

### **Network Size**

The size of your network indicates the number of key individuals with whom you have developed a professional relationship. The pattern of relationships that you have with these individuals, and the overall pattern of relationships that you have with members of your network provide access to professional "goodwill" in the form of support, resources, advice, and forgiveness.

Your Score Drexel MBA Average

### **Strength of Network Ties**

The frequency of contact and emotional intensity of the relationship that you form with other members of your network.

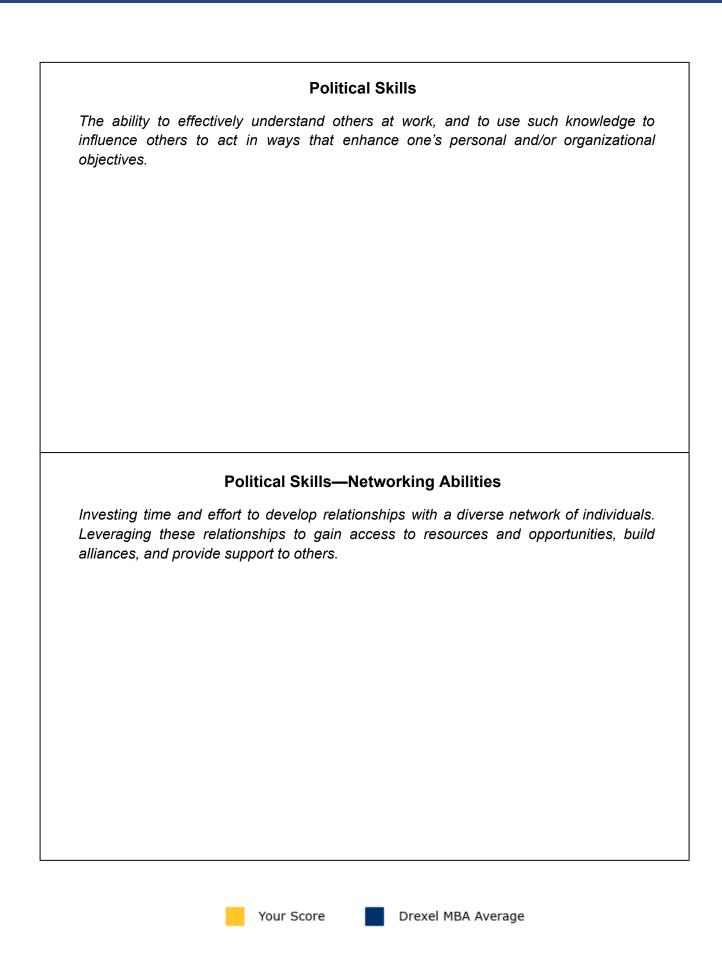
- **Strong ties** are formed with individuals that you have regular contact with, have a close, personal, and important relationship with, are characterized by some level of emotional intensity, and tend to be long lasting. These individuals are part of your close circle of trusted contacts.
- Weak ties are formed with individuals that you have infrequent contact with, know more distantly and in a more narrow aspect of your professional life, and have little emotional intensity in the relationship. Weak ties provide access to new and non-redundant information by helping you make connections to new groups of people.

### **Network Breadth**

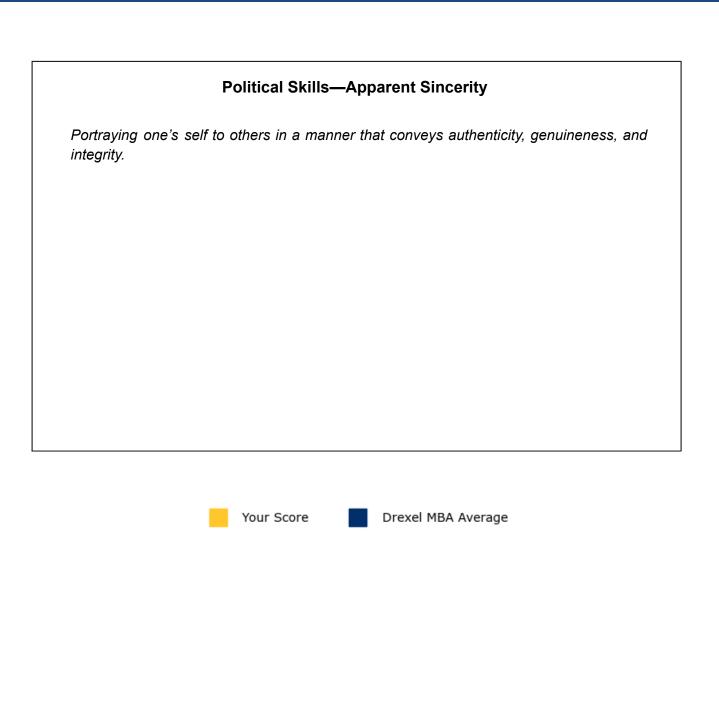
The informational and functional diversity of members of your network. Greater network breath increases access to novel and non-redundant resources.

