

Personal Leadership Plan: Summer 2016 version

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Personal Leadership Plan

1. When obstacles get in my way, do I look out the window to blame others or do I look in the mirror first?

I definitely do NOT look out of the window to blame others. I can honestly say that I have been a self-reflective person for most of my life, really to a fault, actually. Since the field of education is new to me, I find that I'm most often stuck in the area of process. The obstacles that most frequently are stumbling blocks are tasks of reading mounds of endless instructional material before acting on something. I take on responsibility often to a fault and sometime shoulder more than I should. Over many years, I've become increasingly self-reflective and better had sharing the workload.

2. Am I ready to shape my life as leader? Am I in charge of myself or do I let others take charge of me?

I believe that for years I have been shaping my life as a leader who is very in charge of herself. There is a certain amount of humility required to be a leader, especially one who can embrace others' ideas for the good of the group. A great example was the last day of the Learning Communities class when we went to take our group picture. Rocia had brought her camera and planned to take the photo. With my experience as a photographer, I suggested that we take it on the stairs connecting the 2nd and 1st floors, but when we got there the direction of the photo was in question. I mistakenly recommended that the group look up to the photographer (and actually that is what everyone ended up doing) but Michael looked at me and said in a funny snide tone, "And YOU were a photographer?" I smiled at him and brushed it off and the photo was successfully taken. A leader takes things in stride without taking them personally.

3. Leaders influence followers by the stories they tell. Do I teach others through stories? Are my stories authentic?

My students can attest to the fact that I teach them through the stories of my life. Some of these stories pop into my head in a timely fashion to make personal connections that will deeply reach them and resonate later in life. Yes, the stories I tell are authentic.

4. Moral leaders know themselves. What are my values and beliefs, qualities, attitudes, and/or habits as person and as leader that I like? Are my personal and professional values and beliefs the same or different? Do I value knowing myself and listen to my inner voice?

Both my personal and professional values and beliefs are based on my relationship with the Holy Trinity. I like that I am guided by what the Bible calls, the fruit of the Spirit which is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. The habits of reading and connecting with the Scriptures guide me daily. I absolutely have gotten to know myself, deliberately over the years and try to tune into my inner voice.

5. When others see what I do and listen to what I say, do they recognize who I am? Am I authentic?

What don't they see or hear? How will I become more of who I am and less of what I do not want to be?

Being authentic can come only through consistently trustworthy behavior. Trust is developed overtime and is earned. I do believe that I am authentic and over the years as I've matured, I have actually had to rein in my openness. I had a handful of role models in this academic arena and those whom I do trust have been consistently transparent with me, but I'm not sure that they can be that way with everyone due to the nature of the political beast. As a leader in the classroom, my authenticity has been maintainable. Imagining the balancing act of school leader, I can see that there might be some situations that require a different approach – one that is more mums-the-word,

pokerface in nature. I look forward to seeing the comparison and contrast of leadership in corporate (which is familiar to me) vs. leadership in education.

6. Do I realize that I need others to help me find my way? Do I have a critical friend? Do I allow my critical friend to guide me, to help me listen to my inner voice?

Relying on others is mandatory when being a leader. No man is an island and without a support team, it's hard to maintain a leadership role. My critical friend is my husband with whom I maintain a trusting communiqué. He knows me well which is why he is able to guide me and help me listen to my inner self.

7. What are some limitations that I place on myself? What can't I do? Why? How can I overcome my limitations and become more effective?

Limitations that I place on myself usually revolve around the unknown, but from times where I have had to push through uncertainty, I have gleaned a certain measure of confidence. A bit of caution in a new situation is a good thing, I have discovered. Limitations can only be overcome with time and experience in certain settings. It is like last year when I was asked to teach 3rd, 4th and 5th grade language arts simultaneously everyday after having never taught ANY of those grade levels in a general ed setting. The thought of it was terrifying and during my interview, I initially told the interview team in essence that I didn't think I could do that. They told me that they liked my energy and believed I could. Fast forward, I did push past my own limitations to teach all 3 grade levels and I did it by taking things one day at a time.

