Who We Are and How We Lead:

An Overview of Empirical Data Exploring Leadership Differences by Gender, Age, and Country

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There are many ways to think about diversity.

Most commonly we think about diversity through the lens of demographic difference such as gender, age, race, and ethnicity. More recently we have become interested in exploring diversity in even more complex ways such as thinking styles, work preferences and communication patterns. Through all of this, what has begun to emerge is the need to develop leaders to better understand the myriad of attributes (both visible and non-visible) that make up the rich notion of diversity. Further, we are evolving to help leaders navigate through both the complications and the advantages of diversity in order to bring about work environments that are respectful, creative, and productive. An important competency for leaders to develop to bring this about is the competency of inclusivity.

We hope you found our CPC talk on Diversity and Inclusion helpful in providing research insights about supporting leaders in this important work. During our presentation, we mentioned several studies that we continue to build on to support better understanding of leadership diversity through the lens of some important demographics. In the following pages you will find the data and analysis on three leadership studies: Age and Leadership; Gender and Leadership; and Country Differences in Leadership.

Thank you,

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We welcome your comments and questions regarding this research. You can reach us at research@mrg.com.

About the Research Method: the LEA 360™

The LEA 360™ consists of self and observer questionnaires used to provide 360 feedback on leadership behaviors and competencies to individual leaders.

The LEA self questionnaire is completed by the leader. It assesses self-perceptions of the leadership behaviors that the leader emphasizes (e.g., taking innovative approaches, delegating, providing feedback, demonstrating deference to authority).

The LEA observer questionnaire is completed by a leader's boss, peers and direct reports. It assesses observer perceptions of the leadership behaviors exhibited by the leader.

Designed for Reliable Results

The LEA employs a combined normative and semi-ipsative approach that capitalizes on the advantages of both methodologies. A normative scale allows for comparisons between individuals, while the ipsative approach allows for comparison of the individual to him or herself. This design also minimizes the disadvantages associated with each methodology. It reduces rater bias, limits attempts at impression management and social desirability distortion, and helps to maximize the reliability and validity of rater responses.

In addition to measuring observer perceptions of leadership behaviors, the LEA observer questionnaire includes 30 leadership competency items scored on an anchored rating scale (e.g., insight into people, future potential, conflict management, ability to develop people). Four of the competency items are research questions which are updated regularly to provide leaders with additional feedback and to explore new topics in leadership.

The LEA's 22 Leadership Behaviors
Grouped under 6 Core Leadership Functions

Creating a Vision	Developing Followership	Implementing the Vision	Following Through	Achieving Results	Team Playing
Conservative	Persuasive	Structuring	Control	Management	Cooperation
Innovative	Outgoing	Tactical	Feedback	Focus	Consensual
Technical	Excitement	Communication		Dominant	Authority
Self	Restraint	Delegation		Production	Empathy
Strategic					

Section 1:
Leadership and Age

Questions addressed in this study:

- Do we emphasize different leadership behaviors as we get older? Do younger (ages 25-40) and older (ages 45-60) leaders differ in the leadership behaviors they exhibit?

- Do the leadership competencies we demonstrate change with age?

- What is the relationship between age, leadership effectiveness and other leadership competencies?

This study involved a sample of 1,934 participants (967 ages 25-40 and 967 ages 45-60). To explore age differences in leaders from different organizations, we compared older and younger leaders on 22 leadership behaviors and 26 leadership competencies. Older and younger leaders were matched for management level, job function and gender so that any differences that emerged in the age group comparison could be attributed to age and not to other factors. It was particularly important to match participants for management level, as this is a factor that often correlates with age.

All assessments were completed within the last three years (2015-2017) by participants located in the United States. Participants and their observers completed the Leadership Effectiveness Analysis (LEA 360™). The LEA 360™ measures the relative emphasis that leaders place on 22 leadership behaviors. The behaviors are scored by leaders and their observers: bosses, peers and direct reports. Observer questionnaires also ask that leaders be rated on 26 leadership competencies.

When compared to older leaders, younger leaders gave themselves higher scores on the amount of feedback they provide. Observer perceptions, however, suggest the opposite pattern.

Age and Leadership Behaviors

Leaders and their observers identified several age differences in leadership behaviors (Table 1). Younger leaders and their observers agree that they are more achievement oriented and focused on producing results than older leaders. Younger leaders and their observers also agree that they exhibit more hands-on, tactical behaviors that lead to immediate results while also being in control during the execution of a plan. Older leaders are more likely to delegate tasks than younger leaders, as reflected in both self and observer scores. They are also more likely to use high levels of expertise when approaching problems according to their self, boss and peer perceptions.

There were some areas where self-scores contradicted observer perceptions. When compared to older leaders, younger leaders gave themselves higher scores on the amount of feedback they provide. Observer perceptions, however, suggest the opposite pattern, with more feedback coming from older leaders. Conversely, older leaders score themselves higher on innovation than younger leaders do, yet the two observer groups that differentiate between age groups perceive more innovation in the younger than older leaders.

There were no age differences in self-perceptions of clarity of communication, use of conservative approaches to problem solving and expressed empathy. However, younger leaders were rated by observers as more precise communicators than older leaders. Older leaders were rated by observers as more conservative and empathetic.

Key: ■ Older > Younger   ■ Younger > Older

Leadership Behavior	Rater Group			
	Self	Boss	Peers	Direct Reports
Creating a Vision				
Conservative		Older	Older	Older
Innovative	Older	Younger	Younger	
Technical	Older	Older	Older	
Self				
Strategic		Younger		Younger
Developing Followership				
Persuasive				Older
Outgoing	Younger			
Excitement	Younger	Younger		
Restraint				
Implementing the Vision				
Structuring	Younger			Younger
Tactical	Younger		Younger	Younger
Communication		Younger	Younger	Younger
Delegation	Older	Older	Older	Older
Following Through				
Control	Younger	Younger	Younger	Younger
Feedback	Younger	Older	Older	Older
Achieving Results				
Management Focus		Younger	Younger	
Dominant	Younger			
Production	Younger	Younger	Younger	Younger
Team Playing				
Cooperation				
Consensual				
Authority	Older			
Empathy		Older	Older	Older

Table 1. Age differences in leadership behaviors according to self and observer perceptions.

Age and Leadership Competencies

Observers rated participants on 26 leadership competencies (Table 2). Younger leaders were more likely to receive higher competency ratings in more areas than older leaders. Some of these competencies appear to confirm age related social expectations. For example, younger leaders were seen as having greater future potential than older leaders, a likely finding if one assumes that younger leaders have more time to develop the skills needed to take on new roles and responsibilities. Older leaders are seen as demonstrating the capacity for ethical leadership. This finding dovetails quite well with research on human development demonstrating that with age come experience, perspective and the ability to reach solutions that yield higher satisfaction for all parties.

In a single question asking about the leader's overall effectiveness as a leader, there were no age differences in how leaders were perceived by observers. This suggests that regardless of the competencies that each age group brings to an organization, they have the potential to effectively execute their leadership role.

Key: 🟦 Older > Younger   🟩 Younger > Older

Leadership Competency	Rater Group		
	Boss	Peer	Direct Reports
Sensitivity to other people's feelings		🟦	
Understanding how to use org. resources			
Capacity to get people enthusiastic and involved	🟩		
Credibility with management	🟩	🟩	🟩
Credibility with peers and direct reports			
Willingness to listen			
Ability to see the big picture perspective			
Straightforward, open communicator		🟦	🟦
Capacity for effective thinking	🟩	🟩	🟩
Business aptitude		🟩	
Ability to build relationships with customers			
Ability to develop people			
Ability to get things done through people			
Overall effectiveness as a leader/manager			
Future Potential	🟩	🟩	🟩
Financial understanding	🟦	🟩	🟩
Capacity to contribute to team performance	🟩	🟩	🟩
Ability to work with diverse people			
Ability to make effective decisions			🟩
Ability to turn around difficult situations			
Insight into people			
Fast learner	🟩	🟩	🟩
Delivers results	🟩	🟩	🟩
Demonstrates ethical leadership	🟦	🟦	🟦
Takes initiative	🟩	🟩	
Conflict management			

Table 2. Age differences in competency ratings reported by each observer group.

Application of Research Insights

A diverse workforce is not only a reality in many organizations but an asset. Diverse groups have been shown over and over again to yield better results in terms of creativity, revenue and efficiency. Being open to many different forms of diversity will ensure that team members, regardless of background or personal history, feel included and accepted. The results of this study show that leaders of different ages bring different behaviors and competencies to an organization. Learning more about these differences helps us understand the natural tendencies leaders bring to their roles and where they might need to focus their developmental efforts.

> When coaching leaders in areas where there tend to be disagreements between self and observer perceptions, it is important to present accurate measures of observer perceptions. Increasing self-awareness is a necessary step to working toward behavior change.

Leaders from these two age groups can be more open to development in areas where self and observer perceptions are in agreement (e.g., delegation, control). The younger leader who recognizes that they do not delegate very much will be more accepting of coaching that aims to increase this behavior, than a leader who is less self-aware. When coaching leaders in areas where there tend to be disagreements between self and observer perceptions (e.g., older leaders and innovation, younger leaders and feedback), it is important to present accurate measures of observer perceptions. Increasing self-awareness is a necessary step to working toward behavior change.

There exist many different views on age-related changes regarding behaviors and competencies. Only those with broad empirical support should be accepted, whether they confirm or contradict long-held views. Research such as this will continue to shed light on this very relevant topic and has the potential to help leaders continue to grow in effectiveness regardless of age.

