

INFORMED PERSONAL PHILOSOPHY OF LEADERSHIP

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Abstract: Purpose of the study: The purpose of this study is to investigate how to develop a personal leadership philosophy by combining theoretical frameworks learned, pulling insights from earlier experiences and actions, and analyzing how this philosophy helps one flourish in the 21st Century.

Research methodology used: The research methodology used for this study was a qualitative approach. The researcher conducted a self-reflection on their own leadership experiences and beliefs, and then drew on theoretical frameworks from the literature to develop a personal leadership philosophy. The researcher also analyzed how this philosophy could help them flourish in the 21st Century.

Findings of the study: The findings of the study suggest that developing a personal leadership philosophy is an essential step for leaders in the 21st Century. By combining theoretical frameworks with personal experiences and insights, leaders can develop a philosophy that is both effective and authentic. This philosophy can then guide leaders in their decision-making and actions, helping them to achieve their goals and make a positive impact on the world.

Conclusion: The conclusion of the study is that developing a personal leadership philosophy is a valuable exercise for any leader. By taking the time to reflect on their own experiences and beliefs, and then drawing on theoretical frameworks to develop a philosophy that is both effective and authentic, leaders can become more effective and impactful.

Recommendation: The researcher recommends that other leaders who are interested in developing a personal leadership philosophy follow the same steps that they took in this study. In addition to the steps outlined in the study, the researcher also recommends that leaders seek out opportunities to learn from other leaders. By observing and interacting with other leaders, leaders can gain new insights and perspectives that can help them to refine their own leadership philosophy.

Keywords: Leadership, Personal Leadership, Philosophy, Theoretical Frameworks.

1. INTRODUCTION

Leadership in the 21st Century is a multidimensional undertaking that necessitates the development of an articulated and informed personal philosophy that incorporates theoretical frameworks, personal experiences, and viewpoints. Rapid technological breakthroughs, globalization, and social transformations require leaders capable of navigating complexity, encouraging innovation, and adapting to change. In this setting, a well-articulated and informed personal leadership philosophy allows one to prosper and make a significant difference. Theoretical frameworks provide a strong basis for comprehending the complexities of leadership. Transformational leadership, for example, stresses inspiring and motivating people to attain common objectives (Bass & Riggio, 2006). This paper investigates developing a personal leadership philosophy by combining theoretical frameworks learned, pulling insights from earlier experiences and actions, and analyzing how this philosophy helps one flourish in the 21st Century.

Before completing the course, my leadership experiences and viewpoints were mostly molded through practical contacts and observations in diverse situations. For example, in past leadership positions in community groups, I depended greatly on my ability to exert authority and make judgments based on my discretion (Smith, 2018). Strong leadership, I had a top-down style, with little focus on cooperation or soliciting advice from others. However, with more thinking, I realized this technique has limits. It often resulted in low employee engagement and innovation within the team (Jones & Brown, 2019). Furthermore, this authoritarian leadership style hampered the development of trust and mutual respect among team members, which are necessary for building a healthy and productive work environment (Northouse, 2019).

Furthermore, my prior leadership viewpoint was largely focused on attaining short-term objectives without regard for long-term effects or the well-being of the personnel engaged (Avolio et al., 2009). This viewpoint overlooked the significance of empowering team members, nurturing their development, and establishing a collaborative and inclusive culture (Bass & Riggio, 2006). My past leadership experiences and viewpoints were defined by a command-and-control strategy, minimal cooperation, and a focus on short-term results rather than long-term sustainable success. As I thought about the influence this strategy had on team chemistry, creativity, and employee engagement, the limits of this approach became clear.

My perspective on successful leadership grew as I began the course and dug into the theoretical foundations of leadership. I learned about the transformational, servant, and genuine leadership via the training (Bass & Riggio, 2006; Greenleaf, 2002; Avolio & Gardner, 2005). These ideas highlighted the need to support employee growth and development and develop a common vision inside the firm. By studying these theoretical frameworks, I better understood the importance of cooperation, empathy, and empowerment in leadership. According to Northouse (2019), great leaders inspire and encourage their teams by including them in decision-making processes, acknowledging their efforts, and giving them chances for growth and development.

