Leadership Development- Transforming Self-Concept

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Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source 1:** Collins, D. P., Bruce, J., & McKee, K. (2019). Teaching Transformative Leadership for Social Justice: Using Literature Circles to Enhance Learning and Create Deeper Meaning. Journal of Leadership Education, 18(3), 158–166.

**Comment 1:**

**Quote/Paraphrase:** “Transformative leadership begins with questions of justice and democracy; it critiques inequitable practices and offers the promise, not only of greater individual achievement but of a better life lived in common with others,” (p.159).

**Essential Element:** This comment is associated with the subject of catalyst for change.

**Additive/Variant Analysis:** This is additive to the conceptual framework of a transformative leader. The text champions the importance of utilizing social justice literature to equip leaders by expanding their thinking about the structural and social injustices that impact how they lead. It specifically highlights the use of literature circles that prompts leaders to reflect deeply on the real-world applications and implications of the texts.

**Contextualization:** Literature on social justice is not traditionally or purposefully included in the training of leaders. However, this meaningful addition is essential to ensure true transformation. Transformation must first start by renewing our minds and hearts to open our eyes to see present-day issues more clearly and understand the historical context of the issue. I desire to develop and use culturally competent conflict empowerment tools to address systemic and interpersonal conflict healthfully. I am currently investing my energy into studying the history of social justice issues to bring an educated perspective to my work and how I lead.

**Source 2:** Bryson, J. M., Barberg, B., Crosby, B. C., & Patton, M. Q. (2021). Leading Social Transformations: Creating Public Value and Advancing the Common Good. Journal of Change Management, 21(2), 180–202. https://doi-org.proxyub.researchport.umd.edu/10.1080/1469

7017.2021.1917492

**Comment 2:**

**Quote/Paraphrase: “**Making headway against such challenges requires reasonable collaboration among, or at least alignment of, the efforts of multiple organizations, associations, and groups in an approach involving sharing power, pooling authority, and aligning resources and purposes around achieving a shared objective” (p.183).

**Essential Element:** This comment is associated with the subject of common vision and shared values.

**Additive/Variant Analysis:** This additive analysis to the discussion of expanding the skillsets of leaders specifically focuses on the meaningful work of social change. The essay discusses that social transformation should be oriented to advance the common public good. The essay also highlights the difference between strategic leadership and leadership for social transformation.

**Contextualization:** Becoming leaders that are “comfortable with complexity” is a challenge. This complexity breeds conflict and can be counterproductive when not dealt with healthily. However, being equipped with the tools to thrive within the complexities of humanity, social systems, and individuals is the goal of my research and subsequent work.

**Comment 3:**

**Quote/Paraphrase: “**More recently, Senge et al. (2015), in a widely cited article, argue that three core capabilities that ‘system leaders’ need in order to foster collective leadership are: the ability to see the larger system, fostering reflection and generative conversations, and the ability to shift the collective focus from reactive problem solving to co-creating the future” (p.185).

**Essential Element:** This comment is associated with the subject of common vision and shared values.

**Additive/Variant Analysis:** This additive analysis to the discussion of expanding the skillsets of leaders specifically focuses on the meaningful work of social change. The essay discusses that social transformation should be oriented to advance the common public good. The essay also highlights the difference between strategic leadership and leadership for social transformation.

**Contextualization:** Leaders are responsible for creating an environment where their team can produce the best results. This includes acquiring and employing the skills of collective leadership. Each team member brings their unique gifts, talents, and knowledge to the given project, but it is up to the leader to coordinate these individuals under a shared vision. I desire to lead by inspiring creative collaboration amongst my team members when I pursue the development of a conflict management process designed explicitly for marginalized communities.

**Source 3:** Kent Ingle. (2017). Framework Leadership: Position Yourself for Transformational Change. Salubris Resources.

**Comment 4:**

**Quote/Paraphrase:** “In order for leadership to work—whether corporate, religious, civic, political, or even personal—it must be situated in a conceptual framework that embraces both the context and the intended outcome. Leaders must have clarity of vision about where they are and where they intend to take the enterprise. Not only that, but they must have an awareness of the resources—human and otherwise—and processes needed to negotiate the distance between present circumstances and realization of the vision” (p. 12-13).

