SLQ

School Leadership Questionnaire

Management and Leadership Competency Report

Report for: John Smith
Date: **15 June 2012**

Introduction

The School Leadership Questionnaire measures your management and leadership competencies by asking you to rate your skills in different areas of management and leadership. It measures sixteen competencies covering leadership, management and teaching & learning.

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 School Leadership Questionnaire produces a profile of your strengths and weaknesses based on a comparison of your scores against those of a comparison group of senior teachers and managers and professionals.

Fourth, your results are reported using percentile scores. A percentile score indicates the percentage of the norm group who scored below you on the test. For example, a score at the 60th percentile means that your score is the same as or higher than the scores of 60% of those who took the test.

The table below shows what different scores indicate about your current levels of competence.

Level	Percentile Range	Competency Meaning
4	81-100	Very well-developed competency / definite strength
3	61-80	Well-developed competency / emerging strength
2	41-60	Moderately well-developed competency / mid-range skill
1	0-40	Developing competency / emergent skill

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 recognise yourself in the following pages, check what other people think by taking views from bosses, peers and direct reports.
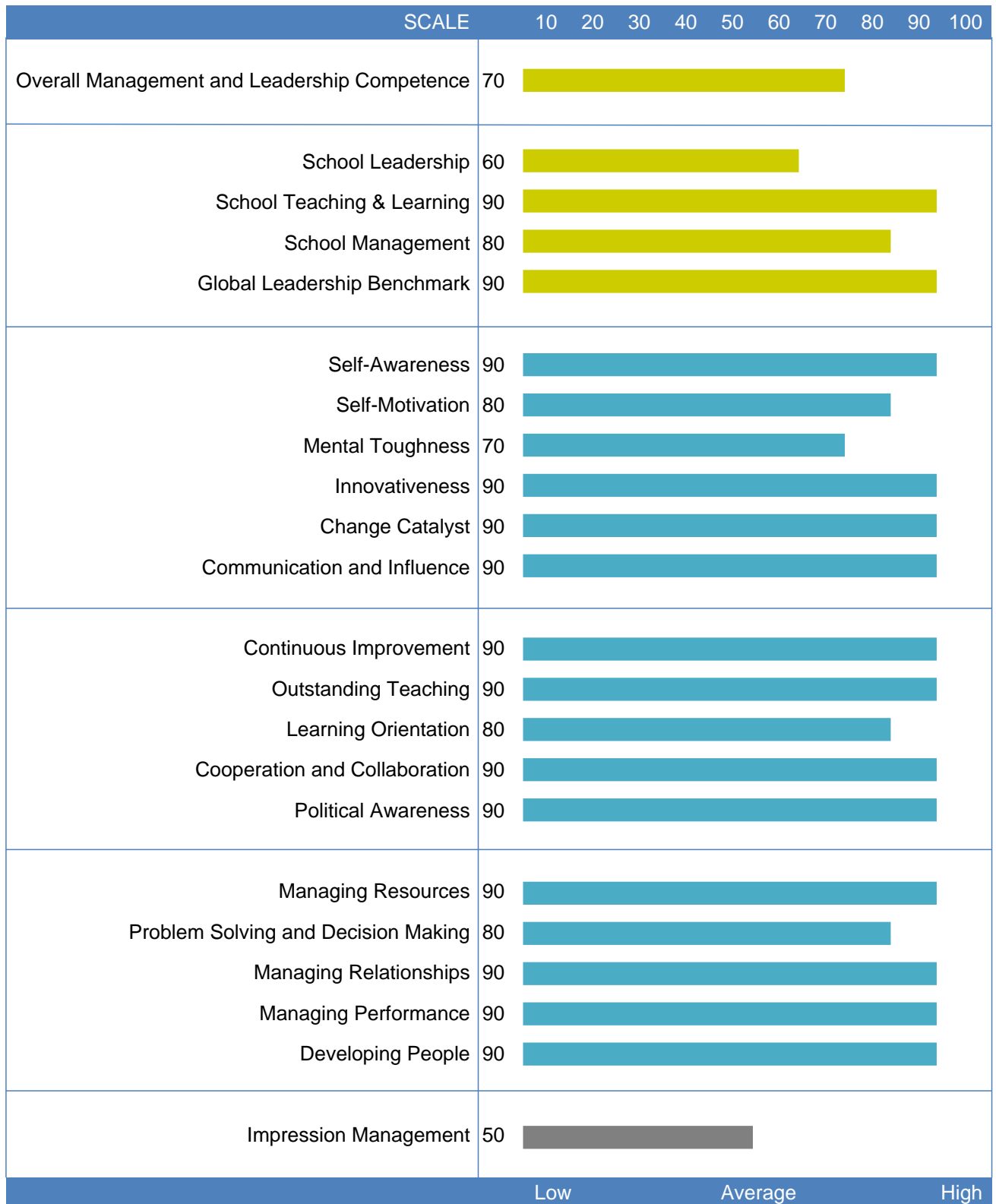
What the Scales Measure

