

HERMAN J. NAJOLI

LEADER DEVELOPMENT PLAN

LEADERSHIP PRACTICES INVENTORY – INDIVIDUAL CONTRIBUTOR

DEVELOPED: JANUARY 2009

ACTION-PLANNING FORMS AND RUNNING COMMENTARY

LEADERSHIP PRACTICE: CHALLENGING THE PROCESS

Learning Methodology	Improvement Goals	Action Items	Measures of Success	Completion Dates	Support
Learning By Doing	Task Reorganization	1. Daily Re-evaluation 2. Prioritization	Efficiency in handling tasks	None – continual assessment	Team Leader Mentors
	Unit Motivation	1. Work Motivation 2. Better Performance	Improved promotions Energy and drive at work	June 8, 2009	Constituents
	Team Cultivation	1. Weekly email 2. Strategic Modification	Better ideas and service provision to clients	June 8, 2009	Team Members
	Work Unit Development	1. Status Quo Eradication 2. Policy and Procedural Dev.	Consistent improvement Effectiveness of work unit	August 6, 2009	Team Leader Mentors
Learning From Others	Excellence in challenging the process	Interview successful catalysts of change in the organization	Acquisition of in-depth insight on the process	July 2, 2009	Staff Members at WWT
	Develop a mind for challenging the process	Read biographies of leading revolutionaries	Possession of qualitative wisdom on change	Continuing activity	Self Initiative
Learning In The Classroom/On My Own	Creativity in Problem Solving	Participate in adventure retreat with Peers at work	Ability to communicate creatively by gesturing	June 21, 2009	Peers
	Skillfulness in Process Reengineering	1. Read recommended text 2. Change a redundant aspect at my work-place	1. Completion of text 2. Better structure of database for clients	August 10, 2009	Reading Partner Team Leader
	Sharper thinking skills	Read a book “Why didn’t I think of that?”	Development of critical thinking skills	June 15, 2009	Accountability Partner

Figure 1. Action Planning Form for Challenging the Process

LEADERSHIP PRACTICE: INSPIRING A SHARED VISION

Learning Methodology	Improvement Goals	Action Items	Measures of Success	Completion Dates	Support
Learning By Doing	Develop a knack for future trends and predictions	Make list of predictions Observe trends in society	Acquiring of lots of thoughts on the future	August 5, 2009	Peer /Reading Partner
	Strategize on the next 20 years of my career and share it with others	1. Write a long-term plan for life 2. Produce a vision speech and get feedback if its authentic	1. Finalization of plan 2. Clarification of the future I desire	July 29, 2009	1. My mentor 2. Peers and friends
	Persuasiveness in communicating a team vision	1. Discuss team vision always 2. Interview team on their expectations for the unit	1. Consensus on team's destiny 2. Unified effort	June 5, 2009	Team Leader Team Members
Learning From Others	Internalize principles for vision communication	Listen to a number of good speeches by great leaders	Better communication of my vision and the teams	August 5, 2009	Constituents and Teammates
	Learn what it takes to bring out the best in others	Read biographies of Nelson Mandela and Margaret Thatcher	Complete, understand and apply biographies	August 5, 2009	Team Leader Partner
Learning In The Classroom or On My Own	Learn what it means to inspire a shared vision	Read 'Leaders: Strategies for taking charge' by Bennis & Nanus	Write a report on how to initiate change from the book	August 5, 2009	Reading partner and Leadership Mentor
	Clarify where we are headed as an organization	Develop and write out my vision for WWT	Finalization of my vision and communication to the leadership team	June 2, 2009	Team Leader Constituents Peers
	Improvement of communication skills	Start a club "The Speaker's Forum" for sharpening skills	Get membership and grow as speakers	May 28, 2009	Peers Team Members