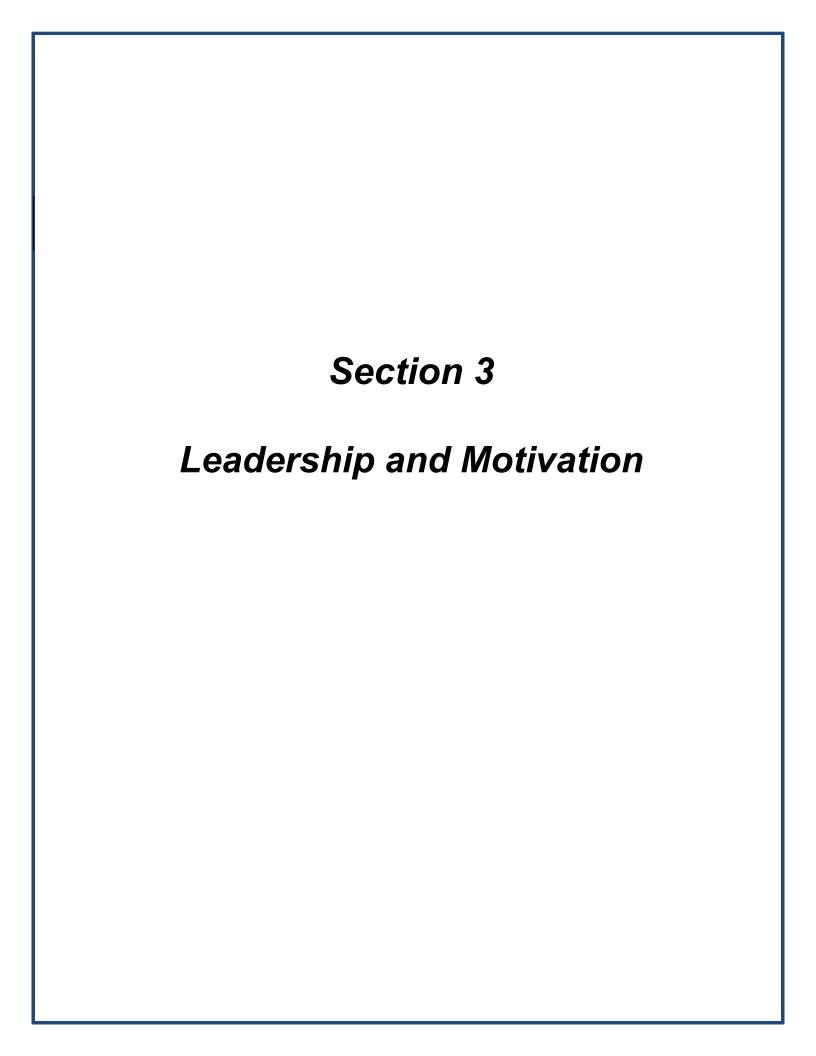
### Components:

- 1. What percentage of your network contacts work in other functions?
- 2. What percentage of your network contacts work in other organizations?
- 3. What percentage of your network contacts hold higher-level positions?



	Political Skills—Interpersonal Influence
Possessing	a subtle and convincing personal style that has an influence on others.
	Political Skills—Social Astuteness
	estute observer of others to understand social situations and make accura ons of others' behavior.





### **Contingent Reward**

A leadership style where leaders work with followers to establish agreements that incorporate what each will do to achieve stated objectives and the material or intrinsic rewards to be earned for successful completion. This type of leadership provides clarity about what needs to be done, how it should be done, and makes rewards contingent on achieving expected levels of performance.

