

Assignment Two for CCHE 600

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This paper is organized in three sections, the first section is about my leadership philosophy and is supported by sub-sections, including comparisons and contrasts of my leadership philosophy, results of three of the standardized leadership surveys, and how I applied my leadership philosophy in another graduate course. The second section is my action plan and is also supported by sub-sections, including how I demonstrated my leadership philosophy in an organizational setting from a professional experience, from a gap assessment, describe actions I will take to develop my leadership skills and describe ways I will apply leadership principles to overcome diversity and ethics challenges in an organization setting and a general conclusion. The third section is the list of references. This paper will achieve its intended purpose of explaining my leadership philosophy from the assessment of course readings, class assignments and other scholarly resources.

The many facets of leadership are vast and can be applied to different situations and conceptualized under many categories (Northouse, 2016, p. 5). Leaders come with many different styles, diverse qualities and show different levels of strengths (McGee et al., 2001, p. 7). I am most satisfied when I am serving and learning about others and from this course, I can relate to Servant and Authentic Leadership and recognize that I tend to blend these styles. According to Yukl, the seven key values expressed in the Servant leader's behavior are integrity, altruism, humility, empathy and healing, personal growth, fairness and justice and empowerment (Yukl, 2010, p. 420). As for Authentic Leadership, there are many definition viewpoints that include intrapersonal, interpersonal and developmental perspectives (Northouse, 2016, p. 196).

The similarity between Servant Leadership and Authentic Leadership is they both have a mixture of Ethical Leadership principles, which includes builds community, are honest, just, and respect and serve others (Northouse, 2016, p. 341). Authentic and Servant Leadership are also

similar because they promote mutual respect, trust, kindness, altruism, loyalty and positive interaction between leader and followers. They also both point out the importance of the leader's self-awareness of their personal values and beliefs and ability to demonstrate them through their behavior (Yukl, 2010, p. 427). The difference between Authentic and Servant Leadership is Authentic Leadership is based on the intrapersonal aspect of the leader, such as how well they know themselves and limits (Northouse, 2016, p. 196) and their positive psychology (Yukl, 2010, p. 427), while Servant Leadership is based on the behavior and point of view of the leader (Northouse, 2016, p. 226) along with ideas of humanitarian and altruism. Another difference is they do not have the same number and types of variables in each theory (Yukl, 2010, p. 427). For example, Authentic Leadership tends to have a more interpersonal influence processes for followers than Servant Leadership and Servant Leadership has more spiritual influences for followers (Yukl, 2010, p. 427).

After completing some of Northouse's Self-Assessment surveys, my highest scores were for Servant leadership and Authentic Leadership. For Servant Leader, with the high score range of 23-28, I scored: 26-Emotional Healing, 28-Creative Value for the Community, 26-Conceptual Skills, 24-Empowering, 28-Helping the Followers Grow and Succeed, 27-Put Followers First and 27-Behaving Ethically. For Authentic Leader, with the high score range of 16-20, I scored: 19-Self-Awareness, 18-Internalized Moral Perspectives, 16-Balanced Processing and 19-Relational Transparency. These top two assessments confirmed my leadership philosophy and as I continue to be self-disciplined, self-aware, genuine, and serve the follower, these styles can be applied to my professional life and goals focused on.

From the assessment surveys, I scored lowest in Path-Goal Theory and out of the four styles (Directive, Supportive, Participative, Achievement-oriented), lowest in Directive. One

aspect of Directive Leadership is it more one-sided with the leader telling followers what to do, how to do it and what is expected of them (Northouse, 2016, p. 117). Since The Directive leader also provides instructions on timelines and rules, the followers involvement is not promoted (Northouse, 2016, p. 123), which conflicts with Servant Leadership and why I scored so low in this area.

To compliment my philosophy of servant and authentic leadership, in CCHE620, Access and Opportunity in Higher Education, my final project was a proposal to provide an NAU campus visit designed to service and recruit the Latino student population and their families. The proposal included student service sessions and campus tours in Spanish and English, with a focus on first generation participants. This proposal came from my experience serving on NAU's Hispanic Working Group committee. This group's intent was to recommend best practices for serving Hispanic students because NAU is close to becoming a Hispanic Serving Institution. I learned that NAU's largest ethnic minority are Hispanic and also have the highest ethnic minority dropout rate. As a servant and authentic leader, this concerned me because presently, NAU is not adequately servicing this student population and not prepared to be a Hispanic Serving Institution (Welker, 2015).

The critical life factor that influenced my passion as an authentic leader was that I lived in France for six years. I was a foreigner, single parent, Christian and at times, experienced inequality, prejudice and ridicule. When I arrived in France, I did not speak the language, however, by my second year, my level of speaking and reading French was very high and I acquired the French language by immersion (no formal teaching). When I encounter the injustice others experience, I recall those uncomfortable experiences in France, and feel empathy and

compassion and the need to be the voice for oppressed or underrepresented populations, which has made me a more courageous leader (Northouse, 2016, p. 205).

As I developed my leadership philosophy, I assessed and recognized gaps in my leadership that I needed explore and develop. From assignment one, what I appreciated learning the most was the importance of listening, which is a characteristic of Servant Leadership (Northouse, 2016, p. 227). When I am establishing relationships with followers, I tend to ask questions or explain community and organizational goals. I plan to practice listening as a first step, to see where the follower takes the conversation and better understand what is important to them.

