

I. Detailed Outline

● Introduction: ~150 words

- You can start with a brief introduction about the definition of leadership and the importance of effective leadership in business.

Example: Leadership can be defined as a power when one person has the ability to influence or modify another person's values, beliefs, behavior, and attitudes (Ganta et al. 2014). [As an article](#) from Pennsylvania State University states, “Effective leadership is essential to a functioning society.” On a smaller scale, the fact remains true in organizations and businesses. It’s basically impossible for a company to continue to evolve and grow with the times without effective leadership.

- Next, you can mention some ways to become an effective leader in business. You can name several qualities which are crucial to become a good leader.

Example: Therefore, my goal in becoming a proficient leader involves enhancing my leadership skills, qualities, and behaviors while carefully comprehending all aspects of my leadership characteristics.

- Conclude the purpose of the assignment by briefly mentioning your current understanding of leadership and its relevance in your life or career.
- Remember to highlight how this assignment will aid in enhancing your leadership skills.

Example: Consequently, this self-assessment document will identify my strengths, weaknesses, and skills as a leader using diagnostic tools, aligning them with leadership theories. The aim is to formulate a leadership development plan to enhance and refine my abilities further.

● Leadership Development Plan: ~ 1000 words

1. Self-evaluation and reflection (500 words):

- Strengths:

You can follow the instructions step by step:

- + Indicate the specific score achieved in the leadership diagnostic tool, thereby identifying a specific strength of yourself.

Example: According to the leadership skills inventory test, my technical skill and human skill both fall within the high range, scoring 24 and 25, respectively

Skills inventory

Instructions: read each item carefully and decide whether the item describes you as a person. Indicate your response to each item by circling one of the five numbers to the right of each item.

Key: 1 = *not true* 2 = *Seldom true* 3 = *occasionally true* 4 = *Somewhat true* 5 = *Very true*

1. I enjoy getting into the details of how things work.	1	2	3	4	5
2. As a rule, adapting ideas to people's needs is easy for me.	1	2	3	4	5
3. I enjoy working with abstract ideas.	1	2	3	4	5
4. Technical things fascinate me.	1	2	3	4	5
5. Being able to understand others is the most important part of my work.	1	2	3	4	5
6. Seeing the big picture comes easy for me.	1	2	3	4	5
7. One of my skills is being good at making things work.	1	2	3	4	5
8. My main concern is to have a supportive communication climate.	1	2	3	4	5
9. I am intrigued by complex organizational problems.	1	2	3	4	5
10. Following directions and filling out forms comes easily for me.	1	2	3	4	5
11. Understanding the social fabric of the organization is important to me.	1	2	3	4	5
12. I would enjoy working out strategies for my organization's growth.	1	2	3	4	5
13. I am good at completing the things I've been assigned to do.	1	2	3	4	5
14. Getting all parties to work together is a challenge I enjoy.	1	2	3	4	5
15. Creating a mission statement is rewarding work.	1	2	3	4	5
16. I understand how to do the basic things required of me.	1	2	3	4	5
17. I am concerned with how my decisions affect the lives of others.	1	2	3	4	5
18. Thinking about organizational values and philosophy appeals to me.	1	2	3	4	5

Scoring

The skills inventory is designed to measure three broad types of leadership skills: **technical, human, and conceptual**. Score the questionnaire by doing the following. First, sum the responses on items 1, 4, 7, 10, 13, and 16. This is your technical skill score. Second, sum the responses on items 2, 5, 8, 11, 14, and 17. This is your human skill score. Third, sum the responses on items 3, 6, 9, 12, 15, and 18. This is your conceptual skill score.

Total scores: Technical skill 24 human skill 25 conceptual skill 16

Scoring interpretation

23–30 high range | 14–22 Moderate range | 6–13 Low range

The scores you received on the skills inventory provide information about your leadership skills in three areas. By comparing the differences between your scores, you can determine where you have leadership strengths and where you have leadership weaknesses. Your scores also point toward the level of management for which you might be most suited.

Source: Northouse, P. (2018) Leadership: Theory and Practice, Sage

Figure 1 - Skill Inventory test result

- + Indicate the theory used in the review.

Example: Technical skill implies an understanding, and proficiency in a specific kind of activity, particularly one involving methods, processes, procedures, or techniques ([Katz 1955](#)).

- + Introducing theory, emphasizing the effects of theory in practical contexts.

