



mlq30

management and leadership questionnaire

> **MLQ30 User Manual**

Leadership Assessment

Copyright © 2011, MySkillsProfile.com Limited.
The MLQ30 was developed by John Beazer and Allan Cameron.
www.myskillsprofile.com.com.

MLQ30 is a trademark of MySkillsProfile.com Limited. MLQ30 is a PTC registered test.

Submitted to the British Psychological Society Psychological Testing Centre for review.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means or stored in a database or retrieval system without the prior written permission of MySkillsProfile.com Limited.

Contents

1. Introduction	4
1.1 Purpose of MLQ30 questionnaire	4
1.2 Versions of MLQ30 questionnaire.....	5
a. MLQ30n.....	5
b. MLQ30i.....	5
2. Applications and administration.....	8
2.1 Applications	8
a. Selection.....	8
b. Assessment and development centers.....	8
c. Training and development.....	8
e. Coaching and counseling.....	8
2.2 Administration.....	9
2.3 Norming.....	9
3. Scale descriptions.....	10
4. Interpretation.....	43
4.1 Sten scores	43
4.2 Feedback report	44
5. Reliability & validity	46
5.1 Internal consistency reliabilities	46
5.2 Construct validity	46
a. Scale intercorrelations	46
b. Intercorrelations and reliability.....	46
c. Standard error of difference	48
d. Factor analysis.....	48
5.3 Criterion validity	49
5.4 Demographics	56
6. Norms	59
6.1 MLQ30n	59
6.2 MLQ30i.....	60
6.3 Norms tables	61
7. References	64
Annex 1. MLQ30 Interpretive Report	68

1. Introduction

This User Manual gives an overview of the application, administration, interpretation and reliability and validity of the MLQ30 questionnaire.

Evidence for the reliability and validity is presented against some of the key the criteria in the EFPA Review Model for the Description and Evaluation of Psychological Tests (Bartram, 2002). The EFPA Review Model was produced to support and encourage the process of harmonizing the reviewing of tests. It provides a standard set of criteria to assess the quality of tests. These cover the common areas of test review such as norms, reliability and validity.

1.1 Purpose of MLQ30 questionnaire

The MLQ30 questionnaire was designed to provide information about an individual's management and leadership competencies and skills. The MLQ30 competency model measures 30 dimensions of management and leadership competence covering 6 key areas (Figure 1). These cover the transformational and transactional aspects of managerial and leadership activity. The tables below provide further details of what the questionnaires measure.

Figure 1. MLQ30 competency model



1.2 Versions of MLQ30 questionnaire

There are two versions of the questionnaire:

a. MLQ30n

The normative version of the questionnaire requires a test taker to rate their current performance on different competencies on a 5 point Likert scale ranging from “Emerging” to “Elite”. The normative version has two scales measuring Impression Management and Self-Deception in addition to the 30 scales that measure management and leadership competencies. The questionnaire consists of 192 statements (6 items per scale) and most test takers complete the test in less than 30 minutes.

b. MLQ30i

The ipsative version of the questionnaire presents test takers with blocks of three competency statements, and the task is to identify the competency that the test taker does 'best', and the competency that the test taker does 'least' well. There are 100 blocks of three items and the majority of people complete the test in less than 30 minutes.

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. |

Management/Transactional focus		
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 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.

2. Applications and administration

The MLQ30 questionnaires are suitable for a wide range of assessment and development applications including selection, coaching, training, team building and career counseling.

2.1 Applications

a. Selection

MLQ30 interpretive reports about a candidate's management and leadership style and competencies provide a structure for interviewers and candidates to discuss a candidate's potential strengths and weaknesses. In competency-based selection, the MLQ30 model provides a framework of thirty competencies to compare candidates against and use as the foundation for a competency-based interview.

b. Assessment and development centers

The MLQ30 profiles also provide a source of information about a candidate's leadership level, style, strengths and development needs to put alongside information from in-tray and group exercises. The interpretive reports provide practical tips and suggestions for performance improvement for participants to consider alongside feedback from assessors.

c. Training and development

The MLQ30 questionnaires can help in the development of a company's existing staff in individual and group development contexts. The MLQ30 profile provides a structure for a member of staff and their line manager, mentor, trainer or coach to explore strengths and development needs. The development section of the interpretive report provides practical ideas and suggestions for learning and development for trainees to consider.

d. Team building

Sharing of MLQ30 profiles can help teams to understand the range of skills and competencies that the team possesses and how these might be deployed in projects. The creation of a MLQ30 team profile may also reveal gaps in the team's capability and help identify suitable team development activities.

e. Coaching and counseling

MLQ30 interpretive reports also provide a suitable structure for a coach to explore a client's management and leadership level, style, strengths and potential development needs. The normative version of the questionnaire is ideal for exploring leadership level and style, and the ipsative version is ideal for identifying areas of management and leadership that the client finds relatively easy to perform and those areas that the client may be finding harder and be struggling with.

2.2 Administration

It is important that people who are asked to take the MLQ30 assessment test understand the purpose and process. Test takers typically want to know what the test measures, how it will be used, whether they will see their results, and who else will have access to their profiles. This information could be provided as part of a broader briefing about the assessment context, or it could be sent out with the invitation email to the online assessment session.

The MLQ30 questionnaires can only be administered online via MLQ30.com or MySkillsProfile.com. The service for individual customers provides a direct access service for individual customers to take the questionnaire, pay for the assessment by credit card, and download (or receive via email) the interpretive report in PDF format.

The corporate testing service works in a similar fashion except that test takers bypass the payment element, and test administrators have the option of determining how feedback reports are handled. The feedback handling options are that interpretive reports are sent to a) the test administrator, b) the test taker, or c) both the test administrator and test taker.

2.3 Norming

In order to interpret MLQ30 questionnaire raw scores, we compare an individual's results against an international comparison group of people who have answered the questionnaire. The international comparison group is referred to as the norm group or standardization sample, and the comparison generates a Standard Ten Score (sten) for each scale.

Chapter 6 gives information about the composition of the norm groups for the normative and ipsative version of the questionnaire. The collection of norms from different countries is an ongoing process and additional norm tables will be added as required.

3. Scale descriptions

Each scale description table in this section contains elements covering the meaning of low scores, moderate scores and high scores. The table also presents an example of the items from the scale. The final section of the table shows three other scales that the scale correlates highly with. These correlations are from the normative version general population sample. The full intercorrelation matrix for the normative questionnaire is shown in Chapter 5.

	Page
1.1 Thinking and managing globally	11
1.2 Developing strategy and acting strategically	12
1.3 Managing knowledge and information	13
1.4 Creating and innovating	14
1.5 Managing costs and financial performance	15
2.1 Attracting and managing talent	16
2.2 Motivating people and inspiring them to excel	17
2.3 Coaching and developing people	18
2.4 Managing culture and diversity	19
2.5 Making sound decisions	20
3.1 Displaying initiative and drive	21
3.2 Showing courage and strength	22
3.3 Learning and developing continuously	23
3.4 Managing and implementing change	24
3.5 Adapting and coping with pressure	25
4.1 Executing strategies and plans	26
4.2 Improving processes and systems	27
4.3 Managing customer relationships and services	28
4.4 Analyzing issues and problems	29
4.5 Managing plans and projects	30
5.1 Facilitating and improving communication	31
5.2 Influencing and persuading people	32
5.3 Managing feelings and emotions	33
5.4 Speaking with confidence and presenting to groups	34
5.5 Writing and reporting	35
6.1 Relating and networking	36
6.2 Listening and showing understanding	37
6.3 Building trust and modeling integrity	38
6.4 Identifying and resolving conflict	39
6.5 Cultivating teamwork and collaboration	40
7.1 Impression management/Consistency	41
7.2 Self-deception	42

Factor 1. Strategic and creative thinking

Scale 1.1. Thinking and managing globally

Competency Description

Keep up to date with global trends, review the company's position, develop business relationships in other countries.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Discussing global business trends.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to think globally.

Or

Has some knowledge and understanding of how to manage a global business but needs more experience.

Low Scorer

Has little knowledge and experience of how to operate and compete globally.

Relationships with Other Scales **Positive**

Strongest correlations with

Managing knowledge
Developing strategy
Managing money

Factor 1. Strategic and creative thinking

Scale 1.2. Developing strategy and acting strategically

Competency Description

See the big picture, pick up changes in the marketplace, review and analyze the business unit's strategy.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Developing the vision.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to manage strategy.

Or

Has some knowledge and understanding of how to develop and manage strategy but needs more experience.

Low Scorer

Has little knowledge and experience of how to develop and manage strategy.

Relationships with Other Scales **Positive**

Strongest correlations with

Planning and organizing
Managing knowledge
Analyzing problems

Factor 1. Strategic and creative thinking

Scale 1.3. Managing knowledge and information

Competency Description

Keep up with advances in business area, benchmark performance against industry leaders, seek advice from experts.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Benchmarking performance against industry leaders.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to manage knowledge.

Or

Has some experience and understanding of knowledge management but needs to develop skills.

Low Scorer

Has little knowledge and experience of how to manage knowledge.

Relationships with Other Scales **Positive**

Strongest correlations with

Planning and organizing
Developing strategy
Managing change

Factor 1. Strategic and creative thinking

Scale 1.4. Creating and innovating

Competency Description

Help people to think differently about a problem, get buy-in for creative ideas, turn novel ideas into reality.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Turning innovative ideas into reality.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to manage innovation.

Or

Has some knowledge and understanding of creativity and innovation but needs to improve skills.

Low Scorer

Has little knowledge and experience of how to manage creativity and innovation.

Relationships with Other Scales **Positive**

Strongest correlations with

Influencing people
Implementing strategy
Motivating people

Factor 1. Strategic and creative thinking

Scale 1.5. Managing costs and financial performance

Competency Description

Read and interpret financial reports, set financial targets, review and improve financial performance.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Identifying how to improve financial performance.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to manage finance.

Or

Has some knowledge and understanding of financial management but needs to develop skills.

Low Scorer

Has little knowledge and experience of how to manage money.

Relationships with Other Scales **Positive**

Strongest correlations with

Planning and organizing
Developing strategy
Thinking globally

Factor 2. Leading and deciding

Scale 2.1. Attracting and managing talent

Competency Description

Help new employees get up to speed quickly, give people challenging job assignments, monitor people's performance.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Helping new employees get up to speed quickly.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to manage talent.

Or

Has some knowledge and understanding of talent management but needs to improve skills.

Low Scorer

Has little knowledge and experience of how to manage talent.

Relationships with Other Scales **Positive**

Strongest correlations with

Coaching people
Building the team
Implementing strategy

Factor 2. Leading and deciding

Scale 2.2. Motivating people and inspiring them to excel

Competency Description

Communicate high expectations of people, trust capable people to do their work, celebrate team achievement.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Addressing work/life balance issues in the team.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to motivate team members.

Or

Has some knowledge and understanding of how to motivate people but needs to develop skills.

Low Scorer

Has little knowledge and experience of how to motivate people.

