The last rating received was at 4:56 pm EST on December 21, 2018.

Prepared on December 21, 2018 for:
Survey Participant
Multifactor Leadership Questionnaire (MLQ) Model

Profiled against a full range of leadership styles

Frequency

0 = Not at all
1 = Once in awhile
2 = Sometimes
3 = Fairly often
4 = Frequently, if not always

Your Raters' Average Scores

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Transformational Leadership (8)</td>
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<td>Monitors Deviations &amp; Mistakes (8)</td>
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<tr>
<td>Fights Fires (8)</td>
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<tr>
<td>Avoids Involvement (8)</td>
<td>1.6</td>
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</tbody>
</table>
Survey Participant

Multifactor Leadership Questionnaire™ (MLQ)

1. Introduction

2. The Full Range Leadership® Model

   Transformational Leadership

   Transactional Leadership

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19. Strengths and Developmental Opportunities

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1. Introduction

This *Multifactor Leadership Questionnaire™* (MLQ) report will help you to develop a plan for enhancing your "full range" of leadership potential to achieve optimal outcomes with your followers and associates. This report provides feedback on how you -- and those who have rated you -- perceive the frequency of the leadership behaviors you exhibit.

**The Scope of this Feedback Report:**
The MLQ measures leadership styles which may be grouped under three broad categories. Each category differs in the nature of the leadership behaviors.

<table>
<thead>
<tr>
<th>Transformational Leadership</th>
<th>Full Range Leadership® Model Style Labels</th>
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<tbody>
<tr>
<td>(Also known as the 5 I's)</td>
<td></td>
</tr>
<tr>
<td>Builds Trust</td>
<td>IIA</td>
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<tr>
<td>(Idealized Influence -- Attributes)</td>
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<td>Acts with Integrity</td>
<td>IIB</td>
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<tr>
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<td>IC</td>
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<td>(Individualized Consideration)</td>
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<tr>
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<tr>
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<td>Corrective</td>
<td>Monitors Deviations &amp; Mistakes</td>
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<tr>
<td>(Management-by-Exception: Active)</td>
<td>MBEA</td>
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<th>Passive-Avoidant Behaviors</th>
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<tr>
<td>Passive</td>
<td>Fights Fires</td>
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<td>(Management-by-Exception: Passive)</td>
<td>MBEP</td>
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<tr>
<td>Avoidant</td>
<td>Avoids Involvement</td>
</tr>
<tr>
<td>(Laissez-Faire)</td>
<td>LF</td>
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</tbody>
</table>
The MLQ also measures three outcomes of your leadership:

Your Followers’

- Extra Effort
- Individual, Unit, and Organizational Effectiveness Ratings
- Satisfaction with the Leadership

This ML improve frequent yourself leaders

Complete information appears in actual report
2. The Full Range Leadership® Model

Transformational Leadership

Transformational leadership is a process of influence in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation -- not to merely perform "at expectations." They convince their associates to strive for higher levels of potential as well as higher levels of moral and ethical standards.

Builds Trust
(Idealized Influence -- Attributes)

These leaders are able to build trust in their followers. They inspire power and pride in their followers by going beyond their own individual interests and focusing on the interests of the group.

Acts with Integrity
(Idealized Influence -- Behaviors)

These leaders act with integrity. They talk about their most important values and beliefs, they focus on a desirable vision, and almost always consider the moral and ethical consequences of their actions. They also focus on building a commonly shared vision or mission for the group.
Encourages Others
(Inspirational Motivation)
These leaders behave in ways that motivate those around them by providing meaning and challenge to their followers’ work. Individual and team spirit is aroused; enthusiasm and optimism are displayed. The leader **encourages** followers to envision a better future for the organization, as well as for themselves.

- **Talk optimistically about the future**

Encourages Innovative Thinking
(Intellectual Stimulation)
These leaders **stimulate their followers’ effort to be innovative** and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. There is no ridicule or public criticism of individual members’ mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions.

- **Complete information appears in actual report**

Coaches & Develops People
(Individual Consideration)
These leaders pay attention to each individual’s need for achievement and growth by acting as a **coach** or mentor. Followers are developed to higher levels of potential by creating new learning opportunities in a supportive climate. Individual differences in needs and desires are recognized.

- **Spend time teaching and coaching**

- **Complete information appears in actual report**
Transactional Leadership

Transactional leaders display behaviors associated with two transaction styles: constructive (Rewards Achievement) and corrective (Monitors Deviations & Mistakes). Transactional leadership defines expectations and promotes performance to achieve these levels. Providing rewards for achievement and monitoring deviations and mistakes are two core behaviors associated with ‘management’ functions in organizations. (Full-range leaders use these styles when necessary but focus on using Transformational styles whenever possible.)

Rewards Achievement
(Contingent Reward)
Leaders who frequently reward achievement tend to clarify expectations and offer recognition when goals are achieved. This should result in individuals and groups achieving expected levels of performance.

Complete information appears in actual report

Monitors Deviations & Mistakes
(Management-by-Exception: Active)
This leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies close-monitoring for deviations, mistakes, and errors, then taking immediate corrective action.

Complete information appears in actual report
Passive/Avoidant Behavior

Another form of leadership is more passive and reactive: this leader does not respond to situations and problems systematically, or in a timely manner. Passive leaders avoid specifying agreements, clarifying expectations and providing goals and standards. This style has a negative effect on desired outcomes. In this regard it is similar to Laissez-Faire styles - or "no leadership." Both types of behavior have negative impacts on followers and associates. Accordingly, both styles can be grouped together as Passive/Avoidant Leadership.

Fights Fires
(Management-by-Exception: Passive)

These leaders **fight fires** in their team or organization -- they wait for a problem to appear before taking corrective action. In this style, corrective action is most often punitive.