Example: Individuals with great technical skill will have the ability to conduct work in a technically proficient manner while simultaneously monitoring it independently and critically (Mohd 2000)

- + Relate theory to yourself in specific situations in the context of leadership.

Example: Therefore, I frequently evaluate diverse programming and construction methodologies to determine the most effective means of enhancing my team's projects, ensuring appropriate allocation of resources, time, and budget.

- + Provide feedback from others to further reinforce this strength in the situations just mentioned above.

Example: As per feedback from both the leader and my colleagues, I consistently demonstrate a solid grasp of the industry and the theoretical concepts applicable to the project. Additionally, my ability to bring in new information and deeply understand the issues and cases at hand is recognized as one of my strengths.

- **Weaknesses:**

You can implement it similarly to the strengths section.

- + Indicate the specific score achieved in the leadership diagnostic tool, thereby identifying a specific Weakness of yourself. Clarify the aspects you encounter difficulties related to the weaknesses mentioned above.

Example: A significant weakness I acknowledge is a deficiency in Cultural Intelligence, as engaging with individuals from different national cultures feels unfamiliar and presents a challenge for me.

Cultural Intelligence: Self-assessment

The job of a manager demands a lot, and before long your activities will include situations that will test your knowledge and capacity for dealing with people from other national cultures. Are you ready? To find out, think about your experiences in other countries or with people from other countries. To what extent does each of the following statements characterize your behavior? Please answer each of the following items as Mostly True or Mostly False for you.

	Mostly True	Mostly False
1. I plan how I'm going to relate to people from a different culture before I meet them.		F
2. I understand the religious beliefs of other cultures.	T	
3. I understand the rules for nonverbal behavior in other cultures.	T	
4. I seek out opportunities to interact with people from different cultures.		F
5. I can handle the stresses of living in a different culture with relative ease.		F
6. I am confident that I can befriend locals in a culture that is unfamiliar to me.		F
7. I change my speech style (e.g., accent, tone) when a cross-cultural interaction requires it.		F
8. I alter my facial expressions and gestures as needed to facilitate a cross-culture interaction.		F
9. I am quick to change the way I behave when a cross-culture encounter seems to require it.		F

SCORING AND INTERPRETATION: Each question pertains to some aspect of cultural intelligence. Questions 1–3 pertain to the head (*cognitive CQ subscale*), questions 4–6 to the heart (*emotional CQ subscale*), and questions 7–9 to behavior (*physical CQ subscale*). If you have sufficient international experience and CQ to have answered "Mostly True" to two of three questions for each subscale or six of nine for all the questions, then consider yourself at a high level of CQ for a new manager. If you scored one or fewer "Mostly True" on each subscale or three or fewer for all nine questions, it is time to learn more about other national cultures. Hone your observational skills and learn to pick up on clues about how people from a different country respond to various situations.

Source: <https://www.16personalities.com/free-personality-test>

Figure 2 - Cultural Intelligence test result

- + Point out relevant theories that show the correlation between that factor and leadership ability.

Example: As stated by [Ang et al. \(2007\)](#), Cultural Intelligence (CQ) refers to an individual's capacity to operate and lead successfully in environments characterized by cultural diversity. It not only enhances individual and team performance but is also commonly regarded as an essential skill for team leaders.

- + Emphasize the necessity of that factor in some practical situations.

Example: Yet, the absence of Cultural Intelligence may result in misunderstandings and difficulties when communicating and establishing connections with individuals from diverse cultural or racial backgrounds in the professional setting.

- + Mention aspects that can be improved to overcome those weaknesses.

Example: Furthermore, despite my Conceptual skill falling within the moderate range at 19 (Figure 1), there is room for improvement. Enhancing this skill is crucial for organizing my thoughts, understanding various theories in different areas, taking effective actions, and identifying trends based on the theoretical abilities essential as indicated by Danim (2010).

- + Point out the benefits that can be achieved when weaknesses are overcome.

Example: By enhancing this skill, I can heighten organizational awareness, grasp the interconnections among various organizational components, and anticipate potential changes across different aspects of organizational performance.

2. Development plan (500 words):

You should:

- Emphasize the importance of the element you choose to develop in goal 1 for your field of study or profession.

Example: As my major is Logistics and Supply chain management, 'Cultural Intelligence' (CQ) is increasingly seen as a vital cross-cultural ability, particularly in the management of SCM operations ([Jia 2010](#)).

- List potential reasons for your limitation in that skill.

