determine the degree to which leadership competence in organizations was sufficient to meet organizational and business needs. The standard survey used in the original research consisted of 20 leadership competencies, out of 56 available, and five derailment factors. The competencies were initially selected because their source measurement and structural equivalence had been examined across a broad range of leader levels, organizational settings, and cultures (Raju, Leslie, McDonald-Mann, & Craig, 1999; Lee & Ang, 2003; Braddy, 2007).

Extensive evidence of the reliability and validity of the original LGI are detailed in the LGI User Guide (Leslie, et al., 2009) and included in the LGI Technical manual Version 2.0 available at www.ccl.org/assessmentresources. Briefly, reliability indices for the 20-item scale were found to be acceptable (>0.70) for all four subscales and across three regions (USA, Singapore, and India). Intercorrelations among subscales demonstrated adequate discriminant validity. Validity evidence (including face and construct) were provided and deemed satisfactory.

In 2022, a revision of the LGI was completed that more closely linked leadership capabilities to current CCL research and practice. The term *competence* refers to the possession of the skills, knowledge, and capacity to fulfil current needs, and has been replaced with *capability*. Capability involves integrating knowledge and skills as well as adapting and flexing to meet future needs. Eight subject matter experts reviewed the revised capabilities to identify a standard set of capabilities with updated wording and relevancy.

While minor changes were made to the revised LGI, given the robust validity evidence found for the original LGI, we anticipate this revised version will exhibit similar psychometric characteristics. That said, CCL plans to re-examine the updated LGI's reliability and validity evidence once sufficient data are available. For more information, please see the LGI Technical Manual Version 2.0 at www.ccl.org/assessmentresources.

SURVEY OPTIONS

There are two survey options: customizing the survey or using the LGI as a part of a CCL Discovery Insights process. You customize the leadership capabilities using content from the Leadership Capabilities Library.

For some users, the LGI is used as a part of a CCL Discovery Insights package. CCL's Discovery Insights include organization-specific interviews, focus groups, and document analysis. In the case of Discovery Insights, 10 standard LGI capabilities are included with the option of adding five additional capabilities from the library. The 10 standard capabilities in this option are:

- Boundary spanning
- Change leadership
- Develop others
- Equity, diversity, inclusion
- Feedback
- Initiative
- Learning agility
- Relationship management
- Resilience
- Systems thinking

Customizing Your Survey

You may customize your Leadership Gap Indicator (LGI) by selecting up to 20 capabilities from CCL's Leadership Capabilities Library. This option includes the five barriers to success and three data sets (see Appendix A). While there is no single best way to select capabilities, below are recommended steps, activities, and points to consider.

SELECTING CAPABILITIES FOR YOUR ORGANIZATION

The following questions help match capabilities from the Leadership Capabilities Library to your internal resources and organizational needs. The first step is to review and select capabilities from the Leadership Capabilities Library at www.ccl.org/assessmentresources. We recommend reading the definitions closely and documenting your decisions. Consider the following questions:

- Which capabilities are clear matches to the needs of your organization and existing resources (e.g., competency models, mission statements, values frameworks)?
- Are there capabilities that can be eliminated?
- Have you covered key capabilities that you feel might point to leaders' development needs?

The next step is to consider what you already know about the leadership development needs within your organization and document your key questions. For example, you may wonder if there are more pronounced leadership gaps at certain leader levels (e.g., frontline leadership vs. director level leadership). You may also be curious about specific lines of business, certain divisions, or geographical areas. In addition to an overall analysis, the report includes three data cuts.

CREATING A LEADERSHIP CAPABILITY MODEL FOR YOUR ORGANIZATION

Leadership Capabilities involve integrating knowledge and skills as well as adapting and flexing to meet future needs. Capabilities are not about skills needed for specific jobs, job descriptions, or specific positions within organizations. Therefore, a capability model indicates which characteristics leaders in your organization need to demonstrate to successfully execute the business strategy. The steps and activities in this section can help you create a capability model for your organization.

STEPS FOR CREATING A CAPABILITY MODEL

Step 1: Articulate your organization's strategy.

Consider the following questions to help articulate the connection between strategy and leadership development:

- What are your organization's core purpose, goals, and objectives?
- What are your organization's present strengths and weaknesses? How might each change in five or

more years?

- What are your organization's future strengths, weaknesses, opportunities, and threats?
- What is your organization's competitive advantage? What is your position in the marketplace?

Step 2: Identify the capabilities that map to your organization's strategy as well as any other relevant internal resources (e.g., competency models, mission statements, values frameworks).

Consider the following questions when identifying the core capabilities required for your organization:

- What capabilities are needed to fulfill your organization's core purpose, goals, and objectives?
- What capabilities must you have in place five years from now to be successful?
- Which capabilities are critical for your organization to remain successful?
- Which capabilities are critical for your organization to remain competitive?

Step 3: Review and select capabilities in the Leadership Capabilities Library.

Start by reviewing the Leadership Capabilities Library. Read the definitions closely and track your decisions.

Consider the following questions:

- Which capabilities are clear matches to your organization's strategy and relevant internal resources?
- Which capabilities can be eliminated?
- Have you covered key capabilities in your model that might point to leaders' developmental needs?

Step 4: Administer the survey to assess potential gaps between the current and desired states of leadership capability.

Assess your organization's current levels of leadership capability and need for additional development. Consider the following questions:

- Where are there leadership capability strengths?
- Where are there leadership capability gaps?
- Are the leadership gaps more pronounced in certain areas (e.g., leadership levels, lines of business, functions/departments, etc.)?

List the top areas in which to focus and identify the best development tips (from the report as well as other available resources) for closing crucial gaps.

ADDITIONAL CONSIDERATIONS WHEN BUILDING YOUR CUSTOMIZED SURVEY

The Length and Time to Complete

We recommend selecting no more than 20 capabilities. Lengthy surveys take more time to complete and can be a barrier to receiving quality results. Some respondents may rapidly complete a lengthy survey without giving sufficient thought to their responses.

Timing and Participation

Allow adequate time to select capabilities for your survey. The process you use, the number of people involved in the decision, and the level of debate and discussions expected will drive the amount of time you need. Consider these discussions to also be a part of the leadership development process. Oftentimes, involving key leaders, executive sponsors, and other stakeholders can enhance buy-in, participation, and future involvement in leadership development.

Leadership Capabilities Library

The Leadership Capabilities Library is part of CCL’s typology of leader capabilities. The capabilities were identified through multiple research studies aimed at understanding effective leadership. Through these studies, the capabilities were found to be enduring characteristics of leaders, observable through behavior, and related to effective leadership.

The leadership capabilities are listed in alphabetical order and include the definition. The column labeled *Use* indicates whether the capability is already included in the Standard Survey (labeled *Standard*) or is available to be used in a customized survey of your choice (labeled *Optional*).

LEADERSHIP CAPABILITIES LIBRARY

CAPABILITIES	DEFINITIONS
Ambiguity	Thrive in unclear situations and circumstances.
Boundary spanning	Collaborate across formal and informal boundaries to drive results.
Change leadership	Effectively guide others during changes within the organization.
Communication	Clearly articulate even the most complex concepts.
Compassion and sensitivity	Show genuine interest in others and sensitivity to employees' needs.
Conflict resolution	Produce positive outcomes and minimize damage by addressing conflict quickly and fairly.
Credibility and integrity	Earn and maintain trust by acting with integrity, honesty, and transparency.
Culture	Build healthy, productive work environments while paying attention to unwritten rules and assumptions.
Decision making	Base decisions on sound judgment and make them in a timely manner.
Delegation	Effectively tap other people's talent and energy to get things done.
Develop Others	Provide guidance and support to help others learn and grow.
Equity, Diversity, Inclusion	Recognize, value, and understand group differences in background, culture, and demographics to cultivate an inclusive work environment.
Feedback	Provide objective information others can use to maintain or improve behavior.
Flexibility	Adapt to meet the challenges of a dynamic environment.
Future fluency	Scan internal and external environments for factors, trends, and patterns that result in future possibilities for the business.
Global leadership	Motivate individuals and leverage resources and opportunities from globally dispersed locations.

