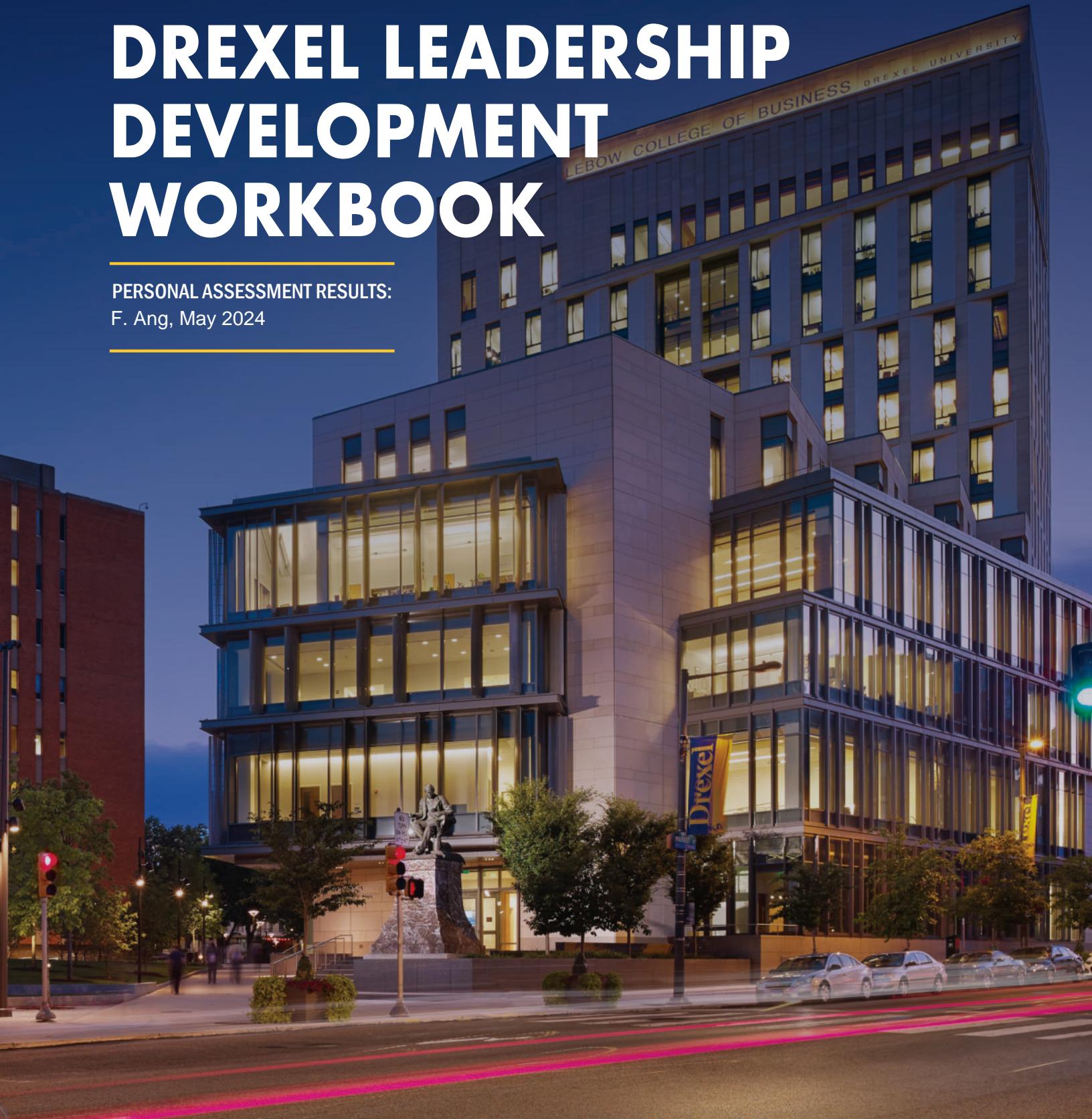


DREXEL LEADERSHIP DEVELOPMENT WORKBOOK

PERSONAL ASSESSMENT RESULTS:

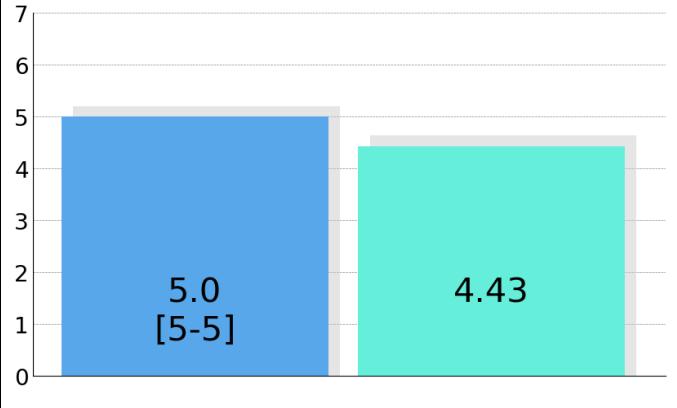
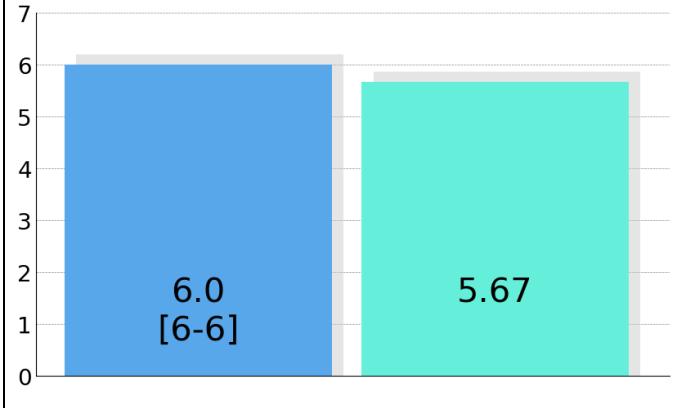
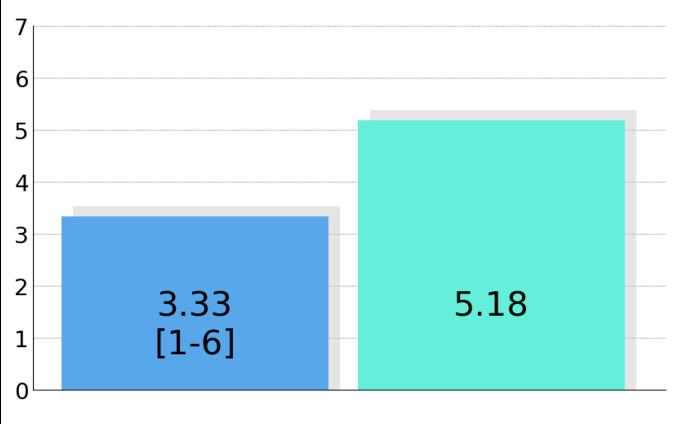
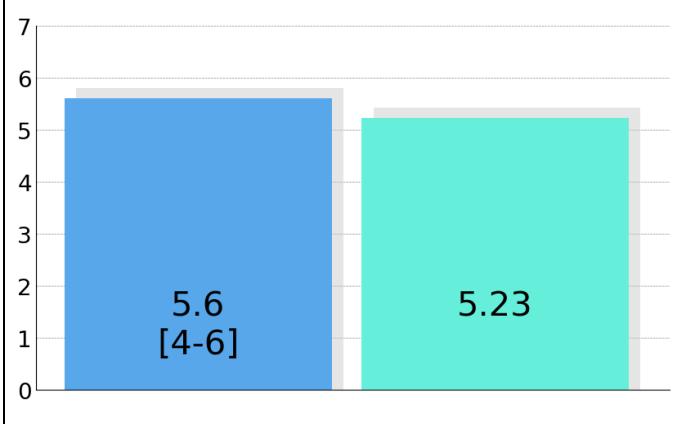
F. Ang, May 2024

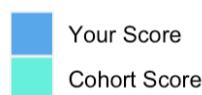


I. Influence-Focused Assessments



ATTITUDE AND MOTIVATION TOWARDS LEADING

<p>Motivation to Lead: Affective-Identity</p> <p><i>An individual's motivation to lead based on positive associations and feelings.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I am the type of person who likes to be in charge of others.  <table border="1"> <thead> <tr> <th>Score Type</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>5.0 [5-5]</td> </tr> <tr> <td>Cohort Score</td> <td>4.43</td> </tr> </tbody> </table>	Score Type	Value	Your Score	5.0 [5-5]	Cohort Score	4.43	<p>Motivation to Lead: Social-Normative</p> <p><i>An individual's motivation to lead based on a sense of duty or responsibility</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I feel that I have a duty to lead others if I am asked.  <table border="1"> <thead> <tr> <th>Score Type</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>6.0 [6-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.67</td> </tr> </tbody> </table>	Score Type	Value	Your Score	6.0 [6-6]	Cohort Score	5.67
Score Type	Value												
Your Score	5.0 [5-5]												
Cohort Score	4.43												
Score Type	Value												
Your Score	6.0 [6-6]												
Cohort Score	5.67												
<p>Motivation to Lead: Non-Calculative</p> <p><i>An individual's motivation to lead based on an assessment of costs and benefits.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I would lead others even if there are no benefits with that role.  <table border="1"> <thead> <tr> <th>Score Type</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>3.33 [1-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.18</td> </tr> </tbody> </table>	Score Type	Value	Your Score	3.33 [1-6]	Cohort Score	5.18	<p>Leader Self-Efficacy</p> <p><i>The degree to which one believes that s/he can be an effective leader.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I am confident in my ability to influence a team I lead.  <table border="1"> <thead> <tr> <th>Score Type</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>5.6 [4-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.23</td> </tr> </tbody> </table>	Score Type	Value	Your Score	5.6 [4-6]	Cohort Score	5.23
Score Type	Value												
Your Score	3.33 [1-6]												
Cohort Score	5.18												
Score Type	Value												
Your Score	5.6 [4-6]												
Cohort Score	5.23												



