



## Individual Report Created For: *Ejiye Ibhawoh*

This is the individual report about your leadership potential based on the answers you provided in the online surveys. Each survey was specifically chosen to assess your current experience, understanding, and/or skill level relative to the objectives of the IBH Program, which are listed below:

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 behaviors 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.

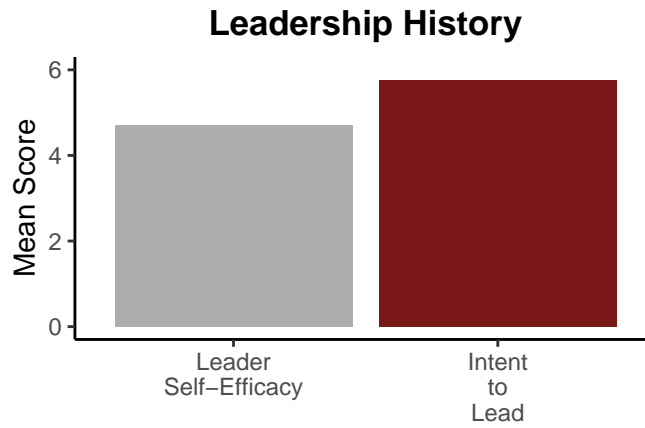
Each of these program objectives is relevant to a different aspect of your leadership development. **It is important to emphasize that there are no good/bad or right/wrong scores for any of the surveys you completed.** Your scores are a reflection of where you are, or where you see yourself to be, at 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 provide you with knowledge about the various influences on leadership efficacy, as well as to provide you the tools to be able to assess situations to identify what type of leadership is required, and to successfully engage in those leadership behaviours.

You will discuss this report during your 1:1 Leadership Session later this semester. 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.

## Past Experiences and Leadership Self-Efficacy

Research has shown that past (and for you, very much current!) experiences, beliefs, and intentions 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.?

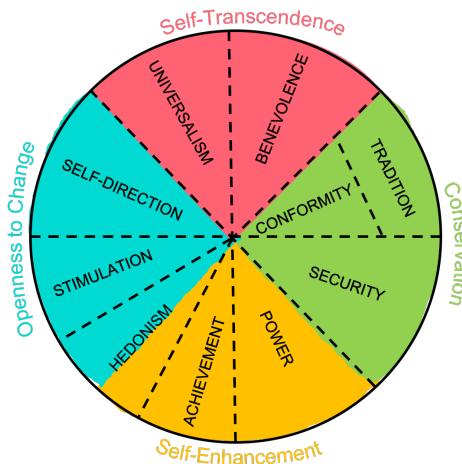
We assessed this using two instruments. First, we asked you about the extent to which you believe in your ability to emerge as a leader, and calculated your *Leader Self-Efficacy Score*. Second, we asked you about your intentions to lead, and calculated your *Intent to Lead Score*. Research has shown that all of these scores are related to how likely you are to emerge as a leader.



## Values

Research has shown that there are core values that influence humans across all cultures. How high or low we weight these values relative to one another influences our emotions, motivations, and behaviours, and consequently, our interactions with others. We measured your tendency toward a number of basic values: *Self-Direction, Power, Universalism, Achievement, Security, Stimulation, Conformity, Tradition, Hedonism, Benevolence*.

These values are related to two bipolar dimensions: Openness to Change vs. Conservation, and Self-Enhancement vs. Self-Transcendence. Openness to Change refers to placing importance on independence of thought, and Conservation refers to placing importance on preservation/resistance to change. Self-Enhancement refers to the pursuit of self interests, and Self-Transcendence refers to the pursuit of welfare of all. The values can be defined by how they relate to these two bipolar dimensions.



**Descriptions of each of the specific values are listed below:**

*Self-Direction* is our desire for independent thought and action, related to our need for mastery.

*Stimulation* is our need to maintain a positive level of activation through novelty/challenge in life.

*Hedonism* is our desire to seek pleasure and/or gratification.

*Achievement* is our desire to be competent in skills and tasks.

*Power* is our desire for social status and dominance of people and/or resources.

*Security* is to our need for stability/harmon at the group level and the individual level.