Influence	Persuade others to foster cooperation and commitment.
Initiative	Independently assess situations, address conflict, and lead action without hesitation.
Innovation	Create environments that foster breakthrough thinking and experimentation.
Interpersonal savvy	Understand what others need and respond appropriately.
Learning agility	Learn and adapt quickly to their work.
Organizational savvy	Navigate organizational ambiguity, politics, dilemmas, and trade-offs.
Performance management	Act decisively, quickly, and fairly when addressing employee performance issues.
Prioritization	Set priorities and focus on what is most important.
Relationship management	Build and grow productive working relationships among employees, peers, and customers.
Resilience	Cope positively with stress, uncertainty, and setbacks.
Self-awareness	Have accurate insight into their own strengths and areas for development.
Strategic alignment	Rally others around a common strategy.
Systems thinking	Focus on the needs of the entire organization or division.
Talent Recruitment and Retention	Find, recruit, and retain talented people.
Team leadership	Unite and engage a group of people to pursue a common goal.
Vision	Create and communicate a compelling picture of the future.

Sample Survey Items

The following survey screenshots provide response scale information and sample items for each survey section.

Survey for CCL Product Standard Model

Leadership Capabilities

Use the response options below to indicate the extent to which Peers at your level, in your organization, demonstrate the following leadership capabilities. Be as accurate as possible in your assessment of these leadership capabilities among your peers. If you believe you cannot answer, please choose Not Applicable (NA).

Peers at my level:

*** 1. Boundary spanning - Collaborate across formal and informal boundaries to drive results.**

1 = To a very little extent	2	3	4 = To a moderate extent	5	6	7 = To a very great extent	Not Applicable (NA)
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Survey for CCL Product Standard Model

Barriers to Success

Please use the response options below to indicate the extent to which Peers at your level, in your organization, demonstrate behaviors that are barriers to success. Note that a "To a very great extent" response in this section is always negative.

Peers at my level:

*** 1. Problems with interpersonal relationships - Have difficulty developing good working relationships with others.**

1 = To a very little extent	2	3	4 = To a moderate extent	5	6	7 = To a very great extent	Not Applicable (NA)
-----------------------------	---	---	--------------------------	---	---	----------------------------	---------------------

Survey for CCL Product Standard Model

Importance

Select 5 leadership capabilities from the list below that you believe are most important for success for Peers at your level, in your organization.

- Boundary spanning** - Collaborate across formal and informal boundaries to drive results.
- Change leadership** - Effectively guide others during changes within the organization.
- Communication** - Clearly articulate even the most complex concepts.
- Compassion and sensitivity** - Show genuine interest in others and sensitivity to employees' needs.
- Credibility and integrity** - Earn and maintain trust by acting with integrity, honesty, and transparency.
- Decision making** - Base decisions on sound judgment and make them in a timely manner.
- Develop others** - Provide guidance and support to help others learn and grow.
- Equity, diversity, inclusion** - Recognize, value, and understand group differences in background, culture, and demographics to cultivate an inclusive work environment.
- Influence** - Persuade others to foster cooperation and commitment.
- Initiative** - Independently assess situations, address conflict, and lead action without hesitation.
- Innovation** - Create environments that foster breakthrough thinking and experimentation.
- Learning agility** - Learn and adapt quickly to their work.
- Performance management** - Act decisively, quickly, and fairly when addressing employee performance issues.
- Relationship management** - Build and grow productive working relationships among employees, peers, and customers.
- Resilience** - Cope positively with stress, uncertainty, and setbacks.
- Self-awareness** - Have accurate insight into their own strengths and areas for development.
- Systems thinking** - Focus on the needs of the entire organization or division.

Survey for CCL Product Standard Model

Development Culture

Use the response options below to indicate the extent to which your organizational culture encourages and supports development.

When thinking about individual (or employee) development, my organization:

* 1. **Assessment** - Provides opportunities for individuals to understand their current strengths and development needs.

1 = To a very little extent	2	3	4 = To a moderate extent	5	6	7 = To a very great extent	Not Applicable (NA)
-----------------------------	---	---	--------------------------	---	---	----------------------------	---------------------

Survey for CCL Product Standard Model

Open-ended Comments

1. From the following categories, select the aspect that is most hindering your organization in possessing a strong culture for development.

- Assessment - Provides opportunities for individuals to understand their current strengths and development needs.
- Challenge - Helps individuals develop new ways of thinking and acting to improve their performance.
- Support - Supports individuals throughout their development.
- Top management support - Has senior management that values and supports development.
- Recognition and rewards - Considers development as a factor in recognition and reward systems.
- Organizational processes and resources - Has formal processes and resources in place to support employee development.
- Employee readiness - Provides employees with opportunities to gain the knowledge and skills needed to engage in development.
- Communication processes - Regularly communicates that development is valued.
- Tracking and measurement systems - Makes a concerted effort to track and measure development.
- Nothing is holding us back; we have a strong culture for development.

Research Questions

These items are for research purposes only. Feedback will not be provided on these items.

For each statement below, indicate the extent to which it reflects conditions in your organization.

In my organization:

1. Learning and development is highly valued.

1= Not at all like us

2=Not much like us

3=Sometimes or partly true in our organization

4=Yes, to a large extent

5=Yes, describes us extremely well

How to Read and Interpret the Report

COVER PAGE

The cover page includes your organization's name as indicated on the Leadership Gap Indicator (LGI) order form. Also shown is the date the report was generated (dd mm yyyy). Specific data sets are listed under *Including*.

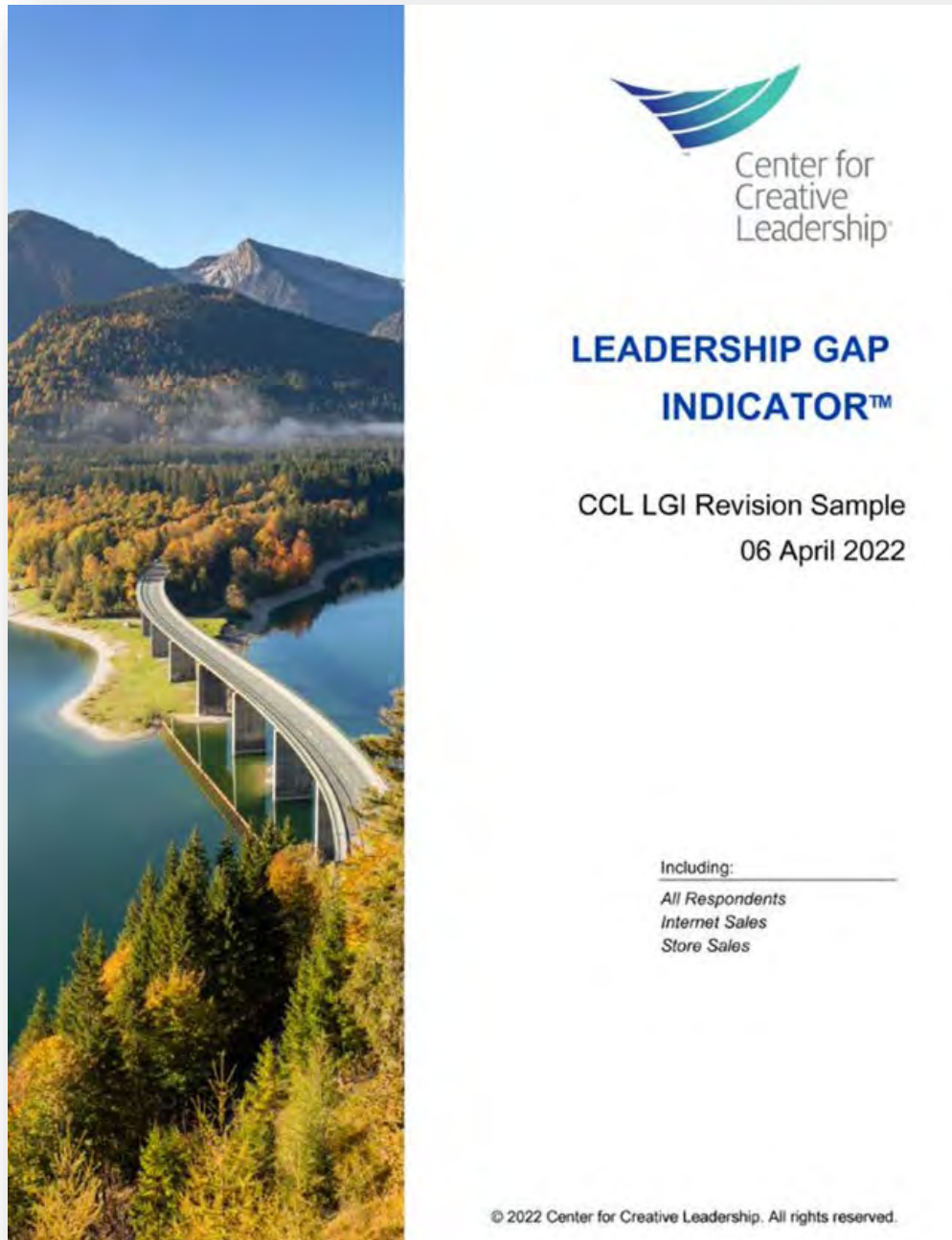


TABLE OF CONTENTS

CCL LGI Revision Sample	
Table of Contents	
About This Report	3
Respondent Profile	4
Leadership Capabilities Assessed	5
Leadership Capability Ratings	6
Organizational Preparedness	7
Organizational Focus Areas	8
Narrowing the Focus	9
Barriers to Success	15
Development Culture	16
Development Culture Perceptions	17
Comments	18
Supplemental Data	25
Organizational Preparedness	26
Organizational Needs	27