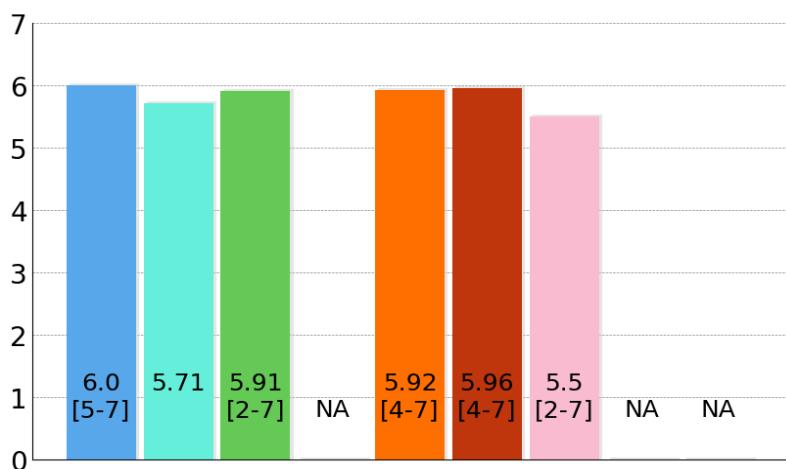
LEADERSHIP ABILITIES

Leadership: Motivation

Establishing clear direction by setting challenging goals, providing constructive feedback and support, and recognizing others for their contributions.

Sample item:

- I find ways to make my work and others' work more enjoyable.

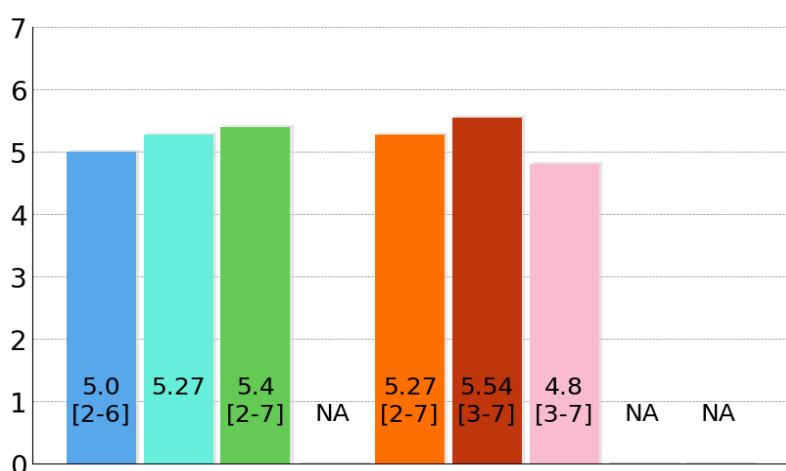


Leadership: Social Influence

Communicating in a manner that is persuasive but not domineering and helps leaders to build effective working relationships.

Sample item:

- I am able to persuade other people and change their opinions.



Your Score

Total Average Peer Rating

Team Member, Same Department

Partner

Cohort Score

Supervisor or Skip-Level

Team Member, Different Department

Supplier

Direct Report

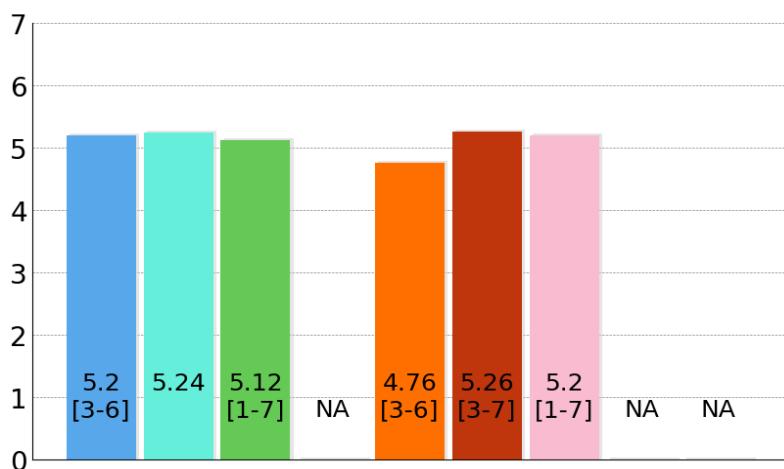
LEADERSHIP ABILITIES

Leadership: Managing Conflict

Identifying and working to resolve tensions that arise both within and between groups

Sample item:

- People seek my advice and help in resolving conflicts.

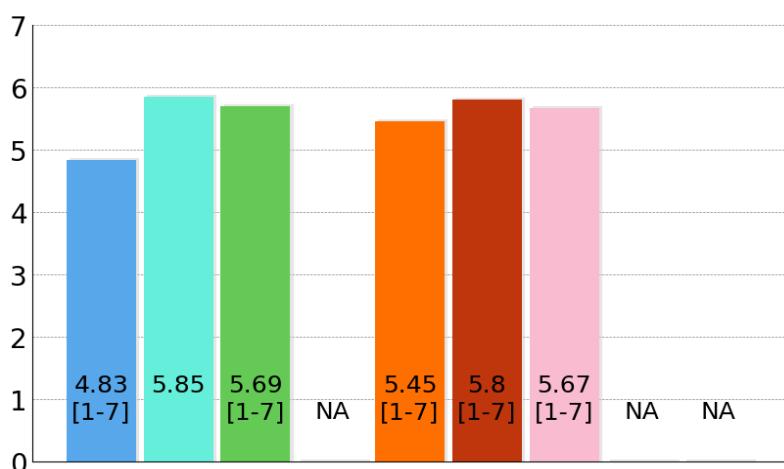


Leadership: Working in Teams

Building a supportive team climate by ensuring that members are well-informed and encouraging initiative and mutual respect.

Sample item:

- When working in a team, I make sure everybody is kept informed and in the loop.



■ Your Score

■ Total Average Peer Rating

■ Team Member, Same Department

■ Partner

■ Cohort Score

■ Supervisor or Skip-Level

■ Team Member, Different Department

■ Supplier

■ Direct Report

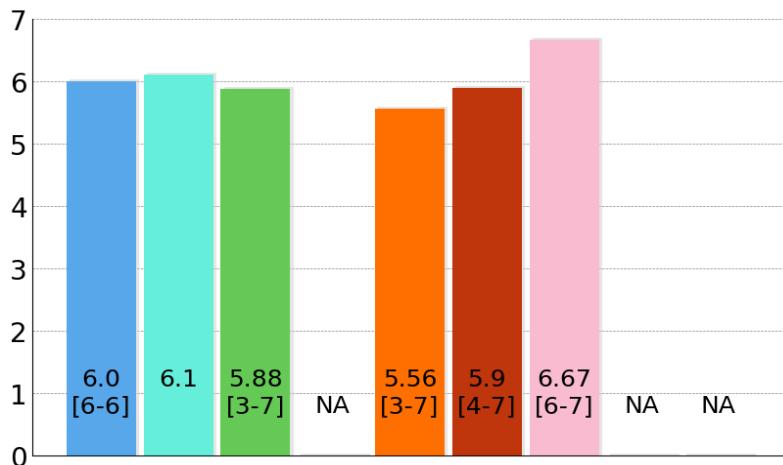
EMPOWERING LEADERSHIP

Leads by Example

Demonstrating a personal commitment to excellence by setting high personal standards, actively working to achieve those standards and holding one's self accountable.

Sample item:

- I set a high standard for performance by my own behavior.

