

Personal leadership development plan

Business



Personal Leadership Development Plan Ivan F Rodriguez University of Phoenix Abstract This leadership development plan (LDP) is tailored for its author and is not a research paper in the traditional sense. The author begins with his personal framework for leadership. Included are the results of several leadership assessment tools, information from coaching, and personal feedback, and insights into the author's goals for career and leadership development. The report concludes with thoughts on future development, and evaluating the progress of personal development.

Keywords: development plan, transformational leadership, behaviors, practices, learning process. Introduction It is my learned opinion that leaders are made not born, and their DNA influences the speed of the process.

It does not matter what leadership theory is considered (trait, behavior, power and influence, situational, charismatic, or transformational), one can get the required knowledge, learn to behave in a certain way, develop specific demeanors, and even modify one's attitudes and personality to become an effective leader.

Relevant and vast evidence has been accumulated in the last several years and suggests that training interventions can develop leadership on those trained (Dvir, Eden, & Avolio, 2002). Further, people's intellectual abilities, logic-mathematical, linguistic, spatial, musical, kinesthetic, interpersonal, and intrapersonal (Gardner, 1993) are optimized combining the innate humans' skills (brain structure) with formal training.

I am happy to develop my path to transformational leadership (TL) under this principle, I will acquire new knowledge, and master required behaviors to be

an effective leader, one with attributed charisma who demonstrates authentic interest in the well-being of others, stays calm in crisis situations, and formulates decisions that benefit the group as a whole, a leader who demonstrates competence, and earn followers' respect (Bass ; amp; Avolio, 1994). A leader with inspirational motivation who is able to provide meaningful and challenging work (Bass, 1990). A leader with intellectual stimulation who is ble to promote risk taking, and creativity by encouraging my followers to question assumptions, redefine problems, and consider alternatives to existing methods or approaches.

A leader with individualized consideration who develops individualized relationships with followers to empower and support them. Personal Leadership Development Plan A large portion of the leadership assessment data incorporated herein is reflective of my true leadership competencies today. There are some areas that I need to watch out for, and opportunities for development that are coupled with career development.

I want to become CEO of a multi-billion corporation consequently, becoming a TL is not only a fundamental requirement, but my competitive advantage to get there. This plan is designed to develop from scratch some leadership skills, and to enhance others by combining my innate capabilities such as decisiveness, adaptability, ambitiousness, with new behaviors, and mental programs.

From my frame of reference, the basis for an effective leadership framework is looking at leadership on the individual and interpersonal level, leading people; this perspective cannot be separated from its ethical dimension.

With those thoughts in mind, I should also mention that transformational leadership is my working theory of leadership, considering both people and ethics. Leadership is not a position nor an stage, it is an attitude, a way of think, and live. Tom Peters found that excellent organizations had leaders at every level, where some were managers, and some were not (Cohen, 2000). I want to become the general willing to die for his soldiers, I want to probe Maxwell was correct with my leadership create the next generation of even better leaders (2003), and have a direct impart in my followers knowledge, and life experience.

I want to be a leader that engages with others in such a way that we (leader and followers) raise one another to higher levels of motivation and morality (Burns, 1978). Consequently this LDP assumes allocation of time, effort, money, and my best ability to learn from my failures. Self Assessment Ivan F. Rodriguez September 2012: Use of Power: Expert and referent, Leadership Style: Concern for task, Team Skills: 90, Conflict-handling Style: Competing. My contribution to the teams I lead is very restrictive and task focused.

This helps ensure team member's work is of the quality required, and complete on time.

I tend to work to ensure everyone knows their position and what they need to do to complete tasks. My expert leadership approach brings my background experiences into the task at hand, and help my team members learn and grow. I tend to not be overbearing in the information presented but instead fill in when needed to give guidance to finish the task. I work closely with team members to get information to all involved. If conflicts arise, I will

push to get the conflict eliminated through overpowering the situation with expert knowledge and experience.

I have interest and determination in building relationships, working leadership from the individual and interpersonal level. I have little patience with individuals who are uncooperative or who create more work for the rest of us. I have excellent communication skills that will help me to foster my LDP. Although my emotional intelligence has improved over the years, my LDP considers the need to continue enhancing my self-awareness, knowing one's strengths, weaknesses, drives, values, and impact on others; and my self-regulation, controlling or redirecting disruptive impulses, and moods.

Eliciting feedback from those who work with me is also a critical success factor on my LDP.

In connection with the assessments, I also completed the Life Learning Review (Life). This is also a self-assessment. I give myself the highest ratings on attention to detail. I also rated myself highly on the competencies of creativity, being dependable, caring, and feeling in control. I do prioritize and finish the tasks I start.

I noted that I am trustworthy, though not always trusting. I am quite limited in my willingness to confide in others, though I want others to confide in me.

Being a friend to others means that I must be supportive and willing to sacrifice, and I feel comfortable with that. I noted my top ten values as: honesty and integrity, individualism, curiosity, competition, respect, responsibility, self-awareness, human relationships, truth, and winning. I do

believe that these values are closely tied to my assessments. Finally, I see myself as being likeable and agreeable.

I try to get along with others, just as I try to build relationships with others. I am strongest in matters of values, character, and ethics. I tend to be motivated by challenging opportunities.

Sometimes I want to do too much, like when I enroll in multiple degree programs combined with new extreme sports learning (flying airplanes, and scuba diving in deep waters). In some organizational settings I am motivated by competition.

I seem attracted to challenges where I think I can get along with my skills and concepts. I am motivated internally or intrinsically to make a difference. I have created a master table that consolidates my LDP, although it was developed in excel, for the purposes of this assignment; the table is presented in phases to match sheet size.

The use of schematic charts help me keeping in one view a complete set of data and ensure proper tracking, consequently I decided using this approach to summarize my LDP. Please refer below to the specifics.

An analogy to the Failure Mode and Effect Analysis (FMEA) process extensible used in the automotive industry to prioritize efforts and address root cause issues to improve a process is used here to facilitate the identification of the critical areas that require improvement.

In this section severity means relevancy of such behavior/trait/skill to TL, occurrence means how often this behavior/trait/skill must be observed as

part of the TL behaviors, and detectability, means how easy this behavior/trait/skill is observable and controlled by me. The lowest the SOD (severity*occurrence*detectability) score is, the most critical my efforts to change this situation is. Radar Chart to track transformational leadership progress Source: LT Tracker Conclusion

My personal leadership agenda is devoted to others as to myself. Transformation leadership moves beyond leader-follower exchanges and instead focuses on leader behaviors that appeal intrinsically to followers (Bass, 1990).

My tendency to have an inflated self-concept that is enacted through a desire for recognition and a high degree of self-reference when interacting with others will be addressed with the new mental programs that will come from the execution of my LDP.

It is clear leadership is not just a relationship, but a relationship of influence and I am determined to conquer myself and overcome my gaps. It is my learned experience that effective leaders also have emotional intelligence (Goleman, 1998). This includes self-awareness, self-regulation, motivation, empathy, and social skill. I will be positive, have a servant's heart, follow-through, and exhibit growth potential, be loyal, be resiliency, have integrity, see the big picture, be disciplined, and express gratitude (Maxwell, 1995).

Probably, one of the most important elements of my transformation is to have in mind is that a leader realizes that he cannot win an argument (Carnegie, 1936), a leader must speak in terms of the follower's interest and sincerely make him an integral contributor to the organization.

I am not afraid, and I am mentally and emotionally ready to become a great transformational leader. I am the leader, learner, and the creator of my future. References Bass, B. M. , ; amp; Avolio, B.

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Appendix Four areas were assessed please refer to the following tables with the results. . How good am I at building and leading teams? 2. What's my leadership style? 3. What's my preferred conflict handling style? 4.

What's my preferred form of power? Table 1 – How good am I at building and leading teams? | Scoring| Rate1| | Score over 108| | Ivan F Rodriguez| 90| Second quartile| Source: Pearson Prentice Hall Self-Assessment Learning Team C 1 Based on a norm group of 500 business students (Stephen P. Robbins, 2007) Table 2 – What is my leadership style? | Concern for People| Concern for Task| Ivan F Rodriguez| 5| 18|

Source: Pearson Prentice Hall Self-Assessment Learning Team C Table 3 – What's my preferred conflict handling style? | Competing| Collaborating| Avoiding| Accommodating| Compromising| Ivan F Rodriguez| 16| 12| 11| 14| 14| Source: Pearson Prentice Hall Self-Assessment Learning Team C Research has identified five conflict-handling styles, the scores range from 4 to 20, and were calculated by adding the total of each of the five categories. The definitions are as follows. Competing: A desire to satisfied one interest, regardless the impact on the other party to the conflict.

Collaborating: Where the parties to a conflict each desire to satisfy fully the concerns of all parties. Avoiding: The desire to withdraw from or suppress the conflict.

Accommodating: Willingness of one party in a conflict to place the opponent's interest above his or her own. Compromising: Where each party

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to a conflict is willing to give up something. Table 4 – What’s my preferred form of power? | Reward| Coercive| Legitimate| Expert| Reference| Ivan F Rodriguez| 2. 5| 1. 7| 4. 0| 4.

5| 4. 5| Source: Pearson Prentice Hall Self-Assessment Learning Team C