

# **Authentic Leadership Questionnaire (ALQ)**

## **Multirater Report**

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Prepared on December 12, 2013 for:  
**Sample Person**

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## Authentic Leadership Overview

### 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.

**Second**, authentic leaders try to operate with no gap (or at least consistently narrow the gap) between their espoused values (their true self) and the values they use each and every day. This requires that they deepen their understanding of their own core values, enabling them to communicate them and to behave with consistency to colleagues.

**Third**, authentic leaders remain aware of their own vulnerabilities and openly discuss them with associates so that they ensure they continue to head in the 'right' direction. They turn a high level of transparency regarding their vulnerabilities into a strength based on people's respect for knowing what the leader can and cannot do.

**Fourth**, authentic leaders consistently think about building authenticity in their associates, helping to build each one's psychological capacity and strength.

**Finally**, authentic leaders have developed the moral capacity to judge issues and dilemmas that are characterized as 'gray areas.' They have the credibility to explore such dilemmas from all angles, and seek alternative ways of approaching them without being perceived as disingenuous or shifting with popular opinion. They can change their mind and be seen to be acting consistent with their ultimate values and therefore authentic.

## 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.

*Additional information appears in actual report.*

## Transparency

To what degree does the leader reinforce a level of openness with others that provides them 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.

*Additional 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.

*Additional 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.

*Additional information appears in actual report.*

## Leadership

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 indirect effects, Authentic Leaders lead by example (e.g., role modeling) as they display high moral standards, honesty, and integrity, thereby eliciting followers to personally identify with them and to then model their style of leadership. Here, personal identification refers to the process whereby one's beliefs about the leader become self-defining and self-referential. Thus, as followers model authentic leaders, they come to view themselves as honest persons of high moral standards and integrity. Also, through this modeling, they begin to cascade the authenticity of their leader to subsequent levels of leadership, in a sense operating as surrogates of their leader.

Social identification refers to a process through which individuals come to identify with a group, take pride in belonging, and see group membership as an important part of their identity. Authentic leaders increase followers' social identification by creating a deep sense of high moral values that characterize their group and expressing high levels of honesty and integrity in their dealings with followers. Authentic leaders don't encourage identification with the leader as a particular person but as a representative of the core values of their team, unit or organization. Reinforcing social identification elicits in followers their commitment and satisfaction to the 'group' and to achieving positive work outcomes together. Authentic leaders become a role model for self awareness, transparency, balanced processing and high moral/ethical standards, which can become modeled throughout the organization.

## 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.



## About This Report

This tool is provided to help you reflect on your current level of authenticity as you and your raters perceive it. You will find this report 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.

To provide you with even more insight about how you are perceived by your raters, two scales reflect your impact on your raters, **Satisfaction** and **Extra Effort**. These provide ratings of how satisfied your raters are with your leadership and how much extra effort they expend because of your leadership.

- 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 Sample Person be more effective as a leader?

One thing that gets in the way of Sample Person's effectiveness as a leader is...

What I admire most about Sample Person leadership 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.