APPENDIX

Leadership and Age

Demographics

The 1,934 participants in the current study represented various industries. The two age groups were matched on management level, job function and gender to ensure that group differences were due to age and not other variables.

Industry

	Count	Percent
Education	265	13.70
Other	203	10.50
Accounting/Banking/Financial Services	166	8.58
Health Care/Medical Services	136	7.03
Wholesale/Retail Trade	121	6.26
Mining/Oil - Gas Production/Chemicals	102	5.27
Consulting Services	94	4.86
General Manufacturing	90	4.65
Insurance	89	4.60
Utilities	87	4.50
Food Products/Processing	82	4.24
Transportation	79	4.08
Contracting/Construct	75	3.88
Entertainment/Rec/Sports	44	2.28
Pharmaceutical/Medical Products	42	2.17
High Tech (computer related)	38	1.96
Business/Information Systems	36	1.86
Communications/Telecommunications	30	1.55
Aerospace	25	1.29
Biotechnology	12	0.62
Printing/Publishing/Advertising	11	0.57
Real Estate/Land Development	9	0.47
Hospitality/Travel/Tourism	8	0.41
Social Services	7	0.36
Research/Scientific Services	3	0.16
Farming/Fishing/Forestry	1	0.05
Law/Legal Services	1	0.05
Not reported	78	4.03
Total	**1,934**	**100.00**

Management Level

	Count	Percent
Board	3	0.16
Pres/CEO	26	1.34
Senior VP/General Manager/Director	304	15.72
VP/Divisional or Functional Head	296	15.31
Department/Unit Manager	757	39.14
Supervisor/Foreman	203	10.50
Professional/Technical	260	13.44
Other (Non-management)	85	4.40
Total	**1,934**	**100.00**

Job Function

	Count	Percent
Accounting/Finance	201	10.39
Administration/Operations	337	17.43
Customer Service	63	3.26
Data Processing/Systems	109	5.64
Distribution/Fulfillment	28	1.45
HR/Personnel	141	7.29
Manufacturing	71	3.67
Marketing/Sales	301	15.56
Technical/Eng/Research	222	11.48
Other	461	23.84
Total	**1,934**	**100.00**

Gender

	Count	Percent
Male	1,096	56.67
Female	838	43.33
Total	**1,934**	**100.00**

Effect Size

Behavior Differences: Comparing older and younger participants' median boss scores

Key: ■ Older higher   ■ Younger higher   ■ No difference (p > 0.05)

Behavior	
Conservative	(older higher)
Delegation	(older higher)
Technical	(older higher)
Feedback	(older higher)
Empathy	(older higher)
Production	(younger higher)
Innovative	(younger higher)
Control	(younger higher)
Excitement	(younger higher)
Management Focus	(younger higher)
Strategic	(younger higher)
Communication	(younger higher)
Cooperation	(no difference)
Dominant	(no difference)
Self	(no difference)
Consensual	(no difference)
Outgoing	(no difference)
Tactical	(no difference)
Authority	(no difference)
Restraint	(no difference)
Persuasive	(no difference)
Structuring	(no difference)

X-axis: 1.0   1.2   1.4   1.6

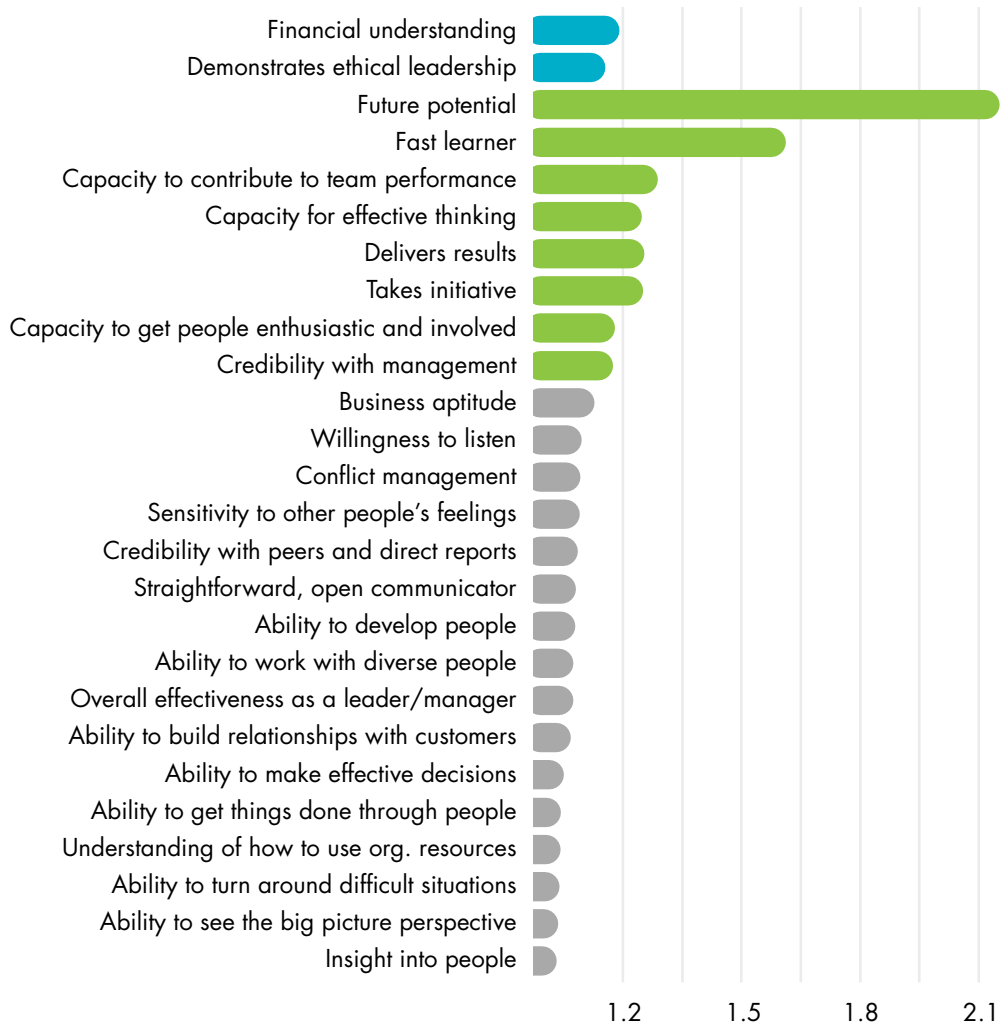Odds a member of one group scores higher than a member of the other group

Median boss scores of older and younger participants on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function and gender to ensure that any differences were due to age and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Competency Differences: Comparing older and younger participants' median boss ratings

Key: ■ Older higher ■ Younger higher ■ No difference (p > 0.05)

Financial understanding
Demonstrates ethical leadership
Future potential
Fast learner
Capacity to contribute to team performance
Capacity for effective thinking
Delivers results
Takes initiative
Capacity to get people enthusiastic and involved
Credibility with management
Business aptitude
Willingness to listen
Conflict management
Sensitivity to other people's feelings
Credibility with peers and direct reports
Straightforward, open communicator
Ability to develop people
Ability to work with diverse people
Overall effectiveness as a leader/manager
Ability to build relationships with customers
Ability to make effective decisions
Ability to get things done through people
Understanding of how to use org. resources
Ability to turn around difficult situations
Ability to see the big picture perspective
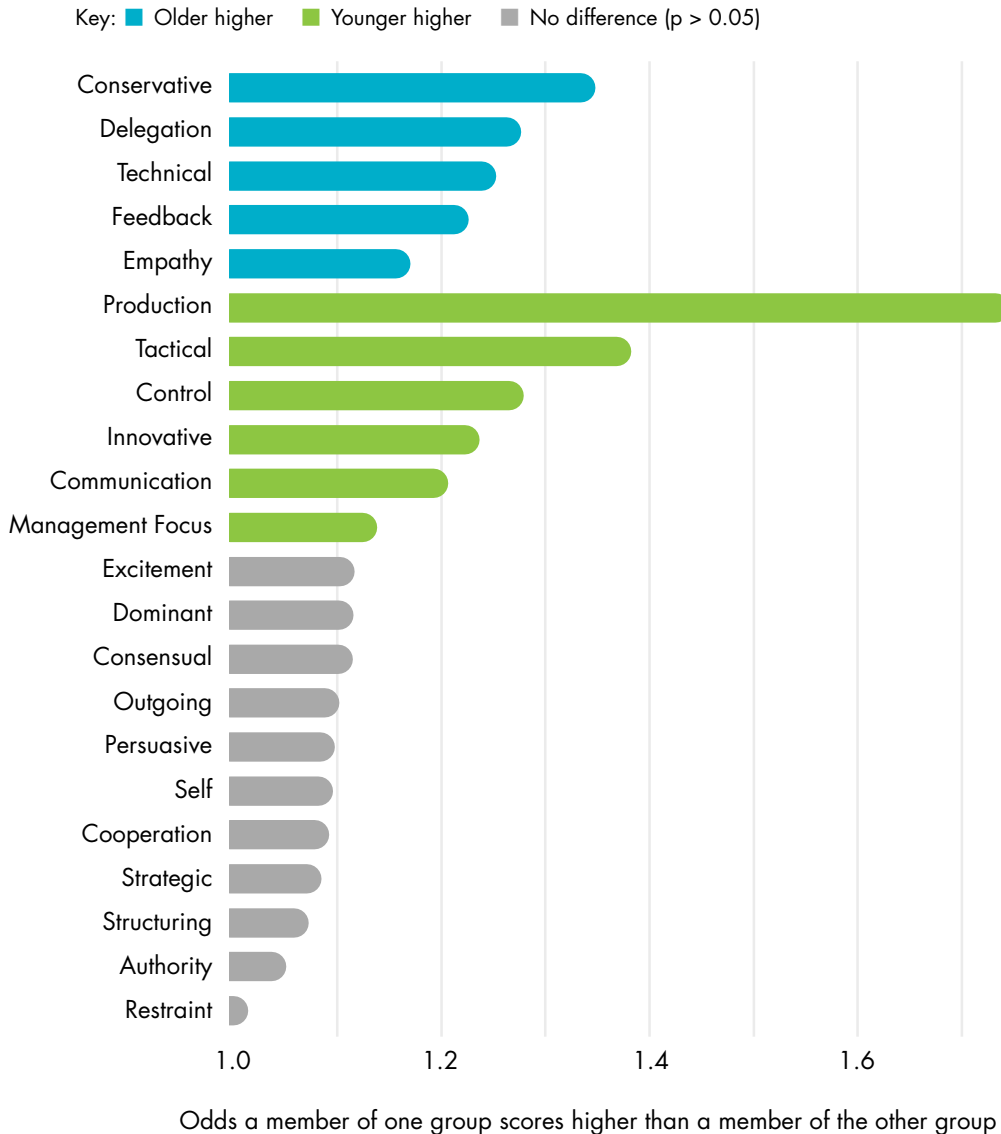Insight into people