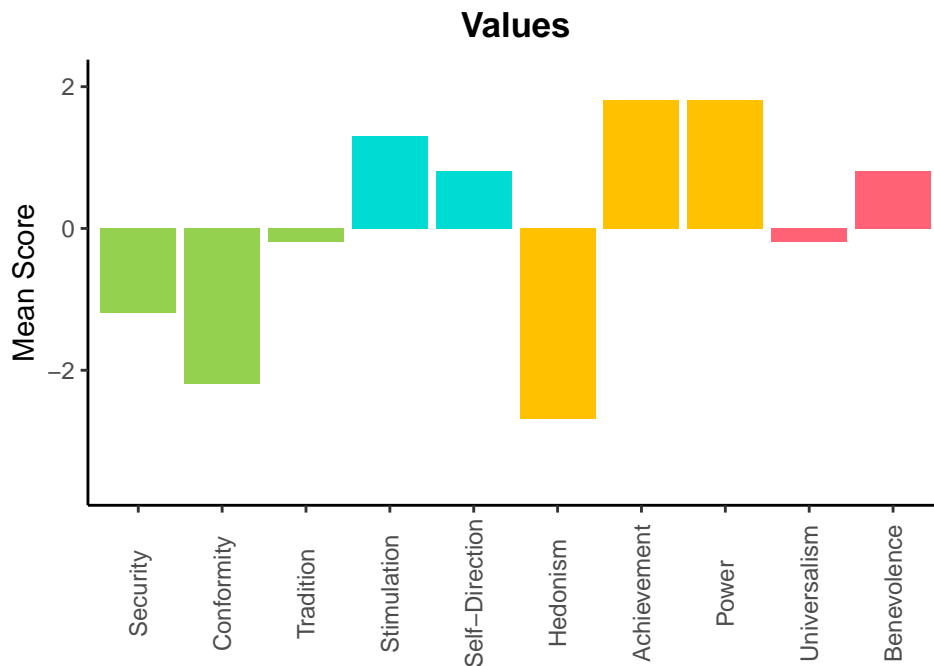
*Conformity* is avoiding actions that go against social norms.

*Tradition* is respect for and commitment to cultural and/or religious customs.

(Note that Tradition is opposite Stimulation and Self-Direction, because seeking challenge/change is at odds with maintaining Tradition).

*Benevolence* is preserving and enhancing the welfare of our “in-group”.

*Universalism* is a commitment to and belief in welfare for all individuals and nature.

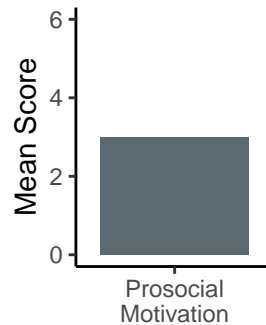


Positive values signify that you prioritize that value more than the other values. Similarly, negative values signify that you prioritize that value less than the other values.

## Prosocial Motivation

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*.

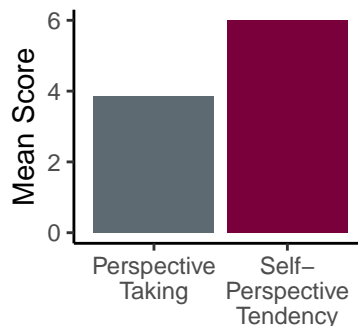
How do you feel that the concept of prosocial motivation is related to leadership? Do you think that there are different aspects of prosocial motivation? Do you think that the relationship between prosocial motivation and leadership differs across different situations? Why or why not?



## Perspective-Taking

Leaders constantly interact with others. Research has shown that our ability to take on someone else's perspective (related to the concept of empathy, or, being able to "put yourself in someone else's shoes") influences others' responses to us and our behaviours. This influences our relationship with them, our relationships with our teams, and consequently, our team's performance.

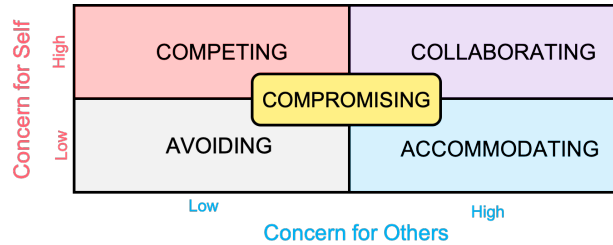
We assessed your perspective-taking using two different measures. The first is a general perspective-taking scale: how well do you feel that you can understand or take on the perspective of others? This is your *Perspective-Taking Score*. The second is your *Self-Perspective Tendency* score. This measure looks at how likely you are to use your own values and understanding of the world to interpret the experience of others. Are your two score values similar or different? What might this mean? What implications does this have for your leadership journey? How might this relate to the idea of Inclusive Leadership (i.e., guided by principles of Equity, Diversity, and Inclusion)?



## Conflict Management Style

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.

