

management and leadership questionnaire (mlq30)

> Leadership Report

Name: **Sample Tester**

Management Level: **No management experience**

Date: **12 Mar 2012**

INTRODUCTION

The MLQ30 leadership assessment test measures your management and leadership competencies by asking you to rate your skills in different areas of management and leadership. It measures 30 competencies covering the transformational and transactional aspects of leadership.

Competencies are not the only influence on your performance as a leader, however, as your personality, your interests, your values, your pattern of intellectual abilities, your life experience and your current life situation also contribute to your performance. Psychological tests do not measure the whole you, which is why they need to be interpreted in the context of other information about you.

Please bear the following points in mind as you consider the results from your assessment.

First, your profile is based on what you have said about yourself through your responses to the questionnaire, so what we are measuring is your own perception of your management and leadership competencies.

Second, your results can be affected by your strategy for answering the questionnaire - whether this was conscious or unconscious - for example, whether you felt under pressure to convey a particular profile or impression of your management and leadership skills.

Third, the MLQ30 is a questionnaire which produces a profile of your strengths and weaknesses based on a comparison of your scores against those of an international comparison group of people in management and leadership positions.

Your results are reported on a ten point scale known as the Standard Ten (Sten) scoring system. The table below shows what different scores indicate about your current levels of competence.

Sten	Percentile Meaning	Level	Competence
8-10	A score of 8 is higher than about 90% of the comparison group	5	Very well-developed competency/key strength to capitalize on
7	A score of 7 is higher than about 75% of the comparison group	4	Well developed competency/emerging strength
5-6	A score of 5 is higher than about 40% of the comparison group	3	Moderately well developed competency/mid-range skill
4	A score of 4 is higher than about 25% of the comparison group	2	Less developed competency/embryonic skill
1-3	A score of 3 is higher than about 10% of the comparison group	1	Least developed competency/possible flaw

Finally, please note that this assessment is intended to help you clarify your view of yourself and help you to develop your skills and achieve your potential. If you do not recognize yourself in the following pages, check what other people think by taking views from bosses, peers and direct reports.competence.

MLQ30 COMPETENCY FRAMEWORK

The MLQ30 measures thirty competencies covering the transformational and transactional aspects of leadership. These are defined in the table below.

Leadership/Transformational Competencies		
1	Strategic and Creative Thinking	Competency Requirements
1.1	Thinking and managing globally	Keep up to date with global trends, review the company's position, develop business relationships in other countries.
1.2	Developing strategy and acting strategically	See the big picture, pick up changes in the marketplace, review and analyze the business unit's strategy.
1.3	Managing knowledge and information	Keep up with advances in business area, benchmark performance against industry leaders, seek advice from experts.
1.4	Creating and innovating	Help people to think differently about a problem, get buy-in for creative ideas, turn novel ideas into reality.
1.5	Managing costs and financial performance	Read and interpret financial reports, set financial targets, review and improve financial performance.
2	Leading and Deciding	Competency Requirements
2.1	Attracting and managing talent	Help new employees get up to speed quickly, give people challenging job assignments, monitor people's performance.
2.2	Motivating people and inspiring them to excel	Communicate high expectations of people, trust capable people to do their work, celebrate team achievement.
2.3	Coaching and developing people	Provide people with assignments to develop their skills, give timely coaching, act as a role model for development.
2.4	Managing culture and diversity	Define acceptable workplace behavior, challenge bias and intolerance, act as a role model of inclusive behavior.
2.5	Making sound decisions	Assess options and risks, consult people and take their views and ideas into account, act decisively.
3	Developing and Changing	Competency Requirements
3.1	Displaying initiative and drive	Start tasks right away, get things done quickly, be ready to go the extra mile.
3.2	Showing courage and strength	Do what is right despite personal risk, say no when necessary, have the courage to take tough decisions.
3.3	Learning and developing continuously	Seek feedback, set personal development goals, show a sense of humor and perspective.
3.4	Managing and implementing change	Sell the benefits of change, model the change expected of others, establish roles and structures to support change.
3.5	Adapting and coping with pressure	Adapt quickly to new situations, handle stress successfully, keep composure in difficult circumstances.