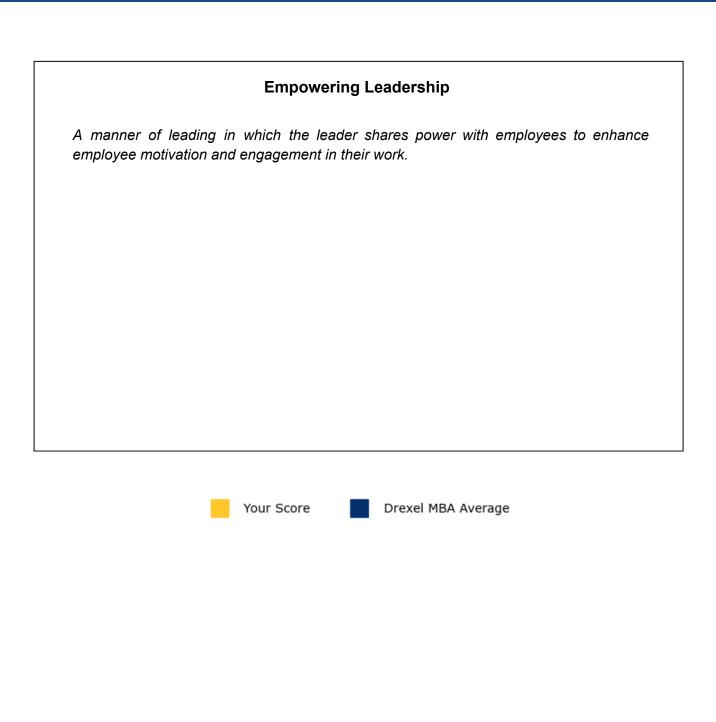
**Self-Rating** 

**Rating of Supervisor** 

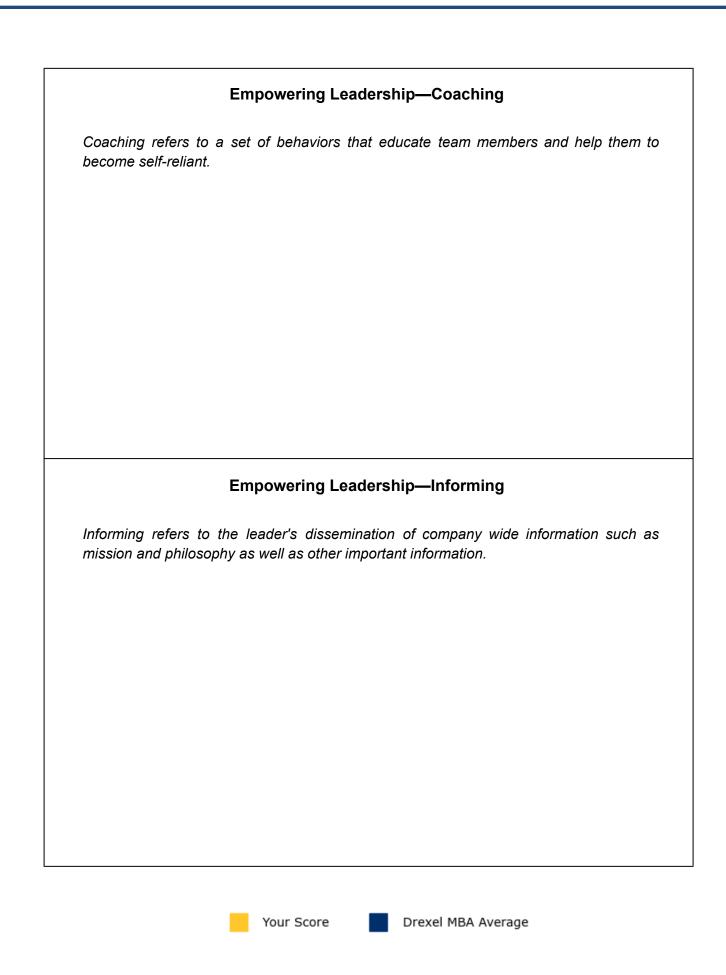
### **Transformational Leadership** A leadership style where leaders inspire followers to invest extraordinary effort and transcend their own self-interests to achieve a vision for the future. **Self-Rating Rating of Supervisor** Your Score Drexel MBA Average

# Value-Based Leadership Values-based leadership aims to build a shared, value-based sense of purpose. **Self-Rating Rating of Supervisor** Drexel MBA Average Your Score

