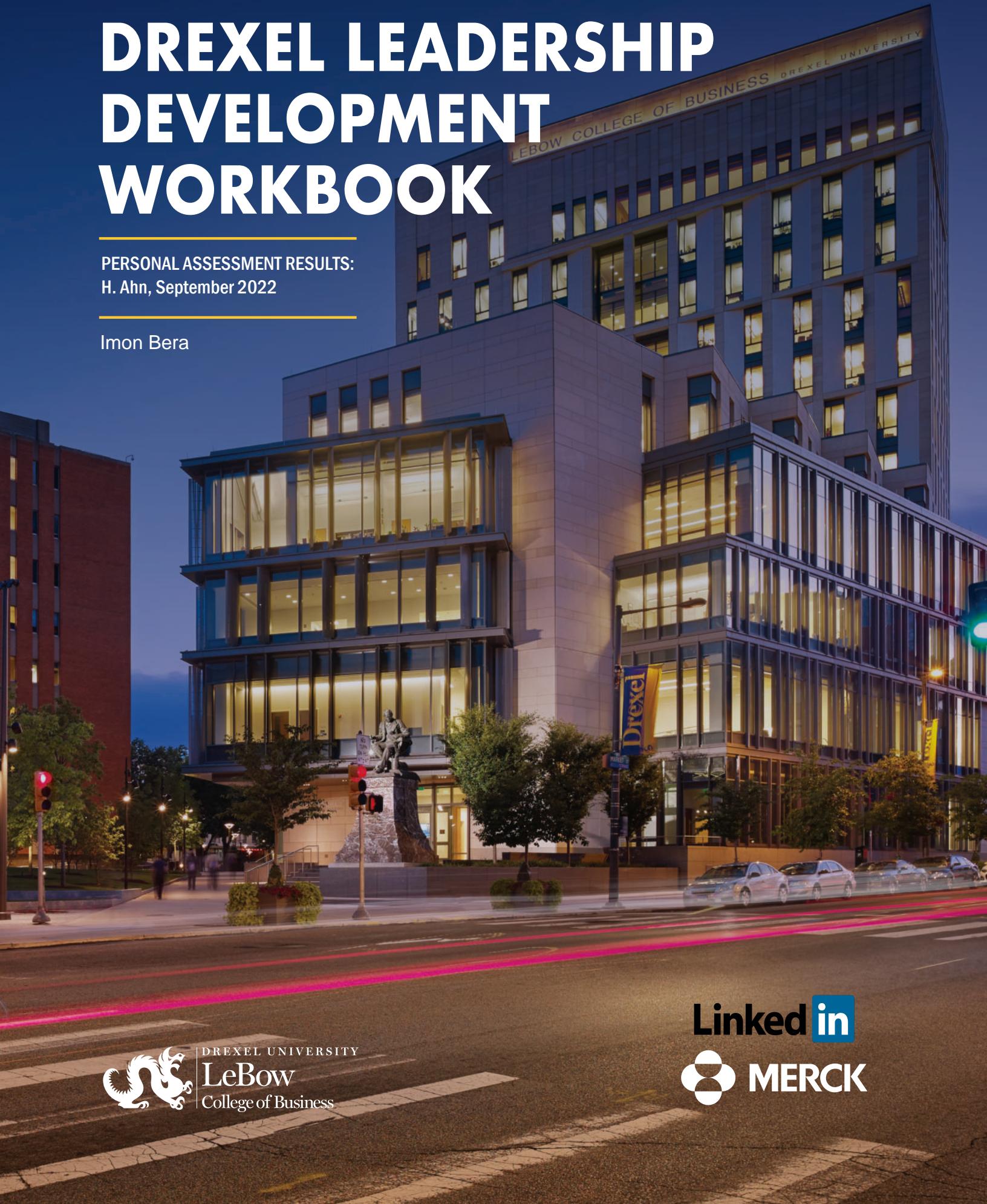


DREXEL LEADERSHIP DEVELOPMENT WORKBOOK

PERSONAL ASSESSMENT RESULTS:
H. Ahn, September 2022

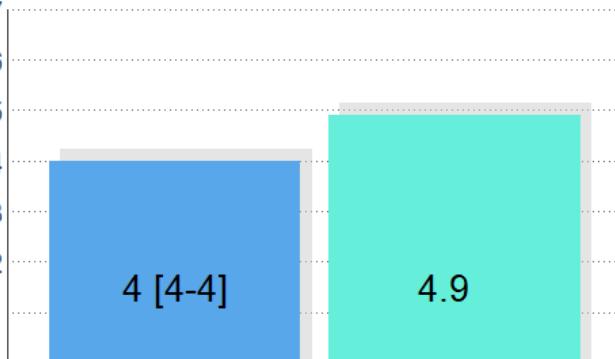
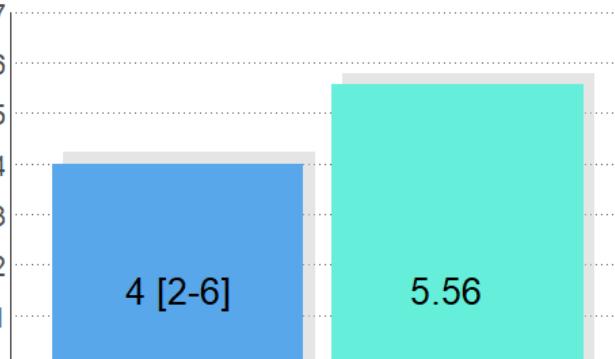
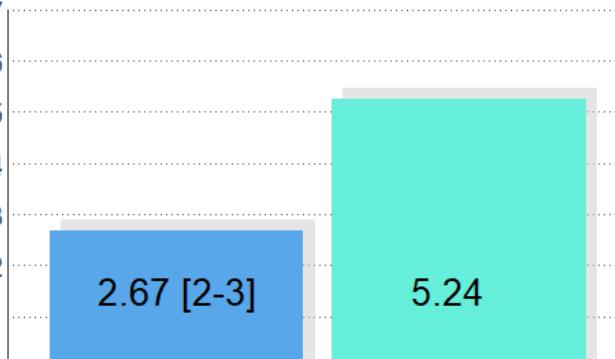
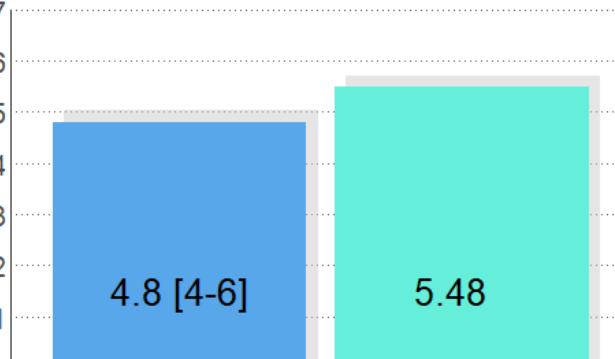
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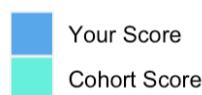


I. Influence-Focused Assessments



ATTITUDE AND MOTIVATION TOWARDS LEADING

Motivation to Lead: Affective-Identity	Motivation to Lead: Social-Normative												
<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</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4-4</td> </tr> <tr> <td>4.9</td> <td>Cohort Score</td> </tr> </tbody> </table>	Score	Count	4	4-4	4.9	Cohort Score	<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</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2-6</td> </tr> <tr> <td>5.56</td> <td>Cohort Score</td> </tr> </tbody> </table>	Score	Count	4	2-6	5.56	Cohort Score
Score	Count												
4	4-4												
4.9	Cohort Score												
Score	Count												
4	2-6												
5.56	Cohort Score												
<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</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>2.67</td> <td>2-3</td> </tr> <tr> <td>5.24</td> <td>Cohort Score</td> </tr> </tbody> </table>	Score	Count	2.67	2-3	5.24	Cohort Score	<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</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>4.8</td> <td>4-6</td> </tr> <tr> <td>5.48</td> <td>Cohort Score</td> </tr> </tbody> </table>	Score	Count	4.8	4-6	5.48	Cohort Score
Score	Count												
2.67	2-3												
5.24	Cohort Score												
Score	Count												
4.8	4-6												
5.48	Cohort Score												



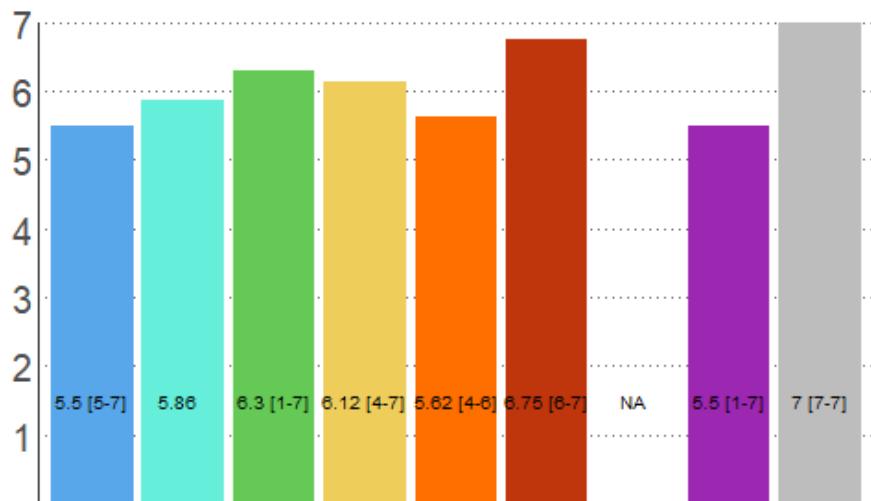
LEADERSHIP ABILITIES

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.

