



**UNIVERSIDAD DE CÓRDOBA**  
**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**  
**DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



**A PERSONAL LEADERSHIP STATEMENT**

**CAROLAY MUÑOZ AVILEZ**

**WENDY ARGUMEDO PORTILLO**

**JONATHAN DE LA OSSA PÉREZ**



**UNIVERSITY OF CÓRDOBA**

**FACULTY OF EDUCATION**

**ENGLISH LANGUAGE TEACHING PROGRAMME**

**DIPLOMA COURSE**

**Lifelong Professional Development: Empowering Foreign Language Teachers**

**MONTERÍA – CÓRDOBA**

**2021**



***Por una universidad con calidad, moderna e incluyente***  
Carrera 6ª. No. 76-103 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920  
[www.unicordoba.edu.co](http://www.unicordoba.edu.co)



**UNIVERSIDAD DE CÓRDOBA**  
**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**  
**DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



**A PERSONAL LEADERSHIP STATEMENT**

**CAROLAY MUÑOZ AVILEZ**

**WENDY ARGUMEDO PORTILLO**

**JONATHAN DE LA OSSA PÉREZ**

**Statement submitted in fulfillment of the requirements for the degree of English**  
**Teaching Program**

**MENTOR**

**PEDRO AGUAS CASTILLO, PhD**

**UNIVERSITY OF CORDOBA**

**FACULTY OF EDUCATION**

**ENGLISH LANGUAGE TEACHING PROGRAMME**

**MONTERÍA – CÓRDOBA**

**2021**





# UNIVERSIDAD DE CÓRDOBA

## FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

### DEPARTAMENTO DE IDIOMAS EXTRANJEROS



#### OUR LEADERSHIP PROFILE

As English Teachers leaders, we are people who love transforming people's lives and facing unexpected issues by creating new strategies to achieve our team goals. We are a team full of creativity, responsibility, leadership, and innovation. Through our training, we have grown as teacher leaders capable of taking education beyond the classroom and using each members' strengths to create a solid team. Likewise, it is important to mention that listening to and respecting the opinions of others has helped consolidate the group. That is why we are aware of the importance of motivation to get followers' attention and help them become good decision makers while positively impacting their thinking and behaviors. Finally, our inspiration for the future is to empower our followers to be leaders committed to lifelong learning while transforming their environment.

*"Leadership is the ability to influence people toward the attainment of goals" Richard L Daft.*



—Carolay Muñoz, Wendy Argumedo & Jonathan De La Ossa, Personal Leadership Statement



**Por una universidad con calidad, moderna e incluyente**  
Carrera 6ª. No. 76-103 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920  
[www.unicordoba.edu.co](http://www.unicordoba.edu.co)



# UNIVERSIDAD DE CÓRDOBA

## FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

### DEPARTAMENTO DE IDIOMAS EXTRANJEROS



## INTRODUCTION

Over time, humans have developed their role in society, changing and managing others to accomplish their objectives. These activities have been conceivable through a characteristic need that has emerged in mankind and what is commonly known as leadership skills. According to Rost (1991, p. 107) leadership is "an influence relationship between leaders and followers who intend real changes that reflect their mutual purposes." It means that leadership requires a close interaction between the leaders and their followers, in which both of them make a common beneficial outcome toward their work as a team.

Leadership is important for developing any type of organization. For this reason, there are different leadership perspectives: instructional leadership, teacher leadership, student leadership, director leadership, transactional leadership, transformational leadership, moral leadership, and authentic leadership, among others. Each one of them shows a vision of their field of action. Regarding this, Luthans & Avolio (2003, p. 243) defined authentic leadership as "a process that draws from both positive psychological capacities and a highly developed organizational context." In other words, it is someone who holds certain values and beliefs such as being optimistic, resilient, confident and transparent, is always oriented to the future, and transforms bad behaviors into positive ones.

In addition, leaders focus on the decisions they make for the common good and not for a personal goal. We agree with this notion of leadership and define it as the ability to go off the beaten path in order to boost the self-esteem of followers so that they believe in



***Por una universidad con calidad, moderna e incluyente***

Carrera 6ª. No. 76-103 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920  
[www.unicordoba.edu.co](http://www.unicordoba.edu.co)



# UNIVERSIDAD DE CÓRDOBA

## FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

### DEPARTAMENTO DE IDIOMAS EXTRANJEROS



themselves to achieve incredible results.

## OUR ASSUMPTIONS

Nowadays, the evolution of the educational field has brought a series of changes in which teachers need to be at the forefront, especially if they want to become leaders. As is stated by Taylor (2000 p.160) “the primary purpose of an academic leader is to make teaching possible.” This means that there is a clear relation between teaching, learning and leadership.

As leaders, it is important to let students be aware of their own learning process, by providing opportunities for them to be empowered through the act in the context. As it is proposed by Jarvis (1999, p 581), “leaders have (1) the ability to influence the actions, behavior, beliefs and feelings of another person and gain their cooperation and (2) the ability to attract followers to the performance of a task.” In other words, this change of people’s minds starts from leaders’ dispositions and followers’ perception in the context where the process occurs. Therefore, English teachers leaders should encourage coworkers to enhance their own leadership potential in order to provide learners an excellent learning process where they not only learn a second language but learn to be a leader, to be purposeful, and change others’ reality.

Leadership is possible when a team works together for the same purpose, considering the different skills that each member may have and using them to successfully



***Por una universidad con calidad, moderna e incluyente***

Carrera 6ª. No. 76-103 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920  
[www.unicordoba.edu.co](http://www.unicordoba.edu.co)



# UNIVERSIDAD DE CÓRDOBA

## FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

### DEPARTAMENTO DE IDIOMAS EXTRANJEROS



achieve a common good. When we talk about leadership, it is essential to mention teamwork and the opportunities it constitutes for personal growth and a true social success that facilitates individual improvement.

