



UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

A PERSONAL LEADERSHIP STATEMENT



LOREN'S PINEDA AGAMEZ

DANIELA NUÑEZ ORTIZ



UNIVERSIDAD DE CÓRDOBA

FACULTY OF EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAMME

DIPLOMA COURSE

Lifelong Professional Development: Empowering Foreign Language Teachers

MONTERÍA - CÓRDOBA

2023



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MENTOR

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Abstract

This leadership statement discusses the concept of leadership which can be defined as the ability to guide, inspire, and influence others towards a common goal or vision; also, it explains the concept of moral leadership and its implications for the teaching community. It emphasizes the importance of being a leader who prioritizes the welfare of others and makes decisions based on ethical principles. It explores assumptions in moral leadership and how they shape a leader's behavior and decision-making process. It further discusses the concept of leadership empowerment, which involves increasing individuals' abilities, confidence, and control over their lives. Empowerment is seen as a process that motivates individuals and enables them to realize their full potential. In the context of teaching, empowering teachers through ongoing professional development and creating opportunities for decision-making positively impacts student learning and fosters moral leadership. This leadership statement concludes by emphasizing key factors for successful leadership plans, including having a clear vision, competent leadership, engaged followers, a supportive organizational culture, continuous evaluation and adaptation, and adequate support and resources.





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Our Leadership Profile



We see ourselves as an example to follow for other people, someone who can guide correctly and be able to lead with intelligence but above all with the wisdom to achieve success. While it is true that leading is a difficult task, our greatest objective is to harvest in people's lives and leave footprints that they can remember and use in their lives, and that these footprints travel unimaginable paths within the teaching community.

"A true leader leads by example."

— Nuñez & Pinedaz, *Personal Leadership Statement*





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Introduction

Leadership is the ability to lead a group, organization or society. It is a joint activity with a collective purpose in which although it is true that there is someone in charge, it must be carried out by a whole team. Based on Daft (2008), “Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes” (p.4). The action of leading arises from the need to carry out a joint work that has at the front someone who has the necessary skills and attitudes to bring together the different ideas embodied in it and that are projected as one. (Fry, 2003) “leaders must know about the core value of their followers to motivate them and communicate them through personal actions” (p.3). This leadership statement addresses the perspective of moral leadership. The following sections will focus on our assumptions about moral leadership, leadership empowerment and applications for the future and conclusions.

Being a leader is accepting the duty of leading and influencing people to accomplish shared objectives. It entails empowering, inspiring, and motivating people or teams to realize their greatest potential. According to Daft (2008) “moral leadership distinguishing right from wrong and doing right; seeking the just, honest, and good in the practice of leadership”. (p. 170). Moral leaders prioritize the welfare of others and base their decisions on what is morally right and fair. They exhibit integrity, take ownership of their actions, and align their leadership with a clear sense of purpose. Daft (2008) states, “One personal consideration for leaders is the level of moral development. Leaders use an understanding of the stages of moral development to enhance





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their own as well as followers' moral growth. Leaders who operate at higher stages of moral development focus on the needs of followers and universal moral principles.” (p. 187).

Our Assumptions

Moral leadership is closely related to assumptions in leadership as it involves making ethical decisions and leading with a strong moral compass. The assumptions a leader holds can significantly impact their moral leadership. Moral leadership requires leaders to have a set of ethical assumptions about what is right, just, and fair. These assumptions guide their behavior and decision-making process. For example, a leader who assumes that honesty and integrity are paramount will prioritize transparency and truthfulness in their actions.

Taking into account that the assumptions can significantly impact a leader's decision-making process, we believe that Moral leaders prioritize the well-being of others and make decisions based on what is morally right and just. They demonstrate integrity and take responsibility for their actions and make choices based on their assumptions about the capabilities, motivations, or preferences of their team members or the organization. Here are two questions we have started to ask and respond to: How does the moral leadership approach help us to be a better leader? In which situations in our field as teachers is it necessary to put moral leadership into practice?

moral leadership approach is focused on ethical principles and values, and it plays a





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significant role in helping individuals become better leaders. In the field of teaching, it is necessary to put moral leadership into practice in different situations, including student discipline, educational equity, decision-making in curriculum and instruction, and building positive teacher-student relationships.

Leadership Empowerment and Implications for the Future

Empowerment is the process of increasing an individual or group's ability, confidence, and control over their own lives and circumstances. According to Daft 2008, "Empowerment provides strong motivation because it meets the higher needs of individuals." p243. It aims to empower individuals with the knowledge, skills, resources and opportunities to make informed decisions, take action and have a greater impact on individual and collective well-being. Empowerment is a multidimensional concept that seeks to empower individuals to realize their full potential, to have a voice and to actively participate in shaping their own lives and the world around them. Based on Daft (2008), "empowerment enables leaders to release the motivation already there".

"Through teacher empowerment, teachers develop their own competence and self-discover their potential and limitations." One of the most effective ways to empower teachers is to provide ongoing professional development opportunities when teachers feel empowered and confident in their ability to influence student learning and make effective decisions in the classroom. This reverts in the organization of the class plans to potentiate the moral leadership





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towards the students taking into account the self-evaluation, co-evaluation and hetero evaluation, when developing this type of plans the student or academic individual molds his/her moral ethical conduct that allows them to surface his/her real vision of the academic situation to contemplate. It is shown in these plans when the student appropriates his/her moral leadership, the authenticity and truthfulness of the personality towards the group is shown.

The most common and widely used strategy by teachers without considering that they are implementing the development of moral leadership is to appoint monitors among the groups of students who in one way or another strategically visualize and regulate the evaluation of contents by subject, a strategy that is liked and is very accepted among students showing empowerment, responsibility and knowledge

Conclusion

The success of leadership plans depends on several key factors. Firstly, having a clear vision and well-defined goals provides a guiding framework for the plan. Secondly, the competence and skills of the leader play a crucial role in effectively implementing the plan. Additionally, the engagement and commitment of followers are essential, as their participation and support contribute to the plan's success. Furthermore, a favorable organizational culture that values leadership, innovation, and continuous improvement fosters an environment conducive to successful leadership plans. Ongoing evaluation and adaptation allow for continuous improvement and ensure the plan remains effective. Lastly, providing adequate support and





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resources to leaders enables them to implement their plans effectively. By considering and addressing these factors, leadership plans have a greater likelihood of achieving their intended outcomes.

To innovate foreign language teaching and ensure quality, schools should adopt modern teaching methods that encourage active learning and practical application of language skills. The use of technological tools and resources can enhance the language learning experience while encouraging authentic communication through role-playing and real-world scenarios, helping students improve their language skills. Continuing professional development of teachers ensures that they keep abreast of the latest methodologies and research. The quality of foreign language teaching is further enhanced by implementing a comprehensive assessment system, creating a supportive learning environment and engaging the community in language learning opportunities. By employing these strategies, schools can equip students with the language and cultural skills they need to thrive in a globalized world.





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