1.2   1.5   1.8   2.1

Odds a member of one group scores higher than a member of the other group

Median boss ratings of older and younger participants on the 26 LEA 360™ leadership competencies were compared using Wilcoxon tests. The groups were matched on management level, job function and gender to ensure that any differences were due to age and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Leadership Behaviors: Comparison of older and younger participants' median peer scores

Key: ■ Older higher   ■ Younger higher   ■ No difference (p > 0.05)

Odds a member of one group scores higher than a member of the other group

Median peer scores of older and younger participants on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function and gender to ensure that any differences were due to age and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Competency Differences: Comparing older and younger participants' median peer ratings

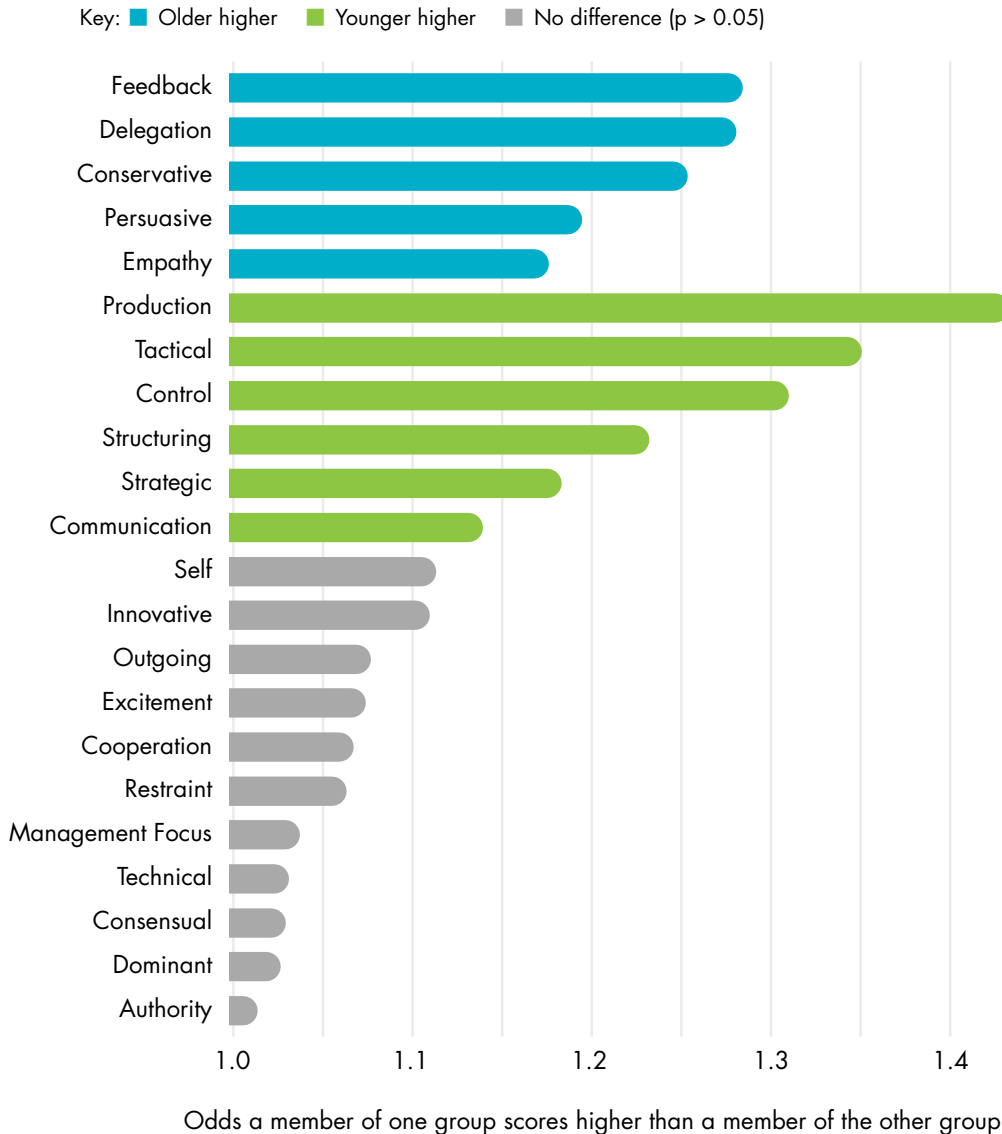Key: ■ Older higher   ■ Younger higher   ■ No difference (p > 0.05)

Competency	
Sensitivity to other people's feelings	
Straightforward, open communicator	
Insight into people	
Demonstrates ethical leadership	
Future potential	
Fast learner	
Takes initiative	
Delivers results	
Capacity for effective thinking	
Capacity to contribute to team performance	
Credibility with management	
Business aptitude	
Financial understanding	
Ability to make effective decisions	
Ability to turn around difficult situations	
Capacity to get people enthusiastic and involved	
Ability to build relationships with customers	
Credibility with peers and direct reports	
Ability to work with diverse people	
Understanding of how to use org. resources	
Overall effectiveness as a leader/manager	
Conflict management	
Willingness to listen	
Ability to see the big picture perspective	
Ability to get things done through people	
Ability to develop people	

1.2   1.5   1.8   2.1

Odds a member of one group scores higher than a member of the other group

Median peer ratings of older and younger participants on the 26 LEA 360™ leadership competencies were compared using Wilcoxon tests. The groups were matched on management level, job function and gender to ensure that any differences were due to age and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Leadership Behaviors: Comparing older and younger participants' median direct report scores

Key: ■ Older higher   ■ Younger higher   ■ No difference (p > 0.05)

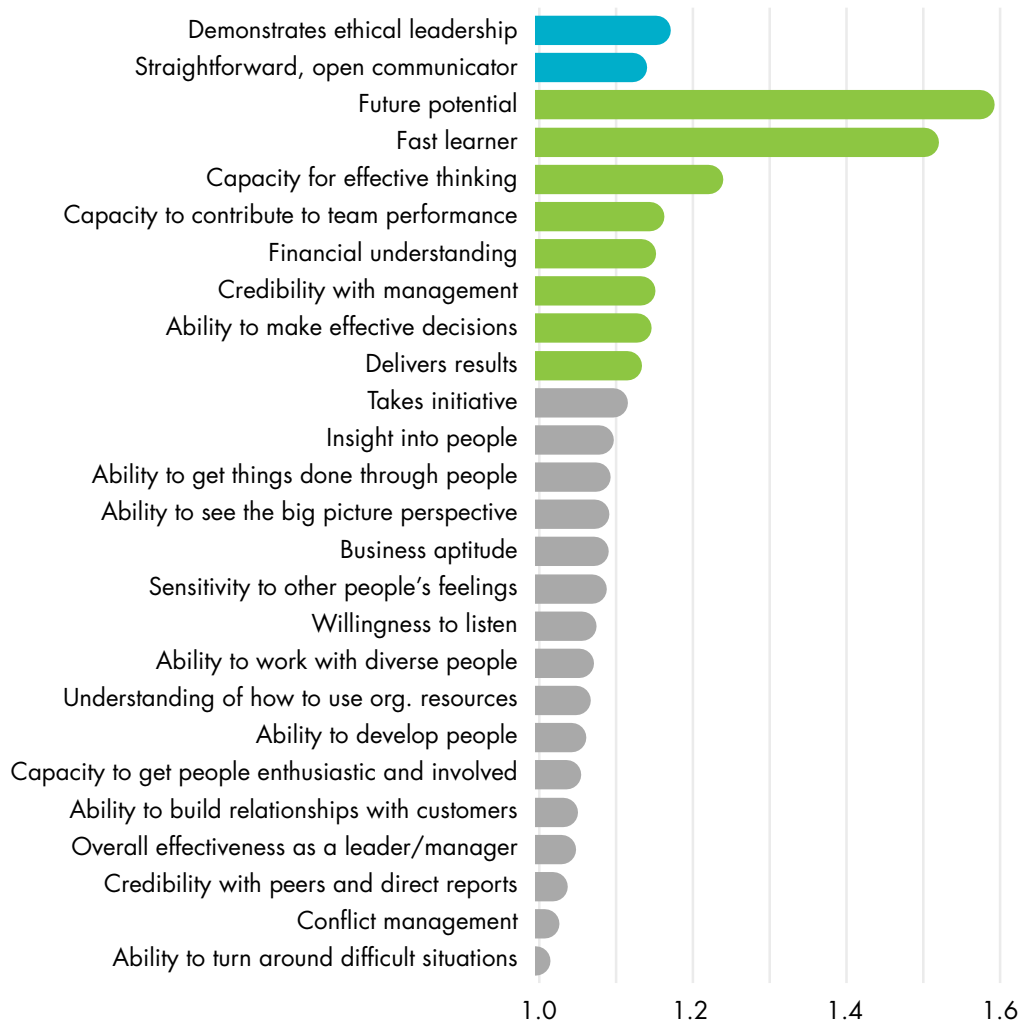Odds a member of one group scores higher than a member of the other group

