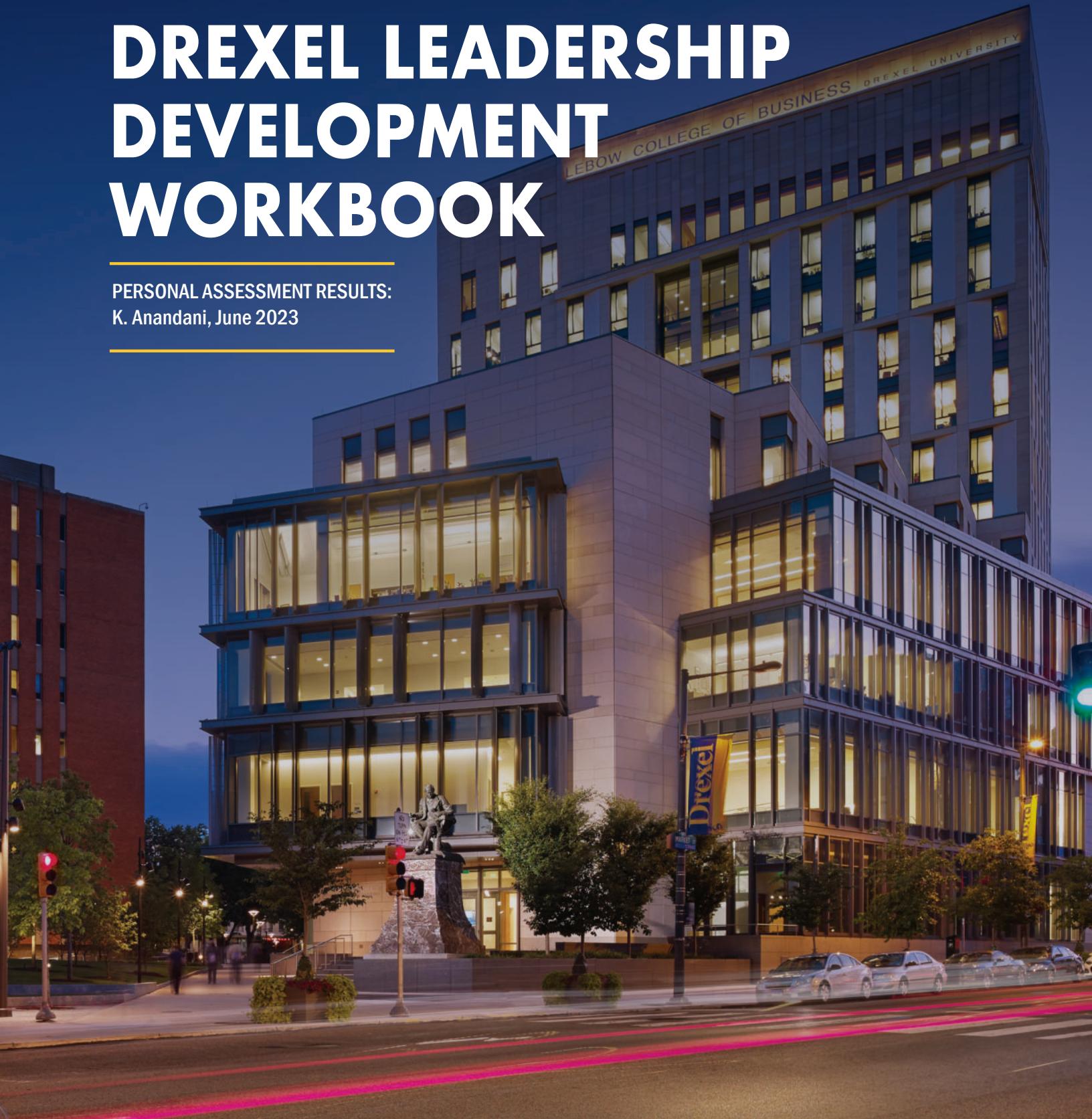


DREXEL LEADERSHIP DEVELOPMENT WORKBOOK

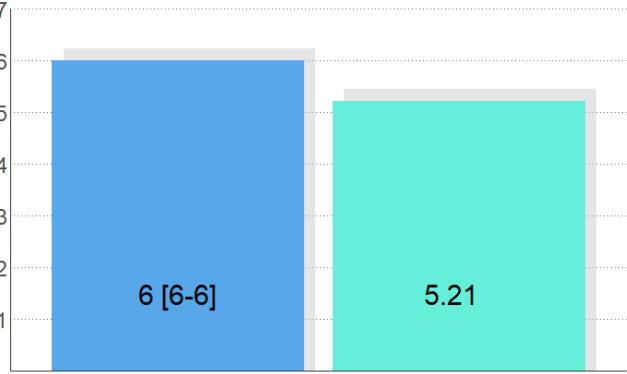
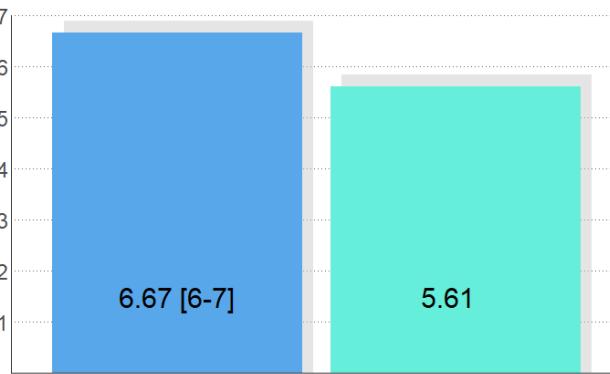
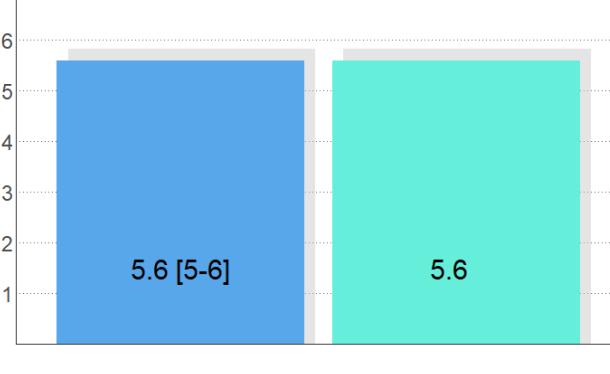
PERSONAL ASSESSMENT RESULTS:
K. Anandani, June 2023