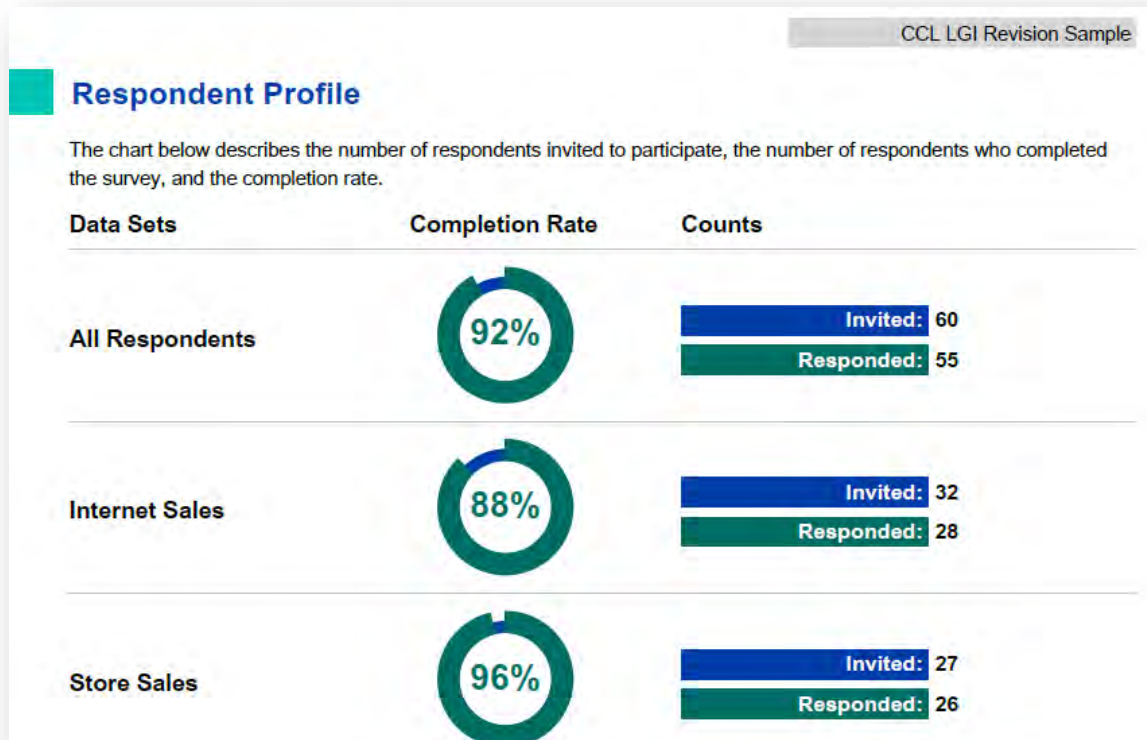
ABOUT THIS REPORT

This section introduces the survey and includes guiding questions designed to help explore your organization's present state of leadership.

CCL LGI Revision Sample	
About This Report	
<p>The Leadership Gap Indicator (LGI) is a tool used to assess the views of employees in your organization about their leadership development needs. Respondents evaluate the relative importance of specific leadership capabilities for success and rate the level to which their peers display these capabilities. Gaps are exposed when these data reveal a deficit between the current and needed leadership capabilities.</p>	
<p>The information in this report will address the following questions:</p>	
<ul style="list-style-type: none">• Which leadership capabilities are important for success in your organization?• What are the strengths and development opportunities?• How aligned are the strengths with what is considered important?• Where should your organization focus its leadership development efforts?• What factors may be barriers to success?	
<p>All capabilities in the LGI Library are part of the Center for Creative Leadership's (CCL) typology of leader capabilities. These capabilities were identified through multiple research projects aimed at understanding effective leadership. They are characteristics of leaders, observable through behavior, and have a proven relationship to effective leadership performance.</p>	
<p>The data in this report can be used to:</p>	
<ul style="list-style-type: none">• Identify leadership strengths and development needs in your organization• Understand the impact of these strengths and development needs on the organization• Evaluate the importance of leadership capabilities within the organization• Inform training and development plans	

RESPONDENT PROFILE

Pie charts on this page report the distribution of respondents who completed the survey (by counts) for the categories below. In general, the higher the completion rate the better. Most organizations consider 80% or above acceptable to make inferences from the findings. However, in some cases, such as a 12-member Senior Team, you may desire a completion rate of 90% or higher.



LEADERSHIP CAPABILITIES ASSESSED

This is the list of the capabilities assessed in your organization with a description of each capability.