Relationships with Other Scales **Positive**

Strongest correlations with

Building the team
Displaying initiative
Coaching people

Factor 2. Leading and deciding

Scale 2.3. Coaching and developing people

Competency Description

Provide people with assignments to develop their skills, give timely coaching, act as a role model for development.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Building strong coaching relationships.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to coach team members.

Or

Has some knowledge and understanding of how to coach people but needs to improve skills.

Low Scorer

Has little knowledge and experience of how to coach people.

Relationships with Other Scales Positive

Strongest correlations with

Building the team
Motivating people
Managing change

Factor 2. Leading and deciding

Scale 2.4. Managing culture and diversity

Competency Description

Define acceptable workplace behavior, challenge bias and intolerance, act as a role model of inclusive behavior.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Recruiting people from diverse backgrounds.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to manage a diverse workforce.

Or

Has some knowledge and understanding of how to manage diversity but needs to improve skills.

Low Scorer

Has little knowledge and experience of how to manage a diverse workforce.

Relationships with Other Scales **Positive**

Strongest correlations with

Motivating people
Establishing trust
Building the team

Factor 2. Leading and deciding

Scale 2.5. Making sound decisions

Competency Description

Assess options and risks, consult people and take their views and ideas into account, act decisively.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Making well-considered decisions.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to make well-considered decisions.

Or

Has some knowledge and understanding of how to make well-considered decisions but needs to improve skills.

Low Scorer

Has little knowledge and understanding of how to make well-considered decisions.

Relationships with Other Scales **Positive**

Strongest correlations with

Displaying initiative
Improving systems
Influencing people

Factor 3. Developing and changing

Scale 3.1. Displaying initiative and drive

Competency Description

Start tasks right away, get things done quickly, be ready to go the extra mile.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Being enthusiastic about new work challenges.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Shows a fair amount of initiative.

Or

Shows initiative in some situations but not in others.

Low Scorer

Does not demonstrate much initiative, enterprise and resourcefulness.

Relationships with Other Scales Positive

Strongest correlations with

Building the team
Motivating people
Implementing strategy

Factor 3. Developing and changing

Scale 3.2. Showing courage and strength

Competency Description

Do what is right despite personal risk, say no when necessary, have the courage to take tough decisions.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Taking stands in the face of strong opposition.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Shows a fair amount of grit and courage.

Or

Shows spirit and courage in some situations but not in others.

Low Scorer

Does not demonstrate much grit or courage.

Relationships with Other Scales Positive

Strongest correlations with

Influencing people
Displaying initiative
Resolving conflict

Factor 3. Developing and changing

Scale 3.3. Learning and developing continuously

Competency Description

Seek feedback, set personal development goals, show a sense of humor and perspective.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Asking for feedback on your performance.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Shows a fair amount of interest in learning and self-development.

Or

Shows interest in learning and self-improvement in some situations but not in others.

Low Scorer

Does not demonstrate interest in learning and self-improvement.

Relationships with Other Scales **Positive**

Strongest correlations with

Using emotions
Resolving conflict
Building relationships

Factor 3. Developing and changing

Scale 3.4. Managing and implementing change

Competency Description

Sell the benefits of change, model the change expected of others, establish roles and structures to support change.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Selling the benefits of change.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably proficient at managing change.

Or

Shows competence in managing change in some situations but not in others.

Low Scorer

Lacks knowledge and skills about how to manage change.

Relationships with Other Scales **Positive**

Strongest correlations with

Coaching people
Motivating people
Displaying initiative

Factor 3. Developing and changing

Scale 3.5. Adapting and coping with pressure

Competency Description

Adapt quickly to new situations, handle stress successfully, keep composure in difficult circumstances.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Modifying course to suit changing circumstances.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably flexible and adaptable.

Or

Adapts and copes in some situations but not in others.

Low Scorer

Has difficulty adapting to changing circumstances.

Relationships with Other Scales **Positive**

Strongest correlations with

Creating and innovating
Motivating people
Resolving conflict

Factor 4. Implementing and improving

Scale 4.1. Executing strategies and plans

Competency Description

Provide direction and support, delegate responsibility to the appropriate people, hold people accountable for delivery.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Assessing people's performance.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at implementing strategy.

Or

Has some knowledge and understanding of how to implement strategy but needs more experience.

Low Scorer

Has only a basic understanding of how to implement strategy.

Relationships with Other Scales **Positive**

Strongest correlations with

Building the team
Communicating information
Displaying initiative

Factor 4. Implementing and improving

Scale 4.2. Improving processes and systems

Competency Description

Allocate responsibility for improvement, learn lessons from process breakdowns, improve business processes.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Identifying best practice in your area.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at improving systems.

Or

Has some knowledge and understanding of how to improve systems but needs more experience.

Low Scorer

Has only a basic understanding of how to improve systems.

Relationships with Other Scales **Positive**

Strongest correlations with

Implementing strategy
Displaying initiative
Making decisions

Factor 4. Implementing and improving

Scale 4.3. Managing customer relationships and services

Competency Description

Set high standards for customer service, exceed customer expectations, resolve customer issues quickly.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Anticipating customer requirements.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at managing customer services.

Or

Has some knowledge and understanding of how to improve customer services but needs more experience.

Low Scorer

Has only a basic understanding of how to improve the service to the customer.

Relationships with Other Scales **Positive**

Strongest correlations with

Establishing trust
Displaying initiative
Building the team

Factor 4. Implementing and improving

Scale 4.4. Analyzing issues and problems

Competency Description

Gather information from a wide variety of sources, approach problems from different angles, brainstorm possible solutions with others.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Brainstorming solutions to problems.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at problem solving.

Or

Has some knowledge and understanding of how to solve organizational problems but needs more experience.

Low Scorer

Has only a basic understanding of how to solve organizational problems.

Relationships with Other Scales **Positive**

Strongest correlations with

Planning and organizing
Developing strategy
Making decisions

Factor 4. Implementing and improving

Scale 4.5. Managing plans and projects

Competency Description

Develop bold plans, obtain resources to carry out projects, manage critical dependencies and risks.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Developing clear and realistic project plans.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at managing projects.

Or

Has some knowledge and understanding of how to manage projects but needs more experience.

Low Scorer

Has only a basic understanding of project management.

Relationships with Other Scales **Positive**

Strongest correlations with

Developing strategy
Managing knowledge
Improving systems

Factor 5. Communicating and presenting

Scale 5.1. Facilitating and improving communication

Competency Description

Create a climate where people share views and ideas

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Helping people to share views and ideas.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at managing team communications.

Or

Has some knowledge and understanding of how to manage communication within the team but needs more experience.

Low Scorer

Has only a basic understanding of managing communication within the team.

Relationships with Other Scales **Positive**

Strongest correlations with

Building the team
Implementing strategy
Building relationships

Factor 5. Communicating and presenting

Scale 5.2. Influencing and persuading people

Competency Description

Promote views and ideas, influence people by addressing their needs and priorities, negotiate effectively.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Influencing people's views and attitudes.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at influencing people.

Or

Has some knowledge and understanding of how to negotiate with and influence people but needs more experience.

Low Scorer

Has only a basic understanding of how to negotiate with and influence people.

Relationships with Other Scales **Positive**

Strongest correlations with

Resolving conflict
Creating and innovating
Showing courage

Factor 5. Communicating and presenting

Scale 5.3. Managing feelings and emotions

Competency Description

Know which emotions you are feeling and why, handle other people's feelings and emotions sensitively.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Knowing which emotions you are feeling and why.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at managing feelings and emotions.

Or

Has some knowledge and understanding of how to manage own and other people's feelings and emotions.

Low Scorer

Has only a basic understanding of how to manage own and other people's feelings and emotions.

Relationships with Other Scales **Positive**

Strongest correlations with

Resolving conflict
Displaying initiative
Learning and developing

Factor 5. Communicating and presenting

Scale 5.4. Speaking with confidence and presenting to groups

Competency Description

Demonstrate presence, communicate with self-assurance, give effective presentations to groups.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Giving captivating presentations.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at giving presentations.

Or

Has some knowledge and understanding of how to give presentations but needs more experience.

Low Scorer

Lacks knowledge and experience of how to give effective presentations.

Relationships with Other Scales **Positive**

Strongest correlations with

Influencing people
Showing courage
Motivating people

Factor 5. Communicating and presenting

Scale 5.5. Writing and reporting

Competency Description

Produce clearly written reports, write effectively for different audiences, edit other people's written work skillfully.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Writing in plain English.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably competent in written work.

Or

Has some knowledge and understanding of how to write but needs more experience.

Low Scorer

Lacks knowledge and experience of how to write effectively for different audiences.

Relationships with Other Scales **Positive**

Strongest correlations with	Analyzing problems Improving systems Making decisions
-----------------------------	---

Factor 6. Relating and supporting

Scale 6.1. Relating and networking

Competency Description

Work effectively with other people, build rapport and keeping others in the loop, use networks to get things done.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Working effectively with peers.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at building relationships.

Or

Has some knowledge and understanding of how to build relationships but needs more experience.

Low Scorer

Lacks knowledge and experience of how to build effective work relationships.

Relationships with Other Scales **Positive**

Strongest correlations with

Building the team
Motivating people
Communicating information

Factor 6. Relating and supporting**Scale 6.2. Listening and showing understanding****Competency Description**

Put people at ease, pay attention to their feelings and emotions, listen without interrupting.

High Scorer**Competence Level**

Much more competent than the average manager in the comparison group.

Example scale item

Being a good listener.

Moderate Scorer**Competence Level**

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at listening.

Or

Has some knowledge and understanding of how to listen sensitively but needs more experience.

Low Scorer

Lacks knowledge and understanding of how to listen sensitively to other people.

Relationships with Other Scales Positive

Strongest correlations with

Communicating information
Using emotions
Establishing trust

Factor 6. Relating and supporting

Scale 6.3. Building trust and modeling integrity

Competency Description

Act in accordance with your values and principles, give consistent messages, keep promises.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Keeping promises and commitments.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at establishing trust.

Or

Has some knowledge and understanding of how to create trust but needs more business experience.

Low Scorer

Lacks knowledge and understanding of how to create trust.

Relationships with Other Scales **Positive**

Strongest correlations with

Serving customers
Displaying initiative
Implementing strategy

Factor 6. Relating and supporting

Scale 6.4. Identifying and resolving conflict

Competency Description

Encourage debate, bring disagreements into the open, address and resolve conflict early.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Negotiating win-win outcomes.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at managing conflict.

Or

Has some knowledge and understanding of how to manage and resolve conflict but needs more business experience.

Low Scorer

Lacks knowledge and understanding of how to manage and resolve conflict at work.

Relationships with Other Scales **Positive**

Strongest correlations with

Influencing people
Using emotions
Showing courage

Factor 6. Relating and supporting

Scale 6.5. Cultivating teamwork and collaboration

Competency Description

Set the team's direction and priorities, review the team's successes and failures, help team members work well together.

High Scorer

Competence Level

Much more competent than the average manager in the comparison group.

Example scale item

Leading and facilitating team meetings.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Presents as reasonably skilled at team building.

Or

Has some knowledge and understanding of how to build a team but needs more business experience.