**Essential Element:** This comment is associated with the subject of catalyst for change.

**Additive/Variant Analysis:** This additive analysis addresses contextual frameworks as a guiding post for leadership. Influential leaders do not take a generic approach to lead in every situation or fail to think critically through details. By developing a framework, leaders can communicate with clarity of vision and purpose.

**Contextualization:** Leading with purpose and clarity is essential to effectively managing a team or project. A clear sense of purpose and clarity encompasses critical thinking through an action plan that can be communicated to your team so that roles and expectations are clearly understood. Throughout my life, I have been led by both effective and ineffective leaders, and the primary difference between them was their ability to clearly communicate an action plan. As I plan to pursue the development of a conflict management process, I will prioritize the incorporation of needed context and clearly articulate my desired outcomes.

**Source 4:** Lapierre, L. M., Naidoo, L. J., & Bonaccio, S. (2012). Leaders’ relational self-concept and followers task performance: Implications for mentoring provided to followers. The Leadership Quarterly 23, 766-774.

 **Comment 5:**

**Quote/Paraphrase: “**Our self-concept or self-identity reflects how we

define ourselves, and has profound effects on the way we feel, think, and behave” (p. 766).

**Essential Element:** This comment is associated with the subject of self-concept.

**Additive/Variant Analysis:** This additive analysis found a correlation between a leader’s self-concept and willingness to mentor others. The study had two main findings; (1) the leaders with a stronger self-concept were more willing to provide professional mentoring and career support to followers who showed potential, and (2) all the leaders in the study were willing to provide general social support.

**Contextualization:** A leader’s self-concept and identity can either be a catalyst toward success or a barrier that demotivates and undermines your vision. I have overcome my past negative self-concept and behaviors that previously hindered me through a commitment to self-care, including eating healthy, attending therapy, and strengthening my relationship with God. Additionally, reviewing this study also highlighted the importance of leaders providing social support irrespective of the follower’s ability to perform.

**Source 5:** Day, D.V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (February, 2014). Advances in leader and leadership development: A review of 25 years of research and theory. The Leadership Quarterly, 25(1), 63-82.

**Comment 6:**

**Quote/Paraphrase: “**Developing individual leaders and developing effective leadership processes involve more than simply deciding which leadership theory is to be used to motivate effective development. This is so because human development involves a complex set of processes that need to be understood. Given that individual leader development occurs in the context of ongoing adult development (Day, Harrison, & Halpin, 2009), we need to focus on development as much as leadership to shed light on how this process unfolds” (p. 64).

**Essential Element:** This comment is associated with the subject of developmental stage theory: psychological, moral, & spiritual.

**Additive/Variant Analysis:** This additive analysis provides a collective summarized history of scholarly literature on leadership development over the past 25 years. Covered topics include intrapersonal content (i.e. experience, personality, skills), interpersonal content (i.e. social mechanisms), process issues (i.e. feedback, self-other agreement, self-narrative) as they relate to leadership development.

**Contextualization:** I am grateful that God instilled in me the strength of input according to the StrengthFinder’s assessment. Input is the innate desire to actively collect and archive information, ideas and relationships. My insatiable desire for learning keeps me in the mindset that is committed to the never-ending process of development as a human being. As I pursue my professional goals and leadership development, I bring this growth mindset that will add value to my journey. Additionally, I will be serving as an alumni volunteer for my church’s Women’s Leadership Development Institute. As I review the course content, I will bring with me the conceptual framework of adult development theory to add value to the program.

**Source 6:** Yang, J., Yang, F., & Gao, N. (2022). Enhancing career satisfaction: The roles of spiritual leadership, basic need satisfaction, and power distance orientation. Current Psychology, 41(4), 1856. https://doi-org.proxy-ub.researchport.umd.edu/10.1007/s12144-020-00712-5

**Comment 7:**

**Quote/Paraphrase:** Spiritual leadership refers to "comprising the values, attitudes, and behaviors that are necessary to intrinsically motivate one's self and others so that they have a sense of spiritual survival through calling and membership" (p. 1857).