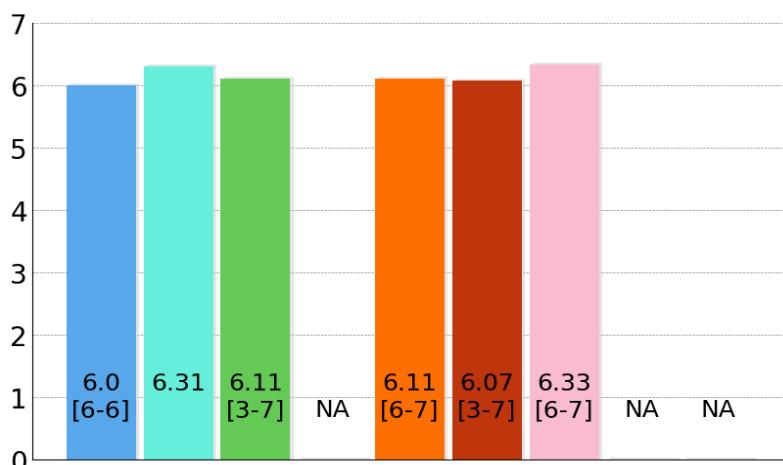


Participative Decision-Making

Seeking and using information and inputs from others when making decisions.

Sample item:

- I encourage team members to express ideas/suggestions.



■ Your Score

■ Total Average Peer Rating

■ Team Member, Same Department

■ Partner

■ Cohort Score

■ Supervisor or Skip-Level

■ Team Member, Different Department

■ Supplier

■ Direct Report

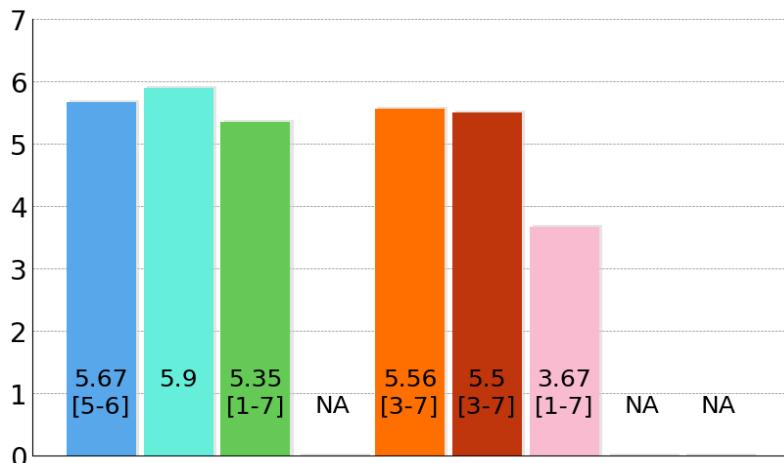
EMPOWERING LEADERSHIP

Coaching

Educating team members to help them become self-reliant and achieve their developmental potential.

Sample item:

- I help team members identify areas where they need more training.

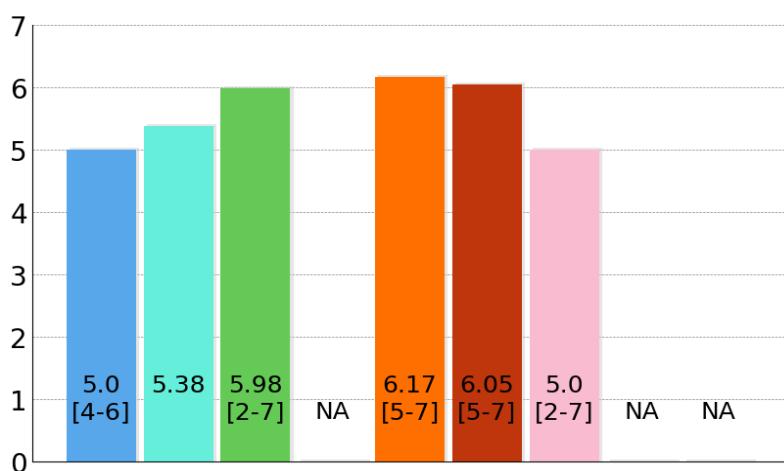


Informing

Disseminating company-wide information regarding the mission, vision, and strategic priorities.

Sample item:

- I explain company goals to team members.



Your Score

Total Average Peer Rating

Team Member, Same Department

Partner

Cohort Score

Supervisor or Skip-Level

Team Member, Different Department

Supplier

Direct Report

EMPOWERING LEADERSHIP

Showing Concern & Team Interaction

Interfacing with the team on a regular basis in a manner that demonstrates concern for members' well-being and interest in their development.

Sample item:

- I patiently discuss team members' concerns.



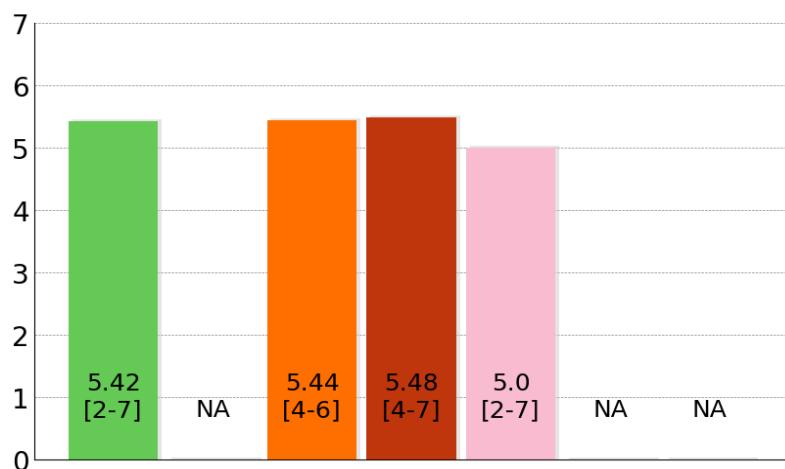
INCLUSIVE LEADERSHIP

Supporting Group Members

Supports the wellbeing of group members.

Sample item:

- Shows concern for my needs and feelings.

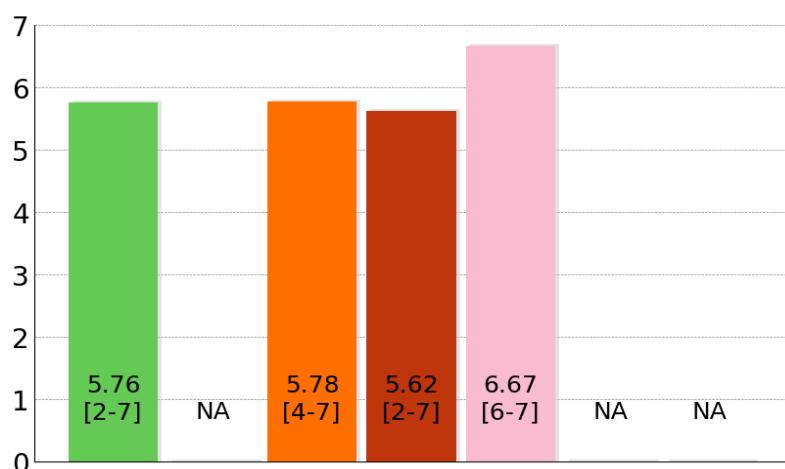


Ensuring Justice and Equity

Treats employees with fairness in procedures and interactions.

Sample item:

- Enacts policies to provide fairness for group members and ensure a lack of bias.



■ Your Score

■ Total Average Peer Rating

■ Team Member, Same Department

■ Partner

■ Cohort Score

■ Supervisor or Skip-Level

■ Team Member, Different Department

■ Supplier

■ Direct Report

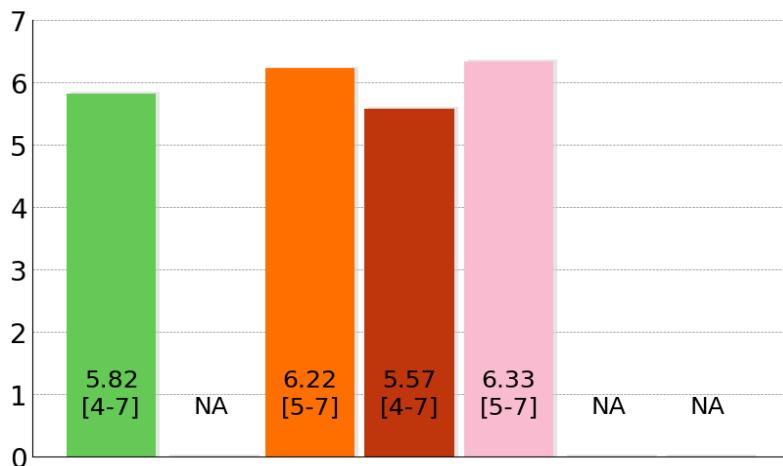
INCLUSIVE LEADERSHIP

Shares Decision-Making

Includes others in decision-making and incorporates others' perspectives in decisions.

Sample item:

- Uses my workgroup's suggestions to make decisions that affect us.

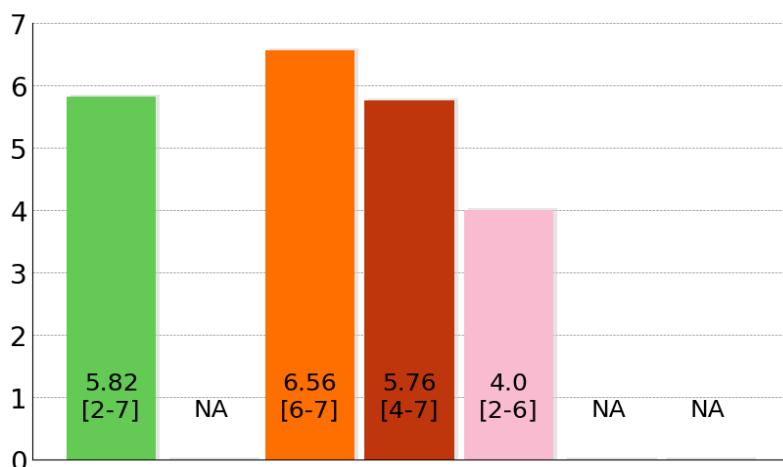


Encourages Diverse Contributions

Encourages a diversity of contributions.

