



SET Leadership Report

Setting Your Leadership in Motion



Report Prepared For:

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SET

This report is designed to help you gain a better understanding of your views about leadership and how others see your leadership behavior. This assessment was completed by you and by a sample of people who are familiar with your leadership behaviors. This report summarizes the findings, allowing you to gain a stronger sense of your strengths and development areas as a leader.

The SET Leadership Model was developed by the Individual and Team Performance Lab and is based on scientific evidence from leadership frameworks. The assessment consists of items that exhibit strong reliability and validity in the scientific literature to ensure accuracy.

This report also provides action steps and a development plan to help you set goals toward improving your leadership effectiveness. Ideally, the development process is ongoing, and we encourage you to continue to engage in activities that further enhance your leadership effectiveness.

Scripts about Leadership

Your beliefs about the traits and qualities that represent an ideal leader. These beliefs have the potential to influence your leadership style.

Expressed Humility

Perceptions about your willingness to learn and grow from your interpersonal interactions.

Transformational Leadership

Perceptions regarding the degree to which you motivate and inspire others.

SET MODEL

The SET model of leadership incorporates your Scripts about Leadership, your Expressed Humility, and your Transformational Leadership behaviors.



Scripts about Leadership

These are your ideas about the traits that define the ideal business leader, formulated over time through your interactions with and exposure to different leaders. This section is strictly a self-report, designed to provide you with a clearer understanding of what you believe to be an effective leader to be.



Expressed Humility

Expressed humility is an interpersonal characteristic, defined by one's ability to look at themselves accurately, to acknowledge and engage others' strengths, and be receptive of constructive criticism and learning opportunities. This section gathered responses from you and from your designated raters.

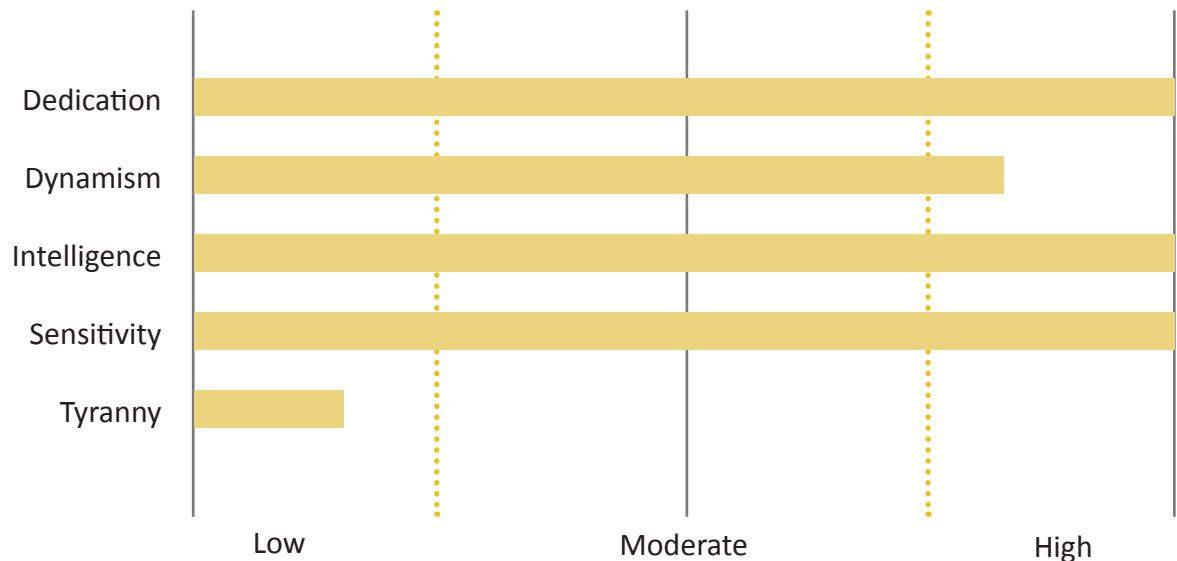


Transformational Leadership

Transformational leadership is characteristic of a leader who motivates their employees to do their best. Transformational leaders act as visionaries, working with their employees to create and execute a vision for their team and motivate their team members to strive for achievement. This section gathered responses from you and from your designated raters.