## Authentic Leadership Scale Profile

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



## Outcomes of Authentic Leadership Scales

### Satisfaction



### Extra Effort



## 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:

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

### Authentic Leadership Scales

#### Your Local Group

**Population Group:** Sample Norm

**Number of participants in this norm:** 5

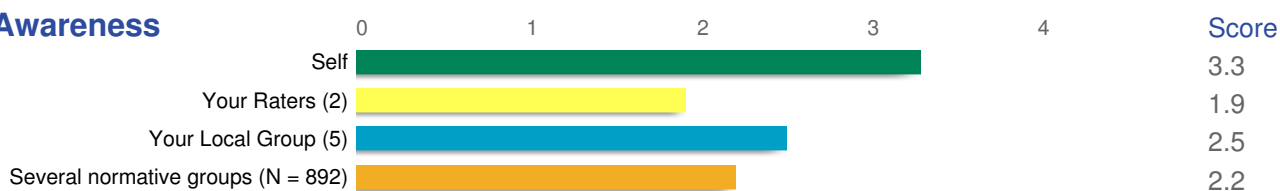
**Campaigns included in this norm:**

ALQMulti - Sample Group

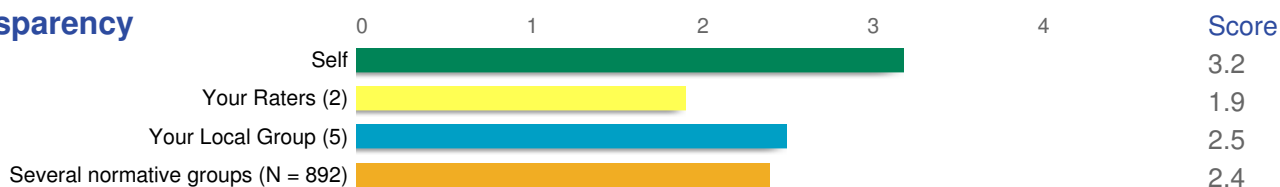
ALQMultiReport - test

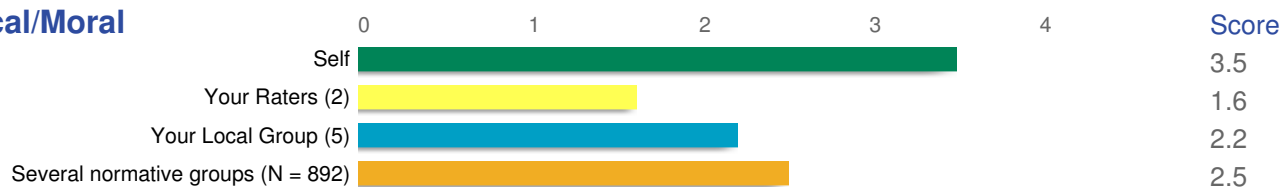
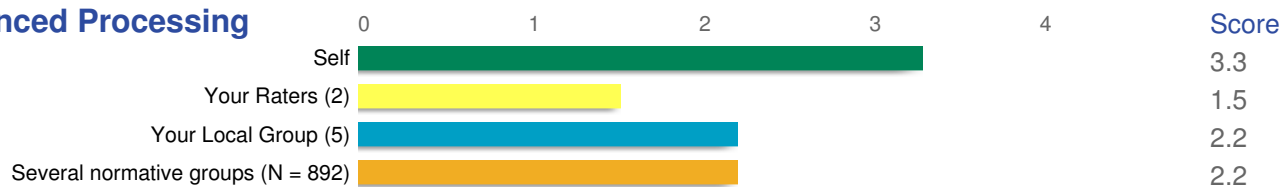
ALQMulti - Sample Person

#### Self Awareness



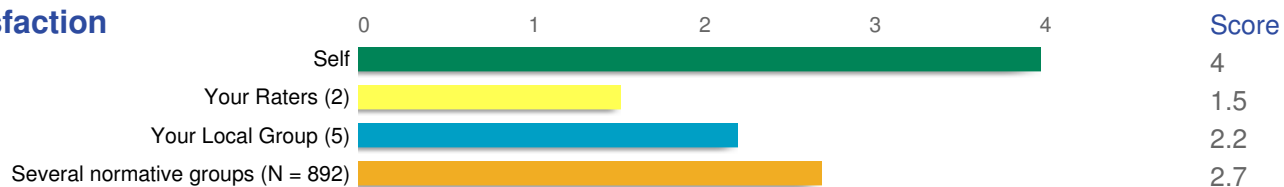
#### Transparency



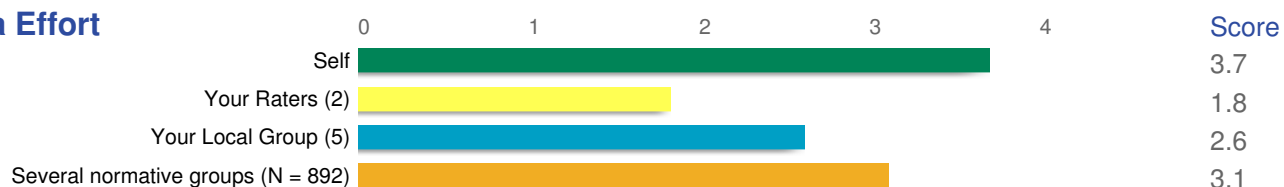
**Ethical/Moral****Balanced Processing**

## Outcomes of Authentic Leadership Scales

### Satisfaction



### Extra Effort





## Strengths and Developmental Opportunities

### 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).

Score	Scale	Item
2.5	Self Awareness	show I understand how specific actions impact others.
<i>Additional information appears in actual report.</i>		
2.5	Transp	
2	Self Av	
2	Balanc	
2	Ethical	
2	Ethical	
2	Transp	
2	Transp	

