



# ALQ-2

**Agentic Leadership Questionnaire-2**

Laura Borgogni, Laura Petitta, Silvia Dello Russo and Andrea  
Mastrorilli

## Interpretative report

NAME

QUESTIONNAIRE CODE

**1086031**

TEST DATE

**2025-03-01**

CUSTOMER CODE

**Атанас**

GENDER

**Male**

AGE

**35**

EDUCATION

QUESTIONNAIRE SITUATION

**Competitive**



## Introduction

The ALQ-2 is a questionnaire related to behaviors enacted by those who coordinate other people and is therefore reserved exclusively for OR managers. It detects a person's leadership style, considering three macro areas that constitute the leader's activity.

Two macro behavioral domains are related to process management (**Activity Management**) and to relationship management (**Employee Management**). For each of these domains, the ALQ-2 delves into some aspects, distinguishing two types of behaviors: those more oriented to preserve the current situation, i.e., **maintenance** behaviors, and those more oriented to proactivity aimed at continuous improvement, i.e., the **developmental** behaviors.

Development orientation is not antithetical to the maintenance one; on the contrary, it is complementary to it. Similarly, a high frequency of activity management behaviors does not imply a low frequency of relationship management behaviors, and vice versa. Instead, high (or low) scores can be observed in both types of behaviors.

The third macro area of ALQ-2 cuts across the other two behavioral domains, addressing both activities and collaborators' management. It pertains to the **Self-Management domain**, in which certain characteristics that distinguish agentic leaders are emphasized. Specifically, these include ethics, self-regulation, self-enhancement (the constant pursuit of behaviors for continuous self-improvement, such as seeking feedback and paying attention to what collaborators think of them), and passion.

This report is composed by the following sections:

- 1. General profile:** The candidate's questionnaire results are reported in the form of "raw" and "standardized" scores, which are obtained through comparison with a specific group's normative reference. These scores are then expressed graphically.
- 2. Social desirability:** This section provides information about the person's presentation style, any attempts to falsify the test and, ultimately, the level of validity of the report.
- 3. Analytical profile:** This provides a detailed description of the scores obtained by the person in each of the eight dimensions measured by the ALQ-2.
- 4. Leadership style and agenticity:** This section contains the graphic expression and a detailed description of the leadership style ("Transformational," "Coach," "Manager," and "Professional") that characterizes the person and their overall level of agenticity.

## Use of the report

This report provides valuable information for human resource evaluation programs. Particularly it could be useful to evaluate potential and in the context of leadership development programs. The ALQ-2 offers a comprehensive and detailed survey of leadership behaviors. However, it's important to note that this assessment is just a part of the complete evaluation. It should be integrated with a broader analysis of interests, motivations, aptitudes, and other characteristics, which can be assessed using additional tools and through interviews.

It's also essential to keep in mind that:

- Test results are based on the individual's self-description, which may not necessarily reflect how others perceive it. The accuracy of the results depends on the person's honesty in responding to the items and their self-awareness.
- There are no "right" or "wrong" aspects to an individual's behavior. Everyone's behavioral style has its advantages and disadvantages, but certain aspects may be better suited to particular activities, roles, or responsibilities.
- Results from a psychometric test like the ALQ-2 can provide reliable predictions regarding how a person will behave in a wide range of situations.