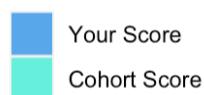


I. Influence-Focused Assessments

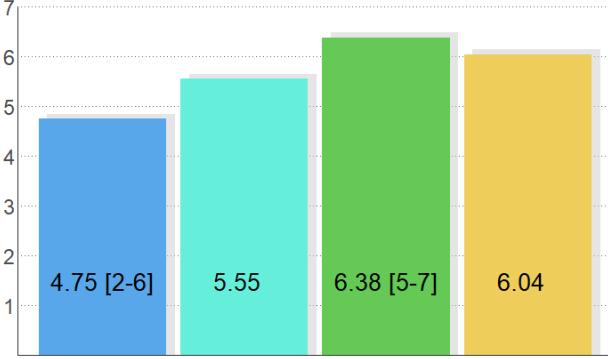
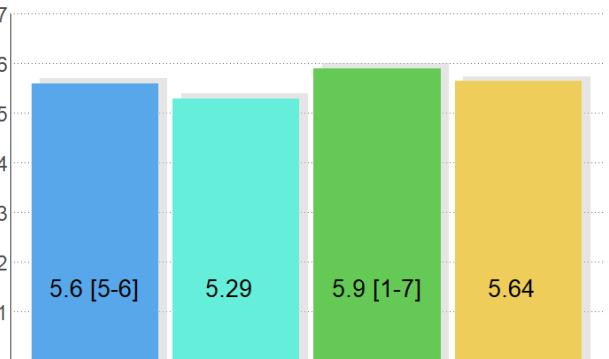
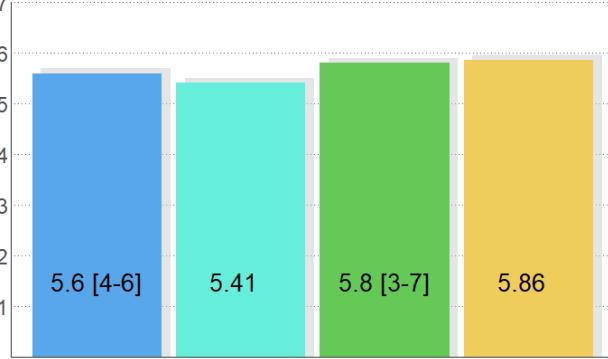
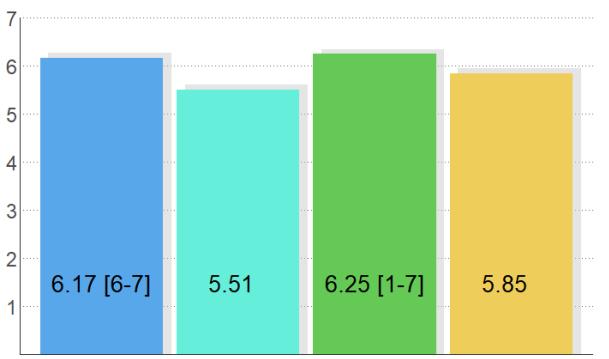


Attitude and Motivation Towards Leading

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>Mean</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>6 [6-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.21</td> </tr> </tbody> </table>	Score	Mean	Your Score	6 [6-6]	Cohort Score	5.21	<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>Mean</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>6.67 [6-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.61</td> </tr> </tbody> </table>	Score	Mean	Your Score	6.67 [6-7]	Cohort Score	5.61
Score	Mean												
Your Score	6 [6-6]												
Cohort Score	5.21												
Score	Mean												
Your Score	6.67 [6-7]												
Cohort Score	5.61												
<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</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>7 [7-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.68</td> </tr> </tbody> </table>	Score	Mean	Your Score	7 [7-7]	Cohort Score	5.68	<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</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>5.6 [5-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.6</td> </tr> </tbody> </table>	Score	Mean	Your Score	5.6 [5-6]	Cohort Score	5.6
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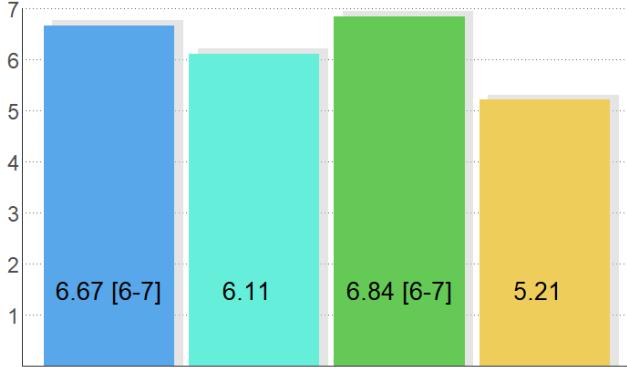
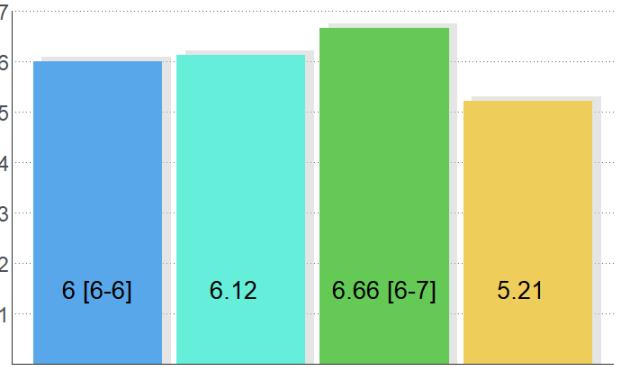
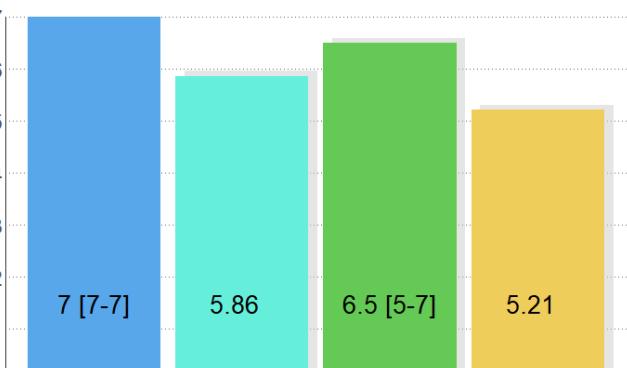