Median direct report scores of older and younger participants on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function and gender to ensure that any differences were due to age and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Competency Differences: Comparing older and younger participants' median direct report ratings

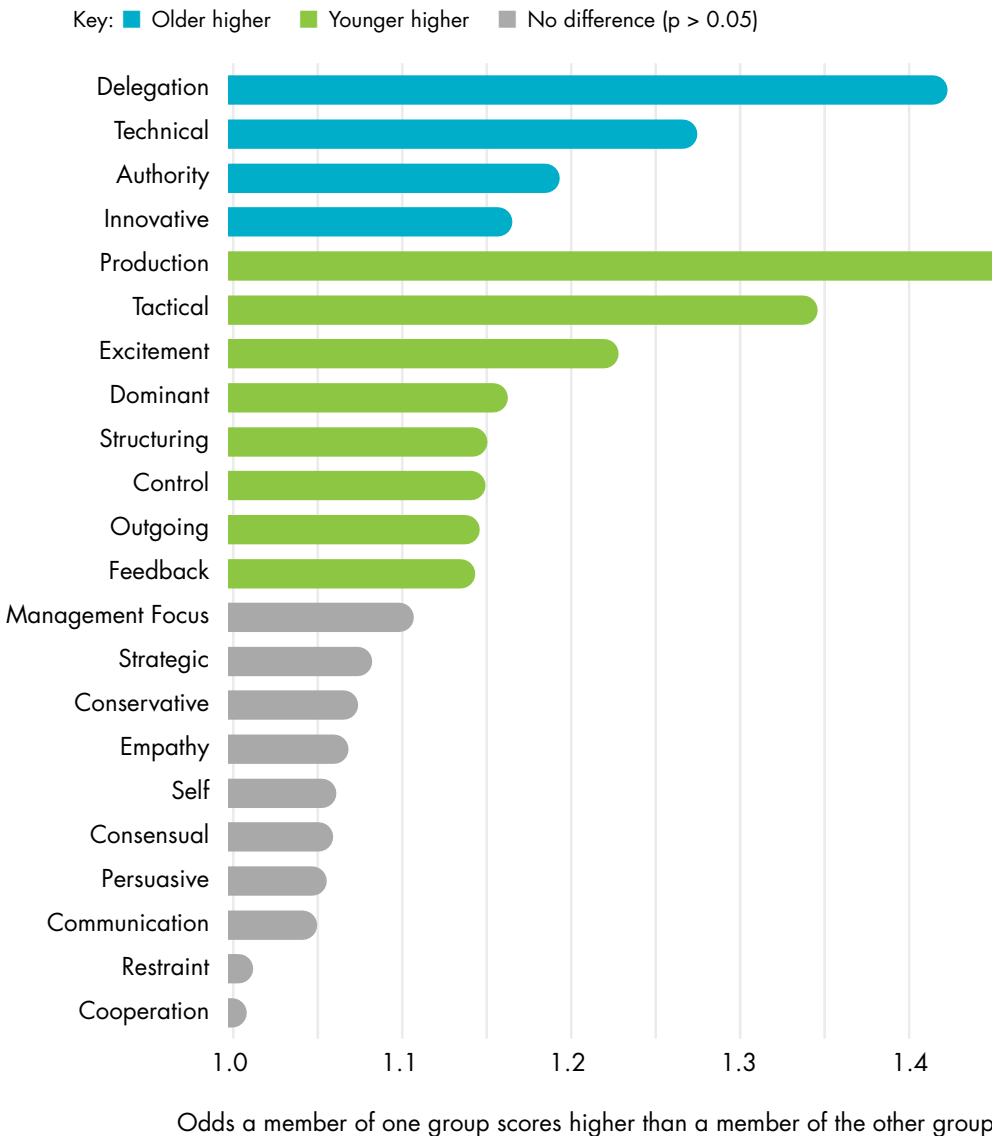Key: ■ Older higher   ■ Younger higher   ■ No difference (p > 0.05)

Demonstrates ethical leadership
Straightforward, open communicator
Future potential
Fast learner
Capacity for effective thinking
Capacity to contribute to team performance
Financial understanding
Credibility with management
Ability to make effective decisions
Delivers results
Takes initiative
Insight into people
Ability to get things done through people
Ability to see the big picture perspective
Business aptitude
Sensitivity to other people's feelings
Willingness to listen
Ability to work with diverse people
Understanding of how to use org. resources
Ability to develop people
Capacity to get people enthusiastic and involved
Ability to build relationships with customers
Overall effectiveness as a leader/manager
Credibility with peers and direct reports
Conflict management
Ability to turn around difficult situations

1.0   1.2   1.4   1.6

Odds a member of one group scores higher than a member of the other group

Median direct report ratings of older and younger participants on the 26 LEA 360™ leadership competencies were compared using Wilcoxon tests. The groups were matched on management level, job function and gender to ensure that any differences were due to age and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Behavior Differences: Comparing older and younger participants' median self-scores

Key: ■ Older higher   ■ Younger higher   ■ No difference (p > 0.05)

Behavior	
Delegation	
Technical	
Authority	
Innovative	
Production	
Tactical	
Excitement	
Dominant	
Structuring	
Control	
Outgoing	
Feedback	
Management Focus	
Strategic	
Conservative	
Empathy	
Self	
Consensual	
Persuasive	
Communication	
Restraint	
Cooperation	

1.0   1.1   1.2   1.3   1.4

Odds a member of one group scores higher than a member of the other group

Median self-scores of older and younger participants on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function and gender to ensure that any differences were due to age and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Section 2:
Leadership and Gender

Questions addressed in this study:

- What behaviors characterize men and women in leadership roles?

- What competencies do men and women bring to the work environment?

- Given that there are differences in the leadership behaviors exhibited by men and women, do we also see differences in how effective men and women are in their roles?

This study used a contemporary sample of 2,338 participants (1,169 females, 1,169 males) to explore gender differences in leadership behaviors, leadership effectiveness and future potential. Male and female leaders matched for management level, job function and generation, were compared on 22 common leadership behaviors and 26 leadership competencies. Matching the samples on these three variables helped to ensure that any differences that emerged between the groups were due to gender.

All leaders participated between 2015 and 2017, and were located in the United States. Participants and their observers completed the Leadership Effectiveness Analysis (LEA 360™). The LEA 360™ measures the relative emphasis that leaders place on 22 leadership behaviors. In addition to self-scores, observer scores were collected from bosses, peers and direct reports. Observer questionnaires also ask that leaders be rated on 26 leadership competencies.

Women scored themselves higher on being outgoing, cooperating with others, and showing deference to authority than men did. Yet observers did not perceive a gender difference.

Gender and Leadership Behaviors

Several gender differences were described by leaders and their observers (Table 1). There was a great deal of agreement between self and observer scores. Some notable exceptions were also evident. Women scored themselves higher on being outgoing, cooperating with others, and showing deference to authority than men did. Yet observers did not perceive a gender difference. Similarly, self-scores on feedback and delegation did not differ by gender. However, all three observer groups scored women higher on feedback and men higher on delegation.

Overall, men scored higher on behaviors related to evaluating problems and opportunities (e.g., strategic, innovative), persuading others and restraining emotional expression. Women scored higher on behaviors related to following through and ensuring that things happen as planned (i.e., feedback, control), achieving results and showing concern for others.

Key: 🟦 Male > Female 🟩 Female > Male

Leadership Practice	Rater Group			
	Self	Boss	Peers	Direct Reports
Creating a Vision				
Conservative			🟦	🟦
Innovative	🟦		🟦	🟦
Technical				
Self			🟦	
Strategic	🟦		🟦	🟦
Developing Followership				
Persuasive	🟦	🟦	🟦	🟦
Outgoing	🟩			
Excitement	🟩	🟩	🟩	🟩
Restraint	🟦	🟦	🟦	🟦
Implementing the Vision				
Structuring	🟩	🟩	🟩	
Tactical				
Communication		🟩	🟩	
Delegation		🟦	🟦	🟦
Following Through				
Control	🟩	🟩	🟩	🟩
Feedback		🟩	🟩	🟩
Achieving Results				
Management Focus				
Dominant				
Production	🟩	🟩	🟩	🟩
Team Playing				
Cooperation	🟩			
Consensual				
Authority	🟩			
Empathy	🟩	🟩	🟩	🟩

Table 1. Gender differences in leadership behaviors according to self and observer perceptions.