## 1. General Profile

### Activity Management



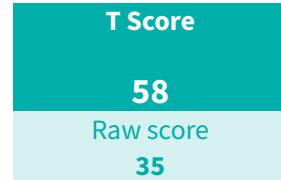
### Employee Management



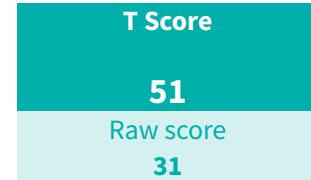
### Self-regulation



### Passion



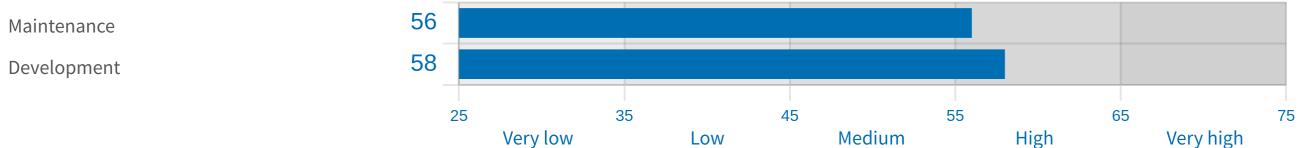
### Ethics



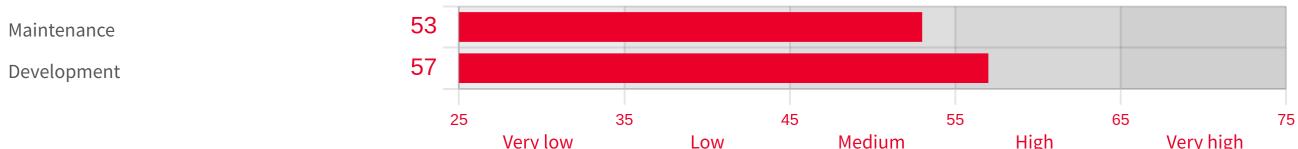
### Self-enhancement



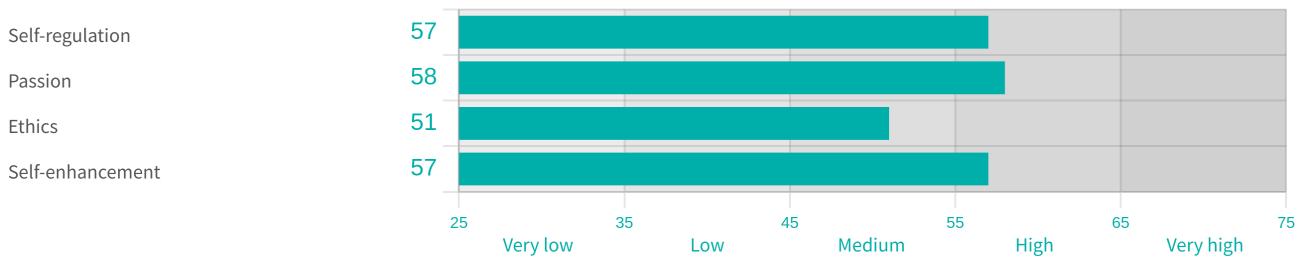
### Activity Management



### Employee Management



### Self-Management



## 2. Social desirability

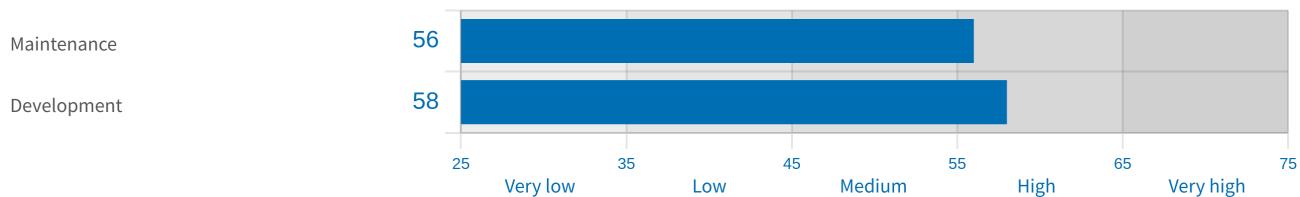


The person most likely provided some falsification in a positive sense of their image: thus, he or she presented himself or herself by improving some aspects related to his or her leadership behaviors.



### 3. Analytical Profile

#### Activity Management



Considering the macro area Activity Management and more specifically the Maintenance area, the person effectively manages current activities by taking care to set priorities and deadlines to ensure the achievement of results. He or she defines work plans and goals according to the company's strategies. He or she also shows attention to recommended quality standards. The person cares about achieving results on time, monitoring work progresses and being able to respond appropriately to unexpected situations. He or she shows responsiveness in order to optimize available resources and to contain the costs of his/her decisions.

Taking into account the Development area, included in the Activity Management macro-area, the results indicate commitment to the organizational development shown in the person's tendency to make strategic choices that could both improve work performance and anticipate any required action. The person is always seeking for innovative ideas that exceed established approaches and is willing to try-out new tasks and activities. He/she also recognizes and encourages creativity and innovation in his/her co-workers, and tries to plan their learning progresses by facilitating results achievement.