Leadership Abilities

Leadership: Motivation	Leadership: Social Influence																				
<p><i>Establishing clear direction by setting challenging goals, providing constructive feedback and support, and recognizing others for their contributions.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I find ways to make my work and others' work more enjoyable.  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>4.75 [2-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.55</td> </tr> <tr> <td>Average Peer Rating</td> <td>6.38 [5-7]</td> </tr> <tr> <td>Cohort (Peer) Average Rating</td> <td>6.04</td> </tr> </tbody> </table>	Category	Score	Your Score	4.75 [2-6]	Cohort Score	5.55	Average Peer Rating	6.38 [5-7]	Cohort (Peer) Average Rating	6.04	<p><i>Communicating in a manner that is persuasive but not domineering and helps leaders to build effective working relationships.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I am able to persuade other people and change their opinions.  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>5.6 [5-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.29</td> </tr> <tr> <td>Average Peer Rating</td> <td>5.9 [1-7]</td> </tr> <tr> <td>Cohort (Peer) Average Rating</td> <td>5.64</td> </tr> </tbody> </table>	Category	Score	Your Score	5.6 [5-6]	Cohort Score	5.29	Average Peer Rating	5.9 [1-7]	Cohort (Peer) Average Rating	5.64
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Leadership: Managing Conflict	Leadership: Working in Teams																				
<p><i>Identifying and working to resolve tensions that arise both within and between groups</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> People seek my advice and help in resolving conflicts.  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>5.6 [4-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.41</td> </tr> <tr> <td>Average Peer Rating</td> <td>5.8 [3-7]</td> </tr> <tr> <td>Cohort (Peer) Average Rating</td> <td>5.86</td> </tr> </tbody> </table>	Category	Score	Your Score	5.6 [4-6]	Cohort Score	5.41	Average Peer Rating	5.8 [3-7]	Cohort (Peer) Average Rating	5.86	<p><i>Building a supportive team climate by ensuring that members are well-informed and encouraging initiative and mutual respect.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> When working in a team, I make sure everybody is kept informed and in the loop.  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>6.17 [6-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.51</td> </tr> <tr> <td>Average Peer Rating</td> <td>6.25 [1-7]</td> </tr> <tr> <td>Cohort (Peer) Average Rating</td> <td>5.85</td> </tr> </tbody> </table>	Category	Score	Your Score	6.17 [6-7]	Cohort Score	5.51	Average Peer Rating	6.25 [1-7]	Cohort (Peer) Average Rating	5.85
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Empowering Leadership

Leads by Example	Participative Decision-Making																				
<p><i>Demonstrating a personal commitment to excellence by setting high personal standards, actively working to achieve those standards and holding one's self accountable.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I set a high standard for performance by my own behavior.  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>6.67 [6-7]</td> </tr> <tr> <td>Cohort Score</td> <td>6.11</td> </tr> <tr> <td>Average Peer Rating</td> <td>6.84 [6-7]</td> </tr> <tr> <td>National Average</td> <td>5.21</td> </tr> </tbody> </table>	Category	Score	Your Score	6.67 [6-7]	Cohort Score	6.11	Average Peer Rating	6.84 [6-7]	National Average	5.21	<p><i>Seeking and using information and inputs from others when making decisions.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I encourage team members to express ideas/suggestions.  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>6 [6-6]</td> </tr> <tr> <td>Cohort Score</td> <td>6.12</td> </tr> <tr> <td>Average Peer Rating</td> <td>6.66 [6-7]</td> </tr> <tr> <td>National Average</td> <td>5.21</td> </tr> </tbody> </table>	Category	Score	Your Score	6 [6-6]	Cohort Score	6.12	Average Peer Rating	6.66 [6-7]	National Average	5.21
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<p>Coaching</p> <p><i>Educating team members to help them become self-reliant and achieve their developmental potential.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> I help team members identify areas where they need more training.  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>7 [7-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.86</td> </tr> <tr> <td>Average Peer Rating</td> <td>6.5 [5-7]</td> </tr> <tr> <td>National Average</td> <td>5.21</td> </tr> </tbody> </table>	Category	Score	Your Score	7 [7-7]	Cohort Score	5.86	Average Peer Rating	6.5 [5-7]	National Average	5.21											
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Empowering Leadership