## 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).

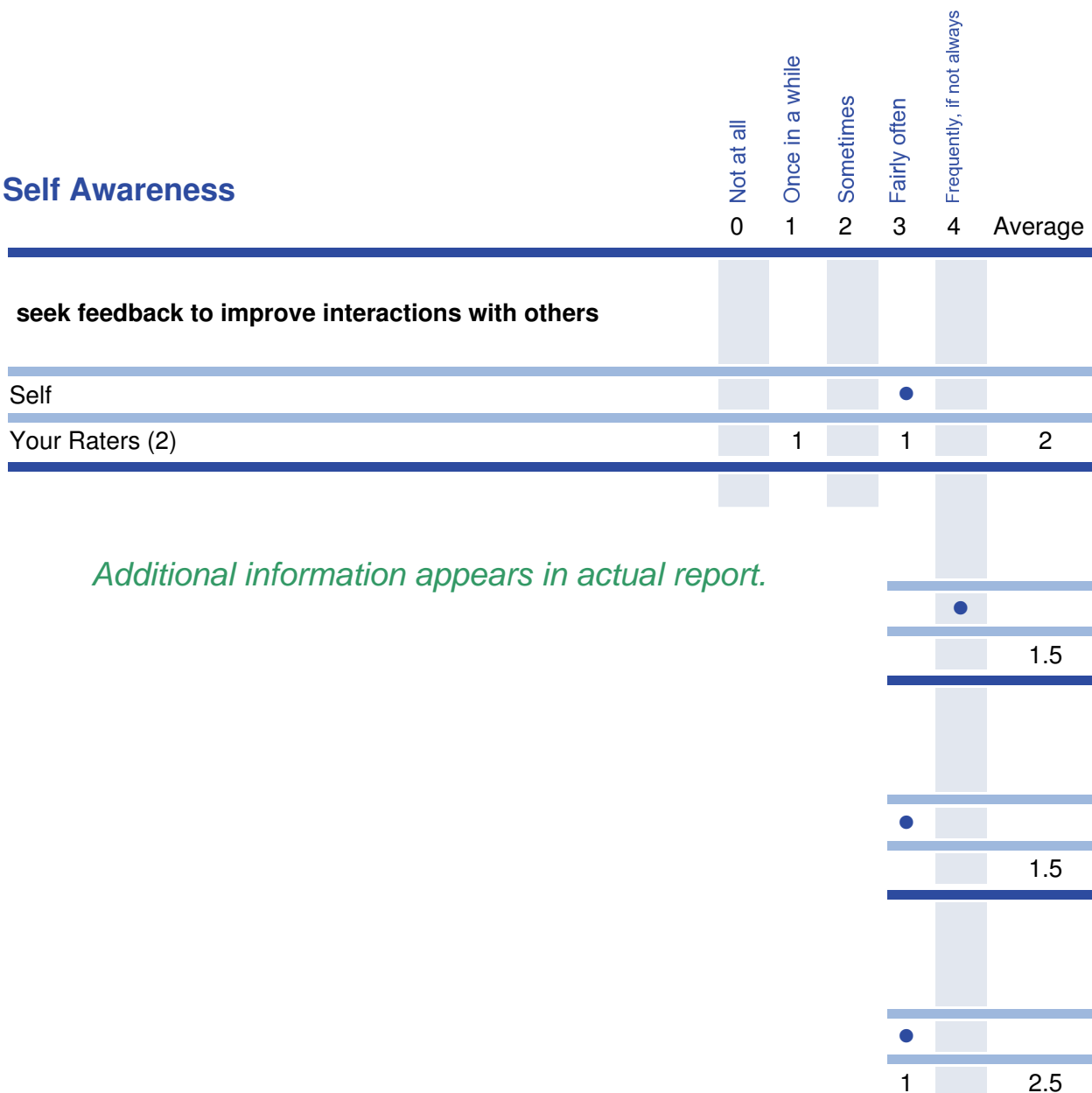
Score	Scale	Item
1	Ethical/Moral	demonstrate beliefs that are consistent with actions
1	Balanced Pro	<i>Additional information appears in actual report.</i>
1.5	Transparency	
1.5	Transparency	
1.5	Ethical/Moral	
1.5	Balanced Pro	
1.5	Self Awarene	
1.5	Self Awarene	