MLQ30 COMPETENCY FRAMEWORK

Management/Transactional Competencies		
4	Implementing and Improving	Competency Requirements
4.1	Executing strategies and plans	Provide direction and support, delegate responsibility to the appropriate people, hold people accountable for delivery.
4.2	Improving processes and systems	Allocate responsibility for improvement, learn lessons from process breakdowns, improve business processes.
4.3	Managing customer relationships and services	Set high standards for customer service, exceed customer expectations, resolve customer issues quickly.
4.4	Analyzing issues and problems	Gather information from a wide variety of sources, approach problems from different angles, brainstorm possible solutions with others.
4.5	Managing plans and projects	Develop bold plans, obtain resources to carry out projects, manage critical dependencies and risks.
5	Communicating and Presenting	Competency Requirements
5.1	Facilitating and improving communication	Create a climate where people share views and ideas, exchange information with the team, bosses, and stakeholders.
5.2	Influencing and persuading people	Promote views and ideas, influence people by addressing their needs and priorities, negotiate effectively.
5.3	Managing feelings and emotions	Know which emotions you are feeling and why, handle other people's feelings and emotions sensitively.
5.4	Speaking with confidence and presenting to groups	Demonstrate presence, communicate with self-assurance, give effective presentations to groups.
5.5	Writing and reporting	Produce clearly written reports, write effectively for different audiences, edit other people's written work skillfully.
6	Relating and Supporting	Competency Requirements
6.1	Relating and networking	Work effectively with other people, build rapport and keep others in the loop, use networks to get things done.
6.2	Listening and showing understanding	Put people at ease, pay attention to their feelings and emotions, listen without interrupting.
6.3	Building trust and modeling integrity	Act in accordance with your values and principles, give consistent messages, keep promises.
6.4	Identifying and resolving conflict	Encourage debate, bring disagreements into the open, address and resolve conflict early.
6.5	Cultivating teamwork and collaboration	Set the team's direction and priorities, review the team's successes and failures, help team members work well together.

LEADERSHIP PROFILE SUMMARY

Leadership Level	
Level 1/2	You have little or no management experience and your overall leadership score is in the lower half of the comparison group. Taken together, your lack of management experience and your test results suggest that you are likely to be operating at Level 1 or Level 2 at present. Your leadership competency profile also indicates that you recognize the need to improve your knowledge and skills in some areas.
Management versus Leadership focus	
Individual contributor	You present yourself as an individual contributor or specialist who needs to focus on improving their management and leadership skills to improve their capability.
Task/Conceptual versus People/Social Focus	
Borderline embryonic approach	You scored 5 on task-focused competencies and 4 on people-focused competencies. This places you in the top 60% of the comparison group on task-focused competencies and the bottom 25% on people-focused competencies. You present yourself as a person with a borderline embryonic approach who needs to work on people and task skills to improve their capability.
Situational Leadership Effectiveness	
Transformational leadership	You are likely to be as effective as the average manager in situations where a transformational leader is required to deliver change.
Transactional leadership	You are likely to require some development and support in situations where a person is required with good management skills.
Impression Management	
Very self-critical	Analysis of how you answered the questionnaire indicates that you appear to have been very self-critical and not concerned about presenting a favorable profile of your competencies.

LEADERSHIP LEVEL

The MLQ30 leadership model defines 5 levels of leadership summarized in the table below. At the high performing end of the continuum are Level 5 leaders who possess well-developed transformational and transactional competencies. Level 5 leaders make up the top 10% of the international benchmark group. At the other end of the continuum are Level 1 individual contributors who need to boost their capability to make a successful move to management. The MLQ30 leadership level indicator is based on your current management level and analysis of your responses to all the competency statements.

Level	Sten	Summary Description
5	8-10	Outstanding leader who delivers exceptional performance through a combination of well-developed skills and competencies in management and leadership.
4	7	Effective leader who possesses many well-developed skills and competencies in management and leadership.
3	5-6	Competent manager who possesses moderately well-developed skills and competencies in management and leadership.
2	4	First-level manager with some moderately well-developed skills and competencies in management and leadership and some weaker areas and gaps.
1	1-3	Individual contributor who needs to boost management and leadership skills and competencies in order to join the management ranks.