Informing	Showing Concern & Team Interaction																				
<p><i>Disseminating company-wide information regarding the mission, vision, and strategic priorities.</i></p> <p>Sample item:</p> <ul style="list-style-type: none">I explain company goals to team members. <p>The chart displays four vertical bars representing different scores for the 'Informing' category. The y-axis ranges from 1 to 7. The bars are: Your Score (blue) at 7 [7-7], Cohort Score (cyan) at 5.86, Average Peer Rating (green) at 6.34 [5-7], and National Average (yellow) at 5.21.</p> <table border="1"><thead><tr><th>Score Type</th><th>Value</th></tr></thead><tbody><tr><td>Your Score</td><td>7 [7-7]</td></tr><tr><td>Cohort Score</td><td>5.86</td></tr><tr><td>Average Peer Rating</td><td>6.34 [5-7]</td></tr><tr><td>National Average</td><td>5.21</td></tr></tbody></table>	Score Type	Value	Your Score	7 [7-7]	Cohort Score	5.86	Average Peer Rating	6.34 [5-7]	National Average	5.21	<p><i>Interfacing with the team on a regular basis in a manner that demonstrates concern for members' well-being and interest in their development.</i></p> <p>Sample item:</p> <ul style="list-style-type: none">I patiently discuss team members' concerns. <p>The chart displays four vertical bars representing different scores for the 'Showing Concern & Team Interaction' category. The y-axis ranges from 1 to 7. The bars are: Your Score (blue) at 7 [7-7], Cohort Score (cyan) at 6.26, Average Peer Rating (green) at 6.66 [6-7], and National Average (yellow) at 5.21.</p> <table border="1"><thead><tr><th>Score Type</th><th>Value</th></tr></thead><tbody><tr><td>Your Score</td><td>7 [7-7]</td></tr><tr><td>Cohort Score</td><td>6.26</td></tr><tr><td>Average Peer Rating</td><td>6.66 [6-7]</td></tr><tr><td>National Average</td><td>5.21</td></tr></tbody></table>	Score Type	Value	Your Score	7 [7-7]	Cohort Score	6.26	Average Peer Rating	6.66 [6-7]	National Average	5.21
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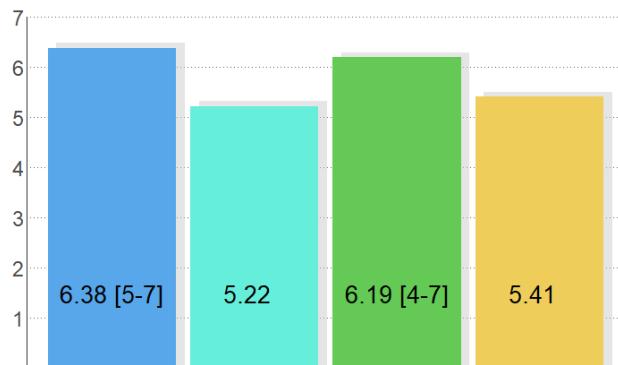
Leadership Styles

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.

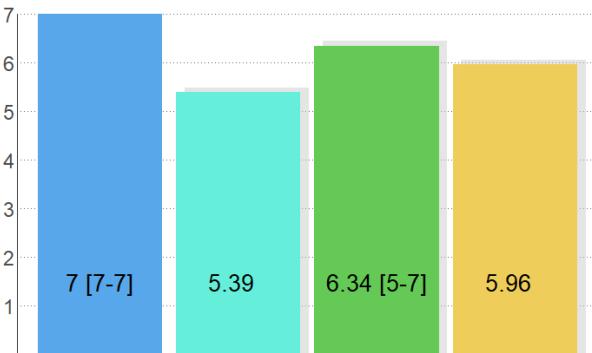


Meaning-Based Leadership

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.



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	Trust																		
<p><i>A belief that one's team is safe for interpersonal risk taking without fear of embarrassment, rejection, or punishment.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Members of this team are able to bring up problems and tough issues. <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>5 [1-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.12</td> </tr> <tr> <td>National Average</td> <td>5.25</td> </tr> </tbody> </table>	Category	Score	Your Score	5 [1-7]	Cohort Score	5.12	National Average	5.25	<p><i>The extent to which members believe act in ways that support the interests of the team.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • I know I can count on the other team members. <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>7 [7-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.66</td> </tr> </tbody> </table>	Category	Score	Your Score	7 [7-7]	Cohort Score	5.66				
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Cohort Score	5.66																		
Team Knowledge Sharing	Information Elaboration																		
<p><i>The degree to which team members share their unique knowledge and expertise to contribute to high group performance.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • Employees share their special knowledge and expertise with one another. <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>6.75 [6-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.25</td> </tr> <tr> <td>National Average</td> <td>5.51</td> </tr> </tbody> </table>	Category	Score	Your Score	6.75 [6-7]	Cohort Score	5.25	National Average	5.51	<p><i>Actively exchanging information and perspectives among team members coupled with personal processing of the information and perspectives.</i></p> <p>Sample item:</p> <ul style="list-style-type: none"> • When working with my team, things were said that gave me new ideas. <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Score</td> <td>6.6 [6-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.64</td> </tr> <tr> <td>Average Peer Rating</td> <td>7 [7-7]</td> </tr> <tr> <td>National Average</td> <td>5.04</td> </tr> </tbody> </table>	Category	Score	Your Score	6.6 [6-7]	Cohort Score	5.64	Average Peer Rating	7 [7-7]	National Average	5.04
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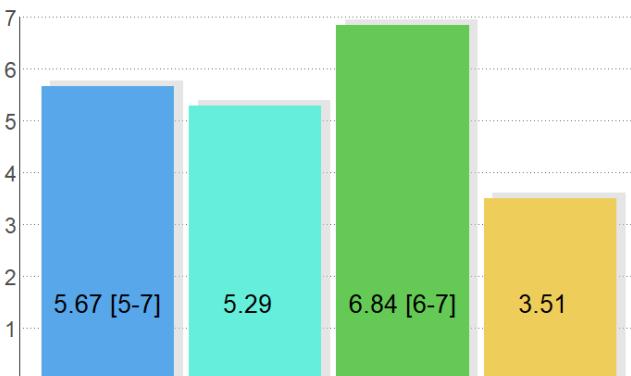
Political Skills

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.