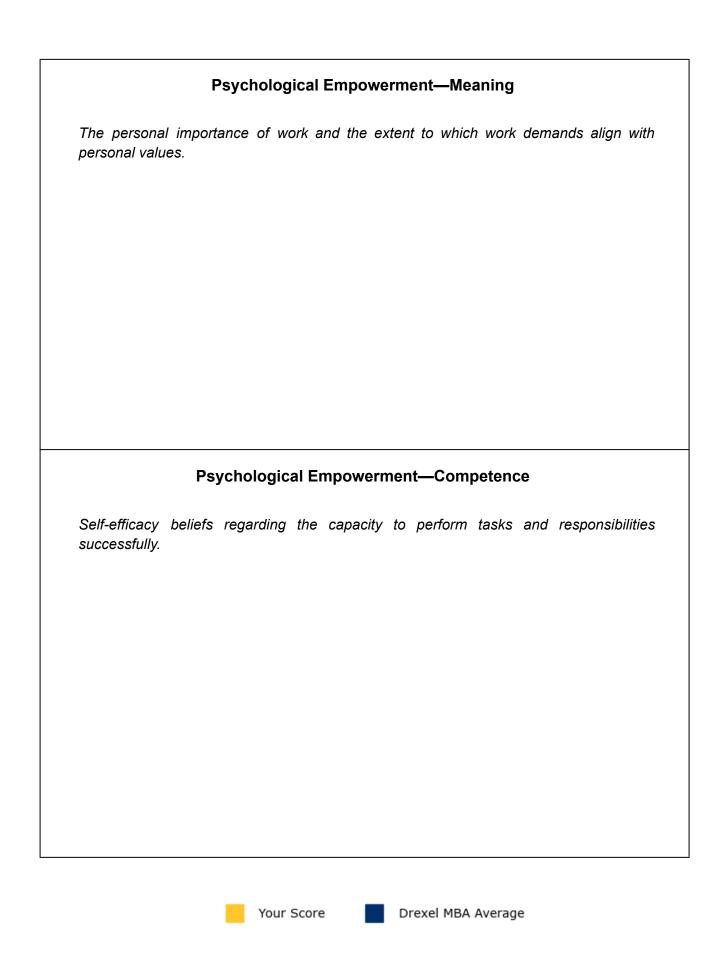
# **Visionary Leadership** Forming a clear vision of the future and communicating it in a compelling manner. **Self-Rating Rating of Supervisor** Drexel MBA Average Your Score



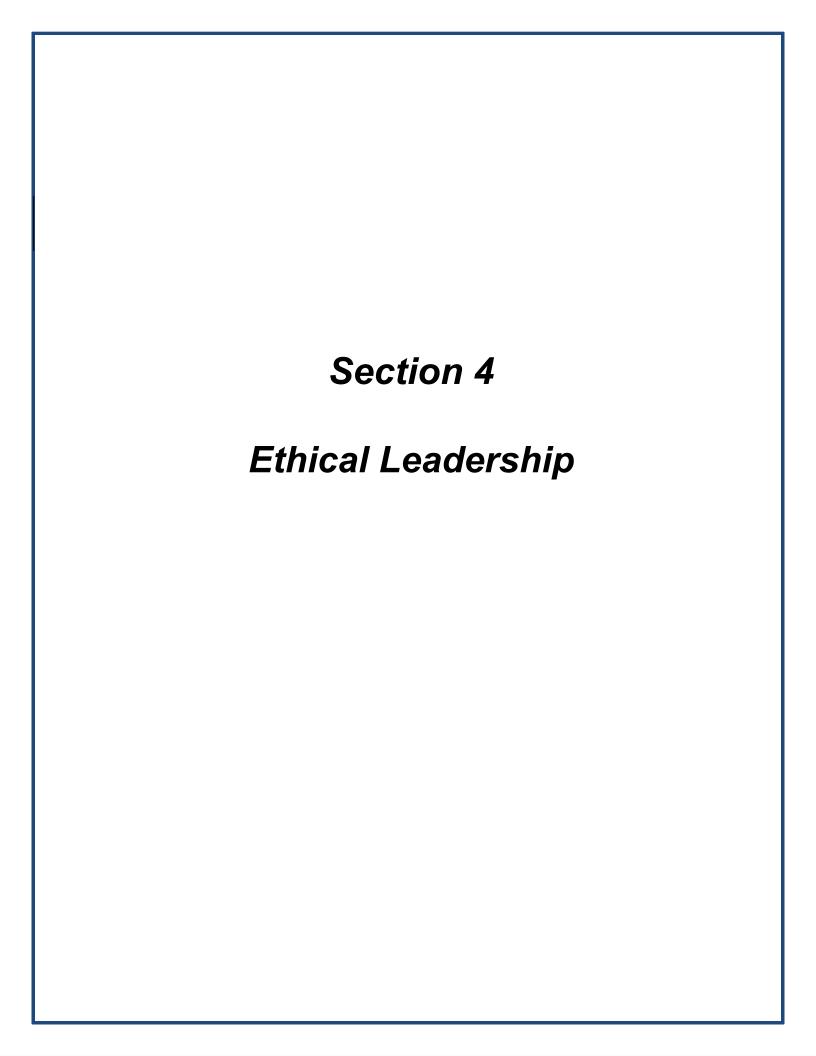
Empowering Leadership—Leading by Example	
ing by example refers to a set of behaviors that show the leader's commitme her own work as well as the work of his/her team members.	ent to
Empowering Leadership—Participative Decision Making	
ipative decision making refers to a leader's use of team members' information n making decisions.	n and