Figure 2. Action Planning Form for Inspiring a Shared Vision

LEADERSHIP PRACTICE: ENABLING OTHERS TO ACT

Learning Methodology	Improvement Goals	Action Items	Measures of Success	Completion Dates	Support
Learning by Doing	Develop and use collaborative skills	Share information through weekly emails	Coaching and mentoring of group of callers	June 8, 2009	Team Leader Constituents
	Motivate call teams to perform at the highest level	Provide resources for growth and improving	Better attitude in team and higher commitment	June 8, 2009	Mentor Team Leader
	Encourage and praise peers and team members for worthy efforts	Reward performance Publicize good work	Enhanced diligence and dedication to better performance	June 8, 2009	Team Leader Team Members
Learning From Others	Learn techniques to help me work with volunteers	Interview Pastor of a leading Church	Ability to motivate interns at WWT	July 3, 2009	Team Leader Mentor
	Develop better people skills	Accompany founder on volunteers' day	1. Gain insight 2. Observe and learn how to build people	July 2, 2009	Mentor
	Appreciate what callers really experience at work	Trade places with callers and do their task	Development of empathy and concern	June 8, 2009	Constituents
Learning In The Classroom or On My Own	Read "Empowered Leaders" by Hans Finzel	Be able to empower call teams in the fulfillment of tasks	A fully empowered team that works with skill and unity of effort	August 5, 2009	Team Leader Constituents Team-mates
	Learn what it takes to start a movement and keep it strong and successful	Read about Nelson Mandela and Martin Luther King Jr,	Pick up tips to enable me reproduce such a movement with my team	August 8, 2009	Mentor Reading Partner

Figure 3. Action Planning Form for Enabling Others to Act

LEADERSHIP PRACTICE: MODELING THE WAY

Learning Methodology	Improvement Goals	Action Items	Measures of Success	Completion Dates	Support
Learning By Doing	Develop and Communicate my Personal Credo to the team	Outline my Credo and Post it prominently	Credo completed and posted in office and on web-site	June 15, 2009	Teammates Peers
	Professionalism at work	Good dress and speech Great work ethic /attitude and productivity	Recognition of example set Influence to spread through the department	Continuous endeavor	Team Leader Constituents Peers
	Make decisions and actions visible	Hang a chart in the conference area of decisions and actions	Informed team sure of progress and direction	June 5, 2009	Team Leader Team Members
Learning From Others	Understand how other leaders have modeled the way	Read biography about Martin Luther King Jr.	Be able to describe how Martin Luther modeled the way	August 8, 2009	Reading Partner
	Harness the ability to provide a solid example that motivates others to do even more	Interview the founder and President of WWT	Reception of lots of tips on how to be a model and embody the story	June 15, 2009	Mentor
Learning In The Classroom or On My Own	Be an example to others and chart the path towards effectiveness	Read 'Built To Last' by Collins and Porras	Be a lasting example and leave an impact on intern's lives.	August 5, 2009	Peers Team-mates
	Be a motivating influence and model to co-workers	Clarify personal values and convictions	Finalize my set of convictions and values on life and work	June 3, 2009	Mentor
	Manage my time better and teach others how to do it	Personal day planner Be on time every time	Increased efficiency Detailed and Organized Planner	Continuous activity	Team Leader

Figure 4. Action Planning Form for Modeling the Way

LEADERSHIP PRACTICE: ENCOURAGING THE HEART

Learning Methodology	Improvement Goals	Action Items	Measures of Success	Completion Dates	Support
Learning By Doing	Create a culture of encouragement	Use of Thank You notes Encouraging the encouragers	Environment for consistent and positive encouragement	June 8, 2009	Constituents Peers
	Build up my skill in encouragement	Learn from a mentor	Gathering of in-depth wisdom on this	July 15, 2009	My mentor
	Celebrate individual and team accomplishments	Initiate a Hall of fame for top volunteers	Increased call percentage	May 28, 2009	Constituents Team Leader
Learning From Others	Develop an enthusiastic encouragement spirit	Observe children play in a park or school	Ability to capture skills for spirited and lively encouragement	July 28, 2009	Self Initiated
	Effectively encourage and uplift constituents	Interview constituents	Learn skills for specific encouragement of team	June 8, 2009	Peers Constituents
	Learn what makes encouragement work	Take notes at an award ceremony at WWT	Application of principles learnt	July 2, 2009	Mentor
Learning In The Classroom or On My Own	Biblically encourage others	Read “Encouraging Others” by Gene Getz	Glean precious principles and tips	August 8, 2009	Reading Partner Peers
	Activate increased performance in the team	Give three Thank You notes every day to hard working team members	Change in organizational culture	June 8, 2009	Team Leader Constituents
	Build up better performance in teammates	Provide consistent feedback to teammates	Better approach to work expectations	June 8, 2009	Team Leader