## Authentic Leadership Item-by-Item Ratings

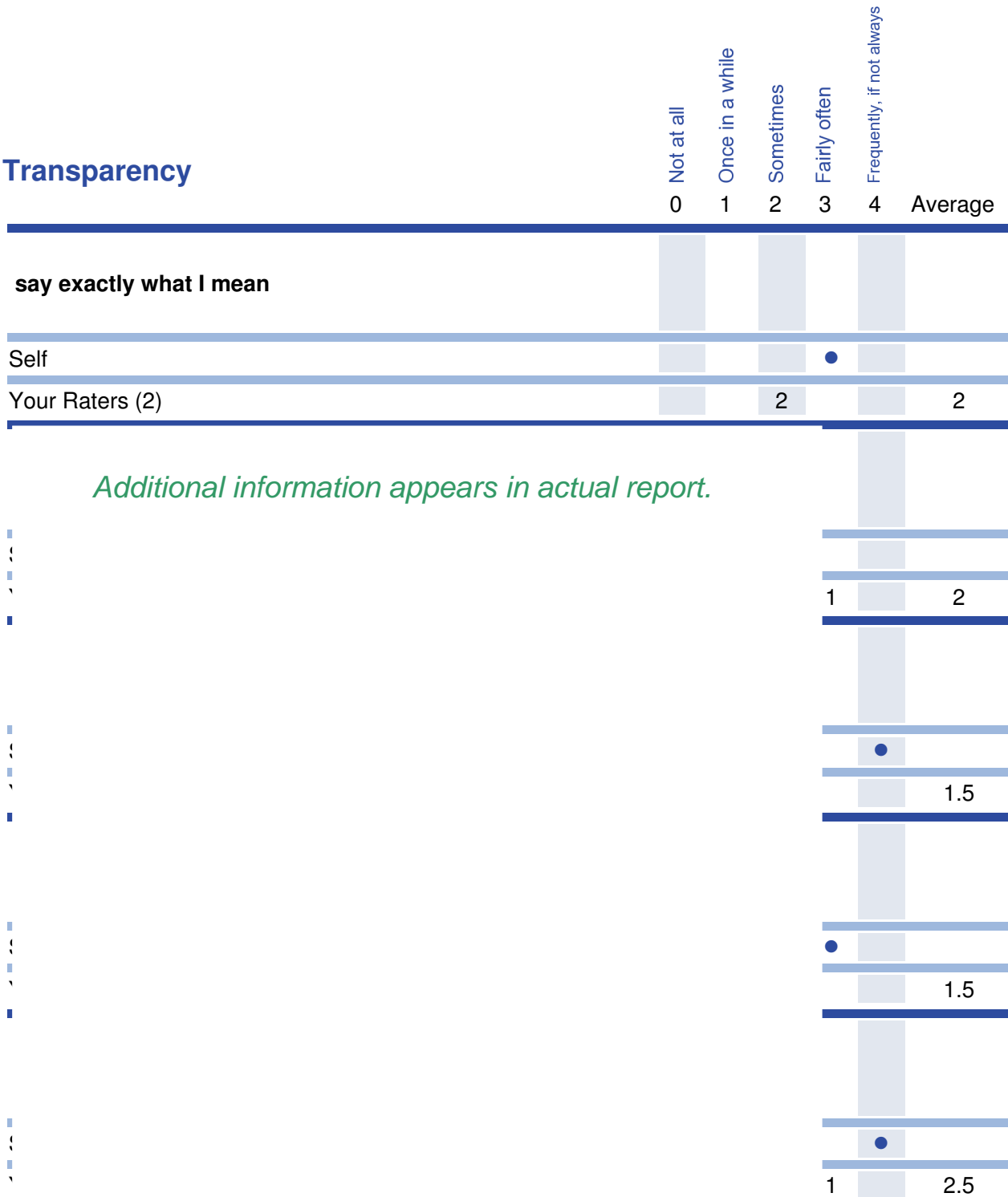
### Complete Ratings of All Authentic Leadership Behaviors Across All 4 Scales

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.