Е	mpowering Leaders	ship—Showing	Concern	
_			,	
Showing concern is members' well-being		ors that demonst	rate a general regard fo	r tear
	Psychologica	al Empowerme	nt	
		compasses a ser	nse of meaning, compe	tence
self-determination a	па ітраст.			



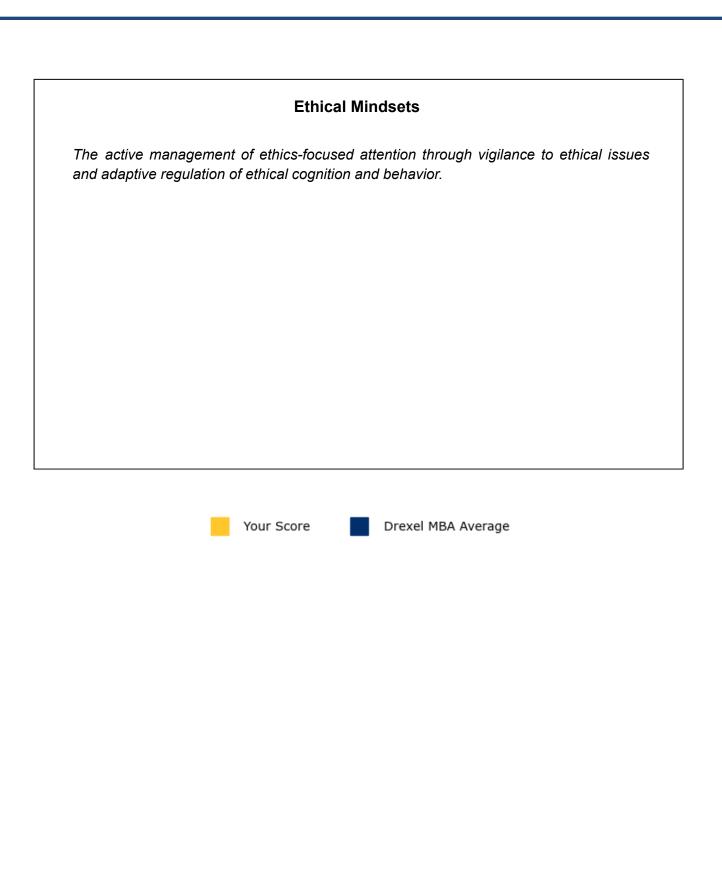
	Psychological Empowerment—Self-Determination
A s	ense of control over the initiation and regulation of behavior.
	Psychological Empowerment – Impact
The	e belief that work tasks influence strategic, administrative and operational goals.