The School Leadership Questionnaire has sixteen scales measuring three key areas of leading and managing a school. These are defined below.

School Leadership	School Teaching & Learning	School Management
Self-Awareness	Continuous Improvement	Managing Resources
Self-Motivation	Outstanding Teaching	Problem Solving and Decision Making
Mental Toughness	Learning Orientation	Managing Relationships
Innovativeness	Cooperation and Collaboration	Managing Performance
Change Catalyst	Political Awareness	Developing People
Communication and Influence		

The leadership test also includes a separate management and leadership scale to benchmark your leadership skills against other senior managers and professionals outside the teaching profession.

Management and Leadership Profile

	SCALE	10 20 30 40 50 60 70 80 90 100
Overall Management and Leadership Competence	70	
School Leadership	60	
School Teaching & Learning	90	
School Management	80	
Global Leadership Benchmark	90	
Self-Awareness	90	
Self-Motivation	80	
Mental Toughness	70	
Innovativeness	90	
Change Catalyst	90	
Communication and Influence	90	
Continuous Improvement	90	
Outstanding Teaching	90	
Learning Orientation	80	
Cooperation and Collaboration	90	
Political Awareness	90	
Managing Resources	90	
Problem Solving and Decision Making	80	
Managing Relationships	90	
Managing Performance	90	
Developing People	90	
Impression Management	50	
		Low Average High

Management and Leadership Level

The School Leadership Questionnaire classifies educational leaders into one of four management/leadership levels based on their responses to competency statements covering leadership, management and teaching & learning.

Level	Description
4	Outstanding educational leader who demonstrates extremely well-developed skills in leadership, management and teaching & learning.
3	Effective educational leader who demonstrates well-developed skills in leadership, management and teaching & learning.
2	Competent educational manager who possesses some of the skills in leadership, management and teaching & learning that are required to be a successful head teacher or principal.
1	Developing educational manager who demonstrates emergent skills in leadership, management and teaching & learning.

Your responses to the questionnaire indicate that you are operating at Level 3 at present. You seem to have pretty good management and leadership skills.

- **School Leadership**. It seems quite likely that you possess the leadership knowledge, skills, motives and ability to be a pretty effective educational leader.

- **School Teaching & Learning**. It seems very likely that you have the educational abilities required to lead the improvement of teaching and learning in order to continually improve outcomes for all students.

- **School Management**. It seems very likely that you have the management competencies to administer school processes, systems and procedures efficiently and effectively.

Global Leadership Benchmark

We have also benchmarked some of your responses against those of a large external comparison group of middle and senior level managers outside teaching. This indicates that you are performing like an extremely effective senior leader outside the profession.

The next section of the report describes your skills and competencies in the sixteen management and leadership competency areas.

School Leadership

Key Role
The ability to lead and transform a school/college through innovation, drive, resilience and personal impact.

Profile Summary
Level 3. You seem to have a pretty good grasp of what it takes to be a successful educational leader and you seem to possess many of the key leadership competencies that are needed to be a successful head teacher.