Avoids Involvement
(Laissez-Faire)

These leaders tend to **avoid involvement**. This leadership style could be easily defined as 'non-leadership.' These permissive leaders refuse to assume the responsibilities that are part of their position as leaders: they do not offer enough information to their followers, do not offer feedback, and do not acknowledge or work towards their followers' satisfaction.
Outcomes of Leadership

Transformational and Transactional leadership are both related to the success of the group. The following outcomes (Generates Extra Effort, Is Productive, and Generates Satisfaction) are desired results of leadership. Numerous scientific studies have shown that these outcomes - and many others such as productivity, innovation and sales performance - are achieved at the highest levels when Transformational leadership is used.

Generates Extra Effort
(Extra Effort)

These leaders are able to **generate extra effort** in their followers. Extra effort is defined as the wish of followers to strive for superior performance by acting beyond their job expectations.

Is Productive
(Effectiveness)

These leaders are able to **be efficient**. Efficient leaders effectively represent the group to higher organizational levels, are efficient in meeting organizational objectives, and generate a higher efficiency in all the domains with which they are involved.

Generates Satisfaction
(Satisfaction with the Leadership)

These leaders are able to **generate satisfaction** in their followers. These leaders are warm, nurturing, open, authentic, and honest, with good interpersonal and social skills. They are capable of developing feelings of job and organizational satisfaction in their followers.
The Overall Model

Fundamental to the Full Range Leadership model is that every leader displays each style to some degree. The relationship of these styles to effectiveness and activity (passive/active) is shown below. For example, since Avoids Involvement (LF) is the most passive and least effective, it should be used the least, whereas the active and most effective Transformational Leadership should be used the most. Placement along the passive-active dimension (horizontal axis) is evident in the meaning of the scales; placement along the ineffective-effective dimension (vertical axis) is based on empirical findings.

- The leader with an optimal profile infrequently displays Avoids Involvement (LF) leadership.
- An optimal profile shows increased frequencies of Fights Fires (MBEP), Monitors Deviations & Mistakes (MBEA), and Rewards Achievement (CR).
- The Transformational leadership styles are used most frequently in an optimal leadership profile: Builds Trust (IIA), Acts with Integrity (IIB), Encourages Others (IM), Encourages Innovative Thinking (IS), and Coaches & Develops People (IC).

In contrast, the profile of poorly performing leader tends towards passivity and ineffectiveness.

Research Findings for the MLQ

The MLQ is the most researched measure of leadership (especially Transformational Leadership). It shows strong validity, reliability, and evidence of prediction of organizational effectiveness. Many researchers have been involved in this evidence and are adding to this research all the time. For a list of many of these studies go to:

www.mindgarden.com/16-multifactor-leadership-questionnaire#horizontalTab5
3. Contextual Leadership

Transformational leadership is the most effective leadership strategy, but there are situations where Transactional leadership can be just as effective. The emergence and success of either style may depend on:

- Environment
- Organization Structure
- Organization Size
- Organizational Sector
- Tasks and Goals Involved
- Distribution of Power between leaders and the followers

Environment. Two aspects of the environment can influence the ideal leadership style.

Stability vs. Turbulence. A stable and predictable environment calls for consistent leadership. Transactional leadership tends to emerge here, with a focus on efficiency and stability, and consistently rewarding goal completion. A stable environment is e.g. a telemarketing company with predictable success rates and profits patterns. By contrast, those in unstable, rapidly changing environments must constantly adapt, e.g. a company constantly up against new products, new technology, and new market contenders. With less visibility to the future and less predictability of events, leaders must use innovative thinking and seek employees’ input. This naturally supports a transformational style.

Collectivistic vs. Individualistic. Transformational leadership is most effective where group accomplishment is emphasized. In collectivistic environments, leadership tends to involve the exchange of status for love or service. For example, within the Confucian culture, having respect, trust and loyalty for, and obedience to authority is a strong social norm. Followers have a sense of shared fates with their leaders and organizations, so material reward is unnecessary to maintain effort and efficiency. By contrast, leadership in individualistic environments involves the exchange of money for goods and information, making transactional leadership an effective strategy. Workers in many Western countries do not hold collectivistic values, so their leaders must give material rewards to guarantee effort and efficiency from these followers.

Organization Structure. Mechanistic or bureaucratic organizations require stable, predictable environments to maintain their control systems and strong hierarchies, thus a transactional style is more effective here. Examples include universities and government. By contrast, in organic organizations with decentralized decision-making and requiring adaptive learning, transformational leadership is more effective. Organic organizations thrive in more turbulent environments. Examples include technology innovation companies and non-profit organizations.

Organization Size. Transformational leadership is most effective in smaller groups, particularly early on, when members come to identify with the collective mission of the group. As a group becomes larger, it is more difficult for the leader to motivate, influence, and coach each follower.

Business Sector. An organization’s ideal leadership style is not significantly different for a public vs. private sector business. However, non-profit environmental organizations may be more receptive to transformational leadership than their for-profit counterparts, given their mission-based focus. It is assumed that the strong focus on the non-profit’s mission makes transactional leadership less necessary.
Tasks and Goals Involved. Project quality for research work tasks benefit greatly from transformational leadership, as these tasks require creativity and group input. By contrast, more routine work tasks benefit from transactional leadership, as they are more concerned with meeting budget and scheduling demands.

Although we find differences and situations in culture, the concepts and general propositions about transformational and transactional leadership remain relevant, applicable, and universal. Transformational leadership is typically most effective regardless of various contingencies, but Transactional and other leadership strategies may be effective and emerge given certain situations. Leadership strategies need to be suitably adjusted for specific circumstances.

To learn more about contextual leadership, please refer to Transformational Leadership by Bernard M. Bass and Ronald E. Riggio, published by Lawrence Erlbaum Associates, Inc., 2006.
4. Making the Most of Your Feedback

Look through the following suggestions before you begin reading your MLQ Report. This approach has been extensively tried and proven to be quite powerful. It will speed up your processing of the information in this report and help you produce a personalized set of leadership development objectives.