Example: Nevertheless, my Cultural Intelligence (CQ) seems to be a potential area for improvement in future endeavors, primarily due to limited opportunities to interact with individuals from diverse cultures and gain insights into other civilizations.

- From there, clarify why you chose that element as the goal in the plan, combining the use of realistic scenarios to increase persuasion.

Example: Therefore, my objective is to enhance this skill set and broaden my opportunities to collaborate with international investors.

- Provide a few specific activities that can have a positive impact on the skill development process, giving specific and reasonable time periods for each activity.

Example:

- + To enhance this skill, I plan to actively seek more collaborations with individuals from diverse cultures. I make an effort to connect with individuals from various cultures, including those at school, my clients at work, and others on social networking platforms.
 - + Additionally, I aim to engage in extensive reading and participate in cultural exchange events. Specifically, one of my goals is to pursue an internship in Australia, given its significant ethnic diversity. This experience will offer me the chance to engage in communication and acquire a deeper understanding.
 - + Reasonable time to improve: 6 months.
- Outline the benefits you can gain as a leader through skill development.

Example: I think that through these communication opportunities, I will gradually develop communication skills, including adjusting my voice speed or pitch when interacting with individuals from various cultures.

● **Industry Feedback**

You should:

- Provide an overall assessment of the appropriateness and accuracy of the assessment.
- Indicate your chosen leader's assessment of the accuracy of the strengths and weaknesses you have identified.

Example: Upon presenting my leadership development plan to the selected leader, she offered valuable assessments and feedback on its viability and appropriateness. Her insights, grounded in an analysis of my strengths and limitations, deepened my comprehension of the plan.

- Point out the strengths that are highly appreciated by the industrial leader, and explain why that part is well done.

Example: Initially, she concurred with the evaluation of my strengths and weaknesses in the plan. However, to bring it closer to the objective, she aided me in formulating more constructive activities. For instance, supplementing the plan with activities like attending seminars or speeches on multiculturalism by experts from diverse cultures. Another beneficial addition would be taking the initiative to meet and assist foreign individuals in public, providing practical opportunities to enhance communication skills.

- Point out areas that can be improved through comments from the leader you choose. If you give a reason why that leader did not rate that part of the plan highly (or give your thoughts on why that part was deemed not done well enough).

Example: In terms of assessment, she also provided feedback that I need to pay more attention to the team, emphasizing that an efficient team plays a crucial role in enhancing both interpersonal and technical skills. These skills not only demand individual refinement but also require effective leadership with high-level human and technical skills

- Express agreement (or disagreement) with the opinion of the leader you choose and state the reason why?

Example: I concur with her perspective because currently, my priority for enhancing cultural intelligence is to actively seek opportunities for communication with individuals from diverse cultures. This approach allows me to practice and refine my behavior, gestures, and speech patterns.

- From there, indicate your decision on whether to change the plan based on that leader's suggestions and list a few significant changes.

Example:

- + Additionally, she advises me to identify roles or projects that can enhance my critical thinking, aligning with the objective of "Improving Conceptual Skill." Consequently, I have incorporated specific activities, including brainstorming, conceptual planning, and addressing organizational or team challenges and long-term divisions, to provide more precision to the plan.
- + Finally, while I have well-defined and detailed goals to pursue, I believe that breaking down each skill into distinct components will enhance the effectiveness of my plan. Therefore, I have segmented human skills into three specific parts: coaching skills, communication skills, and trust-building.
- + I've incorporated additional activities into the plan, such as engaging in more communication with teammates during breaks and gaining a better understanding of each member's circumstances, challenges, strengths, and weaknesses. These activities are aimed at enhancing my communication, coaching, and trust-building skills, with measurement criteria based on the relationships among teammates and the level of trust they place in me.

● **Conclusion:**

- Summarize the benefits of the leadership and decision-making course as well as the diagnostic tests.

Example: In summary, the leadership and decision-making course, along with the diagnostic tests, are designed to offer a comprehensive understanding of my capabilities and leadership skills. I acknowledge that effective leadership is challenging, requiring a combination of skills, abilities, knowledge, and experience.

- Draw lessons for yourself to become an effective leader.

Example: Nevertheless, achieving effectiveness as a leader is unattainable without training, skill and experience development, and personal initiative. Therefore, acknowledging both my leadership strengths and limitations enables me to enhance and modify unfinished attributes, paving the way for a more successful future in my career.

II. References:

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