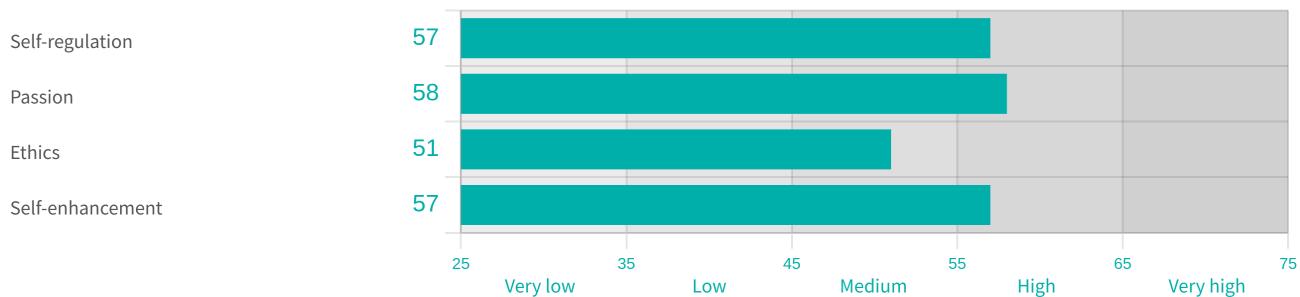
## Employee Management



Looking now at this second macro area on the Maintenance side, it emerges that the person, when necessary, makes an effort to transfer to his or her co-workers useful information for understanding his or her decisions. The person makes an effort to understand other people's point of view and, when required, takes time to listen to their opinions and activate an exchange of ideas. Thus, the person's management is oriented toward participation and involvement but without this being his/her main goal.

The person shows interest in the development of employees, designing growth paths tailored to individual characteristics. He/she is clear about the different levers to rely on in order to motivate the people he/she works with and entrusts employees with challenging professional goals that allow them to challenge themselves and grow by dealing with problematic situations. He/she generally delegates tasks to people in whom he has confidence, supporting them, especially in the most challenging activities and stimulating them to find new solutions. He/she makes employees commit themselves to the realisation of a common project, valuing everyone's contribution and bringing out their talents; he/she spurs them to give their best and shows them satisfaction with the results they achieve.

## Self-Management



When considering the dimension of Self-Regulation, it appears that the person is able to ensure expected results even in the event that disruptive elements arise. Indeed, he/she manages to maintain concentration even in the presence of stressful situations, unforeseen events or interference, continuing to engage in the activity undertaken in order to meet the set deadlines. The person effectively handles most tense situations, containing emotional reactions and continuing his /her work. He/she recovers fairly easily in times of difficulty, overcoming personal frustrations and failures.

It then emerges that the person tends to perform his/her work with passion, consequently in most situations he/she is able to enthuse co-workers, stimulating interest in the tasks to be accomplished and encouraging them to commit themselves to the common goals. He/she usually wins the favor of others without too much difficulty, and because he/she is regarded as a role model to be inspired, he/she is generally able to "get behind" the work to be undertaken, conveying conviction and incitement.

Taking the Ethics dimension now into consideration, it can be said that the person tends to behave fairly with co-workers, following ethical principles. He/she tends to demonstrate fairness in his/her decisions even if this is not a priority. He/she tries to behave fairly with others and to serve as an example.

Finally, the person is characterized by high Self-Enhancement, that indicates his/her continuous effort for professional self-improvement and his/her usage of new stimuli as developmental opportunities. The person acknowledges his/her own mistakes and uses feedback on managerial performance as a means to learn from experiences. The person welcomes new stimuli and works to facilitate changes, even when good results are achieved.

## 4. Leadership style and agency

This section reports the leadership style that characterizes the respondent among the four measured by ALQ-2: **Transformational, Coach, Managing, Professional**.

It should be pointed out that there is no "ideal" leadership style, as each organizational context may require a style that is not as effective in other situations. Instead, it is important that the leadership style expressed by a person is consistent with the organizational structure and culture, the mission of the organization, the specific business it deals with, and the particular stage of life that the organization is going through.