Number of others who provided ratings: 0

SCRIPTS ABOUT LEADERSHIP



Dedication

Characteristic of someone who is motivated, hard working, and committed.

Dynamism

Characteristic of someone who is fearless, strong, energetic, and charismatic.

Intelligence

Characteristic of someone who is clever, knowledgeable, well educated, wise, and intellectual.

Sensitivity

Characteristic of someone who is helpful, understanding, compassionate, and sincere.

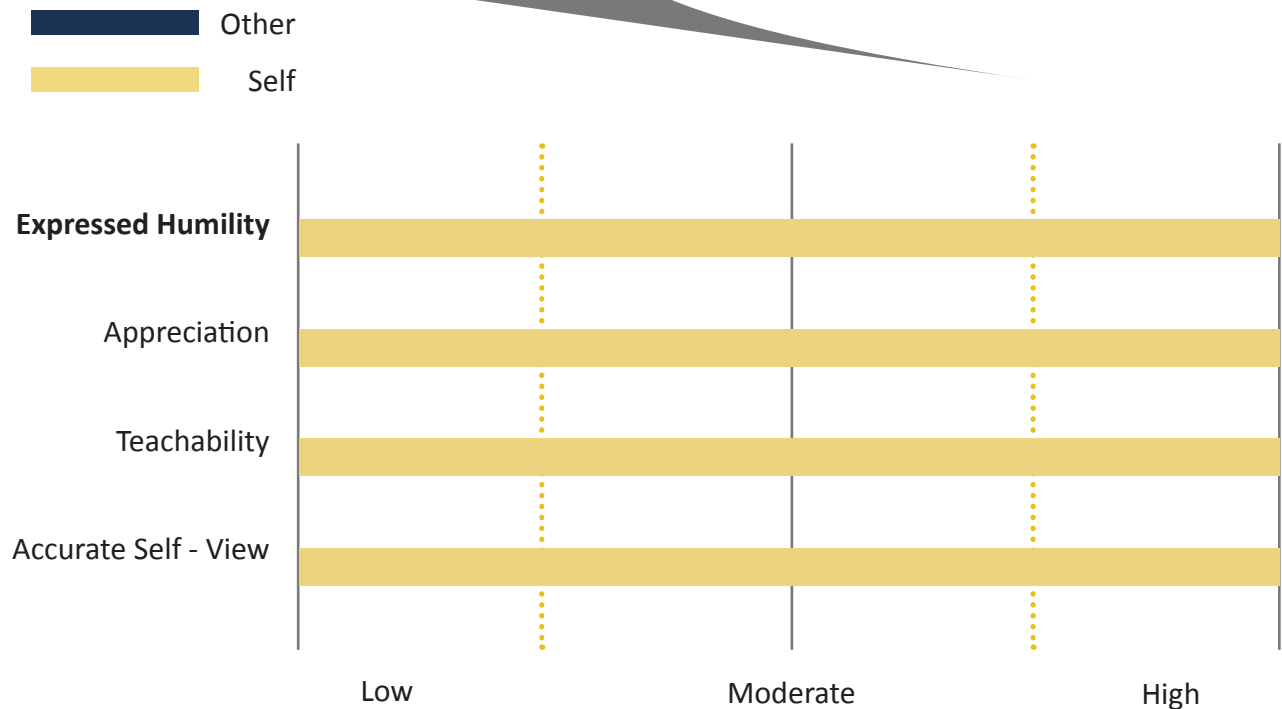
Tyranny

Characteristic of someone who is domineering, pushy, loud, manipulative, conceited, and selfish.

This section is designed to assess your view of the qualities that characterize a typical leader. Your ideas about leaders may influence your expectations of how a leader should act, and have the potential to impact your own behaviors.

You were asked to identify the extent to which a number of traits are characteristic of a leader. Each trait aligned with one of five factors: dedication, dynamism, intelligence, sensitivity, or tyranny. High scores on a trait indicate that you believe the trait is representative of a leader, and low scores indicate that you do not believe the trait is representative of a leader.