Figure 5. Action Planning Form for Encouraging the Heart

PART TWO

DISCUSSION OF LPI-IC FEEDBACK

The Leadership Practices Inventory has enabled this researcher to discover valuable insights about his potential as a leader. A key discovery this researcher made is that no leader is self-made. One crucial aspect of leadership development is the readiness to embrace suggestions and viewpoints given by other's concerning our performance so as to enable us realize our full leadership potential. As this researcher went around from team leaders to team members and then the peers, he did not receive any widely differing feedback from them. Largely, they had similar opinions regarding his leadership though he scheduled my meetings with them at different times. This running commentary provides a variety of responses from the meetings this researcher had with his observers. The feedback was based on the scores provided by the observers during the Leadership Practices Inventory process. This was facilitated by the fact that this researcher took the time to give his observers copies of the response sheets so as to refresh them on their observations of his past leadership as compared to his current performance. In the following sections this researcher will be looking at the interviews in terms of strengths and opportunities for improvement suggested by his observers.

Feedback on Challenging the Process

Team leaders generally observed that very frequently this researcher had sought out challenging opportunities to develop his skills and abilities. This researcher's immediate team leader pointed out that as a leader, the researcher had taken the initiative to start a weekly email newsletter through which he was encouraging volunteers within the organization with insight to further develop them and enhance their service. One of team leaders pointed out that she had seen this researcher develop in challenging other people to try out innovative approaches. She

pointed out that earlier she had given this researcher a low rating on this because she had never seen him step up and lead the way so that others may buy into his leadership. However, she observed that she had become much keener in observing this researcher and had seen him help others to change the status quo in the ministry. Two of the team leaders commended this researcher for following through on the Wall of Fame which had greatly resulted in increased performance within the work unit.

This researcher's team members had different thoughts during the feedback process, which surprised the researcher. While one said that the researcher had greatly improved in his leadership, the other said that he had seen little growth. Maybe this might have been influenced by their individual perceptions but all the same it was very insightful to hear their opinions. They both pointed out that this researcher has demonstrated a knack for seeking out challenging opportunities but could do more in challenging others to do the same. One of the team members observed that this researcher has provided a great example in being able to find ways to get things done despite obstacles. He gave an example of how one day we needed to have some documents copied and distributed within our work unit but the copier wasn't working. When everyone thought that nothing could be done, this researcher, in his capacity as a leader, came up with the simple idea that we could just send it by email to everyone and ultimately the information was distributed within the department.

This researcher had feedback meetings with two peers. On challenging the process, one peer pointed out that this researcher had done well in ensuring that we are always ready to do things in ways that are completely different from the established norms. He commented about an incident where this researcher had suggested that his supervisor's teams come to work with pink

hats. According to him, it was really a fun event and served to boost morale and team spirit. The other peer was all in the affirmative about this researcher's leadership due to better familiarity.

Feedback on Inspiring a Shared Vision

This is one area that all the observers pointed out that this researcher could do a lot to ensure that he inspire a great vision that can be pursued by a wider audience. Team leaders urged this researcher that he is very good at living the vision but should be able to communicate it also to others with a passion that equals the degree to which he lives it. One of the team leaders exhorted this researcher about a situation in which she had one day expected this researcher to provide clear-cut direction to a group that was waiting for a meeting but this was not done. She advised this researcher that he could improve in inspiring a shared vision by being fully decided on the direction he wants to take the group and then boldly stepping out to inspire others to follow.

This researcher had two team members who filled out the observer response sheets. During the feedback process, this researcher thought it wise to conduct a group session with them. On inspiring a shared vision, we had a moment of laughter as the two disagreed. While one pointed out that this researcher does possess great vision and inspire others, the other said that this researcher's vision is largely personal and not a common vision. In discussion, this researcher agreed to seek to cultivate a group vision which can be shared by others.