CCL LGI Revision Sample

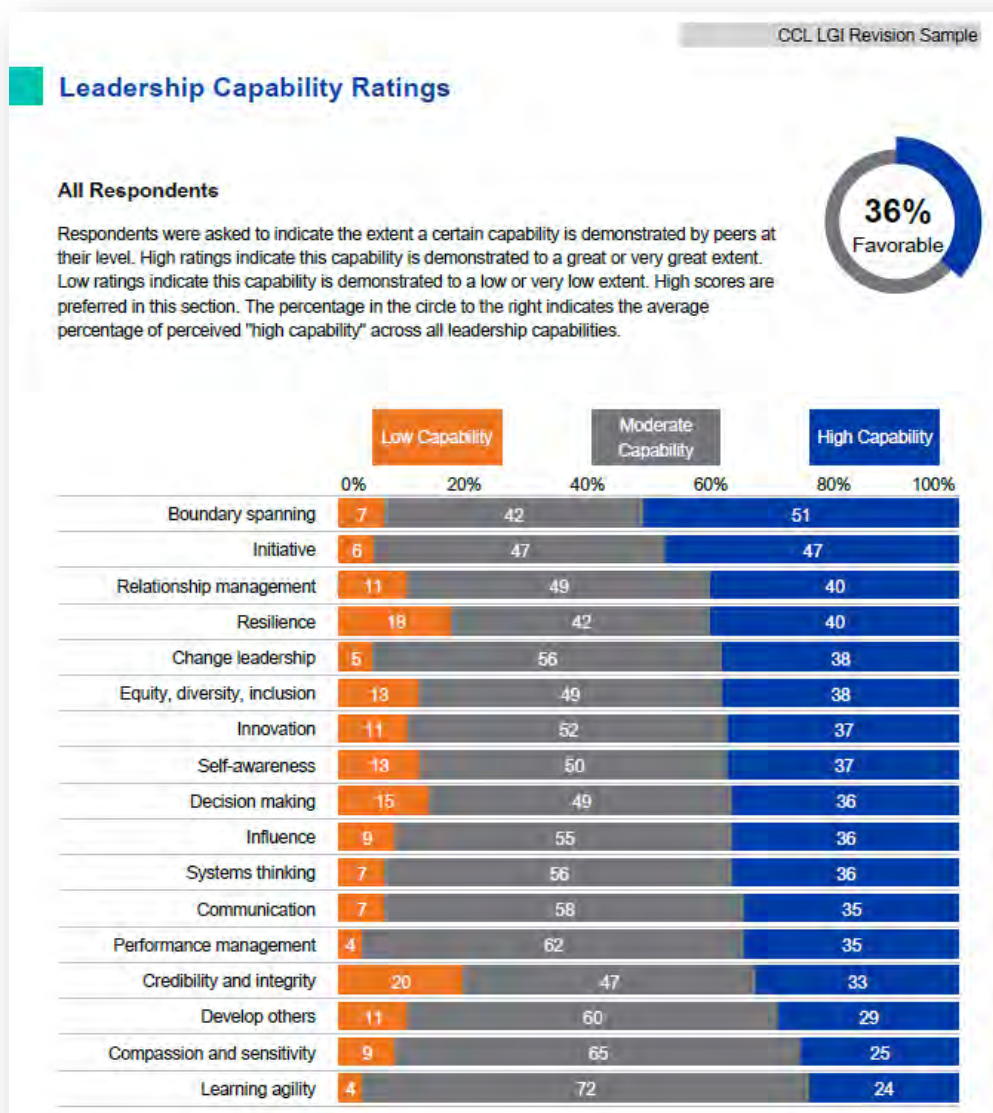
Leadership Capabilities Assessed

Boundary spanning	Collaborate across formal and informal boundaries to drive results.
Change leadership	Effectively guide others during changes within the organization.
Communication	Clearly articulate even the most complex concepts.
Compassion and sensitivity	Show genuine interest in others and sensitivity to employees' needs.
Credibility and integrity	Earn and maintain trust by acting with integrity, honesty, and transparency.
Decision making	Base decisions on sound judgment and make them in a timely manner.
Develop others	Provide guidance and support to help others learn and grow.
Equity, diversity, inclusion	Recognize, value, and understand group differences in background, culture, and demographics to cultivate an inclusive work environment.
Influence	Persuade others to foster cooperation and commitment.
Initiative	Independently assess situations, address conflict, and lead action without hesitation.
Innovation	Create environments that foster breakthrough thinking and experimentation.
Learning agility	Learn and adapt quickly to their work.
Performance management	Act decisively, quickly, and fairly when addressing employee performance issues.
Relationship management	Build and grow productive working relationships among employees, peers, and customers.
Resilience	Cope positively with stress, uncertainty, and setbacks.
Self-awareness	Have accurate insight into their own strengths and areas for development.
Systems thinking	Focus on the needs of the entire organization or division.

LEADERSHIP CAPABILITY RATINGS

Respondents are asked to indicate the extent to which peers at their level demonstrate each capability in their current roles. The percentages below reflect the responses as low, moderate, or high, based on a 7-point scale. Specifically, a rating of 6 or 7 is considered High Capability (Blue), 3, 4, or 5 is denoted as Moderate Capability (Gray), and ratings of 1 or 2 are considered Low Capability (Orange). Leadership capabilities are sorted in descending order based on the percentage.

In the below example, 51% of respondents noted *Boundary spanning* is demonstrated to a great or very great extent. This is likely an area of strength. Contrast this with *Learning agility* where only 24% of respondents indicated the capability is demonstrated to a great or very great extent and where 72% report moderate capability. Also consider *Credibility and integrity* in which 20% of respondents rated low capability.

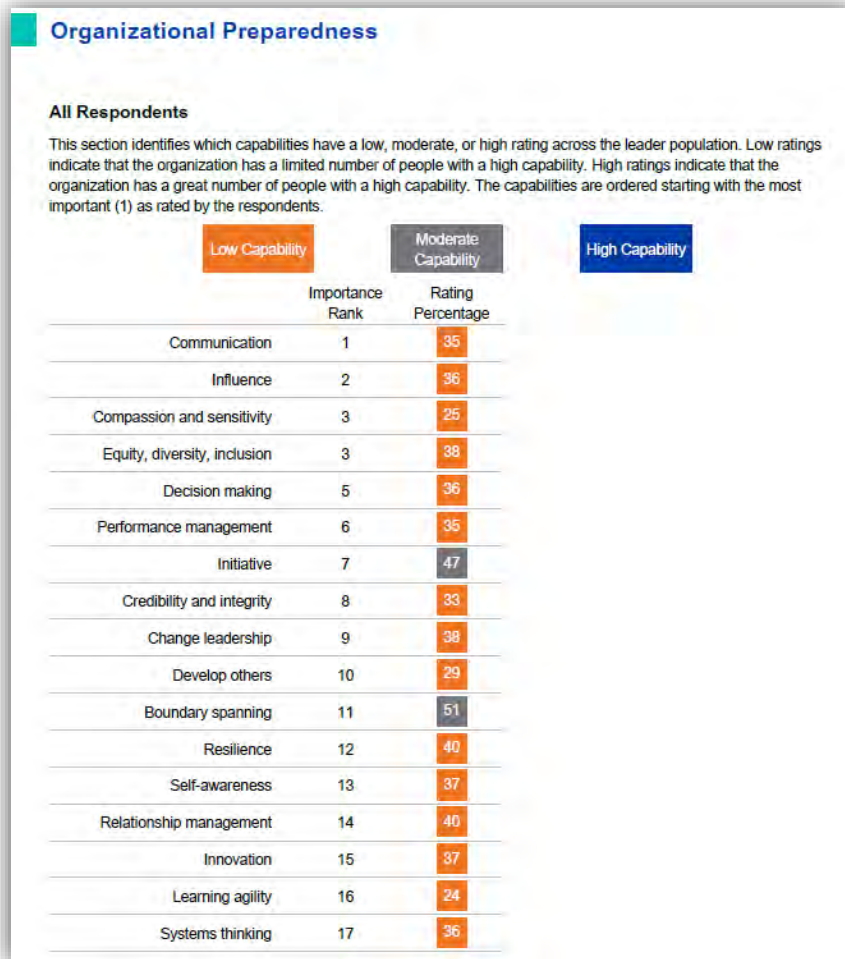


ORGANIZATIONAL PREPAREDNESS

The Importance Rank is based on the percent of all respondents who selected that capability as most important for success.

In the example below, *Communication* is considered the most important and *Systems thinking* the least important for success. Please note that respondents consider the importance of the capabilities for success at their own levels. Therefore, specific data sets may provide more in-depth information than the overall view. In the data set reports, you can see which leader levels deem which capabilities more and less important for success.

The example below also contains capability information. All but two *Initiative* and *Boundary spanning* (indicated in gray) are showing low demonstrations of capability (indicated in orange). No capabilities in this example are showing a great number of people with a high capability (indicated in blue). Implications for this example may be that the organization chooses to focus on *Communication, Influence, Compassion and sensitivity, and Equity, diversity, and inclusion* development because they are deemed as important and have low demonstrations of capability. However, this is just one piece of information and should be considered with other findings in the report.

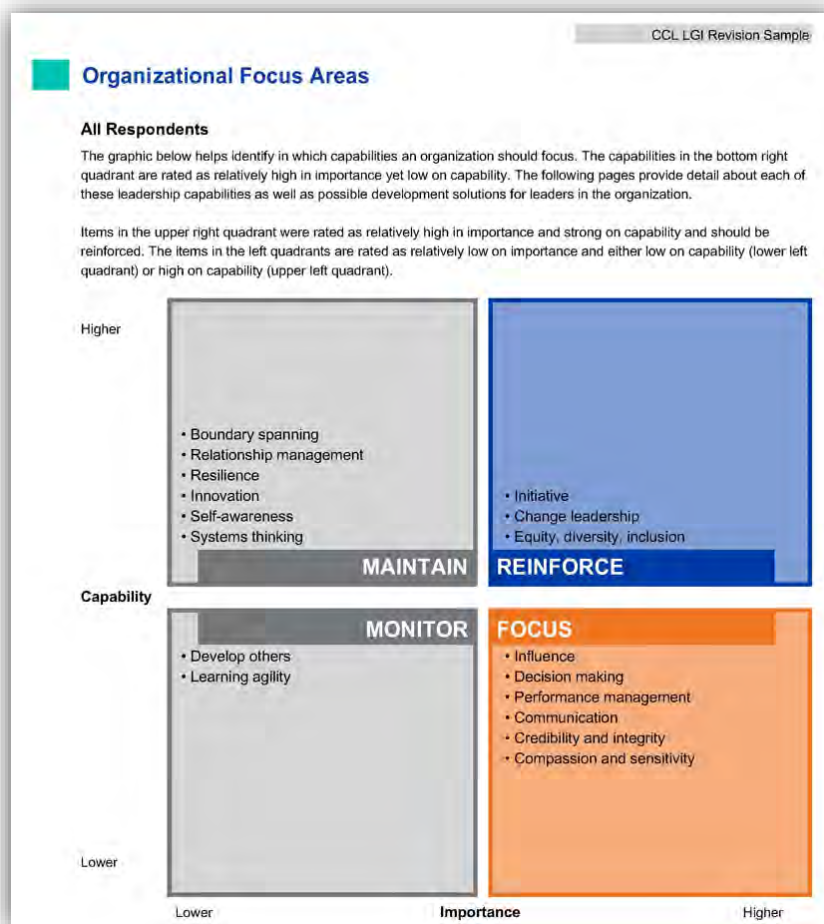


ORGANIZATIONAL FOCUS AREAS

The graphic below depicts the relationship between importance ranking and capability rating for each leadership capability. The critical area of focus is the bottom right quadrant – these are the capabilities that were rated as relatively high in importance by all respondents but rated comparatively low in demonstrative behaviors.

