

About Belief Systems

And other handouts associated
with the Leadership Circle Profile®

LEADERSHIP
CIRCLE®

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ABOUT BELIEF SYSTEMS

These belief structures are not the same as religious beliefs. Instead, they are the “software” of our brains, our mostly subconscious programming. These beliefs consist of conclusions about ourselves: our strengths and weaknesses, our limits and possibilities, what our worth is based on.

We also have beliefs about others, about how things are in organizations, about work, and so on.

Although these beliefs seem “true” to us, they may not really make sense—they may be irrational. But they are part of our “auto-pilot”—and we’re not aware of them most of the time.

When we experience certain events, our subconscious core beliefs are confronted. These beliefs generate self-talk, which leads to our conscious feelings, which produce reactions and behaviors related to the event.

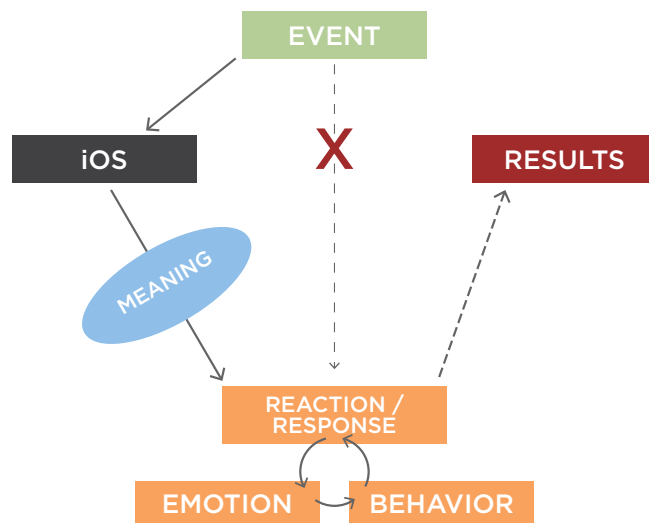
Our belief structures are closely linked to the problem-reacting orientation. When we experience something that kicks off a core belief, we get an emotional reaction.

If we react to that emotion, in order to make it go away, we find ourselves in an oscillating pattern of performance.

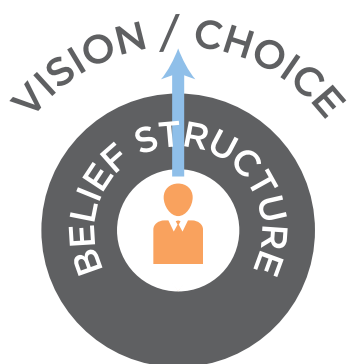
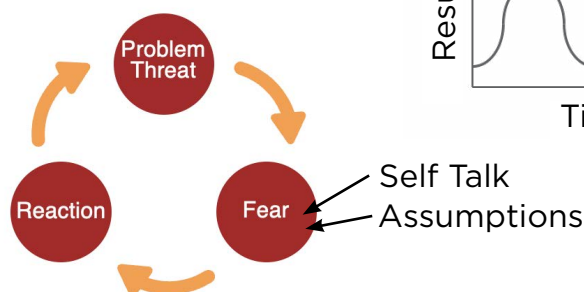
If, instead, we see the stress and emotion as an invitation to discover and work on our irrational beliefs, we can both create what we want and develop more effective belief structures. Just as a computer can do no more than its software allows, our belief structures limit what we can create.

If what we want is outside the limits of our belief structures, then to create it we need to change our beliefs.

Our beliefs tend to be self-reinforcing and self-fulfilling. They are on “auto-pilot”, and the power of the subconscious mind keeps them in control.



Problem Reacting



We always have plenty of evidence that our beliefs are true.

INTERNAL ASSUMPTIONS

Controlling Internal Assumptions

- To be is to be . . . (x)
- Successful
- Best
- Strong
- In charge
- I am more (x) than others, which makes me secure and worthwhile.
- Others cannot be trusted, anything that impacts (x).

Relating Internal Assumptions

- I am capable and others are also capable.
- Worth is given, not measured by . . .
- Success
- Performance
- Strength
- Position
- Others want to achieve great things

Complying Internal Assumptions

- To be is to be . . . (x)
- Acceptable
- Responsive
- Caring
- Loyal
- My future is in others' hands.
- I need to carefully manage my behavior to ensure that others see me as (x).