Sample item:

- Pays special attention to soliciting different points of view and approaches.



Your Score

Total Average Peer Rating

Team Member, Same Department

Partner

Cohort Score

Supervisor or Skip-Level

Team Member, Different Department

Supplier

Direct Report

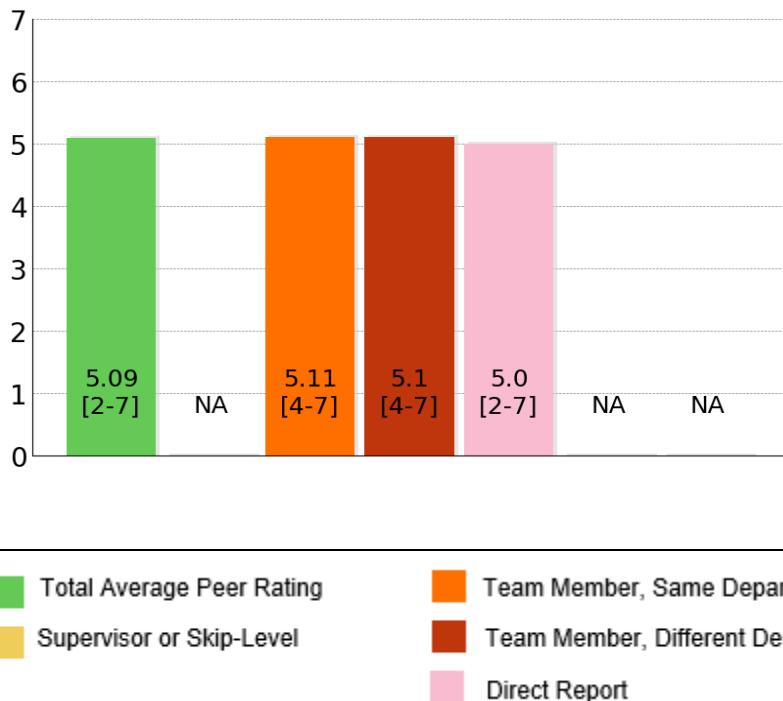
INCLUSIVE LEADERSHIP

Helping Group Members Fully Contribute

Helps members in ways that allow them to contribute fully to the group's goals.

Sample item:

- Provides the encouragement and emotional support necessary to ensure I continue presenting new ideas.



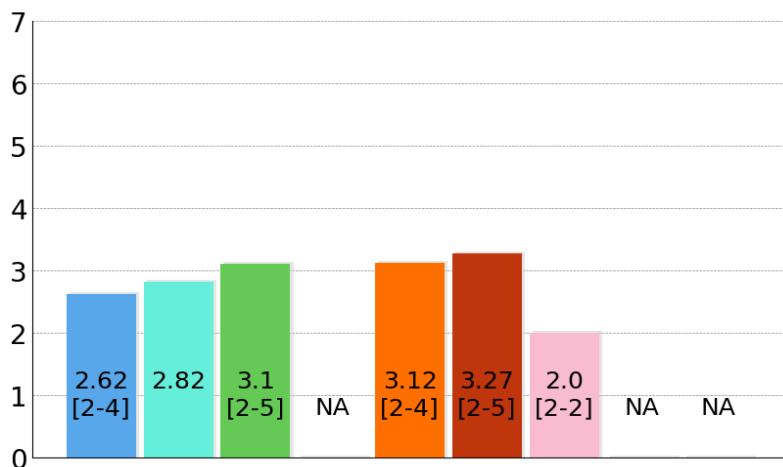
LEADERSHIP STYLES

Visionary Leadership

Communicating one's own vision for the team and influencing the team to work towards that vision.

Sample item:

- I frequently communicate an image of what my team should look like in the future.

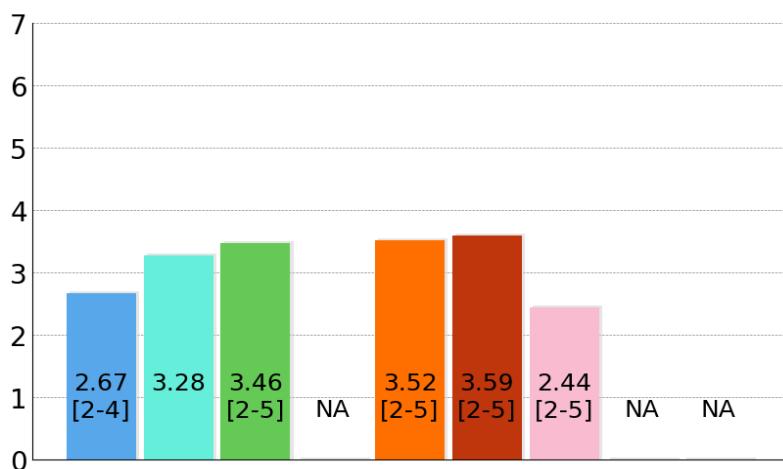


Meaning-Based Leadership

Clearly communicating the value of the team's work - why they do what they do, and which purpose is served by their work.

Sample item:

- I talk about values that underlie our work objectives.



Your Score

Total Average Peer Rating

Team Member, Same Department

Partner

Cohort Score

Supervisor or Skip-Level

Team Member, Different Department

Supplier

Direct Report

Reflections on Influence

- A. Reflect on your scores. What do they mean? How important are these dimensions in your current position?
- B. Do the scores fit your expectations? What surprises you?
- C. How do these dimensions fit into your development plan? Do you want to develop these areas? How will you benefit from developing these competencies?

II. Knowledge Sharing and Collaboration-Focused Assessments

KNOWLEDGE SHARING

Psychological Safety

A belief that one's team is safe for interpersonal risk taking without fear of embarrassment, rejection, or punishment.

Sample item:

- Members of this team are able to bring up problems and tough issues.

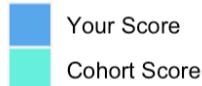
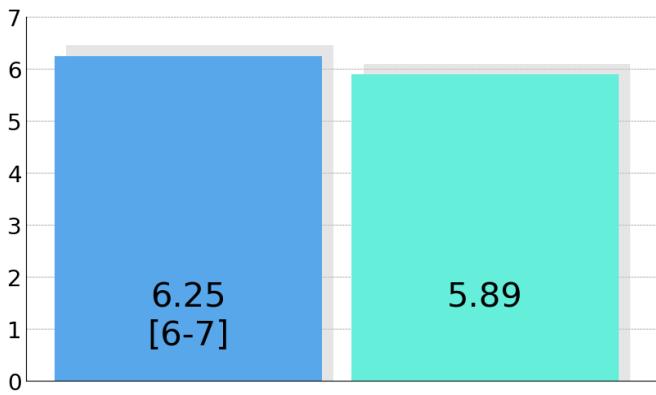


Trust

The extent to which members believe act in ways that support the interests of the team.

Sample item:

- I know I can count on the other team members.



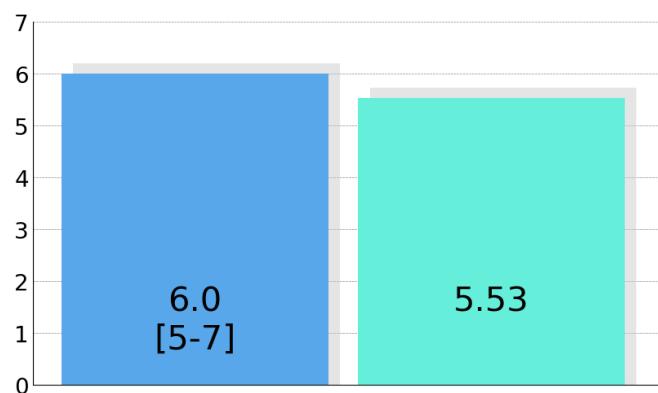
KNOWLEDGE SHARING

Team Knowledge Sharing

The degree to which team members share their unique knowledge and expertise to contribute to high group performance.

Sample item:

- Employees share their special knowledge and expertise with one another.