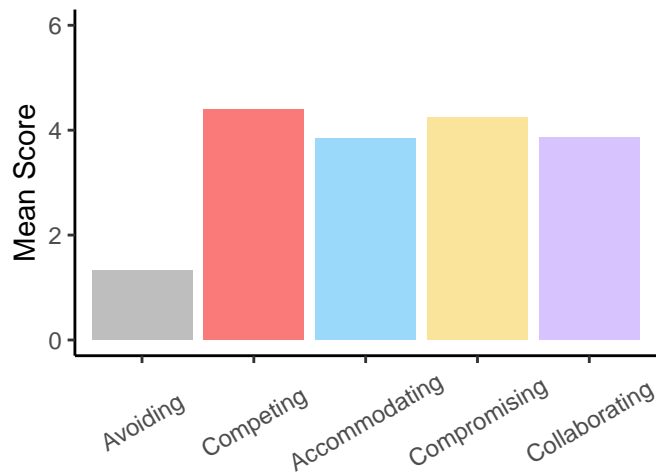
Concern for self is how likely we are to prioritize attempts to satisfy our own needs during negotiations, and concern for others is our propensity to attempt to satisfy the needs of others. The relative weighting of these two factors leads to our default conflict resolution style: *Avoiding*, *Accommodating*,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



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. Research has demonstrated that the collaborating style is often the most productive and effective style, as it is where negotiation happens (i.e., both parties are happy with the result). But it is also the most difficult style to master.

Is your score for one conflict style higher than the others? This is your “go-to” style. Do you have similar scores across a couple of conflict styles? What might this mean? Are you surprised by your results? If so, why? Can you think of situations in which certain conflict management styles might be more effective?

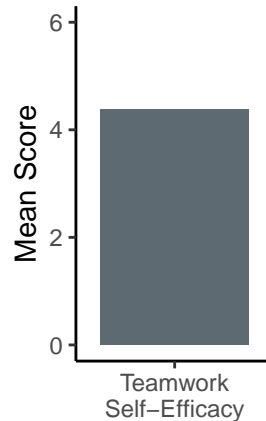
## Conflict Management Style



## Teamwork Self-Efficacy

Without teams, there are no leaders. Research has shown that the ability to engage in certain teamwork behaviours is related to performance outcomes of the group. Here, we measured your teamwork *self-efficacy*—that is, how *you* perceive *your* ability to engage in certain teamwork behaviours.

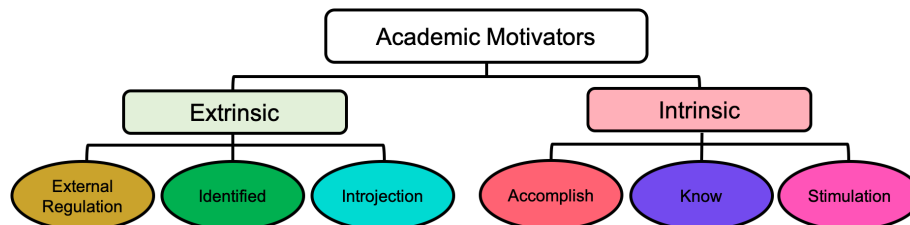
How does your *Teamwork Self-Efficacy Score* match or mismatch with your overall perception of yourself as a leader? Why do you think there is a match or mismatch?



## Academic Motivation

Research has shown that the motivation behind why we do things influences outcomes when we engage in these things, including performance on, and persistence with, a given task. We measured your motivation for attending University, which is related to your motivation for learning in general.

There are two broad categories for motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to engaging in something because of the pleasure and satisfaction we feel as a result of doing the task. Extrinsic motivation refers to engaging in something because it is a means to an end—we are motivated by outside outcomes, rather than by the satisfaction of doing the task itself.

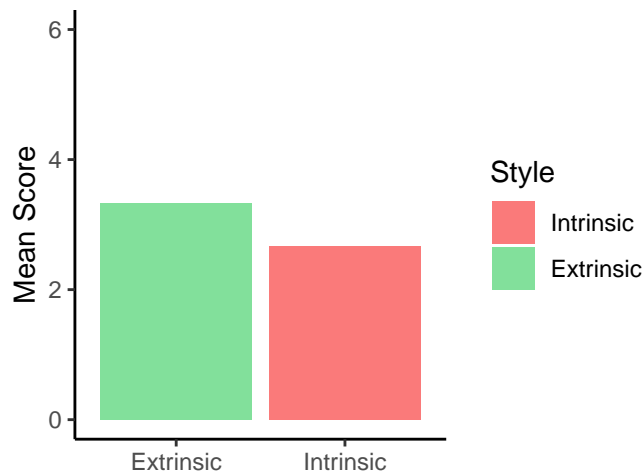


These two broad categories can be further broken down. Intrinsic motivation can be broken down into: motivation *to know*, *to accomplish*, and *to experience stimulation*. Motivation to know refers to the satisfaction derived from learning something new. Motivation to accomplish refers to the satisfaction derived from creating or accomplishing something new. And, finally, motivation to experience stimulation refers to the satisfaction derived from cognitive engagement in stimulating discussions, or reading stimulating material.