The construct of agency is also introduced, which is essential for a complete characterization of the leader. The **agentic leader** has a "high" ability to manage himself/herself in different circumstances, making the most of opportunities that arise, capitalizing on favorable situations, and even learning from adverse or failure ones. The agentic leader has a high capacity to absorb feedback and use it for self-improvement without hesitation or defensiveness, embracing a constant path of development. He/She also possesses strong abilities in terms of self-challenging, critical thinking, emotional mastery, active engagement, and infusing passion into his/hers interests and activities. Furthermore, the agentic leader does not shy away from involvement and willingly infuses passion into the things and activities that interest him/her the most. Ultimately, he/she excels in recognizing others and places a high value on ethics as principles that align with both self and others development. Hi/Hers 'agency' is evident even in the way it approaches the development of activities and the management of collaborators for whom he/she is responsible.

Individuals with lower scores in employee and activity development but high scores in the **Self-Management** macro area may potentially transition toward the agentic style. Circumstances where a person gains rather low scores in maintenance (as well as development) activities and of contributors, alongside high scores in Self-Management, appear to be rare. Such a configuration of scores could be related to a tendency to provide socially desirable responses or may indicate some immaturity in the role of the person, who may need to enhance their leadership skills.

This section is composed by the following paragraphs:

**4.1 The Leadership Styles Chart and General Directions:** This section describes how to interpret the leadership styles chart.

**4.2 Agency:** This section discusses the organizational contexts in which a specific leadership style is most effective and provides insights on how it can be further enhanced.

**4.3 Introduction to Leadership Style:** This part provides a detailed description of the leadership style that better characterizes the person.

**4.4 Individual-Context Integration:** It explores the organizational contexts where a specific leadership style can be most effective and suggest ways to enhance it.

**4.5 The Dark Side:** This section explores the potential pitfalls and risks while embracing a particular leadership style, focusing on the situations where it may not align well with the organizational culture and the individual traits of team members.

**4.6 Interview Directions:** This section provides some suggestions to gain a deeper understanding of the insights revealed through the questionnaire.



## 4.1 The chart on leadership styles and general directions

The leadership style that emerges from the responses, provided to the questionnaire, is highlighted by a more pronounced color in the corresponding quadrant and it is determined on the basis of the scores, obtained in the two macro-areas **Activity Management** and **Collaborators Management**, taking into account both **maintenance** and **development** behaviors.

For each of the four potential leadership styles, an indication of high agency will be provided through a distinct label. For example, we might have a Transformational style or, in cases where high agency is also observed, an Agentic Transformational profile, and the same applies to the other leadership styles. Similar labels will apply to the other leadership styles. The presence of high agency will be determined by averaging the scores on the Self-regulation, Passion, and Self-enhancement scales.

The following chart displays the leadership style that characterizes the person, among the four styles measured by ALQ-2: **Transformational, Coach, Managing, Professional**.



As shown by the chart, ALQ-2 results indicate that the respondent should be considered as a **Agentic Transformational leader**.

## 4.2 Agenticity



As shown by the chart, ALQ-2 results indicate that the respondent exhibits a high level of agenticity

It's important to bear in mind that the score range, which determines the level of agenticity, encompasses both individuals with scores close to the adjacent score range and those who are significantly distant from it. So, when interpreting the following text, it's essential to consider where the individual's scores actually fall.

Individuals characterized by high agenticity act in a transformative and proactive manner within their environment. When faced with challenges and tensions, they can effectively control negative emotions and remain focused on their goals, actively seeking new stimuli for learning and continuous personal development. They serve as an example to others, infusing passion and enthusiasm into the activities they undertake.

## 4.3 Introduction to the Agentic transformational Leadership Style

This leadership style is characterized by a strong orientation towards the growth of both team members and the organization, considering them as inseparable aspects. The Agentic Transformational leader designs pathways for challenging and developing team members, recognizing their qualities and potential, and delegating challenging objectives. These objectives are derived not only from broader organizational strategies but also from a mindset of surpassing requirements and being proactive.

In this sense, these leaders consistently demonstrate a keen interest in revitalizing work activities, seeking new solutions and creative ideas, actively encouraging input from their team members. They generally listen to their perspective, fostering productive exchanges and teamwork to achieve common goals, and exhibit trust by involving them in decision-making. They pay close attention to recognizing everyone's contribution, expressing satisfaction, often through a structured rewards system, and support their team members during challenging times. They provide ample room for their team members in activity planning and setting precise deadlines, as they embrace a delegation and empowerment approach and do not favor constant activity monitoring. Furthermore, rather than delving into the exhaustive explanation of their actions and disseminating detailed information within the group, they prefer to focus on creating a comprehensive and far-reaching vision.