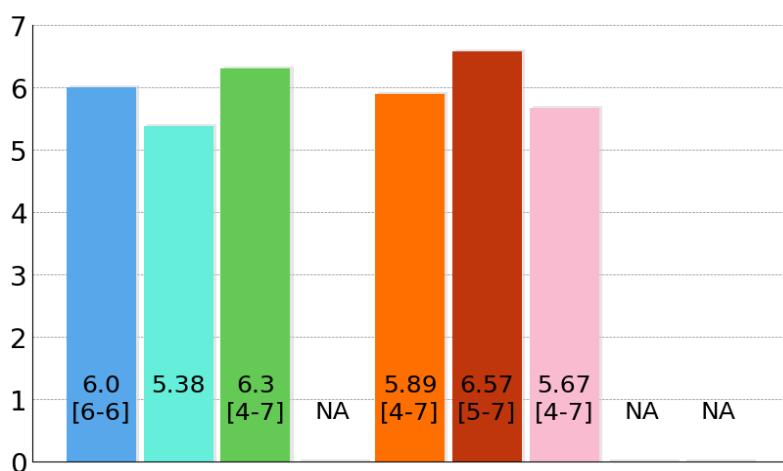


Information Elaboration

Actively exchanging information and perspectives among team members coupled with personal processing of the information and perspectives.

Sample item:

- When working with my team, things were said that gave me new ideas.



■ Your Score

■ Total Average Peer Rating

■ Team Member, Same Department

■ Partner

■ Cohort Score

■ Supervisor or Skip-Level

■ Team Member, Different Department

■ Supplier

■ Direct Report

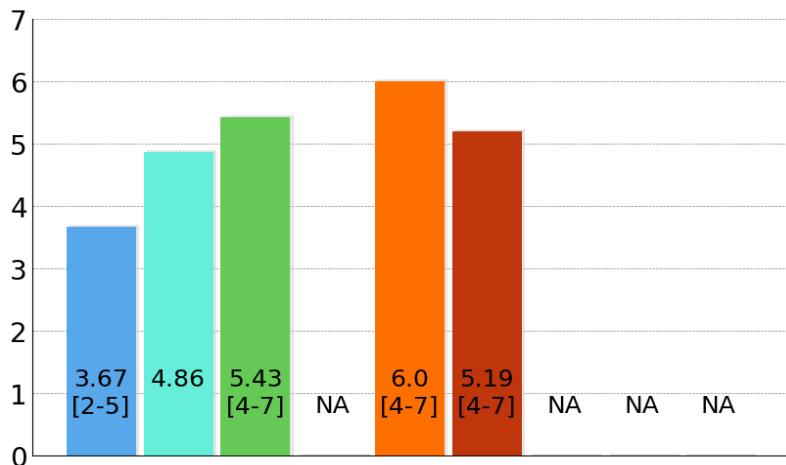
POLITICAL SKILLS

Networking Abilities

Investing time and effort to develop relationships and leveraging these relationships to gain access to resources and opportunities, build alliances, and provide support to others.

Sample item:

- I spend a lot of time and effort at work networking with others.

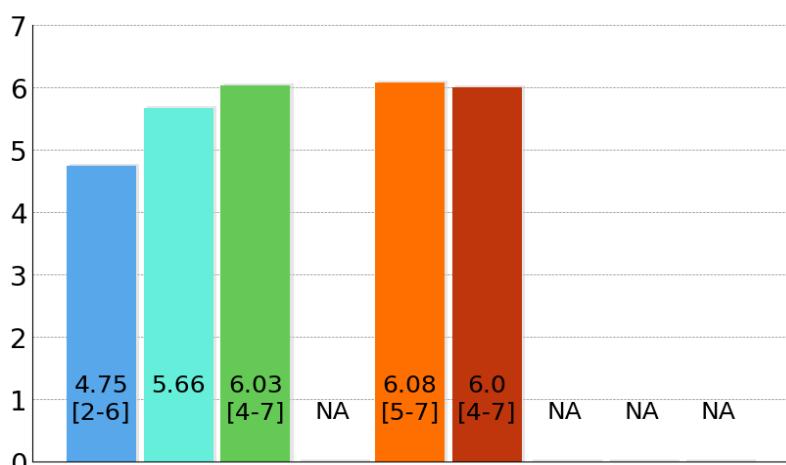


Interpersonal Influence

Possessing a subtle and convincing personal style that exerts an influence on others.

Sample item:

- It is easy for me to develop a good rapport with most people.



■ Your Score

■ Total Average Peer Rating

■ Team Member, Same Department

■ Partner

■ Cohort Score

■ Supervisor or Skip-Level

■ Team Member, Different Department

■ Supplier

■ Direct Report

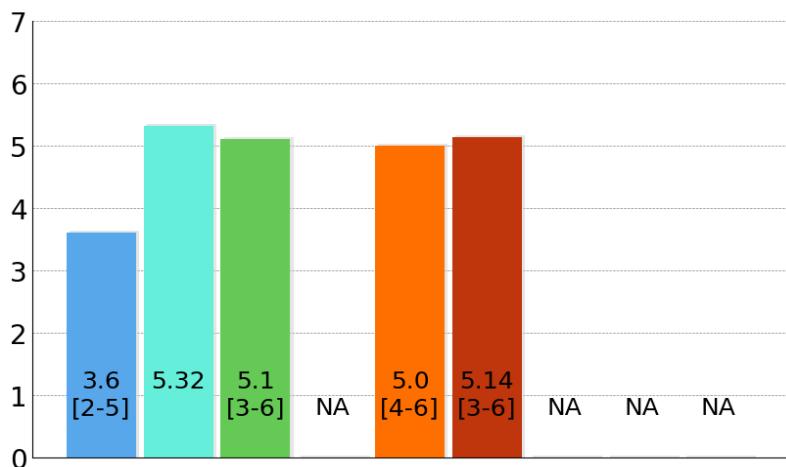
POLITICAL SKILLS

Social Astuteness

Being an astute observer of others to understand social situations and make accurate interpretations of others' behavior.

Sample item:

- I have good intuition or savvy about how to present myself to others.

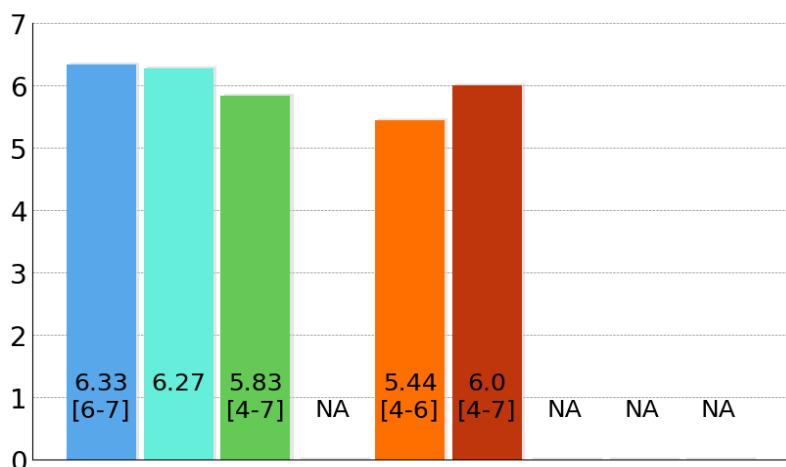


Apparent Sincerity

Portraying one's self to others in a manner that conveys authenticity, genuineness, and integrity.

Sample item:

- I try to show a genuine interest in other people.



■ Your Score

■ Total Average Peer Rating

■ Team Member, Same Department

■ Partner

■ Cohort Score

■ Supervisor or Skip-Level

■ Team Member, Different Department

■ Supplier

■ Direct Report

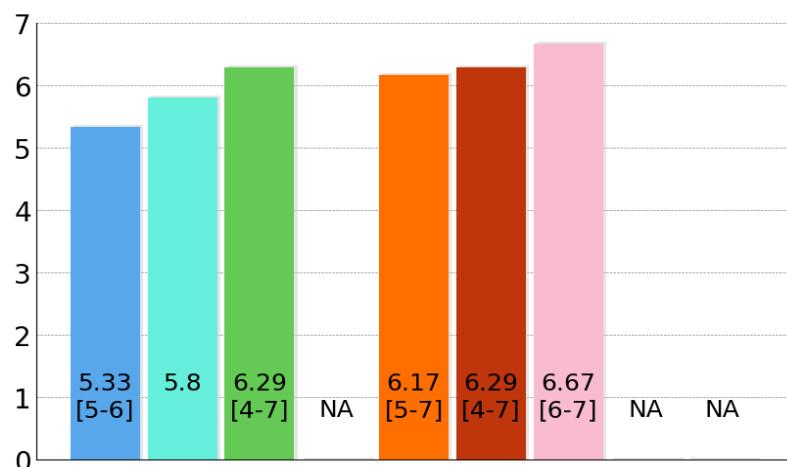
ATTITUDES TOWARDS OTHERS

Cooperation

Working with others to achieve a common purpose or objective.

Sample item:

- I support and give credit to team members.