Gender and Leadership Competencies

In addition to leadership behaviors, observers rated participants on 26 leadership competencies (Table 2). Women were more likely to receive higher competency ratings in more areas than men. Men were rated higher on financial understanding and business aptitude by all observer groups.

It is clear that men and women express different behavioral tendencies when they assume leadership roles. Yet our own previous research has demonstrated that there is no one right way to lead and leaders who engage in different behavior patterns can be seen as successful. To clarify this point, we compared men and women's ratings on competency based on the single question of overall effectiveness as a leader/manager. Consistent with the idea that different leadership styles can be effective, male and female leaders did not differ in this single perception of effectiveness as a leader/manager regardless by the observer groups rating them.

Key: ■ Male > Female   ■ Female > Male

Leadership Competency	Rater Group		
	Boss	Peers	Direct Reports
Sensitivity to other people's feelings	■	■	■
Understanding how to use org. resources		■	■
Capacity to get people enthusiastic and involved	■	■	
Credibility with management			
Credibility with peers and direct reports			
Willingness to listen	■	■	■
Ability to see the big picture perspective			
Straightforward, open communicator	■	■	■
Capacity for effective thinking			
Business aptitude	■	■	■
Ability to build relationships with customers		■	
Ability to develop people	■	■	
Ability to get things done through people			
Overall effectiveness as a leader/manager			
Future Potential	■	■	
Financial understanding	■	■	■
Capacity to contribute to team performance	■	■	
Ability to work with diverse people	■	■	■
Ability to make effective decisions			
Ability to turn around difficult situations		■	■
Insight into people	■	■	■
Fast learner			
Delivers results	■	■	■
Demonstrates ethical leadership	■	■	
Takes initiative	■	■	■
Conflict management			

Table 2. Gender differences in competency ratings reported by each observer group.

Application of Research Insights

Gender differences in leadership highlight the value that both men and women bring to the leadership role. For leaders who are looking to develop a more balanced leadership style, this research suggests various areas of focus.

When coaching male leaders, it may be relevant to consider focusing on behaviors related to following through on a plan by monitoring progress and providing performance feedback to those involved. It may also be relevant to consider the benefits of developing their ability to set high expectations for their group while exhibiting concern for others.

Coaching female leaders?

It may be relevant to focus on behaviors that allow them to be more strategic and innovative when evaluating the problems and opportunities in their organization.

Coaching male leaders?

It may be relevant to consider focusing on behaviors related to following through on a plan by monitoring progress and providing performance feedback to those involved.

For female leaders, these findings suggest it may be relevant to focus on behaviors that allow them to be more strategic and innovative when evaluating the problems and opportunities in their organization. In addition, it may also be relevant to consider the benefits of strengthening their persuasion skills.

It is important to highlight that differences in leadership can be valuable to an organization. Diverse groups approach problems from different perspectives, use different problem solving styles and contribute different areas of knowledge, increasing the likelihood for success. Fortunately, as these results show, leaders with very different styles can also be seen as effective. However, when working with individual leaders who are trying to excel in different areas or contexts, it is important to consider which areas might require more emphasis. While a good starting point is to consider areas where leaders of different genders tend to differ in their behavior, this research only demonstrates patterns across a large group and cannot replace the use of assessments to gain accurate insights on individual leaders and leadership teams.

APPENDIX
Leadership and Gender

Demographics

The 2,338 participants in the current study represented various industries. The two gender groups were matched on management level, job function and generation to ensure that group differences were due to gender and not other variables.

Industry

	Count	Percent
Education	333	14.24
Other	261	11.16
Accounting/Banking/Financial Services	225	9.62
Health Care/Medical Services	218	9.32
Wholesale/Retail Trade	162	6.93
Consulting Services	140	5.99
Food Products/Processing	110	4.70
Insurance	102	4.36
Utilities	97	4.15
General Manufacturing	92	3.93
Contracting/Construct	88	3.76
Mining/Oil-Gas Production/Chemicals	81	3.46
Transportation	62	2.65
Entertainment/Rec/Sports	53	2.27
Pharmaceutical/Medical Products	42	1.80
Business/Information Systems	38	1.63
High Tech (computer related)	36	1.54
Communications/Telecommunications	27	1.15
Aerospace	15	0.64
Social Services	13	0.56
Printing/Publishing/Advertising	12	0.51
Biotechnology	12	0.51
Hospitality/Travel/Tourism	9	0.38
Real Estate/Land Development	9	0.38
Research/Scientific Services	3	0.13
Farming/Fishing/Forestry	1	0.04
Law/Legal Services	1	0.04
Not reported	96	4.11
Total	**2,338**	**100.00**

Management Level

	Count	Percent
Board	4	0.17
Pres/CEO	62	2.65
Senior VP/General Manager/Director	513	21.94
VP/Divisional or Functional Head	433	18.52
Department/Unit Manager	742	31.74
Supervisor/Foreman	206	8.81
Professional/Technical	270	11.55
Other (Non-management)	108	4.62
Total	**2,338**	**100.00**

Job Function

	Count	Percent
Accounting/Finance	275	11.76
Administration/Operations	465	19.89
Customer Service	84	3.59
Data Processing/Systems	163	6.97
Distribution/Fulfillment	11	0.47
HR/Personnel	185	7.91
Manufacturing	25	1.07
Marketing/Sales	248	10.61
Technical/Eng/Research	100	4.28
Other	782	33.45
Total	**2,338**	**100.00**

Generations

	Count	Percent
Baby Boomers	623	26.65
GenX	1,320	56.46
GenY	395	16.89
Total	**2,338**	**100.00**

Effect Size

Behavior Differences: Comparing male and female participants' median boss scores

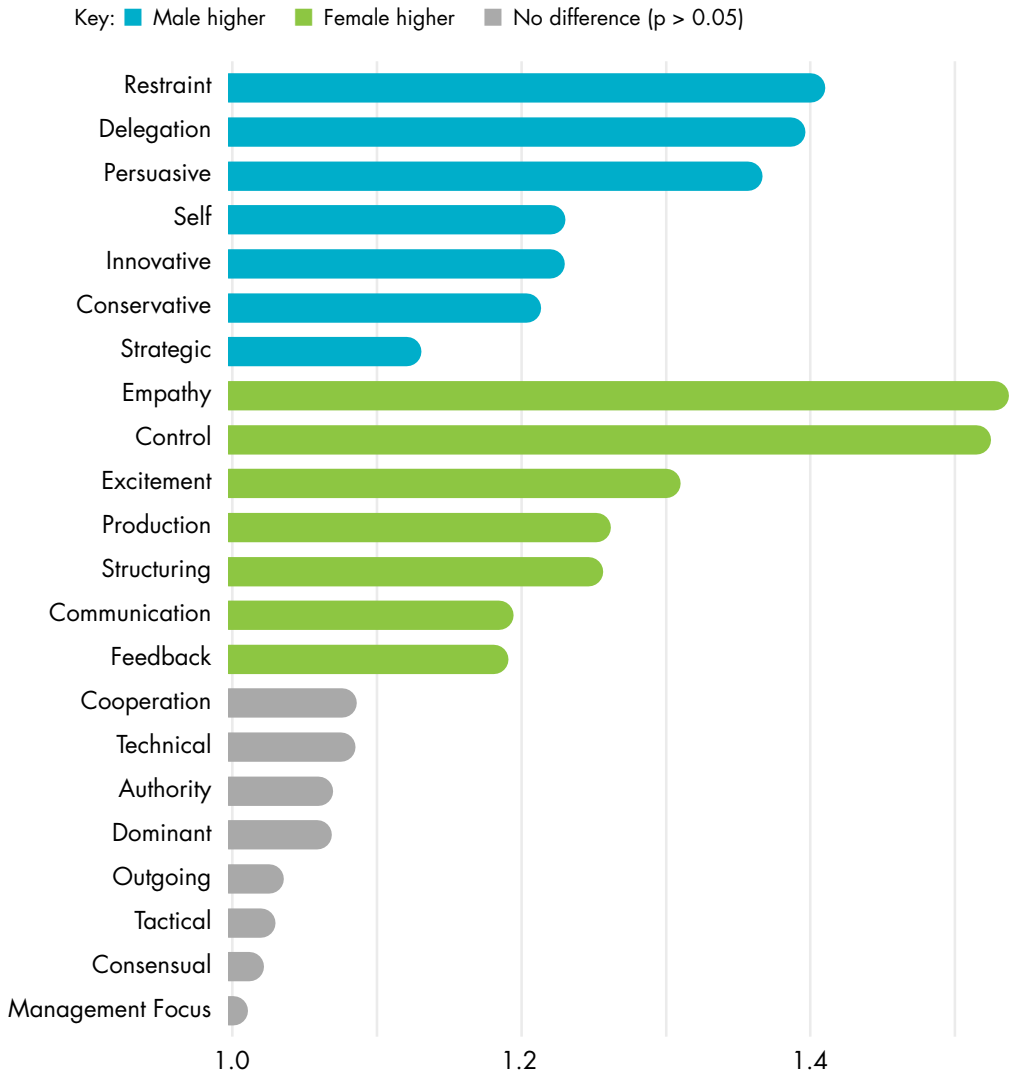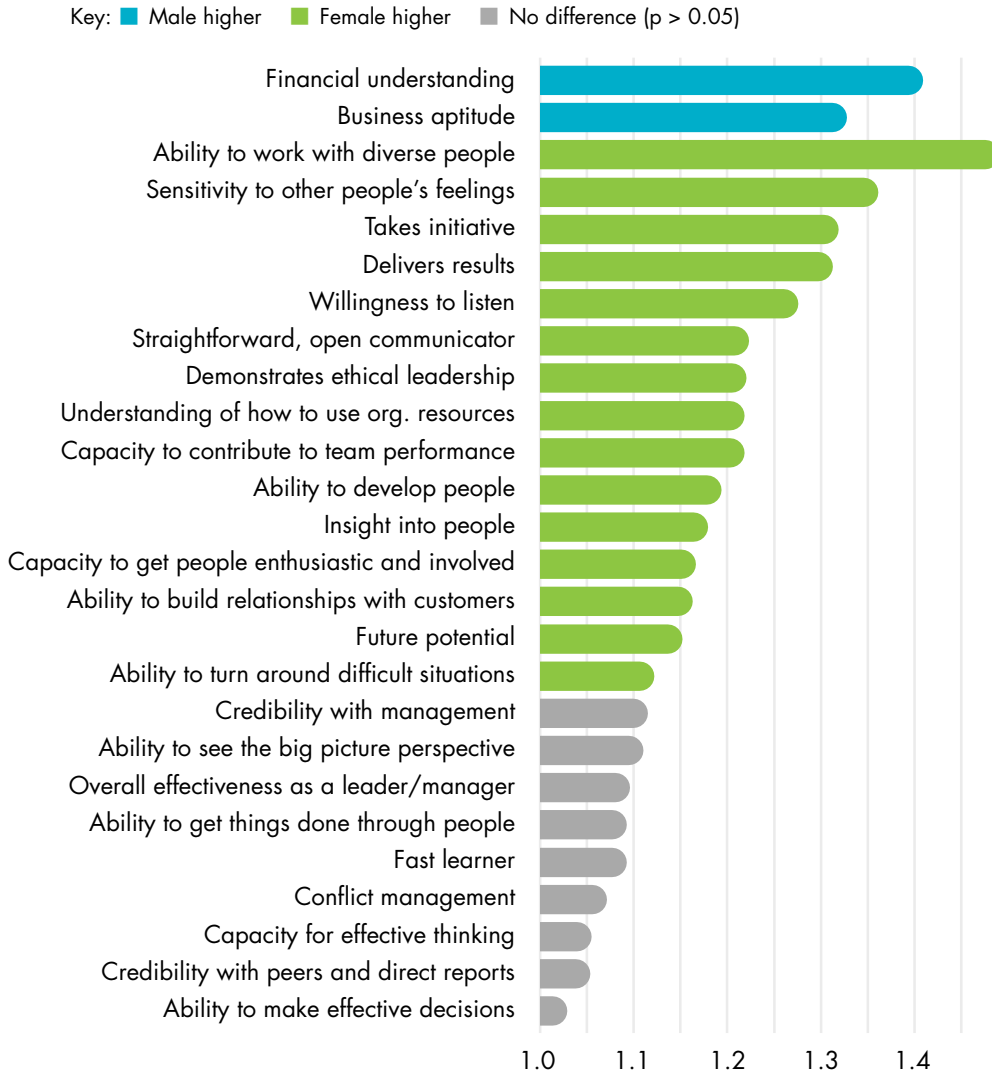Key: ■ Male higher   ■ Female higher   ■ No difference (p > 0.05)