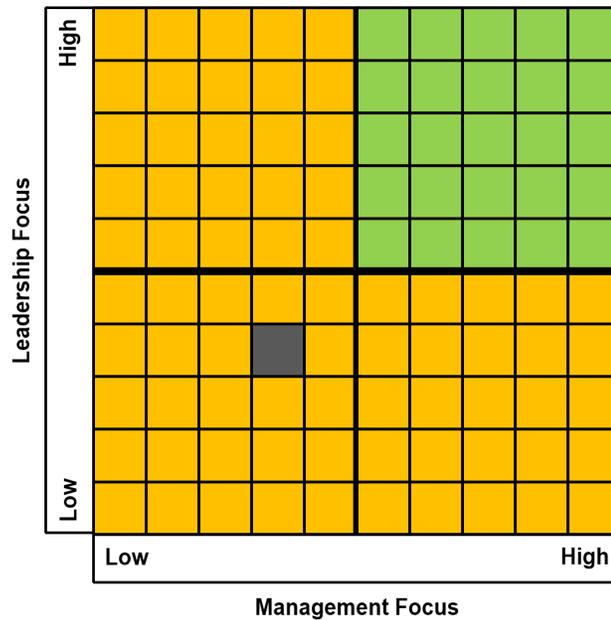
What Level Are You?

You have little or no management experience and your overall leadership score is in the lower half of the comparison group. Taken together, your lack of management experience and your test results suggest that you are likely to be operating at Level 1 or Level 2 at present. Your leadership competency profile also indicates that you recognize the need to improve your knowledge and skills in some areas.

MANAGEMENT VERSUS LEADERSHIP FOCUS

The management and leadership style matrix below classifies people into four styles shown on axes of management focus and leadership focus. These two factors measure your current level of competence in transformational and transactional competencies. The MLQ30 scorecards later in the report show your scores on the competency scales. The four styles are explained below.

Strategist	Leader
Strategists are strong on competencies to do with strategic and creative thinking, leading and deciding, and developing and changing. However, they often tend to neglect some of the transactional aspects of management.	The best leaders are strategists and managers. They transform and manage organizations through a combination of transformational leadership competencies and transactional management competencies.



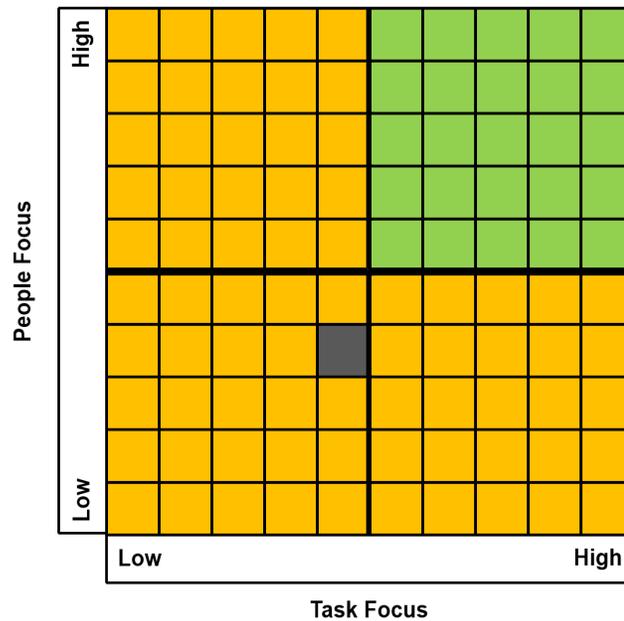
Individual Contributor	Manager
Individual contributors are specialists and "doers" who have not acquired the orchestrating competencies required to be a successful manager/leader. They need to learn to adjust their style to manage conflicting demands from bosses, peers, and direct reports.	Managers are strong on competencies to do with implementing and improving, communicating and presenting, and relating and supporting. However, they tend to neglect the transformational aspects of strategic leadership.

