Leader Development: Transforming Self-Concept

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**Assignment #2 – Developmental Readings**

1. Create Developmental Readings from seminal sources and scholarly peer-reviewed

journal articles. Review instructions for Assignment #3, the course essential elements,

and course readings to identify selections of books and journals to create entries.

a. Refer to the "Student Guide to Developmental Readings" in the General

Helps folder for updated information on sample comments, the grading rubric,

and key definitions related to developmental readings.

**Source 1:**

Alberto Silva (2021). Business lesson from 2020 pandemic. *American International Journal of*

*Business Management*, 4 (2), 21-23. https://doi.org/ 2379.106/aijbm.422123

Comment 1:

Quote/Paraphrase: “Even though many authors agree that leaders are made and

therefore, theoretically anyone who tries properly can become a leader, this

does not seem absolutely true.”

Essential Element: The subject is associated with the element of orthodoxy.

Additive/Variant Analysis: I agree with the assertion. Despite the inclusive thinking that every human being can be a leader, not every human being is actually a leader. That doesn’t mean those who are not leaders are inferior and those that are leaders are superior. For that matter being a leader is not a superior responsibility; it’s a different responsibility. It must also be noted that leadership is a shared responsibility.

Any leader can become a better leader through effort. However, great effort may not necessarily yield a great leader. In other words, greatness takes not only an effort but also a person. Therefore, the inborn ability could be perceived as a “seed” of leadership, where learning could serve as a “fertilizer”. That is why leaders are both born and made.

Contextualization: I have spent almost two decades helping leaders develop. Along the way, I have tried different approaches. At this junction I have developed a model known as the L.Degefa s 6Cs. These are Call, Character, Competence, Chemistry (human skill), Commitment, and Credibility. I use these criteria to identify potential leaders, to assess existing leaders, and use it as a goal to grow leaders to greater maturity.

The L.Degefa s 6Cs combine both inborn qualities as well as learned behaviors of leaders. I found it to be very helpful specially in coaching and mentoring young emerging leaders. This study has challenged me to assess the correlation between the inborn qualities and the learned qualities in light of recent studies.

**Source 2:**

Megheirkouni, M., & Mejheirkouni, A. (2020). Leadership development trends and challenges in the twenty-first century: rethinking the priorities. *Journal of Management Development*, *39*, 97-124. <https://doi.org/10.1108/JMD-04-2019-0114>

Comment 2:

Quote/Paraphrase: Leadership development practices are guided not only by the theories of leadership, but also by the existing realities of organizations.

Essential Element: The subject addresses the element of orthodoxy and orthopraxis.

Additive/Variant Analysis: The assertion aligns with my understanding. Leadership theories are partly informed by felt needs of organization, where both can serve as the basis for leadership development practices. Theories often define acceptable principles for leadership development. Organizations also present the context-specific needs that would shape the practical aspect of leadership development endeavors. Therefore, effective leadership development involves both the general theoretical framework and the specific organizational needs.

Contextualization: I have been involving in leadership development activities. I often review the recent views of scholars in order to develop a leadership development model that would guide the whole intervention. Furthermore, I assess the felt needs or development aspirations of leaders to be able to customize the leadership development practices to the participants. Such practice has been very helpful in developing leaders. This source challenged me to go further and examine the needs of organizations that the participants represent. In so doing, I’ll be able to triangulate the assessment, thus, improve my leadership development exercise.

**Source 3:**

Porfírio, J. A., Carrilho, T., Felício, J. A., & Jardim, J. (2021). Leadership characteristics and digital transformation. *Journal of Business Research*, *124*, 610-619.

Comment 3:

Quote/Paraphrase: The character of leaders is more important than organizational behaviors in bringing transformation during a digital era.

Essential Element: The subject is associated with the element of orthodoxy.

Additive/Variant Analysis: The quote is additive to my perception. The digital area is dynamic and unpredictable. Leaders with resilient, adaptive, collaborative, and learner mindset have a better chance to navigate through the volatile and ambiguous era. Organizational success is, thus, more dependent on agility of leaders than mere adherence to the rigid organizational statuesque.

Contextualization: In leading organization, there are best practices that one must adhere to. However, the digital transformation is increasingly challenging the conventional organizational leadership wisdom.

In my leadership responsibility, I still have the responsibility to deal with organizational values, goals, people, and other resources. I often apply the conventional wisdom, which I developed through experience. However, the use of technology and flexible work arrangement have become routinely necessary, requiring me to adapt my role and style of leadership.

The younger workforce in my organization needs virtual work arrangement, independence, efficiency, and the use of technology. As a result of this, I’m personally forced to let go some of my leadership habits and learn some digitally relevant skills. Moreover, I had to train myself to share power, decentralize decisions, connect with my team at individual level, and do more coaching. Therefore, how I handle ambiguities and deal with change would determine my success and the success of my team, and the organization that I lead.