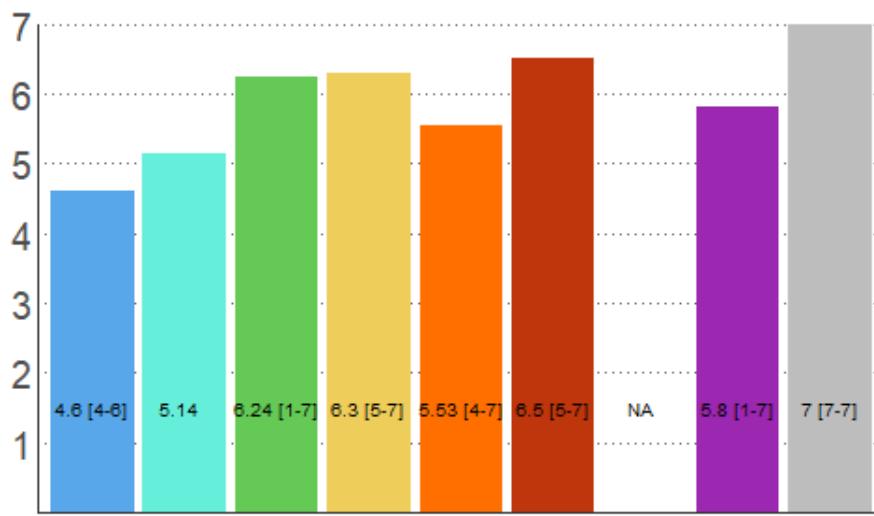


Leadership: Social Influence

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.

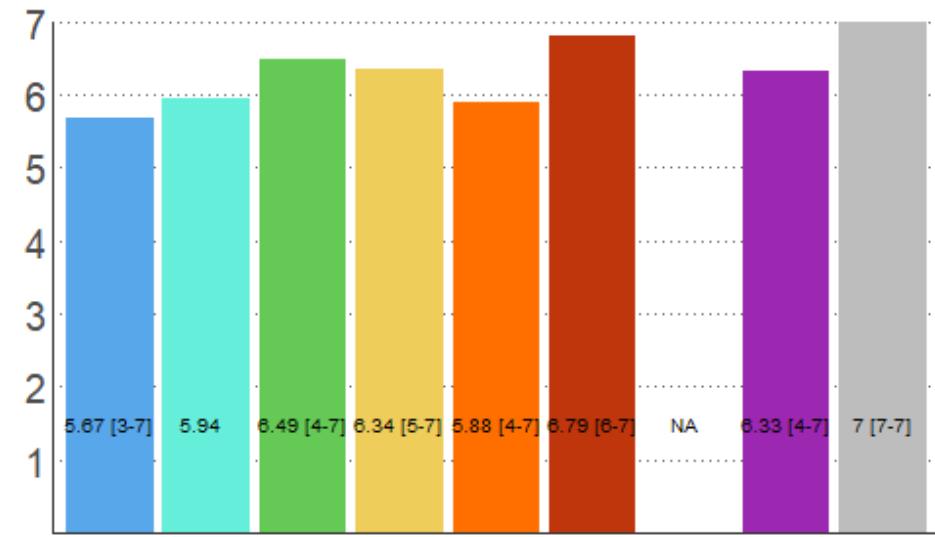


Leadership: Working in Teams

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

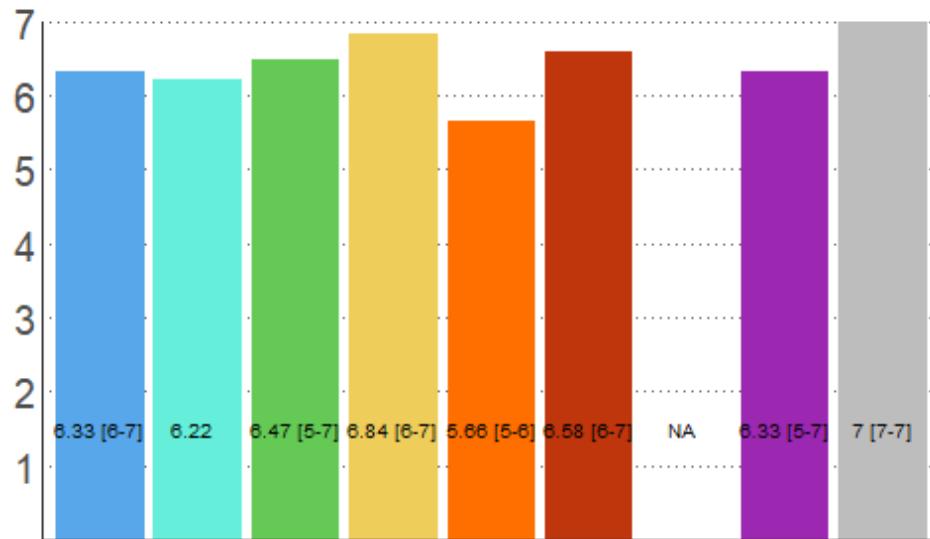
EMPOWERING LEADERSHIP

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.