Authenticity and Achieving Internal Assumptions

- Worth is given, not measured by how others perceive me.
- My future results from the pursuit of my purpose and vision.
- I manage my behavior to:
 - create what matters
 - stay in integrity

Protecting Internal Assumptions

- To be is to be . . . (x)
- Right (finding others wrong)
- Superior
- Self-sufficient
- Distant
- Being more (x) gives me worth, security.
- I protect my interests by staying removed and above it all.

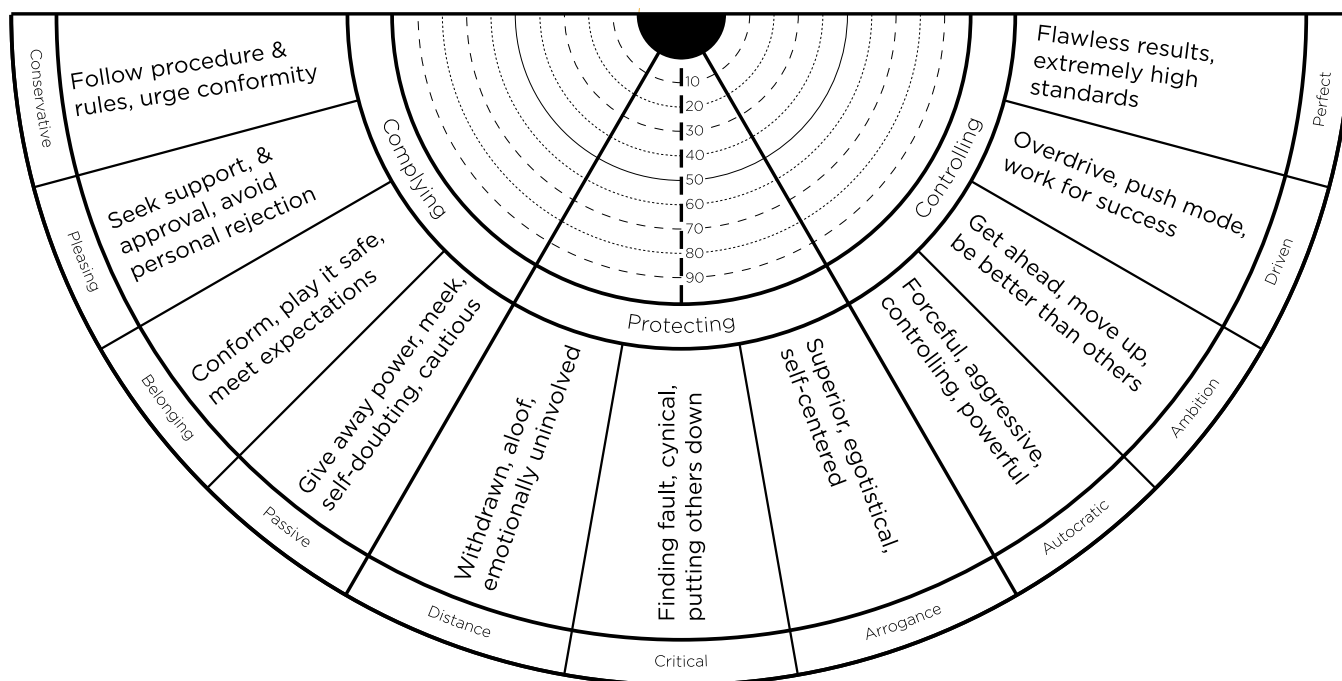
Self-Awareness Internal Assumptions

- I am inherently worthy and secure.
- Full expression of my creativity leads to a meaningful legacy.
- My worth and security come from within and are not made up by how others see me, nor by how I perform.
- I contain a mix of strengths and weaknesses, light and dark.
- Self-acceptance is a key to accepting others.
- Inner development is necessary for the full deployment of self.

Systems Awareness Internal Assumptions

- Cause and effect are often far removed in both space and time.
- Much of what runs the system is invisible and intangible.
- I am an integral part of the whole
- My actions both reflect the larger culture and affect it.
- I too am a complex system—a mix of strengths and weaknesses, light and dark. In this way I reflect the world around me.
- Problems cannot be solved with the same thinking that created them.
- Legacy is not about being remembered, but about contributing to the welfare of others.
- When I find unacceptable parts in others, it points to aspects of myself for which I have not been willing to be fully responsible.

