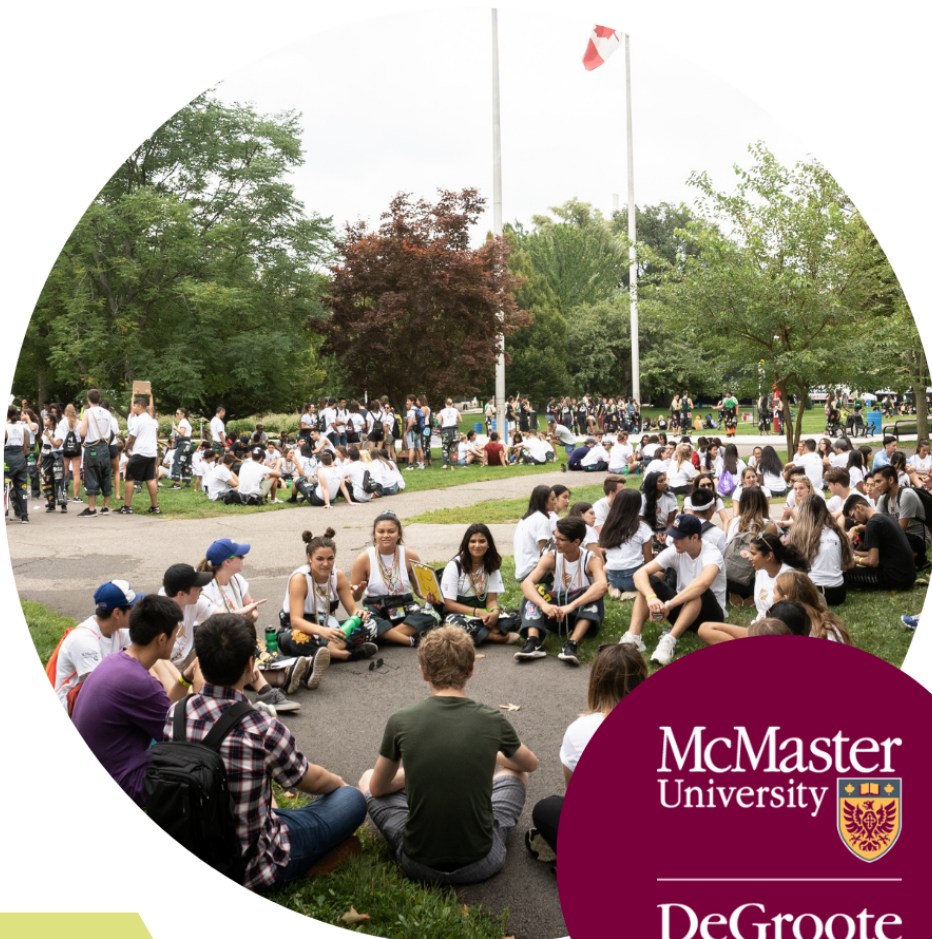


FALL 2023

IBH 1LD0 Leadership Assessment Report

Self-Assessment

Created For: Sample Student



McMaster
University



DeGroote
SCHOOL OF BUSINESS
EDUCATION WITH PURPOSE

Confidential

This individual leadership potential report is based on the answers you provided in the Leadership Assessment Survey.

Leadership in LD0



There are many skills, traits, and behaviours that allow leaders to be effective. During your time at DeGroote, we will dig deeper into how you can develop these attributes by following a three-stage approach to leadership development that includes **Self-Assessment, Self-Regulation, and Self-Development**. Your participation in a variety of leadership assessments throughout all years of the LD0 courses will provide the foundation for this developmental journey.



This year in 1LD0 we address the first stage of leadership development: **Self-Assessment**. **Self-Assessment** involves looking inward to assess how you see yourself on aspects of leadership that research has shown have real-world impacts on your potential to lead.