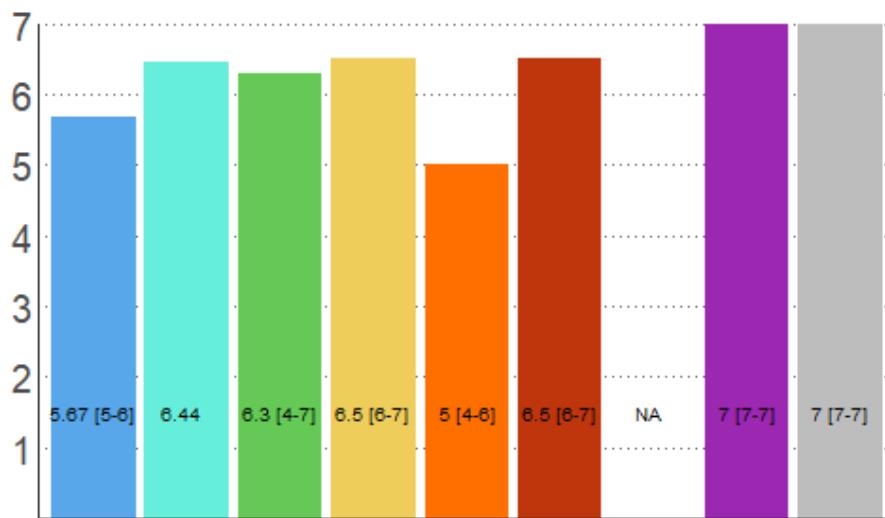


Participative Decision-Making

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

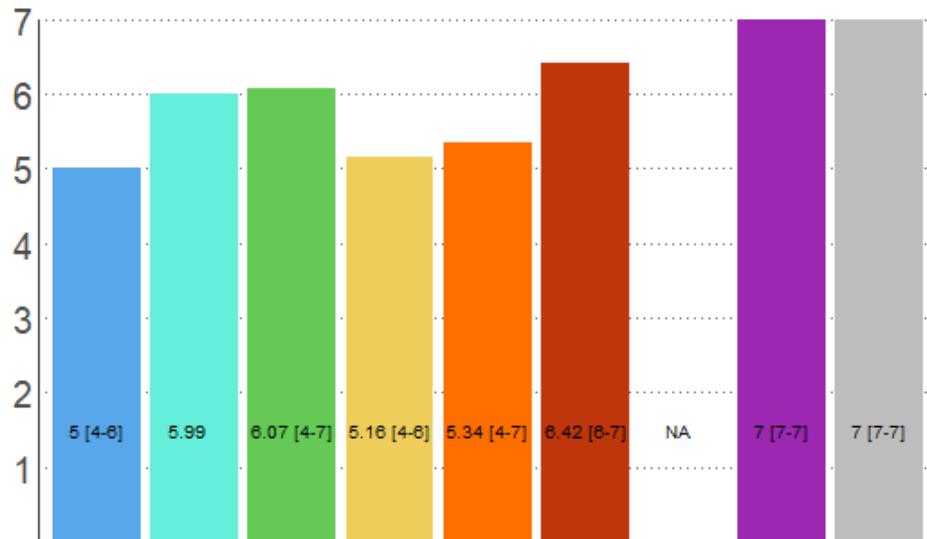
EMPOWERING LEADERSHIP

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

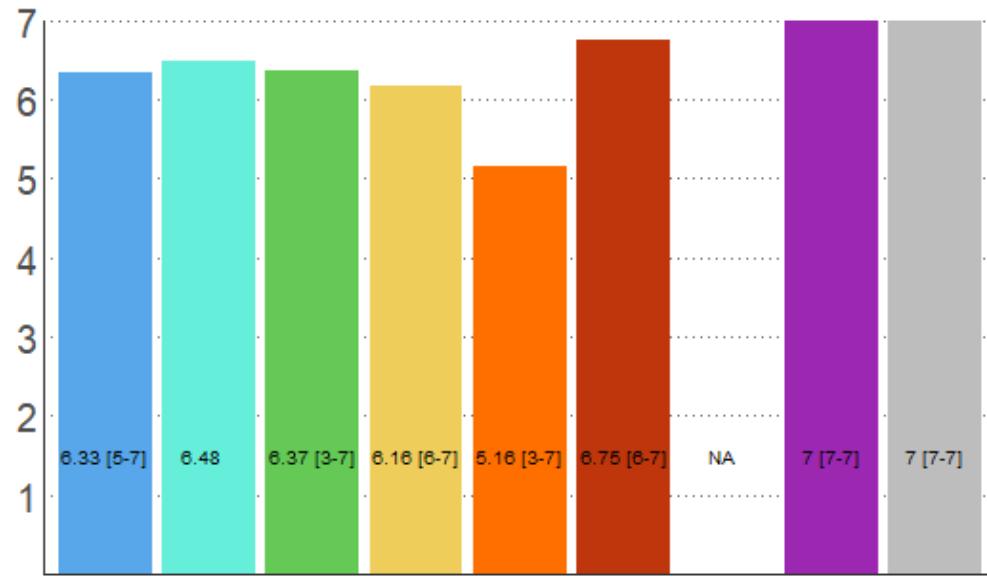
EMPOWERING LEADERSHIP

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.



Your Score

Total Average Peer Rating

Team Member, Same Department

Partner

Cohort Score

Supervisor or Skip-Level

Team Member, Different Department

Supplier

Direct Report

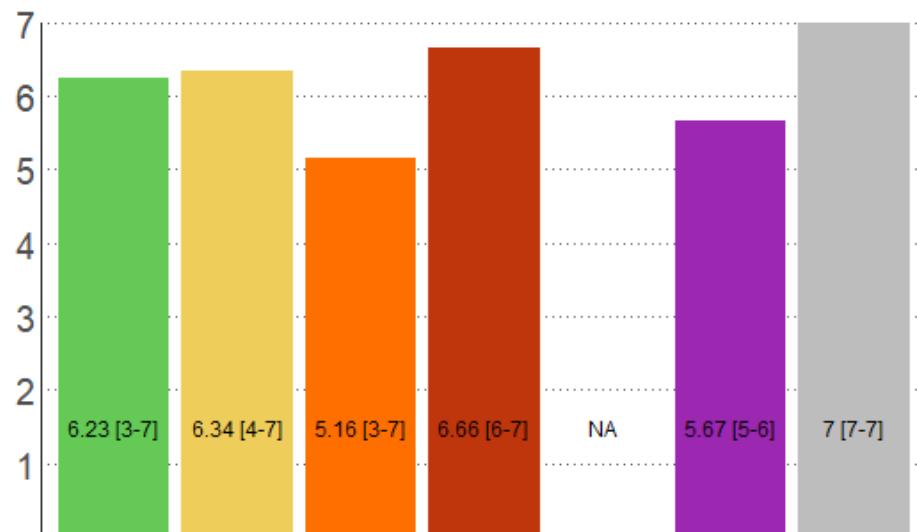
INCLUSIVE LEADERSHIP

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

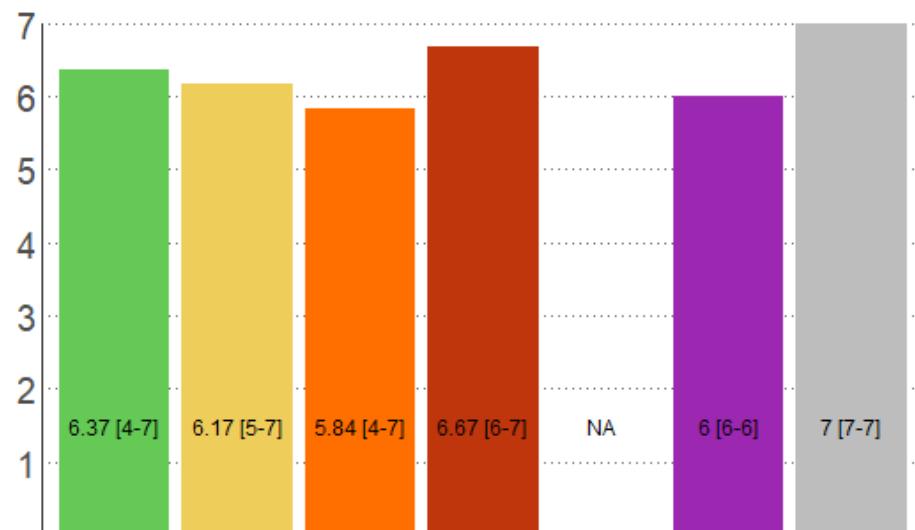
INCLUSIVE LEADERSHIP

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.

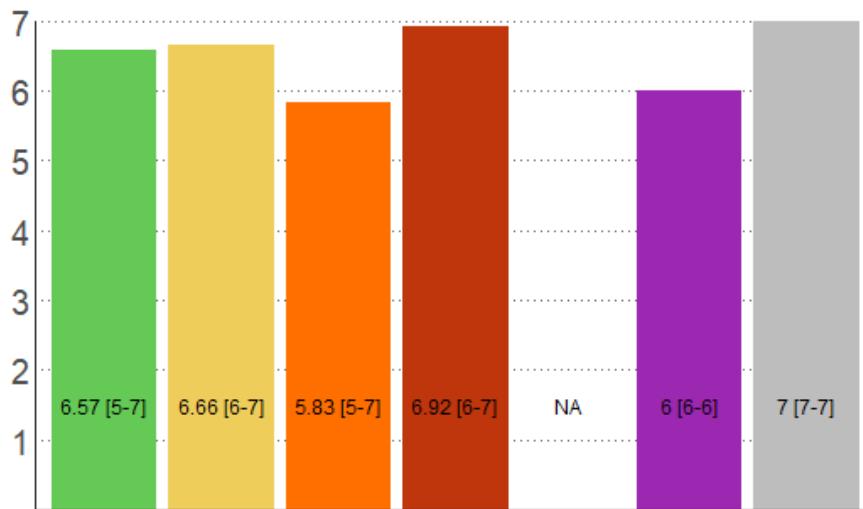


Encourages Diverse Contributions

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

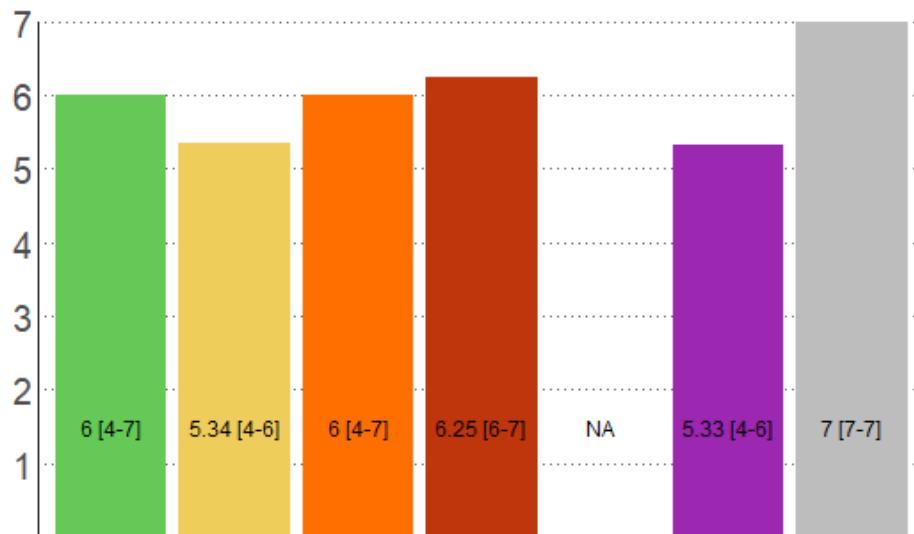
INCLUSIVE LEADERSHIP

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.