As a result, my leadership experiences and attitudes were defined by a command-and-control style, minimal cooperation, and a concentration on short-term objectives. However, through the theoretical frameworks of the course, I have grown to appreciate the limits of this method and the significance of creating cooperation, empowering people, and building a common vision. This thought has opened the way for the formation of a more educated and well-articulated personal leadership philosophy that values cooperation, empathy, and employee development, allowing me to flourish in the setting of the twenty-first Century.

Reflecting on my past approaches to leadership, I see strengths and faults that formed my perspective of leadership prior to completing the course. My former leadership style included a strong sense of decisiveness and the capacity to make swift judgments. This enabled me to negotiate difficult circumstances while maintaining team momentum. Furthermore, I had a clear vision and direction, which enabled team members to focus their efforts toward shared objectives (Northouse, 2019). However, following deeper reflection, I see several flaws in my earlier leadership efforts. One flaw was a tendency to adopt a directive leadership style, in which I relied significantly on my power to make choices and guide team members' behavior (Smith, 2018). This strategy inhibited team members' individuality and creativity, limiting them from realizing their full potential and offering unique ideas (Bass & Riggio, 2006). Furthermore, this demanding leadership style may have hampered open communication and trust among team members (Avolio et al., 2009).

Another flaw in my prior leadership style was a lack of attention to connection development and establishing a healthy team culture (Jones & Brown, 2019). I was often more concerned with attaining outcomes than spending time and effort developing solid relationships with team members. This hampered my capacity to successfully encourage and engage the team, resulting in reduced levels of satisfaction and cooperation (Northouse, 2019). Recognizing these strengths and flags was critical since they laid the groundwork for my leadership development and self-improvement. Understanding these weaknesses prompted me to seek further information and investigate the theoretical frameworks offered in the course, allowing me to widen my viewpoint and construct a more well-rounded and educated personal leadership philosophy.

Finally, I see strengths in decisiveness and vision in my prior leadership efforts. However, there were flaws in adopting a prescriptive leadership style and ignoring relationship-building and team culture. By recognizing my strengths and shortcomings, I can better create my leadership philosophy, combining the theoretical frameworks acquired in the course and establishing a more successful and adaptive leadership style for the twenty-first Century. My prior experiences had a big impact on my early concept of leadership. These experiences gave me practical insights and views on leadership that affected how I handled it before attending the course. Exposure to authoritarian leadership approaches in diverse situations

was a key influence in shaping my original leadership perspective. I witnessed leaders that exerted control and authority in some work contexts, making judgments without considering the opinions or viewpoints of their team members (Smith, 2018). Witnessing such leadership styles led me to assume that leadership was associated with power and control, with leaders possessing all information and making all choices.

Furthermore, my early leadership experiences were marked by concentrating on getting fast outcomes and fulfilling specified objectives. This results-oriented approach sometimes eclipsed other key parts of leadership, such as developing cooperation and establishing a pleasant work culture (Jones & Brown, 2019). My leadership perspective was significantly impacted by the idea that success was only defined by accomplishing goals without considering the effect on people or long-term organizational sustainability. However, my attitude shifted after completing the course and researching the theoretical leadership framework. The training exposed me to transformation, servant leadership, and genuine leadership (Bass & Riggio, 2006; Greenleaf, 2002; Avolio & Gardner, 2005). Studying these frameworks taught me the value of empowering people, encouraging cooperation, and creating a common vision inside the business.

Reflecting on my prior experiences, I now see the limits of an authoritarian and results-oriented leadership style. Successful leadership is more than merely wielding power and attaining short-term goals. Building trust, maintaining relationships, and motivating and enabling team members to achieve their full potential are all required (Avolio et al., 2009). Recognizing the influence of my prior experiences has provided me with vital insights that have molded my leadership philosophy. I now see the value of empathy, communication, and creating a healthy work atmosphere (Northouse, 2019). I have discovered that leadership fosters an inclusive and collaborative culture in which people are appreciated, their voices are heard, and their contributions are acknowledged (Bass & Riggio, 2006).

Finally, my prior experiences laid the groundwork for my first concept of leadership, which was greatly impacted by authoritarian tactics and a results-oriented attitude. However, via the theoretical frameworks of the course, I have grown to appreciate the limits of this approach and the significance of empowering people, promoting cooperation, and developing strong connections. This contemplation impacted my leadership philosophy, allowing me to traverse the complexity of the twenty-first Century by adopting inclusive and transformational leadership techniques.