About the Report

Sections 2-6
Note the structure of the MLQ Report as shown in Contents (page 3). Section 2 outlines the Full Range Leadership Model measured by the MLQ and it is important background information. Your leadership profile is first presented using your combined raters' scores and your own self-ratings (5. Full-Range Leadership Profile Aggregate Scores). Next, your feedback data is broken up into separate rater groups and your own self-ratings (6. Self & Rater Feedback By Level). Comparisons with optimal leadership profiles, as indicated by research studies, are presented in sections 5 and 6. The green benchmark bar shows the optimal level for each leadership style.

Section 7
In section 7, your profile is compared with universal norms (a large number of ratings of leaders), and norms for your organization (if your organization set a norm). These enable you to see how your leadership contrasts with others. Effective leadership as indicated by research is indicated by the benchmark bar. These dual benchmarks for assessment - research-driven as well as your organization's norms - are some of the strengths of the MLQ 360 Leader's Report.

Section 8-9
Section 8 helps you start establishing your own leadership development plan - the top ten Transformational leadership strengths (8a. Style Strengths) are presented as are ten areas for developing your Transformational leadership (8b. Areas for Development). Next, gaps between your self-ratings and the ratings of others' (9. Self to All Rater Gaps) are highlighted.

Section 10
Section 10 includes a complete reporting of all feedback data collected by each of the thirty-six leadership style items and the nine leadership outcomes items.

Section 11
In section 11, all comments made by your raters are presented (unedited) for your reflection.

Section 12
The MLQ is an excellent tool for developing a unique leadership development plan. Some general tips are given in the last pages of the report (12. Individual Planning and Goal Setting) to help you make the most of this investment. These are generic; the best results are obtained when you work with a leadership coach. A coach can help you to move between the "big picture" of the initial sections of your MLQ Report and the final "detailed sections" to establish a specific set of objectives for your development. With or without a coach, the MLQ Leader's Workbook, available as part of the MLQ Suite, provides numerous specific behaviors that can be adapted and practiced for each leadership style.
You may notice yourself being challenged by the questions or statements in the MLQ and want to dispute their importance or meaning. It is important to remember that each question in the MLQ is a validated marker of a full range of leadership styles. The report may therefore challenge you to question and refine your own implicit assumptions about leadership. This can be a fruitful area for reflection and discussion with a leadership coach.

**When viewing your report for the first time, please keep the following suggestions in mind:**

1. Look through the report when you can focus on it alone.

2. Benchmarks are driven by research studies that show which leadership behaviors are most powerful in achieving the best outcomes with followers and associates. Look for the green benchmark bars for these research validated levels.

3. Consider the following questions. Notice that the questions start by focusing on your leadership strengths. Look for the good news first!

   a) What are my leadership strengths?
      (Notice what leadership behaviors were rated high that you already knew were strengths)

   b) What are the areas where I tend not to perceive myself as having leadership strengths, but where my raters see me as having strengths?
      (Focus on leadership behaviors which were rated high but that you did not know were strengths)

   c) In which areas do I need to develop my leadership behaviors?
      (Notice leadership behaviors that were rated low that you know are low and could develop)

   d) Which specific leadership behavior items do I need to do more frequently?
      (Focus on leadership behaviors that are rated low that you could practice more frequently)

   e) Which specific behavior items do I need to do less frequently?
      (Focus on items in the Transactional or Passive-Avoidant scales)

   f) In which areas do I see myself as being stronger than my raters see me?
      (Notice leadership behaviors where I rate my frequency higher than I am being rated)

4. Consider how you might change your leadership style to become a more effective leader.

   g) How can I be a more effective leader with my followers?

   h) How it can I be a more effective leader with my peers?

   i) How can I influence "upwards" more effectively?
      (Focus on leadership behaviors I can practice with those at a higher organizational level than I am)

   j) Which issues really challenge my thinking about my leadership?
5. Now focus on the Transformational Leadership sections

k) What are my strongest Transformational leadership behaviors? How can I leverage those behaviors?

l) What Transformational leadership behaviors are most important for me to improve given my current role in the organization and the surrounding environment?

6. Transactional: Look at the balance between your observed positive Rewards Achievement (CR) behaviors and your Monitors Deviations & Mistakes (MBEA) behaviors. Do you practice Rewards Achievement more frequently than Monitors Deviations & Mistakes, and if not why not? Do you rely too much on these Transactional influencing behaviors when compared with your Transformational influencing repertoire?

7. Passive/Avoidant: Notice how frequently you are seen to be engaging in Fights Fires (MBEP) and Avoids Involvement (LF) behaviors. Consider whether you need to pay more attention to this perception by others since it discourages them. How could you get feedback about what others think you "miss" or simply "react to" that they find important?

8. Make some brief answers to the preceding questions and review them with a leadership coach or trusted colleague. This will help to make your feedback review session more effective and speed up the process of establishing your development plan.

9. A key outcome of your first session with a leadership coach or colleague is to identify both the areas of your strengths as well as a set of clear objectives for your leadership development. Each objective for improvement should have a particular rater level (higher, same, lower, and other) in mind. Essentially, your plan will be deciding "more of this" and "less of that."

10. Consider the whole report and avoid getting locked into just one aspect of it. Your Full-Range Leadership Profile as a whole allows you to improve the effectiveness of your leadership and your corresponding ability to positively influence others.
Section 5 presents your aggregate ratings and your self-rating. Use the key below for interpretation:

<table>
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<tr>
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<td></td>
</tr>
<tr>
<td>4 = Frequently, if not always</td>
<td></td>
</tr>
</tbody>
</table>

The number of raters is shown below in parentheses.