Leadership in IBH

This report contains your personalized leadership assessment based on the answers you provided in the IBH 1LD0 leadership survey. Each survey was specifically chosen to assess your current experience, understanding, and/or skill level relative to the objectives of the IBH Program:

1. Train collaborative, mindful and passionate leaders that can envision, inspire and lead sustainable organizations. These will be individuals who will seize upon opportunities for social change that creates value for stakeholders.
2. Prepare students to become global citizens that are both emotionally and culturally intelligent and are deeply engaged with their communities.
3. Educate future business leaders that are not only equipped with cutting-edge expertise and knowledge but are also independent thinkers and life-long learners.
4. Cultivate students' unique individual virtues and competencies, including leadership behaviours framed by empathy, sensitivity to societal value and legacy impact of decisions.
5. Provide students with an exceptional curriculum in combination with crucial and applicable skills, such as critical thinking and collaborative problem solving, and with a focus on the global marketplace.

Navigating Your Leadership Journey

Each of these program objectives is relevant to a different aspect of your leadership development. It is important to emphasize that there are no good/bad or right/wrong scores for any of the surveys you completed. Your scores are a reflection of where you are, or where you see yourself to be, at the current moment.

Research has shown that leadership develops over time and that it can be aided by training—and importantly, that different situations require different approaches to the various aspects of leadership. The goal of leadership programming in IBH is to help you identify the type of leader you want to be, and to provide you with the feedback and tools required to grow your leadership.

You will discuss this report during your 1:1 Leadership Session with the Leadership Coordinator.

Take time to consider the question prompts before each graph and to carefully read the introduction to each survey report.

Again, there are no good or bad scores in this report; this report is a tool to help you understand where you are on your leadership journey, and where you want to go.

If you have any questions or concerns about the results in this report before your 1:1 Leadership Session, please contact the Leadership Coordinator (Lisa Lorentz, lorentlm@mcmaster.ca).

Leadership Experiences & Beliefs



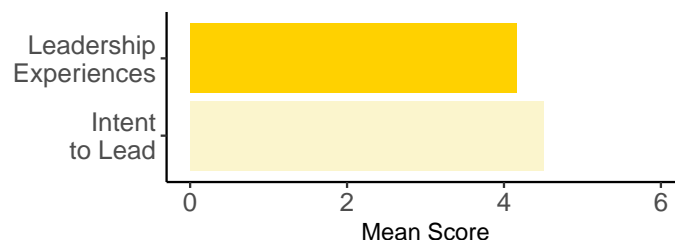
Leadership Experiences and Intent

Research has shown that past (and for you, very much current!) experiences are related to your chances to evolve as an effective leader. How often are you the person who volunteers to lead activities, is involved in school clubs, takes on leadership roles, etc.?

These engagements represent your motivation to lead and your beliefs in your ability to lead others. Does leading others energize you? Do you like to be the one who sets the direction? Are you the one who looks for opportunities to lead?

We assessed this using two instruments. First, we simply asked you about your previous leadership experiences. Second, we asked you about the extent to which you plan to engage in leadership roles during your time at McMaster.

Your scores vary on a scale from 1 to 6, where 1 is the low-end score and 6 is the high-end score. Personality scores distribute normally so that most of you will have scores in the middle (3-4). Because of the continuous nature of the scales, even if your score falls somewhere in the middle, it is easier to understand it in terms of its distance from the endpoints. For example, if you scored 3.9 you are in the middle but leaning towards the high end of the scale.



Your Results

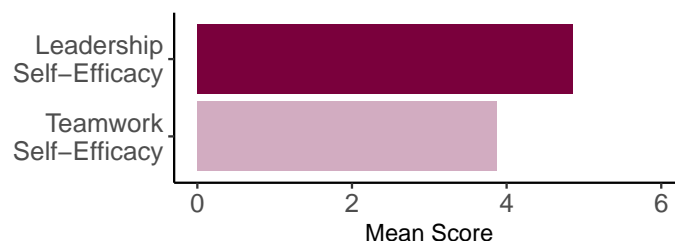
The **Leadership Experiences** scale varies between: 1) indicating that you have had limited experience in leadership roles, and 6) that you have had a lot of leadership experience. Leadership activities include directing others, participating in school political clubs, and influencing others in high school or at university. Given your age, you are less likely to have had many leadership experiences; this may also vary based on programs available at your previous school, etc.