2. THEORETICAL FRAMEWORKS AND LEARNING FROM THE COURSE

Throughout the training, I gained important insights into numerous leadership theoretical frameworks that have considerably aided in forming my philosophy. These frameworks offer a strong basis for understanding the intricacies of leadership and excellent direction for managing the specific difficulties of the twenty-first Century. Transformational leadership, situational leadership, and servant leadership are three significant theoretical frameworks that have resonated with me. According to Bass and Riggio (2006), transformational leadership stresses leaders' ability to inspire and encourage their people to achieve remarkable results. Such leaders have a compelling vision, inspire trust, and radiate charisma, inspiring team members to put their self-interests aside and strive for a common objective (Chaleff, 2009). This leadership style promotes individual and organizational growth, personal development, and creativity.

Situational leadership, as defined by Hersey and Blanchard (Blank et al., 1990), focuses on leaders' capacity to adapt to changing events and the diverse requirements of their followers. According to this concept, successful leaders alter their leadership style depending on their followers' competency and dedication. Leaders guarantee that their followers get the advice they need to succeed by offering the proper assistance and direction in line with individual conditions (Chaleff, 2009). In contrast, Greenleaf's (2002) servant leadership emphasizes the leader's position as a servant to their followers and the larger community. Servant leaders put others' needs first, create a welcoming and empowering workplace, and actively endeavor to serve and grow their team members. Servant leaders foster a culture of cooperation, trust, and ethical decision-making by putting the well-being of others first.

These theoretical frameworks give useful insights into many leadership characteristics and distinct viewpoints on how leaders may successfully steer their teams in the twenty-first Century. I want to embrace the significance of inspiring and motivating others, adjusting to varied circumstances, and prioritizing the needs and growth of team members by incorporating components of transformational leadership, situational leadership, and servant leadership into my philosophy. These theoretical frameworks are especially significant in the setting of the twenty-first Century. Today's world's quick speed of change and rising complexity need leaders who can encourage innovation, negotiate ambiguity, and adapt to

dynamic challenges. Transformational leadership fosters the creativity and agility required to flourish in this environment, while situational leadership offers a flexible approach that recognizes team members' different needs and talents. Furthermore, servant leadership fosters a culture of empathy, cooperation, and social responsibility, which aligns with the changing expectations of stakeholders in the twenty-first Century. By merging these theoretical frameworks into my leadership philosophy, I want to construct a well-rounded and adaptive strategy that will allow me to lead successfully in the dynamic and complex terrain of the twenty-first Century.

Each of these frameworks has helped to deepen our knowledge of leadership by offering distinct views and insights into the complexity of leading in the twenty-first Century. Transformational leadership has taught me the value of motivating people and encouraging creativity. Situational leadership has taught me the need to adapt and customize my leadership style to the demands of various scenarios. Servant leadership has taught me the importance of putting others' needs first and cultivating a culture of cooperation and ethical conduct.

By incorporating the ideas of these frameworks into my leadership philosophy, I have established a more comprehensive and educated approach that allows me to lead successfully in the context of the twenty-first Century. I recognize the significance of inspiring and encouraging people, adjusting to various circumstances, and prioritizing team members' needs and growth. This broader knowledge of leadership enables me to confidently and effectively handle the intricacies and difficulties of the twenty-first Century. The leadership course I am immersed in is beneficial in broadening my thoughts on leadership and its numerous facets. It has given me a better knowledge of the complexity and subtleties of successful leadership in the twenty-first Century. I have acquired insights into the varied nature of leadership via the course, examining its many facets and broadening my perspectives on what it means to be a successful leader.

The training has broadened my thoughts on leadership by exposing me to other theoretical frameworks and models. For example, Transformational, situational, and servant leadership have broadened my understanding of leadership by presenting distinct perspectives on how leaders can inspire, motivate, and serve their teams (Bass & Riggio, 2006; Greenleaf, 2002). Each framework emphasizes a different component of leadership, such as the capacity to inspire and transcend self-interest, adapt to changing circumstances, or prioritize the needs of others. Exploring these frameworks has given me a more thorough understanding of leadership and its numerous facets.