Your Score

Total Average Peer Rating

Team Member, Same Department

Partner

Cohort Score

Supervisor or Skip-Level

Team Member, Different Department

Supplier

Direct Report

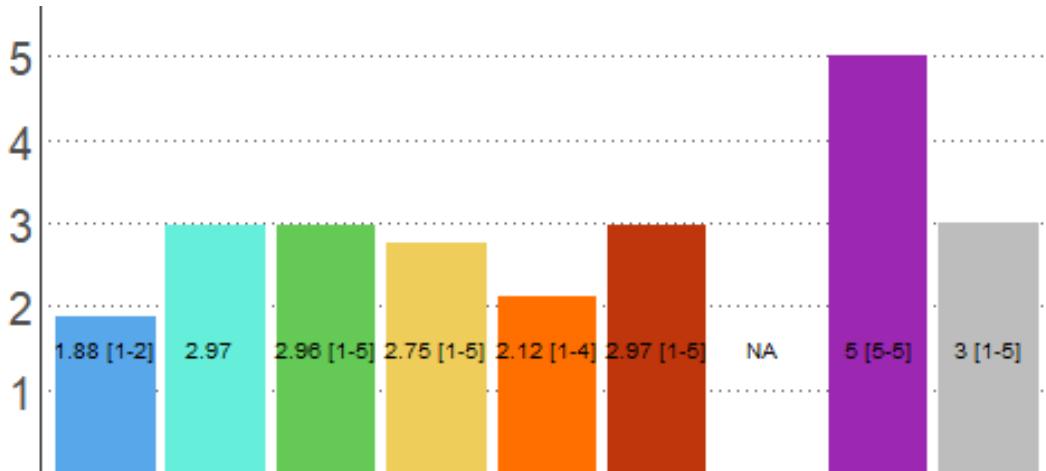
LEADERSHIP STYLES

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.

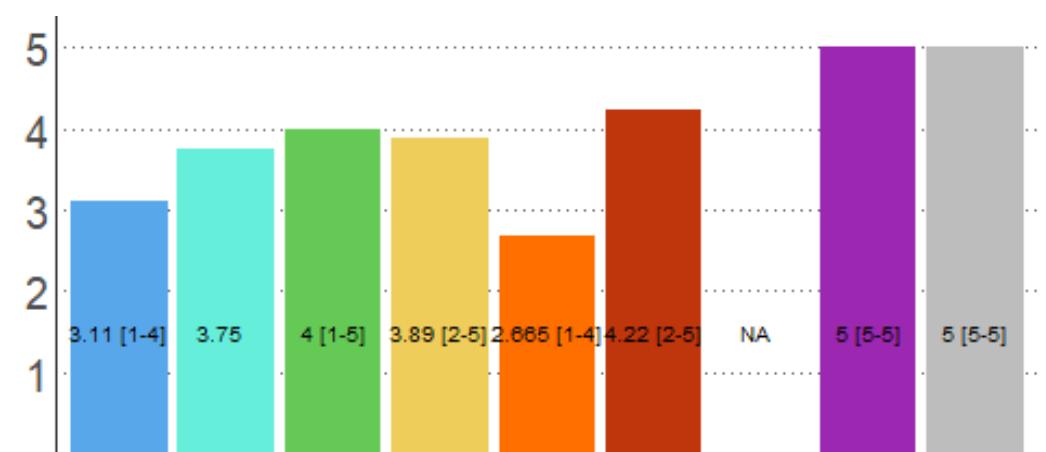


Meaning-Based Leadership

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

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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

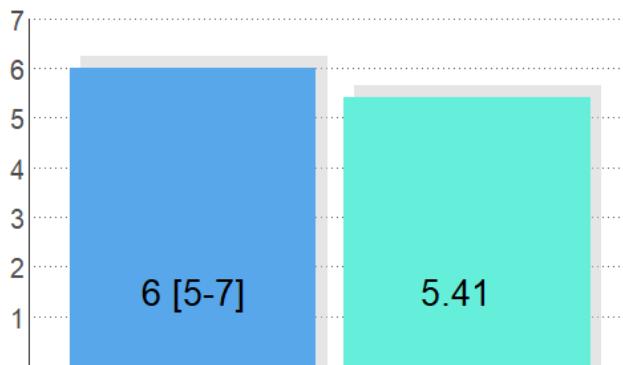
KNOWLEDGE SHARING

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.

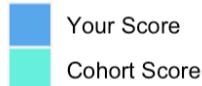
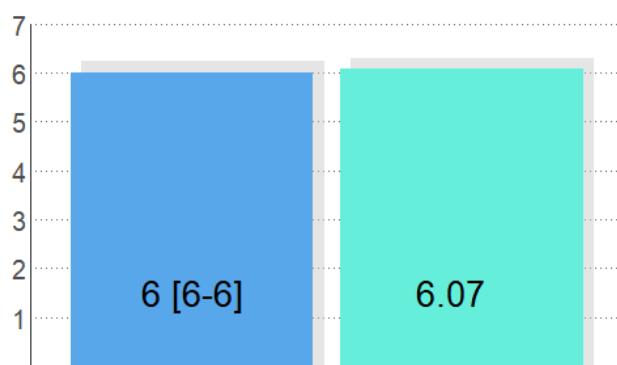


Trust

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.



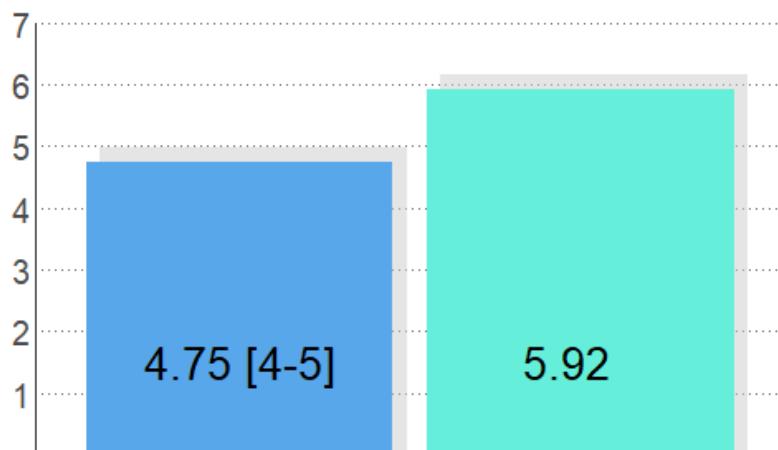
KNOWLEDGE SHARING

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.