The Leadership Circle Profile™ indicates the bias in the development of your character structure and pin points specific strategies you favor. It also gives clues to the underlying beliefs that make those strategies compulsive.



REACTIVE

The bad news is:

- We all have a core flaw.
- Change and transformation is life-long.

The good news is:

- Transformation is possible.
- The journey is its own reward.
- We find valuable support along the way.
- The work is to see our strategies and the beliefs that run them.

WHAT'S AT RISK?

What's At Risk is another powerful coaching structure for getting at underlying beliefs and assumptions. It works like this:

Example: In the course of conversation, when the person describes one of their counterproductive behaviors (for example, holding back in meetings or jumping in and taking over the meetings when the group is floundering), or a behavior that they want to move toward that would be risky (for example, more fully embodying their vision), interject yourself into the conversation.

As the Coach: Frame up the process by saying something like: Is that something you'd like to explore? If the answer is "yes", then say: I'd like to ask you a series of repeating questions. My encouragement is for you to go with your first response, even if it seems irrational! At any time you may say "stop" or "that's enough" (i.e. you are both asking for permission and you are giving them the option to stop at any time).

Anchor: Ask how they are feeling and/or where they are feeling that in the body. Stay kinesthetically connected to them to anchor the process in the body.

Ask: What's at risk?

- If they are describing the counterproductive behavior of holding back in meetings, you simply ask, "So what's at risk for you to speak up?"
- If they are describing a behavior they want to move toward (embodying vision) ask, "So what's at risk for you to really step into your vision?"

Expose: Listen to what they make up is at risk. Accept it as true and repeat step two saying something like, "What's at risk for you if...(fill in with what they just told you is at risk). Keep repeating this process until they get to core identity or security concerns—"I'm dead or worthless."

Optional, but very powerful in the right situation:

Reverse the entire process you just went through looking at what's at risk if they take the other path. For example, if they want to more fully embody their vision, you might say something like, "So, we just explored what you tell yourself is at risk by stepping more fully into your vision. Let's explore the other half of the equation. What is at risk for you if you do not live out your vision?"

Integrate: Step out of the whole story. Become an objective observer and help the client gain insight into the illusions in their thinking. Help them see how they are caught in a double bind. They are dead or worthless if they do live out their vision and if they do not. Either way they lose. Show them how they set the whole thing up as a lose-lose proposition. Help them see all the assumptions they make to keep themselves stuck.

The empowering insight comes for the client when they see that:

- They have set it up so there is no way they can win.
- Either way they lose, so in a sense they have nothing to lose.
- The counterproductive behavior usually guarantees a negative outcome, while the constructive behavior only has the possibility of a negative outcome.
- They realize that they make it all up.
- They get insight into the assumptions they are making and shift them from certainties to assumptions.
- They get insight into a core belief that runs the whole thing.

Example

Anchor

Ask

Expose

Integrate



GOING AFTER BELIEFS

Our self-talk is the product of firmly established belief structures. It may be irrational, but it seems logical and consistent to us in the moment.

To unearth a core belief about worth or safety is to find the foundation of our belief structure. Then we can work on a new structure that serves us better.

To find out more about our core beliefs, we can use these questions (finding a friend to coach us really helps):

Questions

- What am I telling myself about this situation? (The first thought that comes to mind)
- If that were true, why would it upset me? Why would it be a problem?
- If that were true, what would it say about me? What would it mean for me?

STRUCTURE OF CHARACTER

The basic question is “Do we live our life primarily out of love or fear?” The Leadership Circle Profile™ measures the extent to which we “have made a pact with the dark presence in our life.”

Behavior Patterns, Qualities and Skills: Personal qualities, talents, and skills developed in pursuit of the primary strategy.

Compulsive Needs and Strategies: Conscious and unconscious habitual behaviors and tactics organized by belief structures; primary ways of achieving a sense of safety and personal worth.

Belief-Ego Structure: Map of reality; beliefs and memories that form a person’s deep structure and basic driving force; relate worth and safety to attaining something outside the self; caricature of the true self; separate from others.

Spirit-Soul: Essential spiritual nature that animates the body; is aligned with good; source of wisdom, inner knowing, and purpose; free, creative, and deeply connected to others.



THREE CHARACTER STRUCTURES

People tend to organize their character structure in three directions.