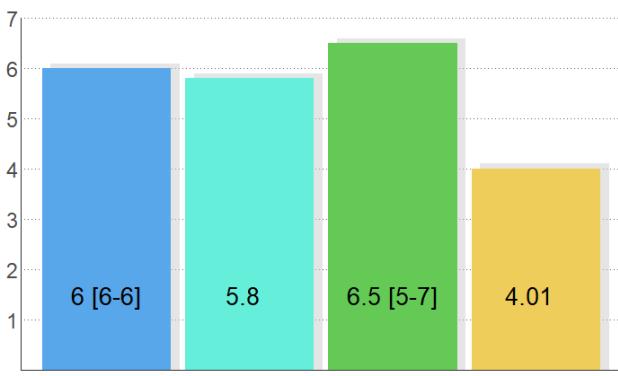


Interpersonal Influence

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.

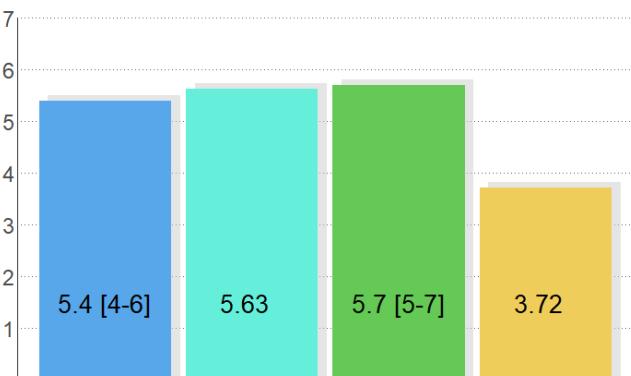


Social Astuteness

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.

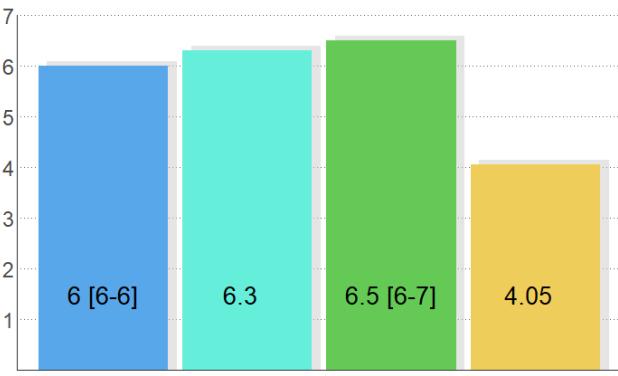


Apparent Sincerity

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.



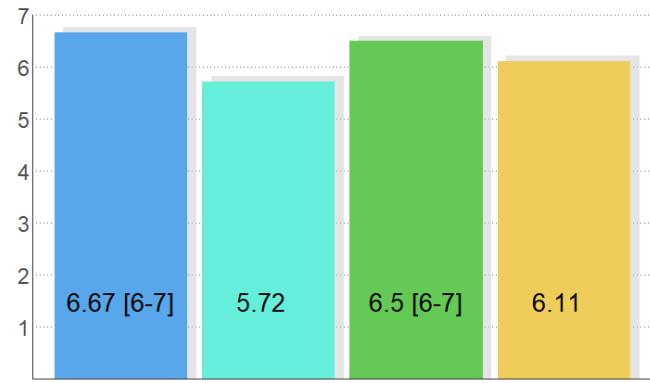
Attitudes Towards Others

Cooperation

Working with others to achieve a common purpose or objective.

Sample item:

- I support and give credit to team members.



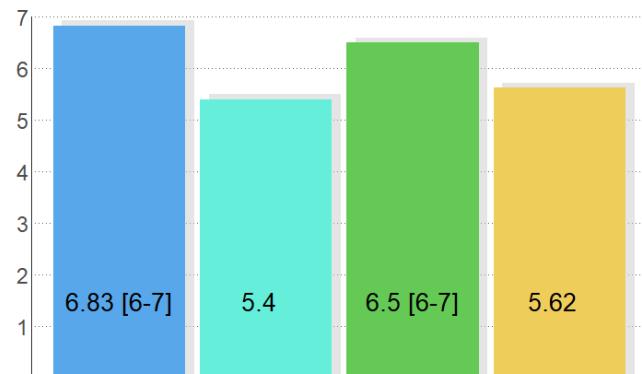
Teaming Approach and Skills

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?

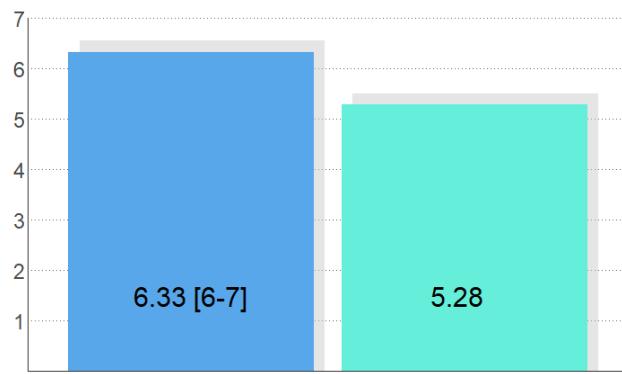


Shared Leadership

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

Sample item:

- Multiple team members engage in leadership roles.

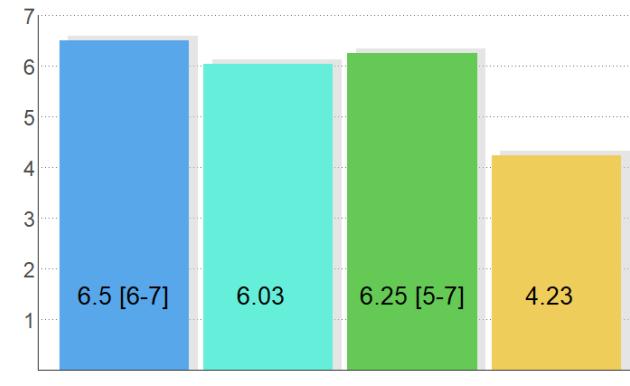


Creativity

Developing new ideas and new ways of doing things.