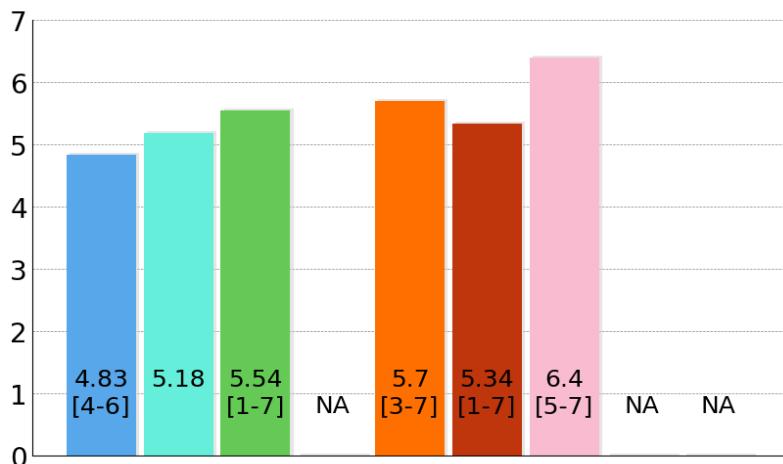
TEAMING APPROACH AND SKILLS

Team-Member Exchange

The quality of reciprocal relationships with other team members with respect to the exchange of ideas and information, and giving and receiving feedback, assistance, and recognition.

Sample item:

- In busy situations, how often do other team members ask you to help out?

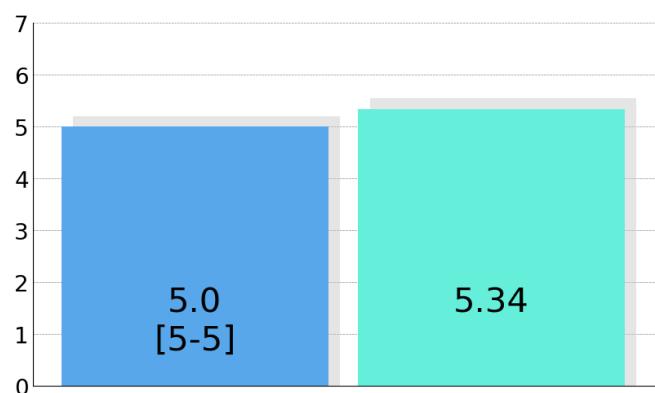


Shared Leadership

Leadership enacted by multiple team members rather than a single individual.

Sample item:

- Multiple team members engage in leadership roles.



■ Your Score

■ Total Average Peer Rating

■ Team Member, Same Department

■ Partner

■ Cohort Score

■ Supervisor or Skip-Level

■ Team Member, Different Department

■ Supplier

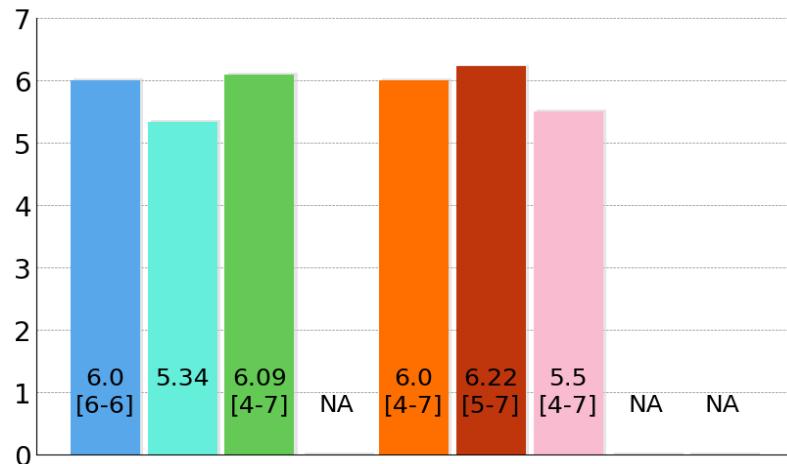
■ Direct Report

Creativity

Developing new ideas and new ways of doing things.

Sample item:

- I suggest new ways to achieve goals or objectives.



Reflections on Collaboration and Knowledge Sharing

- A. Reflect on your scores. What do they mean? How important are these dimensions in your current position?
 - B. Do the scores fit your expectations? What surprises you?
 - C. How do these dimensions fit into your development plan? Do you want to develop these areas? How will you benefit from developing these competencies?

III. Awareness-Focused Assessments



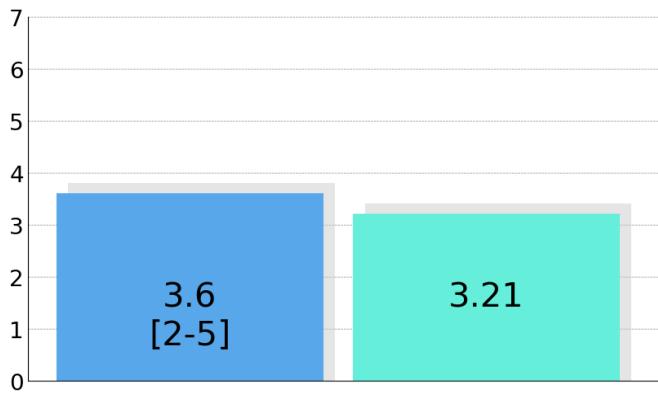
RESISTANCE TO CHANGE

Routine Seeking

The behavioral component - indicates an individual's inclination to adopt routines.

Sample item:

- Once I've come to a conclusion, I'm not likely to change my mind.

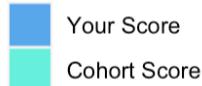
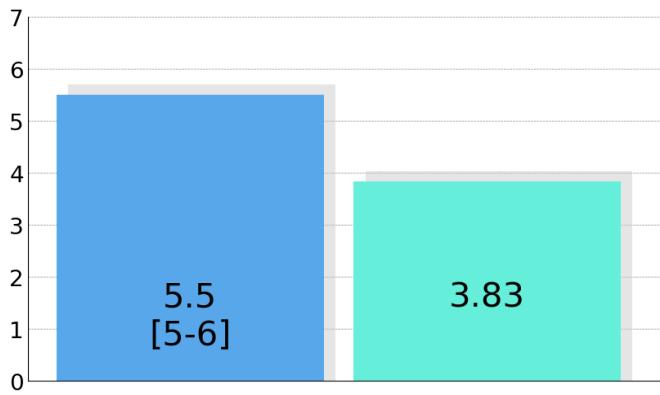


Emotional Reaction

An affective component - indicates the amount of stress and uneasiness induced by change.

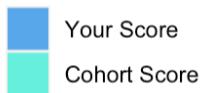
Sample item:

- When I am informed of a change of plans, I tense up a bit.

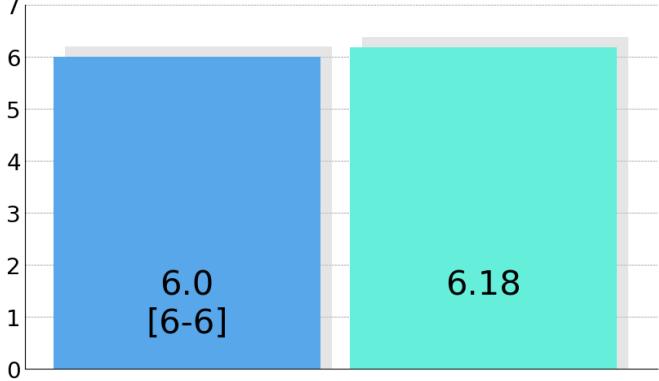
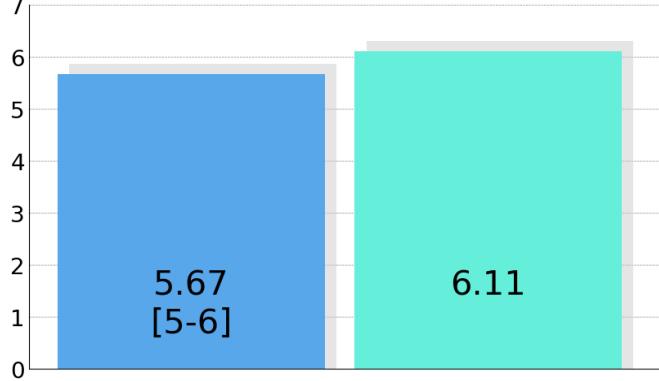
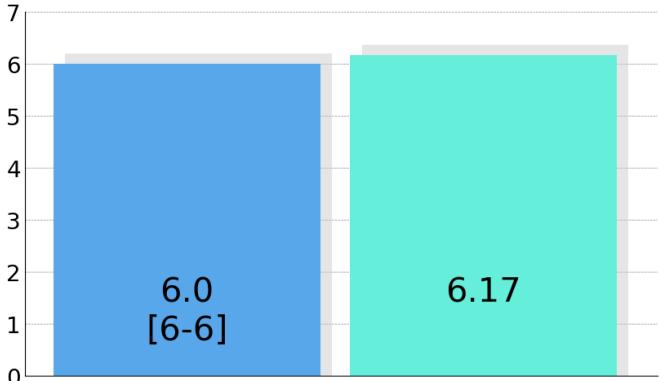
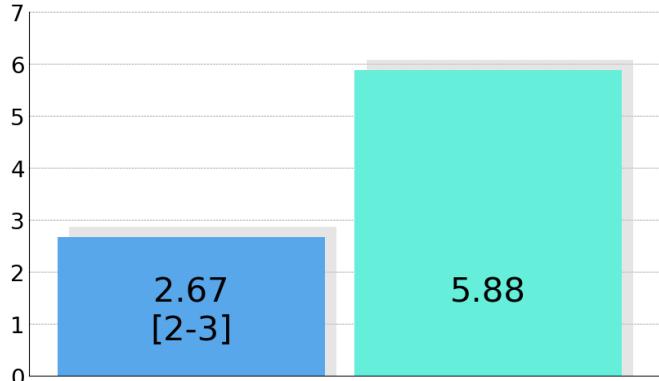