The **Intent to Lead** scale taps your plans to take on leadership roles during your time at McMaster. This scale, also varies from 1) unlikely to take on leadership roles to 6) very like to pursue leadership).

Leadership and Teamwork Beliefs

Our beliefs about how successful we will be when we do something often become a self-fulfilling prophecy—if you believe you will be an effective and confident leader, you will act as a confident and effective leader.

We measured two beliefs: **Leadership Self-Efficacy**, which is the extent to which you believe in your ability to emerge as a leader, and **Teamwork Self-Efficacy**, which is how you perceive your ability to engage in certain teamwork behaviours, such as keeping your team on topic.



Your Results

Both scales vary between: 1) indicating that you have limited confidence in your abilities, and 6) that you strongly believe you can be an effective leader or team member.

Values

Our Values serve as an internal compass that guides how we understand and interact with the world around us. We use our Values to evaluate actions, people, policies, and events as good or bad, worth doing or avoiding, etc. Our Values can motivate us to act in certain ways or pursue specific goals—even though we are typically not consciously aware of their influence over us.

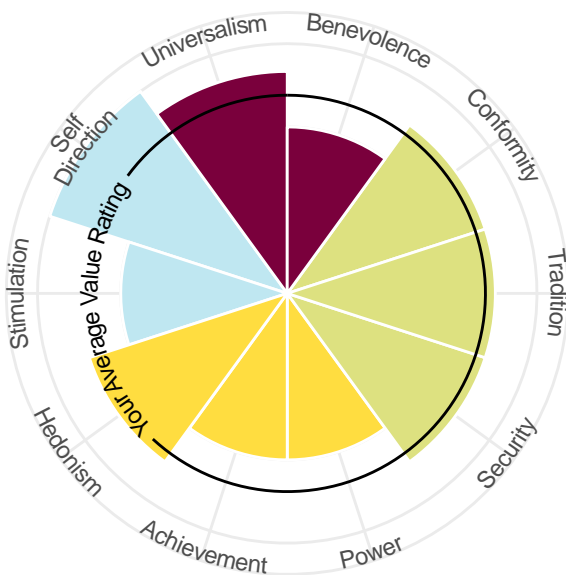
Research has identified a set of Universal Values that influences each of us: *Self-Direction*, *Power*, *Universalism*, *Achievement*, *Security*, *Stimulation*, *Conformity*, *Tradition*, *Hedonism*, *Benevolence*.

What makes us each unique is how important we view each Value relative to each other Value. In any given situation we will be influenced/motivated by a variety of Values, and their relative influence will reflect their relative importance to us. The graph below depicts the relative importance of each of these Values to you.



Values Circumplex. The Universal Values can be depicted on a circumplex, with Values closest to one another most related and grouped into a category, and Values opposite one another least related and grouped into an opposing category.

Your Values



Self-Transcendence Values: motivation to put others' needs before your own needs

- **Universalism:** understanding, appreciation, tolerance, and protection for the welfare of all people and for nature
- **Benevolence:** preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group')

Self-Enhancement Values: motivation to fulfill our own needs

- **Power:** control or dominance over people and resources
- **Achievement:** personal success through demonstrating competence according to social standards
- **Hedonism:** pleasure or sensuous gratification for oneself

Conservation Values: motivation for things to stay the same

- **Security:** safety, harmony, and stability of society, of relationships and of self
- **Conformity:** restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms
- **Tradition:** respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides

Openness to Change Values motivation to explore and create new ways of doing

- **Self-Direction:** independent thought and action, expressed in choosing, creating and exploring
- **Stimulation:** excitement, novelty, and challenge in life

Interpreting Your Values

Your Average Value Rating reflects the average of all of your Value scores. You can use this as a baseline:

