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**A. Provide a PDF of your completed CliftonStrengths self-assessment. The evidence must show your name and *all* five strengths.**

**1. Discuss the results of the five categorical strengths from the CliftonStrengths self-assessment, including what those results indicate about your leadership.**

My five categorical strengths from the CliftonStrengths test are Learner, Restorative, Achiever, Context, and Belief.

The top strength, Learner, has the characteristic of being eager to take in new information. The motivation of Learners for completing a task is not necessarily the result, but the “getting there”. Learners are curious about the journey of completing a task. If a task cannot be completed, or the result is insufficient, the Learner will investigate what went wrong and how the journey can be improved for next time. The Learner is strongly invested in the “What?, How?, When?, Where?, Who?, Why?” of the journey.

As a leader, my Learner side brings knowledge to the team. I will share knowledge to ensure that the team members have the tools required for completing their tasks. My dedication to uncovering the processes for certain results adds experience to a team. A process that results in failure is less likely to be repeated by me since I have an understanding of why the failure occurred . I can guide future decisions made by the team from previous lessons learned.

The next strength is Restorative. A Restorative person confronts weaknesses and corrects them. Their drive is to improve in the areas of weakness for a project, in a person, or in themself. A Restorative person takes gratitude in being entrusted with another person’s innermost feelings and thoughts. Restorative people tend to be attentive towards others and work towards better comprehension of those around them.

In a leadership position, I as a Restorative person will focus on filling in the weak areas of a team. From my perspective, correcting the shortcomings of the team will lead to the team’s success. At an individual level, I will be invested in what the other has to say. As a Restorative person I will take time to listen, comprehend and analyze members of the team.

The strength of an Achiever is that they are constantly striving to achieve the next goal. Day in and day out, Achievers are working to meet their expectations and exceed the expectations of others. An Achiever doesn’t linger in the light of gratification when a task is done, the Achiever immediately looks for the next project in which to immerse themself.

When taking on the role of leader for a team, my Achiever attribute will display my dedication to the team’s cause. I will work relentlessly and meticulously on the given task. I will rely upon my efforts of hard work to be an example for other members to follow and set the expectations for the team. I will expect a healthy degree of competitiveness within the team as a means to make the group all Achievers.

A Context person takes time to learn from the past so that they can plan and understand their present. These people feel most confident in their decisions if there are examples and past data indicating that these are the right decisions to make.

My Context trait as a leader will influence my decision making for the team. I will invest effort into researching case studies for designing the future. My confidence will come from proven patterns and examples. I believe that the answers we are seeking already exist, the team just needs to take the time to investigate.

The character strength of Belief describes a person who is guided by their fundamental convictions. This is a person that has defined the pillars of their beliefs and takes the direction in life supported by these pillars. Other people notice these commitments to convictions and view a Belief person as dependable and trustworthy.

The benefits I will provide in a leadership position as a Belief person are reliability, commitment, trustworthiness, honesty, and dependability. My team will learn my beliefs through my actions. They will see that I am honest in what I say. I will surround myself with individuals that are true to who they are. The decisions I will make will be guided by how the actions taken measure up to my beliefs over any other reward.

**2. Explain how *each* of your five identified strengths from the CliftonStrengths self-assessment influence your thoughts, decisions, and behaviors as the IT manager in the provided scenario.**

As a leader, I need to display conviction in the company's decision to change to a new process. It is out of my control whether or not the change happens. It is my duty to provide the best implementation of the new process, like it or not. If members below me see that I am not committed to the change, it will be even more difficult to motivate the team into giving their best effort with the new process. I am relying on my Beliefs strength to gain approval from the team, so that they can trust in me and believe that this new process is a good decision. If my team knows me, they know that I am trustworthy and dependable. If I believe in the new process, they will too.

The scenario lists four problems that need to be overcome by the team in order to address the process change. I will highlight the appropriate strengths where they are most applicable.

The first challenge for leadership is overcoming resistance to change. My Context and Learner trait will undergo research to find examples of the new process where the implementation was successful. This will include delegating the responsibility to members to perform the research. I will acknowledge that the workflow and productivity of the team will be temporarily reduced. My Restorative trait though will be looking to the future. The old process had its flaws, so it is in my nature to want to seek improvements. I will make the argument to my team that the reduced productivity now will lead to increased productivity in the long run.

My Restorative strength will address the remote workers that feel left out on important discussions. Whether it is through group, personal, or email discussions, I will make my best effort to hear their perspectives and relay the latest information.

The Junior developers will need additional training. The Achiever and Learner strength will push the Junior developers to take on the new process. The Senior developers will be delegated roles in overseeing the training. I will emphasize to the Junior developers that this will be a good moment for them to advance their career. The whole team is dealing with a change, so the Senior positions will be challenged because the process the Seniors had relied on is now obsolete. In a sense, senior and Junior developers are at the same level as the new process is being developed. Junior developers will be more open and motivated to make the change.

Project coordination during the change will be difficult to manage. My Restorative trait will get involved by being attentive to the project coordinator’s issues. If possible, I will request temporary assistance for the team so that there are more individuals available to assist in meeting demand.