The respondent also scores high in Self-Management, particularly in the dimensions of Self-Regulation, Passion, and Self-Enhancement. He/she emerges as an **Agentic Transformational leader**, driven not only by the development of team members and activities but also by a strong inclination to continuously seek opportunities for self-improvement. He/she effectively regulates emotions, sets progressively challenging goals, expresses a deep passion for his/her work, and remains highly engaged. The **Agentic Transformational leader** acts in a transformative and proactive manner within the environment. In the face of challenges and tensions, he/she effectively manages negative emotions and maintains the focus on objectives, continuously seeking new stimuli for learning and embarking on a constant path of development. This type of leadership serves as an example to others, infusing passion and enthusiasm into his/her activities.

## 4.4 Individual-Context Integration

The **Agentic Transformational leadership** style proves to be most effective with mature and autonomous team members who are proficient in goal-oriented work and responsible time management. For instance, it may be particularly suitable for managing individuals who, in turn, oversee other team members, those with extensive experience, or roles that involve a high degree of discretion, such as sales professionals. It is also well-suited for individuals with strong professionalism, such as creative professionals, among others.



From a broader organizational perspective, the **Agentic Transformational** leader fits well within meritocratic and rapidly transforming and expanding contexts, especially in situations characterized by:

- A high tolerance for uncertainty, where there's no rigid quest for absolute and universally applicable behavioral models.
- An absence of strict formal hierarchies, where it is culturally acceptable for leaders to actively engage with their team members.
- The presence of medium to long-term strategies that consider integrated organizational goals and team members' needs.
- A strong emphasis on continuous improvement, experimentation, and personal development at all levels.

## 4.5 Dark side

This type of leadership, with a strong inclination to delegation and to provide minimal detailed guidance, may not be fully effective with less mature and autonomous team members. Those, who require more guidance, are still in their professional growth phase or come from bureaucratic or compliance-oriented backgrounds and might find it challenging to recognize this leader as their guide.

Moreover, the pronounced propensity for agency can lead the leader to focus predominantly on personal development, overlooking the needs of team members, especially those who are less motivated and competent. If not channeled toward the development of others, this propensity might be dysfunctional for teamwork.

## 4.6 Interview Directions

To gain a better understanding of the person's leadership style and to confirm what has been revealed by the questionnaire, it is recommended to delve deeper into the results during an interview. Below are some examples of questions (to be selected and adapted to the specific situation) that could be used during the interview:

- Can you describe a situation that occurred in the last six months where you contributed to developing a strategic vision within your team? How did you behave, and what actions did you take?
- Could you share a situation from the last six months in which you encouraged one of your team members to exceed their initial expectations? How did you behave, and what specific actions did you take?
- Can you describe a situation from the last six months in which you faced difficulties in managing a team member regarding, for example, goal setting or task delegation? What type of team member was involved? How did you behave, and what actions did you take?
- How do you assess the potential of your team members? How do you assess their motivation, and what actions do you take to enhance it?
- Are you aware of the weaknesses of your team members? What are they, and what do you do to address them?
- How do you balance the development of your team members with achieving organizational objectives? How does it align with your personal goals?
- How do you align the goals of your team with your personal objectives?

Remember that the interview aims to provide personalized feedback to the respondent and is intended to complement the assessment based on the questionnaire. It is not intended as a developmental interview.



#	R	#	R	#	R	#	R	#	R	#	R	#	R	#	R	#	R	#	R	#	R
001	6	002	6	003	6	004	6	005	5	006	6	007	6	008	7	009	6	010	6		
011	5	012	4	013	6	014	6	015	6	016	6	017	6	018	6	019	7	020	6		
021	6	022	6	023	6	024	6	025	6	026	6	027	7	028	6	029	3	030	7		
031	6	032	6	033	6	034	7	035	6	036	6	037	6	038	5	039	6	040	6		
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061	6	062	5	063	6	064	5	065	7	066	7	067	6	068	6	069	6	070	6		
071	6	072	6	073	6	074	6	075	6												