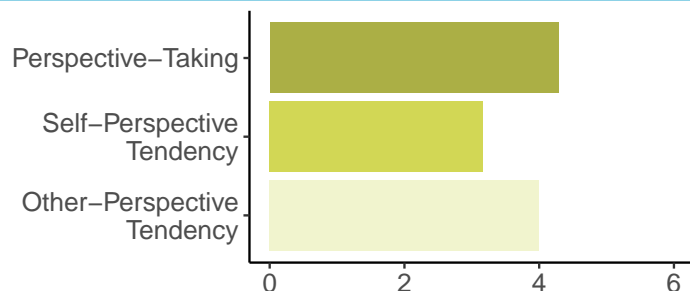
- Values higher than **Average Value Rating** are most relevant to you
- Values lower than **Average Value Rating** are least relevant to you

Remember: your Value scores are relative—it's not about the number on the scale, it's about how the Value compares to the scores you gave other Values

Perspective-Taking & Prosocial Motivation

Perspective-Taking is the process of imagining the world from someone else's point of view. You might have heard the saying to "put yourself in someone else's shoes" as a way to describe Perspective-Taking. It involves trying to understand another person's thoughts, motives, and feelings, and helps us to adapt to our environments.

Your Perspective-Taking



Perspective-Taking: represents your confidence in your ability to accurately take the perspective of another person

Self-Perspective Tendency: represents how likely you are to use your own experiences and understanding of the world when evaluating a situation—this can sometimes lead to an incorrect understanding of someone else's perspective, especially when they have different lived experiences than we do

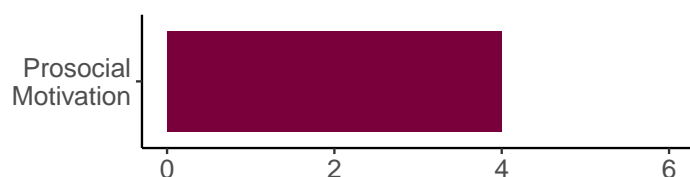
Other-Perspective Tendency: represents how likely you are to try to take on the other person's psychological perspective when attempting to understand a situation

Your Results

Above is how you rated yourself on a variety of aspects related to Perspective-Taking. Each rating falls on a Scale from 1 to 6, with 1 meaning that you rated yourself as unlikely or unable to engage in that aspect, and 6 being high confidence and likelihood that you engage in that aspect.

Prosocial Motivation is the desire to protect and promote the well-being of others. Prosocial Motivation has been shown to influence the performance of teams. We measured your Prosocial Motivation by asking a series of questions related to the construct, and calculated your Prosocial Motivation Score.

Your Prosocial Motivation



We can all agree that helping others is a positive attribute—however, helping others too often, and at the expense of yourself and your own goals, can have many detrimental effects, including feeling burnt out.

One way to combat this is to distinguish prosocial motivation (and the very related concept of generosity) from three characteristics that are often associated with it, but do not need to be:

- **Timidity:** being generous does not mean that you cannot be assertive
- **Availability:** you can be generous and still set limits on your availability
- **Empathy:** using perspective-taking to gain an objective understanding of a situation can sometimes be more helpful than the emotionally intense feeling of empathy

