



MANAGEMENT AND LEADERSHIP QUESTIONNAIRE

Personal Report

JOHN SMITH

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 that 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 10-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.

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		
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		
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		
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 FOCUS		
4 Implementing and Improving		
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		
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		
6.1	Relating and networking	Work effectively with other people, build rapport and keeping others in the loop, use networks to get things done.
6.2	Listening and showing understanding	Put people at ease, pay attention to 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

Level 5 Leadership	
Level 3	You are in a junior management position and your overall leadership score is in the top half of the comparison group. Taken together, your management experience and your test results suggest that you are likely to be operating at Level 3 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	
Borderline individual contributor	You scored 5 on management skills and 5 on leadership skills. This places you in the top 60% of the comparison group on management and leadership skills. Your leadership and management skills seem to be moderately well developed. This suggests that you should aim to improve your skills in both areas to improve your capability.
Task/Conceptual versus People/Social Approach	
Borderline embryonic approach	You scored 5 on task-focused competencies and 5 on people-focused competencies. This places you in the top 60% of the comparison group on management and people-focused competencies. You present yourself as a person with a borderline embryonic approach who needs to develop their 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 be as effective as the average manager in situations where a person is required with good management skills.
Impression Management	
Neutral	Analysis of how you answered the questionnaire indicates that you appear to have been as self-critical/ concerned about presenting a favorable profile of your competencies as the average respondent.

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 are in a junior management position and your overall leadership score is in the top half of the comparison group. Taken together, your management experience and your test results suggest that you are likely to be operating at Level 3 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

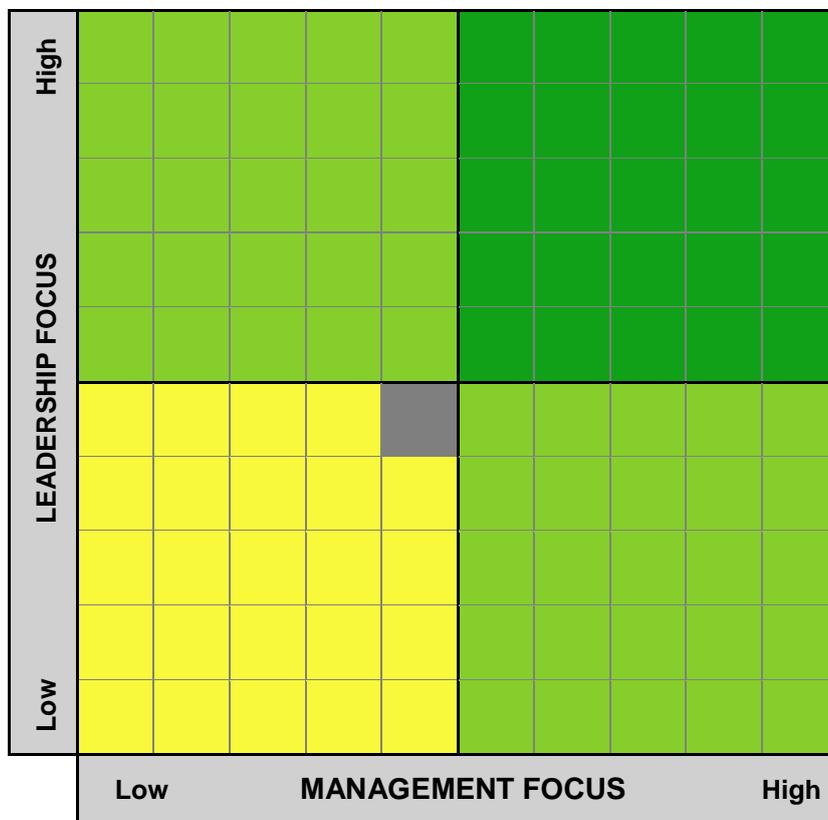
The management and leadership style matrix below classifies people into four styles shown on axes of management focus and leadership focus. These two factors measure your current level of competence in transformational and transactional competencies. The MLQ30 scorecards later in the report show your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

STRATEGIST

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.

LEADER

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

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.

MANAGER

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 scored 5 on management skills and 5 on leadership skills. This places you in the top 60% of the comparison group on management and leadership skills. Your leadership and management skills seem to be moderately well developed. This suggests that you should aim to improve your skills in both areas to improve your capability.