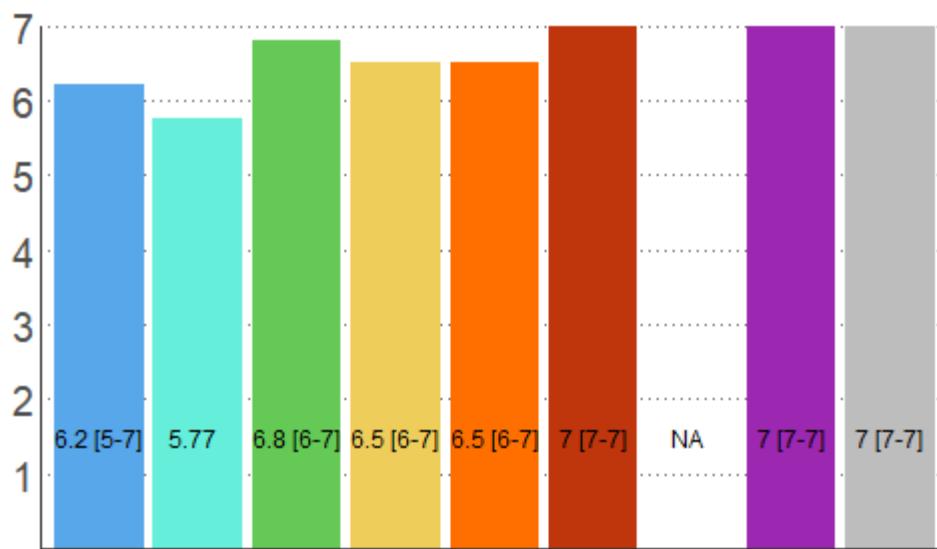


Information Elaboration

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

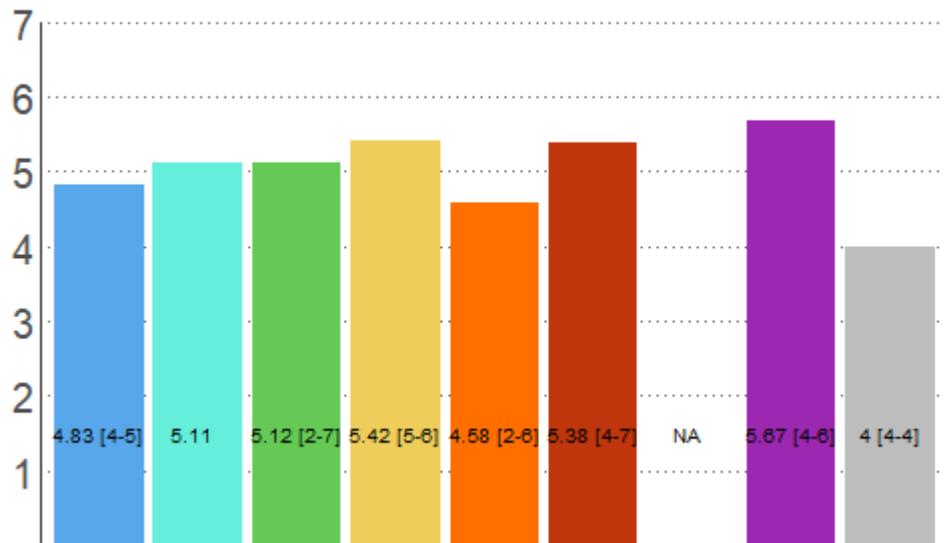
POLITICAL SKILLS

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.

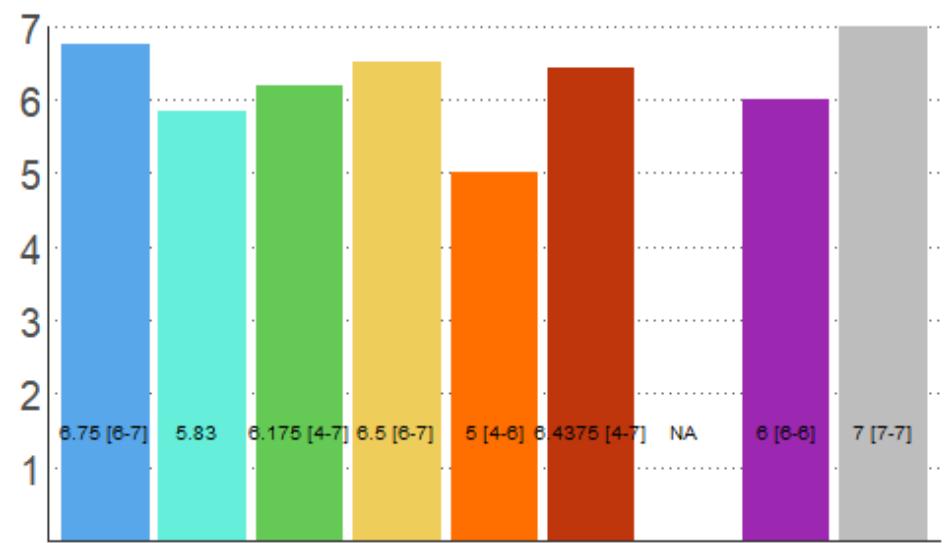


Interpersonal Influence

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

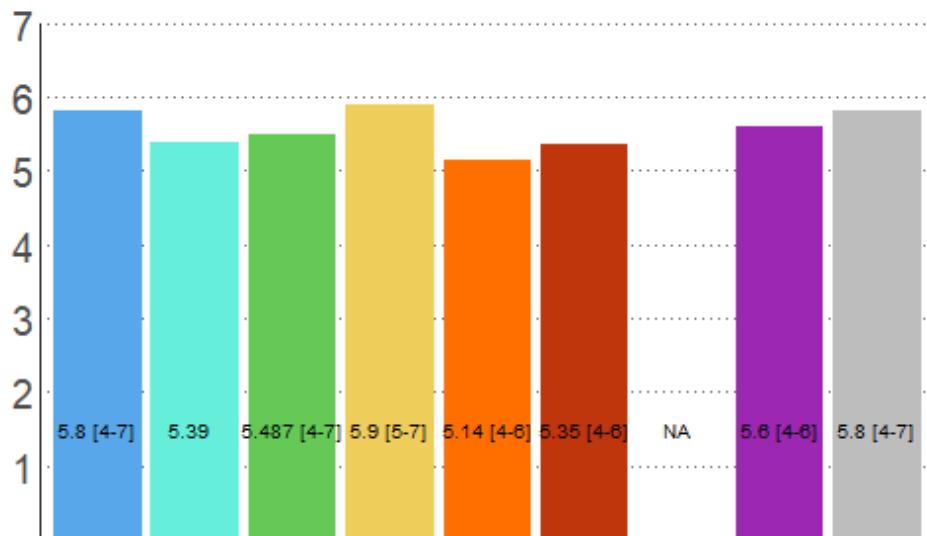
POLITICAL SKILLS

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.

