



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



**A PERSONAL LEADERSHIP STATEMENT**

**ANGIE VANESSA PACHECO GOMEZ**

**ANGELA LEONOR RAMIREZ HERNANDEZ**



**UNIVERSIDAD DE CÓRDOBA**  
**FACULTY OF EDUCATION**  
**ENGLISH LANGUAGE TEACHING PROGRAMME**  
**DIPLOMA COURSE**

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

**MONTERÍA - CÓRDOBA**

**2022**



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

**MENTOR**

**PEDRO P. AGUAS, PhD**

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#### Leadership Profile

“As future English teachers, we project and see ourselves as figures who can inspire, motivate and challenge others to explore new things, help to achieve individual and collective purposes within a community. We aim to help our followers be their wholesome selves and work to support others. Likewise, our greatest ambition is to foster the discovery of the full potential of their capabilities, through leadership practices.”



— Angie Pacheco Gomez & Angela Ramirez Hernandez, *Personal Leadership Statement*





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#### Abstract

The development of leadership skills leads to higher performance and encourages the student population to work harder and achieve personal success. Consequently, it is intended to reach objectives proposed in the academic plans, through the implementation, application of leadership, and empowerment in learning. This paper describes a personal leadership statement rooted in authentic leadership theory at the University of Cordoba. The plan is to complete successfully and to provide an example for future personal leadership statements. In this sense, the plan prepares future teacher leaders to incorporate the principles of leadership and empowerment into their leadership programs as they apply them in specific academic settings. This personal leadership statement proposed details some strategies for expanding leadership skills and empowerment in different scenarios and achieving competence in professional development.

**Keywords:** *leadership, empowerment, goals, professional development.*





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#### Introduction

Throughout history, leadership has been very difficult to define as a concept, since there are different forms of leadership, however, as a general concept, a leader in all subjects needs to lead to achieve proposed goals, guidance, be a great director, and be capable of changing environments with value propositions. Stogdill (1990, p. 11) affirmed, “There are almost as many different definitions of leadership as there are persons who have attempted to define the concept”. According to Stogdill (1950, p. 3), leadership is “the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement”. In addition, Machiavelli stated, “the leader should have good virtues and should be intelligent to have the support of the people” (Machiavelli, 1992; p. 2).

In addition, Bass (1990) stated:

Leadership is an interaction between two or more members of a group that often involves structuring or restructuring the situation and the perceptions and expectations of members. Leadership occurs when one group member modifies the motivation or competencies of others in the group...

Finally, Rost (1991, p. 102) emphasized, “Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes”.





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In other words, leadership is about mapping out where you need to go to "win" as a team or an organization; and it is dynamic, exciting, and inspires others, helping them achieve their goals and common purposes. It goes far beyond authority and recognition from the outside world, cultivating talents and helping others to reach their full potential. Moreover, it is also about equipping others with the right tools and strategies, not only to maximize success; but also to maximize people's lives.

### Our Assumptions

A teacher leader is more than an educator in a classroom, but who also take on additional roles outside the classroom to improve school performance, therefore, we must highlight his role as an inspiring model, especially if we talk about educational processes that involve the teaching of a language as a second language. We believe that nowadays, leaders should be able to revolutionize the traditional way past generations have been working on foreign language processes. Innovation and change are constant that openly contribute to value propositions that drive teachers to provide quality teaching in the field of foreign languages. Likewise, we highlight the proactivity in the performance of the leading teacher for resolution of problems; establish goals and objectives that lead to the growth of the population who is educating.





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According to Rivera (2021), "Teachers can be leaders as they model best practices.

Other teachers are watching what they're doing, so really, it's this idea that they're influencers." Though school principals take on much of a school's administrative responsibilities, this does not mean that teachers cannot participate in shared leadership. This means that the contribution that a leading teacher makes is not only towards the students but also their colleagues and among all those involved in the foreign language learning process, in this way, there is collaborative work, where they can exchange ideas and goals for the same common objective within the context of the same educational community. (Chemers, 2001; p.376) argues that "leadership is inherently a group rather than an individual phenomenon. It is widely understood as the process of social influence through which a group member enlists and mobilizes the aid of others in the attainment of a collective goal". For leadership to exist, there must first be a specific group to mobilize and of course an exemplary leader, capable of molding his followers through his commitment and guiding role in the path of the community. Some questions promote teacher leadership as a formative process based on learning communities, where interactivity and cooperative work are privileged as elements of openness for new styles and teaching strategies. We will try to answer these questions throughout this paper: What skills and attitudes should we develop to become successful teacher leaders? What specific type of model inspires us to be teacher leaders? What kind of contributions will we give as future leaders in the teaching of a second language?





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#### Leadership Empowerment and Implications for the Future

Teachers should encourage and motivate learners so they can be positive role models for exceptional and valuable human beings who really can make a difference in the world. “Teacher empowerment has to do with (teachers’) individual development, not their ability to boss others”. (Maeroff, 1988; p. 475). Being an empowered leader plays a vital role in creating an environment in which students feel comfortable, capable, and able to contribute to their complete potential. There is a great power that we can harness as teachers. We are models for our students, but above all, our greatest power is to lead, transform and revolutionize today’s teaching practices and reach through leadership that influences all educational processes correctly and effectively. Furthermore, Being, Knowing, and Doing, corresponds to the goals proposed from the beginning in the curricular programs of each institution that we have the opportunity to impact through competent leadership in all areas. We believe that today’s leaders should be able to transform the traditional methods in which previous generations approached foreign language learning and also being able to inspire and motivate others can also empower and create that change.





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According to Daft & Lane (2008), “Empowerment refers to power-sharing, the delegation of power or authority to subordinates in the organization” (p. 243). The author focuses on the workplace and how leaders and followers cooperate. As well as how a leader delegates his role to his team, to improve productivity in an institution and achieve the greatest results. Furthermore, “Empowerment is defined as the opportunities an individual has for autonomy, choice, responsibility, and participation in decision making in organizations” (Lightfoot, 1986; p. 4). Thus, teachers who are empowered can identify their potential and limitations, as well as achieve competence in their professional development. Therefore, our desire as future teacher leaders is to help others to know how to create their ways of studying, in an empowered leadership model that provides a sense of self-confidence in what they have learned and what they have to discover for themselves as well.





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#### Conclusion

To sum up, the success of a leadership plan is dependent on a variety of factors, and it will not always address all of the issues that arise in a team. On the other hand, the success of a leadership plan is dependent on a capable leader who can understand where the group stands, and who can use the group's strengths and limitations to help identify and reinforce areas to improve for future disadvantages. Along these lines, the teacher's position as a leader is critical in guiding and assisting the quality of good learning through various practices or activities. It is also quite beneficial in the development of capable and outstanding persons in humanity.





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