Furthermore, the training challenged me to reflect critically on my leadership experiences and behaviors. It led me to assess my strengths and limitations, identify development opportunities, and question my previous beliefs about leadership. This process of self-reflection enabled me to understand my leadership style better and identify areas where I might improve my leadership effectiveness. The course has also allowed me to participate in debates, case studies, and practical exercises that have introduced me to various leadership viewpoints and experiences. Through these encounters, I have developed a more comprehensive awareness of the issues that leaders confront across companies, sectors, and cultural settings. It made me realize how important it is to adjust leadership techniques to diverse circumstances and recognize contextual elements' influence on leadership effectiveness.

Overall, the course has broadened my thoughts on leadership by introducing me to other theoretical frameworks, encouraging self-reflection, and exposing me to various viewpoints and experiences. This deeper grasp of leadership and its facets has provided me with a more educated and nuanced viewpoint that will allow me to fit into the setting of the twenty-first Century. Leaders must be adaptive, inclusive, and forward-thinking in a quickly changing and complicated environment. The course has given me the skills and knowledge to handle these issues successfully. It has broadened my thoughts on leadership in ways that will contribute to my development and effectiveness as a leader in the twenty-first Century.

3. DEVELOPMENT OF PERSONAL PHILOSOPHY OF LEADERSHIP

My leadership style is influenced by core values, concepts, and beliefs that affect how I lead others. These fundamental characteristics represent not just my values but also the changing demands and expectations of leadership in the twenty-first Century. Integrity is a core concept that underpins my leadership approach. I believe in leading with integrity, openness, and ethical behavior. Maintaining integrity builds trust among team members and stakeholders, laying the groundwork for successful cooperation and decision-making (Bass & Steidlmeier, 1999). Integrity guarantees that my actions match my words and that I offer a good example for others to follow.

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Inclusion is another principle that is important to my leadership philosophy. I appreciate accepting and appreciating diversity in a varied and interconnected society. I can harness my team members' different views and abilities to promote innovation and create collective success by building an inclusive atmosphere where people feel valued, respected, and heard (Northouse, 2019). Furthermore, as a guiding concept, I heavily focus on servant leadership. Leadership is about fulfilling others' needs and facilitating growth and development, not wielding power and control (Greenleaf, 2002). Putting my team members' well-being and success first, I build a supportive and empowering atmosphere that encourages collaboration, innovation, and mutual respect.

In addition to these basic beliefs, the concepts of adaptation and continual learning shape my leadership style. I understand that the twenty-first Century is marked by fast change, unpredictability, and complexity. I must be adaptive and open to new ideas, viewpoints, and techniques as a leader. Dweck (2008) defines a growth mindset as supporting constant learning, self-reflection, and personal development. This allows me to remain current, improve my leadership methods, and successfully handle the contemporary era's changing difficulties. My underlying values and beliefs shaped my leadership style before attending the course. However, the training has given me a better knowledge of the academic frameworks, broadened my viewpoints, and polished my leadership philosophy. It has reaffirmed the significance of honesty, inclusion, and servant leadership and provided me with a more educated approach to incorporating these ideas.

By aligning my leadership style with these important values, ideas, and beliefs, I will be able to integrate into the setting of the twenty-first Century successfully. This mindset helps me to lead with integrity, accept diversity and inclusion, service others' needs, and adapt to a quickly changing environment. It enables me to encourage cooperation, creativity, and development while also tackling the unique problems and possibilities of the twenty-first Century. Finally, by embracing these beliefs and ideas, I want to influence others around me and encourage them to attain their greatest potential. The theoretical frameworks and course material I experienced throughout the leadership course were critical in establishing and refining my leadership philosophy. They have given me a strong foundation of information and ideas that have shaped my thinking and approach to leadership in the twenty-first Century. The training first and mainly exposed me to the notion of transformative leadership. The necessity of inspiring and encouraging people to attain extraordinary achievements is emphasized in this approach (Bass & Riggio, 2006). I learned about transformational leaders' skills and actions, such as having a compelling vision, developing trust, and empowering others, via the course. This framework has significantly impacted my philosophy by emphasizing the need to generate a feeling of purpose and encourage people to devote their best efforts toward a common goal.

The course also looked at the notion of situational leadership, which stresses leaders' flexibility in a variety of contexts. This theory recognizes that successful leadership necessitates adapting one's approach depending on followers' competence and commitment. It showed me the value of being adaptable and receptive to the requirements of my teammates. This realization has greatly impacted my philosophy, as I now see the need to tailor my leadership style to the individual circumstances and requirements of the people I manage. In addition, the seminar covered the ideas of servant leadership, which stresses meeting others' needs and putting their well-being first (Greenleaf, 2002). This paradigm significantly affected my philosophy since it emphasized the value of empathy, humility, and ethical decision-making. It confirmed my idea that leadership is about fostering and supporting the development and success of others, not about personal gain or power.