Competency Analysis	
Self-Awareness	Level 4. You seem to have much more insight into your leadership strengths and limitations than the average educational leader/senior teacher in the comparison group.
Self-Motivation	Level 4. You appear to be much more motivated, energetic and driven than the average educational leader/senior teacher in the comparison group.
Mental Toughness	Level 3. You seem to be rather more resilient, focused and tenacious than the average educational leader/senior teacher in the comparison group.
Innovativeness	Level 4. You seem to have a much more creative and innovative approach to change than the average educational leader/senior teacher in the comparison group.
Change Catalyst	Level 4. You seem to be much more forward-thinking and change-oriented than the average educational leader/senior teacher in the comparison group.
Communication and Influence	Level 4. You seem to have much more impact and influence on pupils, parents and stakeholders than the average educational leader/senior teacher in the comparison group.

Development Implications
You seem to have pretty well-developed educational leadership skills. With further experience, practice and learning, you could turn your skills in this area into an outstanding strength. The School Leadership Improvement Tips booklet gives practical advice and suggestions about how to improve your performance in this area.

School Teaching & Learning

Key Role	
The ability to deliver excellent results and continuously improve teaching and learning outcomes for all students.	
Profile Summary	
Level 4. Your responses indicate that you possess the knowledge, skills and ability to lead improvement and change in a school to deliver better outcomes for all students.	
Competency Analysis	
Continuous Improvement	Level 4. You seem to be more capable of delivering continuous improvement than the average educational leader/senior teacher in the comparison group.
Outstanding Teaching	Level 4. You appear to possess the drive and focus on teaching and learning improvement required to deliver excellent 21st Century teaching and learning.
Learning Orientation	Level 4. You seem to have much more passion for your own and other people's learning and development than the average educational leader/senior teacher in the comparison group.
Cooperation and Collaboration	Level 4. You seem to be much more skilled in collaborative and partnership working than the average educational leader/senior teacher in the comparison group.
Political Awareness	Level 4. You seem to have much more understanding of school organizational and community issues than the average educational leader/senior teacher in the comparison group.
Development Implications	
You seem to have achieved a standard of excellence in this area of school leadership so this area does not appear to be a priority for performance improvement or development—assuming other people have the same extremely favorable opinion of your capability and competencies. Check out what other people think.	

School Management

Key Role
The ability to run a school/college successfully by administering school resources, processes and systems efficiently and effectively.

Profile Summary
Level 4. Your responses indicate that you have the management capability and competencies to administer school operations and resources efficiently and effectively.

Competency Analysis	
Managing Resources	Level 4. You present yourself as being much more capable of managing the school's human and non-human resources than the average educational leader/senior teacher in the comparison group.
Problem Solving and Decision Making	Level 4. You present yourself as being much more competent in problem solving and decision making than the average educational leader/senior teacher in the comparison group.
Managing Relationships	Level 4. You present yourself as having much better relationship management skills than the average educational leader/senior teacher in the comparison group.
Managing Performance	Level 4. You present yourself as being much more capable of managing staff performance robustly than the average educational leader/senior teacher in the comparison group.
Developing People	Level 4. You present yourself as being much more committed and capable of developing others than the average educational leader/senior teacher in the comparison group.

Development Implications
You seem to be performing at a very high standard in school management so this competency area does not appear to be a priority for performance improvement or development—assuming other people have the same extremely favorable opinion of your capability and competencies. Check out what other people think.

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 behaviour that could be 'fatal flaws'. As a guide, these could be aspects where your percentile score is 30 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 percentile scores are higher than average (70 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, download our School Leadership Improvement Tips Booklet. It contains 48 practical performance improvement tips and a development planning template.

myskillsprofile

About This Report

This report was generated using MySkillsProfile's online assessment system. It is based on a leadership assessment test called the School Leadership Questionnaire.

The report is generated by analysing the answers of the respondent and substantially reflects the answers made by them. Due consideration must be given to the subjective nature of questionnaire-based ratings in the interpretation of this data.

This report has been generated electronically in PDF format and has not been changed or added to by MySkillsProfile personnel.

MySkillsProfile.com Limited cannot guarantee that the contents of this report are the unchanged output of the computer system. We can accept no liability for the consequences of the use of this report and this includes liability of every kind (including negligence) for its contents.