**Transformational Leadership**

Transformational Leadership (Total Average)

- How You Rated Yourself: 1.7
- Your Raters average (8): 1.8

*According to the Research Validated Benchmark, the ideal frequency of all five Transformational behaviors should be a "Fairly Often" rating of 3 or greater.
**Builds Trust (IIA)**
- How You Rated Yourself: 2
- Your Raters average (8): 1
- Score: 1.5

**Acts with Integrity (IIB)**
- How You Rated Yourself: 3
- Your Raters average (8): 2
- Score: 2.8

**Encourages Others (IM)**
- How You Rated Yourself: 2
- Your Raters average (8): 1
- Score: 2

**Encourages Innovative Thinking (IS)**
- How You Rated Yourself: 1
- Your Raters average (8): 2
- Score: 1

**Coaches & Develops People (IC)**
- How You Rated Yourself: 1
- Your Raters average (8): 1
- Score: 1.9

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*According to the Research Validated Benchmark, the ideal frequency of all five Transformational behaviors should be a “Fairly Often” rating of 3 or greater.
### Transactional Leadership

**Rewards Achievement (CR)**

- **How You Rated Yourself:**
  - Score: 1.8
  - Benchmark: 

- **Your Raters average (8):**
  - Score: 1.7
  - Benchmark:

*According to the Research Validated Benchmark, the ideal frequency of Rewards Achievement (CR) behaviors should be between “Sometimes” and “Fairly Often” (2.0 - 3.0).

**Monitors Deviations & Mistakes (MBEA)**

- **How You Rated Yourself:**
  - Score: 2.3
  - Benchmark:

- **Your Raters average (8):**
  - Score: 1.9
  - Benchmark:

**According to the Research Validated Benchmark, the ideal frequency of Monitors Deviations & Mistakes (MBEA) behaviors should be between "Once in awhile" and "Sometimes" (1.0 - 2.0).

### Passive/Avoidant Behaviors

**Fights Fires (MBEP)**

- **How You Rated Yourself:**
  - Score: 1.5
  - Benchmark:

- **Your Raters average (8):**
  - Score: 2

**Avoids Involvement (LF)**

- **How You Rated Yourself:**
  - Score: 2.3
  - Benchmark:

- **Your Raters average (8):**
  - Score: 1.6

***According to the Research Validated Benchmark, the ideal frequency of Passive/Avoidant behaviors should be between "Not at all" and "Once in awhile" (0 - 1.0).
Outcomes of Leadership

**Generates Extra Effort (EE)**

- How You Rated Yourself: 2
- Your Raters average (8): 3
- Score: 1.3

**Is Productive (EFF)**

- How You Rated Yourself: 2
- Your Raters average (8): 3
- Score: 2.3

**Generates Satisfaction (SAT)**

- How You Rated Yourself: 0
- Your Raters average (8): 3
- Score: 0.5

*According to the Research Validated Benchmark, the strongest leaders achieve rated frequencies for the above Outcomes of 3.5 or greater.*
Section 6 presents a breakout of Leadership style group frequency ratings for each rater level. The graphs can be interpreted using the key below:

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The total number of raters at each level is shown below in parentheses.

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<td>Same (2)</td>
<td>2</td>
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<tr>
<td>Lower (3)</td>
<td>2.2</td>
</tr>
<tr>
<td>Other (2)</td>
<td>1.1</td>
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</table>

Survey Participant
### Transactional Leadership

**Rewards Achievement (CR)**

<table>
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**Monitors Deviations & Mistakes (MBEA)**

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### Passive/Avoidant Behaviors

**Fights Fires (MBEP)**

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**Avoids Involvement (LF)**

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Outcomes of Leadership

Generates Extra Effort (EE)

How You Rated Yourself
- Above (1): Score 1.3
- Same (2): Score 2.8
- Lower (3): Score 1.2
- Other (2): Score 2.5

Is Productive (EFF)

How You Rated Yourself
- Above (1): Score 2.3
- Same (2): Score 2.3
- Lower (3): Score 0.9
- Other (2): Score 2.5

Generates Satisfaction (SAT)

How You Rated Yourself
- Above (1): Score 0.5
- Same (2): Score 1.5
- Lower (3): Score 2.5
- Other (2): Score 2.5
7. Comparison with Norms: Transformational Leadership

The graphs below show the frequency of your leadership behaviors as perceived by you and your raters vs. universal norms. Simply put, norms are group averages and \( N \) (in parentheses) is the number of leaders included in the norm.

**Your Group**

*Population Group:* Sample MLQ + ALQ Norm  
*Number of participants in this norm:* 3  
*Campaigns included in this norm:* MLQ + ALQ Multi-rater Sample Report

**Builds Trust (IIA)**

- **How You Rated Yourself:** 1.5  
- **Your Raters (8):** 1.8  
- **Your Group (2):** 2.1  
- **Universal Norms (N=3,755):** 2.9

**Acts with Integrity (IIB)**

- **How You Rated Yourself:** 2.8  
- **Your Raters (8):** 1.9  
- **Your Group (2):** 2.1  
- **Universal Norms (N=3,755):** 2.8

**Encourages Others (IM)**

- **How You Rated Yourself:** 2  
- **Your Raters (8):** 1.6  
- **Your Group (2):** 1.7  
- **Universal Norms (N=3,755):** 2.9

**Encourages Innovative Thinking (IS)**

- **How You Rated Yourself:** 1  
- **Your Raters (8):** 2.1  
- **Your Group (2):** 2.6  
- **Universal Norms (N=3,755):** 2.8

**Coaches & Develops People (IC)**

- **How You Rated Yourself:** 1  
- **Your Raters (8):** 1.9  
- **Your Group (2):** 2.1  
- **Universal Norms (N=3,755):** 2.9
Comparison with Norms: Transactional Leadership

**Rewards Achievement (CR)**

- **How You Rated Yourself**: 2
- **Your Raters (8)**: 2
- **Your Group (2)**: 2
- **Universal Norms (N=3,755)**: 4

Score: 1.8

**Monitors Deviations & Mistakes (MBEA)**

- **How You Rated Yourself**: 3
- **Your Raters (8)**: 3
- **Your Group (2)**: 3
- **Universal Norms (N=3,755)**: 1

Score: 2.9

Comparison with Norms: Passive/Avoidant Behaviors

**Fights Fires (MBEP)**

- **How You Rated Yourself**: 2
- **Your Raters (8)**: 2
- **Your Group (2)**: 2
- **Universal Norms (N=3,755)**: 1

Score: 1.7

**Avoids Involvement (LF)**

- **How You Rated Yourself**: 2
- **Your Raters (8)**: 2
- **Your Group (2)**: 2
- **Universal Norms (N=3,755)**: 1