Furthermore, the course curriculum broadened my perspective on leadership beyond typical hierarchical organizations. It looked at modern leadership principles, including shared, dispersed, and collaborative leadership. These points of view challenged my previous assumptions and widened my knowledge of leadership as a collaborative effort rather than a solo responsibility. This change in viewpoint has affected my philosophy by highlighting the importance of cooperation, teamwork, and cultivating a shared leadership culture. Before completing the course, my leadership style was mostly shaped by my personal experiences and observations. However, the theoretical frameworks and course material have enhanced and widened my leadership knowledge. They have given me a more informed and complete understanding of leadership in the 21st Century.

Incorporating the course's lessons, my leadership philosophy has developed to represent the ideals of inspiration, flexibility, servant leadership, and cooperation. As a leader, it blends the transformational, situational, and servant leadership frameworks to guide my actions and decisions. By adopting and incorporating these theoretical frameworks into my

philosophy, I am better prepared to face the complexity and problems of the twenty-first Century. This concept helps me to inspire and encourage others, adapt to changing situations, service my team member's needs, and promote a collaborative and inclusive atmosphere. It gives me a well-rounded approach that aligns with contemporary leadership's needs and expectations.

Authenticity and integrity are key attributes that are very important in leadership, especially in the twenty-first Century. These characteristics define the leader's character and the trust, credibility, and ethical underpinning of their leadership. Reflecting on my own experiences, the theoretical frameworks gained, and the effect of the leadership course, I see the significant importance of authenticity and integrity in my leadership philosophy. Avolio and Gardner (2005) define authenticity as being real, truthful, and true to oneself. It entails harmonizing one's words, actions, and principles and confidently communicating feelings and ideas. Authentic leaders are self-aware and honest and show consistency between their inner convictions and their external conduct (George, 2003). They establish trust and credibility by being honest and consistent in their dealings with others.

Integrity, on the other hand, is defined as a commitment to moral and ethical ideals, honesty, and a strong moral character (Trevio et al., 2003). Integrity leaders conduct themselves ethically and consistently, making choices based on ideals rather than selfish benefit. They have a strong sense of justice, honesty, and responsibility, and they are determined to do the right thing even when presented with tough decisions. It is impossible to overestimate the value of sincerity and integrity in leadership. Transparency, accountability, and ethical behavior are highly appreciated in the twenty-first Century, and leaders who reflect these values are more likely to acquire the confidence and respect of their followers. Authentic leaders provide a welcoming atmosphere where people can be themselves and are encouraged to try their best (Walumbwa et al., 2008). Leaders who embrace their genuine selves self-encourage others to do the same, generating an organizational culture of honesty and empowerment.

Furthermore, leaders that exhibit integrity are seen as trustworthy, ethical, and principled. They provide the company with a strong moral compass, directing decision-responsibly and ethically all the way. This generates true improvisers, improves the organization's reputation, and promotes long-term success. My conviction in the need for authenticity and integrity in leadership has been confirmed by the course and theoretical frameworks I have acquired. Transformational leadership stresses the need, to be honest with oneself and instill real passion and conviction in others (Bass & Riggio, 2006). Greenleaf (2002) defines servant leadership as the leader's dedication to serving the needs of others and behaving with moral integrity. These theories have helped me better grasp the critical role of honesty and integrity in good leadership. External expectations and social standards shaped my leadership style before the training. I often adhered to particular habits or assumed a leadership persona that did not reflect my genuine self. However, as I progressed through the training and explored these concepts, I became aware of the transforming potential of authenticity and integrity in leadership.

As I incorporate honesty and integrity into my leadership philosophy, I am better prepared to face the difficulties and complexity of the twenty-first Century. I set a good example by building an atmosphere that values open communication, trust, and ethical decision-making. I encourage people to express their unique viewpoints, abilities, and ideas by displaying authenticity. By maintaining integrity, I provide the groundwork for trust, ethical behavior, and responsibility. Leaders who embody authenticity and integrity can inspire and motivate their teams, foster innovation and collaboration, and build long-term relationships with stakeholders in the rapidly changing landscape of the twenty-first Century.