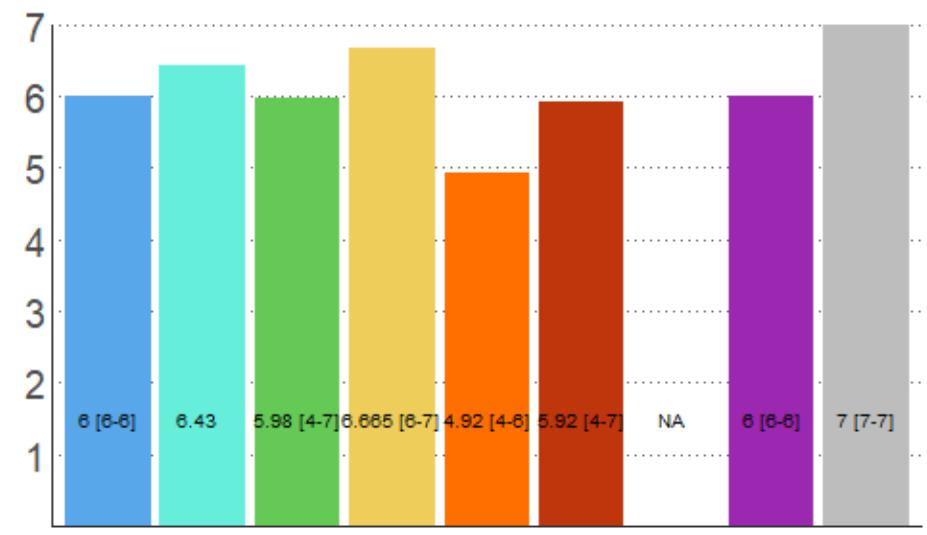


Apparent Sincerity

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

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■ Partner

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■ Direct Report

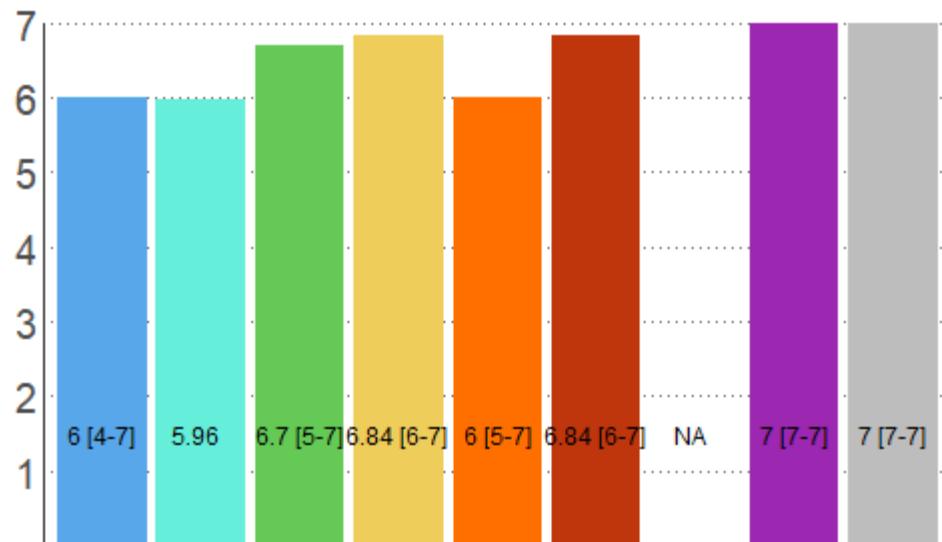
ATTITUDES TOWARDS OTHERS

Cooperation

Working with others to achieve a common purpose or objective.

Sample item:

- I support and give credit to team members.



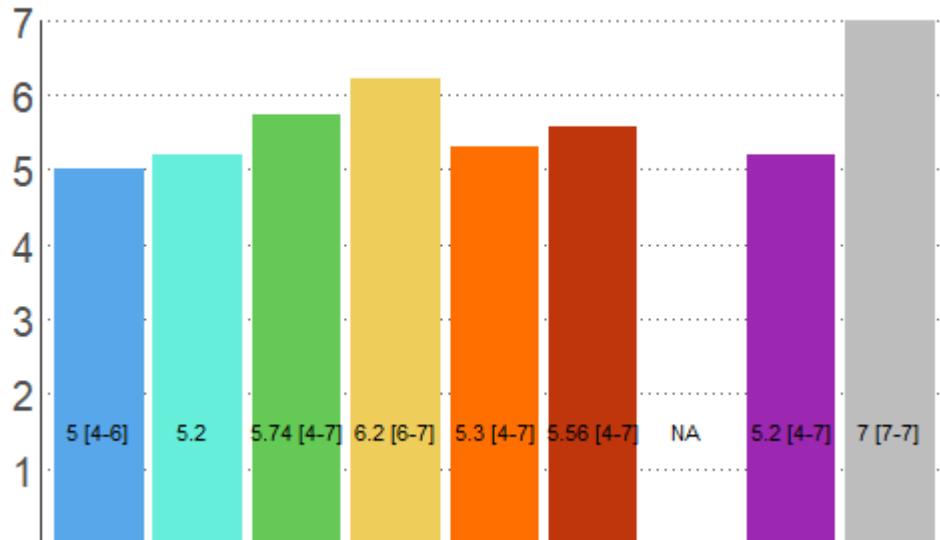
TEAMING APPROACH AND SKILLS

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?

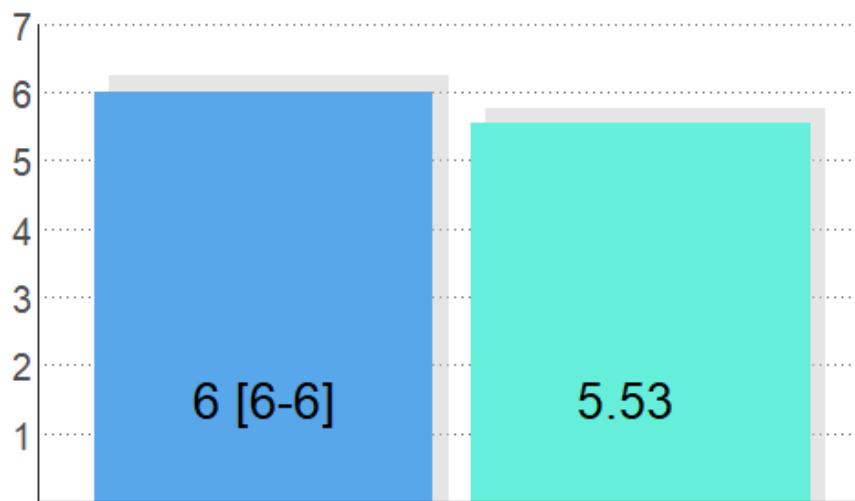


Shared Leadership

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

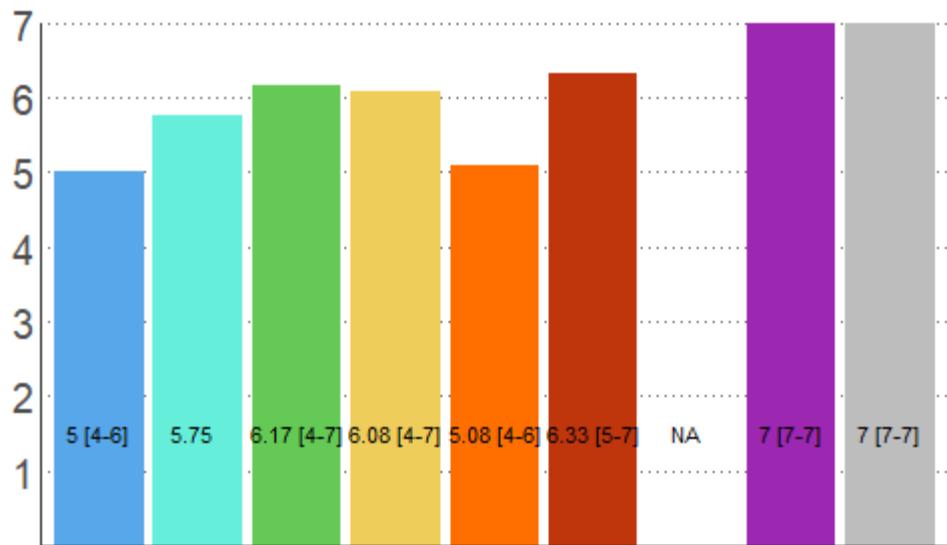
■ Supplier
■ Direct Report

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



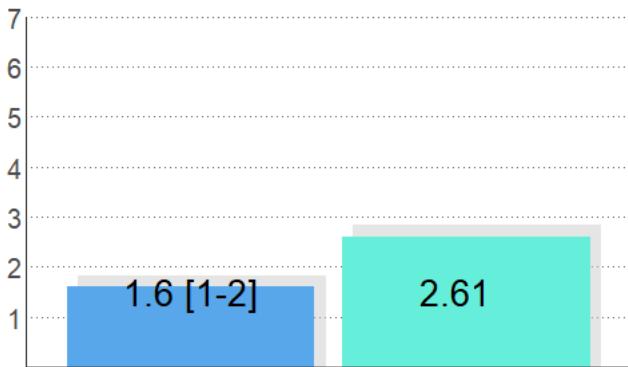
RESISTANCE TO CHANGE

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.

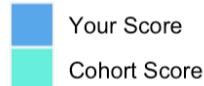
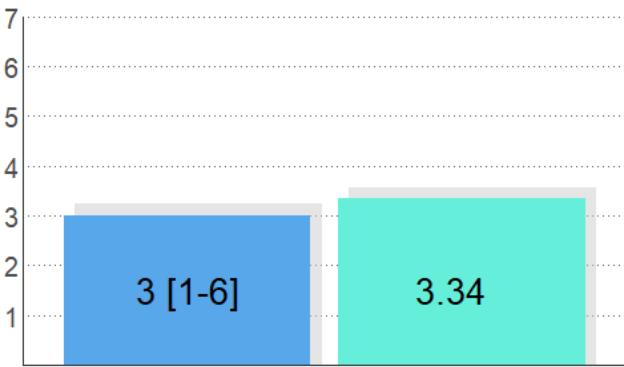


Emotional Reaction

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.



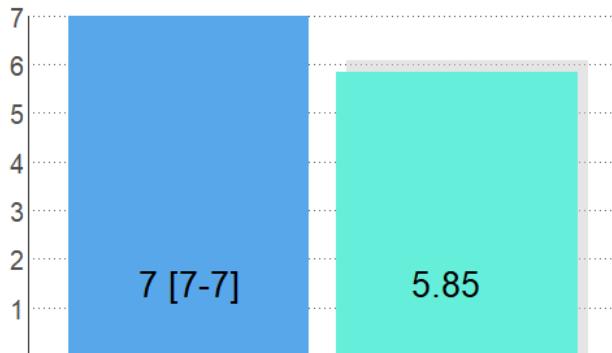
ATTITUDES

Perspective Taking

Adopting the viewpoints of others in an attempt to understand their beliefs, values, and unique circumstances.