**Source 4:**

Floyd, T. M., Cullen‐Lester, K. L., Lester, H. F., & Grosser, T. J. (2023). Emphasizing “me” or “we”: training framing and self‐concept in network‐based leadership development. *Human Resource Management*, *62*(4), 637-659.  <https://doi.org/10.1002/hrm.22112>

Comment 4:

Quote/Paraphrase: The self-concept of leaders; whether they have “me” mentality or “we” mentality, determines which methodology to develop them as leaders.

Essential Element: The subject is associated with the element of orthopraxis.

Additive/Variant Analysis: I agree that leader development strategy must align with how leaders perceive themselves. The very concept of leader development is about leaders. It’s the leader’s will and actions to develop that determine the effectiveness of the development effort.

As stated in the aforementioned reference, leaders with “I” mentality have a sense of independence and prefer a personalized and reflective learning arrangement. In contrast, leaders with “We” mindset prefer interdependence and collaborative learning; they chose to interact with others both face to face and virtually.

Needless to say, the effectiveness of leader development strategy is highly dependent on the self-concept of leaders. To this effect, examining a leader’s self-concept must be an integral part of the leader development process. This assertion emphasizes the need to understand oneself and the willingness to apply personalized leader development strategies.

Contextualization: Although I believe that leader development methodology must be tailored to self-concept and particular context of a leader, a collaborative environment also enhances learning. My classic leadership development challenge in this regard is the complexity of balancing the changing individual preferences with proven practices.

I’m grateful to Omega Graduate School in that it remains flexible to adapt to my unique context. Otherwise, I’d have dropped my study. I also understand that I’d have gained more in a community of learners in a face-to-face setting. I’ll prayerfully stretch myself to gain a deeper self-understanding concerning “I” mentality or “We” mentality. Besides, this study convinced me to better understand the self-concept of leaders that I’m currently training and coaching, and tailor my methodology accordingly.

**Source 5:**

Nieberle, K.W., Acton, B.P., Braun, S., Lord, R.G., & Fu, Y. (2023). Leader identity on the fly: Intra-personal leader identity dynamics in response to strong events. Journal of Business and Psychology, 10, 6-7. https://doi:10.1007/s10869-023.09.90.

Comment 5:

Quote/Paraphrase: As opposed to the conventional belief that identity change requires a long-term and gradual development process, a leader’s identity can change instantly as a result of a one-time strong and meaningful life experience.

Essential Element: The statement deals with the element of orthodoxy.

Additive/Variant Analysis: The statement is variant to my understanding. The assertion heavily emphasizes the power of an external stimulus. Needless to say, it undermines the inherent human will power to choose to change or not to change. A leader may be compelled to change in response to an external pressure. However, that change may not be genuine and lasting. True identify change must come from within being facilitated by an external factor.

Contextualization: A decade ago, I faced a severe conflict with my key employee who is from another country. Naturally, I tend to trust people and my act of trust led him to misuse organizational power for personal gain, which entailed legal accountability to both of us. I remember single-mindedly making a resolution to strictly control all employees instead of trusting them. However, it was against my very nature. I tried hard to some time, but failed to live up to my resolution. I wouldn’t say that I haven’t learned lessons, but I haven’t experienced radical change due to the strong experience.

Although there was a compelling reason for me to change, my personality was much stronger than my experience. I have learned that identity change requires more than a strong experience and a sudden decision to change. To this effect, I believe identity change is a slow process that requires strong internal desire, continuous commitment to change, and external contributing factors.

**Source 6:**

1. Klimczuk, (2021). Erikson’s theory of psychosocial development; Freud’s psychosexual stage theory. SAGE Publications. <http://doi.org/10.4135/9781483346274.n11>

Comment 6:

Quote/Paraphrase: Development stage theories must take into account individual differences, and must avoid the male-focused androcentric bias and the assumption that the western industrialized culture is a model for all people.

Essential Element: The quote is about orthodoxy.

Additive/Variant Analysis: The assertion is additive to my belief. Among others, human inborn qualities, personal experiences and exposures, cultural variations, and gender issues pose challenge to the traditional human development theory. Given the complexity of human nature and the diversity of socio-cultural dynamics, it’s essential to consider a theory that embraces different human development approaches. Yet, it must be noted that there are transcendent similarities that can serve as universal threads for human development stages.

Contextualization: The conventional human development stages is intuitively appealing and simple. However, humans are complex and human development can take different shapes as a result of multiple factors. From my personal experience, humans who are born and raised in the same family could experience development differently both in terms of maturity and timeline. The inborn qualities and individual choices interfere with development stages. In my leadership career, I observe huge difference with my peers. Although we have had similar experiences, our level of maturity in general varies quite significantly. Despite the commonalities that we share as peers, our differences are immense far beyond our individual differences.

Currently, I have the responsibility of coaching 11 leaders between 30 to 45 years of age. Although they have similar background, their development level is different. I eventually had to develop a template that would help me assess their development level as humans and as leaders, so that I may personalize my coaching effort. In so doing, I have become more effective.

**Works Cited**

1. Klimczuk, (2021). Erikson’s theory of psychosocial development; Freud’s psychosexual stage theory. SAGE Publications. <http://doi.org/10.4135/9781483346274.n11>

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