

Level Six Leadership

Leading High Performance Organizations

Research Abstract

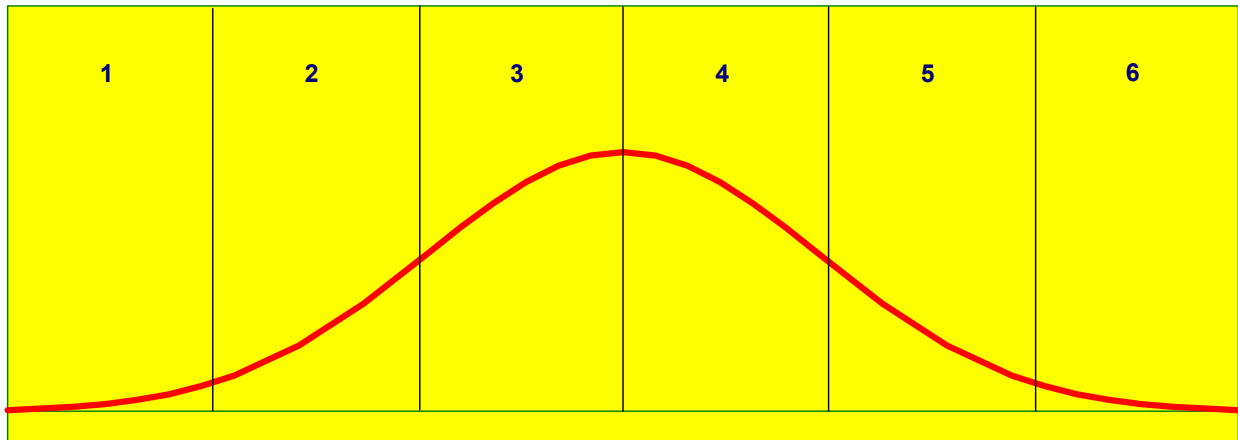
Two phases of research developed the applications and the metric that measures Level Six Leadership (L6L). The first phase focused on identifying the underlying constructs and developing a valid and reliable instrument. The second phase focused upon developing practical performance and leadership applications that improved individual and organizational performance as a social operating system.

Phase I- An initial instrument was developed and then administered to college Division I track & field athletes (N=100) across the nation conducted at the University of Kansas. Three primary results were found. First, High L6L athletes scored significantly differently than Low L6L athletes at a .001 level of significance. This finding proved empirically that the concept of Level Six Leadership exists; it's just not an idea, it's a proven concept. Validity of the instrument was found to be .93 and reliability was found to be .88 (minimal acceptance scores for both validity and reliability are .70). The instrument that measures Level Six Leadership is extremely valid and reliable.

Second, demographic variables including race, gender, age, recruited status (financial rewards), event and socioeconomic status showed no significant influence on Level Six Leadership scores. The demographic variables indicate that Level Six Leadership is not inherited, but rather is an acquired skill set, no matter where a person comes from, what gender they are, what race they are and what they are tasked to do.

Third, a factor analysis was conducted due to the complexity of the original construct. Thirteen original sub-scales were devised and a factor analysis was conducted in order to carry out a multiple regression. A factor analysis revealed that one factor accounted for close to 40% of the variance with no other sub-scales proven as a significant factor. A multiple regression to identify the most important factors of Level Six Leadership was therefore not necessary. What originally was believed to be factorially complex was actually proven to be simple. Level Six Leadership is a stand-alone concept that measures how effectively people act, behave and operate in a social system.

Six standard deviations were found identifying L6L as a developmental concept. All data created a bell shaped curve showing a normal distribution. Levels 1-4 comprise 84% of the population where people have developed habits that limit their effectiveness. People scoring in Level 5 (14%) have developed skills that eliminate the psychological variable in a social operating system. People who score in Level 6 (2%) have developed habits that enable them to use their thoughts and emotions as tools for maximum success. According to the research findings, thoughts and emotions limit performance for most people. The second research phase concentrated on developing tools and strategies to facilitate the Level Six Leadership of individuals and groups through performance and leadership applications.



Phase II- Research continued at the United States Air Force Academy and focused on developing applications to develop Level Six Leadership. Five groups were assessed and evaluated. Pre-tests were administered, then applications were provided and followed with a post-test after a Level Six Leadership Educational Program was completed. The first group was INDIVIDUALS. Subjects were given performance applications individually, and they improved their Level Six Leadership scores by an average of 2.3 levels. The second group was TEAMS. Performance applications were provided in a group setting (seminars and workshops) and teams improved their Level Six Leadership scores by an average of 1.3 levels. The third group, COACHES, was provided with leadership applications and a 1.1 improvement in Level Six Leadership scores resulted. The fourth group, TEAMS & COACHES, where performance applications were provided to the team and leadership applications were given to coaches resulted in 1.8 level improvement in Level Six Leadership. The fifth group, a CONTROL group, coaches and teams received no performance or leadership applications. A decrease in Level Six Leadership of .72 levels resulted. The first four groups indicated a strong correlation between Level Six Leadership development and performance improvement. The CONTROL group showed no correlation between L6L development and performance improvement.

Three primary findings from Phase II were found. First, Level Six Leadership is developed through an experiential educational model. The second finding shows that a strong positive relationship exists between Level Six Leadership development and performance improvement. The third finding indicates that the learning process was accelerated through Level Six Leadership development. Level Six Leadership was proven to be a force multiplier in additional educational endeavors. Simply put, developing Level Six Leadership enabled groups to move from Point A to Point B faster.

If you're interested in learning more about Level Six Leadership research, please contact us for a copy of the white paper.