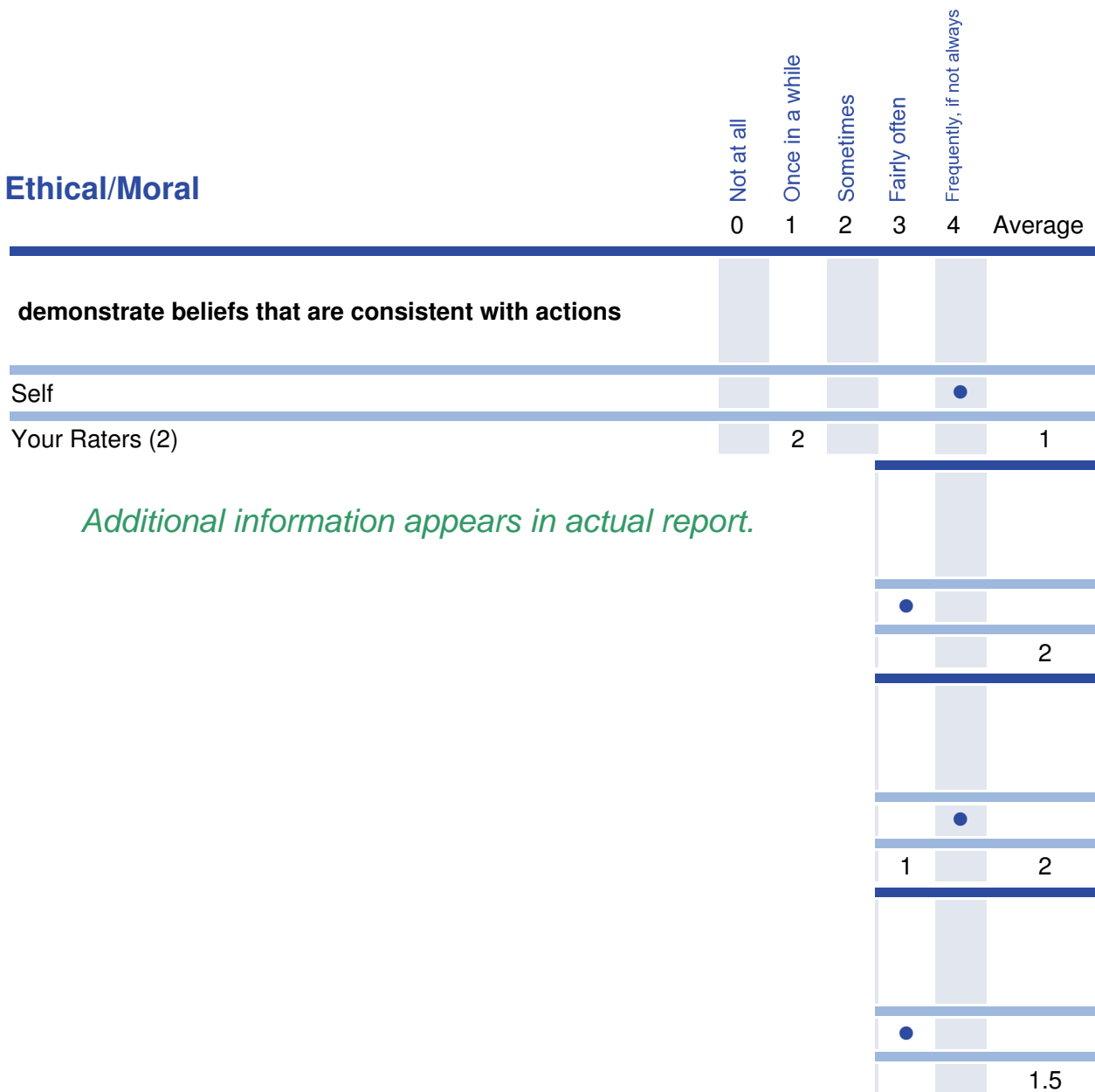
#### Self Awareness



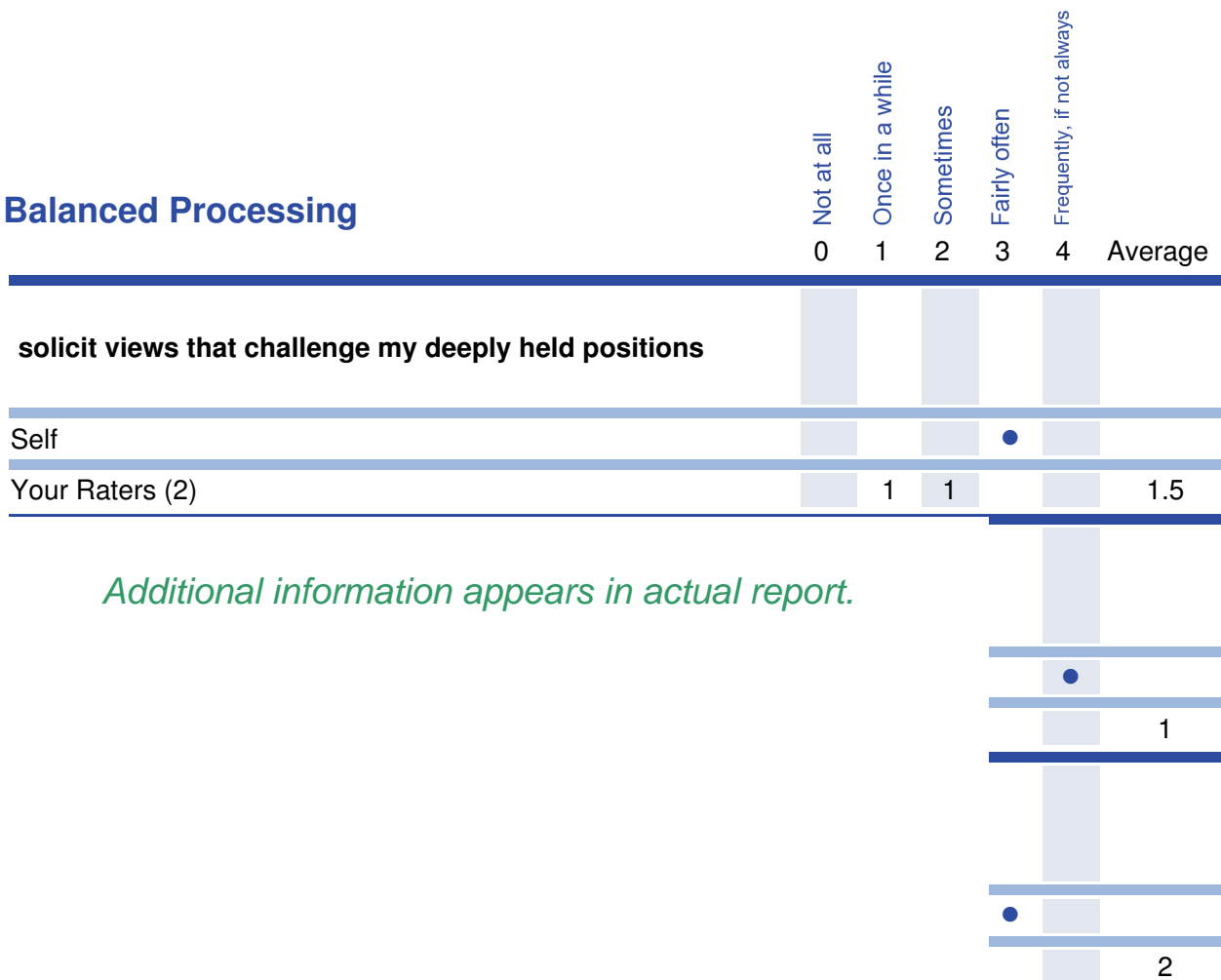
## Transparency



# Ethical/Moral



## Balanced Processing

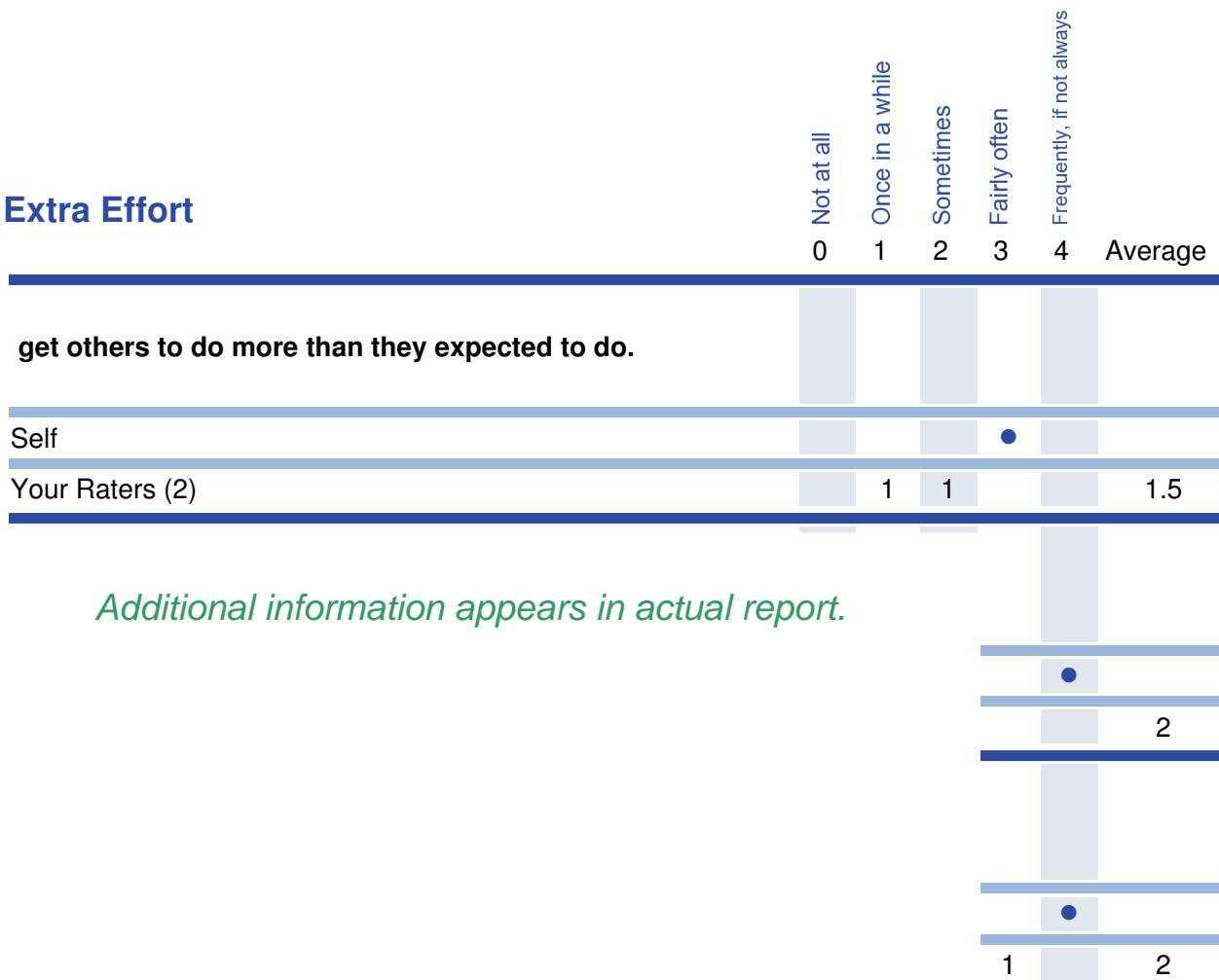


# Complete Ratings of All Outcomes of Authentic Leadership Behaviors

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



## Extra Effort





## Narrative Feedback

What are two or three things that would help Sample Person be more authentic as a person and leader?  
answer 1a

answer 2a

One thing that gets in the way of Sample Person's authenticity in our organization is...  
answer 1b