You present yourself as an individual contributor or specialist who needs to focus on improving their management and leadership skills to improve their capability.

TASK/CONCEPTUAL VERSUS PEOPLE/SOCIAL APPROACH

The task versus people matrix below classifies respondents into four groups shown on axes of task focus and people focus. These two factors measure the degree to which you focus on people factors and the degree to which you focus on task factors to implement plans and strategy quickly and effectively. These groups are explained below.

People Focus	People & Task Focus
People-focused leaders achieve speed and value by creating clarity and unity of purpose. They are strong on people management competencies such as building relationships, establishing trust, and motivating and coaching people.	The best leaders have a balanced approach focusing on people and task factors when implementing their strategies and plans. They do not make the mistake of trying to achieve their goals by concentrating on one factor alone.



Embryonic Approach	Task Focus
Managers with an embryonic approach are still finding their feet and learning how to achieve strategic speed and create value for their organization and customers. They need to improve their people and task skills in order to become better leaders.	Leaders with a task focus implement plans and strategies primarily by attempting to control systems, processes and technologies. They tend to ignore people factors such as building relationships, establishing trust, and motivating and coaching people.

You scored 5 on task-focused competencies and 4 on people-focused competencies. This places you in the top 60% of the comparison group on task-focused competencies and the bottom 25% on people-focused competencies. You present yourself as a person with a borderline embryonic approach who needs to work on people and task skills to improve their capability.

SITUATIONAL LEADERSHIP EFFECTIVENESS

This profile predicts how effective you are likely to be in different leadership and management situations.

Leadership	1	2	3	4	5	6	7	8	9	10	Situational Assessment	
Strategic and creative thinking				<	...	>						You are likely to be as effective as the average manager in situations where strategic and creative thinking are critical elements of the job.
Leading and deciding				<	...	>						You are likely to be as effective as the average manager in situations where leading and deciding are critical components of the job.
Developing and changing			<	...	>						You are likely to require some development and support in situations where developing and changing are critical elements of the job.	
Overall leadership rating				<	...	>						You are likely to be as effective as the average manager in situations where a transformational leader is required to deliver change.
Management	1	2	3	4	5	6	7	8	9	10	Situational Assessment	
Implementing and improving				<	...	>						You are likely to be as effective as the average manager in situations where implementing and improving are critical to success.
Communicating and presenting			<	...	>						You are likely to require some development and support in situations where the job requires a person who is skilled at communicating and presenting.	
Relating and supporting			<	...	>						You are likely to require significant development and support in situations where it is important to have a person with good people skills.	
Overall management rating			<	...	>						You are likely to require some development and support in situations where a person is required with good management skills.	

MANAGEMENT AND LEADERSHIP COMPETENCY SCORECARDS

This section contains scorecards showing your results in the six key areas of management and leadership assessed by the questionnaire. Each scorecard shows your sten score for each skill area/competency along with the percentile rank and assesses your current level of competence. The percentile rank indicates the percentage of people in the comparison group that you scored higher than--for example, a sten of 7 is higher than about 75% of the comparison group.

Transformational Competencies

Strategic and creative thinking

Your responses indicate that strategic and creative thinking is an area where your skills are moderately well developed. Your profile on the building blocks of this competency cluster is as follows.

Competency	Sten	Percentile	Competence
Thinking and managing globally	5	40	Moderately well developed competency/mid-range skill
Developing strategy and acting strategically	4	25	Less developed competency/embryonic skill
Managing knowledge and information	4	25	Less developed competency/embryonic skill
Creating and innovating	3	10	Least developed competency/possible flaw
Managing costs and financial performance	8	90	Very well developed competency/key strength to capitalize on

Leading and deciding

Your responses indicate that leading and deciding is an area where your competencies are moderately well developed. Your skills on the different aspects of this competency cluster are as follows.