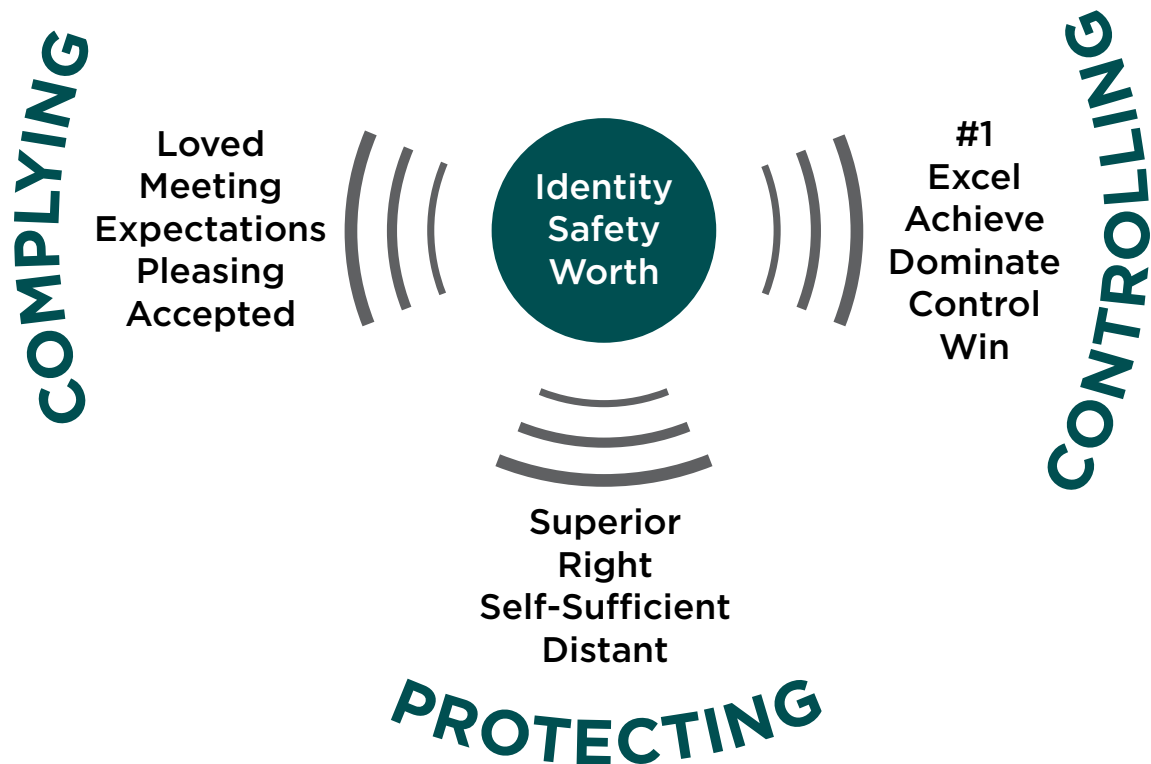
The existential issues we face growing up in a seemingly dangerous world of giants are, “How can I survive?” and “Am I worthwhile?”

The way we answer these two questions determines the direction we take in organizing our character structure.

The core delusion of each type is linking certain behaviors or personal qualities to worth and safety.

*Karen Horney

THE REACTIVE CHARACTER STRUCTURE



BEHAVIORAL STRATEGIES

Each type forms beliefs that have them compulsively tied to some set of the following behavioral strategies.

COMPLYING

Meeting conventional expectations
Fitting in
Submitting to others' needs
Playing by the rules
Pleasing
Belonging

PROTECTING

Critiquing
Correcting
Arguing
Finding fault

CONTROLLING

Excelling
Achieving
Winning
Controlling
Dominating
Competing

COMPLYING MEANS BEING:

Sensitive
Protected
Needed
Taken care of
Liked
Loyal
Loved
Respected
Etc.

PROTECTING MEANS BEING:

Right
Superior
Intellectual
Rational
Unemotional
Skeptical
Aggressive
Etc.

CONTROLLING MEANS BEING:

Aggressive
Strong
Tough
Invulnerable
Right
On top
Number one / One-Up
Better / more than others
Etc.

Each character structure has its strengths and gifts. The inherent flaw in each structure is the bargain we make with life that links being a certain way to inherent worth and safety. This bargain leads to over development of certain traits and under development of others.

