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BUS 4405-01 LEADERSHIP - AY2025-T1

LEARNING JOURNAL UNIT 4

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APPLYING LEADERSHIP STRATEGIES FOR PERSONAL GROWTH AND HELPING OTHERS

INTRODUCTION:

As a leadership student, I have come to understand that many strategies developed for corporate management have strong applications in personal growth. I will investigate three core leadership ideas in this post: the Situational Leadership approach, SMART goal setting, and the GROW model, and how they can be applied to promote personal development. I'll also address how these insights can aid others facing similar issues.

THE GROW MODEL FOR SELF-IMPROVEMENT

The acronym GROW, which stands for Goal, Reality, Options, and Will, provides a structured approach to goal-setting and problem-solving (Whitmore, 2009). This idea has proven to be helpful to me as I work to become a better time manager.

Goal: I set a clear target to eliminate procrastination and boost productivity.

Reality: I examined my current patterns, finding that I often got distracted by social media and struggled with prioritizing work.

Options: I explored alternative solutions, like adopting productivity apps, implementing the Pomodoro Technique, and making a regular daily plan.

Will: I committed to trying the Pomodoro Technique for two weeks, setting specified periods for social media use.



This strategy helped me develop clarity about my goals and the steps needed to attain them. By breaking down the process into these four parts, I was able to achieve major gains in my time management.

SMART GOALS FOR ACADEMIC ACHIEVEMENT

Setting and achieving my academic goals has been made possible by the SMART framework, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound (Doran, 1981). For example, I set the following SMART objective to improve my grades:

By allocating an additional hour of study time every day and requesting assistance from professors during office hours at least once a week, I want to raise my GPA from 3.2 to 3.5 by the end of the current semester.

The stated objective was clear (increase GPA to 3.5), quantifiable (monitor changes in GPA), doable (realistic enhancement), pertinent (relates to academic goals), and time-bound (by the conclusion of the semester). By adopting this structure, I not only attained my objective but also created superior study habits that continued to assist me in consecutive semesters.

SITUATIONAL LEADERSHIP FOR ADAPTABILITY

I have grown more adaptable in a variety of social and academic circumstances thanks to the Situational Leadership idea, which emphasizes changing one's leadership style based on the needs of the environment and the people involved (Hersey & Blanchard, 1969).

For instance, I have learned to evaluate the needs and skill levels of my teammates when working on collaborative projects and adjust my strategy accordingly. With less experienced



peers, I take on a more directorial position, providing explicit advice and support. With more capable partners, I take a more delegative manner, focused on empowering people and promoting autonomy.

This flexibility has not only increased my efficiency in group settings but has also enhanced my interpersonal skills and emotional intelligence.

HELPING OTHERS WITH THESE STRATEGIES

The insights obtained from applying these leadership tactics to personal growth can be beneficial in helping others face similar challenges:

1. For individuals dealing with goal setting, I can offer the GROW model as a disciplined approach to clarifying objectives and generating action plans.
2. Friends or classmates having problems with academic planning can benefit from learning about SMART goals, which can help them set clear, achievable expectations.
3. In mentoring or tutoring situations, I can employ the ideas of Situational Leadership to personalize my support based on the specific needs and competencies of those I'm supporting.

CONCLUSION

Applying leadership concepts such as the GROW model, SMART goal-setting, and Situational Leadership to personal development has dramatically boosted my growth as a student and individual. These approaches have provided me with structured frameworks for problem-solving, goal achievement, and adaptation. Moreover, the lessons learnt from these experiences empower me with vital skills to aid others in overcoming similar problems, promoting a



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collaborative and supportive learning environment. As I continue my leadership path, I look forward to understanding and adopting more such tactics, continuously developing myself and positively impacting people around me.





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