Low Scorer

Lacks knowledge and understanding of how to build an effective team.

Relationships with Other Scales **Positive**

Strongest correlations with

Influencing people
Using emotions
Showing courage

Factor 7. Impression management

Scale 7.1. Impression management/Consistency

Competency Description

Convey accurate profile of management and leadership strengths and weaknesses.

High Scorer

Competence Level

Much more self-critical than the average manager in the comparison group.

Example scale item

Practicing what you preach.

Moderate Scorer

Competence Level

Reveals average/moderate level of impression management.

Or

Presents a reasonably candid picture of competencies.

Or

Feels as much pressure as the average person to present a positive impression.

Low Scorer

Conscious use of inflated self-descriptions, faking, lying, or random responding.

Relationships with Other Scales Positive

Strongest correlations with

Establishing trust
Self deception
Implementing strategy

Factor 7. Impression management

Scale 7.2. Self-deception

Competency Description

Give truthful picture of management and leadership competencies, do not seek to deceive self or other people.

High Scorer

Competence Level

Much more insightful than the average manager in the comparison group.

Example scale item

Being totally honest with yourself.

Moderate Scorer

Competence Level

Reveals average/moderate level of competence.

Or

Presents as reasonably insightful.

Or

Has some understanding of and insight into own management and leadership strengths and weaknesses.

Low Scorer

Lacks insight into own management and leadership strengths and weaknesses.

Relationships with Other Scales **Positive**

Strongest correlations with

Impression management
Improving systems
Establishing trust

4. Interpretation

4.1 Sten scores

The MLQ30 uses the standard ten (sten) scoring approach. To help professional advisers and managers understand what different sten scores mean, the MLQ30 interpretive model breaks the sten range into five leadership level categories. The meaning of each of the categories is defined using percentile scores and descriptions of competence (Table 1).

The table below illustrates the approach, for example:

- A sten score of 8 in a MLQ30 scorecard indicates that the respondent has Level 5 management and leadership skills which they should make the most of / exploit.
- A sten score of 5 in a MLQ30 scorecard indicates that the respondent has Level 3 management and leadership skills which they should endeavor to work on.
- A sten score of 4 in a MLQ30 scorecard indicates that the respondent has Level 2 management and leadership skills which they should try to develop.

Table 1. MLQ30 scoring approach

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

Table 2 shows how a respondent's sten scores relate to percentiles. For example, a sten score of 6 indicates that the respondent's management and leadership skills are more developed than those of about 60% of respondents in international the comparison group.

Table 2. Relationship between stens and percentiles

Sten	Higher than % of respondents in the comparison group
10	99
9	95
8	90
7	75
6	60
5	40
4	25
3	10
2	5
1	1

4.2 Feedback report

The MLQ30 computer-generated feedback report has the following sections.

a. Introduction

Gives a brief introduction to the questionnaire explaining what the instrument measures and how the scoring system works.

b. MLQ30 competency framework

Provides concise descriptions of what each of the MLQ30 scales measure.

c. Leadership profile summary

Provides a summary of the results of the assessment covering five areas: leadership level, management versus leadership focus, task versus people approach, situational leadership effectiveness and impression management.

d. Level 5 leadership

Indicates the respondent's likely leadership level using the Level 5 Leadership framework developed by Jim Collins (2001). The interpretation is based on the respondent's scores across all the scales and their current management level.

e. Management versus leadership focus

Measures the respondent's style using a management and leadership style matrix which classifies respondents into four styles shown on axes of management focus and leadership focus. These two factors measure the respondent's current level of competence in transformational and transactional competencies. The MLQ30 scorecards later in the report show the respondent's scores on the competency scales. The four styles are explained in the report.

f. Task/conceptual versus people/social focus

Assesses the respondent's style using a task/conceptual versus people/social matrix which classifies respondents into four groups shown on axes of task focus and people focus. These two factors measure the degree to which the manager focuses on people/social factors and the degree to which he or she focuses on task/conceptual factors. These groups are explained in the report.

Table 3. Level 5 leadership framework

Level	Core Competencies
1	Highly capable individual who makes productive contributions through talent, knowledge, skills and good work habits.
2	Contributing team member who contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting.
3	Competent manager who organizes people and resources toward the effective and efficient pursuit of predetermined objectives.
4	Effective leader who catalyses commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards.
5	Executive who builds enduring greatness through a paradoxical blend of personal humility and professional will.

g. Situational leadership effectiveness

Predicts how effective the respondent is likely to be in different leadership and management situations.

h. Management and leadership competency scorecards

Shows the respondent's results in the six key areas of management and leadership assessed by the questionnaire. Each scorecard shows the sten score, the percentile score and the respondent's current level of competence.

i. Next steps

The final section gives guidance on the next steps and access to a downloadable booklet of performance improvement tips and suggestions.

A sample MLQ30 interpretive report is shown in Annex 1.

5. Reliability & validity

This chapter presents information about the reliability and validity of the normative version of the MLQ30. Conventional reliability and validity approaches using procedures such as Cronbach's alpha and factor analysis are inappropriate statistics for the forced-choice version using the classical scoring approach. We will publish information in the future about the technical properties of the ipsative questionnaire using an IRT scoring approach similar to that described by Brown and Bartram (2009).

5.1 Internal consistency reliabilities

Table 4 presents internal consistency estimates based on Cronbach's Coefficient Alpha together with raw and sten score SEMs for the normative version. In the trial questionnaire, the internal consistency reliabilities of the scales ranged from 0.84 to 0.95 and the median reliability for the scales was 0.89. The reliabilities of the scales in the standardization sample ranged from 0.78 to 0.92 and the median scale reliability was 0.86. The median reliabilities are in the category ($r=0.8$ to 0.89) defined as good by the EFPA Review Model.

The Standard Error of Measurement (SEM) provides a tolerance figure or error band around a person's observed competency scale score. There is a 68 percent likelihood that a person's true score will be within one SEM of the observed score. For the normative scales, the median scale raw score SEM was 1.45 in the trial questionnaire and 1.75 in the standardization sample. The sten score SEMs in the standardization group ranged from 0.58 to 0.87 and the median SEM was 0.71. This means that there is a 68 percent likelihood that a person's true score is likely to be one sten either side of their observed score.

5.2 Construct validity

a. Scale intercorrelations

The intercorrelations between the scales of the MLQ30n are shown in Table 5. The correlations range from 0.31 to 0.91 with a median correlation of 0.73. This indicates a fair degree of association between the scales.

b. Intercorrelations and reliability

In order to determine how well an instrument differentiates between the different dimensions it is designed to measure, it is necessary to correct the correlations for unreliability. A correlation needs to be divided by the square root of the product of the two variables' reliability to determine what the correlation between the two variables would be if the variables' reliabilities were perfect. If two scales share less than 50 percent reliable variance, then we can be reasonably certain that they are independent.

Table 4. MLQ30n internal consistency reliabilities

Scale	Trial Questionnaire (n=163)				Standardization Sample (n=878)				
	Alpha	Mean	SD	Raw Score SEM	Alpha	Mean	SD	Raw Score SEM	Sten Score SEM
Thinking and managing globally	0.91	20.13	5.50	1.65	0.91	18.15	5.89	1.75	0.58
Developing strategy and acting strategically	0.90	22.31	4.74	1.50	0.86	20.88	4.78	1.88	0.73
Managing knowledge and information	0.88	23.03	4.55	1.58	0.85	21.29	4.74	1.88	0.75
Creating and innovating	0.89	24.19	4.25	1.41	0.87	22.13	4.61	1.76	0.64
Managing costs and financial performance	0.95	20.74	5.73	1.28	0.92	19.27	5.72	1.62	0.58
Attracting and managing talent	0.87	23.32	4.40	1.59	0.86	21.32	4.74	1.87	0.70
Motivating people and inspiring them to excel	0.88	24.21	4.37	1.51	0.83	22.37	4.34	1.95	0.77
Coaching and developing people	0.93	23.45	4.89	1.29	0.89	21.10	4.93	1.71	0.69
Managing culture and diversity	0.87	24.23	4.39	1.58	0.86	22.99	4.44	1.71	0.72
Making sound decisions	0.91	24.11	4.29	1.29	0.85	22.24	4.21	1.73	0.80
Displaying initiative and drive	0.88	24.82	4.04	1.40	0.83	23.25	4.15	1.79	0.73
Showing courage and strength	0.88	23.68	4.40	1.52	0.85	22.68	4.49	1.80	0.71
Learning and developing continuously	0.84	22.95	4.46	1.78	0.83	21.49	4.42	2.02	0.76
Managing and implementing change	0.91	23.15	4.40	1.32	0.87	21.01	4.57	1.73	0.66
Adapting and coping with pressure	0.89	24.05	4.36	1.45	0.86	22.64	4.37	1.70	0.66
Executing strategies and plans	0.90	24.38	4.30	1.36	0.85	22.23	4.28	1.77	0.76
Improving processes and systems	0.89	23.61	4.38	1.45	0.86	22.03	4.40	1.74	0.67
Managing customer relationships and services	0.91	24.57	4.21	1.26	0.89	23.10	4.39	1.52	0.63
Analyzing issues and problems	0.87	24.01	4.11	1.48	0.87	22.71	4.38	1.65	0.72
Managing plans and projects	0.89	23.13	4.55	1.51	0.86	20.77	4.66	1.83	0.72
Facilitating and improving communication	0.90	24.75	4.16	1.32	0.87	23.02	4.31	1.62	0.66
Influencing and persuading people	0.92	23.29	4.73	1.34	0.86	22.10	4.44	1.72	0.73
Managing feelings and emotions	0.88	23.78	4.35	1.51	0.83	22.11	4.45	1.87	0.77
Speaking with confidence and presenting to groups	0.91	23.45	4.94	1.48	0.85	21.76	4.72	1.84	0.68
Writing and reporting	0.89	23.60	4.49	1.49	0.89	21.65	5.02	1.73	0.60
Relating and networking	0.86	24.37	4.09	1.53	0.83	22.64	4.27	1.81	0.74
Listening and showing understanding	0.92	24.31	4.34	1.23	0.86	22.94	4.40	1.73	0.68
Building trust and modeling integrity	0.89	25.41	4.09	1.36	0.86	23.72	4.27	1.73	0.65
Identifying and resolving conflict	0.91	22.71	4.78	1.43	0.86	21.76	4.51	1.77	0.75
Cultivating teamwork and collaboration	0.92	24.73	4.35	1.23	0.86	22.78	4.33	1.74	0.70
Impression management	0.87	25.07	3.95	1.42	0.79	23.20	4.02	1.99	0.87
*Self-deception					0.78	21.88	4.22	2.15	0.82
Median	0.89	23.78	4.38	1.45	0.86	22.12	4.64	1.75	0.71

*The trial questionnaire did not have a self-deception scale.

Tables 6 gives the percentage of common reliable variance for the MLQ30 scales. The median percentage of reliable variance for the MLQ30n scale pairs is 72, and only about one quarter of the scale pairs in the normative questionnaire share less than 60 percent common variance.

c. Standard error of difference

The Standard Error of Difference (SEd) determines the size of the gap that you need to see between a person's scores on any two scales before you can conclude that the difference is real. The SEd depends on the reliability of the scales – the higher the reliability the smaller the SEd is. If there are two full SEds between the scores on two scales, then there is 95 percent likelihood that there is a real difference.