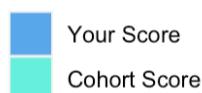
ATTITUDES

Perspective Taking	Proactive Personality																		
<p><i>Adopting the viewpoints of others in an attempt to understand their beliefs, values, and unique circumstances.</i></p> <p>Sample item:</p> <ul style="list-style-type: none">At work, I regularly seek to understand others' viewpoints. <p>A bar chart comparing 'Your Score' (blue bar) and 'Cohort Score' (teal bar) for Perspective Taking. The y-axis ranges from 0 to 7. The 'Your Score' bar is at 4.5 [4-6], and the 'Cohort Score' bar is at 5.92 [5-6].</p> <table border="1"><thead><tr><th>Score Type</th><th>Score Value</th><th>Score Range</th></tr></thead><tbody><tr><td>Your Score</td><td>4.5</td><td>[4-6]</td></tr><tr><td>Cohort Score</td><td>5.92</td><td>[5-6]</td></tr></tbody></table>	Score Type	Score Value	Score Range	Your Score	4.5	[4-6]	Cohort Score	5.92	[5-6]	<p><i>A personality trait that captures one's tendency to be relatively unconstrained by situational forces and to effect environmental change.</i></p> <p>Sample item:</p> <ul style="list-style-type: none">If I see something I don't like, I fix it. <p>A bar chart comparing 'Your Score' (blue bar) and 'Cohort Score' (teal bar) for Proactive Personality. The y-axis ranges from 0 to 7. The 'Your Score' bar is at 5.8 [5-6], and the 'Cohort Score' bar is at 5.47 [5-6].</p> <table border="1"><thead><tr><th>Score Type</th><th>Score Value</th><th>Score Range</th></tr></thead><tbody><tr><td>Your Score</td><td>5.8</td><td>[5-6]</td></tr><tr><td>Cohort Score</td><td>5.47</td><td>[5-6]</td></tr></tbody></table>	Score Type	Score Value	Score Range	Your Score	5.8	[5-6]	Cohort Score	5.47	[5-6]
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Cohort Score	5.92	[5-6]																	
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Cohort Score	5.47	[5-6]																	

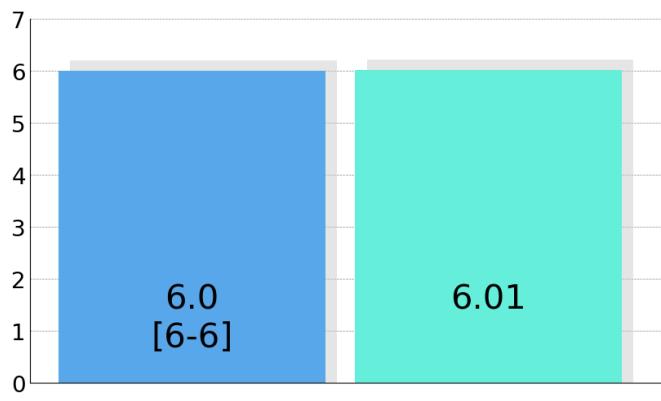
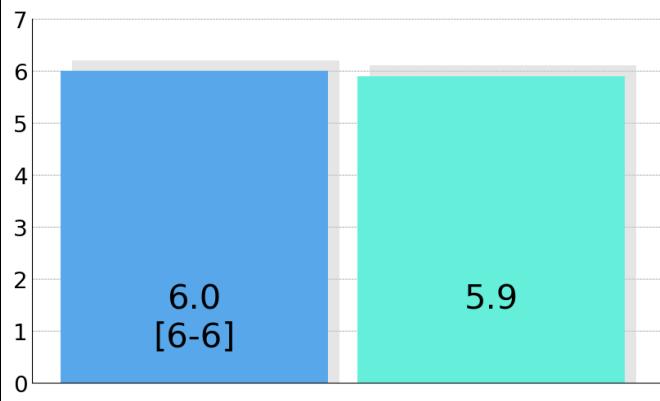


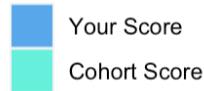
EMOTIONAL INTELLIGENCE

Self-Emotion Appraisal	Others'-Emotion Appraisal												
<p><i>An individual's capacity to understand his/her emotions and to be able to exhibit these emotions.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I have a good sense of why I have certain feelings most of the time.  <table border="1"> <thead> <tr> <th>Score</th> <th>Range</th> </tr> </thead> <tbody> <tr> <td>6.0</td> <td>[6-6]</td> </tr> <tr> <td>6.18</td> <td></td> </tr> </tbody> </table>	Score	Range	6.0	[6-6]	6.18		<p><i>An individual's ability to identify and understand the emotions of people around them.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I am sensitive to the feelings and emotions of others.  <table border="1"> <thead> <tr> <th>Score</th> <th>Range</th> </tr> </thead> <tbody> <tr> <td>5.67</td> <td>[5-6]</td> </tr> <tr> <td>6.11</td> <td></td> </tr> </tbody> </table>	Score	Range	5.67	[5-6]	6.11	
Score	Range												
6.0	[6-6]												
6.18													
Score	Range												
5.67	[5-6]												
6.11													
Use of Emotion	Emotional Regulation												
<p><i>The ability of individuals to utilize their emotions by aligning emotions with productive activities.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I always set goals for myself and then try my best to achieve them.  <table border="1"> <thead> <tr> <th>Score</th> <th>Range</th> </tr> </thead> <tbody> <tr> <td>6.0</td> <td>[6-6]</td> </tr> <tr> <td>6.17</td> <td></td> </tr> </tbody> </table>	Score	Range	6.0	[6-6]	6.17		<p><i>An individual's ability to manage his or her emotions.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I am able to control my temper and handle difficulties rationally.  <table border="1"> <thead> <tr> <th>Score</th> <th>Range</th> </tr> </thead> <tbody> <tr> <td>2.67</td> <td>[2-3]</td> </tr> <tr> <td>5.88</td> <td></td> </tr> </tbody> </table>	Score	Range	2.67	[2-3]	5.88	
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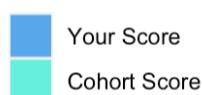
BELONGINGNESS & UNIQUENESS

Belongingness	Uniqueness
<p><i>Employees' perceptions that supportive and caring relationships have been formed and maintained with their work group members.</i></p> <p>Sample item:</p> <ul style="list-style-type: none">I am treated as a valued member of my work group.  <p>7 6 5 4 3 2 1 0</p> <p>6.0 [6-6]</p> <p>6.01</p>	<p><i>Employees' perceptions that they can be different from others in their work group, that they can have different views, and that those differences are valued and respected by other work group members</i></p> <p>Sample item:</p> <ul style="list-style-type: none">I can bring aspects of myself to this work group that others in the group don't have in common with me.  <p>7 6 5 4 3 2 1 0</p> <p>6.0 [6-6]</p> <p>5.9</p>