EXPRESSED HUMILITY



Appreciation of Others' Strengths

Your ability to identify the skills and abilities of those around you, how often you compliment others on their strengths, and the appreciation you show others for their contributions.

Teachability

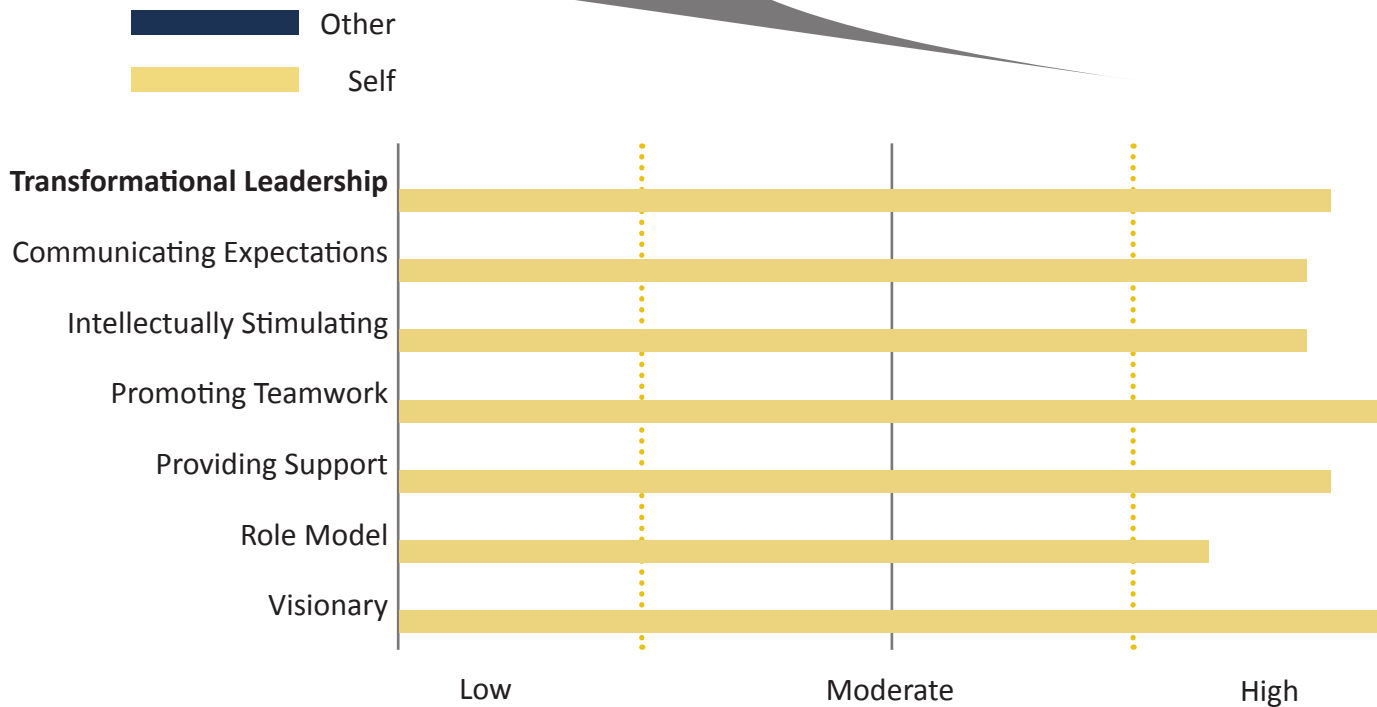
Your willingness to learn from those around you, your openness to others' ideas, and your receptiveness when given advice.

Accurate Self-View

Your willingness to look at yourself critically and accurately, your tendency to seek out constructive criticism, your openness to admitting flaws, and your ability to acknowledge that others may have more expertise in certain areas than you do.

Expressed Humility is an interpersonal trait denoting your willingness to learn and grow from your interactions. It has been linked to employee engagement and employee retention, signifying its importance for positive organizational outcomes. For this component, responses were gathered from you and from designated raters familiar with your leadership style.

TRANSFORMATIONAL LEADERSHIP



Communicating Expectations

Your ability to communicate to your team that you expect high performance from them, and enforcing high performance standards.