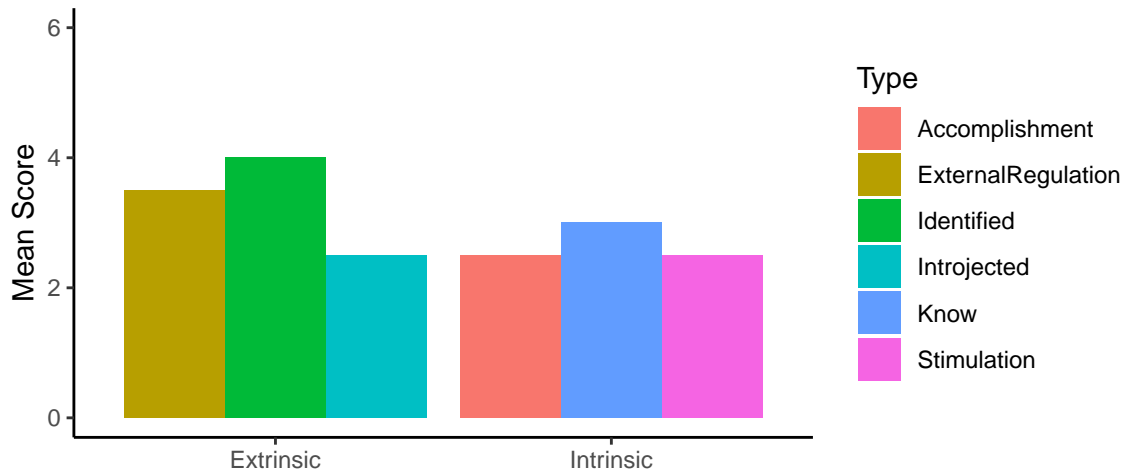
Extrinsic motivation can be further broken down into: *external regulation*, *introjection*, and *identification*. External regulation refers to engaging in a behaviour to meet an external constraint, such as studying to do well on a test. Introjection refers to engaging in a behaviour based on how it worked out in the past, such as studying for a whole week before a test because this led to a higher grade in the past. Finally, identification refers to engaging in a behaviour because you believe that it has value to you. For example, studying for a test because you believe that this is what good students do.

Are you more intrinsically motivated or extrinsically motivated? What about the subscales within each broad category of motivation? Are you surprised by any of these results? How might knowing this information help you in your leadership journey?

### Overall Academic Motivators



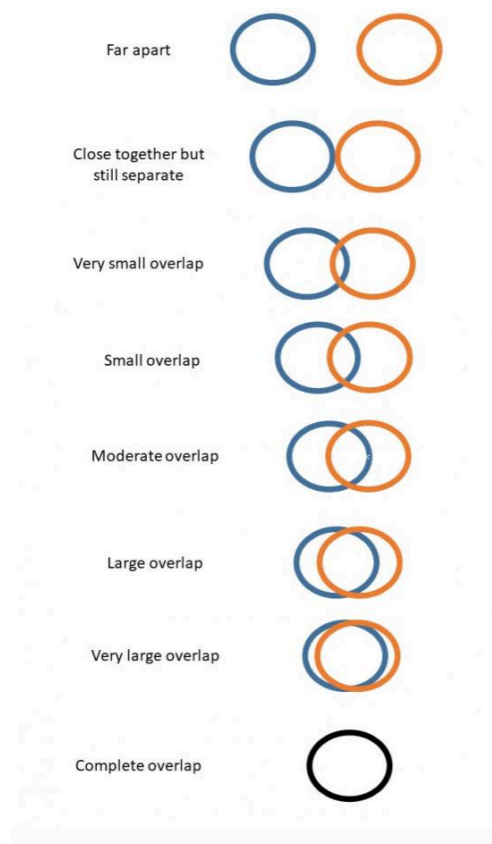
### Specific Academic Motivators



## Leader Self-Concept

You were asked to use the image below to identify how much you feel that your personal characteristics (blue circle) overlap with those of a leader (orange circle).

You answered: **Very large overlap**



Has this changed since completing the assessment?