



Leadership Self-Assessment

Graduate degrees prepare USask students for a wide variety of professional contexts. Project Management is one of six competencies you will develop. This professional skill requires individuals to demonstrate effectiveness in:

Leading with humility, empathy, and a strengths-based approach

- Leading humility is about having the curiosity to ask others about their realities and the courage to discuss differences with compassion¹. Leading with empathy fosters trust and open communication, enabling leaders to better understand and support their team's needs. A strengths-based approach capitalizes on individual talents, promoting engagement and productivity. Together, they create a positive work environment, driving both individual growth and organizational success.

Using strategic thinking strategies to achieve desired results

- Strategic thinking helps individuals identify opportunities, anticipate challenges, and develop plans to achieve goals. Strategic thinking enables individuals to think critically, make informed decisions, and adapt to changing circumstances, leading to better outcomes and increased success.

Providing, receiving, and reflecting on essential constructive feedback

- Constructive feedback is essential because it helps individuals identify areas for improvement, enhances self-awareness, promotes continuous learning, and supports achieving desired results. Effective feedback and communication builds trust, increases accountability and encourages positive change, leading to professional growth and success.

Actively counteracting systems of inequality

- Being a leader in actively counteracting systems of inequality means leveraging personal influence to challenge unjust systems. This includes educating others about inequality, advocating for fair policies, amplifying marginalized voices, challenging biases, and continually learning and reflecting to promote social justice. Leadership is less about title, more about action and influence.

This self-assessment tool is intended to support your ability to identify where your current level of skill resides and what you might do to improve your skill in this area. Each person has unique goals and prior experiences. As such, there are multiple examples of evidence you might have to support competency within each category.

¹ <https://teaching.usask.ca/strategies/inclusive-and-culturally-responsive-teaching.php#Keyterms>



**Leading with humility, empathy, and a strengths-based approach**

Indicate with an ✓ on the line below, where you currently have evidence.

Exploring**Implementing**

I can describe different personality types, learning styles, and work styles, and understand that each team member (including a boss or supervisor) may have unique strengths and needs.

I can identify my own strengths and offer to support the needs of other team members (including a boss or supervisor) where my strengths will be useful.

I regularly check in with team members (including a boss or supervisor) about their workload and stress levels so I can offer support. I advocate for team roles to be collaboratively decided based on individual strengths and needs in alignment with common goals.

I have evidence of open communication with team members (including a boss or supervisor) to seek out members' strengths and needs. I have used that knowledge to leverage individual and team success, including but not limited to making changes to ease stress or improve the work environment.

Identify any examples of evidence that you could provide:

- ☐ Regularly check in with team members (including a boss or supervisor) about their workload and stress levels.
- ☐ Provide support, offer resources, or make changes to ease stress or improve the work environment.
- ☐ Adjust team processes to better suit the needs and strengths of the team members (including a boss or supervisor).
- ☐ Implement regular feedback sessions with team members (including a boss or supervisor) to better understand their perspectives, strengths, and needs.
- ☐ Demonstrated responsiveness to team members emotions, strengths, and needs (including those of a boss or supervisor).
- ☐ Other _____

Use strategic thinking strategies to achieve desired results

Indicate with an ✓ on the line below, where you currently have evidence.

Exploring**Implementing**

I understand the significance of aligning individual goals with organizational objectives for personal, professional, and organizational success.

I consistently assess my personal and professional long-term goals, potential obstacles, and various options for success.

I consistently prepare myself to respond to potential challenges or changes in structures that may impact future success.

Through my preparedness and flexibility, I have demonstrated competence in making informed decisions and adapt to changing circumstances to maintain attainment of desired results.

Identify any examples of evidence that you could provide:

- ☐ Positive testimonials that can attest to your ability to plan, align efforts with broader objectives, anticipate challenges, and devise effective strategies.
- ☐ Demonstrate occasions where your foresight has allowed the team or organization to avoid potential pitfalls or capitalize on opportunities.
- ☐ Examples of scenario planning such as using case studies to imagine different future states and develop plans to address each scenario.
- ☐ Examples of decision making that aligned to an organization's mission, vision, and strategic objectives to attain desired results.
- ☐ Evidence of situations where you anticipated potential problems or needs, took initiative to address them before they became larger issues.
- ☐ Other _____

Provide, receive, and reflect on constructive feedback to achieving desired results

Indicate with an ✓ on the line below, where you currently have evidence.

Exploring**Implementing**

You consistently ask for feedback and make personal adjustments as necessary.

You make efforts to give constructive meaningful feedback when asked and receive feedback regularly.

I consistently model receiving feedback effectively, active listening, non-defensive responses, and using feedback for self-improvement into your regular practice.

You advocate for and model a feedback culture in your team or organization and give and receive feedback regularly.

Identify any examples of evidence that you could provide:

- ☐ Evidence of self-initiated actions taken as a result of receiving feedback, such as attending training, seeking coaching, or making changes in work routines or behaviors.
- ☐ I have collected feedback from others about my ability to provide clear, specific, actionable feedback in a respectful and helpful manner
- ☐ I have led or participated in structured feedback sessions (like 360-degree feedback processes)
- ☐ Other _____

**Actively counteracting systems of inequality**

Indicate with an ✓ on the line below, where you currently have evidence.

Exploring**Implementing**

Recognizes personal privileges and the ways they interact with systemic inequalities.
I am aware of the biases, underlying beliefs and values, assumptions, and stereotypes that inhibit opportunity in work and learning environments.

I have identified areas of personal responsibility to address systems of inequality.
I actively seek out diverse perspectives on systemic inequalities.

I consistently bring attention to systemic inequality issues.
I have established a plan to address the biases, underlying beliefs and values, assumptions, and stereotypes that inhibit opportunity in work and learning environments.

I have established and am taking a sustainable commitment to counteracting systemic inequalities and influencing others to do the same.

Identify any examples of evidence that you could provide:

- ☐ Examples of using influence to bring about change in policies or practices that perpetuate systemic inequalities.
☐ Involvement in initiatives that address systemic inequalities.
☐ Examples of strategies used to amplify the voices of people who are often marginalized or omitted within a system or organization.
☐ Speaking out about systemic inequalities in formal and informal discussions.
☐ Other _____

Choose one area you would like to focus on to increase your skill and/or build evidence of this competency.

Leadership Elements	Area of focus
Leading with humility, empathy, and a strengths-based approach	<input type="checkbox"/>
Use strategic thinking strategies to achieve desired results	<input type="checkbox"/>
Provide, receive, and reflect on constructive feedback that is essential to achieving desired results	<input type="checkbox"/>
Actively counteracting systems of inequality	<input type="checkbox"/>

Personal action plan to increase your competency in leadership: