Transforming Self-Concept for Leader Development

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December 9, 2023

Professor

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 Assignment #4 – Course Learning Journal

The journal is a written reflection of your learning journey while working in each course. The Learning Journal integrates the essential elements of the course within your professional field of interest. The objective of the course journal is to produce a degree of acculturation, integrating new ideas into your existing knowledge of each course. This is also an opportunity to

communicate with your professor insights gained as a result of the course. The course

learning journal should be 3-5 pages in length and should include the following sections:

1**. Introduction** – Summarize the intent of the course, how it fits into the graduate

program as a whole, and the relevance of its position in the curricular sequence.

2. **Personal Growth** - Describe your personal growth–how the course stretched or

challenged you– and your progress in mastery of course content and skills during

the week and through subsequent readings – what new insights or skills you gained.

3. **Reflective Entry** - Add a reflective entry that describes the contextualization (or

adaptation and relevant application) of new learning in your professional field.

What questions or concerns have surfaced about your professional field as a result

of your study?

4. **Conclusion** – Evaluate the effectiveness of the course in meeting your professional,

religious, and educational goals.

**Introduction:**

The course is intended to keep me on the path toward embracing the challenging yet rewarding process leading to the completion of the DSL program. Furthermore, the course broadened my horizons in numerous ways, one of which I will expand upon. Due to my background (having a Master of Arts Degree in Leadership), I was captivated by researching the difference between leader and leadership development. According to what I can recall from my research, leader development pertains to individual development, whereas leadership development is associated with the process one goes through to become a leader. The best leaders embrace both methods. Also, the best leaders work at self-development, learning who they are and what kind of leader they want to be—followed by embracing a leadership process to accomplish their goals.

The” Leader Development: Transforming Self-Concept, LDR-807” course motivated me to seek knowledge. I developed a new burning desire to reconnect to leadership theories and practices while learning about leader development. What was fascinating and should have been obvious was the direct correlation between leader development and self-development, both of which can be tied to self-concept. How we look at others and ourselves will impact how we lead. If we take the time to conduct an honest self-assessment, we can learn who we are and, if needed, work towards becoming the leader and, more importantly, the person we long to be.

This course is appropriately placed in the Doctorate of Social Leadership (DSL) program. The previous course, hermeneutics, started me on a quest to do three things. One, look at how I interpret things and what factors impact my interpretation. Secondly, I looked at my communication style (both verbal and written) to assess where I can improve. Lastly, I opened my mind to accept things that may not correspond with my beliefs by becoming familiar with Gadamer’s “fusion of horizons” concept.

This course, “Transforming Self-Concept for Leader Development,” builds on the last one. During the previous lesson, I started on a self-development path, and this course has a framework that encourages me to dig deeper. Furthermore, it also complements the “Transformative Learning and Adult Education” course I was taking alongside this one.

**Personal Growth:**

Personal growth is a choice and challenge. I have grown tremendously via conducting developmental readings. The choice I made during my developmental readings was that I was going to approach them with an attitude of gratitude. Instead of thinking about how much work is required, my approach is to embrace how much learning and interesting research I get to experience. Gaining knowledge from developmental readings and other research has led to growth and, more importantly, a desire to expand my knowledge even more. One of the main things I learned was the difference between leader and leadership development.

**Reflectively Entry:**

I teach and coach a lot of junior leaders. During my sessions, I have touched on the importance of ethical leadership, but I will do a better job moving forward. In the future, I plan to spend adequate time stressing the importance of understanding self-concept coupled with expanding on both leader and leadership development.

**Conclusion:**

We all have a choice. I returned to school to gain knowledge on my way to earning a degree. Gaining knowledge is the goal while acquiring a degree is the sought-after outcome regarding my evaluation of the course meeting my professional, religious, and educational goals. I would say that it hit all the marks. In satisfying my professional goals, I am pleased with the readily available applicable knowledge referenced in the reflective entry part of this paper that I plan to implement in short order. Regarding religious goals, it is evident that the curriculum was designed to meet the needs of “Christian Leaders” like me who work inside and outside the church; again, that box is checked. Finally, OGS has a way of inspiring me to make the most of this educational endeavor by having the courses (thus far) aligned in a progressive, systematic manner that is enjoyable and challenging.

WORKS CITED