Sample item:

- At work, I regularly seek to understand others' viewpoints.

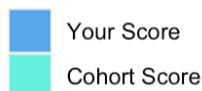
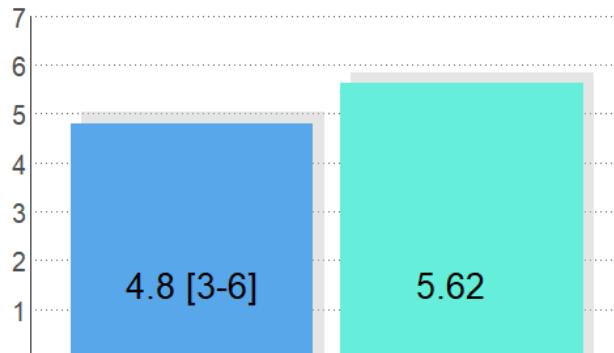


Proactive Personality

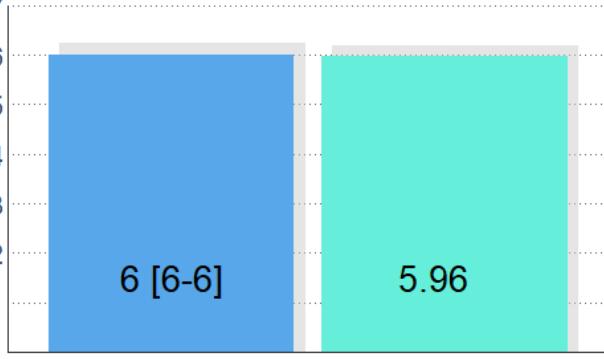
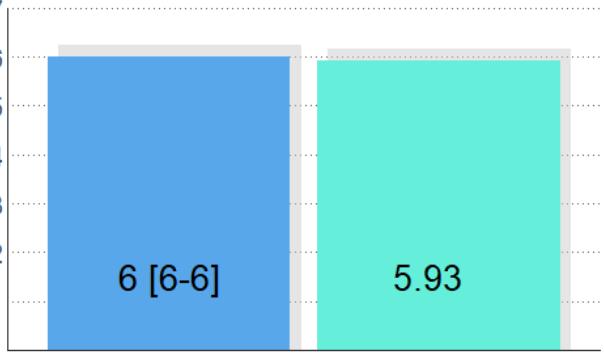
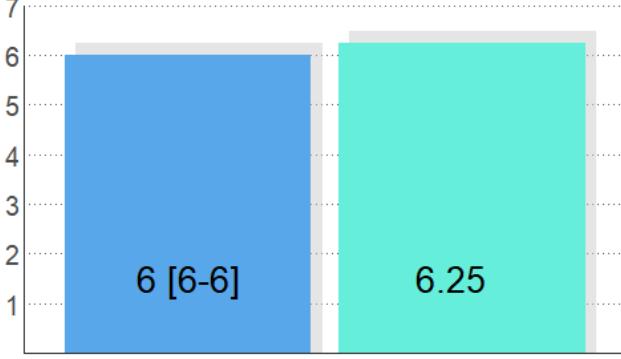
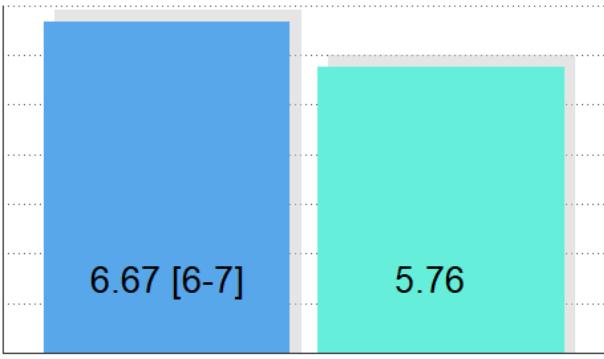
A personality trait that captures one's tendency to be relatively unconstrained by situational forces and to effect environmental change.

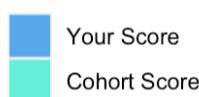
Sample item:

- If I see something I don't like, I fix it.

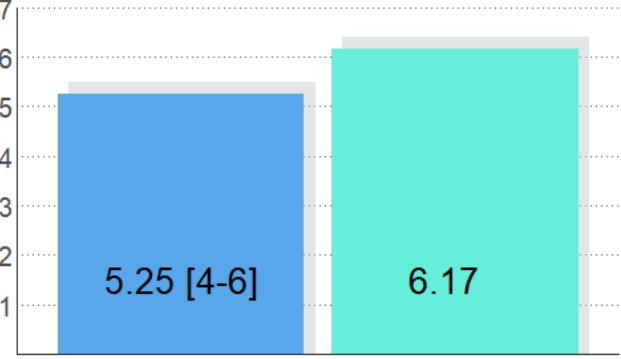
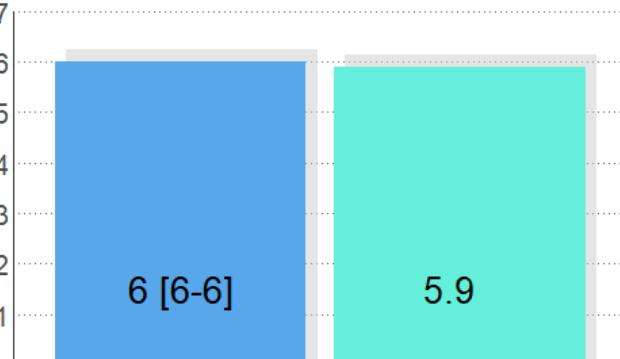


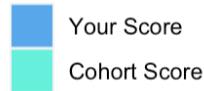
EMOTIONAL INTELLIGENCE

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>Your Score</th> <th>Cohort Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6 [6-6]</td> <td>5.96</td> </tr> </tbody> </table>	Score	Your Score	Cohort Score	1	6 [6-6]	5.96	<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>Your Score</th> <th>Cohort Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6 [6-6]</td> <td>5.93</td> </tr> </tbody> </table>	Score	Your Score	Cohort Score	1	6 [6-6]	5.93
Score	Your Score	Cohort Score											
1	6 [6-6]	5.96											
Score	Your Score	Cohort Score											
1	6 [6-6]	5.93											
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>Your Score</th> <th>Cohort Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6 [6-6]</td> <td>6.25</td> </tr> </tbody> </table>	Score	Your Score	Cohort Score	1	6 [6-6]	6.25	<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>Your Score</th> <th>Cohort Score</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6.67 [6-7]</td> <td>5.76</td> </tr> </tbody> </table>	Score	Your Score	Cohort Score	1	6.67 [6-7]	5.76
Score	Your Score	Cohort Score											
1	6 [6-6]	6.25											
Score	Your Score	Cohort Score											
1	6.67 [6-7]	5.76											

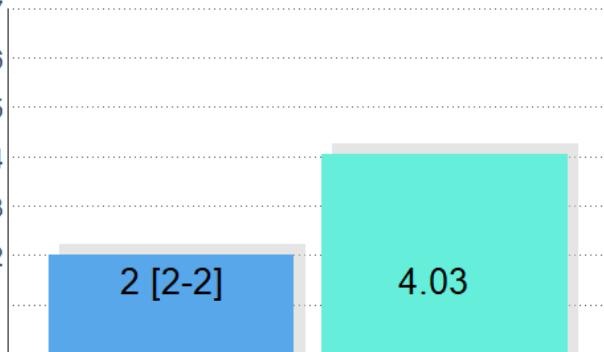
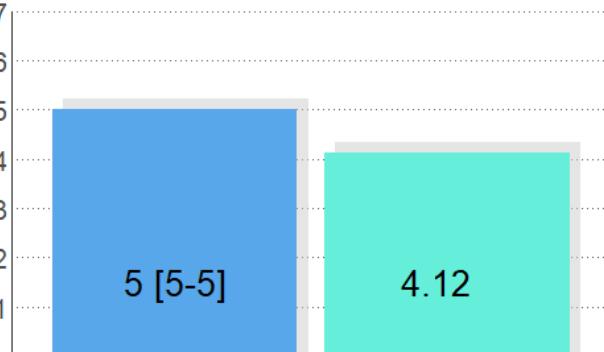
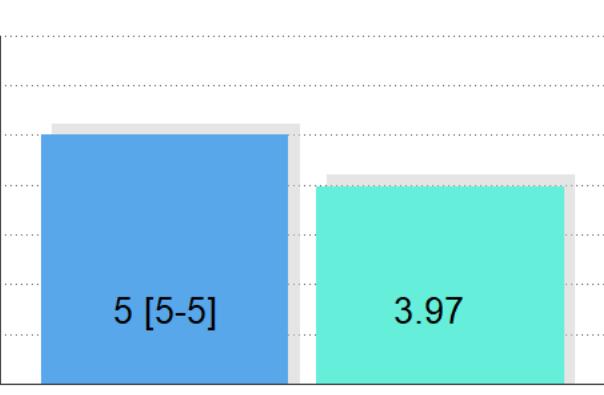