The SEds for the normative questionnaire are shown in Table 7. The SEds ranged from 0.82 to 1.1 with a median of 1. This means that you need to see a difference of at 2 stens in the normative instrument before you can conclude with a high degree of confidence that a person is more competent in one competency area than another competency area – for example, John is more competent in strategy formulation than strategy implementation.

d. Factor analysis

Principal factors extraction with oblique rotation was performed on the MLQ30n scales on the MLQn standardization sample of 878 respondents. Two factors were extracted for the combined sample of men and women, and the same two factors emerged when the extraction was performed separately for men and women. The two extracted factors with eigenvalues over 1 accounted for 76 percent of the variance.

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.98, well above 0.6 required for a good factor analysis. Communalities ranged from 0.48 to 0.86 with a median value of 0.78 indicating that the scales were well defined by the factor solution. With a cut of 0.45 for inclusion of a scale in the interpretation of a factor, all the scales loaded on one of the two factors. Table 8 shows the loadings of the MLQ30n scales on the factors, communalities, and percents of variance and covariance. Loadings over 0.45 (20 percent of variance) are shown in bold type.

The scales that load highest on the first factor are competencies with managing people and social interaction, for example:

- Listening and showing understanding
- Facilitating and improving communication
- Relating and networking
- Managing feelings and emotions
- Identifying and resolving conflict
- Cultivating teamwork and collaboration

The scales that load highest on the second factor are competencies to do with task and conceptual activities, for example:

- Developing strategy and acting strategically
- Managing costs and financial performance
- Thinking and managing globally
- Managing plans and projects
- Managing knowledge and information
- Improving processes and systems

These loadings indicate that these factors are measuring two managerial mindsets which resemble Blake and Mouton's (1964) concern for people versus concern for production two factor framework and Mintzberg's (2009) social versus conceptual two factor framework.

5.3 Criterion validity

The first study of concurrent validity was carried out on the trial questionnaire data. The second investigation was carried out with the standardization sample. In each case, respondents were asked to report how their manager assessed their performance at their last performance appraisal using a 4-point scale (excellent, good, satisfactory, unsatisfactory) and to assess their own performance. One hundred and sixty three respondents provided this information in the first study and 878 respondents provided it in the second study.

Table 9 shows the correlations between the MLQ30n scale scores and job appraisal ratings. In the first study, the correlations between the normative competency scales and self-assessed job performance range from 0.13 to 0.37 with a median of 0.31. Twenty-eight out of 30 competency scales correlate significantly at the 0.01 level. In the second study, all the scales correlated significantly with self-assessed job performance at the 0.01 level. The correlations ranged from 0.22 to 0.42 with a median correlation of 0.36. The two highest correlations exceeding 0.40 were with Executing Strategies and Plans (Scale 4.1) and Displaying Initiative and Drive (Scale 3.1).

The correlations between the MLQ30n scales and managerially assessed job performance range from 0.02 to 0.34 in the first study and from 0.17 to 0.35 in the second study. The median correlations were slightly lower in each case at 0.29. In the first study, 23 out of 30 competency scales correlated significantly at the 0.01 level and 5 competency scales correlated significantly at the 0.05 level. In the second study, all 30 competency scales correlated significantly at the 0.01 level.

The range and strength of correlations in these investigations are consistent with those reported in the literature for personality scales. Robertson (1997) notes that even with meta-analytic corrections, the upper limits for the validity of personality variables against overall work performance variables are in the range of 0.25 to 0.4.

Table 5. MLQ30n scale intercorrelations (n=878)

Scale	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	6.5
1.1 Thinking and managing globally	1.00	0.74	0.71	0.62	0.63	0.60	0.56	0.56	0.55	0.54	0.55	0.56	0.51	0.66	0.55	0.59	0.65	0.54	0.55	0.71	0.49	0.53	0.44	0.54	0.44	0.52	0.40	0.47	0.49	0.51
1.2 Developing strategy and acting strategically		1.00	0.79	0.75	0.71	0.72	0.70	0.71	0.61	0.73	0.74	0.71	0.66	0.77	0.70	0.78	0.79	0.66	0.75	0.86	0.66	0.70	0.57	0.66	0.59	0.65	0.51	0.63	0.65	0.71
1.3 Managing knowledge and information			1.00	0.70	0.69	0.71	0.68	0.64	0.64	0.72	0.71	0.70	0.66	0.73	0.71	0.72	0.81	0.71	0.74	0.77	0.63	0.66	0.57	0.63	0.56	0.64	0.52	0.63	0.64	0.67
1.4 Creating and innovating				1.00	0.57	0.78	0.78	0.74	0.70	0.76	0.76	0.78	0.70	0.79	0.80	0.80	0.77	0.71	0.78	0.77	0.78	0.75	0.69	0.71	0.61	0.76	0.69	0.69	0.73	0.77
1.5 Managing costs and financial performance					1.00	0.60	0.55	0.57	0.49	0.63	0.58	0.55	0.54	0.64	0.56	0.60	0.68	0.55	0.59	0.73	0.49	0.55	0.47	0.50	0.46	0.48	0.39	0.50	0.55	0.55
2.1 Attracting and managing talent						1.00	0.82	0.85	0.71	0.72	0.73	0.77	0.75	0.82	0.76	0.83	0.79	0.73	0.71	0.77	0.80	0.74	0.69	0.71	0.56	0.78	0.68	0.70	0.76	0.82
2.2 Motivating people and inspiring them to excel							1.00	0.80	0.76	0.75	0.80	0.77	0.75	0.78	0.80	0.83	0.76	0.74	0.74	0.75	0.82	0.77	0.73	0.71	0.62	0.82	0.72	0.76	0.78	0.83
2.3 Coaching and developing people								1.00	0.67	0.68	0.70	0.73	0.76	0.79	0.72	0.81	0.74	0.68	0.67	0.77	0.77	0.71	0.68	0.69	0.54	0.77	0.68	0.65	0.76	0.82
2.4 Managing culture and diversity									1.00	0.67	0.70	0.71	0.65	0.69	0.74	0.72	0.67	0.68	0.66	0.62	0.75	0.69	0.69	0.64	0.50	0.76	0.72	0.72	0.71	0.75
2.5 Making sound decisions										1.00	0.77	0.79	0.73	0.74	0.77	0.80	0.78	0.70	0.84	0.79	0.73	0.72	0.71	0.66	0.65	0.70	0.65	0.78	0.74	0.75
3.1 Displaying initiative and drive											1.00	0.81	0.72	0.76	0.82	0.83	0.80	0.78	0.78	0.77	0.75	0.72	0.64	0.67	0.59	0.74	0.63	0.78	0.72	0.77
3.2 Showing courage and strength												1.00	0.71	0.79	0.80	0.81	0.80	0.73	0.77	0.74	0.75	0.78	0.70	0.73	0.58	0.72	0.64	0.81	0.76	0.76
3.3 Learning and developing continuously													1.00	0.73	0.74	0.78	0.75	0.66	0.71	0.74	0.74	0.69	0.74	0.63	0.53	0.75	0.70	0.71	0.73	0.77
3.4 Managing and implementing change														1.00	0.80	0.82	0.82	0.72	0.73	0.83	0.76	0.75	0.69	0.72	0.60	0.75	0.64	0.70	0.76	0.77
3.5 Adapting and coping with pressure															1.00	0.81	0.79	0.76	0.78	0.74	0.78	0.75	0.74	0.69	0.59	0.78	0.71	0.76	0.79	0.78
4.1 Executing strategies and plans																1.00	0.82	0.76	0.81	0.80	0.80	0.77	0.72	0.73	0.63	0.79	0.69	0.79	0.77	0.84
4.2 Improving processes and systems																	1.00	0.77	0.81	0.85	0.72	0.72	0.65	0.64	0.60	0.72	0.62	0.74	0.73	0.75
4.3 Managing customer relationships and services																		1.00	0.73	0.70	0.73	0.70	0.66	0.66	0.56	0.70	0.64	0.72	0.71	0.73
4.4 Analyzing issues and problems																			1.00	0.77	0.71	0.72	0.68	0.65	0.62	0.68	0.62	0.75	0.72	0.74
4.5 Managing plans and projects																				1.00	0.69	0.69	0.62	0.64	0.61	0.70	0.57	0.68	0.71	0.74
5.1 Facilitating and improving communication																					1.00	0.75	0.73	0.72	0.59	0.83	0.79	0.75	0.79	0.85
5.2 Influencing and persuading people																						1.00	0.67	0.75	0.56	0.76	0.65	0.70	0.78	0.77
5.3 Managing feelings and emotions																							1.00	0.63	0.55	0.76	0.80	0.71	0.77	0.74
5.4 Speaking with confidence and presenting to groups																								1.00	0.59	0.69	0.60	0.66	0.68	0.73
5.5 Writing and reporting																									1.00	0.58	0.53	0.57	0.56	0.58
6.1 Relating and networking																										1.00	0.81	0.71	0.80	0.82
6.2 Listening and showing understanding																											1.00	0.69	0.75	0.73
6.3 Building trust and modeling integrity																												1.00	0.74	0.74
6.4 Identifying and resolving conflict																													1.00	0.81
6.5 Cultivating teamwork and collaboration																														1.00

Table 6. Percentage of common reliable variance for MLQ30n scales (n=878)

