# WiLD TOOLKIT

Technical Summary
Validation and Theoretical Foundation

2020

# Validation, Theoretical Foundation and Measurement Assumptions

Following is an executive summary of the validation work on separate scales and measures within the Whole and Intentional Leader Development Toolkit. We are committed to the ongoing process of validation in the form of technical reports, doctoral student dissertations, publishing results in peer reviewed journals, and presentations at peer reviewed guild conferences.

The WiLD Toolkit contains approximately 42 separate measurement scales and dozens of qualitative questions. Following are some of the fundamental assumptions behind measurement, validity and reliability with regard to the toolkit.

- Unlike tools and assessments that include a small number of scales (oftentimes between 1 and 5) the WiLD Toolkit is a comprehensive development process including 10 different assessment "moments." Therefore, the process of validation is necessarily critical and complex.
- The research process has full institutional review board (IRB) approval through the human subjects review board at Seattle Pacific University.
- Validity and reliability (internal, construct, and statistical) have been presented and published at guild conferences and in peer reviewed journals.
- Validation is a process and not an end goal, and as such, we will always be in an ongoing cycle of studying the accuracy and value of the tools. This is important as the statement of a tool being "validated" is inaccurate for any tool as opposed to the statement that a particular tool has undergone and continues to undergo a rigorous validation process.
- The concept of developing a "whole" leader includes complex paradoxical relationships between the nomological network of variables. A statistical world of methods that are predominantly linear in nature requires innovative approaches. For that reason, we are attempting to stay at the cutting edge of what validation processes will look like in the future while still employing traditional linear modeling as appropriate.
- Because the tools intentionally combine narrative and quantitative measures, the "validity" of a participant's experience is increased because those quantitative measures are oftentimes contextualized by the qualitative responses of participants.
- Finally, this is a leader development process as opposed to a leadership process. Therefore, the dependent variables of interest are in direct connection to the experience of the leader. A set of those dependent variables includes self-regulation, adaptive performance, self-awareness, integrated fulfillment, temperament, character, employability, efficacy and conviction.

Following is a list of scales within the WiLD Toolkit that have been refined in order to ensure reliabilities of .75 or above (in most cases, .8 or above). According to conventions, internal consistency measures of .7 and above are considered satisfactory to support the validity of statistical conclusions. All reliability and validity coefficients and references will evolve as we actively to continue the validation process of the tools in the WiLD Toolkit. Each scale is listed underneath the assessment/tool within which it is contained. Included below each scale are peer reviewed publications and presentations providing the theoretical and statistical foundation of each scale. A concept model of the entire process can be found at:

McKenna, R. B., Wenzel, K.K (2016). Developing Whole Leaders for the Whole World. *Journal of Values-Based Ethics, 9 (1),* 156-172.

Note: Asterisks (*) indicates publications, presentations and direct works produced in relationship to each or several measures within the tools.

## Calling & Purpose Inventory

The Calling and Purpose Inventory (CAPI) is designed to challenge a leader to think deeply about the calling and purpose of their life and work, and provide insight into their strengths, the people they are committed to serving, and their next steps.

- Calling (5 items)
- Purpose (5 items)
- Calling to Work (5 items)
- Calling in Life (5 items)
- Purpose in Work (5 items)
- Purpose in Life (5 items)

*Lopez, Stephanie O., "Vulnerability in Leadership: The Power of the Courage to Descend" (2018). Industrial-Organizational Psychology Dissertations. 16. https://digitalcommons.spu.edu/iop_etd/16

*McKenna, R. B., Haney, D., Ecker, D., Matson, J., Becker, O., Boyd, T., & Hickory, M. (2015). Calling, the Caller, and Being Called: A Qualitative Study of Transcendent Calling. *Journal of Psychology and Christianity, 34,* 294-303.

*Haney, D. M., McKenna, R. B., Robie, C., Austin, K. & Ecker, D. (2015). The Power of Perceived Experience: Events That Shape Work as Calling. *Career Development Quarterly*.

*McKenna, R. B., Haney, D. M. (2014). Exploring Calling: Events Shaping the

Direction of a Person's Life. Poster presented at the Society for Industrial/Organizational Psychology, Honolulu, HI.

*McKenna R. B. & Haney, D. M. (2013, June). *Who is calling you? Perceptions of calling and transformational events*. Poster session at the World Congress on Positive Psychology, Los Angeles, CA.

Dik, B. J., & Duffy, R. D. (2009). Calling and vocation at work: Definitions and prospects for research and practice. The Counseling Psychologist, 37, 424-450.

Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relationships to their work. Journal of Research in Personality, 31, 21-33.

## Leading Under Pressure Inventory

The Leading Under Pressure Inventory (LUPI) is designed to help leaders stay connected to others while staying true to what is most important to them when that next high-pressure moments comes. Leaders receive personalized feedback on how they show up in the most important high-pressure moments of their life and work, their strengths in those moments, and areas that may need further development.

- Attention to Self (6 items)
- Attention to Others (6 items)
- Self-Awareness (3 items)
- Sense of Purpose (3 items)
- Self-Regulation (3 items)
- Focus on Potential (3 items)
- Perceptions of Control (3 items)
- Conviction (3 items)
- Objectivity (3 items)
- Recognizing Contribution (3 items
- Empathy (3 items)
- Taking Others' Perspective (3 items)
- Seeing the Big Picture (3 items)

*Logan, K. M., Lopez, S. O., Nagley, A. D., Metzler, G., & McKenna, R. B. (2018). Composed for a Reason: Emotional Self-Regulation and the Power of Purpose. Presentation at the Society for Industrial-Organizational Psychology, Chicago, Il.

*Nagley, Amy D., "Approaching Stressful Situations with Purpose: Strategies for

Emotional Regulation in Sensitive People" (2017). Industrial-Organizational Psychology Dissertations. 11.
https://digitalcommons.spu.edu/iop_etd/11

*McKenna, R. B., Haney, D., Osterdahl, S., & Redding (2015). The Leadership Pressure Paradox: Identifying Competing Pressures on Leaders. Poster presented at the Society for Industrial/Organizational Psychology, Philadelphia, PA.

*Blackshire, A., Hickory, M., & McKenna, R. B. (2015). Leading Under Pressure: A Validation Study of Leadership Self-Differentiation Strategies. Poster presented at the Society for Industrial/Organizational Psychology, Philadelphia, PA.

*McKenna, R. B., Haney, D. M., & Wenzel, K. K. (2013, June). *Getting Better at Being Together: Assessing Validity of a Developmental Differentiation Scale*. Paper presented at the World Congress on Positive Psychology, Los Angeles, CA.

*McKenna R. B., Haney D. M., Wenzel, K. K., Pavese, E., Kirce, R., Hawkinson, C., Ecker, D., & Brown, T. (2013, June). *Differentiated leadership: A systems perspective on assessing and developing leaders.* Poster session at the World Congress on Positive Psychology, Los Angeles, CA.

*McKenna, R. B. (2009). Leading Under Pressure. Presentation to the International Society for Performance Improvement.

*McKenna, R. B. (2005).  Differentiation of Self:  A Systemic Approach to Leadership in Organizations.  In D. Day (Chair), Leadership Development: Integrating individual and organizational development. Symposium conducted at the Society for Industrial/Organizational Psychology, Los Angeles, CA.

*McKenna, R. B., & Yost, P. R. (2004). The differentiated leader: Specific strategies for handling today's adverse situations. *Organizational Dynamics, 33*, 292-306.

*McKenna, R. B., Yost, P. R., Black, L., & Suggs, M. (2002). Leading under pressure: Antecedents of leadership differentiation in high pressure situations. In P.R. Yost (Chair), Differentiation of self: A systemic approach to leadership in organizations. Symposium conducted at the Society for Industrial/Organizational Psychology, Toronto, ON.

Friedman, E. (1985). Generation to generation: Family process in church and synagogue. New York, NY: Guilford Press.

Bowen, M. (1974). Toward the differentiation of self in one's family of origin. In M. Bowen's, Family Therapy in Clinical Practice. (pp. 529-549). New York: Jason Aronson, 1974.


## WiLD Profile and WiLD Plan

The WiLD Profile is the first tool in the WiLD Toolkit designed to set the foundation for a leader's learning and growth by providing key insights into their personality, character, developmental readiness, and their overall life and work fulfillment. The WiLD Profile is the beginning step in the leader's whole and intentional developmental journey. The WiLD Plan completes the process and generates a developmental plan for the leader. The WiLD Plan revisits scales in the WiLD Profile to demonstrate progress over time and provides a synthesis of key aspects of all preceding tools.

- Character (2 scales with 8 items each)
- Temperament (9 items)
- Personality (Big 5 – 55 items, Goldberg, 1999)
- Integrated Fulfillment (6 items)
- Organizational Support for Learning (6 items)
- Supervisory Support for Learning (6 items)

Prager, R. Y., Harvey, V. S., De Meuse K. P., McKenna, R. B., Fourmey, R. S., & Peterson, D. B. (2018). Going Beyond the IDP: Measuring the Velocity of Leadership Learning Over Time. Presentation at the Society for Industrial-Organizational Psychology, Chicago, Il.