Odds a member of one group scores higher than a member of the other group

Median boss scores of male and female participants on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function and generation to ensure that any differences were due to gender and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Competency Differences: Comparing male and female participants' median boss ratings

Key: ■ Male higher   ■ Female higher   ■ No difference (p > 0.05)
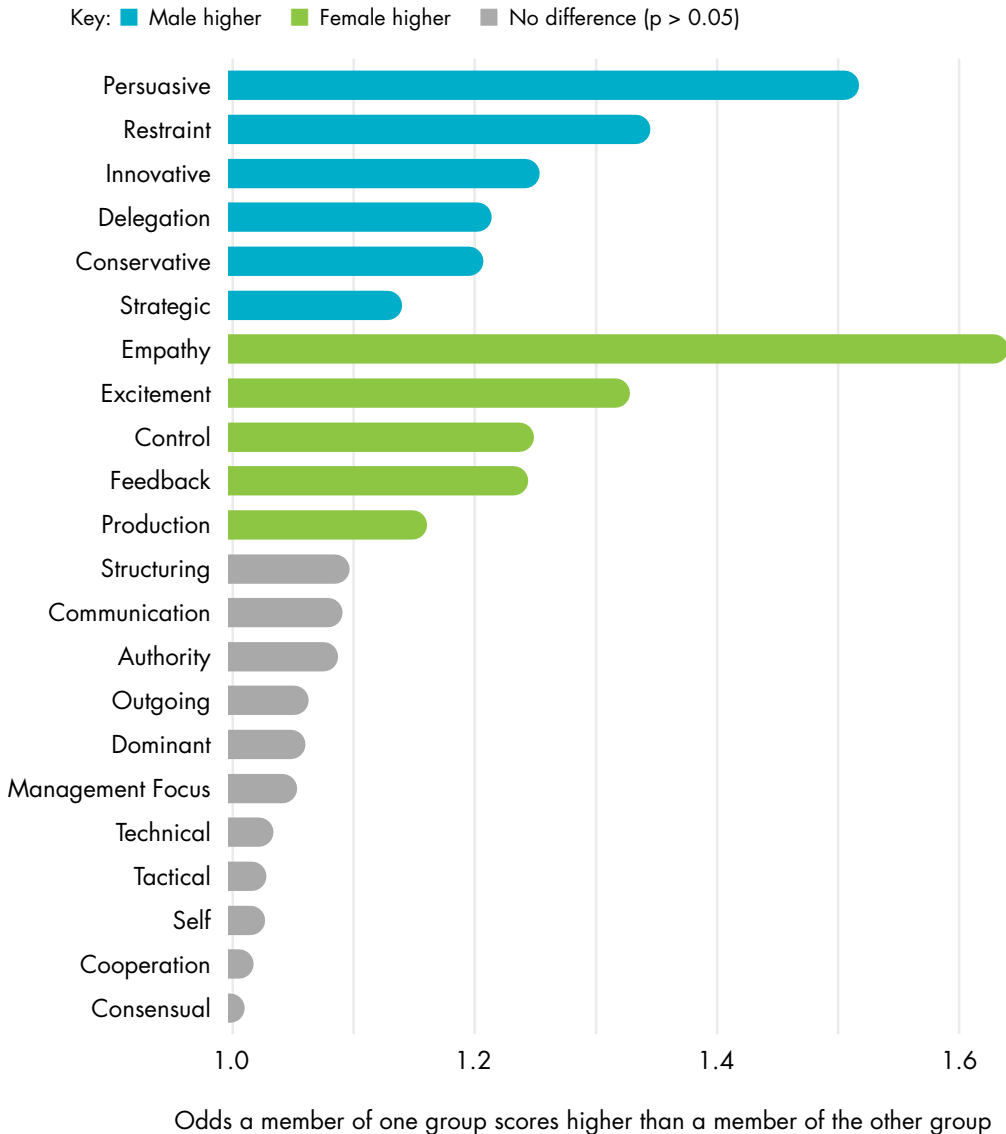

Odds a member of one group scores higher than a member of the other group

Median boss ratings of male and female participants on the 26 LEA 360™ leadership competencies were compared using Wilcoxon tests. The groups were matched on management level, job function and generation to ensure that any differences were due to gender and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Behavior Differences: Comparing male and female participants' median peer scores

Key: ■ Male higher ■ Female higher ■ No difference (p > 0.05)

Odds a member of one group scores higher than a member of the other group

Median peer scores of male and female participants on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function and generation to ensure that any differences were due to gender and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Competency Differences: Comparing male and female participants' median peer ratings

Key: ■ Male higher   ■ Female higher   ■ No difference (p > 0.05)

Odds a member of one group scores higher than a member of the other group

Median peer ratings of male and female participants on the 26 LEA 360™ leadership competencies were compared using Wilcoxon tests. The groups were matched on management level, job function and generation to ensure that any differences were due to gender and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Behavior Differences: Comparing male and female participants' median direct report scores

Key: ■ Male higher ■ Female higher ■ No difference (p > 0.05)