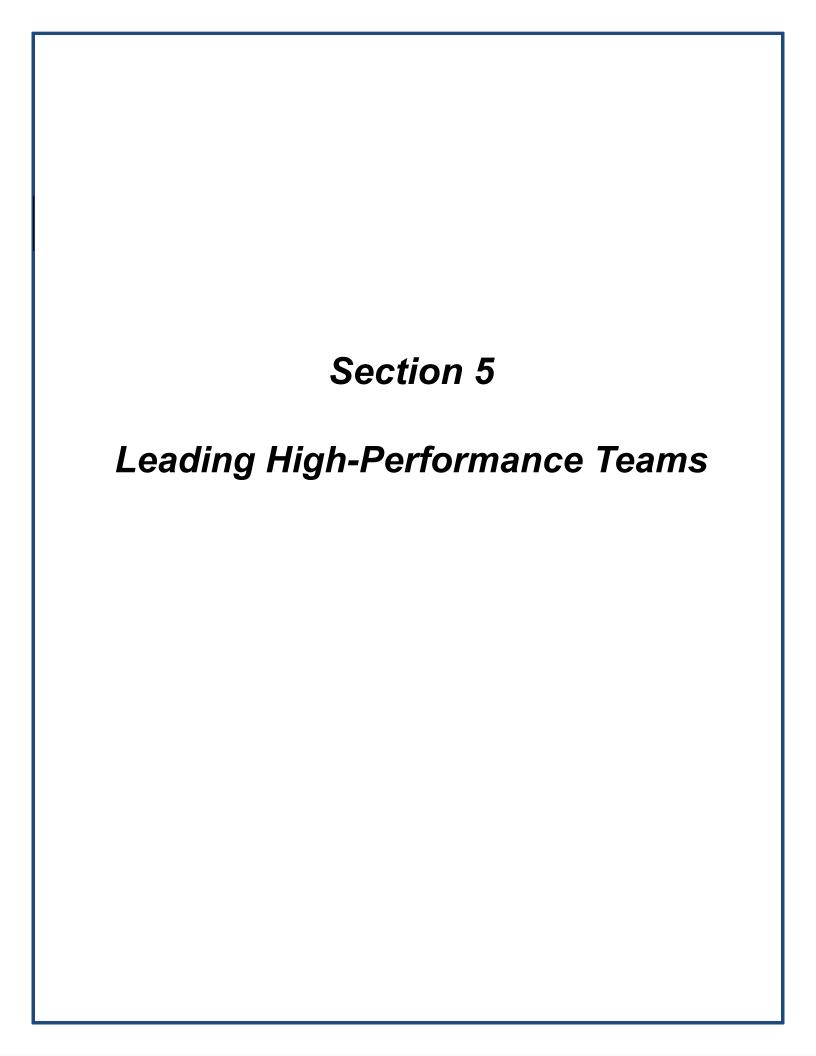


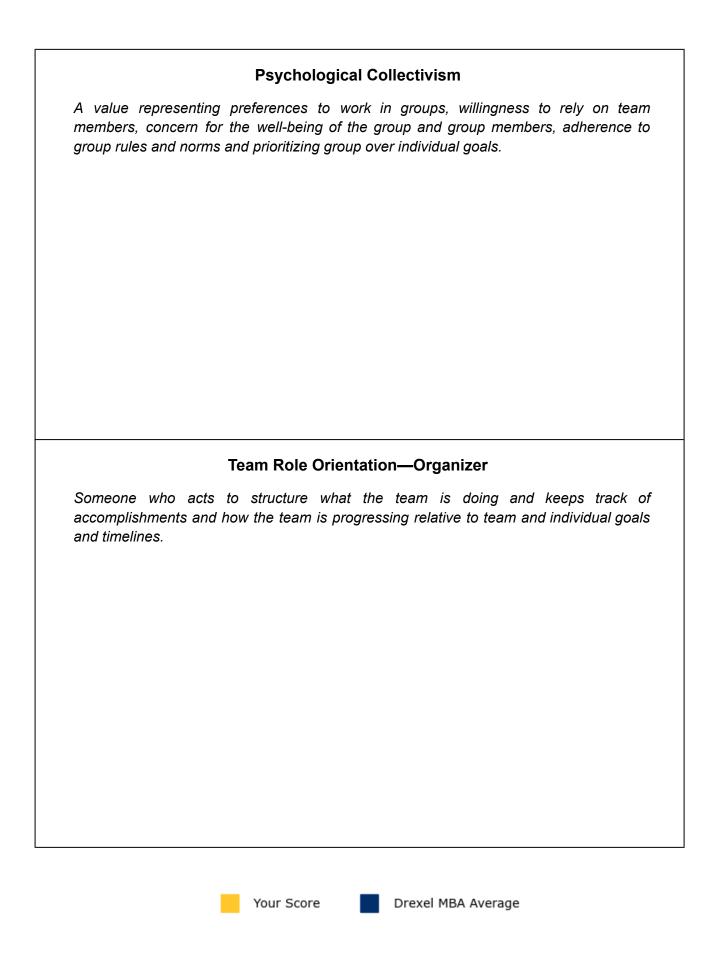
### **Ethical Leadership** Demonstrating normatively appropriate conduct and actively promoting that conduct among others. Self-Rating **Rating of Supervisor** Drexel MBA Average Your Score