8. If I don't eat the yellow bananas, they eventually turn brown and rot. Green bananas, on the other hand, continue to ripen. When I look in the mirror, do I perceive myself as being more like a yellow or green banana? Am I too complacent? How can I continue to ripen as person and leader?

When I look in the mirror, I see myself as a green banana constantly looking for new opportunities to continue to ripen, like when I accepted the position to teach ELA to young men in Paterson last year. That position was a gigantic leap of faith for me.

9. What are my short-range personal/career goals? What will I do to achieve these goals?

In the short range, my goal is to teach ELA to a multi-gender class of 7th graders – a grade that I have not taught as a general ed class as of yet. I have tutored this age group and I feel perfectly comfortable with middle school students especially since I am highly qualified to teach them. Simultaneously, I plan to pursue opportunities with my mentor and under her tutelage to build my school leadership skills in a brand new school setting. I will look for people who have done this work before and model their successful strategies.

10. What are my long-range personal/career goals? What will I do to achieve these goals?

My long-term goals include becoming a principal one day and I am hoping the Leaders As Learners program will prepare me to reach that goal. Since I haven't yet done a single thing yet in this area, it is hard to put feet to this goal, but I am hopeful that my experiences, skills and duties keep me connected to the children. I would also like to stay connected somehow to the classroom, even possibly teaching a specialized class,

My Strategic Plan for Building Leadership Capacity Green to Growing to Knowing

Green	Growing	Knowing
Here is where I am green....	This is what I will do about it...	This is how I will know that I have arrived... my banana is beginning to turn yellow!
The handling of administrative affairs in an education setting is new and unfamiliar to me.	Once I get connected to the rhythm of my principal and I'm working with her, things will hopefully become more clear. Met with her just the other day for a few minutes at district headquarters and was enlightened about a few things even from that brief meeting.	I will feel peace when (before being) asked to perform a duty that is completely new to me.
Presenting PLC on a regular basis. I have attended them but have not held one myself.	I have already spoken to my principal who has encouraged me to set these up to teach something to my teacher peers.	I will have current and constant communication with my staff.
Talking to large group of people/students in the education arena with sincere authentic communication without becoming emotionally engaged or breaking my stride (even if I may feel it inside). So how does a person get to Carnegie Hall...	Practice, Practice, Practice	When I have maxed out on the comfort level to speak on tender topics with poise, composure and confidence while maintaining personal charisma.

My Capacity to Lead

Key:

1- I do not have this trait

2- I think I have this trait

3- Someone told me he sees this trait in me

4- More than one person has told me they see this trait in me

5- Several people, including someone who is in a leadership position, have told me they see this trait in me

I am...	1 Infrequently	2	3 Definite	4	5 Very Evident
Self-confident	1	2	3	4	5
Trustworthy	1	2	3	4	5
Extrovert	1	2	3	4	5
Assertive	1	2	3	4	5
Emotional	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Humorous	1	2	3	4	5
Tolerant	1	2	3	4	5
Passionate	1	2	3	4	5
Adaptable	1	2	3	4	5
Persistent	1	2	3	4	5
Initiator	1	2	3	4	5
Caring	1	2	3	4	5
Risk taker	1	2	3	4	5
Decisive	1	2	3	4	5
Knowledgeable	1	2	3	4	5
Imaginative	1	2	3	4	5
Insightful	1	2	3	4	5

PERSONAL LEADERSHIP PLAN

	1 Infrequently	2	3 Definite	4	5 Very Evident
I am skilled at ...					
Planning/organizing	1	2	3	4	5
Sharing leadership	1	2	3	4	5
Time management	1	2	3	4	5
Solving problems	1	2	3	4	5
As leader, I (am) ...					
Inspire	1	2	3	4	5
Tell stories	1	2	3	4	5
Energetic	1	2	3	4	5
Build relationships	1	2	3	4	5
Collaborate	1	2	3	4	5
Ethical	1	2	3	4	5
Authentic	1	2	3	4	5
Communicate effectively	1	2	3	4	5
Respect diversity	1	2	3	4	5

Adapted from Dubin, 2005

My Wheel of Life Balanced or Unbalanced?