*McKenna, R.B., Wenzel, K. K., & Ecker, D. (2013, June). *I am a leader, develop me: Strategies for integrating individual and organizational development.* Poster session at the World Congress on Positive Psychology, Los Angeles, CA.

*McKenna, R. B., Campbell, G. V. (2011). The character X Factor in selecting leaders: Beyond ethics, virtues, and values. *Journal of Values Based Leadership. 4 (2), 39 – 48.*

*McKenna, R. B., Brown, T. (2011). Does sacrificial leadership have to hurt? The realities of putting others first. *Organization Development Journal.*

McCall, M. W., Jr. (2010). Recasting leadership development. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 3*, 3-19.

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*, 765-780.

Mannion-Plunkett, M., Yost, P. R., McKenna, R. B., & Eckels, J. (2001). Evaluating the impact of corporate leadership development programs: Practitioner perspectives from the Boeing Leadership Center. In D. S. Rose (Chair), Strategic evaluation: Methods for assessing the impact of I/O interventions on business critical objectives. Symposium conducted at the Society for Industrial/Organizational Psychology, San Diego, CA.

Goldberg, L. R. (1999). A broad-bandwidth, public domain, personality inventory measuring the lower-level facets of several five-factor models. In I. Mervielde, I. Deary, F. De Fruyt, & F. Ostendorf (Eds.), Personality Psychology in Europe, Vol. 7 (pp. 7-28). Tilburg, The Netherlands: Tilburg University Press.

## Strategic Network Audit & Guide

The Strategic Networking Audit and Guide (SNAG) allows a leader to build a strategic network of support in real time. This includes mentors, role models, those who provide the leader with feedback, emotional support, and even those who may open a door when a leader is looking for a new opportunity. In addition, the SNAG allows leaders to build a core group of individuals who will serve as their personal advisory board.

- Strategic Operative Support (6 items)

*Kendall, D., McKenna, R., Kohlman Olsen, H., Price, K., & Sandhu, R. (2017). Swipe right: Building purposeful strategic networks. Poster present at the Society for Industrial/Organizational Psychology, Orlando, FL.

Harris, J. I., Winskowski, A. M. and Engdahl, B. E. (2007). "Types of workplace social support in the prediction of job satisfaction", *The Career Development Quarterly,* Vol. 56, No. 2, pp. 150-156.

Ibarra, H. and Hunter, M. (2007), "How leaders create and use networks", *Harvard Business Review*, Vol. 85 No. 1, pp. 40-47.

Higgins, M. C. and Kram, K. E. (2001), "Re-conceptualizing mentoring at work: A developmental network perspective", *Academy of Management Review*, Vol. 26 No. 2, pp. 264-288.

## Motivational Learning Inventory

The Motivational Learning Inventory (MLI) identifies personal learning strategies that keep a leader engaged and learning when experiencing the world around them. Personal learning strategies are what allows leaders to connect the dots between the experiences that are shaping them and the skills and lessons they are learning in real time.

- Seeker (6 items)
- Strategist (5 items)
- Connector (11 items
- Influencer (6 items)
- Stabilizer (8 items
- Receptor (4 items)

*McKenna, R. B., Boyd, T. N., & Yost, P. R. (2007). Learning agility in clergy: Understanding the strategies and situational factors that allow pastors to learn from experience, *Journal of Psychology & Theology, 35*, 190-201.

Bandura, A., & Locke, E. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, *88*, 87-99.

Mitchell, T.R. & Daniels, D. (2002). Motivation. In W.C. Borman, D.R. Ilgen, & R.J. Klimoski (Eds.). *Handbook of Psychology, Volume 12: Industrial and Organizational Psychology*. New York, NY: John Wiley.

Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist, 41*, 1040-1048.

**Transformational Experiences Audit**

The purpose of the Transformational Experience Audit (TEA) is to identify the experiences from a leader's past that have shaped who they are today, the experiences they are currently having, and the experiences they desire to have in the future. Experiences shape us just as much as our DNA, and this audit is an intentional way to move forward while looking back at the same time.