Claiming Your True Gift: Balancing Qualities and Skills

COMPLYING	Claiming Your True Gift	Balancing Qualities and Skills
Conservative	Loyalty and fidelity to the organization's purpose. Champion of values and preserver of heritage.	Challenging the status quo, continuous improvement. Stretching self and organization to new opportunities and levels of performance.
Pleasing	Love for self and others. Willingness to give of oneself in service to others' needs	Saying no, asserting yourself, taking your stand, willingness to be unpopular.
Belonging	Builder of community and organization, committed purpose.	Independence. Championing directions that are counter to the status quo.
Passive	Mastery through self-selected goals. Non-attached, vision directed self-mastery.	Achievement for the enjoyment of it. Asserting yourself. Leading, being a creative force in your own and the organization's future.
PROTECTING	Claiming Your True Gift	Balancing Qualities and Skills
Distance	Wisdom through detachment, care and reflection.	Engagement. Self-confidence and assertion. An active group member.
Critical	Discernment through being inquisitive and challenging limited thinking.	Supporting and encouraging others. Valuing what is best about the other's position.
Arrogance	Strength of character without the need for credit. Mentoring others into their own "bigness."	Egolessness. Willingness to be unseen and unnoticed so that others can grow into their greatness.
CONTROLLING	Claiming Your True Gift	Balancing Qualities and Skills
Perfect	Constant pursuit of continuous improvement balanced with acceptance for things/people as they are. Desire to create outstanding results.	Gentle treatment of self and others. Acceptance of self and others. Detachment from the outcome. Stepping back that others may learn and grow.
Driven	Willingness to work and risk for what you love. Doing whatever it takes to realize your deepest longings.	Receptiveness. Slowing down to reflect and renew. Bringing wisdom into action.
Ambition	Desire to create outstanding results. Personal energy to pursue worthy results.	Loyal fellowship, collaboration, mutuality in relationships. Stepping back that others may learn and grow.
Autocratic	Service through personal strength, persistence, and influence. The integrity to do what is needed even if it is controversial.	Sensitivity to self and others. Respect and care, willingness to experience and share vulnerability-intimacy. Loyal fellowship and collaboration.
As you let go of the compulsive linkage to safety and identity, you not only come into the true form of your giftedness, you become free to cultivate the opposite (shadow) side of yourself.		For all reactive tendencies, there is always an integration required, developing the parts of yourself you have valued less or not paid attention to before now.

CREATIVE TENSION



The basic concept is that we have the power to create our lives just as we want them to be—consistent with our vision. This is one of the highest human capacities. Yet our culture says it isn't so. We're never taught it. In fact, we're taught the opposite—to be powerless and helpless, in the grip of others or of outside forces.

The process of creating starts with vision—but vision alone is not enough. We must also be clear about current reality. This sounds easy, but we're not as good at it as we think. Our vision (the choices we make) plus a clear picture of current reality creates a structure; and remember, that structure determines performance and results. We call this structure "creative tension."

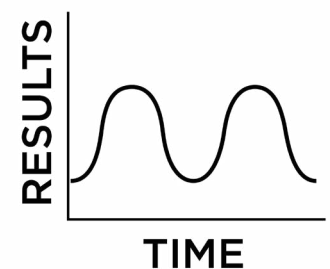
Creative tension is a physical principle like gravity or electromagnetism. It is not the same as emotional tension or anxiety. Creative tension seeks resolution,

just as a stretched rubber band "wants" to contract itself.

Creating uses this same structure—creative tension—to get the results we want. If we hold up our vision and are clear and honest about current reality, we build a creative tension that we can use to create what we want. The natural tendency of creative tension is for current reality to "rise" to get closer to, or match, the vision.

In fact, there are only three ways that creative tension can be released: one is that we create what we want. A second way is to "relax" or let go of our vision, so that we are left with only current reality. The third way is to deceive ourselves about current reality by denying, ignoring, distorting, or misrepresenting it—leaving us with vision but no energy to create it, no structure that will produce it.