Sample item:

- I suggest new ways to achieve goals or objectives.



█ Your Score █ Average Peer Rating
█ Cohort Score █ National Average

Reflections on Collaboration and Knowledge Sharing

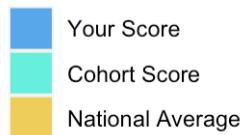
- A. Reflect on your scores. What do they mean? How important are these dimensions in your current position?
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III. Awareness-Focused Assessments

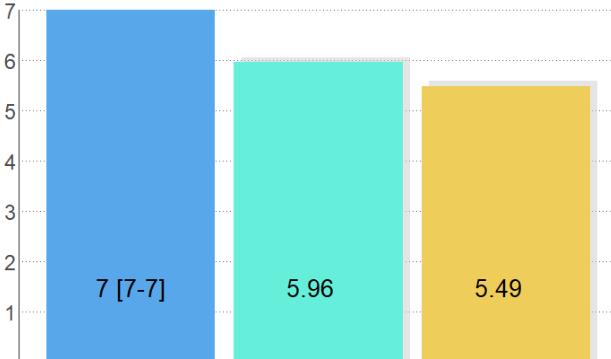
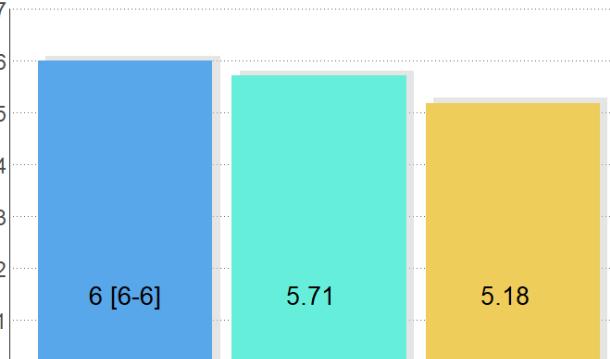


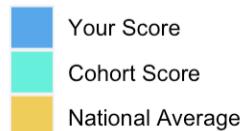
Resistance to Change

Routine Seeking	Emotional Reaction																
<p><i>The behavioral component - indicates an individual's inclination to adopt routines.</i></p> <p>Sample item:</p> <ul style="list-style-type: none">Once I've come to a conclusion, I'm not likely to change my mind. <table border="1"><thead><tr><th>Score Type</th><th>Score Value</th></tr></thead><tbody><tr><td>Your Score</td><td>2.4 [2-3]</td></tr><tr><td>Cohort Score</td><td>2.81</td></tr><tr><td>National Average</td><td>2.85</td></tr></tbody></table>	Score Type	Score Value	Your Score	2.4 [2-3]	Cohort Score	2.81	National Average	2.85	<p><i>An affective component - indicates the amount of stress and uneasiness induced by change.</i></p> <p>Sample item:</p> <ul style="list-style-type: none">When I am informed of a change of plans, I tense up a bit. <table border="1"><thead><tr><th>Score Type</th><th>Score Value</th></tr></thead><tbody><tr><td>Your Score</td><td>2.75 [1-5]</td></tr><tr><td>Cohort Score</td><td>3.03</td></tr><tr><td>National Average</td><td>2.85</td></tr></tbody></table>	Score Type	Score Value	Your Score	2.75 [1-5]	Cohort Score	3.03	National Average	2.85
Score Type	Score Value																
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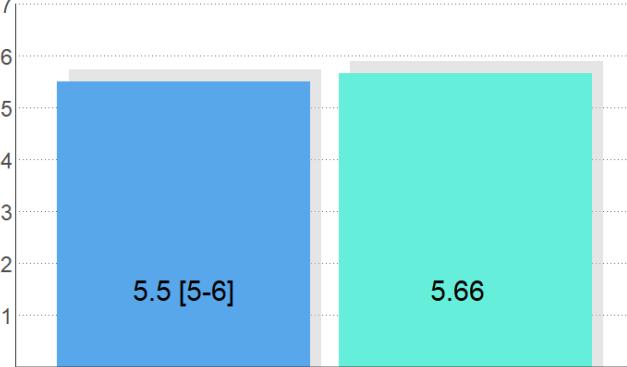
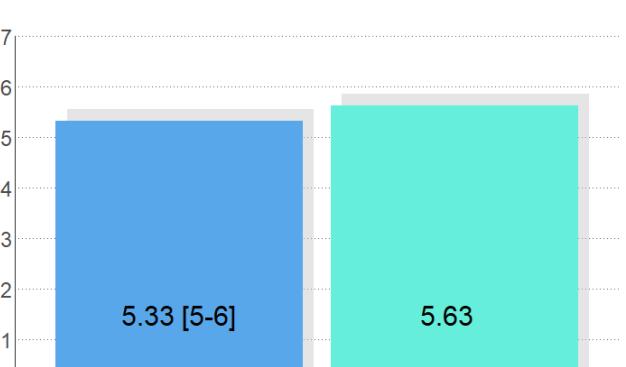
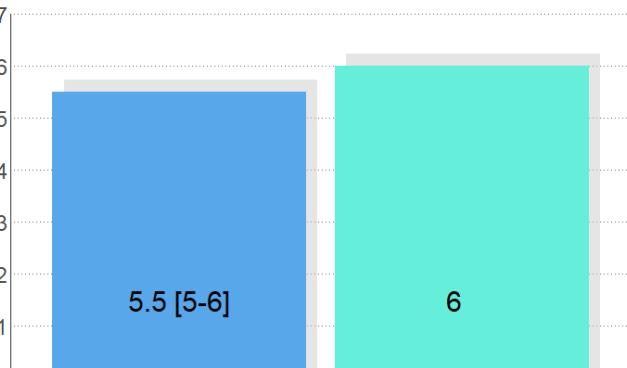
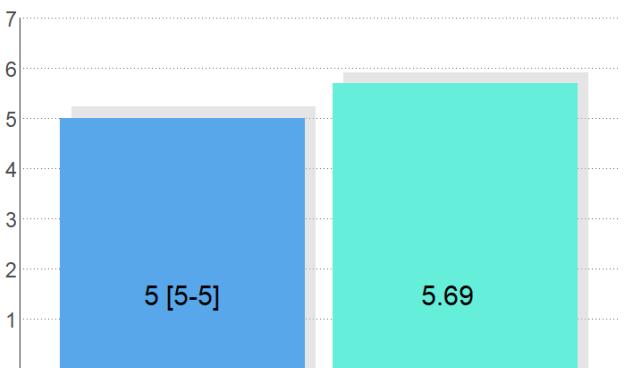