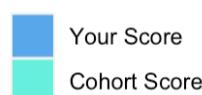
BELONGINGNESS & UNIQUENESS

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>A bar chart comparing Belongingness scores. The y-axis ranges from 1 to 7. Two bars are shown: a blue bar for 'Your Score' labeled '5.25 [4-6]' and a teal bar for 'Cohort Score' labeled '6.17'. The bars are set against a light gray background with horizontal dotted grid lines.</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>A bar chart comparing Uniqueness scores. The y-axis ranges from 1 to 7. Two bars are shown: a blue bar for 'Your Score' labeled '6 [6-6]' and a teal bar for 'Cohort Score' labeled '5.9'. The bars are set against a light gray background with horizontal dotted grid lines.</p>

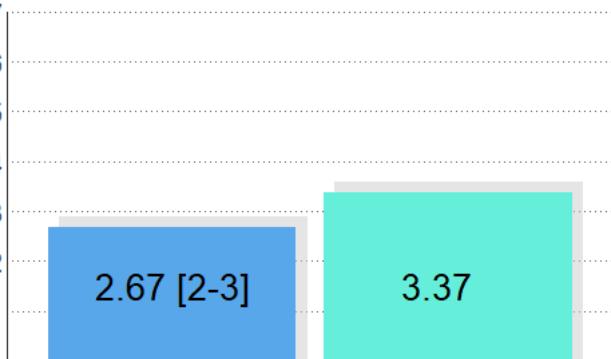
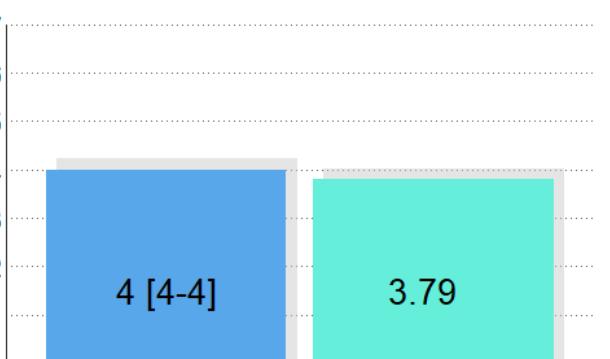
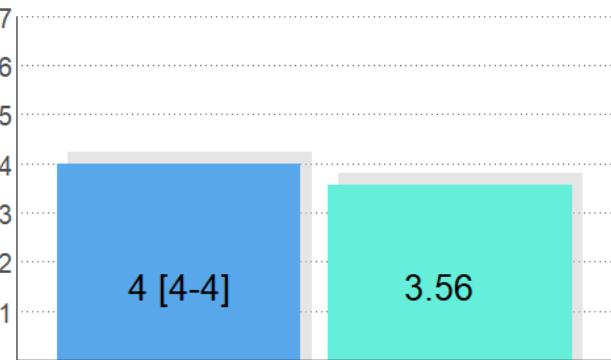
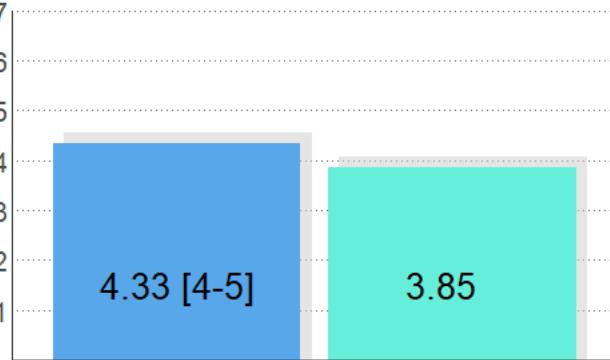


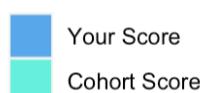
VALUES

<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</th> <th>Your Score</th> <th>Cohort Score</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2 [2-2]</td> <td>4.03</td> </tr> </tbody> </table>	Score	Your Score	Cohort Score	2	2 [2-2]	4.03	<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</th> <th>Your Score</th> <th>Cohort Score</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5 [5-5]</td> <td>4.12</td> </tr> </tbody> </table>	Score	Your Score	Cohort Score	5	5 [5-5]	4.12
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5	5 [5-5]	4.12											
<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</th> <th>Your Score</th> <th>Cohort Score</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5 [5-5]</td> <td>3.97</td> </tr> </tbody> </table>	Score	Your Score	Cohort Score	5	5 [5-5]	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</th> <th>Your Score</th> <th>Cohort Score</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4 [4-4]</td> <td>4.18</td> </tr> </tbody> </table>	Score	Your Score	Cohort Score	4	4 [4-4]	4.18
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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>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>1</td> </tr> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>5</td> <td>0</td> </tr> <tr> <td>6</td> <td>0</td> </tr> <tr> <td>7</td> <td>0</td> </tr> </tbody> </table>	Score	Count	1	0	2	1	3	1	4	1	5	0	6	0	7	0	<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>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>5</td> <td>0</td> </tr> <tr> <td>6</td> <td>0</td> </tr> <tr> <td>7</td> <td>0</td> </tr> </tbody> </table>	Score	Count	1	0	2	0	3	0	4	1	5	0	6	0	7	0
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<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>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>5</td> <td>0</td> </tr> <tr> <td>6</td> <td>0</td> </tr> <tr> <td>7</td> <td>0</td> </tr> </tbody> </table>	Score	Count	1	0	2	0	3	0	4	1	5	0	6	0	7	0	<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>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>1</td> </tr> <tr> <td>5</td> <td>0</td> </tr> <tr> <td>6</td> <td>0</td> </tr> <tr> <td>7</td> <td>0</td> </tr> </tbody> </table>	Score	Count	1	0	2	0	3	0	4	1	5	0	6	0	7	0
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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.

- Helen takes the time to fully understand the entire picture of a situation, digests the information, then makes intuitive and mutually beneficial decisions.
- Helen is very clear and concise with both suppliers and stakeholders.
- She is very knowledgeable in what she does and shares her knowledge and recommendations clearly with the team. She is very responsive and manages deliverables timely.
- She is good to make connection with people and set a good atmosphere for the conversation.
- Helen is very good at knowing what level of detail is needed, and adjusting her approach as necessary. She is good at "reading the room" and answering questions clearly and concisely.
- Helen is an open and honest communicator when it comes to tasks to the team and working with team members. She gets to the point/need quickly and ensures that she provides all the information needed in order to get the task done.
- Helen is new in a new position on the Merck team -she has been able to meet with our team timely and efficiently to become accustomed to the new processes. She is productive and is a quick learner.
- Helen takes a questions-first approach to fully understand the situation at hand instead of coming in and making suggestions. Her explorations give the team the opportunity to review ongoing practices in depth and help us work more collaboratively to find solutions.
- Problem solving, innovative solutions

**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.**

- I honestly can't think of anything.
- I can't think of anything so far. Helen fits in really well with our team.
- I do not have anything really here to add. I like to work with her.
- I can't think of anything here
- Helen is good at communicating ideas but sometimes skips the human element of the request and gets right to the point in lieu of personal connection.
- Helen is getting up to speed with the renewal processes for Merck's vendor partners. She is doing a great job so far!

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

- Keep up the great work.
- It is not clear what Helen's personal vision for the organization/department is. If she were to develop one and provide insight to where she would like to see things going, I would surely listen.
- Its been a pleasure working with you -looking forward to continued partnership!
- Helen has been a great asset to Merck in her short time here. Keep up the amazing job!

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?