Problem – Reacting



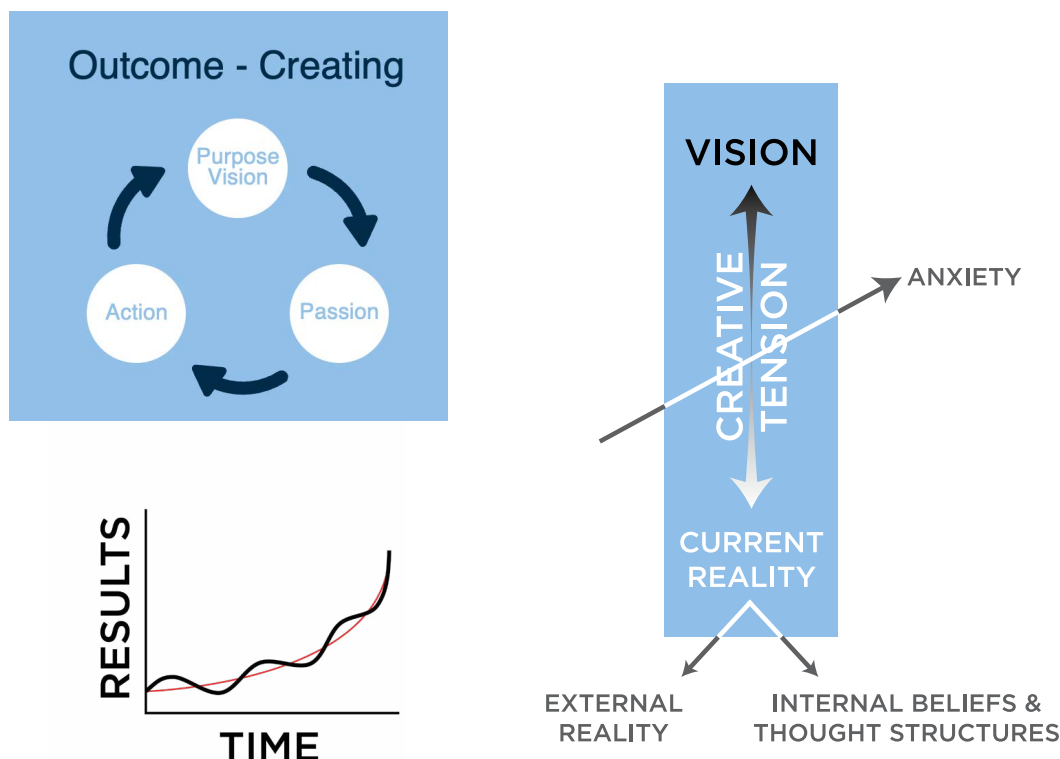
CREATIVE TENSION AND "TENSION"

Creative tension often results in feelings of anxiety; it "hurts." It feels easier and safer to compromise creative tension. In the problem-reacting stance, we do whatever it takes to make our anxiety go away—by letting our vision go or denying current reality. We successfully—and temporarily—feel relief, but we have lost the power of creative tension.

However, anxiety often comes with the territory. If we care about the result, creative tension brings us face-to-face with our doubts and unhelpful beliefs.

Building creative tension triggers every belief in our internal programming that does not support our getting what we want. When this happens, we customarily feel some sort of negative emotion.

This, too, is an important part of current reality. We must know what's going on "out there." And we must look "in here" at the beliefs and thoughts that create the anxiety we feel.

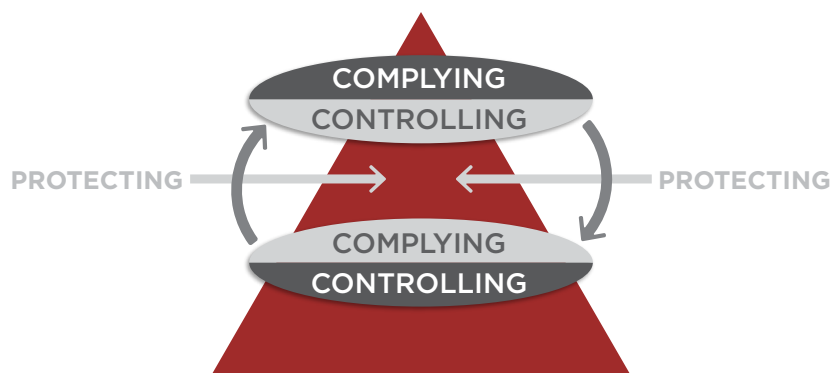


THE CENTRAL DYNAMIC OF PATRIARCHY

Patriarchy is the convenient marriage of expansive-controlling types managing dependent complying types. The people at the top are looking down at their shadow and the people at the bottom are looking up at their shadow, each blaming the other. This is a source of the deep trust issues that always seem to exist between the levels.

The culture is a hologram of our character structures. As organizations grow, they tend to look like this: Expansive types at the top and dependent types at the bottom. The more dependent I am looking up, the more controlling I need to be looking down.