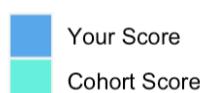
Attitudes

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.  <table border="1"><thead><tr><th>Score Type</th><th>Value</th></tr></thead><tbody><tr><td>Your Score</td><td>7 [7-7]</td></tr><tr><td>Cohort Score</td><td>5.96</td></tr><tr><td>National Average</td><td>5.49</td></tr></tbody></table>  <table border="1"><thead><tr><th>Score Type</th><th>Value</th></tr></thead><tbody><tr><td>Your Score</td><td>6 [6-6]</td></tr><tr><td>Cohort Score</td><td>5.71</td></tr><tr><td>National Average</td><td>5.18</td></tr></tbody></table>	Score Type	Value	Your Score	7 [7-7]	Cohort Score	5.96	National Average	5.49	Score Type	Value	Your Score	6 [6-6]	Cohort Score	5.71	National Average	5.18	<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.
Score Type	Value																
Your Score	7 [7-7]																
Cohort Score	5.96																
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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" style="margin-top: 10px; border-collapse: collapse; width: 100%;"> <tr><td style="width: 50%;">Your Score</td><td style="width: 50%;">Cohort Score</td></tr> <tr><td style="text-align: center;">5.5 [5-6]</td><td style="text-align: center;">5.66</td></tr> </table>	Your Score	Cohort Score	5.5 [5-6]	5.66	<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" style="margin-top: 10px; border-collapse: collapse; width: 100%;"> <tr><td style="width: 50%;">Your Score</td><td style="width: 50%;">Cohort Score</td></tr> <tr><td style="text-align: center;">5.33 [5-6]</td><td style="text-align: center;">5.63</td></tr> </table>	Your Score	Cohort Score	5.33 [5-6]	5.63
Your Score	Cohort Score								
5.5 [5-6]	5.66								
Your Score	Cohort Score								
5.33 [5-6]	5.63								
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" style="margin-top: 10px; border-collapse: collapse; width: 100%;"> <tr><td style="width: 50%;">Your Score</td><td style="width: 50%;">Cohort Score</td></tr> <tr><td style="text-align: center;">5.5 [5-6]</td><td style="text-align: center;">6</td></tr> </table>	Your Score	Cohort Score	5.5 [5-6]	6	<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" style="margin-top: 10px; border-collapse: collapse; width: 100%;"> <tr><td style="width: 50%;">Your Score</td><td style="width: 50%;">Cohort Score</td></tr> <tr><td style="text-align: center;">5 [5-5]</td><td style="text-align: center;">5.69</td></tr> </table>	Your Score	Cohort Score	5 [5-5]	5.69
Your Score	Cohort Score								
5.5 [5-6]	6								
Your Score	Cohort Score								
5 [5-5]	5.69								



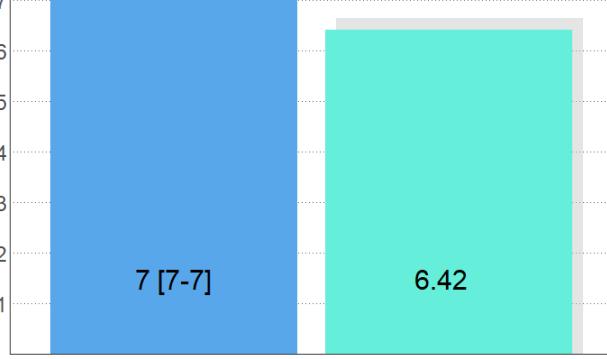
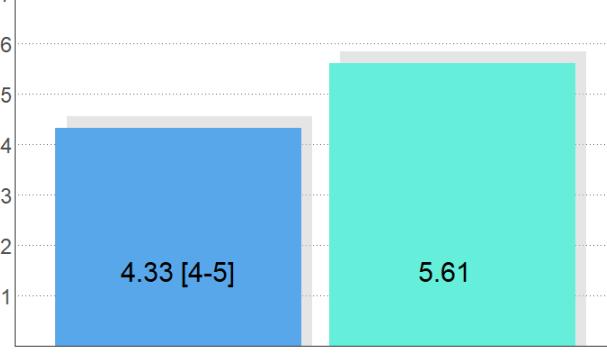
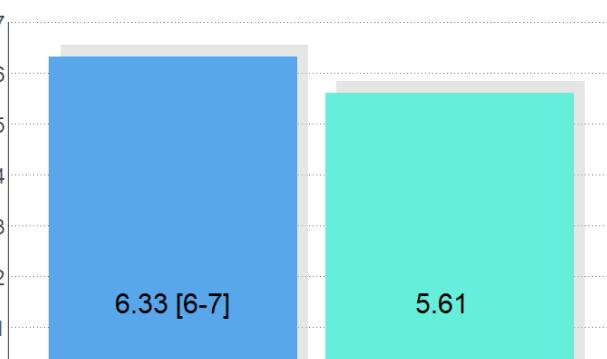
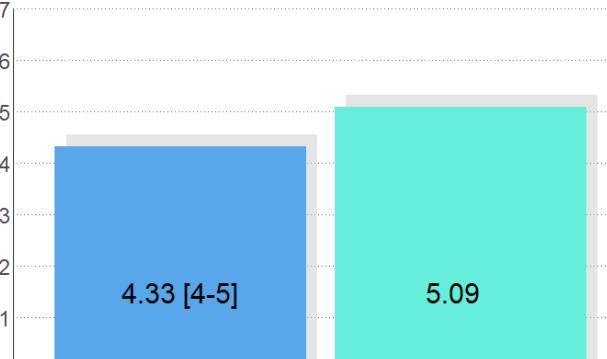
Reflections on Awareness