While the previous example and the following example will have related findings, the two will not be exact. In the Organizational Preparedness table, low, moderate, and high capability are based on the potential score of 100%. Scores between 1%-40% are considered low capability [indicated in orange]. Moderate capability scores are between 41%-70% (gray) and high scores are from 71%-100% [indicated in blue]. The following Organizational Focus Areas graph is based on the scores from this particular group. A capability that was low or moderate in the Organizational Preparedness table may appear as a high capability on the Organizational Focus Areas graph because it is higher relative to other capabilities of this group.

The results in this example suggest reinforcing the important capabilities that are demonstrated often (i.e., *Initiative, Change leadership, and Equity, diversity, inclusion*). If such capabilities are not reinforced, they may be demonstrated less in the future. The results also suggest focusing development efforts on important capabilities that have lower ratings (i.e., *Influence, Decision making, Performance management, Communication, Credibility and integrity, and Compassion and sensitivity*).



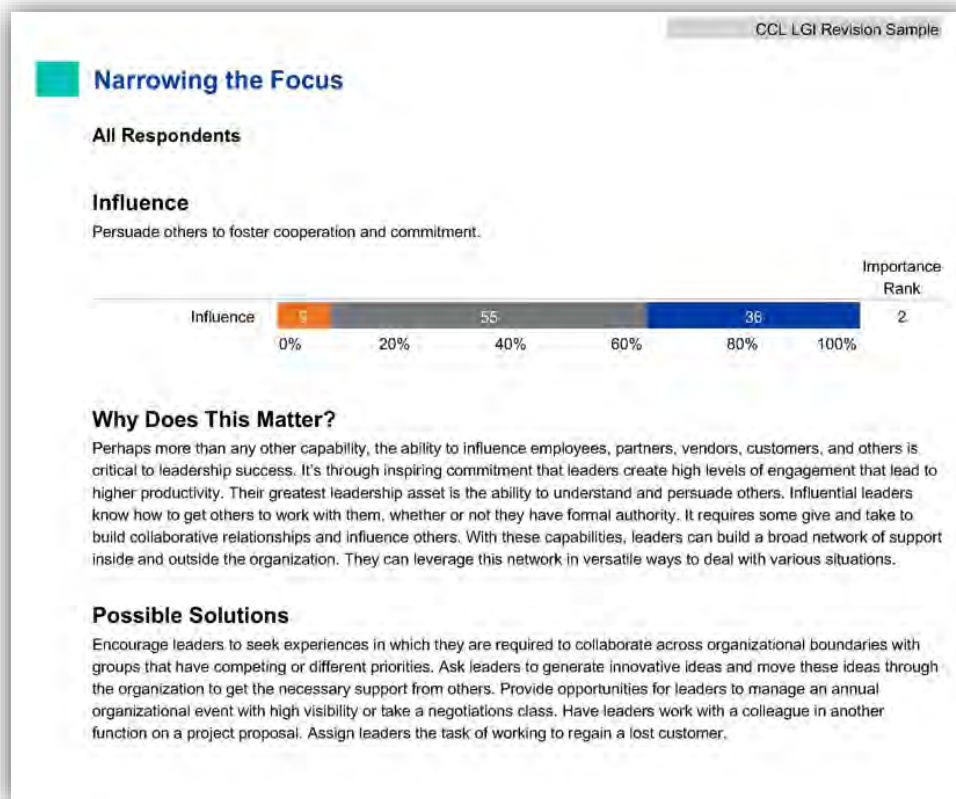
NARROWING THE FOCUS

In the report, the pages that follow provide details about each of the leadership capabilities in the Focus quadrant. In the example below, you can see the capability name *Influence*, the definition, and the importance rank (2). In addition, you can see the percentage of respondents who rated the capability as being demonstrated to a great or very great extent (36%) indicated as High Capability in blue, to a moderate extent (55%) indicated as Medium Capability in gray, and to a low extent (9%) indicated as Low Capability in orange.

The *Why Does This Matter?* section can be used to help leaders and stakeholders understand why the organization is focusing on this development area. The *Possible Solutions* section includes several development tips. Choose the tips that are most relevant for your organization and the leader level in which you are focusing.

Additional development exercises include:

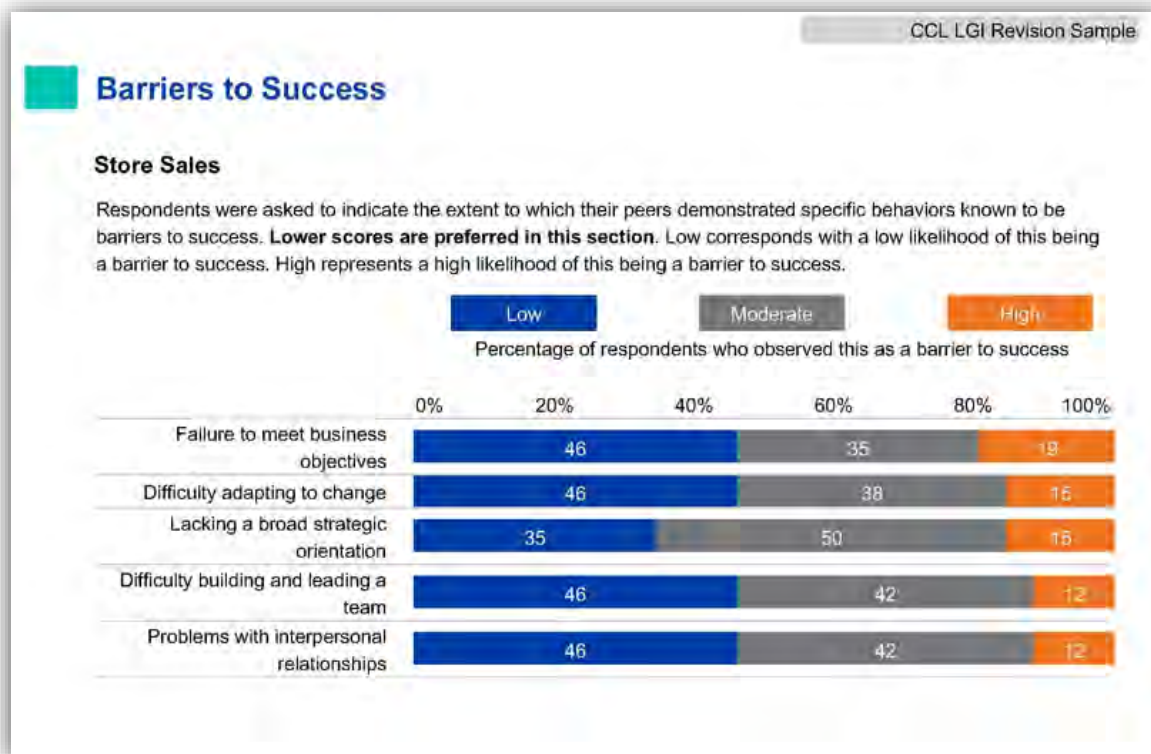
- Sharing a leadership capability definition with a group of leaders and having them brainstorm ways to enhance the capability.
- Asking your leader group to think about someone who is strong in the capability. Then, have the group describe what this person does or says. Document the ideas and send them out to group members after the session. Have the leaders create development goals for enhancing their own capability in this area.
- If one or more individuals are identified as strong in a certain capability, encourage them to mentor others within the organization.



BARRIERS TO SUCCESS

Respondents were asked to indicate the extent to which their peers demonstrate specific behaviors known to be barriers to success. The percentages below reflect the responses as low, moderate, or high, based on a 7-point scale. Barriers to success are sorted in descending order based on the percentage. **It is important to note that lower scores are preferred in this section.**

In the example below, the most prevalent barrier to success is *Failure to meet business objectives* with 19% of respondents rating it as a high likelihood of being a barrier to success among their peers. Look for patterns between barriers to success and low capability levels in the report.



DEVELOPMENT CULTURE

An organization’s culture for development can have a significant impact on the success and effectiveness of leadership development efforts. The following section highlights aspects of a culture that are related to development.