Task/Conceptual versus People/Social Approach

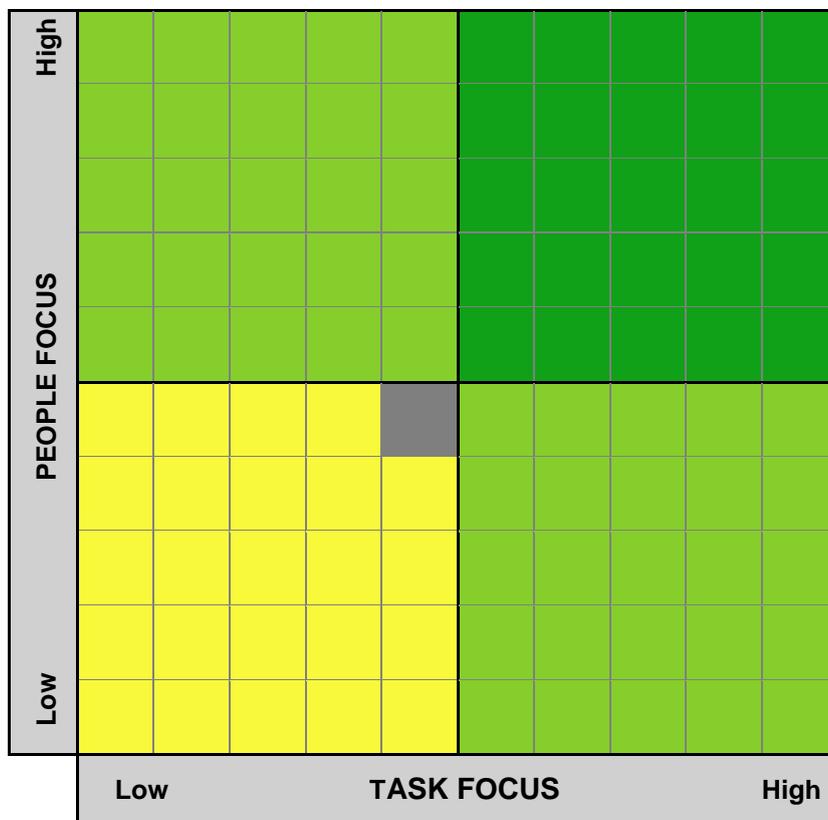
The task versus people matrix below classifies respondents into four groups shown on axes of task focus and people focus. These two factors measure the degree to which you focus on people factors and the degree to which you focus on task factors to implement plans and strategy quickly and effectively.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

PEOPLE FOCUS

People-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 & TASK FOCUS

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

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.

TASK FOCUS

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 5 on people-focused competencies. This places you in the top 60% of the comparison group on management and people-focused competencies. You present yourself as a person with a borderline embryonic approach who needs to develop their 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 require some development and support in situations where leading and deciding are critical components of the job.
Developing and Changing				<	...	>						You are likely to be as effective as the average manager 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 be as effective as the average manager in situations where the job requires a person who is skilled at communicating and presenting.	
Relating and Supporting				<	...	>						You are likely to be as effective as the average manager in situations where it is important to have a person with good people skills.
Overall Management Rating				<	...	>						You are likely to be as effective as the average manager 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	4	25	Less-developed competency/embryonic skill
Developing strategy and acting strategically	5	40	Moderately well-developed competency/mid-range skill
Managing knowledge and information	5	40	Moderately well-developed competency/mid-range skill
Creating and innovating	4	25	Less-developed competency/embryonic skill
Managing costs and financial performance	7	75	Well-developed competency/emerging strength

Leading and Deciding

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

Competency	Sten	Percentile	Competence
Attracting and managing talent	4	25	Less-developed competency/embryonic skill
Motivating people and inspiring them to excel	3	10	Least-developed competency/possible flaw
Coaching and developing people	5	40	Moderately well-developed competency/mid-range skill
Managing culture and diversity	5	40	Moderately well-developed competency/mid-range skill
Making sound decisions	5	40	Moderately well-developed competency/mid-range skill

Management and Leadership Competency Scorecards

Developing and Changing

Your responses indicate that developing and changing is reasonably 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	5	40	Moderately well-developed competency/mid-range skill
Learning and developing continuously	4	25	Less-developed competency/embryonic skill
Managing and implementing change	5	40	Moderately well-developed competency/mid-range skill
Adapting 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	4	25	Less-developed competency/embryonic skill
Improving processes and systems	5	40	Moderately well-developed competency/mid-range skill
Managing customer relationships and services	6	60	Moderately well-developed competency/mid-range skill
Analyzing issues and problems	6	60	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 quite 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	6	60	Moderately well-developed competency/mid-range skill
Influencing and persuading people	5	40	Moderately well-developed competency/mid-range skill
Managing feelings and emotions	4	25	Less-developed competency/embryonic skill
Speaking with confidence and presenting to groups	5	40	Moderately well-developed competency/mid-range 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	5	40	Moderately well-developed competency/mid-range skill
Listening and showing understanding	6	60	Moderately well-developed competency/mid-range skill
Building trust and modeling integrity	4	25	Less-developed competency/embryonic skill
Identifying and resolving conflict	7	75	Well-developed competency/emerging strength
Cultivating teamwork and collaboration	5	40	Moderately well-developed competency/mid-range skill

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 experts warn against focusing exclusively on weaker (low Sten score) 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 one's strengths – that is, those areas of performance where your Sten scores are high - say 7 or more - and which are also viewed as strengths by other colleagues. There is compelling data which shows 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 resist the temptation, the pay-off is often in building on one's strengths.

To help you think about and plan your learning, download the [MLQ30 Leadership Development Quick Book](#). It contains reading recommendations, practical performance improvement tips and ideas, and a planning template.

About This Report

This report was generated using MSP's online assessment system. It is based on a leadership assessment test called the Management and Leadership Questionnaire (MLQ30).

The report is generated by analyzing 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.

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