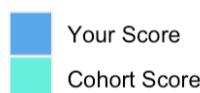
- A. Reflect on your scores. What do they mean? How important are these dimensions in your current position?
 - B. Do the scores fit your expectations? What surprises you?
 - C. How do these dimensions fit into your development plan? Do you want to develop these areas? How will you benefit from developing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

IV. Values-Focused Assessments

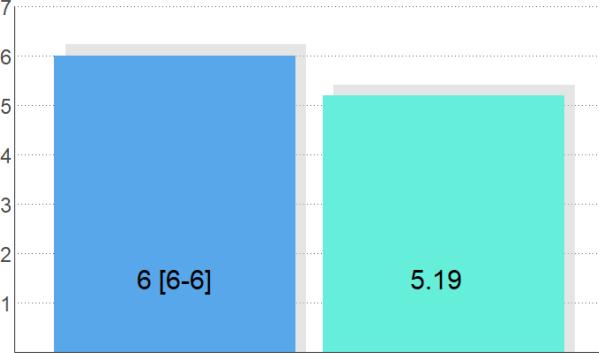
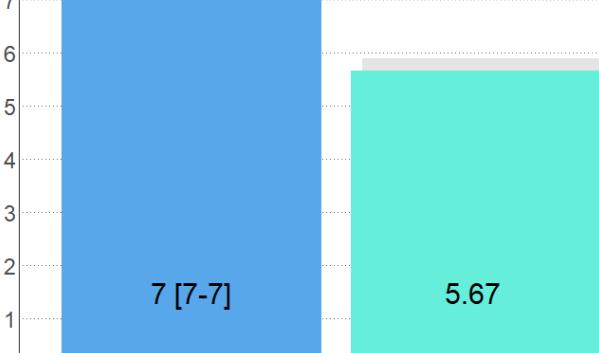
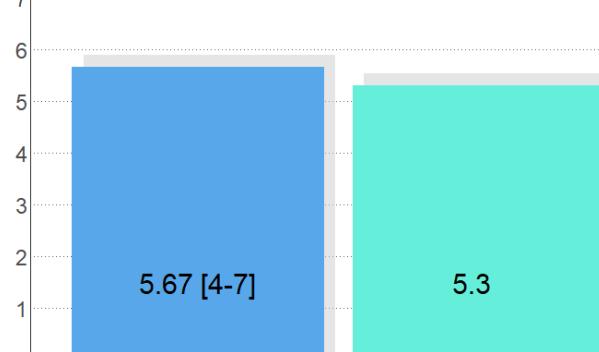


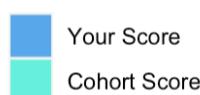
Values

Altruism	Pay												
<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>Count</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>6.42</td> <td>1</td> </tr> </tbody> </table>	Score	Count	7	7	6.42	1	<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>Count</th> </tr> </thead> <tbody> <tr> <td>4.33 [4-5]</td> <td>1</td> </tr> <tr> <td>5.61</td> <td>1</td> </tr> </tbody> </table>	Score	Count	4.33 [4-5]	1	5.61	1
Score	Count												
7	7												
6.42	1												
Score	Count												
4.33 [4-5]	1												
5.61	1												
<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>Count</th> </tr> </thead> <tbody> <tr> <td>6.33 [6-7]</td> <td>1</td> </tr> <tr> <td>5.61</td> <td>1</td> </tr> </tbody> </table>	Score	Count	6.33 [6-7]	1	5.61	1	<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>Count</th> </tr> </thead> <tbody> <tr> <td>4.33 [4-5]</td> <td>1</td> </tr> <tr> <td>5.09</td> <td>1</td> </tr> </tbody> </table>	Score	Count	4.33 [4-5]	1	5.09	1
Score	Count												
6.33 [6-7]	1												
5.61	1												
Score	Count												
4.33 [4-5]	1												
5.09	1												



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>Your Score</td> <td>6 [6-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.19</td> </tr> </tbody> </table>	Score	Count	Your Score	6 [6-6]	Cohort Score	5.19	<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>Your Score</td> <td>7 [7-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.67</td> </tr> </tbody> </table>	Score	Count	Your Score	7 [7-7]	Cohort Score	5.67
Score	Count												
Your Score	6 [6-6]												
Cohort Score	5.19												
Score	Count												
Your Score	7 [7-7]												
Cohort Score	5.67												
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>Your Score</td> <td>6 [6-6]</td> </tr> <tr> <td>Cohort Score</td> <td>5.63</td> </tr> </tbody> </table>	Score	Count	Your Score	6 [6-6]	Cohort Score	5.63	<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>Your Score</td> <td>5.67 [4-7]</td> </tr> <tr> <td>Cohort Score</td> <td>5.3</td> </tr> </tbody> </table>	Score	Count	Your Score	5.67 [4-7]	Cohort Score	5.3
Score	Count												
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Reflections on Values

- D. Reflect on your scores. What do they mean? How important are these dimensions in your current position?
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LEADERSHIP DEVELOPMENT PLANNING



DREXEL UNIVERSITY
LeBow
College of Business



MERCK

Anandani 26

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?