CCL LGI Revision Sample

Development Culture

Through more than 50 years of research and leadership development practice, the Center for Creative Leadership has found that experiences yield successful learning when three core elements are present: Assessment, Challenge, and Support. In addition, leader development can be enhanced when organizational members see it as a worthwhile activity that produces useful outcomes. The amount of value an organization places on learning and development is reflected in its development culture. The development culture is established and reinforced through the following:

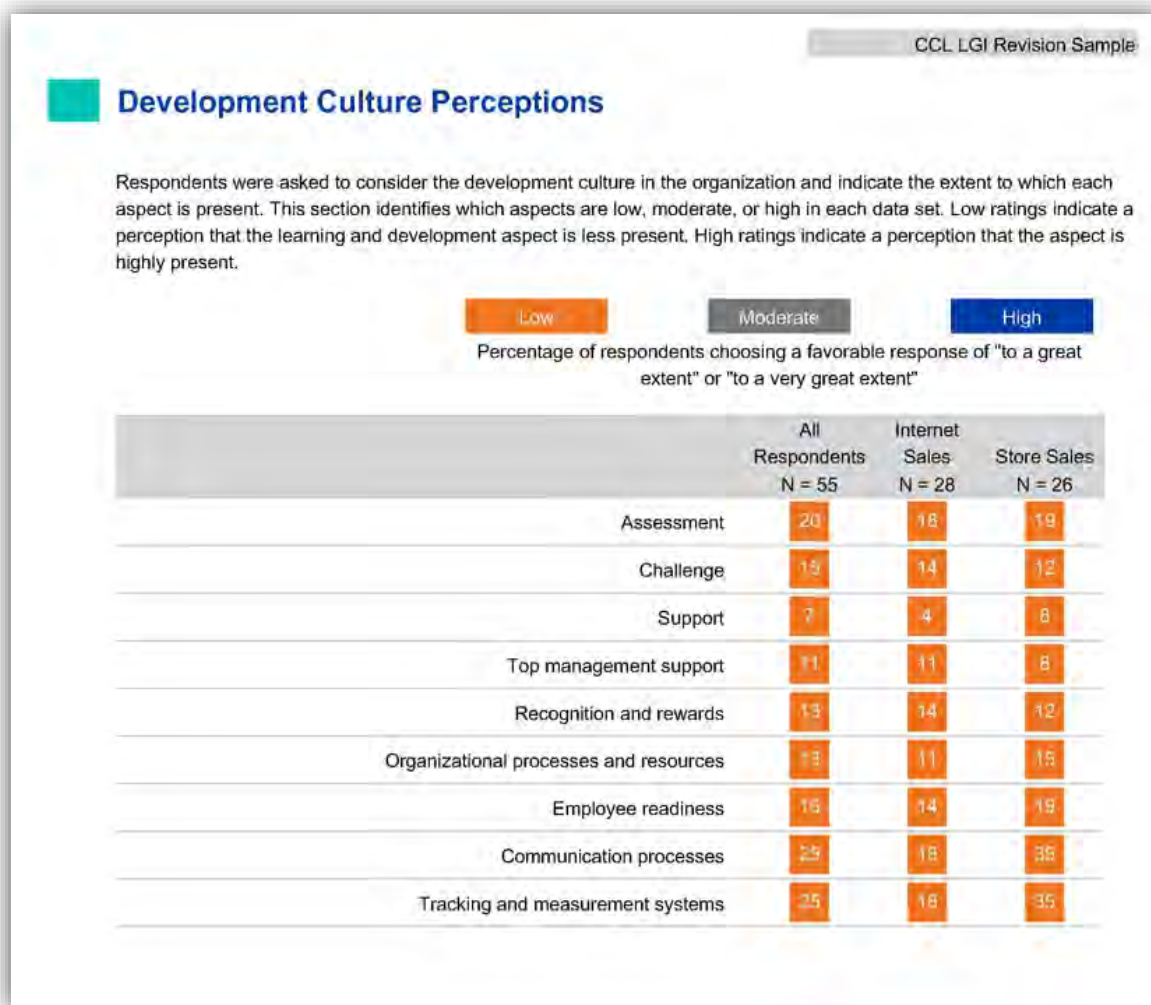
Assessment	Provides opportunities for individuals to understand their current strengths and development needs.
Challenge	Helps individuals develop new ways of thinking and acting to improve their performance.
Support	Supports individuals throughout their development.
Top management support	Has senior management that values and supports development.
Recognition and rewards	Considers development as a factor in recognition and reward systems.
Organizational processes and resources	Has formal processes and resources in place to support employee development.
Employee readiness	Provides employees with opportunities to gain the knowledge and skills needed to engage in development.
Communication processes	Regularly communicates that development is valued.
Tracking and measurement systems	Makes a concerted effort to track and measure development.

The graphic on the following page displays the percent of favorable responses to each of the aspects that support learning and development.

DEVELOPMENT CULTURE PERCEPTIONS

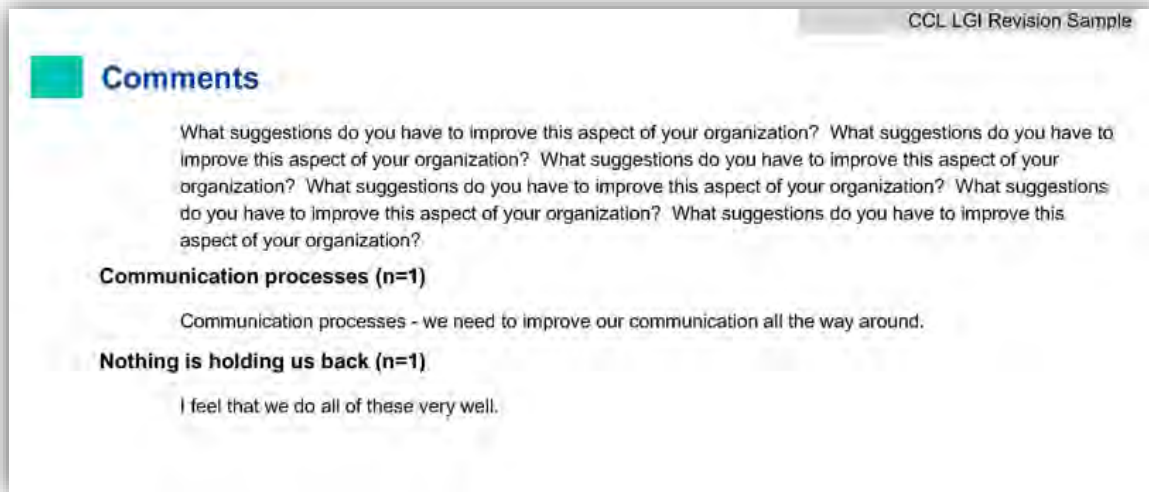
Respondents are asked to consider the development culture in the organization and indicate the extent to which each aspect is present. The number in each box below represents the percent of respondents that selected either “to a great extent” or “to a very great extent.” If a low percentage of respondents (below 46%) selected these two response options, the color is indicated as orange, 46%-90% is considered moderate and is gray and over 90% is considered high indicated in blue.

In the example below, only a low percentage of respondents indicated that the development factor was readily present in the organization. In a situation like this, consider which cultural elements will most likely support the leadership capabilities you hope to develop. Discuss with senior leaders how to enhance certain aspects of the culture to create an environment that not only supports but promotes development.



COMMENTS

Respondents are asked to select one Development Culture aspect that they feel is most holding the organization back from having a strong culture for development. They are then asked to provide suggestions for how that aspect could be improved. Responses to the prompt are displayed exactly as they are entered by each respondent. The *n* indicates the number of respondents that selected the Development Culture aspect.



CCL LGI Revision Sample

Comments

What suggestions do you have to improve this aspect of your organization? What suggestions do you have to improve this aspect of your organization? What suggestions do you have to improve this aspect of your organization? What suggestions do you have to improve this aspect of your organization? What suggestions do you have to improve this aspect of your organization?

Communication processes (n=1)

Communication processes - we need to improve our communication all the way around.

Nothing is holding us back (n=1)

I feel that we do all of these very well.

SUPPLEMENTAL DATA

If you opted to have specific data cuts, the results will be provided in this section.



CCL LGI Revision Sample

Supplemental Data

The following section of this report provides data based on specific data sets indicated by your organization.

ORGANIZATIONAL PREPAREDNESS

This section illustrates the difference in organizational preparedness and perceived levels of capability across data sets. In the below example, note that Internet Sales and Store Sales have different ratings for several capabilities. Both rate *Initiative* as moderate whereas *Boundary Spanning* is considered moderate in Store Sales and low in Internet Sales. Look across data sets to discover specific strengths and development needs. Also, if you can only choose a few capabilities to develop, consider those that are both important and low in capability across the organization.