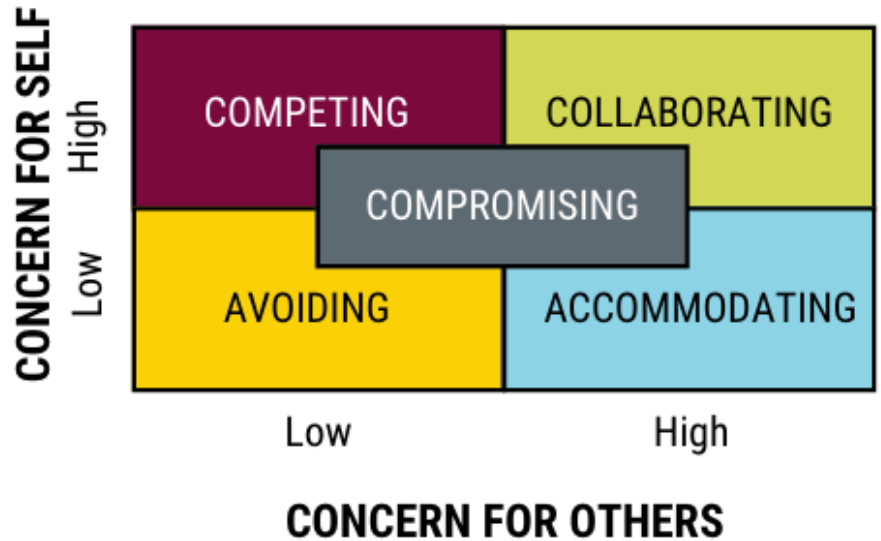
Your Results

Above is how you rated your Prosocial Motivation on a scale from 1 to 6. 1) You are not strongly motivated by the opportunity to help others, and 6) you are strongly inclined to help others and are energized by it.

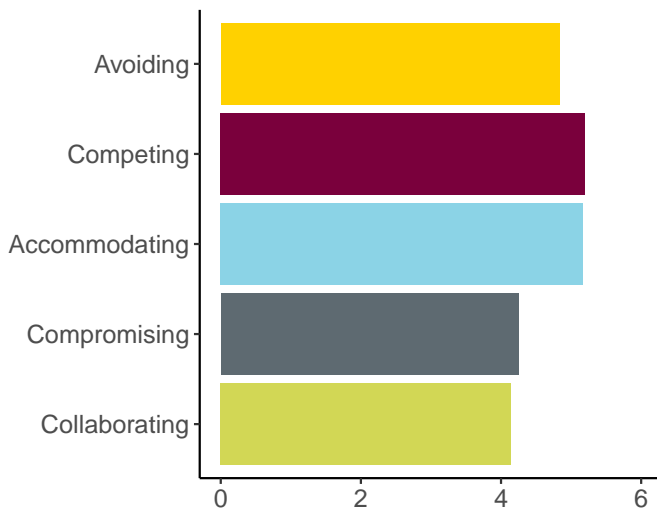
Conflict Management

The ability to effectively resolve conflict is critical to success in leadership roles. Research has demonstrated that each of us has a “go-to” conflict management style. This style is influenced by two factors: concern for self, and concern for others.

Concern for self is how likely we are to prioritize attempts to satisfy our own needs during negotiations, and concern for others is our propensity to attempt to satisfy the needs of others. The relative weighting of these two factors leads to our default conflict resolution style: Avoiding, Accommodating, Competing, Compromising, or Collaborating.



Your Conflict Management Style



Your Results

Conflict management styles are influenced by the situation we are in, but it is important to understand our “go-to” style, and why we have it.

Your results for each conflict management style are on a scale from 1 to 6, where 1) means that you do not identify with that style, and 6) being you are very likely to engage in that style when you encounter conflict.

Avoiding: involves ignoring the conflict or removing it, such as by removing conflicting team members from a project. This can be effective if parties need to “cool down”, but avoiding conflict indefinitely often leads to more and bigger issues down the line.

Competing: involves one party’s refusal to compromise and in the end gets their way. This tactic often leads to lowered morale and productivity, and should be used sparingly, such as on tight timelines or when morals are involved.

Accommodating: involves letting the other side “win” by putting their needs before your own. It can be helpful when there is a small conflict and your energy is best used elsewhere, or if you think you may be wrong. But it is important to check in with whether you are Accommodating for the right reasons.

Compromising: results when both sides must “give-in” on some of their wants to reach a solution. Although compromising often has a positive connotation, continuously compromising can actually lead to resentment, and should not be your most-used tactic, but rather should be reserved for tight timelines.

Collaborating: is seen as the most effective tactic, but it also the most difficult to master and often requires a long timeline to do well. Unlike with Compromising, when Collaborating all parties have their needs satisfied and relationships are preserved. This is the only tactic that requires true negotiation.