4. FIT IN THE CONTEXT OF THE 21ST CENTURY

Leaders in the twenty-first Century face many demands and problems in a dynamic and continuously developing world. Globalization, technology improvements, varied workforces, and increased complexity provide distinct challenges for CEOs (Kellerman, 2008). Understanding these needs is critical to developing a successful personal leadership philosophy. Rapid globalization and interconnection define the twenty-first Century, requiring leaders to negotiate multiple cultural, economic, and political situations (Northouse, 2018). To establish collaborative and high-performing teams, leaders must have a global mentality, embrace cultural diversity, and promote inclusive practices (Gardner & Stough, 2002).

Furthermore, technology improvements and digital transformation have transformed how businesses work. To drive decision-making and competitiveness, leaders must adapt to technological disruptions, utilize innovation, and harness the power of data (Avolio et al., 2009). Understanding and using technology is critical for leaders to lead in the digital age

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successfully. Furthermore, leaders in the twenty-first Century confront complicated ethical quandaries that need them to make principled judgments that consider the interests of many stakeholders (Ciulla, 2004). Corporate crises and public expectations have made ethical leadership more important. To acquire the confidence and loyalty of stakeholders, leaders must show integrity, accountability, and a commitment to corporate social responsibility (Brown & Trevio, 2006).

My leadership philosophy is founded on transformational, situational, and servant leadership, as influenced by the theoretical frameworks I have learned and my own experiences. This mindset helps me successfully meet the twenty-first Century's needs and difficulties. By presenting a compelling vision and building an environment of innovation and progress, transformational leadership enables me to inspire and encourage others (Bass & Riggio, 2006). I can lead my team to adapt to technology developments and exploit innovation as a competitive advantage by establishing high standards and promoting creativity.

Situational leadership offers the adaptability required to meet the different needs of the twenty-first Century. It highlights the need to tailor leadership approaches to people and teams' unique needs and capacities. By analyzing my followers' competency and dedication, I can give the proper amount of assistance and direction to help them manage the problems they confront. Furthermore, Greenleaf (2002) influences my approach to tackling ethical concerns and stakeholder expectations. I can develop trust, integrity, and social responsibility inside my business by prioritizing the needs of others, creating a friendly and inclusive workplace, and making ethical judgments. Leaders confront particular challenges in the dynamic and fast-paced environment of the twenty-first Century, requiring special talents and abilities. Adaptability, inventiveness, and ethical decision-making are three critical elements that leaders must have in order to flourish in this scenario.

Adaptability is critical in the face of fast technology breakthroughs, globalization, and economic unpredictability. Leaders must be able to change with the times, accept ambiguity, and handle uncertainty. This necessitates adaptability, an openness to new ideas, and the capacity to modify plans and approaches in response to changing obstacles. Adaptive leaders can successfully steer their people through organizational changes, industry upheavals, and unforeseen crises, assuring their firms' competitiveness and resilience. Innovation has become a vital engine of success and sustainability in the present era. Leaders must promote an innovation culture inside their firms by promoting creativity, risk-taking, and continual development. They must embrace new technology, detect emerging trends, and push their employees to think creatively and solve complicated challenges. By promoting innovation, leaders may improve organizational agility, generate growth, and grasp opportunities in a fast-changing corporate world.

With a greater emphasis on ethical conduct and corporate social responsibility, ethical decision-making has gained popularity in the twenty-first Century. Leaders are supposed to make morally sound judgments, preserve integrity, and consider different stakeholders' interests. Ethical decision-making includes considering how choices affect workers, consumers, communities, and the environment. Leaders who emphasize ethical issues may generate long-term sustainability, trust, and company reputation. Leaders may successfully manage the difficulties of the twenty-first Century by blending flexibility, creativity, and ethical decision-making into their leadership philosophy. These characteristics allow leaders to adapt responsibly and proactively to changing business dynamics, technology changes, and social expectations.

My leadership style lacked a significant focus on adaptation, creativity, and ethical decision-making before the training. I was mainly concerned with preserving stability and adhering to established procedures. However, the training and theoretical frameworks I studied enlarged my view and assisted me in recognizing the importance of these skills in leadership. Following the training, my leadership philosophy has developed to include flexibility, creativity, and ethical decision-making as essential concepts. Adaptability enables me to manage my team through diverse difficulties and transitions, ensuring we stay responsive and resilient. I aggressively encourage an innovative culture by pushing my team to think creatively and try new ideas to achieve development and competitive advantage.