Score: 1.7
Comparison with Norms: Outcomes of Leadership

Generates Extra Effort (EE)
- How You Rated Yourself: 0
- Your Raters (8): 1
- Your Group (2): 2
- Universal Norms (N=3,755): 3

Score: 1.3

Is Productive (EFF)
- How You Rated Yourself: 0
- Your Raters (8): 1
- Your Group (2): 2
- Universal Norms (N=3,755): 3

Score: 2.3

Generates Satisfaction (SAT)
- How You Rated Yourself: 0
- Your Raters (8): 1
- Your Group (2): 2
- Universal Norms (N=3,755): 3

Score: 0.5
8a. Your Transformational Leadership: Style Strengths

This section lists your Transformational Leadership strengths. These items are those for which you received your ten highest average ratings from all raters combined. This is only a first step to establishing your leadership development plan. See "Making the Most of Your Report" and "Individual Planning and Developing Goals," and the *MLQ Leader's Workbook* for further suggestions.

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<tr>
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<td></td>
<td>Acts with Integrity (IIB)</td>
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<tr>
<td>2.3</td>
<td></td>
<td>Encourages Others (IM)</td>
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<tr>
<td>2.3</td>
<td></td>
<td>Encourages Innovative Thinking (IS)</td>
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<tr>
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<td>Acts with Integrity (IIB)</td>
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<tr>
<td>2</td>
<td></td>
<td>Coaches &amp; Develops People (IC)</td>
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<td>Coaches &amp; Develops People (IC)</td>
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<td>Coaches &amp; Develops People (IC)</td>
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### 8b. Your Transformational Leadership: Areas for Development

This section lists Transformational Leadership areas you could develop. These items are those for which you received your **ten lowest average ratings** from all raters combined.

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<td>Encourages Others (IM)</td>
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<td>Encourages Others (IM)</td>
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<td>1.5</td>
<td></td>
<td>Coaches &amp; Develops People (IC)</td>
<td>I spend time teaching and coaching.</td>
</tr>
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<td>1.5</td>
<td></td>
<td>Builds Trust (IIA)</td>
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<tr>
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<td>Builds Trust (IIA)</td>
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<td>1.6</td>
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<td>Encourages Innovative Thinking (IS)</td>
<td>Complete information appears in actual report</td>
</tr>
<tr>
<td>1.8</td>
<td></td>
<td>Encourages Others (IM)</td>
<td>I talk optimistically about the future.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Builds Trust (IIA)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Acts with Integrity (IIB)</td>
<td></td>
</tr>
</tbody>
</table>
9a. Self to All Rater Gaps - Self vs. Higher Level

The tables below highlight the differences between your self-ratings and your raters' ratings. The longer the bar, the greater the gap between your self-perception vs. your raters' perceptions.

### Self vs. Higher Level Raters

**For these styles, you rated yourself HIGHER than your Higher level raters did.**

<table>
<thead>
<tr>
<th>Style</th>
<th>Score</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds Trust (IIA)</td>
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<td></td>
</tr>
<tr>
<td>Encourages Others (IM)</td>
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<td></td>
</tr>
<tr>
<td>Rewards Achievement (CR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoids Involvement (LF)</td>
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</tr>
</tbody>
</table>

**For these styles, you rated yourself LOWER than your Higher level raters did.**

<table>
<thead>
<tr>
<th>Style</th>
<th>Score</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts with Integrity (IIB)</td>
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<td></td>
</tr>
<tr>
<td>Encourages Innovative Thinking (IS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coaches &amp; Develops People (IC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors Deviations &amp; Mistakes (MBEA)</td>
<td></td>
<td></td>
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<tr>
<td>Fights Fires (MBEP)</td>
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</tbody>
</table>
### 9b. Self to All Rater Gaps - Self vs. All Raters

#### Self vs. Same, Lower, and Other Level Raters

For these styles, you rated yourself HIGHER than your raters did.

<table>
<thead>
<tr>
<th>Style</th>
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</thead>
<tbody>
<tr>
<td>Acts with Integrity (IIB)</td>
<td>1.1</td>
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<tr>
<td>Encourages Others (IM)</td>
<td>0.4</td>
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<tr>
<td>Rewards Achievement (CR)</td>
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<tr>
<td>Monitors Deviations &amp; Mistakes (MBEA)</td>
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<tr>
<td>Avoids Involvement (LF)</td>
<td>0.7</td>
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</tbody>
</table>

For these styles, you rated yourself LOWER than your raters did.

<table>
<thead>
<tr>
<th>Style</th>
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</thead>
<tbody>
<tr>
<td>Builds Trust (IIA)</td>
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</tr>
<tr>
<td>Encourages Innovative Thinking (IS)</td>
<td>1.2</td>
</tr>
<tr>
<td>Coaches &amp; Develops People (IC)</td>
<td>0.9</td>
</tr>
<tr>
<td>Fights Fires (MBEP)</td>
<td>0.5</td>
</tr>
</tbody>
</table>
The tables below summarize the leadership ratings provided by you and your raters. The dot represents the rating you gave yourself. The right-most column shows an average rating by rater level. If there is no indication of a rating, the item was left blank by the rater(s) of that level.

Ratings will be shown only if two (2) or more raters participated at that level. Therefore if a rater level has data from only one rater, that data will not be displayed to ensure rater confidentiality. An exception is for the higher rater level which needs one (1) or more raters to display data.