- Experiences and Lessons (26 items - past, present, future)

*Hickory, McKendree J., "Developing Conviction in Women Leaders: The Role of Unique Work and Life Experiences" (2017). Industrial-Organizational Psychology Dissertations. 12. https://digitalcommons.spu.edu/iop_etd/12

McCauley, C. (2013). Identifying development-in-place opportunities. In C. McCauley, S. Derue, P. Yost, & S. Taylor (Eds.), Experience driven leadership development

(pp. 21-24). San Fransisco, CA: Jossey-Bass.

*McKenna, R. B., Yost, P. R., & Boyd, T. N. (2007). Leadership development and clergy: Understanding the events and lessons that shape pastoral leaders, *Journal of Psychology & Theology, 35,* 179-189.

*McKenna, R. B., & Yost, P. R. (2006). High impact experiences and vocation (The key experiences and lessons learned in the development of church pastors). Symposium conducted at the Faith, Hope and Work Conference, San Diego, CA.

*Yost, P. R., Mannion-Plunkett, M., McKenna, R. B., & Homer, L. (2001). Lessons of experience:  Personal and situational factors that drive growth. In R. B. McKenna (Chair), Leadership Development: The strategic use of on-the-job assignments. Symposium conducted at the Society for Industrial/ Organizational Psychology, San Diego, CA.

Lombardo, M. M., & Eichinger, R. W. (2000). High potentials as high learners. *Human Resource Management, 39*, 321-329.

McCall, M. W., Lombardo, M. M., & Morrison, A. M. (1988). *The lessons of experience: How successful executives develop on the job. Lexington,* MA: Lexington Books.

McCall, M. W. (1998). *High flyers: Developing the next generation of leaders.* Boston, MA: Harvard Business School Press.
McCauley, C. D., Ruderman, M. N., Ohlott, P. J., & Morrow, J. E. (1994). Assessing the developmental components of managerial jobs. *Journal of Applied Psychology, 79,* 544-560.

## Skills & Knowledge Inventory

The purpose of the Skills & Knowledge Inventory (SKI) is to identify the skills, competencies, and lessons that a leader has learned in the past, those they are learning in their current role, and those they would like to learn in the future.

- Experiences and Lessons (26 items - past, present, future)
- Leadership Competencies (11 items)

Campion, M. A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G. M., & Odman, R. B. (2011). Doing competencies well: Best practices in competency modeling. *Personnel Psychology, 64*, 225-262.

*McKenna, R. B., Yost, P. R., & Boyd, T. N. (2007). Leadership development and clergy: Understanding the events and lessons that shape pastoral leaders, *Journal of Psychology & Theology, 35,* 179-189.

*McKenna, R. B., & Yost, P. R. (2006). High impact experiences and vocation (The key experiences and lessons learned in the development of church pastors). Symposium conducted at the Faith, Hope and Work Conference, San Diego, CA.

O'Driscoll, M. P., & Eubanks, J. L. (1993). Behavioral competencies, goal setting, and OD practitioner effectiveness. Group and Organization Management, 18, 308-327.

## People Investment Plan

The People Investment Plan (PIP) is a tool for providing personalized developmental feedback to those in whom a leader is invested. This may include those the leader manages, their family and friends, or others for whom they are responsible. It creates meaningful conversation with people on their short list regarding their insights into their lives and work, and ways that the leader can effectively support each of them.

- People Investment Satisfaction Index (6 items)

*McKenna, R. B, & Kirce, R. (2014). Performance management and leadership development: Paradox or potential. In C. D. McCauley, D. S. DeRue, P. R. Yost, P.R., & S. Taylor (Eds.). *Experience-driven leader development: Models, tools, best practices, and advice for on-the-job development*. San Francisco, CA: John Wiley & Sons.

*McKenna, R. B., Plunkett M., & Adeuja, K. (2014) My needs, their needs: Designing high value development tools.  In C. D. McCauley, D. S. DeRue, P. R. Yost, P.R., & S. Taylor (Eds.). *Experience-driven leader development: Models, tools, best practices, and advice for on-the-job development*. San Francisco, CA: John Wiley & Sons.

Dowell, B. (2002). Succession planning in J. Hedge & E. Pulakos. *Implementing organizational interventions: Steps, processes, and best practices*. San Francisco, CA: Jossey-Bass.

## Purposeful Goals Assessment

The Purposeful Goals Assessment (PGA) enables leaders to get intentional across the most important areas of their life including their finances, work, health, spirituality, family and personal ambitions.

- Integrated Fulfillment Index (9 items)

Locke, E.A. & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57,* 705-717.

Gollwitzer, P. M. (1999). Implementation intentions and effective goal pursuit: Strong effects of simple plans. *American Psychologist, 54*, 493-503.