Scale	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	6.5	
1.1 Thinking and managing globally	70	65	49	47	46	42	39	39	38	40	41	34	55	39	45	54	36	38	64	30	36	26	38	24	36	20	28	31	33	
1.2 Developing strategy and acting strategically		85	75	64	70	69	66	50	73	77	69	61	79	66	83	84	57	75	100	58	66	46	60	45	59	35	54	57	68	
1.3 Managing knowledge and information			66	61	69	66	54	56	72	71	68	62	72	69	72	90	67	74	81	54	60	46	55	41	58	37	54	55	61	
1.4 Creating and innovating				41	81	84	71	65	78	80	82	68	82	86	87	79	65	80	79	80	75	66	68	48	80	64	64	72	80	
1.5 Managing costs and financial performance					46	40	40	30	51	44	39	38	51	40	46	58	37	43	67	30	38	29	32	26	30	21	34	41	41	
2.1 Attracting and managing talent						94	94	68	71	75	81	79	90	78	94	84	70	67	80	86	74	67	69	41	85	63	66	78	91	
2.2 Motivating people and inspiring them to excel							87	81	80	93	84	82	84	90	98	81	74	76	79	93	83	77	71	52	98	70	78	82	93	
2.3 Coaching and developing people								59	61	66	70	78	81	68	87	72	58	58	77	77	66	63	63	37	80	63	57	78	91	
2.4 Managing culture and diversity									61	69	69	59	64	74	71	61	60	58	52	75	64	67	56	33	81	70	70	68	76	
2.5 Making sound decisions										84	86	76	74	81	89	83	65	95	85	72	71	71	60	56	69	57	82	74	76	
3.1 Displaying initiative and drive											93	75	80	94	98	88	82	84	83	78	73	59	64	47	79	54	82	70	80	
3.2 Showing courage and strength												71	84	88	91	88	70	80	75	76	83	69	74	44	73	55	89	78	78	
3.3 Learning and developing continuously													74	77	86	79	59	70	77	76	67	79	56	38	82	66	68	72	80	
3.4 Managing and implementing change														86	91	90	67	70	92	76	75	66	70	46	78	55	66	78	80	
3.5 Adapting and coping with pressure															90	84	75	81	74	81	76	77	65	45	85	68	78	84	82	
4.1 Executing strategies and plans																92	76	89	88	87	81	73	74	52	88	64	84	80	95	
4.2 Improving processes and systems																	77	88	98	69	70	59	56	47	73	52	74	72	76	
4.3 Managing customer relationships and services																		69	64	69	64	59	58	40	66	55	70	68	72	
4.4 Analyzing issues and problems																				79	67	69	64	57	50	64	52	76	70	74
4.5 Managing plans and projects																				64	64	54	58	49	66	44	63	68	74	
5.1 Facilitating and improving communication																					75	75	73	46	93	84	76	84	98	
5.2 Influencing and persuading people																						63	80	41	78	57	66	82	80	
5.3 Managing feelings and emotions																							56	40	78	87	68	80	74	
5.4 Speaking with confidence and presenting to groups																								46	64	49	59	63	72	
5.5 Writing and reporting																									46	38	44	42	45	
6.1 Relating and networking																										89	68	87	91	
6.2 Listening and showing understanding																											64	76	72	
6.3 Building trust and modeling integrity																												74	74	
6.4 Identifying and resolving conflict																													89	
6.5 Cultivating teamwork and collaboration																														

Table 7. SEd of MLQ30n scales (n=878)

Scale	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	6.5	
1.1 Thinking and managing globally	0.93	0.95	0.86	0.82	0.91	0.96	0.90	0.92	0.99	0.93	0.92	0.96	0.88	0.88	0.96	0.89	0.86	0.92	0.92	0.88	0.93	0.96	0.89	0.83	0.94	0.89	0.87	0.95	0.91	
1.2 Developing strategy and acting strategically		1.05	0.97	0.93	1.01	1.06	1.00	1.03	1.08	1.03	1.02	1.05	0.98	0.98	1.05	0.99	0.96	1.03	1.03	0.98	1.03	1.06	1.00	0.94	1.04	1.00	0.98	1.05	1.01	
1.3 Managing knowledge and information			0.99	0.95	1.03	1.07	1.02	1.04	1.10	1.05	1.03	1.07	1.00	1.00	1.07	1.01	0.98	1.04	1.04	1.00	1.05	1.07	1.01	0.96	1.05	1.01	0.99	1.06	1.03	
1.4 Creating and innovating				0.86	0.95	1.00	0.94	0.96	1.02	0.97	0.96	0.99	0.92	0.92	0.99	0.93	0.90	0.96	0.96	0.92	0.97	1.00	0.93	0.88	0.98	0.93	0.91	0.99	0.95	
1.5 Managing costs and financial performance					0.91	0.96	0.90	0.92	0.99	0.93	0.92	0.96	0.88	0.88	0.96	0.89	0.86	0.92	0.92	0.88	0.93	0.96	0.89	0.83	0.94	0.89	0.87	0.95	0.91	
2.1 Attracting and managing talent						1.04	0.98	1.00	1.06	1.01	1.00	1.03	0.96	0.96	1.03	0.97	0.94	1.00	1.00	0.96	1.01	1.04	0.98	0.92	1.02	0.98	0.96	1.03	0.99	
2.2 Motivating people and inspiring them to excel							1.03	1.05	1.11	1.06	1.05	1.08	1.01	1.01	1.08	1.02	0.99	1.05	1.05	1.01	1.06	1.09	1.03	0.98	1.07	1.03	1.01	1.07	1.04	
2.3 Coaching and developing people								1.00	1.06	1.00	0.99	1.03	0.95	0.95	1.03	0.96	0.93	1.00	1.00	0.95	1.00	1.03	0.97	0.91	1.01	0.97	0.95	1.02	0.98	
2.4 Managing culture and diversity										1.08	1.03	1.01	1.05	0.98	0.98	1.05	0.98	0.96	1.02	1.02	0.98	1.03	1.05	0.99	0.94	1.03	0.99	0.97	1.04	1.00
2.5 Making sound decisions										1.08	1.07	1.10	1.04	1.04	1.10	1.04	1.02	1.08	1.08	1.04	1.08	1.11	1.05	1.00	1.09	1.05	1.03	1.10	1.06	
3.1 Displaying initiative and drive											1.02	1.05	0.98	0.98	1.05	0.99	0.96	1.03	1.03	0.98	1.03	1.06	1.00	0.94	1.04	1.00	0.98	1.05	1.01	
3.2 Showing courage and strength												1.04	0.97	0.97	1.04	0.98	0.95	1.01	1.01	0.97	1.02	1.05	0.98	0.93	1.03	0.98	0.96	1.03	1.00	
3.3 Learning and developing continuously													1.01	1.01	1.07	1.01	0.99	1.05	1.05	1.01	1.05	1.08	1.02	0.97	1.06	1.02	1.00	1.07	1.03	
3.4 Managing and implementing change														0.93	1.01	0.94	0.91	0.98	0.98	0.93	0.98	1.01	0.95	0.89	0.99	0.95	0.93	1.00	0.96	
3.5 Adapting and coping with pressure															1.01	0.94	0.91	0.98	0.98	0.93	0.98	1.01	0.95	0.89	0.99	0.95	0.93	1.00	0.96	
4.1 Executing strategies and plans																1.01	0.99	1.05	1.05	1.01	1.05	1.08	1.02	0.97	1.06	1.02	1.00	1.07	1.03	
4.2 Improving processes and systems																	0.92	0.98	0.98	0.94	0.99	1.02	0.95	0.90	1.00	0.95	0.93	1.01	0.97	
4.3 Managing customer relationships and services																		0.96	0.96	0.91	0.96	0.99	0.93	0.87	0.97	0.93	0.91	0.98	0.94	
4.4 Analyzing issues and problems																				1.02	0.98	1.03	1.05	0.99	0.94	1.03	0.99	0.97	1.04	1.00
4.5 Managing plans and projects																					0.98	1.03	1.05	0.99	0.94	1.03	0.99	0.97	1.04	1.00
5.1 Facilitating and improving communication																						0.98	1.01	0.95	0.89	0.99	0.95	0.93	1.00	0.96
5.2 Influencing and persuading people																							1.06	1.00	0.94	1.04	1.00	0.98	1.05	1.01
5.3 Managing feelings and emotions																								1.03	0.98	1.07	1.03	1.01	1.07	1.04
5.4 Speaking with confidence and presenting to groups																									0.91	1.00	0.96	0.94	1.01	0.98
5.5 Writing and reporting																										0.95	0.91	0.88	0.96	0.92
6.1 Relating and networking																											1.00	0.98	1.05	1.02
6.2 Listening and showing understanding																												0.94	1.01	0.98
6.3 Building trust and modeling integrity																													0.99	0.96
6.4 Identifying and resolving conflict																														1.03
6.5 Cultivating teamwork and collaboration																														

Table 8. Factor structure of MQ30n scales (n=878)

Scale		F ₁	F ₂	Communality
1.1	Thinking and managing globally	0.22	0.81	0.70
1.2	Developing strategy and acting strategically	0.41	0.82	0.85
1.3	Managing knowledge and information	0.42	0.78	0.79
1.4	Creating and innovating	0.67	0.57	0.78
1.5	Managing costs and financial performance	0.23	0.81	0.70
2.1	Attracting and managing talent	0.70	0.55	0.79
2.2	Motivating people and inspiring them to excel	0.78	0.47	0.82
2.3	Coaching and developing people	0.70	0.50	0.74
2.4	Managing culture and diversity	0.75	0.37	0.70
2.5	Making sound decisions	0.64	0.59	0.76
3.1	Displaying initiative and drive	0.66	0.58	0.77
3.2	Showing courage and strength	0.70	0.54	0.78
3.3	Learning and developing continuously	0.71	0.46	0.72
3.4	Managing and implementing change	0.63	0.65	0.81
3.5	Adapting and coping with pressure	0.74	0.50	0.80
4.1	Executing strategies and plans	0.72	0.58	0.85
4.2	Improving processes and systems	0.57	0.72	0.84
4.3	Managing customer relationships and services	0.65	0.52	0.70
4.4	Analyzing issues and problems	0.62	0.61	0.76
4.5	Managing plans and projects	0.49	0.79	0.86
5.1	Facilitating and improving communication	0.84	0.36	0.83
5.2	Influencing and persuading people	0.71	0.48	0.73
5.3	Managing feelings and emotions	0.82	0.28	0.74
5.4	Speaking with confidence and presenting to groups	0.65	0.46	0.64
5.5	Writing and reporting	0.51	0.46	0.48
6.1	Relating and networking	0.83	0.35	0.82
6.2	Listening and showing understanding	0.87	0.17	0.78
6.3	Building trust and modeling integrity	0.75	0.41	0.73
6.4	Identifying and resolving conflict	0.80	0.39	0.79
6.5	Cultivating teamwork and collaboration	0.80	0.44	0.83
	Percent of variance	45.1	31.1	
	Percent of covariance	59.2	40.8	

Main factor loadings above 0.45 are in **bold**.