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<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
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### Acts with Integrity (IIB)

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### Encourages Others (IM)

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<td><strong>I talk optimistically about the future.</strong></td>
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### Coaches & Develops People (IC)

**I spend time teaching and coaching.**

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<tr>
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### Complete Ratings of All Rater Levels: Transactional Leadership

#### Rewards Achievement (CR)

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### Monitors Deviations & Mistakes (MBEA)

<table>
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</table>

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## Complete Ratings of All Rater Levels: Passive/Avoidant Behaviors

### Fights Fires (MBEP)

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<th>Fairly often</th>
<th>Frequently, if not always</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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### Avoids Involvement (LF)

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<th>Sometimes</th>
<th>Fairly often</th>
<th>Frequently, if not always</th>
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- **Complete information appears in actual report**

- **I avoid making decisions.**

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<th>Same (same org. level)</th>
<th>Lower (lower org. level)</th>
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### Complete Ratings of All Rater Levels: Outcomes of Leadership

#### Generates Extra Effort (EE)

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11. Rater Feedback to Open-Ended Questions

The rater comments below are provided unedited and do not represent any order of relative importance.

What Can Help the Leader Be More Effective

Complete information appears in actual report
Obstacles Facing the Leader’s Effectiveness

Complete information appears in actual report
What Is Admired About the Leader

Complete information appears in actual report
12. Individual Planning and Goal Setting

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Based on information I've received from my MLQ feedback, here are two or three specific developmental goals:

Actions I will take to improve my effectiveness:

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<th>Action</th>
<th>Expected Outcome</th>
<th>Timeframe</th>
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How I will monitor my progress:

Resources or support I need to achieve my development plan:

For specific suggestions on how you can change your leadership behavior, consult the *MLQ Leader's Workbook*, a guide available as part of the *MLQ Suite*. 
What is Authentic Leadership?

Descriptive words for authenticity include genuine, reliable, trustworthy, real, and veritable. Authenticity can be conceived as both owning your personal experiences (thoughts, emotions, or beliefs, "the real me inside"), and acting in accord with your true self (behaving and expressing what you really think and believe). The Authentic Leader is self-aware, transparent, highly moral/ethical, and a thoughtful decision maker. The authentic leader is true to him or herself and exhibits authenticity through behaviors that -- when positively modeled by followers -- transform and develop them into becoming authentic leaders themselves. Authentic leaders are active and positive in the way they behave in their world and how they interact with others.

First, authentic leaders are guided by a set of ultimate or end values that represent an orientation toward doing what is right for those in their team, unit, organization or community. Central to this is a belief that each individual has something positive to contribute.

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What Does the Authentic Leadership Questionnaire (ALQ) Measure?

Self Awareness

To what degree is the leader aware of his or her strengths, limitations, how others see him or her and how the leader impacts others?

Self awareness refers to demonstrating an understanding of how one makes meaning of the world and how that understanding process impacts the way one views himself or herself over time. It also refers to showing an understanding of one’s strengths and weaknesses and the multifaceted nature of the self, which includes gaining insight into the self through exposure to others, and being aware of one’s impact on other people.

The awareness component refers to having awareness of, and trust in, one’s motives, feelings, desires, and self-relevant thoughts. It includes, but is not limited to, being aware of one’s strengths and weaknesses, personality characteristics, and emotions.

As individuals function with greater authenticity, they are aware that they possess multifaceted aspects of themselves, and they utilize this awareness in their interchanges with others and with their environments.

The items rated on the Self Awareness scale are:

*As a leader I...*

- Seek feedback to improve interactions with others.

Complete information appears in actual report.
Transparency

To what degree does the leader reinforce a level of openness with others that provides him or her with an opportunity to be forthcoming with their ideas, challenges and opinions?

Transparency refers to presenting one’s authentic self (as opposed to a fake or distorted self) to others. Such behavior promotes trust through disclosures that involve openly sharing information and expressions of one’s true thoughts and feelings.

In relationships, authenticity involves endorsing the importance for others you are close to to see the “real you” -- both the positive and negative aspects. Toward that end, authentic relationships involve a selective process of self-disclosure and the development of mutual intimacy and trust.

Authentic Leaders communicate to others their true intentions and desires. They say exactly what they mean.

The items rated on the Transparency scale are:

As a leader I...

Say exactly what I mean.

Complete information appears in actual report
Ethical/Moral

To what degree does the leader set a high standard for moral and ethical conduct?

Moral perspective refers to an internalized and integrated form of self-regulation. This sort of self-regulation is guided by internal moral standards and values versus externally derived standards such as those from one’s social group, work organization, or the current society one lives in. Ethical/Moral behaviors provide evidence showing decision making and behavior that is consistent with internalized values.

The items rated on the Ethical/Moral scale are:

As a leader I...

Demonstrate beliefs that are consistent with actions.

Complete information appears in actual report
Balanced Processing

To what degree does the leader solicit sufficient opinions and viewpoints prior to making important decisions in order to be seen as fair and just?

Balanced processing refers to leaders who show they go through the due diligence to objectively analyze all relevant data before coming to a decision. Such leaders also solicit views that challenge their deeply held positions.

Balanced processing is represented by leaders who are able to take input from diverse points of view and consider how those views may fairly and objectively shape their interpretation and decisions regarding a particular challenge or opportunity.

The items rated on the Balanced Processing scale are:

As a leader I...

- Solicit views that challenge my deeply held positions.

Complete information appears in actual report
Why are authenticity and the authentic characteristics of Self Awareness, Transparency, Ethical/Moral, and Balanced Processing important to leadership and its development? Think about working for someone who exhibits a genuine desire to understand their own leadership in order to serve others more effectively. They act in accordance with their deep personal values and convictions to build credibility and win the respect and trust of their colleagues. They encourage diverse viewpoints and build networks of collaborative relationships with their colleagues. It is easy to understand the power of working with someone like this and why striving for greater levels of authenticity makes practical sense in any leadership role or relationship with followers.

Direct Effects

Being aware of how one effects others, the balanced processing of information, transparency in relationships, and consistency between values, words, and deeds (i.e., internalized moral perspective and ethical behaviors) exhibited by Authentic Leaders instills elevated levels of commitment, willingness to perform behaviors outside the work role (e.g., good citizenship in the organization), and higher satisfaction with the leader.

Indirect Effects

In terms of standards, their style of becomes selves cascade through their leader

Social identity, belonging, high levels of identification, and to achieve transparency

Complete information appears in actual report
15. Purpose of this Report

What makes an authentic leader and how does being an authentic leader result in how you transmit leadership to others? The purpose for creating the Authentic Leadership Questionnaire (ALQ) was:

1) to begin addressing what constitutes authentic leadership, and

2) to provide feedback on the specific behaviors comprising the four Authentic Leadership styles.