Intellectually Stimulating

Your ability to challenge your team to engage in critical thinking and to encourage them to look at situations from a new angle, generating creative solutions to problems.

Promoting Teamwork

Your ability to promote collaboration and to foster team spirit and cohesion in order to promote achievement of group goals.

Providing Support

Your ability to take individuals' needs into consideration and to be mindful and respectful of individual differences in your group.

Role Model

Your ability to lead by example in a positive way in your group.

Visionary


Ability to formulate a vision for the future of your group, communicate this vision, and encourage your team to be excited about it and committed to its success.

This leadership style is characteristic of one who has a positive impact on the motivation, spirit, and performance of their group members. Transformational leadership is associated with team members' job satisfaction and positive feelings towards their work. For this component, responses were gathered from you and from designated raters familiar with your leadership style.

FEEDBACK


The following is feedback provided by your designated raters.





How do you think your leadership script developed? What were some experiences that influenced your view of leadership? Who and/or what were the key influences?

SCRIPTS ABOUT LEADERSHIP



How do you think that your leadership script influences your leadership behaviour and your perspectives on leadership?

SCRIPTS ABOUT LEADERSHIP

Your ability to look at yourself critically

- **Ask for Feedback:** Continually ask for and encourage others to give you constructive feedback on areas where you could improve.
- **Consider Contradictions:** Think about your beliefs and values: do they align with how you act? Do they contradict each other?

Your appreciation of others' skills

- **Express Gratitude:** When an individual makes a useful contribution, acknowledge your gratitude verbally, via email, or in public.
- **Collaboration and Delegation:** Encourage collaboration among group members and delegate responsibilities to suit the strengths of each individual.
- **Avoid Micromanaging:** Trust that others have the skills and competence to successfully complete a task without constant check-ins or inquiries.

Your openness to learning

- **Knowledge Sharing:** Implement information sharing sessions where each member can discuss an area in which they have particular expertise.
- **Brainstorm:** When coming up with a new project, emphasize that each member must brainstorm ideas for it and share their ideas, and listen to each idea without judgment or interruption.
- **Ask for Help:** If you are not familiar with a certain concept or tool, ask someone else with more expertise for some pointers or help.



If there were large discrepancies between your self-score and your scores from your designated raters, outline those below. Indicate whether your self-score was higher or lower than the average score from your designated raters and what you think this may mean.

PERCEPTION GAP
REFLECTION



Thinking critically, discuss why you might be seeing these discrepancies and how you could address them in future.

PERCEPTION GAP
REFLECTION

Communication of expectations

- **Performance Metrics:** When working on a project, include performance metrics that outline how successful achievement of group goals will be determined.
- **Write it Down:** Put your expectations in writing so that you and those you work with can refer to that document as needed.
- **Clarify Expectations:** Have open and honest discussions about your expectations when working on a project, ensuring that everyone has the chance to ask for clarification about any potentially vague expectations.

Intellectual stimulation

- **Individual Brainstorm:** Encourage your group to come prepared with ideas and to share those ideas to generate creative solutions.
- **New Perspectives:** Ask individuals outside a project for input so you can look at problems through a new lens. Encourage others to do the same.
- **Play Devil's Advocate:** Ask your group members to take turns playing devil's advocate for one another's ideas, or even their own ideas in order to see new problems and solutions.

Teamwork

- **Team Charter:** With your group, develop a team charter that identifies your goals and divide up the work so that each member contributes.
- **Team Building:** Organize formal or informal gatherings that can encourage group members to get to know one another, such as a group lunch or event.
- **Celebrate Successes:** Take time to acknowledge and celebrate the successes that the group has accomplished together.

Support

- **Regular Check-in:** Hold short one-on-one meetings with those you work with on a regular basis to check in and ask how you can support them.
- **Individual Consideration:** Consider the individual needs and feelings of those you work with and take those into account when making decisions.
- **Verbalize Support:** Tell your work group about the different ways you are able to support them individually or as a group.

Role model actions

- **Be Consistent:** Act in ways you want others to behave.
- **Set Your Values:** Take time to write down a clear set of work values. Through your actions, exemplify these moral values and a good work ethic.
- **Think Externally:** Find time for good causes outside of work-related projects, such as raising money for charity, and helping people in need. Get the work group involved in these activities.