One peer who filled out the observer sheet was this researcher's Bible study partner. He was so up-front and honest in his desire to help this researcher cultivate greater skills in inspiring a shared vision. He gave this researcher links to web sites with information to help him do this. When this researcher asked how he could acquire increased skills in this, this peer suggested God's Word, asking this researcher to study how Biblical leaders have done it.

Feedback on Enabling Others to Act

One team leader pointed out that this researcher is gifted in motivating others to accomplish tasks. He pointed out my weekly emails that have encouraged volunteers in our Carson Elementary program. However, another team leader advised this researcher to more readily listen to other people's points of view. She bluntly stated that this researcher is not the only one who will always have the answers. This is a weakness for this leader and a great opportunity to improve in leadership skills. One of the team leaders asked this researcher to be more vocal in supporting the decisions of his superiors.

It was amazing to see these team members agree that this researcher does enable others to act. Through weekly emails, this researcher had motivated the entire team to achieve greater performance. They commended this researcher for taking the time to develop others and urged encouraged taking it to a new level by focusing more on one-on-one mentoring sessions with those that the researcher mentors.

During the feedback meeting, one peer stated that this researcher is a hero to him and that was reaffirming to this researcher. This peer is an individual that was recruited to the organization by this researcher. He thanked this researcher for having challenged him to be a better man. Meetings with peers were so inspirational because it was reassuring to have them speak such comforting words into this researcher's life.

Feedback on Modeling the Way

The first team leaders that this researcher discussed with had given the researcher all 9s meaning that the researcher, as a leader, demonstrated the best practices of modeling the way very frequently. On discussing this with him, he clarified that the researcher embodies the vision of Winner Walk Tall excellently and demonstrates it in every aspect of his life. Another team

leader said that much as this researcher models the way in his leadership role, he should be able to connect with others to the degree that they follow such example. Another of team leaders said that she thinks that this leader could do a better job at being clear on standards and expectations.

Team members informed this researcher that setting an example has been a key strength of his. They encouraged this researcher to spend more time and energy in making sure that other people are leading at the same standard as he does. One team member urged this researcher that he would be successful if he pursued his goals step by step but he can only achieve lasting success if he helps others obtain their goals step by step.

On modeling the way, one peer reinforced to this researcher what one of his team members had addressed: the need to make personal leadership goals like concrete stepping stones so that others can benefit from them and ascend in their own service to the organization. He asked this researcher to find ways to incorporate others into everything he does.

Feedback on Encouraging the Heart

This researcher's immediate team leader emphasized the need to encourage the heart. He commented that this researcher has immense potential to boost attitude and morale in our work unit and department as a whole but he is too focused on his own personal performance. He encouraged this researcher to find ways in which he could publicly recognize the efforts and accomplishments of other players on his teams. Regarding how to encourage others, one of the team leaders asked this researcher to develop closeness to leaders who model this and learn how they do it.

It was surprising to see team members state that this researcher is good at encouraging hearts given that this researcher's belief has always been that this is where he really needed to

grow. They pointed out that they have seen this researcher appreciate and support others on the team. They however asked this researcher not to settle but keep on encouraging others.

Peers exhorted this researcher to be more creative in rewarding others. They stated that it is not just enough to say thank you but sometimes a note or a gift can make a great difference. They asked this researcher to be more vocal in publicly recognizing others.

Discussion of Practice that showed largest gap between LPI-Self and LPI-Observer Scores

The practice with the largest gap for this researcher was enabling others to act. The average score by the observers was 53.5 while the researcher's own personal score was 47. The difference between the two is 6.5. What surprised this researcher is that the observers perceive him to be strong in enabling others to act while he had always seen himself as being strong in inspiring a shared vision. This researcher's opinion is that the primary reason why this happened is because he is intrinsically motivated by vision. Vision is an intangible thing, which the observers can't see. Each of the observers look at the leader's outwardly manifested strengths but cannot see the intangible - what's inside the leader.