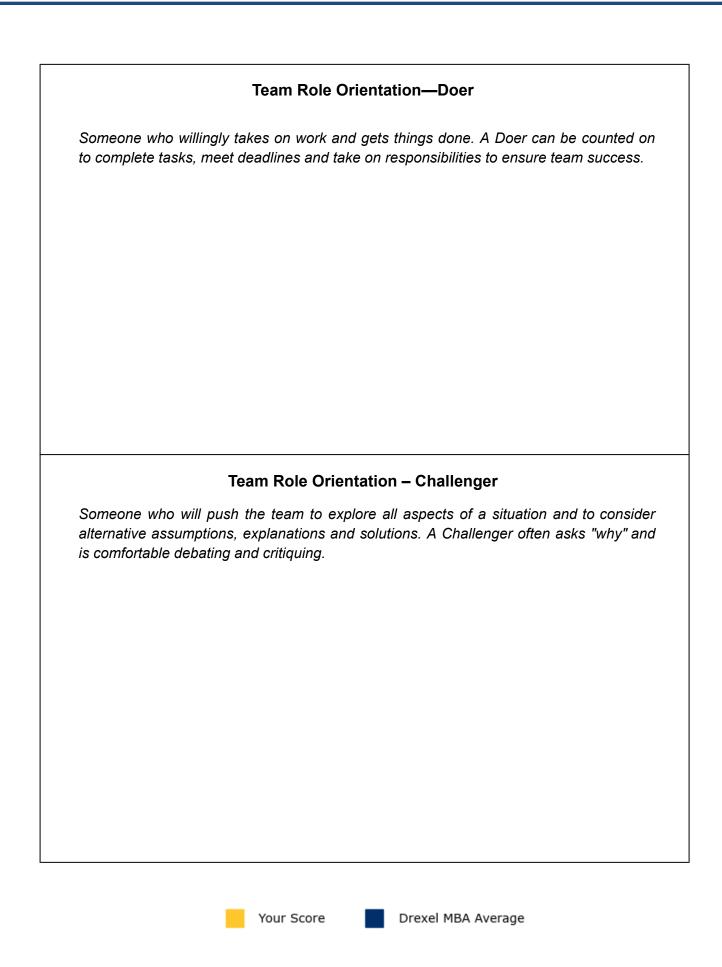
### **Bottom-Line Mentality** One-dimensional thinking that revolves around securing bottom-line outcomes to the neglect of competing priorities. **Self-Rating Rating of Supervisor** Drexel MBA Average Your Score

# **Supervisor Expediency** Demonstrates a supervisor's use of unethical practices to expedite work for a self-serving purpose. **Self-Rating Rating of Supervisor**