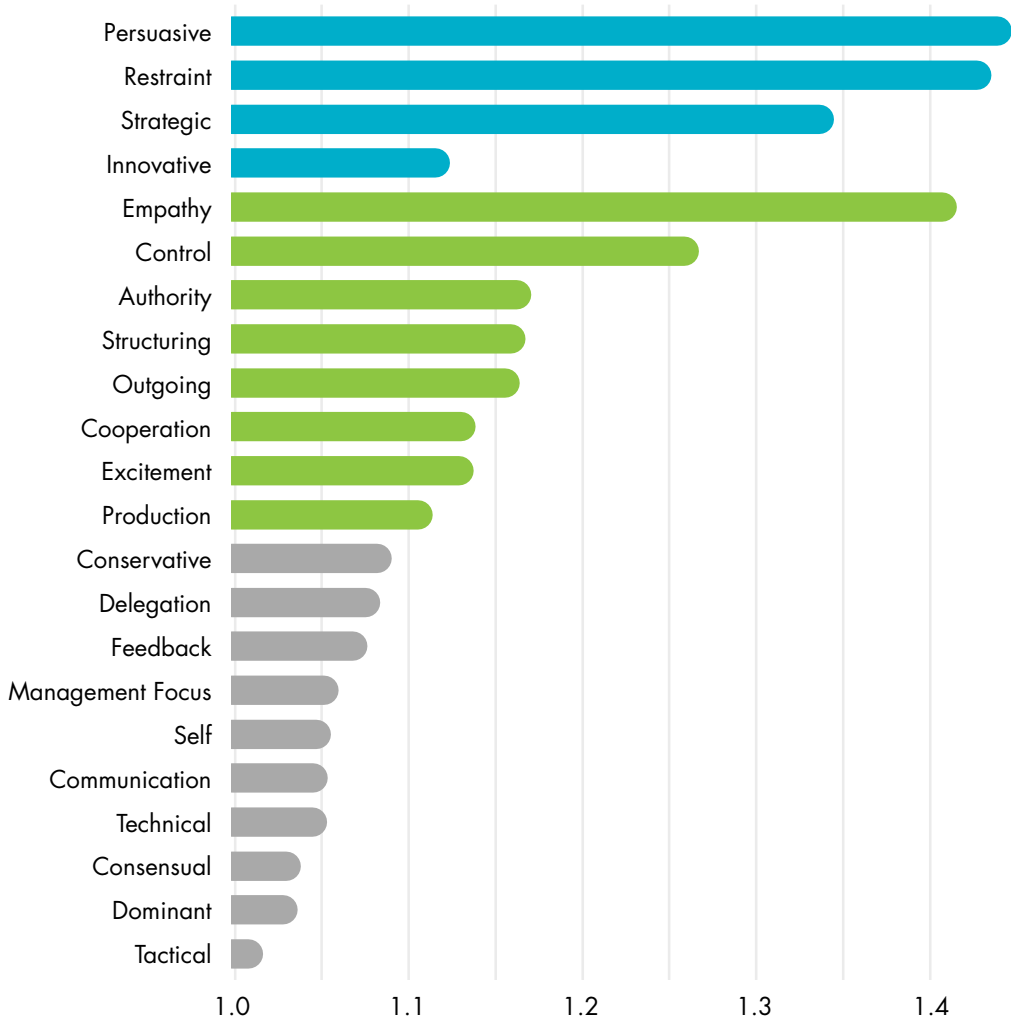Odds a member of one group scores higher than a member of the other group

Median direct report scores of male and female participants on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function and generation to ensure that any differences were due to gender and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Competency Differences: Comparing male and female participants' median direct report ratings

Key: ■ Male higher ■ Female higher ■ No difference (p > 0.05)

Competency	Effect Size
Financial understanding	(Male higher)
Business aptitude	(Male higher)
Ability to work with diverse people	(Female higher)
Sensitivity to other people's feelings	(Female higher)
Willingness to listen	(Female higher)
Insight into people	(Female higher)
Understanding of how to use org. resources	(Female higher)
Delivers results	(Female higher)
Straightforward, open communicator	(Female higher)
Ability to turn around difficult situations	(Female higher)
Takes initiative	(Female higher)
Credibility with peers and direct reports	(No difference)
Capacity to contribute to team performance	(No difference)
Demonstrates ethical leadership	(No difference)
Ability to build relationships with customers	(No difference)
Ability to develop people	(No difference)
Conflict management	(No difference)
Ability to see the big picture perspective	(No difference)
Capacity to get people enthusiastic and involved	(No difference)
Credibility with management	(No difference)
Ability to make effective decisions	(No difference)
Future potential	(No difference)
Fast learner	(No difference)
Capacity for effective thinking	(No difference)
Ability to get things done through people	(No difference)
Overall effectiveness as a leader/manager	(No difference)

Axis: 1.0 1.1 1.2 1.3

Odds a member of one group scores higher than a member of the other group

Median direct report ratings of male and female participants on the 26 LEA 360™ leadership competencies were compared using Wilcoxon tests. The groups were matched on management level, job function and generation to ensure that any differences were due to gender and not other variables. Red and blue bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Effect Size

Behavior Differences: Comparing male and female participants' median self-scores

Key: ■ Male higher ■ Female higher ■ No difference (p > 0.05)

Persuasive
Restraint
Strategic
Innovative
Empathy
Control
Authority
Structuring
Outgoing
Cooperation
Excitement
Production
Conservative
Delegation
Feedback
Management Focus
Self
Communication
Technical
Consensual
Dominant
Tactical

1.0   1.1   1.2   1.3   1.4

Odds a member of one group scores higher than a member of the other group

Median self-scores of male and female participants on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function and generation to ensure that any differences were due to gender and not other variables. Red and blue bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size.

Section 3: Leadership and Country

Summary

This research compares the leadership practices of 144,665 leaders in 18 countries. Common leadership practices were found to vary substantially by country. Understanding these differences is an important component in successful leadership across geographic boundaries.

Introduction

With globalization, country boundaries are becoming increasingly permeable. Businesses are more likely to exist across country boundaries, or include individuals from other countries and cultures. Furthermore, businesses must engage in a global stage in order to succeed. In this environment, leaders are faced with the challenge of working with teams of individuals who come from different backgrounds and cultures. A key first step in building effective and satisfying interactions throughout an organization involves understanding how individuals in other cultures approach leadership.

In a recent study of country differences in leadership, we studied the leadership practices of 144,665 leaders in 18 countries over a 10 year period. Each participant completed the Leadership Effectiveness Analysis (LEA). The LEA is a descriptive assessment covering leadership practices most commonly found in a wide range of settings and cultures. It measures 22 leadership behaviors in six functional areas: Creating a Vision, Developing followership, Implementing the Vision, Following Through, Achieving Results and Team Playing. The LEA model assumes that leadership practice is context dependent and that each behavior has both assets and liabilities depending on the setting.

Findings

Leadership practices varied widely by country. To describe common similarities and differences between countries, we conducted a cluster analysis. This approach was used to group countries into clusters so that countries within a cluster are more similar to each other than they are to countries in other clusters. For example, Australia is more similar to Ireland than it is to the United Kingdom. These three countries are more similar to one another than they are to Hong Kong. The full set of results are summarized in Figure 1.

Figure 1. Similarities among countries based on leadership practices. Countries within the same circles are more similar to each other than they are to countries outside their circles. Results are based on hierarchical clustering.

We can see country differences more clearly by plotting median country profiles against each other. In Figure 2, the median leadership profiles of the United States and China are plotted against each other. Scores on each leadership practice are percentile ranks relative to the US norm. The groups of leaders from the two countries were matched for management level, job function, assessment year, age and gender. This allows us to see differences that are due to country and not other variables. Leaders from the two countries show similar levels of outgoing behavior but differ significantly in all other leadership behaviors.

Figure 2. Median LEA profiles for China and the United States. Large percentile rank differences between the two countries are observed.

Figure 3. Median LEA profiles for Ireland and the United States. Some similarities and some percentile rank differences between the two countries are observed.

In contrast, a matched comparison of the leadership profiles of the United States and Ireland show fewer difference (Figure 3). Leaders in Ireland displayed higher levels in 7 of the 22 leadership behaviors (e.g., communication, self, structuring), while leaders in the United States showed higher levels in 9 of the 22 behaviors (e.g., production, dominant, management focus). There were no country differences in 6 of the behaviors studied.

It is important to note that cross cultural research should not be used to promote stereotypes or to characterize every individual from that country. Leaders within a country will differ from each other with regard to the behaviors they emphasize. The current research highlights the importance of country differences in understanding the many ways people approach leadership roles. Research such as this can help to identify possible points of friction and misunderstanding. An understanding of relevant country differences is important for organizations intending to work effectively in global environments and with individuals from different backgrounds.

> An understanding of relevant country differences is important for organizations intending to work effectively in global environments and with individuals from different backgrounds.

Conclusions

Years of experience and research have shown us that there is no one single right or best way to lead. Effective leadership depends on context, the task, and the people involved. Effective leaders are aware of these components and are able to meld their needs with the diverse needs and expectations of others to achieve desirable results. Understanding how others operate in organizational settings is key to being able to present one's ideas and goals in a manner that they will be understood and accepted. Understanding differences can help a leader to forge a working relationship with others that is productive, respectful and mutually