ORGANIZATION NEEDS

This section illustrates the degree to which different capabilities are seen as important across data sets. In the example below, the 26 respondents in Store Sales perceive *Communication* to be a highly important leadership capability for success. This is contrasted with *Systems thinking* in which neither Internet Sales nor Store Sales perceive the capability to be very important.

When deciding on the capabilities to target in leadership development efforts, consider sample size, levels of importance, and levels of perceived capability. Typically, the more respondents who deem a capability important and indicate the lowest levels of capability, the more impact your leadership development efforts will likely have.



Appendix A: Administration Details and Best Practices

To order, re-order, or for more information on the Leadership Gap Indicator (LGI), email 360Suite@ccl.org.

The implementation of the LGI involves straightforward steps that take you from initiating the survey to delivering the report.

- Step 1** Begin by confirming with your information technology staff that all respondents meet the technical requirements. A copy of the Technical Requirements document is available on www.ccl.org/assessmentresources. This step helps prevent bounce-backs due to internal firewall issues.
- Step 2** Complete the order form, which includes identifying the capabilities for your survey, providing rater information, scheduling key dates, and confirming billing information.
- Step 3** Upon receipt of completed order form, CCL will set up your Leadership Gap Indicator survey. Please allow five business days for setup.
- Step 4** The client sponsor will notify the recipients of the purpose of the survey and let them know they should expect an email invitation from [Leadership <notify@datasltn.com>](mailto:Leadership_notify@datasltn.com).
- Step 5** Respondents access the system and complete the survey online. The system sends access to surveys and reminders via e-mail.
- Step 6** Client administrators view the status online of completed surveys and contact the CCL Administrator at 360Suite@ccl.org to score data.
- Step 7** You will be notified by email when your Leadership Gap Indicator report is ready.

SAMPLE SIZE

The LGI presents a snapshot of the leadership needs of the group from which the data were collected. The results of these data may not be generalizable beyond that group. For data to be generalizable, the sample size should be adequate and collected from a random sample of the population (e.g., the organization). For example, a report of data from 50 employees in marketing, therefore, may not generalize beyond that group unless they comprise a sizable and representative sample of the marketing group.

DETERMINING WHO TO INVITE TO COMPLETE THE SURVEY

Survey enough people to get a sense of the capabilities required for the data sets defined (depending on the intended outcome of the survey). This will look different depending on the size of the organization. Some examples:

- For Client One, the LGI was administered to all leaders/managers in the organization which only included 41 people. The data was cut by three leader levels.
- For Client Two, the LGI was administered to 400 frontline managers and 400 mid-level leaders because leadership capabilities were being targeted at both levels.

In general, the more people who respond from a given population, the more representative the data will be. For a high degree of accuracy, consider the following sample sizes:

<u>Population</u>	<u>Sample</u>
10	9
100	79
500	217
1000	277
5000	356
10,000	369

SETTING THE TIMELINE

Refer to the *Start Here* tab in the LGI New Survey Order Form for information on dates needed for survey administration. Consider the overall project timeline when setting the survey related dates. Two important things to note:

1. Once the completed New Survey Order Form is submitted to 360Suite@ccl.org, five business days are required to set up the survey before invitations can be sent to employees.
2. Employees are typically given two weeks to complete their surveys. You may want to leave surveys open longer if response rates are not as high as desired.

DEFINING DATA SETS FOR REPORTING (OPTIONAL)

The LGI allows for up to three client-defined data sets for reporting. Data set examples include geographic region, department, leader level, etc. Reporting by these data sets can help support the intended outcome of the survey. These data sets are defined prior to employee registration. Employees must be assigned into each data set on the *Invitation List* tab of the LGI New Survey Order form.

For example, ABC Organization wants to report LGI results by Region and Department to determine if there are any significant differences in the perceived capabilities between these sets of employees. To report using these data sets, the *Invitation List tab* would look something like this:

First Name	Last Name	Email Address (name@domain.ext format)		Data Set 1: Region	Data Set 2: Department
Melinda	Santos	msantos@abcorg.com	1	West	Finance
Reegan	Haney	rhane@abcorg.com	2	East	Technology
Devonte	Hester	dhester@abcorg.com	3	West	Technology
Amrish	Mehta	amehta@abcorg.com	4	East	Finance
Aniak	Svehla	asvehla@abcorg.com	5	East	Human Resources

The names for the data sets (Region and Department) are entered into the Data Set 1 and Data Set 2 column headings. Each respondent is assigned appropriately into each data set as shown above.

NOTE: We cannot collect or report any of the data below. **Please do not include** any of these demographics as data sets.

- Gender information
- Health data
- Sex life information
- Political opinions
- Genetic data
- Criminal convictions
- Race, ethnicity
- Country of origin
- Religion or philosophical beliefs
- Sexual orientation
- Trade union membership
- Biometric data
- Mental health information

COMPLETING THE LGI NEW SURVEY ORDER FORM

Please complete tabs 1-5 on the LGI New Survey Order Form. Follow the instructions on each tab. There are two tabs that need additional explanation:

Tab 4. Invitation List

If data sets are used, please enter the data set name in each column. Referencing the previous example, enter Region and Department in the Data Set columns. Enter the names and email addresses of the employees receiving the survey along with their data set subgroup (e.g., East and Finance).

First Name	Last Name	Email Address (name@domain.ext format)		Data Set 1: Region	Data Set 2: Department
Melinda	Santos	msantos@abcorg.com	1	West	Finance
Reegan	Haney	rhaney@abcorg.com	2	East	Technology
Devonte	Hester	dhester@abcorg.com	3	West	Technology
Amrish	Mehta	amehta@abcorg.com	4	East	Finance
Aniak	Svehla	asvehla@abcorg.com	5	East	Human Resources

Tab 5. Reports

The LGI includes 4 reports at no additional charge. One report includes only All Respondents (everyone who completed the survey). The three additional reports can include up to five subgroups from the data sets defined on the Invitation List tab. Referencing the previous example, the request for reports by Region and Department would look like the following:

Report 2 Definition - Included in Base Package		
	Enter up to 5 subgroups below	Enter report title below
x	West	ABC Organization by Region
	East	

Report 3 Definition – Included in Base Package		
	Enter up to 5 subgroups below	Enter report title below
x	Finance	ABC Organization by Department
	Technology	
	Human Resources	

The above illustration is an example of three reports at no additional charge (i.e., All Respondents, Region, and Department). If, for example, a Human Resources report by Region was needed, that would be a new report (the fourth report) and incur additional charges.

A minimum of five respondents is required to report scores in any subgroup within a data set. For example, five or more respondents from the East Region must respond to get feedback on the East Region.

It is easy to get excited about the data and want *many* reports. Stay focused on the intended outcome of the survey and start with the highest level of reports to support that outcome. Upon reviewing the initial reports, some interesting revelations may appear that make going deeper into the data necessary. For example, you may begin by looking at results by Department. Something about the Human Resources’ results may indicate that looking at Human Resources across all Regions is needed. However, because this assessment is just one piece of data, you may have relevant information from other sources. In addition, consider this survey a “discussion starter.” The process of helping stakeholders “make meaning” of the information and adding context to the results can oftentimes be more beneficial than more assessment data.

COMMUNICATING TO RESPONDENTS

Response rates are typically higher in organizations whose senior leadership communicates why employees are being asked to participate and how they can expect the results to be used. A Senior Leadership communication template located at www.ccl.org/assessmentresources can be edited for your organization’s context and distributed to those being invited to participate in the LGI survey.

SETTING UP THE SURVEY AND SCORING

Send the completed LGI New Survey Order Form to 360Suite@ccl.org five business days prior to the Send Employee Invitation date listed in the order form.

The invitation emails will be sent on the requested date. The contact designated in the order form will receive an email with access to monitor completion status. The LGI system sends reminder emails to non-respondents every seven days until the survey is closed. Contact 360Suite@ccl.org to extend the survey due date if necessary.

Notify 360Suite@ccl.org to request scoring. Five business days are required to generate reports. The contact designated in the order form will receive an email with access to the report(s).

Appendix B: Sample Emails

The Leadership Gap Indicator (LGI) is web-based. Once a client places an order for the LGI and provides CCL with the rater names and e-mail addresses, all communications with respondents are automatic and take place via e-mail from Leadership <notify@datasltn.com>. This appendix contains the e-mails seen by respondents and client administrators during their LGI use.