Academic Motivators

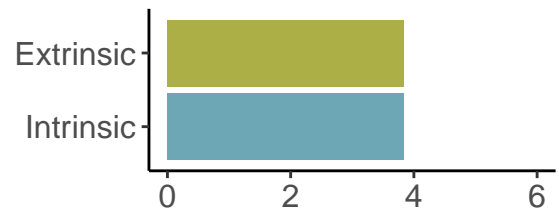
Research has shown that our **Motivations** for doing a task influence how we actually go about doing that task, including our success and persistence with the task. We measured your motivation for attending University, which is related to your motivation for learning in general, including your motivation to learn about leadership development.

Types of Motivation

There are two broad categories for motivation: **Intrinsic Motivation** and **Extrinsic Motivation**.

When we are **Intrinsically Motivated** to do something, it means that we are motivated to do the task because we enjoy doing the task itself. This might be the motivation to attend a class about Leadership because you really enjoy the content or the professor's teaching style.

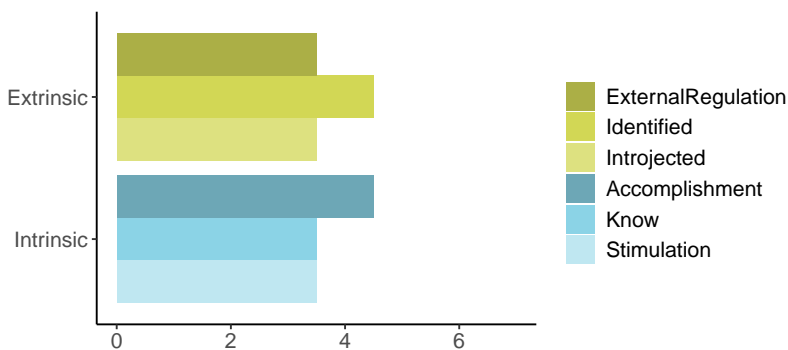
We are **Extrinsically Motivated** when we are engaging with a task because it is a means to an end—we are motivated by outside outcomes, rather than by the satisfaction of doing the task itself, such as being motivated to go to a Leadership class because you know you need to attend to get a good grade, or to put the class on your resume.



Your Overall Motivation Results

Above are your results for your overall Extrinsic and Intrinsic Motivations. Both Motivations are on a scale from 1-6, where 1 means that you are not motivated by that factor, and 6 meaning that you are highly motivated by that factor.

A Deeper Examination of Motivations



Your Results

Like your Overall Motivation results, these individual Motivations are on a scale from 1-6, where 1 means that you are not motivated by that factor, and 6 meaning that you are highly motivated by that factor.

External Regulation: refers to motivation to meet an external constraint, such as studying to do well on a test

Introjection: refers to motivation resulting from how things have gone previously, such as studying for a whole week before a test because this led to a higher grade in the past

Identification: refers to motivation to gain something of value to your identity, such as studying for a test because you believe that this is what good students do, and you want to be a good student

Accomplishment: refers to the satisfaction derived from creating or accomplishing something new

To Know: refers to the satisfaction derived from learning something new

Stimulation: refers to the satisfaction derived from cognitive engagement in stimulating discussions, or reading stimulating material

Leader Identity

The goal of this report is to get you thinking about how you see yourself on traits, behaviours, and motivations that research has shown are important for leadership.

A wholistic way to visualize how you see yourself as a leader is by how you answered the following question. You were asked to use the image below to identify how much you feel that your personal characteristics and qualities (blue circle) overlap with those of a leader (orange circle).

If you find yourself thinking about what next steps to take on your leadership journey, think about how you can take the knowledge you gained from this report and apply it to your leadership—in other words, how can you begin to bring these two circles closer together?

Your Leader Identity

Your Results

The amount of **overlap** between the two circles represents how clearly you are able to construe (or see yourself) as a leader, which a larger overlap meaning that you more confidently identify as a leader.

Choosing a **smaller overlap** signifies that you are less able to see yourself as a leader, because you see a leader as having a repertoire of skills and traits that you do not possess.

Choosing a **large overlap** between the two circles means that you recognize that the unique qualities and characteristics you have can benefit you as a leader.