**Essential Element:** This comment is associated with the subject of spirituality.

**Additive/Variant Analysis:** This additive analysis explores the relationship between spiritual leadership and career satisfaction. This study examined the application of self-determination theory to evaluate the basic needs and power distance orientation in the workplace. The results proved that spiritual leadership is an asset in minimizing barriers to career satisfaction.

**Contextualization:** The ability to influence action is the core of leadership. As leaders, we must be able to influence both ourselves and others to act with intention in a unified direction in spite of physical, mental, emotional, social and financial obstacles. In my faith walk, I have found that my desire for spiritual survival has developed a strong sense of my purpose and has drawn me closer to God and my church community to fortify my strength to persevere. As I learn about myself and deepen my trust in God on this journey, I use my strength of vulnerability to find opportunities to bless, support and influence others to persevere on their journeys.

**Source 7:** Salazar, H., & Nicholls, R. (2018). CHAPTER 1: Understanding Spirituality. In Value Inquiry Book Series (Vol. 322, pp. 15–17). Brill / Rodopi. https://doi.org/10.1163/97890043763

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**Comment 8:**

**Quote/Paraphrase: “**In “Renewing the Senses: Conversion Experience and the Phenomenology of the Spiritual Life,” Mark Wynn examines how every facet of our involvement in the world can be changed by formative spiritual experiences which create meaning and purpose, previously lacking” (p. 16).

**Essential Element:** This comment is associated with the subject of spirituality.

**Additive/Variant Analysis:** This additive analysis challenges the notion that spirituality is inherently connected to a faith practice. Nonetheless, the author explains that the formative impact of the experience has a similar effect of invoking a sense of connectedness and meaning to the individual.

**Contextualization:** At every stage of life, conscious and unconscious formative experiences significantly influence how we view ourselves and the world around us. On my therapy journey, I have found that at least one of my most influential formative experiences was from an unconscious, vicarious trauma. While this experience left a deep seeded fear of rejection, I have found that my formative spiritual experiences have led me closer to God and to understanding my life’s purpose to empower others with tools to engage in conflict healthily.

**Source 8:** Csinos, D. M. (2022). Creativity Unleashed: Building a Practical Theology for Christian Leadership in a World in Flux. International Journal of Practical Theology, 26(2), 294–310. https://doi-org.proxy-ub.researchport.umd.edu/10.1515/ijpt-2022-0008

**Comment 9:**

**Quote/Paraphrase: “**Stella Nkomo, in an article in Organization, contends that management and leadership theories habitually overlook the voices of racial “Others,” that is, persons and perspectives originating in non-western contexts. Referencing the work of Edward Said, Nkomo argues that “Western leadership and management discourse has typically set up its authorial subjects as the implicit reference and yardstick by which to encode and represent cultural ‘Others.’”1 She contends that leadership theories within the United States (where she taught for twenty years) inscribe American values and norms as universally applicable for leadership: “This faulty generalization or non-inclusive universalization...occurs when one group is studied but the knowledge generated then represents the whole concept —leadership.”2 The suppression of the prefix “American”’ is contrasted by the expectation—even requirement—that the “Other” must attach a prefix (i.e. African, Asian, etc.) to their discussions of leadership” (p. 296).

**Essential Element:** This comment is associated with the subject of community building.

**Additive/Variant Analysis:** This additive analysis highlights the need for creative, inclusive, and diverse leadership theories and practices. With God as the source of all creativity, leaders should seek his guidance to expand the conceptual and theoretical framework for leadership in the twenty-first century.

**Contextualization:** Like many things in American culture, the study of leadership is not inclusive. As a woman of color, this can be discouraging. However, reading Dr. Nkomo's analysis of the state of leadership development theories and practices aligns with my professional goal to create an inclusive conflict management process specifically for marginalized communities. Since most of the literature is based on the dominant culture’s worldview, I am excited to expand the inclusive resources with my culturally competent leadership, knowledge, and creativity.