Here are some indicators from Gordon Patterson (2005) to assess our level of balance.

You hear yourself saying that you must make more time for yourself because you're the most meaningful person in your life.

1	2	3	4	5
Infrequently		Definite		Very Evident

You must begin to make more time for biking, exercise, running, writing, reading, or whatever your recreational interests.

1	2	3	4	5
Infrequently		Definite		Very Evident

You begin to become more serious and less playful.

1	2	3	4	5
Infrequently		Definite		Very Evident

You begin to feel sorry for yourself and do not understand why others don't understand how busy you really are.

1	2	3	4	5
Infrequently		Definite		Very Evident

You are an expert at multitasking and others are amazed at your skill to get things done.

1	2	3	4	5
Infrequently		Definite		Very Evident

You listen to others tell of personal joys but hope those "things" are as important as their work.

1	2	3	4	5
Infrequently		Definite		Very Evident

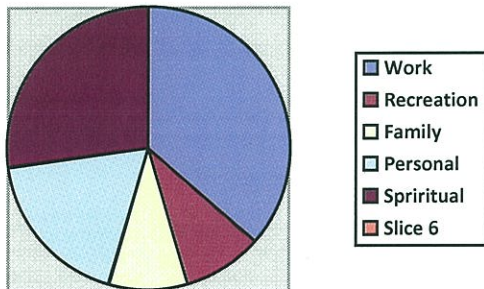
Here are some reflective questions from Joan Gurvis (2005) that may help us get more balance in our lives.

- What percentage of time do you spend at work as compared to family, recreational, and self-needs?
- How much time do you take each day for yourself?
- What rejuvenates you and how much time did you spend on becoming "recharged"?
- Who controls your time? Why?
- How did you get to "ought to do" rather than do activities?

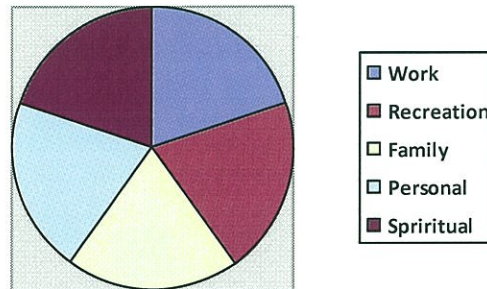
A Balanced Life

Keep track of what you do each day for a week. At the end of each day, categorize the items: work, recreation, family, personal, inner self (spiritual). Approximate the number of hours allocated to each of the five categories. When you are ready to enter your data, left click once over the top of the chart and a blue rectangle will appear. Double click inside this rectangle to reveal the spreadsheet chart for data entry. Enter the approximate number of hours you have allocated to each of the five categories. When you enter the data, a pie chart will automatically adjust to visually display the relative percentages allocated to each category and reinforce the extent to which your life is in balance. As you move through this program, you should strive to get more balance in your life to ensure effective leadership! Is your life in balance? How can you begin to get more balance in your life?