After analyzing collaborative work, we have concluded that it is relevant to understand others' perceptions and ideas. This makes us good listeners and let us know each follower's personality. Therefore, we could take advantage of this variety of skills to achieve goals and empower subordinates according to their strengths, giving us the opportunity to work in harmony. Avery (1999 p.37) argues that collaborative work is based on "training the group's attention to twin foci, no single." This means that a leader has to potentiate followers' collaborative work attitude. We ask ourselves as future leaders:

- Do other people believe in me?
- Do people feel they are being empowered in the learning process while having me as leader?
- Am I a hard-working leader?

The above questions have to do with the followers' perception of our role as leaders in order to improve our leadership skills and the empathy level of our team. If we are able to understand others, we become better listeners, and our followers will feel important and motivated to achieve the group's goals.

## LEADERSHIP EMPOWERMENT AND IMPLICATIONS FOR THE FUTURE

Empowerment occurs when people feel confident about what they are expected to



***Por una universidad con calidad, moderna e incluyente***

Carrera 6ª. No. 76-103 Montería NIT. 891080031-3 - Teléfono: 7860300 - 7860920  
[www.unicordoba.edu.co](http://www.unicordoba.edu.co)





# UNIVERSIDAD DE CÓRDOBA

## FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

### DEPARTAMENTO DE IDIOMAS EXTRANJEROS



iv

do and the consequences of their actions. According to Daft (2014 p.243), empowerment refers to “the power sharing, the delegation of power or authority to subordinates in the organization.” It means that when leaders provide their followers an understanding of how their performance and participation are important to the workplace, giving them a direction and instructions to rich their full potential, followers will act autonomously to achieve success (Daft 2014 p. 243). In the field of education, when teachers empower learners to develop their abilities and potential, learners can take control of their leadership skills and achieve things that go far beyond their expectations.

In the educational context, teachers who feel empowered are able to transform their pedagogical methods and the environment in which they teach. This type of change brings students motivation, innovation, and creativity to face challenges in their learning experience. Leaders generally indirectly contribute to student learning through their influence on others. Their success depends strongly on their decisions about where to devote time, attention, and support, but the following dimensions must be considered to achieve that positive result:

1. Promoting teacher professional development
2. Planning, coordinating, and evaluating teaching and curriculum
3. Setting goals
4. Strategic use of resources
5. Ensuring a supportive environment
6. Enhance students' leadership through cooperative work





# UNIVERSIDAD DE CÓRDOBA

## FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

### DEPARTAMENTO DE IDIOMAS EXTRANJEROS



By empowering teachers and students, we ensure that the level of education provided will be better for future generations. We have the perception that by raising the level of commitment of both participants, we foster a sense of autonomy and will no longer establish the teacher as the only one in charge of providing education.

### CONCLUSION

In conclusion, leadership has been essential throughout human history for working in a group and achieving a common purpose. It's a skill that, when applied correctly, requires putting into practice respect, responsibility, and collaborative work. Likewise, being a leader requires being authentic, optimistic, resilient, confident, transparent, and always oriented to the future to transform bad behaviors into positive ones. During the learning process that we started in this diploma course, we concluded that the leadership style that best suited us was authentic leadership. This type of leadership is based on being a transparent person in interpersonal relationships where our principles are adapted to an adverse state or situation. Also, we use our personal experience to inspire others through our values. Finally, when we include empowerment in authentic leadership, we can see a positive reflection in the attitudes and behavior of the students, allowing them to express confidence in their abilities to perform tasks autonomously. We firmly believe that through example we can motivate our followers in a better way.







**UNIVERSIDAD DE CÓRDOBA**  
**FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS**  
**DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



**REFERENCES**

- Antonakis, J., & Day, D. V. (2020). Leadership: Past, present, and future. *In The Nature of Leadership*, 26(3), SAGE publications, Inc. doi:10.4135/9781506395029.n1
- Avery, C. (1999). All power to you: Collaborative leadership works. *Journal for Quality and Participation*, 22(2), 36–40.
- Bolívar, A. (2010). Educational leadership and its role in improvement: A current review of its possibilities and limitations. *Psicoperspectivas. Individuo y Sociedad*, 9(2), 9-33–33.
- Daft, R.L. (2004). *The leadership experience*. 6th Edition. In Australia: Cengage Learning.
- Jarvis, P. (1999). International dictionary of adult and continuing education, Kogan Page, London, 104-208. doi: 10.4324/9780203417218
- Konczak, L. J., Stelly, D. J., & Trusty, M. L. (2000). Defining and measuring empowering leader behaviors: Development of an upward feedback instrument. *Educational and Psychological Measurement*, 60(2), 301–313. doi:10.1177/00131640021970420
- Luthans, F., & Avolio, B. J. (2003). Authentic leadership development. in K. S. *Positive Organizational Scholarship*, 241-258. San Francisco. doi: 0.4135/9781544308524.n10
- Morrison, J. L., Daft, Richard L. (2014). The leadership experience (6th ed.). *Journal of Education for Business*, 89(8), 457–458. doi:10.1080/08832323.2014.921593
- Rost, J. C., & Burns, J. M. G. (1991). *Leadership for the twenty-first century*. New York: Praeger.
- Smith, B. L., & Hughey, A. W. (2006). Leadership in higher education — Its evolution and potential: A unique role facing critical challenges. *Industry and Higher Education*, 20(3), 157–163. doi:10.5367/000000006777690972
- Taylor, P.G. (2000). Academic life today: Leadership, good will and collegiality, *HERDA News*, 22(3), 1-3.