Table 9. Correlations between MLQ30n scales and job performance ratings

Scale		Trial Questionnaire (n=163)		Standardization Sample (n=878)	
		Self-Assessment	Manager's Assessment	Self-Assessment	Manager's Assessment
1.1	Thinking and managing globally	0.13	0.05	0.22**	0.17**
1.2	Developing strategy and acting strategically	0.24**	0.21**	0.34**	0.29**
1.3	Managing knowledge and information	0.23**	0.21**	0.32**	0.24**
1.4	Creating and innovating	0.33**	0.29**	0.35**	0.30**
1.5	Managing costs and financial performance	0.15	0.02	0.28**	0.21**
2.1	Attracting and managing talent	0.30**	0.30**	0.35**	0.31**
2.2	Motivating people and inspiring them to excel	0.37**	0.31**	0.39**	0.34**
2.3	Coaching and developing people	0.34**	0.32**	0.35**	0.28**
2.4	Managing culture and diversity	0.30**	0.29**	0.32**	0.24**
2.5	Making sound decisions	0.31**	0.31**	0.38**	0.31**
3.1	Displaying initiative and drive	0.32**	0.31**	0.41**	0.34**
3.2	Showing courage and strength	0.29**	0.30**	0.37**	0.32**
3.3	Learning and developing continuously	0.28**	0.23**	0.37**	0.28**
3.4	Managing and implementing change	0.36**	0.27**	0.36**	0.31**
3.5	Adapting and coping with pressure	0.25**	0.29**	0.38**	0.33**
4.1	Executing strategies and plans	0.31**	0.31**	0.42**	0.35**
4.2	Improving processes and systems	0.34**	0.27**	0.36**	0.30**
4.3	Managing customer relationships and services	0.27**	0.20**	0.34**	0.24**
4.4	Analyzing issues and problems	0.22**	0.25**	0.38**	0.29**
4.5	Managing plans and projects	0.24**	0.19*	0.39**	0.32**
5.1	Facilitating and improving communication	0.31**	0.34**	0.35**	0.28**
5.2	Influencing and persuading people	0.35**	0.33**	0.33**	0.30**
5.3	Managing feelings and emotions	0.31**	0.24**	0.33**	0.26**
5.4	Speaking with confidence and presenting to groups	0.31**	0.30**	0.32**	0.26**
5.5	Writing and reporting	0.25**	0.26**	0.30**	0.25**
6.1	Relating and networking	0.37**	0.31**	0.38**	0.32**
6.2	Listening and showing understanding	0.24**	0.17*	0.30**	0.26**
6.3	Building trust and modeling integrity	0.25**	0.28**	0.38**	0.29**
6.4	Identifying and resolving conflict	0.36**	0.27**	0.36**	0.33**
6.5	Cultivating teamwork and collaboration	0.34**	0.29**	0.36**	0.30**
	Median	0.31**	0.29**	0.36**	0.29**

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed)

Table 10. Correlations of management level, gender and age with MLQ30n scales

MLQ30n Scale		Management Level (n=703)	Gender (n=878)	Age (n=878)
1.1	Thinking and managing globally	0.10**	-0.18**	-0.03
1.2	Developing strategy and acting strategically	0.18**	-0.15**	-0.01
1.3	Managing knowledge and information	0.13**	-0.13**	0.06
1.4	Creating and innovating	0.13**	-0.08*	0.08*
1.5	Managing costs and financial performance	0.18**	-0.10**	0.03
2.1	Attracting and managing talent	0.07	-0.09**	0.11**
2.2	Motivating people and inspiring them to excel	0.09*	-0.02	0.07*
2.3	Coaching and developing people	0.06	-0.08*	0.08*
2.4	Managing culture and diversity	0.08*	-0.02	0.09*
2.5	Making sound decisions	0.14**	-0.05	0.08*
3.1	Displaying initiative and drive	0.15**	-0.05	0.08*
3.2	Showing courage and strength	0.16**	-0.06	0.13**
3.3	Learning and developing continuously	0.04	-0.05	-0.02
3.4	Managing and implementing change	0.15**	-0.08*	0.11**
3.5	Adapting and coping with pressure	0.11**	-0.04	0.10**
4.1	Executing strategies and plans	0.12**	-0.09**	0.09*
4.2	Improving processes and systems	0.11**	-0.09**	0.04
4.3	Managing customer relationships and services	0.09*	-0.03	0.08*
4.4	Analyzing issues and problems	0.14**	-0.08*	0.08*
4.5	Managing plans and projects	0.14**	-0.11**	0.03
5.1	Facilitating and improving communication	0.09*	-0.04	0.11**
5.2	Influencing and persuading people	0.12**	-0.07*	0.06
5.3	Managing feelings and emotions	0.05	0.02	0.05
5.4	Speaking with confidence and presenting to groups	0.19**	-0.08*	0.12**
5.5	Writing and reporting	0.14**	-0.01	0.08*
6.1	Relating and networking	0.05	-0.07*	0.04
6.2	Listening and showing understanding	0.02	-0.02	0.04
6.3	Building trust and modeling integrity	0.11**	0.00	0.15**
6.4	Identifying and resolving conflict	0.09*	-0.09**	0.05
6.5	Cultivating teamwork and collaboration	0.11**	-0.05	0.08*
	Median	0.11**	-0.07*	0.08*

Gender was coded 1 for male and 2 for female. ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed)

5.4 Demographics

Table 10 shows the correlations between the normative scales and management level, age and gender in the MLQ30 standardization sample. There were statistically significant correlations related to management level, gender and age but the observed differences are very small. All the statistically significant correlations are below 0.20 so there is no need for separate norms for men and women, or for managers at different levels or different age groups.

a. Management level

There were 19 correlations at the 0.01 level related to management level and 5 correlations at the 0.05 level. The strongest correlations (0.15 and above) related to management level were:

- Speaking with confidence and presenting to groups
- Developing strategy and acting strategically
- Managing costs and financial performance
- Showing courage and strength
- Displaying initiative and drive
- Managing and implementing change

More senior managers tend to be slightly higher in these areas than junior managers.

b. Gender

There were 16 correlations at the 0.01 level related to gender and 7 correlations at the 0.05 level. The strongest correlations (0.10 and above) related to gender were:

- Thinking and managing globally
- Developing strategy and acting strategically
- Managing knowledge and information
- Managing plans and projects
- Managing costs and financial performance

Women tend to score slightly lower in these competency areas than men.

c. Age

There were 7 correlations at the 0.01 level related to age and 11 at the 0.05 level. The strongest correlations (0.10 and above) related to age were:

- Building trust and modeling integrity
- Showing courage and strength
- Speaking with confidence and presenting to groups
- Attracting and managing talent
- Managing and implementing change
- Facilitating and improving communication
- Adapting and coping with pressure

Older managers tend to score slightly higher in these competency areas than younger managers.

d. Country

The standardization sample for the normative questionnaire contains 322 respondents from the United States, 150 from the United Kingdom and 406 respondents from other countries. Analysis of country-related mean scale scores revealed small but statistically significant differences in twelve of the scales (Table 11). We will evaluate the differences between the mean scales scores from respondents from different countries as the sample grows and publish country-related norms if these are justified.

Table 11. Country-related differences in mean scale scores (n=878)

No	Scale	United States		United Kingdom		Rest of the World		Total		Sig.
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1.1	Thinking and managing globally	17.83	5.86	16.10	5.67	19.15	5.79	18.15	5.89	0.00
1.2	Developing strategy and acting strategically	21.21	4.76	19.63	4.72	21.08	4.75	20.88	4.78	0.00
1.3	Managing knowledge and information	21.53	4.52	20.32	4.83	21.44	4.85	21.29	4.74	0.02
1.4	Creating and innovating	22.74	4.43	21.06	4.46	22.03	4.73	22.13	4.61	0.00
1.5	Managing costs and financial performance	19.71	5.71	18.18	5.92	19.32	5.61	19.27	5.72	0.03
2.1	Attracting and managing talent	21.39	4.64	20.93	4.82	21.41	4.80	21.32	4.74	0.54
2.2	Motivating people and inspiring them to excel	22.76	4.28	21.68	4.16	22.31	4.42	22.37	4.34	0.04
2.3	Coaching and developing people	21.15	5.09	20.76	4.85	21.19	4.84	21.10	4.93	0.66
2.4	Managing culture and diversity	23.13	4.50	22.76	3.97	22.97	4.55	22.99	4.44	0.69
2.5	Making sound decisions	22.86	4.09	21.51	4.06	22.02	4.30	22.24	4.21	0.00
3.1	Displaying initiative and drive	23.46	3.93	22.92	4.11	23.21	4.34	23.25	4.15	0.41
3.2	Showing courage and strength	23.15	4.34	22.20	4.21	22.48	4.67	22.68	4.49	0.05
3.3	Learning and developing continuously	21.74	4.27	21.03	4.43	21.47	4.53	21.49	4.42	0.27
3.4	Managing and implementing change	21.10	4.40	20.78	4.50	21.02	4.73	21.01	4.57	0.78
3.5	Adapting and coping with pressure	23.07	4.16	22.53	4.24	22.34	4.55	22.64	4.37	0.08
4.1	Executing strategies and plans	22.58	4.10	21.65	4.06	22.17	4.48	22.23	4.28	0.08
4.2	Improving processes and systems	22.29	4.19	21.45	4.14	22.02	4.64	22.03	4.40	0.16
4.3	Managing customer relationships and services	23.51	4.12	22.97	4.06	22.83	4.70	23.10	4.39	0.11
4.4	Analyzing issues and problems	23.26	4.32	21.86	4.37	22.59	4.38	22.71	4.38	0.00
4.5	Managing plans and projects	21.00	4.63	19.80	4.51	20.93	4.72	20.77	4.66	0.02
5.1	Facilitating and improving communication	23.28	4.39	22.68	3.96	22.93	4.36	23.02	4.31	0.32
5.2	Influencing and persuading people	22.51	4.32	21.43	4.27	22.03	4.58	22.10	4.44	0.05
5.3	Managing feelings and emotions	22.33	4.34	22.04	4.10	21.96	4.66	22.11	4.45	0.52
5.4	Speaking with confidence and presenting to groups	21.91	4.87	20.75	4.68	22.01	4.59	21.76	4.72	0.02
5.5	Writing and reporting	21.94	4.81	21.01	5.32	21.65	5.06	21.65	5.02	0.18
6.1	Relating and networking	22.84	4.24	22.32	4.13	22.59	4.35	22.64	4.27	0.44
6.2	Listening and showing understanding	23.04	4.39	23.01	4.02	22.83	4.55	22.94	4.40	0.79
6.3	Building trust and modeling integrity	24.10	4.03	23.19	4.10	23.60	4.50	23.72	4.27	0.07
6.4	Identifying and resolving conflict	21.98	4.55	21.45	4.27	21.68	4.56	21.76	4.51	0.45
6.5	Cultivating teamwork and collaboration	22.98	4.26	22.56	4.14	22.71	4.46	22.78	4.33	0.55
7.1	Impression management	23.67	3.78	22.59	3.94	23.04	4.19	23.20	4.02	0.01
7.2	Self-deception	22.13	3.98	21.19	3.98	21.93	4.48	21.88	4.22	0.07

6. Norms

6.1 MLQ30n

The sten (standard ten) scale is used in the reporting of scores for the questionnaires. The standardization norm group for the normative questionnaire consists of an incidental sample of 878 respondents who completed the finalized version of the normative instrument on the internet. The group included individuals who had taken the test as part of a corporate assessment process and individual customers who had taken the direct access test. The data was collected between September 2010 and March 2011.

Table 12 shows the gender and age characteristics of the sample. The sample has almost equal numbers of men and women. The mean age of the sample was 37 years. Fifty seven percent of respondents were aged 25 to 44 and 28 percent were aged 45 to 64. Fourteen percent were in the 18 to 24 age band.

Table 12. Gender and age characteristics of MLQ30n standardization sample (n=878)

Age	Male	Percent	Female	Percent	Total	Percent
18-24	60	13.8	62	14.0	122	13.9
25-34	124	28.4	107	24.2	231	26.3
35-44	133	30.5	146	33.0	279	31.8
45-54	82	18.8	95	21.5	177	20.2
55-64	37	8.5	32	7.2	69	7.9
Total	436	100.0	442	100.0	878	100.0

The nationality distribution of the international comparison group is shown in Table 13. Just over half of the respondents were from the United States and the United Kingdom.