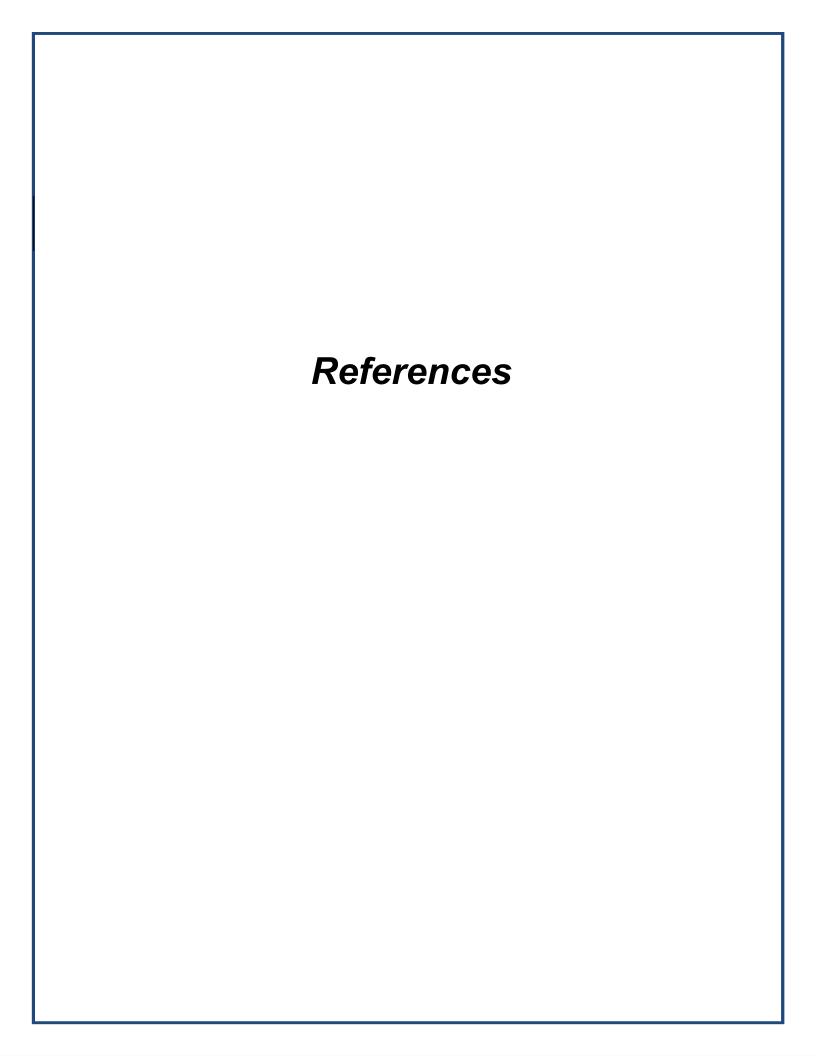


Someone who regularly generates new and creative ideas, strategies, and approache for how the team can handle various situations and challenges. An Innovator often offer original and imaginative suggestions.  Team Role Orientation—Team Builder  Someone who helps establish norms, supports decisions, and maintains a positive work.	Team Role Orientation—Innovator
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atmosphere within the team. A Team Builder calms members when they are stressed	Team Role Orientation—Team Builder
	Someone who helps establish norms, supports decisions, and maintains a positive work atmosphere within the team. A Team Builder calms members when they are stressed and motivates them when they are down.

### **Team Role Orientation—Connector**

Someone who helps bridge and connect the team with people, groups, or other stakeholders outside of the team. Connectors ensure good working relationships between the team and "outsiders," whereas Team Builders work to ensure good relationships within the team.

Your Score Drexel MBA Average



### Section 1: Self Awareness

### Big-Five Personality Traits

Goldberg, L. R. (2005). International Personality Item Pool: A scientific collaborator for the development of advanced measures of personality traits and other individual differences. Retrieved September 2, 2024, from the International Personality Item Pool Website: http://ipip.ori.org

### Core Self-Evaluations

Judge, T. A., Erez, A., Bono, J. E., & Thoresen, C. J. (2003). The core self-evaluations scale: Development of a measure. Personnel Psychology, 56(2), 303-331.

### Resistance to Change

Oreg, S. (2003). Resistance to change: Developing an individual differences measure. Journal of Applied Psychology, 88(4), 680-693.

### Section 2: Building and Leveraging Social Networks

### **Network Metrics**

Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. Academy of Management Journal, 44(2), 219-237.

### Political Skill

Ferris, G. R., Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the political skill inventory. Journal of Management, 31(1), 126-152.

### **Section 3: Leadership and Motivation**

### Contingent Reward Leadership

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(2), 107-142.

### Transformational Leadership

Carless, S. A., Wearing, A. J., & Mann, L. (2000). A short measure of transformational leadership. Journal of Business and Psychology, 14, 389-405.

### Values-Based Leadership

Van Knippenberg, D. Leading with purpose: Scale development and validation. Working Paper.

### Visionary Leadership

Kearney, E., Shemla, M., van Knippenberg, D., & Scholz, F. A. (2019). A paradox perspective on the interactive effects of visionary and empowering leadership. Organizational Behavior and Human Decision Processes, 155, 20-30.

### **Section 3: Leadership and Motivation (Continued)**

### Empowering Leadership

Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. Journal of Organizational Behavior, 21(3), 249-269.

### Psychological Empowerment

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. Academy of Management Journal, 38(5), 1442-1465.

### **Section 4: Ethical Leadership**

### Ethical Leadership

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. Organizational Behavior and Human Decision Processes, 97(2), 117-134.

### **Bottom-Line Mentality**

Greenbaum, R. L., Mawritz, M. B., & Eissa, G. (2012). Bottom-line mentality as an antecedent of social undermining and the moderating roles of core self-evaluations and conscientiousness. Journal of Applied Psychology, 97(2), 343-359.

### Supervisor Expediency

Greenbaum, R. L., Mawritz, M. B., Bonner, J. M., Webster, B. D., & Kim, J. (2018). Supervisor expediency to employee expediency: The moderating role of leader–member exchange and the mediating role of employee unethical tolerance. Journal of Organizational Behavior, 39(4), 525-541.

### Ethical Mindsets

Dust, S. B., Resick, C. J., Liu, H., & Merchant, S. (n.d.). Ethical mindsets and the capacity for ethical action: Scale development and validation. Working Paper.

### **Section 5: Leading High-Performance Teams**

### Psychological Collectivism

Jackson, C. L., Colquitt, J. A., Wesson, M. J., & Zapata-Phelan, C. P. (2006). Psychological collectivism: A measurement validation and linkage to group member performance. Journal of Applied Psychology, 91(4), 884-899.

### Team Role Orientation

Mathieu, J. E., Tannenbaum, S. I., Kukenberger, M. R., Donsbach, J. S., & Alliger, G. M. (2015). Team role experience and orientation: A measure and tests of construct validity. Group & Organization Management, 40(1), 6-34.