beneficial. Finally, developing sensitivity to the different leadership approaches that others use can help build a team of individuals who benefit and gain strength from their diversity.
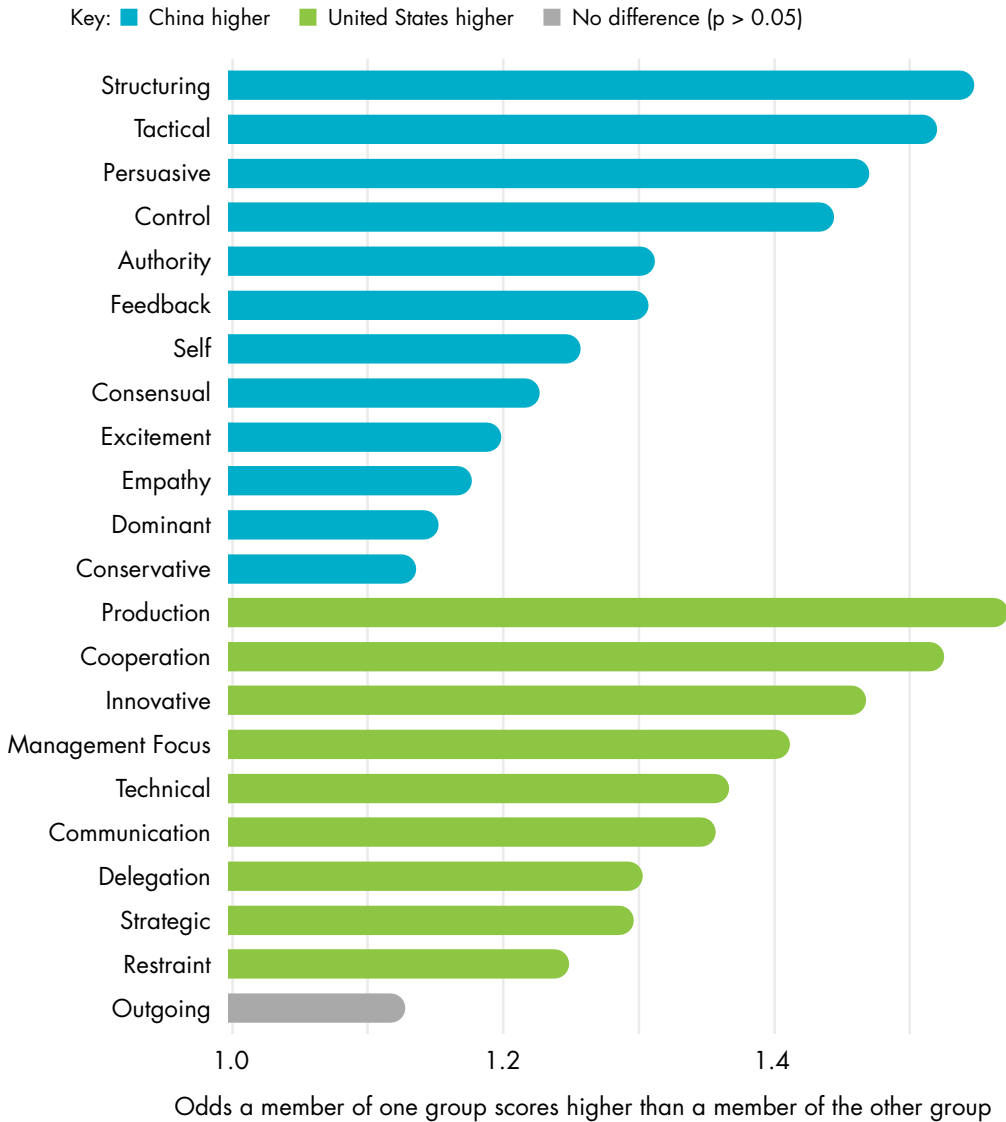
Increasing globalization and diverse workforces are a fact of life. In order to succeed, leaders must work effectively with individuals from many countries. The challenge for leaders is to identify how these differences can strengthen their teams and organizations, and to adopt approaches that reduce resistance or misunderstanding and forge stronger and mutually beneficial working relationships.

...developing sensitivity to the different leadership approaches that others use can help build a team of individuals who benefit and gain strength from their diversity.

APPENDIX

Leadership and Country

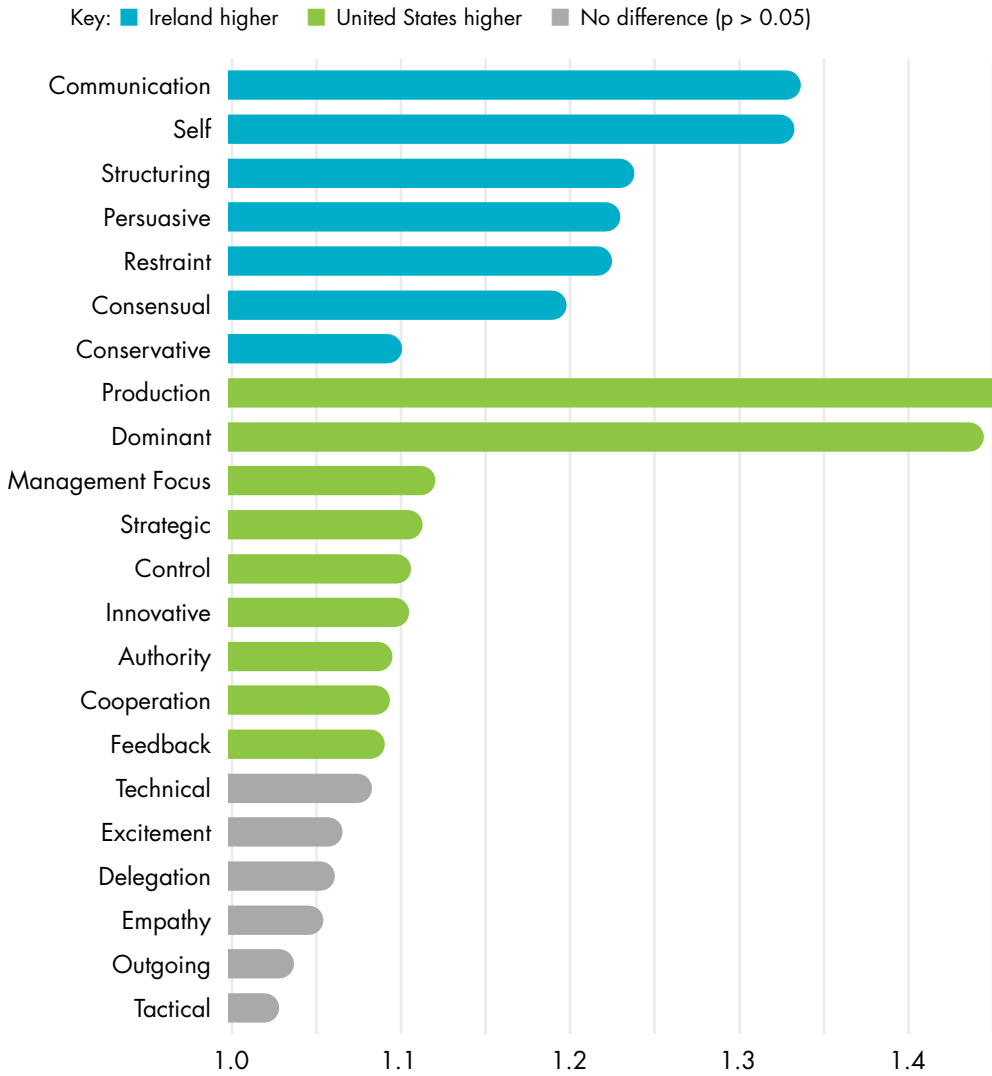# Effect Size

Behavior Differences: Comparing median self-scores in China and the United States

Key: ■ China higher   ■ United States higher   ■ No difference (p > 0.05)

Odds a member of one group scores higher than a member of the other group

Median self-scores of participants in China and the United States on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function, year of assessment, age and gender to ensure that any differences were due to country and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size as odds.

Effect Size

Behavior Differences: Comparing median self-scores in Ireland and the United States

Key: ■ Ireland higher ■ United States higher ■ No difference (p > 0.05)

Odds a member of one group scores higher than a member of the other group

Median self-scores of participants in Ireland and the United States on the 22 LEA 360™ leadership behaviors were compared using Wilcoxon tests. The groups were matched on management level, job function, year of assessment, age and gender to ensure that any differences were due to country and not other variables. Blue and green bars indicate statistical significance (p > 0.05, adjusted for multiple comparisons). Bar length indicates effect size as odds.

About the LEA 360™

The Leadership Effectiveness Analysis™ suite of assessments offers an expansive, holistic, and unparalleled view of your current and emerging leaders and provides a clear roadmap for growth and increased success.

The LEA 360™ measures 22 leadership behaviors grouped into six core functions, creating a uniquely insightful profile that provides a nuanced and scientifically sophisticated development tool. By embracing individual leadership styles and placing them within the context of your organizational environment, the LEA 360™ offers insights that are accurate, encouraging, and actionable, stimulating individual and team growth.

With individual, multi-rater and organizational impact versions of the assessment, the LEA 360™ will help you:

- Identify specific leadership practices needed to achieve your organization's strategic goals

- Understand the leadership behaviors currently in practice and the gaps with desired state

- Provide relevant, insightful feedback to leaders from a variety of observers

- Build action and accountability into the leadership development process

- Provide constructive coaching suggestions for key areas of leadership development

- Create selection criteria to help you assess the candidate potential for leadership positions

Used alone, alongside other MRG tools, or as a complement to other resources, the LEA 360™ assessments functions as the cornerstone of your leadership development program, and provides you with the tools to overcome any coaching challenge.

For more information about using the LEA 360™ in your work, visit MRG.com or contact connect@mrg.com.

INSIGHT. EVIDENCE. INSPIRATION.

MRG is a global leader in designing assessments that foster a deep self-awareness and impact people in profound and meaningful ways. The MRG suite of scientifically designed instruments, backed by more than three decades of research, includes solutions for Leadership and Personal Development, Sales and Service.

MRG assessments give you the tools to support unique leaders as they chart their personal paths to success and fulfillment.

The MRG Difference

- **SUPERIOR INSTRUMENT DESIGN.** Unique questionnaire design blends forced-choice and anchored rating scale formats, resulting in a more accurate, objective instrument that is very difficult to manipulate

- **GLOBAL PLATFORM.** Available in up to 18 languages with over 40 regional norms and a network of thousands of practitioners around the world

- **CONFIGURABILITY.** Configure results to align with organizational competencies, client branding, and program-specific content.

- **UNPARALLELED CUSTOMER SERVICE.** MRG's experienced and accessible service team supports you in executing successful projects and engagements

The MRG Philosophy:
Recognizing the unified self for over 30 years.

MRG believes that by recognizing the whole self, in all its complexity, you can support individuals as they channel their motivational energy, discover new opportunities for growth, and develop into the best version of themselves – personally and professionally.

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