answer 2b

What I admire most about Sample Person's authenticity is..  
answer 1c

answer 2c

## Personal Development Section

### Individual Planning and Goal Setting Suggestions

- a) Consider the outcomes of your Authentic Leadership style at present. Know that authentic behaviors relate to the behaviors and self identity of those you interact with, so don't be surprised if you see in others what they saw in your behavior.
- b) Carefully consider agreements and disagreements between yourself and others' ratings. These differences can be the result of a number of different factors. Differences at the scale level of .5 or higher should be taken seriously.
- c) Accept that the ratings reveal how others perceive your Authentic Leadership behaviors that really count in influencing others, for better or worse.
- d) Consider increasing your authentic behaviors rather than just comparing yourself to normative groups. Knowing you are 'above' or 'below average' of others in your group is often not very helpful for developmental purposes. The norms comparisons provided in this report are for getting a sense of the culture of the groups you may be part of and do not necessarily offer the type of guidance needed to show you how to develop. Where the norms are most helpful is in providing you with some relative idea of how you compare to others.
- e) To understand yourself and how others come to see you, you must really think about what constitutes your core values, beliefs and perspectives. You might simply start by asking, if I could only have one core value what would that be and how would I always express it consistently with my followers?
- f) Develop an action plan based on increasing or decreasing the frequency of your behaviors on particular items in the ALQ. By increasing the frequency of how you display these styles of authenticity, you are changing the way you transmit leadership to others. By transmission we mean how you communicate to them your leadership. Pick items which will have the biggest effect (most different item rating) on your overall average for a particular style and to which you can visualize yourself committing with your followers or associates. Don't assume you can change in less than three months how authentically others perceive you or how you perceive yourself. It will likely take even longer to stabilize how others view you and the changes you have made to your leadership.
- g) Where appropriate, share your plan with at least one trusted advisor who can help you with feedback, suggestions and encouragement. Consider working with a "coach" to help you achieve these goals. Routinely seek and review feedback from these people about the progress you are making towards achieving your development goal.
- h) Avoid putting raters "on the spot" about their ratings, or giving them the impression that you know how they may have rated you. Such behavior undermines confidence in the whole process and will shut down any other useful feedback.
- i) Consider setting a specific time when you will review your progress by repeating the ALQ and checking with trusted advisors on how they view your progress.

## Specific Sample Actions for Each Authentic Leadership Scale

### Self Awareness

- After taking some action as a leader, ask a trusted follower or peer how they viewed your actions. Was it in line with your self evaluation and more importantly, your initial intentions?
- Pick a how y and th *Additional information appears in actual report.* art meetings, these things rceptions.
- Spenc specif done c shaved in would have
- When trying impac ou were he intended
- Talk w becom y use to

### Transpare

- Set st: clear c that oc tion. Be can assure
- Use e. level c a higher
- Talk w transp being 'too
- Identif where transp fic examples sh

## Ethical/Moral

- What do you consider your “red lines” or boundaries for moral and ethical conduct? Have you made these explicit to your followers, peers or supervisor?
- Identify you wo
- Talk ab come b
- What is

*Additional information appears in actual report.*

Discuss how  
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## Balanced I

- Plan to you use and jus
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- Go bac may ha that situ

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what  
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changed

## 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:

## Recommended Reading and References

### Books:

Avolio, B.J. (2005). *Leadership Development in Balance: Made/Born*. NJ: Erlbaum & Associates.

Avolio, B.J., & Luthans, F. (2006). *High Impact Leader: Moments matter in authentic leadership development*. NY: McGraw-Hill.

Avolio, B.J., & Wernsing, T. S. (2008). Practicing authentic leadership. In Lopez, S. J. (Ed.) (in press). *Positive psychology: Exploring the best in people*. Westport, CT: Greenwood Publishing Company, pp. 147-165.

Gardner, W.L., Avolio, B.J., & Walumbwa, F. (2006). *Authentic Leadership Theory and Practice: Origins, effects and development*. Amsterdam: Elsevier JAI Press.

### Articles:

Avolio, B.J., & Chan, A. (In press, 2008). The dawning of a new era for genuine leadership development. Hodgkinson, G., & Ford, K. (eds.). *International Review of Industrial and Organizational Psychology*, 23.

Avolio, B.J., & Gardner, W.L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly*, 16, 315-338.

Avolio, B.J., Gardner, W.L., Walumbwa, F.O., Luthans, F., & May, D. (2004). Unlocking the mask: A look at the process by which authentic leaders' impact follower attitudes and behaviors. *Leadership Quarterly*, 15, 801-823.

Gardner, W.L., Avolio, B.J., Luthans, F., May, D.R., & Walumbwa, F.O. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *Leadership Quarterly*, 16, 434-372.

Walumbwa, F. O., Avolio, B.J., Gardner, W.L., Wernsing, T.S., Peterson, S.J. (2008, February). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(1), 89-126.



## Norms in This Report

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.

The normative comparison for the five items in the Satisfaction and Extra Effort scales came from the Multifactor Leadership Questionnaire (MLQ) since these are the same items as are used in the MLQ. These scale scores are based on ratings by others evaluating a target leader from the 2004 normative sample (N = 27,285 leaders) reported in the 2004 MLQ Manual.