Fundamentally, the ALQ -- and the model that supports it -- was designed to help you get a better estimate of how genuinely you are perceived by others as well as how you see yourself in your leadership role.

Originally, the ALQ was created to complement an important measure of Transformational Leadership, the Multifactor Leadership Questionnaire (MLQ). Specifically, the ALQ authors were interested in being able to measure what constituted "authentic" transformational leadership, and the scales comprising the ALQ were developed for this purpose.

Part of the power of this report is that it is based on your self rating and the rating of others on the ALQ leadership styles. This ALQ report provides something that many other inventories do not: insight into others’ perceptions of your behaviors and your interactions with them. This tends to be a very eye-opening experience, as we oftentimes do not come across to others in the way we intend or think we come across to them. Others’ perceptions of us are their reality whether we agree or disagree with their perceptions.

Your goal -- beyond developing your own authenticity -- is to develop insight into the difference between how you rated yourself compared to how you were rated by others. This is especially important since self awareness and being transparent are both important aspects of your authentic "brand" as a leader. Narrowing the gap between how you view yourself and how others view you is also important because one of your roles as an authentic leader is to develop in others the qualities you exhibit when you are viewed as authentic. How you are perceived by your followers and respected will constitute what they will model in their behaviors of you, as they perform their tasks as followers, and also when they assume a leadership role.
16. About the Authentic Leadership Section

This tool is provided to help you reflect on your current level of authenticity as you and your raters perceive it. The section is structured into six useful sections:

I. Authentic Leadership Overview
II. Authentic Leadership Scales Profile and Normative Comparison
III. Strengths and Developmental Opportunities
IV. Authentic Leadership Item Ratings
V. Narrative Feedback
VI. Personal Leadership Development Section

I. The **Authentic Leadership Overview** provides you with the Authentic Leadership Development (ALD) model and why it is important for your own well being and performance, as well as that of your followers and organization.

II. The **Authentic Leadership Scales Profile and Norms** is designed to give you insight into how you rated yourself on the ALQ scales, how your raters rated you, and (for comparison how a population of several norms of people rated others on the ALQ) additionally, there may be norms for your organization.

III. The **Strengths and Developmental Opportunities** section of the report sorts the items in the four ALQ scales. Your Strengths are show in your eight highest ratings and your Developmental Opportunities are show in your eight lowest ratings.

IV. The **Authentic Leadership Item Ratings** section shows the ratings by item, how you rated yourself and how your raters rated you. This section is valuable for understanding the difference between your perception of yourself and that of your raters. You can see if your raters perceive you the same or differently by the spread in their ratings.

V. Often one of the most effective tools in this report for gaining insight into how others perceive you is the **Narrative Feedback** section where your raters have answered three narrative questions:

   What are two or three things that would help Survey Participant be more authentic as a person and leader?

   One thing that gets in the way of Survey Participant's authenticity in our organization is...

   What I admire most about Survey Participant's authenticity is...

The narrative feedback section can be quite informative and it may be helpful for identifying behaviors that relate to your Authentic Leadership. Look for behaviors described by your raters that you should **start** doing to increase your Authentic Leadership, **continue** doing because they are effective in your becoming an Authentic Leader, or **stop** doing because they hinder your being an Authentic Leader.
VI. The **Personal Leadership Development Section** will provide you with methods and tips for developing your Authentic Leadership. Consider your results in three separate but related phases.

**Phase I: What does the feedback tell me?**
First, resist the temptation to rush through or gloss over this phase in order to see how you are being rated. Try to stay as impartial and objective as you can. Ask how you rated yourself on the four ALQ scales, how others rated you on the scales and what were their narrative suggestions? Were their scale ratings similar to yours or very different? To what extent (i.e., were the differences large or small)? In this first phase, stick to the ratings as closely as you can. Look for trends, gaps, summaries, and metrics. Look for a comparison between how you see yourself and how others perceive you, and where gaps exist. Assume these will be good starting points for your development.

**Phase II: What does the feedback mean?**
The second phase of your process is concerned with making sense of your feedback. This is the interpretive step of the process that seeks to identify the implications of your results. It is at this interpretive phase that you should initially consider and evaluate whether your results -- and the similarities and differences of your self-rating scores to the ratings of others -- are favorable or something you need to develop. Remember that perception is yours and their reality. Keep this in mind as you consider the implications of what your raters are telling you through the means of this inventory. If your perceptions differ from theirs in significant ways, you either have to adjust your behavior or seek to understand how to change the way you are perceived in order to see useful progress. The optimal goal is having the highest ratings on these scales from both you and your raters.

**Phase III: What are my next steps?**
The third and most important phase of your process, is your Individual Development Plan (IDP). What one or two key things will you focus on in order to increase your authenticity? We recommend a maximum of two pivotal actions that will have optimal payback in terms of time and effort expended. An optimistic laundry list of many areas to develop is neither realistic nor practical. Usually, the one or two points in your IDP will reflect some aspect or combination of **stop, start, continue**; that is, according to the analysis of your results and the perceptions of others:

- What are some things you should **start** to do (because you rarely, if ever, show them at work)?

- What are some things you should continue to emphasize? Is it possible that these are strengths that could be brought forward more often and leveraged for further benefit?

- What are some things you could stop doing (perhaps because you over-rely or overdo them at present).

Did some aspect of this report challenge your thinking about your authenticity?

In your next steps, be sure to include some metrics, as well as some statements of appreciation to your raters for providing you with this feedback. In working out your IDP:

- Clearly state specific steps you intend to take in order to see consistent, lasting improvement.

- Include a metric that is a clear and obvious way to measure whether you are making progress.
After gaining an understanding of what it is to be an authentic leader, you will need to brainstorm and discuss with others behaviors and actions you can take to build your authenticity.