**B. Discuss one IT leadership goal that will help improve your leadership as the IT manager in the scenario.**

After taking the CliftonStrengths assessment, I feel like I am missing a relationship building leadership style. Some individuals need more reward to feel satisfaction than just completing a task. Some team members may want to feel recognized for the work they complete. Making the transition to a new process may cause high tension in the team. Taking time to recognize a team member’s achievements may bring the tension down and open a discussion about how the team member is doing. Afterall, we are all in this together.

My goal is to decrease team tension and increase team member appreciation over three months by having bi-weekly meetings between supervisors and team members. Myself and supervisors will accomplish this by taking simple notes on how the team member is feeling, what tasks and responsibilities the team member has taken on, and praising the team member for the efforts they are putting in. The next meeting will go over the same topics, and the notes will be compared. If the team member’s feelings toward the project are trending downward over time, then more actions will be taken to address the team member’s needs. Accomplishing this goal will increase the morale of team members and decrease tensions. This will be measured by comparing notes taken during individual meetings.

**1. Discuss two specific actions you will take to support the goal discussed in part B.** An individual that is feeling less motivated, achieving fewer tasks, and not responding to positive reinforcement will trigger an action. The supervisor, team member, and myself will go over options available for re-igniting the team member’s motivation. There are different causes that will result in the decreased morale. One cause might be burnout on a certain task. In this case we can look for another task for the team member to take on. As for the original task, maybe it can be put on hold for some time, or another team member can give it a try. Another cause could be incompatibility with another team member. In this case team members can be moved around to clear tension.

Another action I will take is to inform the team that these meetings are not going to be used to compare peers. These meetings are only intended to compare an individual to one’s self throughout the transition process. I will do this so that the intent of the meetings are not taken the wrong way. If team members think they are being compared amongst each other, then this goal will only increase team tension.

**C. Select two of the key issues identified in the provided scenario. Recommend a different leadership style for *each* issue, and explain how your chosen leadership style effectively addresses the issues. Leadership styles can include, but are not limited to, transformational, servant, spiritual, autocratic, or authentic leadership.**

There is a skill gap issue with Junior developers. They require more training than other members to adapt to the new process. To address this issue, I will use a *charismatic* leadership style.

Junior developers are going to have to put in extra work hours to gain the knowledge required for the new skill and process. Being newer to the position, Junior developers typically still have ambition to gain new knowledge and skill, which can be sparked with enthusiasm and excitement over new technology. I will present the process change to the Junior developers charismatically. I will motivate the Junior developers to put in the extra work with the idea that this process is new and exciting!

Senior developers are displaying resistance to change. They are the system experts for a process that has been used by the company for a long time. Their skepticism is accurate, that the new process will disrupt workflow and reduce productivity. But this disruption is only meant to be short term. Looking into the future, the new process will improve on the existing ways. Trying to influence Senior developers with charisma won’t work as it does with Junior developers. Senior developers have seen all sorts of leaders come to the scene with great ideas, just to come and go.

The best leadership style to apply to Senior developers is authoritative leadership. The direction and vision of the new process has already been determined. It is now the responsibility of Senior developers to provide the implementation. I will still listen to feedback provided by Senior developers. Chances are they know more than me on many subjects, which makes their technical knowledge critical for success. For this reason, I will make sure not to cross the line and use an autocratic leadership style, which assumes that I have all the knowledge and does not accept feedback from individuals lower in the hierarchy.

**1. Describe how applying *both* leadership styles from part C would motivate the team. Provide two approaches for *each* style.**

Using the above styles, charisma for the Junior developers and authoritative leadership for the Senior developers, provides a tailored way to motivate the diverse experience of the team. There is not a one size fits all leadership style for a team, even if the team were just all Senior or all Junior developers. Each individual is motivated through different channels. Hopefully the chosen leadership style resonates with a larger portion of each group. That way, the few individuals that are not motivated by my chosen leadership style can at least find motivation by being elevated by their surrounding peers.

I will display charisma and excitement to Junior developers for the new process by showing them what new technologies are being used within the new process. I will compare the general popularity and increased use of the technology across the broader field. I will emphasize that the new process is trending in the industry. I will compare the new ways to the old, and let the Junior developers know that securing their longevity in the field depends on investing their time in new technology that is going to have a longer lifespan than older technologies that are on their way out.

For Senior developers I will be more cut and dry by using the authoritative style. I will give them the set expectations for implementing the new process. I will entrust them with meeting the expectations to the best of their ability. In any one instance where a Senior developer might complain that the transition is causing increased delays and ask to return to the old process, I will stick to my authoritative style. I will discuss with the developer that there are going to be growing pains in the transition. Take a step back and look at this issue as a learning moment. How can this obstacle be overcome? The Senior developer has the knowledge and experience within the team to take what was learned from the failure and turn it into success. The goal has been set, it is up to the Senior developers to meet that goal.

**D. Acknowledge sources, using in-text citations and references, for content that is quoted, paraphrased, or summarized.**

Yukl, G., & Gardner, W. (2020). [Leadership in organizations (9th ed.)](https://lrps.wgu.edu/provision/300684959). Pearson Education, Inc. ISBN: 9780134895130

**E. Demonstrate professional communication in the content and presentation of your submission.**