Furthermore, I emphasize ethical decision-making, considering the consequences of my actions on stakeholders and making decisions consistent with moral ideals and corporate social responsibility. Finally, the importance of adaptation, creativity, and ethical decision-making in the twenty-first Century cannot be understated. Leaders with these characteristics can negotiate the complexity of today's environment, grasp opportunities, and achieve long-term success for their enterprises. By incorporating these elements into my leadership philosophy, I am better prepared to fit into the context of the twenty-first Century, lead with purpose, and have a good influence in an ever-changing corporate scene.

5. IMPACTS OF THE COURSE

Prior to completing the course, my prior leadership approach was more conventional and hierarchical. I was mainly concerned with retaining control, guaranteeing adherence to established procedures, and meeting stated goals. Although providing a feeling of stability and order, this strategy has drawbacks in the changing setting of the twenty-first Century. My attitude has changed significantly after taking the course and adopting a new personal leadership philosophy. I now prioritize cooperation, empowerment, and the development of individual potential in a more participatory and inclusive leadership style. This move indicates a growing understanding of the value of cultivating a healthy company culture and exploiting team members' different talents and viewpoints. The training has enabled me to understand leadership as influencing and motivating people rather than merely leading and dominating. I now see the importance of developing relationships based on trust, empathy, and clear communication (Goleman et al., 2013).

This adjustment in perspective has affected my leadership methods and approaches. Instead of making decisions from the top down, I now solicit feedback from team members and promote their active participation in problem-solving and decision-making processes. This approach is consistent with participatory and servant leadership concepts, in which leaders serve as facilitators and coaches rather than as authoritative figures (Northouse, 2018). I have also grown more concerned with the growth and well-being of individual team members, identifying their particular abilities and supporting their progress and success. Adopting a team-based project is one concrete example of putting my new personal leadership philosophy into effect. I used to prescribe project goals and give work to team members without much participation. However, after the training, I took a more participatory approach. I gathered the team members to discuss their particular abilities and interests, and we collaborated to co-create the project goals and assign duties based on their preferences and expertise. This strategy instilled in team members a feeling of ownership and anticipation, resulting in higher motivation and better cooperation throughout the project.

Another case in point is ethical decision-making. Previously, I emphasized attaining results at any cost without considering my activities' ethical consequences. However, as a result of the course's lessons, I have grown more conscious of the ethical components of leadership. For example, when presented with a choice that had the potential to hurt the environment, I considered the long-term effects and chose a more sustainable option, even if it meant more work and money. This action reflected my principles and showed dedication to ethical leadership and societal responsibility. In each case, my new personal leadership philosophy, which stresses cooperation, empowerment, and ethical decision-making, directed my actions and affected the results. These examples demonstrate how the theoretical frameworks acquired in the course have been used in practice and how they have changed my leadership style in the twenty-first-century setting.

6. CONCLUSION

Finally, the path of establishing a personal philosophy of leadership has been transformational, informed by theoretical frameworks learned, practical experiences, and shifting viewpoints. Before this course, my leadership style was more conventional, centered on control and procedural adherence. On the other hand, this course has enlarged my leadership perspective, allowing me to adopt a more inclusive, flexible, and ethical approach. The newly created personal leadership philosophy is well-aligned with the needs of the twenty-first Century. Leaders must manage through fast change, unpredictability, and complicated difficulties in today's society. My leadership philosophy allows me to integrate into this dynamic setting by including the values of adaptation, creativity, ethical decision-making, teamwork, and empowerment. The need for flexibility cannot be stressed in a continually changing world. Leaders must be adaptable, open-minded, and capable of adapting plans and approaches to changing conditions. Another essential factor is innovation, which enables leaders to generate development, capitalize on new possibilities, and adapt to developing trends. Ethical decision-making ensures that leaders maintain their integrity, consider different stakeholders, and contribute to the long-term viability of businesses and society. Through this personal attitude, I have adopted a participatory leadership style that appreciates cooperation, develops innovation, and promotes individual growth. I connect to team members' skills, support their development, and create an inclusive workplace that fosters diversity and unlocks their full potential through empowering them.

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