Personality & Technology Leadership Philosophy

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Part 1: Personality and Leadership Style Assessment

When I reviewed my recent personality assessments, I noticed some changes from the way I used to identify myself. In the past, I tested as an ENFJ-T Protagonist, a type known for extroversion, empathy, and diplomacy. Recently, however, my results shifted to INTJ-A Architect, combined with an Enneagram Type 3 (Achiever) and an Orange temperament. At first, this shift surprised me, but after reflecting on my experiences, it actually makes sense. Over time, my leadership has evolved from being primarily relationship-driven to being more strategic, vision-oriented, and confident in my decision-making.

Of the assessments, I find the Enneagram 3 results most valid. The description of the Achiever, ambitious, adaptable, and driven by excellence, align closely with how I see myself in both work and personal life. I do strive to reach high goals. I often also share with my scholars and my personal children that excellence is not an option, it's an expectation. I want to be the best and I want everyone around me to also strive to be the best! This has been true since early in my career, but the INTJ profile helped me realize how much I now rely on strategy and planning, not just charisma and empathy, to lead effectively.

Strengths

My key strengths are strategic vision, resilience, and adaptability. As an INTJ-A, I am comfortable setting long-term goals and sticking to them, even when obstacles arise. I have learned how to pivot and understand that there needs to be a "Plan A, B and sometimes C". The "A" (Assertive) aspect makes me less anxious about external opinions, which helps me lead with confidence. Although, I do on occasion internalize others' treatment and opinion of me, because I am good to everyone. My Enneagram 3 adds energy and drive, while my Orange temperament brings spontaneity and enthusiasm to balance out the INTJ structure. Together, these traits allow me to plan effectively while still motivating people through action and presence.

Areas for Growth

A potential growth area for me is slowing down to prioritize relationships and authenticity. Both the INTJ and Type 3 descriptions highlighted how leaders like me can become so focused on achievement or image that we forget to nurture deeper connections. I see this in myself when I get caught up in deadlines or outcomes at the expense of celebrating progress or listening fully. Another area is making sure I don't overextend. This is big as an Achiever, I sometimes tie my willingness to "do, go, and serve," is too much, which can lead to burnout. Lastly, I am not

organized. I realize this and try to surround myself with those whose strength is organization so that we can complement one another. I can operate in chaos.

Surprising Results

What surprised me the most is that my personality has evolved or changed. While I once cared more about what others thought, I realize now that setting boundaries to establish a certain level of peace is required. This realization though, often allows me to move more methodically or mechanically than with my heart on my sleeves. I've always seen myself as an outgoing person, especially when I was ENFJ, but I've grown more selective with my social energy. I have always considered myself an introvert, because I would rather be by myself, but previous assessments determined that I was a bit more extroverted. Most recently, it was confirmed that introvert is more of my personality, although I speak with confidence and authority when I need to speak. I now realize I thrive in leadership when I can combine independent reflection with purposeful interaction, instead of trying to be "on" all the time.

Personality in Daily Life

These traits definitely affect my daily decision-making. At work, I tend to be more structured, organized, and strategic. Organization is surely a weakness of mine, but I am trying to limit my clutter, especially at school. At home, I loosen up and allow more spontaneity, which reflects the Orange side of my personality. I wouldn't say I'm two different people, but I do adapt my style depending on context.

Leadership Style

My leadership assessment pointed me toward a transformational leadership style. This means I focus on vision, innovation, and motivating others to exceed their own expectations. This fits well with my personality. Strategic planning from the INTJ, ambition from the Enneagram 3, and energy from my Orange temperament. In practice, I've been most effective in situations that require setting direction, introducing new initiatives, or encouraging colleagues to stretch their skills. I consider myself a driver when we lack direction or when team-members take too long to make a decision. However, my drive can sometimes make me less patient with slower processes or those who need more reassurance. I'm learning to adapt by recognizing different personality needs and adjusting my communication accordingly.

Team Dynamics

I know my leadership style can boost morale when others feel inspired by clear vision and high standards. On the other hand, if I lean too hard into achievement, I risk overwhelming team members who prefer steady pacing or more relational support. To counter this, I focus on active listening, celebrating progress, and showing vulnerability. Understanding personality diversity

helps me appreciate that not everyone is motivated by competition or big-picture goals. By valuing detail-oriented, empathetic, or creative colleagues, I can help build a balanced team.

Decision-Making

My decision-making is naturally logical and forward-focused, but I recognize that not every situation requires the same approach. I enjoy puzzles and often feel the biggest sense of accomplishment when I have to solve an intricate problem. When stakes are high, I rely on data and long-term outcomes. In more relational settings, I remind myself to listen to intuition and consider the human side of decisions. I understand that people have feelings, and that life throws everyone challenges in different seasons of life. Flexing between these modes helps me avoid blind spots.