In this organization, caution and control abound. Expansive types are looking up and playing politics to advance their career, while looking down and controlling. Dependent types are trying to keep their heads low and survive.



SUMMARY SCALES

The Summary Scales bring everything together. They summarize all aspects of the profile into four useful measures represented on a scale which is based on percentiles.

REACTIVE-CREATIVE SCALE reflects the degree of **balance between the Creative dimensions and the Reactive dimensions**. The percentile score gives the participant a sense of their competency relative to others who have undertaken the survey.

It measures the amount of energy a leader puts into either Reactive or Creative behavior, i.e. the degree to which the leader's leadership, relationships and goal-oriented behaviors are coming out of a Creative or Reactive orientation. It also suggests the degree to which their self-concepts and inner motivations come from within (Creative) or are determined by external expectations, rules, or conditions (Reactive). It is calculated as follows:

Creative/Reactive Scale = The average Creative score minus the average Reactive score, and then expressed as a percentile.

RELATIONSHIP-TASK BALANCE measures the degree of **balance between the Achievement competencies and the Relationship competencies**.

It is a measure of the over, under, or balanced development of either half of the equation (the people half or the task half). **High percentile balance indicates a high effectiveness / competence at being able to access Achieving or Relating as the circumstances require**

N.B. It does not compare high, medium or low scores between Achieving and Relating.

Instead, the Relationship-Task scale needs to be interpreted in combination with the visual graphic - as 100% balance could be at the 10th percentile for both dimensions, i.e. great balance but highly ineffective in either measure. It is calculated as follows:

Relationship-Task Balance = the lower score (whether it be Relating or Achieving) is divided by the higher score (Relating or Achieving), and then expressed as a percentile.

LEADERSHIP POTENTIAL UTILIZATION is a bottom line measure. **It looks at all the dimensions measured**, i.e. self and others relative to other selves and others who have undertaken the LCP.

It sorts through all the high and low scores to answer the questions, “So, in the end, how well am I doing?, “What potential do I possess that I do not leverage?” and “How much more effective could I be?”. It is calculated as follows:

Leadership Potential Utilization = Reactive-Creative Scale x Relationship-Task Balance, and then expressed as a percentile.

N.B. To increase the Leadership Potential Utilization score – look at the scores on the C-R and R-T scales as they will indicate opportunities for focus and development. If one or both scale is low the Leadership Potential Utilization will also be low.

LEADERSHIP EFFECTIVENESS SCALE measures the leader’s overall effectiveness. It is an outcome research scale and has been shown to be solidly correlated to business outcomes.

It gives the leader an overall measure of how all of the above is translating into perceived effectiveness. **This scale provides a summary in percentile terms of the five Leadership Effectiveness questions embedded into LCP.**

The Leadership Effectiveness Scale questions are:

- I am satisfied with the quality of leadership that the leader provides
- The leader is the kind of leader that others should aspire to become
- The leader is an example of an ideal leader
- The leader’s leadership helps this organization to thrive
- Overall, the leader provides very effective leadership

FAQ's — SUMMARY SCALES

RELATIONSHIP-TASK BALANCE LEADERSHIP POTENTIAL UTILIZATION SUMMARY SCALES DISTINCTIONS

LCP & Manager Edition

SUMMARY SCALES: RELATIONSHIP—TASK BALANCE:

The Relationship—Task Balance Scale creates a lot of questions because:

1. Relationship—Task Balance Scale (R—T Balance) is only measuring the degree of balance between the Inner Circle summary dimensions of Achieving and Relating and not the balance between the entire right side of the Profile (Task Orientation) and the entire left side of the Profile (Relationship Orientation). This measure does, however, provide a good indication of the degree of balance between Task and Relationship capability that is Creatively available.

2. Sometimes what we see with our eyes is that the R—T Balance scale does not seem to coincide with what we see in the Inner Circle between Relating and Achieving. For example, when we look at the Inner Circle, it looks like a close balance, but when we look at the R—T Balance scale, it shows a significant imbalance.