Outlining a vision

- **Vision Statement:** Develop a clear and compelling vision statement and produce a physical document outlining the vision.
- **Vision Alignment:** Set individual and group goals and performance metrics that align with your vision of where you and your group want to be.
- **Vision Progression:** Looking back at recent successes, consider how they align with the vision. Additionally, ask yourself how your vision may need to be revised to meet changing objectives.



If there were large discrepancies between your self-score and your scores from your designated raters, outline those below. Indicate whether your self-score was higher or lower than the average score from your designated raters and what you think this may mean.


PERCEPTION GAP REFLECTION




Thinking critically, discuss why you might be seeing these discrepancies and how you could address them in future.

PERCEPTION GAP REFLECTION


REFLECTIONS - SET MODEL



What is the most important thing I have taken away from this report? How will I use this knowledge moving forward?



What are my short-term goals moving forward? Note: Make sure that these goals are clearly defined and measurable. Rather than ***“I will communicate more efficiently”***, say ***“I will set up weekly meetings with my team and send out the minutes afterwards”***.



What are my long-term goals moving forward? In other words, what is my ideal outcome for the future of this team? Note: Again, make sure these goals are measurable. Rather than ***“I want my team to be the best it can be”***, include ***“I want my team to be the highest-performing in its district and for all my team members to indicate satisfaction with their position in a survey.”***

DEVELOPMENT PLAN

In this section, you will identify specific behaviors that you feel you could enhance. The following chart will help you get started on improving your leadership effectiveness.

TIME PERIOD	TARGET BEHAVIOUR	DESIRED OUTCOME	ACTION STEPS	DESIGNATED RATERS	DONE?
Your designated timeline for this goal's completion.	Identify the behaviour you wish to enhance: e.g., Promote Teamwork	What you would like to see happen: e.g., foster a more cohesive team	List specific actions: e.g., establish weekly team meetings	The people who will help assess your progress	Indicate if you have achieved this goal to hold yourself accountable.

ATTRIBUTIONS & ACKNOWLEDGEMENTS

Dr. Tom O'Neill and the team at ITPmetrics.com created the SET Leadership Report. This is a 100% free assessment and feedback service that aims to translate the best available research in the public domain into a usable and developmental resource for individuals wishing to develop their leadership skills.

Beneath each of the three SET buckets (Scripts, Expressed humility, Transformational leadership) are several multi-item facet-level scales. These scales were adopted directly from previous publications that offered reliability and validity evidence, thereby ensuring that the items are accurate, reliable and valid indicators of the intended constructs. Implicit leadership is assessed through the scales originally developed by Offerman et al. (1994) and adapted by Epitropaki and Martingh (2004). Expressed humility is assessed through the scales developed by Owens et al. (2013). Transformational leadership is assessed through the scales developed by Podsakoff et al. (1990, 1996). Full citations are below.

REFERENCES

Epitropaki, O., & Martin, R. (2004). Implicit leadership theories in applied settings: Factor structure, generalizability, and stability over time. *Journal of Applied Psychology*, 89, 293-310.

- Adapted the items from the original 41-item instrument developed by Offerman et al. below

Offermann, L. R, Kennedy, J. K., Jr., & Wirtz, P. W. (1994). Implicit leadership theories: Content, structure and generalizability. *Leadership Quarterly*, 5, 43-58.

- Provides the original implicit leadership items for dedication, dynamism, intelligence, sensitivity, and tyranny.

Owens, B. P., Johnson, M. D., & Mitchell, T. R. (2013). Expressed humility in organizations: Implications for performance, teams and leadership. *Organization Science*, 24, 1516-1538.

- Provides items for assessing appreciation of others' strengths, teachability, and accurate self-views.

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly*, 1, 107-142.

Podsakoff, P. M., MacKenzie, S. B., & Bommer, W. H. (1996). Transformational leader behaviors and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizenship behaviors. *Journal of Management*, 22, 259-298.

- Provides items for communicating expectations, intellectual stimulation, promoting teamwork, providing support, role modelling, and visionary leadership.