**Source 9:** Boerma, M., Coyle, E. A., Dietrich, M. A., Dintzner, M. R., Drayton, S. J., Early, J. L., II, Edginton, A. N., Horlen, C. K., Kirkwood, C. K., Lin, A. Y. F., Rager, M. L., Shah-Manek, B., Welch, A. C., & Williams, N. T. (2017). Point/counterpoint: Are outstanding leaders born or made? *American Journal of Pharmaceutical Education*, *81*(3), 1q.

**Comment 10:**

**Quote/Paraphrase: “**Unless an individual is born with certain traits (eg, humility), life experiences will not develop him/her into an outstanding leader” (p. 4).

**Essential Element:** This comment is associated with the subject of character formation.

**Additive/Variant Analysis:** This variant opinion differs from my understanding of how great leaders emerge. The points and counterpoints posed were oriented to consider the role of genetics in leadership and provided supporting historical examples.

**Contextualization:** While individuals may innately possess the personality traits that lend themselves to leadership, this argument does not consider the role of adult development theory and formative experiences. Quality leadership is developed through time, attention, trial, and error. I have learned from various personality tests that I have the natural qualities of a leader when operating to my strengths but not my weaknesses. On this journey of self-discovery, I will rely on the skills I have developed to complement my natural strengths.

**Comment 11:**

**Quote/Paraphrase:** Leaders most likely arise from a combination of genetic predisposition as well as development through reactions to environmental factors” (p. 5).

**Essential Element:** This comment is associated with the subject of character formation.

**Additive/Variant Analysis:** This additive opinion supports my understanding of how great leaders emerge. The points and counterpoints posed were oriented to consider the role of genetics in leadership and provided supporting historical examples.

**Contextualization:** This balanced analysis of how leaders emerge provides a realistic perspective as opposed to the points made in the article. As individuals discover and develop their leadership potential, it is wise to consider the context in which they lead and who they lead. As I lead committees at work, this information gives me a better grasp on utilizing their genetic predispositions and acquired skills effectively.

**Source 11:** Gold, J. M. (2013). Spirituality and Self-Actualization: Considerations for 21st-century Counselors. Journal of Humanistic Counseling, 52(2), 223–234. https://doi-org.proxy-ub.researchport.umd.edu/10.1002/j.2161-1939.2013.00044.x

**Comment 12:**

**Quote/Paraphrase: “**One life directive, as a pathway toward self‐actualizing, may then be to build consistent value themes bridging all five areas (spiritual or religious, moral, social, somatic, and psychological) with the genesis founded in the spiritual area” (p. 226).

**Essential Element:** This comment is associated with the subject of spirituality.

**Additive/Variant Analysis:** This additive analysis explores the dynamic combination of spirituality and self-actualization from a humanistic counseling psychology perspective. Through examining the role of identity formation, spiritual identity, and maturity, counselors are challenged to consider how to facilitate clients' personal growth best.

**Contextualization:** A holistic approach to achieving self-actualization is vital to adult and leadership development. Each of the life arenas mentioned above must be attended to in a balanced manner to develop a well-rounded individual. As I endeavor to develop training material for culturally competent conflict management training, including these five elements will produce a well-rounded program. Before developing this for others, it is significant to me to bring my theme of grounded energy that has been bridging my areas together.

Ten sources for your Works Cited is good. 4 of your 10 are older than 5 years. When you write your essays, and you prepare for your Forum Paper, and your Prospectus, and finally your Action Research Practicum, you will need to make sure that APA 7 formatting is used, along with most all of your sources, unless seminal, are 5 years old and more recent. 8 of your sources were academic journal articles! Great, and you had 2 books.

Also, you have too much space between each entry. That should only be double-spaced also.

**Works Cited**

Boerma, M., Coyle, E. A., Dietrich, M. A., Dintzner, M. R., Drayton, S. J., Early, J. L., II, Edginton, A. N., Horlen, C. K., Kirkwood, C. K., Lin, A. Y. F., Rager, M. L., Shah- Manek, B., Welch, A. C., & Williams, N. T. (2017). Point/counterpoint: Are outstanding leaders born or made? American Journal of Pharmaceutical Education, 81(3), 1q.

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