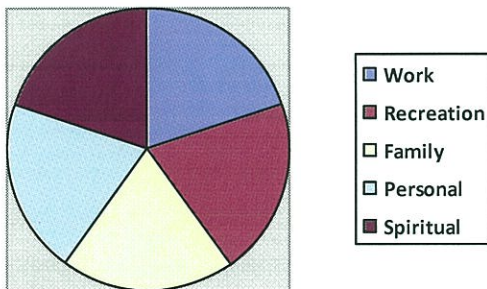
Summer I



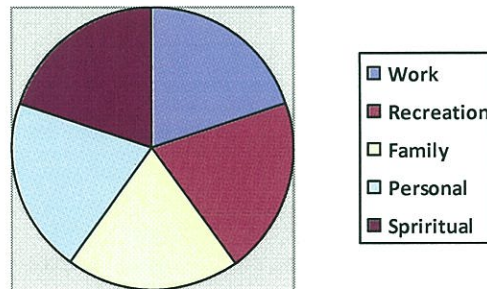
Fall Year 1

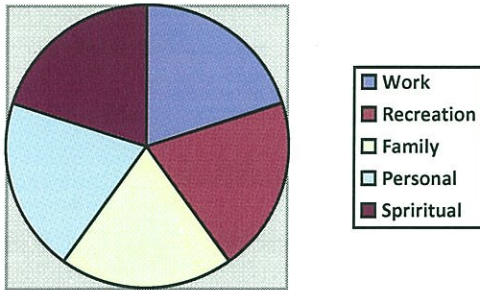


Spring Year 1



Fall Year 2



Spring Year 2**Personal reflections:**

The reason my work fraction is so large is because I have just come off of a Herculean task teaching, lesson planning and thinking out of the box on 3 grade levels and it took a great deal of time, especially since I was unfamiliar with the curriculum. It required an excessive amount of attention that detracted from all of the other quadrants.

**Dispositions Survey- Self Assessment
Educational Leadership
WPUNJ**

- 1 I do not feel this disposition is evident in me.
- 2 This disposition is evident in what I do infrequently.
- 3 This disposition is usually evident in what I do.
- 4 This disposition is usually evident in what I do and other colleagues have told me they also see this disposition in what I do.
- 5 This disposition is usually evident in what I do, other colleagues have told me they also see this disposition in what I do, and at least one person (or more) in a leadership position at my workplace has told me they also see this disposition in what I do.

As I prepare for a school leadership position:

- 1. I reflect on my personal and professional values.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

- 2. I demonstrate that I believe in a personal and professional code of ethics at my workplace.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

- 3. I demonstrate values, beliefs, and attitudes in my behaviors that inspire others to higher levels of performance.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

- 4. I serve as a role model to others.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

- 5. I accept responsibilities for my position.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

- 6. I consider the impact of my professional/leadership practices on others.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

7. I use my influence to enhance educational programs for the good of the team or organization rather than for personal gain.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

8. I treat people fairly, equitably, and with dignity and respect.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

9. I protect the rights and confidentiality of students and colleagues.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

10. I demonstrate appreciation for and sensitivity toward diversity in the school community.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

11. I recognize and respect the position others have in the school community.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

12. I examine and consider the prevailing values of the diverse school community.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

13. I expect that others in the school community will demonstrate integrity and exercise ethical behaviors.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

14. I encourage openness and candor with all the stakeholders in our school community.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

15. I fulfill my legal and contractual obligations.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

16. I apply laws and/or procedures fairly, wisely, and considerately.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

Descriptor	No Evidence	Emerging	Evident	Evident to Others	Distinguished
(A) Number of replies in this descriptor	0	0	1	7	7
(B) Value	1	2	3	4	5
(A) x (B)	0	0	3	28	35

Total: 66

Reflective Comments:

I am excited to be a part of this program and Cohort 17. The thing that I am expecting to be challenged by is the way the educational community is different from my corporate experiences. I am looking forward to learning the nuances of doing business, relating to people and communicating in the education arena, with the hope that some of my background knowledge has prepared me and will hold me in good stead.

Dispositions Rating Scale for Candidates in M.Ed. Programs

Please complete the rating scale below and return to the Professor or Supervisor indicating:

Semester in which completed 1 Program for which completed Ed Leadership Learning Communities Rating Time (1, 2, or 3) _____

DO NOT INDICATE YOUR NAME.

Disposition	<u>Most of the time</u>	<u>Some of the Time</u>	<u>Rarely</u>	<u>Unable to Say</u>
Disposition 1: I contribute to a positive climate in the university classroom and/or in the field placement or other professional setting.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 2: I am competent in written and spoken language for a variety of purposes and audiences within the context of the candidate's professional field and roles.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 3: I am a thoughtful and responsive listener.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 4: I am committed to reflection, assessment, and learning as an ongoing process.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 5: I am willing to give and receive help from peers.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 6: I take supervision well and can benefit from constructive feedback.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 7: I show respect for others' talents and perspectives and am sensitive to community and cultural norms in the context of the university classroom, professional setting, and the community in my field placement or where I work.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 8: I value the development of critical thinking, independent problem solving, and performance capabilities in myself and others.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 9: I keep abreast of new ideas and understandings in the field of education.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 10: I demonstrate a level of responsibility appropriate for my profession.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>