Integration

Overall, my personality and leadership assessments revealed how my strategic, ambitious personality aligns with a transformational leadership style, but also how important it is for me to practice authenticity and adaptability. I can use this insight to set personal development goals around slowing down, deepening relationships, and balancing results with empathy. These shifts will make me a stronger leader in both education and technology.

Technology Leadership Philosophy Statement

My philosophy as a technology leader is grounded in the belief that technology should empower and expand learning opportunities for all students, not overwhelm or exclude them. Technology is not an end in itself but a bridge—an essential tool that, when used with purpose, can connect students to knowledge, experiences, and opportunities they might never otherwise access. As a leader, I view my role as both visionary and practical: I must set a direction for innovation while also ensuring that teachers and students are prepared, supported, and inspired to use technology effectively.

Vision for Technology Integration

I envision classrooms where technology blends naturally into teaching and learning, sparking innovation while also promoting equity for every student. I believe that every student, regardless of their physical, mental, or financial circumstances, deserves the chance to explore, create, and engage with the world through technology. Digital tools can provide exposure to museums, laboratories, historical sites, and cultural experiences that many students might not have the means to see in person. For students with disabilities or learning challenges, technology can provide adaptive supports that remove barriers and allow them to demonstrate their true potential. In this way, technology becomes not just a teaching tool, but an equalizer and an

opportunity creator. Since I was a child, I have always advocated for the under-dog. This I believe still rings true in both my personal and professional lives.

Core Values

The values guiding my leadership philosophy are rooted in both my personality and my professional commitments:

- Equity and Inclusivity: Technology must serve all students, not just those who already have access or privilege. I believe leaders must intentionally ensure that resources reach those who need them most.

- Energy, Vitality, and Passion (Orange Personality): My Orange personality reflects qualities of creativity, optimism, and enthusiasm. I approach leadership with energy, motivating others to embrace technology with a sense of excitement rather than fear. I thrive on action and problem-solving, and I use this vitality to encourage teams to take risks, adapt quickly, and stay optimistic through change.

- Strategic Vision and Ambition (INTJ + Achiever): I bring long-term vision and determination to technology initiatives. I don't see technology as a passing trend but as a key element of preparing students for the future. My Enneagram 3 drive for achievement pushes me to set ambitious goals and follow through with precision and resilience.

- Preparation through Training: I firmly believe that there is nothing worse than giving someone a tool without showing them how to use it. This is a guiding principle for me. Effective training, ongoing, hands-on, and practical must always come first. Without it, even the best tools will go unused or underused.

Strategies for Fostering Innovation and Professional Growth

To create meaningful change, technology leaders must invest in teachers first. Professional development cannot be a one-time event; it should be continuous, responsive, and embedded in the daily work of teaching. My philosophy is to provide teachers with training that is practical, relevant, and connected directly to their classroom needs. This may include modeling lessons, co-teaching, building professional learning communities, and offering coaching and feedback as teachers implement new practices. By empowering teachers to feel confident and competent with tools, they, in turn, can empower students.

I also believe in fostering a culture of innovation and curiosity. Teachers and students should feel safe to experiment with new tools, reflect on what works, and share their successes and

challenges openly. Celebrating innovation, even in small steps, builds momentum for larger change.

Evaluating and Implementing New Technologies

Part of my leadership philosophy involves being a critical evaluator of technology. Not every new tool is the right fit, and not every innovation adds value. I believe new technologies must be carefully considered for accessibility, ease of use, alignment with curriculum, and impact on student learning. I value pilot programs, teacher feedback, and student voice when making adoption decisions. If a tool does not meet the needs of students or teachers, it should not become a distraction. My responsibility is to ensure that technology enhances good teaching, not replaces it.

Communication and Collaboration with Stakeholders

Effective technology leadership depends on clear, transparent, and inclusive communication. Teachers, administrators, parents, and students all need to understand not just what tools are being introduced, but why. I prioritize listening to concerns, addressing barriers, and celebrating successes so that everyone feels invested in the process. Collaboration is essential. When stakeholders feel they are partners in shaping technology integration, they are more committed to its success, just as with any other program or initiative.

Conclusion

In summary, my philosophy as a technology leader centers on equity, inclusivity, preparation, and passion. I want technology to expand opportunities for those who might not otherwise have them and to empower teachers to lead with confidence. My personality traits, energy, vitality, passion, strategic vision, and ambition guide me in setting direction and inspiring others, while my belief in training first and foremost ensures that no one is left behind. Ultimately, I see technology not as a collection of devices, but as a powerful means of building stronger, more innovative, and more equitable classrooms for all students.

Resources:

16Personalities. (n.d.). *Free personality test*. 16Personalities. Retrieved September 17, 2025, from https://www.16personalities.com/

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Color Personality Test. (n.d.). *Color personality test*. ColorPersonalityTest.org. Retrieved September 8, 2025, from https://www.colorpersonalitytest.org/