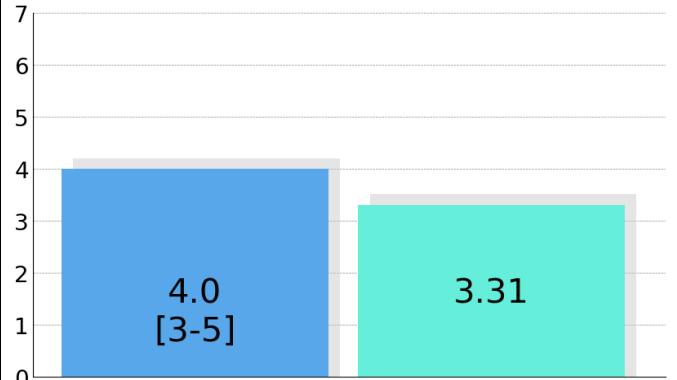
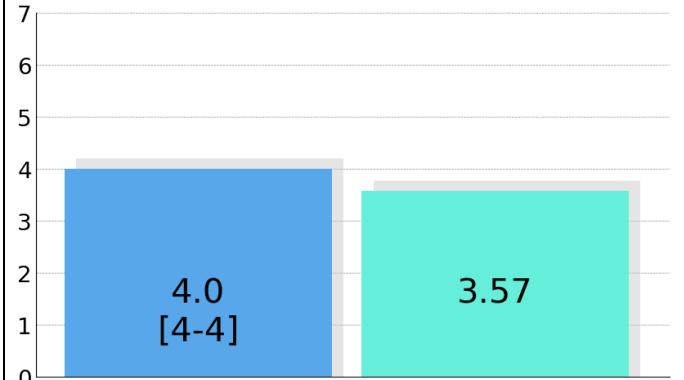
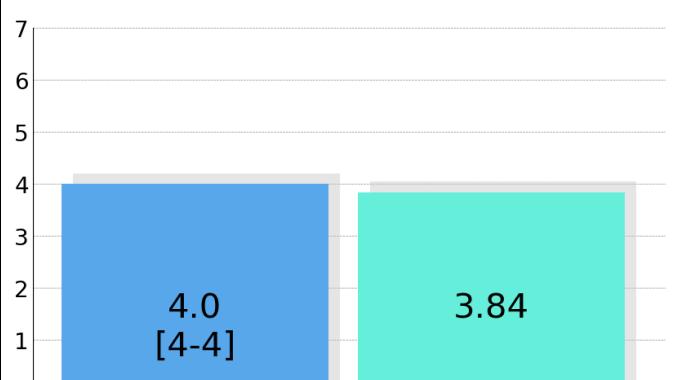
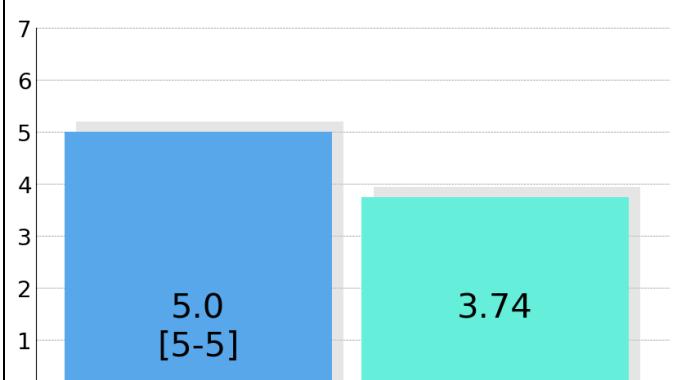


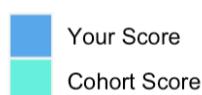
VALUES

<p>Altruism</p> <p><i>The degree to which an individual values selflessness and showing concern for others' well-being.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Making the world a better place. <table border="1"> <thead> <tr> <th>Score Type</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>4.0 [4-4]</td> </tr> <tr> <td>Cohort Score</td> <td>4.2</td> </tr> </tbody> </table>	Score Type	Value	Your Score	4.0 [4-4]	Cohort Score	4.2	<p>Pay</p> <p><i>The degree to which an individual values a high level of compensation.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Salary level. <table border="1"> <thead> <tr> <th>Score Type</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>5.0 [5-5]</td> </tr> <tr> <td>Cohort Score</td> <td>4.16</td> </tr> </tbody> </table>	Score Type	Value	Your Score	5.0 [5-5]	Cohort Score	4.16
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Score Type	Value												
Your Score	5.0 [5-5]												
Cohort Score	4.16												
<p>Relationships</p> <p><i>The degree to which an individual values the development of close ties with coworkers.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Forming relationships with coworkers. <table border="1"> <thead> <tr> <th>Score Type</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>4.0 [4-4]</td> </tr> <tr> <td>Cohort Score</td> <td>3.97</td> </tr> </tbody> </table>	Score Type	Value	Your Score	4.0 [4-4]	Cohort Score	3.97	<p>Security</p> <p><i>The degree to which an individual values the stability of their employment.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Certainty in keeping my job. <table border="1"> <thead> <tr> <th>Score Type</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>3.67 [3-4]</td> </tr> <tr> <td>Cohort Score</td> <td>4.12</td> </tr> </tbody> </table>	Score Type	Value	Your Score	3.67 [3-4]	Cohort Score	4.12
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VALUES

Authority	Variety												
<p><i>The degree to which an individual values clear and distinct reporting relationships.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • A clear chain of command.  <table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>4.0</td> <td>[3-5]</td> </tr> <tr> <td>3.31</td> <td></td> </tr> </tbody> </table>	Score	Count	4.0	[3-5]	3.31		<p><i>The degree to which an individual values engaging in different tasks each day.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Do something different every day.  <table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>4.0</td> <td>[4-4]</td> </tr> <tr> <td>3.57</td> <td></td> </tr> </tbody> </table>	Score	Count	4.0	[4-4]	3.57	
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3.31													
Score	Count												
4.0	[4-4]												
3.57													
Autonomy	Prestige												
<p><i>The degree to which an individual values making their own decisions about their work.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Completing my work in my own way.  <table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>4.0</td> <td>[4-4]</td> </tr> <tr> <td>3.84</td> <td></td> </tr> </tbody> </table>	Score	Count	4.0	[4-4]	3.84		<p><i>The degree to which an individual values status and respect from others.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Gaining respect.  <table border="1"> <thead> <tr> <th>Score</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>5.0</td> <td>[5-5]</td> </tr> <tr> <td>3.74</td> <td></td> </tr> </tbody> </table>	Score	Count	5.0	[5-5]	3.74	
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Open-Ended Feedback

What is one thing that this person does exceptionally well when it comes to working with others? Why? Please give an example if you can.

- Brings teams together and engages them to work together
- Fayy attempts to take an initiative to lead the projects. When she knows how to handle the tasks, she takes prompt action on that.
- Fayy is inclusive. Has a great work ethics and she is really good at processing information and applying it to the benefit of the projects.
- Fayy does exceptionally well in being organized when working with others. she consistently demonstrate a high level of attention to detail and ensure that tasks and projects are well-planned and executed. This level of organization not only enhances her own productivity but also positively impacts the team's efficiency and effectiveness. Additionally, Fayy is friendly and approachable, creating a comfortable and inclusive atmosphere for collaboration. her positive attitude and willingness to listen and support others contribute to a harmonious work environment. Overall, Fayy's strong organizational skills, friendly demeanor, and presentable approach make her a valuable asset when working with others.
- Listening and analysis of a situation and objective. Fayy is a great listener and restates the issue/problem statement to ensure she is understands the area of focus.
- Project management. Fayy is great in this and is able to rally a big team towards one goal.
- Fayy is able to lead team discussion well and more often then not, she facilitates the meeting appropriately and lessen the tension should there be any strong "heated" discussions occurring.
- Fayy is good at analyzing the complex set of data, using the correct tools and facilitating discussions by asking the correct questions to make people think and talk more. We are co-managing several projects with her. She puts her efforts on understanding the data and builds great slides to create the understanding among the audience. she can always facilitate the meetings with the senior managers in confidence.
- Strong project manager that is aware of team goals and milestones; very proactive in ensuring we have a game plan.
- she works really fast and comes up with creative ways to gather a lot of information

**What is one thing that this person can improve on when it comes to working with others? Why?
Please give an example if you can.**

- Be stronger on her opinions and until convinced otherwise, do maintain her stick on the ground
- Fayy may try to speak complex words occasionally which might make the listener to understand the context harder. In my opinion, it is better to have simpler communication when certain topics are discussed. It will help the listener to be on the same page when both sides understand each other easily.
- When communicating, it is important to always pause and allow others to contribute.
- One area that Fayy can work on when it comes to working with others is building stronger connections . While Fayy is efficient and task-oriented, it would be beneficial for her to foster stronger relationships within the organization.
- Probably take a pause when communicating. this will help Fayy articulate her thoughts better.
- Fayy could try to speak up more on her opinions.
- Fayy is hard working person and also she wants everything to be done quickly. however in a team environment, speed is not necessary all the time. While she can try to complete the tasks quickly, she can take more responsibilities than she had to. I think it is better to give more space for the others which will allow people to contribute more.
- in some team settings, Fayy will be quiet. Some of that may be her being deferential amongst other strong personalities but I know she has an opinion that the team would value.
- Sometimes gets tangled on the details and the audience looking at them.

Any additional feedback you would like to share with this person?

- You take into every project and activity to support the group, perhaps you can help us prioritize a bit more when some projects seemed to be less relevant to others, and even bring up those that have not even been started and are important to do.
- I contemplate Fayy should make more focus on work-life balance. Most of the time I notice she works from morning till late evening in her local time. It gives additional pressure on her co-worker(s) to meet the overall expectation of team's performance.
- I am truly enjoying working with Fayy.
- She has great rapport with the team, knows well her areas

Reflections on Awareness

- A. Reflect on your scores. What do they mean? How important are these dimensions in your current position?
- B. Do the scores fit your expectations? What surprises you?
- C. How do these dimensions fit into your development plan? Do you want to develop these areas? How will you benefit from developing these competencies?

LEADERSHIP DEVELOPMENT PLANNING



DREXEL UNIVERSITY
LeBow
College of Business



MERCK

What do you perceive to be your significant strengths as a leader? What do you need to improve?

What is your vision for yourself as a leader? What kind of leader do you want to become in the future, or don't want to become? Why?

What do you need to do differently as a leader in the future?

What are the most relevant concepts for your future development? Why?

How do you achieve your goals? What kinds of experiences do you need to add to your leadership portfolio? What experiences will be most valuable?

To develop as a leader over the next several months, what are your action steps? What practices can you implement? What types of relationships do you need to build?
