LDR 807-12: Leader Development: Transforming Self-Concept

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**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 transformational path begun upon in the course on leader development, notably focused on shifting self-concept, carries considerable purpose within the larger scope of my DSL research. I can tell the course work is carefully designed to increase our awareness of the delicate link between spiritual self-concept and leadership. Its presence in my DLS program is important, presenting a unique perspective through which personal and professional improvement is not just encouraged but fundamentally necessary. The introduction portion, it is vital to convey the course's primary goal. Effective leader development is based on an understanding of the intricate dance that takes place between self-perception and leadership efficacy. This course, wrapped within the wider doctoral program, stands as a lighthouse for the integration of academic knowledge and practical application, thereby bridging the gap between academia and real-world leadership settings.

**Personal Growth**

The course became an intense environment for personal development and transformation as the weeks advanced. The course, meticulously constructed to challenge current assumptions, succeeded in pushing my intellectual and emotional limitations. The road towards mastery was visible not just in the week's activities but also in the subsequent readings that enhanced my comprehension of the subtleties involved in self-concept development. The course's interactive component, as illustrated by engaging Zoom group conversations with classmates and professors and informative course tasks, provided a platform for the practical application of theoretical ideas. This method wasn't only about understanding the course work but embodying them in real-time, encouraging a demonstrable progression in my leadership skills.

A remarkable component of personal progress evolved in the profound self-discovery provided by the course assignments. Introspective activities necessitated a critical appraisal of my self-concept, exposing aspects of my identity that were heretofore untapped. The development accomplished over the weeks is apparent, manifesting in heightened self-awareness and a refined capacity to connect this newfound understanding for more effective leadership. The ensuing readings worked as catalysts, driving me farther into the realms of self-conceptual development. The different viewpoints from my research offered increased my understanding and prepared me with practical tools to handle the difficulties of leadership. The confluence of academic knowledge and its practical application became a hallmark of the weeks, marking a substantial development in my leadership path.

**Reflective Entry**

Taking into account the class assignments, a reflective entry arises, encompassing the contextualization and adaptation of discovered information to my professional sector. The smooth integration of course information into my present leadership position in the U.S. Army speaks powerfully about the course's practical applicability. For instance, a few articles used for research on spiritual leadership resonated strongly, motivating me to actively inject it into my own leadership style. The application of the studied principles to real-world settings has been an interesting experience. It highlights the value of academic ideas not as isolated intellectual exercises but as pragmatic instruments usable in the dynamic terrain of leadership. I envision the implementation of self-concept transformation as a strategic cornerstone in my leader development programs. Tailoring leadership training to meet people’s self-conceptual limitations holds the prospect of releasing untapped potential and building a stronger leadership culture within my work setting.

**Questions and Concerns**

 Questions concerns about the actual implementation of self-concept reform strategies inevitably arise. The adaptability of these solutions to different organizations becomes critical. How can advanced self-concept information be effectively communicated and utilized in environments with diverse values and norms? Additionally, questions regarding potential resistance to self-concept transformation among leaders and followers persist. Unpacking the subtleties of overcoming such opposition and building a culture favorable to transformation will be crucial in enhancing the practical implementation of the course's contents. These unanswered questions serve as guideposts for the next steps in my educational journey.

**Conclusion**

In examining the efficiency of the course in satisfying professional, religious, and educational goals, it becomes obvious that the influence is very significant. The information obtained perfectly correlates with my ambitions in the religious and educational realms, delivering not only theoretical insights but a revolutionary perspective on leadership. The effectiveness of the course resides not just in providing knowledge but in developing a mentality that views leadership as a dynamic, adaptable process. It has given me a full arsenal for understanding and managing the delicate interplay between self-concept and leadership. This newfound insight lays the groundwork for further growth and development in my leadership path, aligning with the course's main purpose of transformation. As the course comes to a close, I emerge not just as a more educated scholar, but as a leader poised to effect positive change, armed with the wisdom to transform not only others, but, more importantly, myself.