RESPONDENTS: INVITATION TO COMPLETE SURVEY

Subject

Leadership Gap Indicator Survey

Message Body

Dear *#respondent name#*:

Your organization has selected you to participate in a survey designed to identify current and future required leadership capabilities by using an assessment called the Leadership Gap Indicator™ (LGI).

The LGI is a team and organizational assessment designed to help organizations compare current leadership capabilities to organization needs. This survey helps identify current leadership capabilities and draw attention to leadership capability gaps that may exist. Organizations use this process to gain important information about priorities for leadership development.

The survey will take approximately 20 minutes to complete. You and your peers will be asked to give feedback about (1) leadership capabilities that are critical for effectiveness, (2) perceptions regarding the importance of those capabilities to organization success, and (3) the prevalence of factors that may inhibit leadership effectiveness.

You begin the survey process by accessing the website shown below. Please complete the survey by *#survey due date#*.

#survey url#

Your Confidential User ID: *#unique user id#*

Your Confidential Password: *#unique password#*

If you have questions regarding this feedback process, please contact *#contact you provided#*.

If you experience any difficulty accessing the survey, please contact your organization's help desk. Our experience is that most access problems are due to security measures within our clients' systems. For any other technical problems, please contact Technical Support by

sending an email to support@datasltn.com. We can be reached toll free by telephone within the United States at 877 477 1416. If you are calling from outside the United States, use +1 952 746 5747.

If you receive "Access Denied" or "Page Not Displayed" message when accessing the website, please contact our Technical Support. There are browser settings that may need to be adjusted on your computer so that you can fully access secured sites.

RESPONDENTS: REMINDER TO COMPLETE SURVEY

Subject

REMINDER: Leadership Gap Indicator Survey

Message Body

Dear *#respondent name#*:

This is a reminder that your Leadership Gap Indicator™ survey has not yet been received.

If you did complete the survey, please note that after responding to all the questions, you must select the "Submit" button to send your survey. If you log out without submitting the survey, your answers are saved but not received by the Center for Creative Leadership's data center. It will not be possible to change your responses once you have selected the "submit" button.

Please access the website to complete and submit your survey by *#survey due date#*.

#survey url#

Your Confidential User ID: *#unique user id#*

Your Confidential Password: *#unique password#*

If you have questions regarding this feedback process, please contact *#contact you provided#*.

If you experience any difficulty accessing the survey, please contact your organization's help desk. Our experience is that most access problems are due to security measures within our clients' systems. For any other technical problems, please contact Technical Support by sending an email to support@datasltn.com. We can be reached toll free by telephone within the United States at 877 477 1416. If you are calling from outside the United States, use +1 952 746 5747.

If you receive "Access Denied" or "Page Not Displayed" message when accessing the website, please contact our Technical Support. There are browser settings that may need to be adjusted on your computer so that you can fully access secured sites.

CLIENT ADMINISTRATOR: ACCESS TO MONITOR STATUS

Subject:

Your *#project name#* Administrative Access

Message Body:

Dear *#administrator name#*:

We have registered and sent the invitations to the managers in the *#Batch.BATCH_NAME#* batch. In conjunction, this email provides you with access to the project administration website so that you can review up-to-the-minute status of your managers during the assessment process. By regularly reviewing status, you can monitor a summary of completed surveys.

Please use the following website and login information to access the project administration website:

#administrator url#

Your Confidential User ID: *#unique user id#*

Your Confidential Password: *#unique password#*

HOW TO VIEW STATUS:

1. Click "Status Inquiry" from the Project Administration Menu.
2. From the resulting "Status Inquiry" page, click the "Search" button. The system will then display a summary of the completion status of the surveys for the group.

Note - both Search buttons on the "Status Inquiry" page perform the same function.

If you have any questions, please contact 360Suite@ccl.org

CLIENT ADMINISTRATOR: LOW RESPONSE RATE NOTIFICATION

Subject

Low Response for your Leadership Gap Indicator feedback process

Message Body

Dear Client Administrator:

The total number of people who have submitted the Leadership Gap Indicator is low despite reminders to complete the surveys.

To increase the number of responses, consider personally reminding your managers to submit their survey as soon as possible. Use a short message such as "This is a reminder about the Leadership Gap Indicator. If you have already completed the survey, thank you. If not, please complete and submit your responses as soon as possible. The deadline for completing the survey is *#survey due date#*. Thank you very much for your time and effort. Your feedback is important to us."

You can check the status of your raters' surveys by returning to the website and choosing the "Survey Status" link on the Main Menu page. You can also review your list of Raters by choosing the "Rater List" link. Due to our promise of anonymity, we cannot tell you specifically who has responded and who has not.

#administrator url#

Your Confidential User ID: *#unique user id#*

Your Confidential Password: *#unique password#*

If you experience any difficulty accessing the survey, please contact your organization's help desk. Our experience is that most access problems are due to security measures within our clients' systems. For any other technical problems, please contact Technical Support by sending an email to support@datasltn.com. We can be reached toll free by telephone within the United States at 877 477 1416. If you are calling from outside the United States, use +1 952 746 5747.

If you receive "Access Denied" or "Page Not Displayed" message when accessing the website, please contact our Technical Support. There are browser settings that may need to be adjusted on your computer so that you can fully access secured sites.

CLIENT ADMINISTRATOR: REPORT IS READY NOTIFICATION

Subject:

Your Leadership Gap Indicator Report

Message Body:

Client Administrator:

An electronic copy of the Leadership Gap Indicator report is available for you to access, using the website listed below. It will be available for 12 months.

#administrator url#

Your Confidential User ID: *#unique user id#*

Your Confidential Password: *#unique password#*

If you experience any difficulty accessing the survey, please contact your organization's help desk. Our experience is that most access problems are due to security measures within our clients' systems. For any other technical problems, please contact Technical Support by sending an email to support@datasltn.com. We can be reached toll free by telephone within the United States at 877 477 1416. If you are calling from outside the United States, use +1 952 746 5747.

If you receive "Access Denied" or "Page Not Displayed" message when accessing the website, please contact our Technical Support. There are browser settings that may need to be adjusted on your computer so that you can fully access secured sites.

Appendix C: Example Debrief

One of the best ways to share the results of the Leadership Gap Indicator (LGI) is by facilitating debrief sessions. Debrief sessions help inform stakeholders about the initiative, are a way to collect additional information and insights, and often enhance support for leadership development efforts. We recommend holding sessions with fewer than 20 participants to allow for engagement. Multiple debrief sessions are recommended to include all major stakeholders (e.g., senior leaders, survey respondents, Human Resources, etc.). The following is an example debrief agenda. This facilitated debrief takes approximately 90 minutes.

Example Debrief Agenda

~10 minutes

Set the context

- Explain why the Leadership Gap Indicator (LGI) was selected and why it was administered at this time.
- Define *gap analysis*. A gap analysis compares a current state with an ideal state. A *leadership gap* is a shortfall between the current and forecasted leadership needs of the organization.
- Describe who was selected to participate and why.
- If the capabilities were customized, explain the rationale for the capabilities selected.
- Distribute the report.

~75 minutes

Provide an overview of the report and results

Provide an overview of the report sections and describe the characteristics of the people who completed the survey. Then, discuss the report sections and ask probing questions about the results. Below are some example questions.

- Which of the findings were surprising to you?
- What stands out in the results?
- As a group, what are our leaders' strengths?
- What are the benefits and costs associated with the top strengths?
- As a group, what do leaders need to improve?
- What are the implications of the top development needs?
- What strengths do our leaders have that might become weaknesses? What are the implications of this?
- How do barriers to success affect productivity, group performance, and morale?
- If these weaknesses were strengths, how might things be different?
- What do you make of the Development Culture aspects and some of the suggestions?

As you discuss the report, look for ways to connect it with events, historical perspectives, culture, values, talent management practices, and strategic perspectives in your organization.

- Identify themes and patterns you see in the data.
- For capabilities that really stand out, ask leaders to describe specific behaviors that reflect effectiveness in your organization.
- Inquire why different groups (e.g., mid-level leaders or senior executives) might have different perspectives about the most critical leadership needs.
- Ask if there are capabilities identified as important but are not currently strengths that their organization's leaders are exhibiting. If so, ask what factors may have influenced these results.

~5 minutes

Conclusion and Next Steps

Thank participants for their time and engagement and share next steps. Example next steps are as follows:

- We will be having similar debriefs like this with other leader groups
- We will be working on a leadership capability model
- We will be starting development efforts with XXX group focusing on XXX capability
- Please reach out to us if you have any questions or additional suggestions for leadership development

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