Also from assignment one, Mrs. Hayes' mentioned that her greatest success was relationships, which is the third characteristic for Authentic Leadership (Northouse, 2016, p. 199). This resonated with me because I enjoy the process of developing interpersonal relationships, mostly because I am rejuvenated and energized as I learn other's stories, recognize their talent and abilities, which I find inspirational. Culver (2009) believes that once internal acceptance of personal limitations is acknowledged, the need to build trusting and supportive relationships can begin (Culver, 2009, p. 39). I feel I am at that point of internal acceptance, since I recognize my personal limitations and hope to further develop leadership skills with enthusiasm, by listening, intently seeking guidance, teaching others and communicating with purpose, intention and clarity.

A diversity challenge I am experiencing in an organizational setting, specifically NAU, is the lack of recruitment and retention programs for Latino students and a gap between NAU and Flagstaff's Latino community. As an authentic leader, the critical life event that peaked my interest in examining these issues was culture shock (Northouse, 2016, p. 205). I experienced

culture shock as an undergraduate and when I lived abroad for six years, however, I was surprised that as a professional, I re-experienced culture shock at NAU and Flagstaff. From culture shock, I felt the servant characteristic of empathy for young Latinos attending NAU (Northouse, 2016, p. 227). I moved to Flagstaff in 2012 and since, have been exploring this diversity issue by immersion into the different diversity organizations at NAU and in the community.

For example, on campus I participated in the Hispanic Working Group, Hispanic Convocation committee and hiring committees. For student life, I am club advisor for Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A.), Hermanas, United for Change and for Flagstaff's Latino Outdoors. Hermanas, United for Change was created after NAU's Office of Fraternity and Sorority Life denied a group of Latina student's request to create a Latina sorority in spring 2016. For Flagstaff's non-NAU Latino community, I attend Coconino Hispanic Advisory Council (C.H.A.C.) and Nuestro Raices meetings. After two years of participating in Flagstaff's diversity organizations, my leadership philosophy is clear, which prompted me to start the Master of Education in Educational Leadership program in summer 2016. I believe my passion for addressing diversity issues has peaked interest since members of C.H.A.C. invited me to apply to be on their board and I was accepted to NAU's University Leadership Program for 2016-2017.

Out of the ten characteristics of a Servant Leader, I believe Listening, Awareness, Persuasion, Conceptualization, Commitment to the Growth of People and Building Community stand out as being the most useful to overcome challenges from these diversity issues (Northouse, 2016, pp. 227-229). I plan to apply leadership principles to these diversity challenges by Creating Value for the Community by inviting the different Latino groups to

interact (Northouse, 2016, p. 235). As advisor for Hermanas, United for Change, I am Helping Followers Grow and Succeed since I have started the process of appealing the Office of Fraternity and Sorority Life's denial to start the Latina sorority (Northouse, 2016, p. 234). Through C.H.A.C. and from participating in the University Leadership Program, I can practice the servant behavior of Conceptualizing by having a thorough understanding of these organizations (Northouse, 2016, p. 233).

From all of the above and I hope to develop trustworthy authentic leadership relationships (Northouse, 2016, p. 199). As an authentic leader, I am not interested in self-promotion or seeking a leadership position for power or status, but more to express my values, concerns and beliefs about diversity in the work place, community and globally (Yukl, 2010, p. 424). A useful tool or principle I have used to diffuse challenges involving diversity in organization settings is storytelling. According to Maak & Pless (2006), the leader as a storyteller can breathe life and create pictures that explain abstract issues that individuals and organizations can relate to (Maak & Pless, 2006, p. 47). From storytelling, I tend to come across as more feminine and nurturing, which I believe will be beneficial when working with the dominant NAU culture, who might have biases that I am an activist, change agent, social entrepreneur, vocal, biased and Latina woman leader (Northouse, 2016, pp. 404-406). From storytelling, I believe I can diminish barriers and create relationships with the Latino culture and other ethnic groups, especially for those who would categorize me as a real 'Chingona' (which as a Chicana and American-Mexican, I consider a compliment).

As advisor for Hermanas, United for Change, I plan to continue to apply leadership principles to challenges involving ethics with servant leadership (Northouse, 2016, p. 342-343) by appealing the Office of Fraternity and Sorority Life's denial to start the Latina sorority via the

Office of Equity and Access. From my concern of justice and fairness issues, this demonstrates ethical leader behavior (Northouse, 2016, p. 344). By speaking out publically and challenging a possible unethical or unfair policy from the Office of Fraternity and Sorority Life and seeking for them reverse their decision, I have displayed Opposing Unethical Practices (Yukl, 2010, p. 430). As an authentic leader, confronting this ethical challenge, I am not trying to protect my status but represent the follower with the risk of not being liked, experiencing work place violence or retaliation (Yukl, 2010, p. 424).

From this assignment, I was able to confirm and understand in detail, the leadership philosophies that I have been practiced for years. I also learned of areas that I need to improve and plan to update my leadership philosophy as I develop and improve my leadership skills. Most importantly I understand that leadership styles vary, can be applied to many different situations, can be learned or personal traits and no one style is better than another. Reflecting on my professional experience, I humbly recognized my many flaws and faults and look forward to improvement. However, I mostly recognized that I need to appreciate the choices I have made, since I always stayed true to my values, beliefs, maintained integrity and was balanced by my inner compass, even if it affected my career negatively.

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