- This usually happens when Relating and Achieving are both very high, or both very low. To understand why the R—T balance is sometimes not as high as it looks to the eye in the Inner Circle we need to understand what happens to the relationship between raw scores and percentile scores in the tails of the bell curve (normal distribution) when percentile scores for Relating and Achieving are either very high or very low.
- **In the tails of the bell curve, large changes in raw scores result in small changes in percentile scores. Whereas in the middle of the bell curve small differences in raw score go a long way in percentile scores.**
- For example, let's say that a person's average Relating score is very low at 1.5 and their Achieving Score is also low at 3.0. This is a very large imbalance in raw score, but a small imbalance in percentile score. When we look at the Inner Circle we will see a very low score for Relating at say, 3%. When we look at Achieving the score might be around 10%. This does not look like much imbalance. **But the R—T Balance score is calculated on the balance between the raw scores**, so when we look at the R—T Balance score it will be quite low, even though the Inner Circle scores look balanced.

While the Inner Circle Relating and Achieving scores may not visually look imbalanced, there is a large imbalance in the underlying raw scores. Also in the case mentioned above, when looking at the percentile scores, there is more than three times as much Achieving than Relating. Imagine if Relating were 30% and Achieving were more than three times that at 90%, you would conclude that there is a lot of imbalance. But when the Percentile scores are 3% and 10%, it does not look like a lot of imbalance, but it is.

- The above example shows what happens in the low end of the bell curve's tail. The same thing happens with very high raw scores at the other end of the spectrum. You may see that Relating and Achieving are both beyond 80% and look relatively balanced in the Inner Circle. This does not mean that the underlying raw scores are balanced, so you may see the R—T Balance score lower.
- In cases like these we suggest you use the R—T Balance score as a flag for the patterns in the Profile.

With more Reactive Profiles: Often in profiles where Relating and Achieving are low and the R—T Balance score is low, there are strong Reactive scores that are driving both the overall low scores in the Creative half of the Profile, and the low R—T Balance scores. In this case, the R—T Balance score is flagging important patterns that need to be attended to.

With more Creative Profiles: When both Relating and Achieving are high and R-T Balance is low, since both Relating and Achieving are high, we recommend that you not worry about, or focus on the R-T Balance score as much. The R-T Balance scale is picking up a larger than normal difference in the raw scores between Relating and Achieving, but this may not be important to interpreting the Profile.

The low R—T Balance Score may, however, be flagging a moderate imbalance in the Profile that may suggest a next level of improvement from an already strong/Creative Profile.

In conclusion, the R—T Balance score needs to be interpreted in relationship to the whole Profile.

SUMMARY SCALES: LEADERSHIP POTENTIAL UTILIZATION

Question: How do I explain to a client the Leadership Potential Utilization Summary Scale?

Leadership Potential Utilization is made up of a combination of the Reactive—Creative Scale and the Relationship—Task Balance through a mathematical formula. It is not a straight average. So, sometimes it looks higher or lower than you expect.

Leadership Potential Utilization mathematical calculation is:

- The Creative/Reactive Score multiplied by the Task/Relationship Balance score, and then the resulting number is expressed as a percentile against the normed data base.

Occasionally this scale confuses clients. For example, a client might ask for an explanation about the following combination of scores for the Summary Scales:

- Reactive—Creative Scale is scoring at 70%
- Relationship—Task Balance is scoring at 5%
- Leadership Potential Utilization is scoring at 55%

Answer: Sometimes the percentile score is not what we expect (as is the case with Relationship—Task Balance). You cannot just average them up, because percentiles work in non-linear ways.

SUMMARY SCALES: SOME ADDITIONAL DISTINCTIONS

Following are the mathematical ratios for each of the Summary Scales:

- **Creative/Reactive Scale** = The average Creative raw score minus the average Reactive raw score, and then expressed as a percentile against the normed data base.
- **Relationship/Task Balance** = The lower raw score (uses the Inner Circle Dimensions of Relating and Achieving) divided by the higher raw score (Relating or Achieving), and then expressed as a percentile against the normed data base.
- **Leadership Potential Utilization** = The Creative/Reactive Score multiplied by the Task/Relationship Balance score, and then expressed as a percentile against the normed data base.
- **Leadership Effectiveness Scale** = This scale is calculated differently to the other Summary Scales. It provides a summary in percentile terms of the five Leadership Effectiveness questions embedded into LCP or Manager Edition.

The Leadership Effectiveness questions are:

- I am satisfied with the quality of leadership that the leader provides
- The leader is the kind of leader that others should aspire to become
- The leader is an example of an ideal leader
- The leader's leadership helps this organization to thrive
- Overall, the leader provides very effective leadership.