Table 13. Nationality of respondents in MLQ30n standardization sample (n=878)

Country	n	Percent
United States	322	36.67
United Kingdom	150	17.08
Rest of the World	406	46.24
Total	878	100.00

Table 14 shows the reported management level of respondents in the standardization sample. Junior and middle managers form the majority of the sample. Forty one percent of respondents described themselves as junior managers, 29 percent said they were middle managers, 10 percent reported that they were senior managers and 20 percent said they had no managerial responsibilities.

Table 14. Managerial level of respondents in the MLQ30n standardization sample (n=878)

Level	n	Percent
Junior	358	40.8
Middle	254	28.9
Senior	91	10.4
None	175	19.9
Total	878	100.0

6.2 MLQ30i

The standardization norm group for the ipsative questionnaire consists of an incidental sample of 481 respondents who completed the questionnaire on the internet. The data was collected in the second half of 2010. Tables 15 to 16 show some of the key characteristics of the standardization norm group for the ipsative questionnaire. Just over half the respondents were men and just under half were women. The mean age of respondents was 36.

Table 15. Gender and age characteristics of MLQ30i standardization sample (n=481)

Age	Male	Percent	Female	Percent	Total	Percent
up to 24	24	5.0	56	11.6	80	16.6
25-34	93	19.3	57	11.9	150	31.2
35-44	86	17.9	53	11.0	139	28.9
45-54	33	6.9	53	11.0	86	17.9
55-64	15	3.1	9	1.9	24	5.0
65+	1	0.2	1	0.2	2	0.4
Total	252	52.4	229	47.6	481	100.0

Thirty one percent of respondents were from the United States and Canada, 12.5 percent were from the United Kingdom and the remainder from other countries.

Table 16. Country of origin of respondents in MLQ30i standardization sample (n=481)

Country	Frequency	Percent
United States and Canada	149	30.9
United Kingdom	60	12.5
Rest of the World	272	56.6
Total	481	100.00

Forty percent of respondents described themselves as junior managers, 30 percent said they were middle managers, 9 percent reported that they were senior managers and 22 percent said they had no managerial responsibilities (Table 17).

Table 17. Managerial level of respondents in the MLQ30i standardization sample (n=481)

Level	n	Percent
Junior	190	39.5
Middle	145	30.1
Senior	42	8.7
None	104	21.6
Total	481	100.0

6.3 Norms tables

Norms for the normative and ipsative questionnaires are shown in Tables 18-19.

Table 18. MLQ30n standardization sample (n=878)

Scale		Mean	SD	1	2	3	4	5	6	7	8	9	10
1.1	Thinking and managing globally	18.15	5.89		6-8	9-11	12-14	15-17	18-20	21-23	24-27	28-29	30
1.2	Developing strategy and acting strategically	20.88	4.78	6-10	11-13	14-15	16-18	19-20	21-22	23-24	25-27	28-29	30
1.3	Managing knowledge and information	21.29	4.74	6-10	11-13	14-16	17-18	19-21	22-23	24-25	26-27	28-29	30
1.4	Creating and innovating	22.13	4.61	6-11	12-14	15-17	18-19	20-21	22-24	25-26	27-28	29	30
1.5	Managing costs and financial performance	19.27	5.72	6	7-9	10-12	13-16	17-18	19-21	22-24	25-27	28-29	30
2.1	Attracting and managing talent	21.32	4.74	6-10	11-13	14-16	17-18	19-21	22-23	24-25	26-27	28-29	30
2.2	Motivating people and inspiring them to excel	22.37	4.34	6-12	13-15	16-17	18-19	20-22	23-24	25-26	27-28	29	30
2.3	Coaching and developing people	21.10	4.93	6-9	10-13	14-15	16-18	19-20	21-23	24-25	26-28	29	30
2.4	Managing culture and diversity	22.99	4.44	6-12	13-15	16-18	19-20	21-22	23-25	26-27	28-29	30	
2.5	Making sound decisions	22.24	4.21	6-12	13-15	16-17	18-19	20-21	22-23	24-26	27-28	29	30
3.1	Displaying initiative and drive	23.25	4.15	6-13	14-16	17-18	19-20	21-23	24	25-27	28	29	30
3.2	Showing courage and strength	22.68	4.49	6-12	13-15	16-17	18-19	20-22	23-24	25-26	27-28	29	30
3.3	Learning and developing continuously	21.49	4.42	6-11	12-14	15-16	17-18	19-21	22-23	24-25	26-27	28-29	30
3.4	Managing and implementing change	21.01	4.57	6-10	11-13	14-16	17-18	19-20	21-22	23-24	25-27	28-29	30
3.5	Adapting and coping with pressure	22.64	4.37	6-12	13-15	16-17	18-20	21-22	23-24	25-26	27-28	29	30
4.1	Executing strategies and plans	22.23	4.28	6-12	13-15	16-17	18-19	20-22	23	24-25	26-28	29	30
4.2	Improving processes and systems	22.03	4.40	6-11	12-14	15-17	18-19	20-21	22-23	24-25	26-28	29	30
4.3	Managing customer relationships and services	23.10	4.39	6-12	13-16	17-18	19-20	21-23	24	25-27	28-29	30	
4.4	Analyzing issues and problems	22.71	4.38	6-12	13-15	16-17	18-20	21-22	23-24	25-26	27-28	29	30
4.5	Managing plans and projects	20.77	4.66	6-10	11-12	13-15	16-18	19-20	21-22	23-24	25-27	28-29	30
5.1	Facilitating and improving communication	23.02	4.31	6-13	14-16	17	18-20	21-22	23-24	25-27	28	29	30
5.2	Influencing and persuading people	22.10	4.44	6-11	12-14	15-17	18-19	20-22	23	24-26	27-28	29	30
5.3	Managing feelings and emotions	22.11	4.45	6-12	13-14	15-17	18-19	20-21	22-23	24-26	27-28	29	30
5.4	Speaking with confidence and presenting to groups	21.76	4.72	6-11	12-13	14-16	17-18	19-21	22-23	24-26	27-28	29	30
5.5	Writing and reporting	21.65	5.02	6-10	11-13	14-15	16-18	19-21	22-23	24-26	27-28	29	30
6.1	Relating and networking	22.64	4.27	6-13	14-15	16-17	18-20	21-22	23-24	25-26	27-28	29	30
6.2	Listening and showing understanding	22.94	4.40	6-13	14-15	16-17	18-20	21-22	23-24	25-27	28-29	30	
6.3	Building trust and modeling integrity	23.72	4.27	6-12	13-16	17-18	19-21	22-23	24-25	26-27	28-29	30	
6.4	Identifying and resolving conflict	21.76	4.51	6-11	12-14	15-16	17-18	19-21	22-23	24-26	27-28	29	30
6.5	Cultivating teamwork and collaboration	22.78	4.33	6-12	13-15	16-17	18-20	21-22	23-24	25-26	27-28	29	30
7.1	Impression management	23.20	4.02	6-13	14-16	17-18	19-20	21-22	23-24	25-26	27-28	29	30
7.2	Self-deception	21.88	4.22	6-12	13-15	16-17	18-19	20-21	22-23	24-25	26-28	29	30

Table 19. MLQ30i standardization sample (n=481)

Scale		Mean	SD	1	2	3	4	5	6	7	8	9	10
1.1	Thinking and managing globally	5.69	4.35	0	0	1	2-3	4-5	6-8	9-10	11-13	14-15	16-20
1.2	Developing strategy and acting strategically	8.84	3.30	0-3	4	5	6-7	8-9	10	11-12	13-14	15-17	18-20
1.3	Managing knowledge and information	8.87	3.26	0-3	4	5	6-7	8-9	10-11	12	13-14	15-16	17-20
1.4	Creating and innovating	10.89	2.76	0-6	7	8	9	10-11	12	13-14	15	16-17	18-20
1.5	Managing costs and financial performance	5.81	4.30	0	0	1	2-3	4-5	6-7	8-10	11-14	15	16-20
2.1	Attracting and managing talent	10.23	3.09	0-4	5	6-7	8-9	10	11-12	13	14-15	16	17-20
2.2	Motivating people and inspiring them to excel	10.69	2.63	0-6	7	8	9	10-11	12	13-14	15	16	17-20
2.3	Coaching and developing people	8.74	2.92	0-4	5	6	7	8-9	10	11-12	13	14-15	16-20
2.4	Managing culture and diversity	10.15	2.94	0-4	5	6-7	8-9	10	11-12	13	14-15	16	17-20
2.5	Making sound decisions	12.38	2.99	0-6	7-8	9	10-11	12	13-14	15	16-17	18	19-20
3.1	Displaying initiative and drive	11.64	3.28	0-5	6	7-8	9-10	11-12	13-14	15	16	17-18	19-20
3.2	Showing courage and strength	10.32	3.14	0-4	5-6	7	8-9	10	11-12	13	14-15	16-17	18-20
3.3	Learning and developing continuously	9.96	3.03	0-4	5-6	7	8	9-10	11	12-13	14-15	16-17	18-20
3.4	Managing and implementing change	10.18	2.93	0-5	6	7	8-9	10	11-12	13	14-15	16	17-20
3.5	Adapting and coping with pressure	11.35	3.12	0-4	5-6	7-8	9-10	11-12	13	14	15-16	17	18-20
4.1	Executing strategies and plans	9.46	2.66	0-4	5	6-7	8	9	10-11	12	13	14-15	16-20
4.2	Improving processes and systems	10.55	2.98	0-5	6	7	8-9	10-11	12	13	14-15	16	17-20
4.3	Managing customer relationships and services	11.74	3.84	0-4	5-6	7	8-10	11-12	13-14	15	16-17	18-19	20
4.4	Analyzing issues and problems	11.42	2.91	0-5	6-7	8	9-10	11	12-13	14-15	16	17	18-20
4.5	Managing plans and projects	10.14	3.09	0-4	5-6	7	8-9	10	11-12	13	14-15	16	17-20
5.1	Facilitating and improving communication	11.04	2.82	0-5	6-7	8	9-10	11	12-13	14	15	16	17-20
5.2	Influencing and persuading people	10.69	2.94	0-5	6	7	8-9	10-11	12	13	14-15	16-17	18-20
5.3	Managing feelings and emotions	9.99	4.14	0-2	3	4-5	6-8	9-10	11-12	14-15	16-17	17	18-20
5.4	Speaking with confidence and presenting to groups	7.89	3.60	0-2	3	4	5-6	7-8	9	10-12	13-14	15-16	17-20
5.5	Writing and reporting	6.24	3.87	0	1	2	3-4	5-6	7-8	9-10	11-13	14-15	16-20
6.1	Relating and networking	10.38	3.05	0-4	5-6	7	8-9	10-11	12	13	14-15	16	17-20
6.2	Listening and showing understanding	11.05	3.95	0-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20
6.3	Building trust and modeling integrity	11.22	3.23	0-5	6	7-8	9-10	11	12-13	15	16	17	18-20
6.4	Identifying and resolving conflict	10.56	3.14	0-5	6	7	8-9	10-11	12	13-14	15-16	17	18-20
6.5	Cultivating teamwork and collaboration	11.86	3.01	0-6	7-8	9	10	11-12	13	14-15	16-17	18	19-20
7.1	Consistency	49.12	7.57	0-34	35-38	39-42	43-45	46-49	50-52	53-56	57-60	61-67	68-75