Competency	Sten	Percentile	Competence
Attracting and managing talent	5	40	Moderately well developed competency/mid-range skill
Motivating people and inspiring them to excel	5	40	Moderately well developed competency/mid-range skill
Coaching and developing people	4	25	Less developed competency/embryonic skill
Managing culture and diversity	5	40	Moderately well developed competency/mid-range skill
Making sound decisions	4	25	Less developed competency/embryonic skill

MANAGEMENT AND LEADERSHIP COMPETENCY SCORECARDS**Developing and changing**

Your responses indicate that developing and changing is slightly less likely to be one of your plus points. Your profile on the elements of this competency cluster is shown below.

Competency	Sten	Percentile	Competence
Displaying initiative and drive	5	40	Moderately well developed competency/mid-range skill
Showing courage and strength	1	1	Least developed competency/possible flaw
Learning and developing continuously	6	60	Moderately well developed competency/mid-range skill
Managing and implementing change	4	25	Less developed competency/embryonic skill
Showing adaptability and coping with pressure	4	25	Less developed competency/embryonic skill

Transactional Competencies**Implementing and improving**

Your responses suggest that you believe implementing and improving to be a mid-range skill. You came out as follows on the components of this competency cluster.

Competency	Sten	Percentile	Competence
Executing strategies and plans	6	60	Moderately well developed competency/mid-range skill
Improving processes and systems	7	75	Well developed competency/emerging strength
Managing customer relationships and services	2	5	Least developed competency/possible flaw
Analyzing issues and problems	5	40	Moderately well developed competency/mid-range skill
Managing plans and projects	5	40	Moderately well developed competency/mid-range skill

MANAGEMENT AND LEADERSHIP COMPETENCY SCORECARDS**Communicating and presenting**

Your responses suggest that communicating and presenting is less likely to be one of your talents. You came out as follows on the different parts of this competency cluster.

Competency	Sten	Percentile	Competence
Facilitating and improving communication	3	10	Least developed competency/possible flaw
Influencing and persuading people	4	25	Less developed competency/embryonic skill
Managing feelings and emotions	4	25	Less developed competency/embryonic skill
Speaking with confidence and presenting to groups	4	25	Less developed competency/embryonic skill
Writing and reporting	5	40	Moderately well developed competency/mid-range skill

Relating and supporting

Your responses indicate that relating and supporting could be an area to focus learning and development on. Your profile on the different facets of this competency cluster is shown below.

Competency	Sten	Percentile	Competence
Relating and networking	2	5	Least developed competency/possible flaw
Listening and showing understanding	4	25	Less developed competency/embryonic skill
Building trust and modeling integrity	4	25	Less developed competency/embryonic skill
Identifying and resolving conflict	3	10	Least developed competency/possible flaw
Cultivating teamwork and collaboration	2	5	Least developed competency/possible flaw

NEXT STEPS

We recommend that you consider your results alongside other sources of feedback you have been given about your current performance and future potential—for example, from job performance reviews, from coaches/mentors or from direct reports or peers.

Think about sharing your results with other people and inviting them to comment on your strengths and weaknesses. Look at where their assessments differ from your own and why. Factoring in other people's assessments alongside your own is important as there is plenty of evidence that shows that self-assessments rarely match those of other work colleagues one hundred percent.

Having considered your own assessment from the questionnaire together with the views of key colleagues, where should you start when addressing development? Many leadership development experts warn against focusing exclusively on weaker areas unless there are some aspects of behavior which could be 'fatal flaws'. As a guide, these could be aspects where your Sten score is 3 or less. Fatal flaws are likely to inhibit development of other areas of leadership performance and should be addressed first.

If there are no fatal flaws, or once these have been addressed, the advice of many leadership experts is to focus on strengths—that is, those areas of performance where your Sten scores are high (7 or more) and which are also viewed as strengths by other colleagues. There is strong evidence that effective leadership is directly correlated with the number of strengths a person possesses. We and our bosses tend to be drawn towards worrying about our less strong performance areas but a better strategy may be to build on what you are already good at and make yourself indispensable by developing outstanding strengths in key areas.

To help you think about and plan your learning, read the MLQ30 Leadership Development Quick Book. It contains reading recommendations, performance improvement tips and a development planning template.