Once you choose these, you can build ways to clearly measure and track the frequency of these behaviors. This should allow you to see the growth of your authenticity.

Finally, it is highly recommended that you approach those you work with and those who contributed to your ratings in this exercise. You should deliver these four key messages:

- Thank you for your valuable input.
- This is what I heard... (reveal some strengths and a developmental opportunity or two).
- I am working on my plan to address these issues...
- I would appreciate if I can come back to you for additional feedback as I work through the execution of my plan.

Above all else, remember that "change" is the main goal of the ALQ and to successfully sustain change you will need both discipline and support.
The graphs below show the aggregate ratings for your raters and your self rating on the four Authentic Leadership scales. They also show how satisfied (Satisfaction) raters are with your leadership and how much effort they expend because of your leadership (Extra Effort).

The average frequency of the scores in the graphs can be interpreted with the following frequency scale:

- 0 = Not at all
- 1 = Once in awhile
- 2 = Sometimes
- 3 = Fairly often
- 4 = Frequently, if not always

### Authentic Leadership Scales

#### Self Awareness

<table>
<thead>
<tr>
<th>How you rated yourself</th>
<th>How your raters rated you (8)</th>
<th>Score</th>
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#### Transparency

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<th>How your raters rated you (8)</th>
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#### Ethical/Moral

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#### Balanced Processing

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<th>How your raters rated you (8)</th>
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18. Authentic Leadership Scales Normative Comparison

The graphs below show how you and your raters perceive the frequency of each leadership style or scale compared to the aggregate rater ratings of several normative groups (see Norms in This Report section at the end of this report). Descriptions of the several normative groups outside of your organization are described in the references section at the end of this report. Numbers in parenthesis are the number of rater ratings in that normative group. No self ratings are included in the norms.

The average frequency of the scores in the graphs can be interpreted with the following frequency scale:

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4 = Frequently, if not always

Authentic Leadership Scales

Your Local Group
Population Group: Sample MLQ + ALQ Norm
Number of participants in this norm: 3
Campaigns included in this norm:
MLQ + ALQ Multi-rater Sample Report

Self Awareness

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<th>Your Local Group (3)</th>
<th>Several normative groups (N = 892)</th>
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Transparency

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<th>Your Local Group (3)</th>
<th>Several normative groups (N = 892)</th>
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Balanced Processing

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Your Authentic Leadership Strengths

This section lists your Authentic Leadership strengths. The items listed below are those for which you received your highest eight average ratings by your raters, sorted from the highest rated item. Your rater average and the Leadership scale are included below. In general, aim for achieving an Authentic Leadership behavior frequency of 3.0 (Fairly often) to 4 (Frequently, if not always).

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<tr>
<th>Score</th>
<th>Scale</th>
<th>Item</th>
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<td>Transparency</td>
<td>say exactly what I mean</td>
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</tbody>
</table>
**Your Authentic Leadership Developmental Opportunities**

This section lists your Authentic Leadership areas for development. The items listed below are those for which you received *your lowest eight average ratings by your raters*, sorted from your lowest rated item. Your rater average and the Leadership scale are included below. In general, aim for achieving an Authentic Leadership behavior frequency of 3.0 (Fairly often) to 4 (Frequently, if not always).

<table>
<thead>
<tr>
<th>Score</th>
<th>Scale</th>
<th>Item</th>
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<tbody>
<tr>
<td>1.3</td>
<td>Ethical/Moral</td>
<td>demonstrate beliefs that are consistent with actions</td>
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<td>1.3</td>
<td>Ethical/Moral</td>
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<tr>
<td>1.3</td>
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<td>1.5</td>
<td>Ethical/Moral</td>
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<td>1.5</td>
<td>Self Awareness</td>
<td>seek feedback to improve interactions with others</td>
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<tr>
<td></td>
<td>Self Awareness</td>
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</tbody>
</table>
### 20. Authentic Leadership Item-by-Item Ratings

#### Complete Ratings of All Authentic Leadership Behaviors Across All 4 Scales

The tables below highlight any differences between how you perceive yourself on each Authentic Leadership behavior item and how your raters rated you. The numbers are a count of the frequency of each rating, and the dot shows the rating you gave yourself.

#### Self Awareness

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<tr>
<th></th>
<th>Not at all</th>
<th>Once in a while</th>
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<th>Frequently, if not always</th>
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**Survey Participant**
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21. Narrative Feedback

The rater comments below are provided unedited and do not represent any order of relative importance.

What Can Help the Leader Be More Authentic

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Obstacles Facing the Leader's Authenticity

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Narrative Feedback (cont.)

What Is Admired About the Leader

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22. Personal Development — Attributes of Authentic Leadership

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23. Developing Authentic Leadership in the Organizational Context

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Referen

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24. Individual Planning and Goal Setting

Based on information I've received from my ALQ feedback, here are two or three specific developmental goals:

Actions I will take to improve my effectiveness:

Expected Outcome:

Timeframe:

How I will monitor my progress?

Resources or support I need to achieve my development plan:
25. Recommended Reading and References

Books:

MLQ


**General Leadership**


**Articles:**

**MLQ**


Zarandi, A., Ghorbani, N., Alavi, S. B. (2012). Relationship between five-factor of personality and transformational
leadership based on the other-appraisal of subordinates & super ordinates. Psychological Research, 14 (2), 96 - 111.


ALQ


**General Leadership**


26. Norms For The ALQ

Three normative groups are included in what is referred to as "several norms" for the authentic leadership scales. All three Sample norms are from Walumbwa et al. 2008.

Sample 1 was 178 working MBA and evening adult students. The average age of participants was 26 years (SD = 7.23), with 3.44 mean years (SD = 3.17) of work experience; 56% of the participants were female.

Sample 2 was 236 adult evening students with full-time jobs. The average age of the participants was 24.49 years (SD = 5.92), with 3.28 years (SD = 2.55) of work experience; 48% were female.

Sample 3 was 478 working adults drawn from 11 diverse U.S. multinational companies operating in Kenya, Africa. Approximately 98% of respondents indicated they were Africans.