7. References

- Baron, H., Bartram, D. & Kurz, R. (2003). The Great 8 as a framework for validation research. In Occupational Psychology Conference 2003: Book of Proceedings. Leicester, UK: British Psychological Society.
- Bartram, D. (2002). EFPA Review Model for the Description and Evaluation of Psychological Tests: Notes for Reviewers. www.efpa.be: European Federation of Psychologists' Associations.
- Bartram, D., Baron, H. & Kurz, R. (2003). Let's Turn Validation on its Head. Paper presented to BPS Occupational Psychology Conference 2003.
- Brown, A. & Bartram, D. (2009). Development and Psychometric Properties of OPQ32r. Supplement to the OPQ32 Technical Manual. SHL Group Limited.
- Blake, R.; Mouton, J. (1964). The Managerial Grid: The Key to Leadership Excellence. Houston: Gulf Publishing Co.
- Collins, J. (2001). Good to Great: Why Some Companies Make the Leap and Others Don't. New York, NY: Harper Business.
- Costa, P. T., Jr, & McCrae, R. R. (1992). Revised NEO Personality Inventory (Neo-PI-R) and NEO Five-Factor Inventory (NEO-FFI): Professional Manual. Odessa, FL: Psychological Assessment Resources.
- Goleman, D. (1998). Working With Emotional Intelligence. New York, NY: Bantam.
- International Personality Item Pool (2001). A Scientific Collaboratory for the Development of Advanced Measures of Personality Traits and Other Individual Differences. Internet Web Site: <http://ipip.ori.org>.
- Kirton, M. J. (1977). Adaptors and innovators and superior-subordinate identification. Psychological Reports, 41, 289-290
- Kurz, R. & Bartram, D. (2002). Competency and individual performance: modelling the world of work. In I.T. Robertson, M. Callinen & D. Bartram (Eds), Organizational Effectiveness: The Role of Psychology. Chichester, UK: Wiley.
- Mintzberg, H. (2009). Managing. Pearson Education Limited.
- Robertson, I. T., Personality and Work Behaviour (1997) Keynote Address to 2nd Australian Industrial and Organizational Psychology Conference.
- SHL (2009). OPQ32r User Manual. SHL Group Limited.

SPSS for Windows, Rel. 11.0.1. 2001. Chicago: SPSS Inc.

Tabachnick, G.T. and Fidell, S. (1989). Using Multivariate Statistics. Harper Collins Publishers, Inc.

Annex 1: MLQ30 Interpretive Report

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 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.

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.

Management/Transactional focus		
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 keeping 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 5 Leadership	
Level 3/4	You are in a senior management position and your overall leadership score is in the top 25% of the comparison group. Taken together, your management experience and your test results suggest that you are likely to be operating at Level 3 or Level 4 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 leader	You scored 7 on leadership skills and 6 on management skills. This places you in the top 25% of the comparison group on leadership skills and the top 40% on management skills. Although your leadership and management skills seem to be moderately to pretty well developed, your results indicate that you should aim to improve your skills in both areas to improve your capability.
Task versus People Focus	
Borderline people and task focus	You scored 8 on task-focused competencies and 6 on people-focused competencies. This places you in the top 10% of the comparison group on task-focused competencies and the top 40% on people-focused competencies. You present yourself as a borderline people and task-focused leader who is very confident about their task skills but needs to strengthen their people skills to improve their leadership capability.
Situational Leadership Effectiveness	
Transformational leadership	You are likely to be reasonably effective 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 administrative 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.

LEVEL 5 LEADERSHIP

The leadership expert Jim Collins maintains that a distinguishing feature of great companies is the presence of what he calls a “Level 5” leader at the helm. These leaders are described as being timid and ferocious, shy and fearless, and modest with a fierce, unwavering commitment to high standards. Jim Collins defines five levels of leadership as follows.

Level	Core Competencies
1	Highly capable individual who makes productive contributions through talent, knowledge, skills and good work habits.
2	Contributing team member who contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting.
3	Competent manager who organizes people and resources toward the effective and efficient pursuit of predetermined objectives.
4	Effective leader who catalyses commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards.
5	Executive who builds enduring greatness through a paradoxical blend of personal humility and professional will.

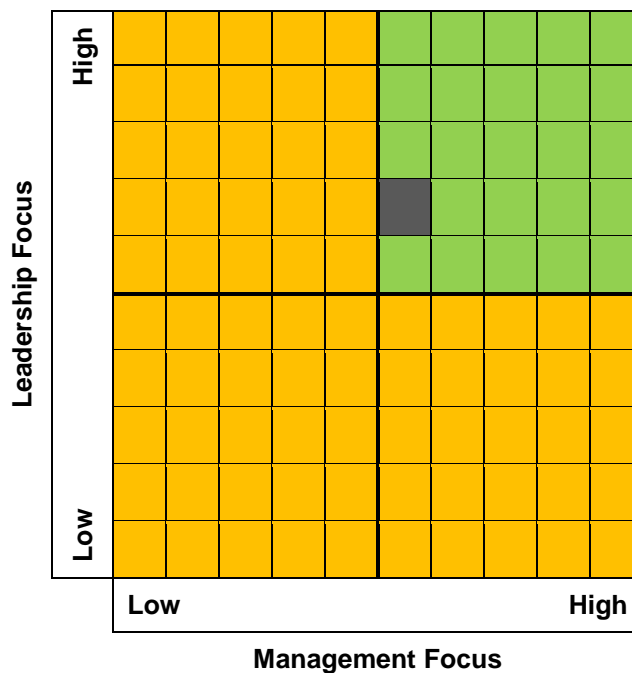
What Level Are You?

You are in a senior management position and your overall leadership score is in the top 25% of the comparison group. Taken together, your management experience and your test results suggest that you are likely to be operating at Level 3 or Level 4 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.



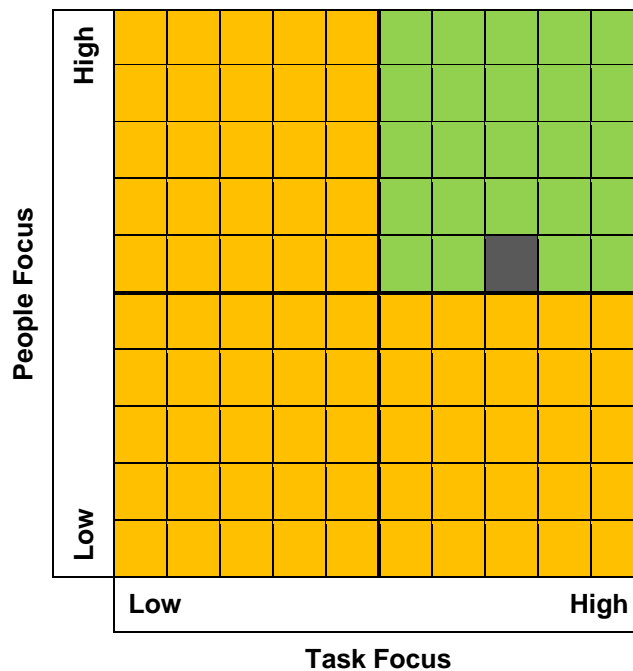
Individual Contributor	Manager
Individual contributors are specialists and "doers" who have not acquired the orchestrating competencies required to be a successful manager/leader. They need to learn to adjust their style to manage conflicting demands from bosses, peers, and direct reports.	Managers are 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 scored 7 on leadership skills and 6 on management skills. This places you in the top 25% of the comparison group on leadership skills and the top 40% on management skills. Although your leadership and management skills seem to be moderately to pretty well developed, your results indicate that you should aim to improve your skills in both areas to improve your capability.

TASK/CONCEPTUAL VERSUS PEOPLE/SOCIAL FOCUS

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 8 on task-focused competencies and 6 on people-focused competencies. This places you in the top 10% of the comparison group on task-focused competencies and the top 40% on people-focused competencies. You present yourself as a borderline people and task-focused leader who is very confident about their task skills but needs to strengthen their people skills to improve their leadership 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 reasonably effective 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 be very effective in situations where developing and changing are critical elements of the job.	
Overall leadership rating						<	--	>				You are likely to be reasonably effective 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 very effective 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 leader 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 leader with good people skills.	
Overall management rating						<	--	>				You are likely to be as effective as the average manager in situations where a leader is required with very good administrative 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 quite well developed. Your profile on the building blocks of this competency cluster is as follows.

Competency	Sten	Percentile	Competence
Thinking and managing globally	6	60	Moderately well developed competency/mid-range skill
Developing strategy and acting strategically	8	90	Very well-developed competency/key strength to capitalize on
Managing knowledge and information	7	75	Well developed competency/emerging strength
Creating and innovating	7	75	Well developed competency/emerging strength
Managing costs and financial performance	6	60	Moderately well developed competency/mid-range skill

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	4	25	Less developed competency/embryonic 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	9	90	Very well-developed competency/key strength to capitalize on
Making sound decisions	8	90	Very well-developed competency/key strength to capitalize on

Developing and Changing

Your responses indicate that developing and changing is very 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	8	90	Very well-developed competency/key strength to capitalize on
Showing courage and strength	9	90	Very well-developed competency/key strength to capitalize on
Learning and developing continuously	7	75	Well developed competency/emerging strength
Managing and implementing change	8	90	Very well-developed competency/key strength to capitalize on
Showing adaptability and coping with pressure	8	90	Very well-developed competency/key strength to capitalize on

Transactional Competencies

Implementing and Improving

Your responses suggest that you believe implementing and improving to be one of your strongest assets. You came out as follows on the components of this competency cluster.

Competency	Sten	Percentile	Competence
Executing strategies and plans	8	90	Very well-developed competency/key strength to capitalize on
Improving processes and systems	8	90	Very well-developed competency/key strength to capitalize on
Managing customer relationships and services	7	75	Well developed competency/emerging strength
Analyzing issues and problems	8	90	Very well-developed competency/key strength to capitalize on
Managing plans and projects	7	75	Well developed competency/emerging strength

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	7	75	Well developed competency/emerging strength
Influencing and persuading people	6	60	Moderately well developed competency/mid
Managing feelings and emotions	5	40	Moderately well developed competency/mid
Speaking with confidence and presenting to groups	7	75	Well developed competency/emerging strength
Writing and reporting	7	75	Well developed competency/emerging strength

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	7	75	Well developed competency/emerging strength
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	4	25	Less developed competency/embryonic skill
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.

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

© MySkillsProfile.com Limited 2011. All rights reserved. MSP and MLQ30 are trademarks of MySkillsProfile.com which is registered in the United Kingdom.

www.myskillsprofile.com

Copyright © 2011, MySkillsProfile.com Limited.
The MLQ30 was developed by John Beazer and Allan Cameron.
www.myskillsprofile.com.com.

MLQ30 is a trademark of MySkillsProfile.com Limited. MLQ30 is a PTC registered test.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means or stored in a database or retrieval system without the prior written permission of MySkillsProfile.com Limited.