LDR 807-12 Transforming Self-Concept for Leader Development

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Professor

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Assignment #1 – Core Essential Elements 1. Select One (1) Core Essential Element from the Syllabus Outline: a. Create a 350-word original discussion paper (with cited sources) during the week of the residency. Be prepared to discuss and engage with other students during the live sessions. Post this document in DIAL. b. The professor will check for the quality of content and word count requirements. A grade assigned will be Credit or No Credit (CR/NC).

 Self-concept encompasses beliefs, perceptions, and ideas about oneself, including personality traits, abilities, values, and roles. During my early childhood, I distinctly remember developing my sense of identity as a student and athlete and my aspirations for my future career. As an only child, I lacked any external benchmarks or competitors to measure myself against, necessitating establishing my objectives and challenging myself accordingly.

Self-concept development during adolescence is a complex and dynamic process. Teenagers experience significant physical, cognitive, and social changes that can influence their self-perception and identity formation. Adolescence is a critical phase of change in life, even more than infancy, as adolescents possess cognitive and behavioral skills to intentionally contribute to their physical, psychological, and social development. (Guay et al., 2015) During this time, I envisioned what I wanted to do. While the world around me dictated how I dressed, where I went, and who my friends were, I did not let it affect my self-concept. My focus was on athletics and academics. In the context of determining for themself what the changes, they are experiencing mean for who they are (in other words, engaging in the self-definitional processes integral to identity development one can use self-determined goals to navigate through these changes, and they can, therefore, be an active agent in their development. (Guay et al., 2015)

Self-concept as a police officer presents unique challenges in developing a personal identity. Police officers often develop a strong sense of professional identity, which becomes a significant part of their self-concept. They may deeply understand their purpose and commitment to serving and protecting their community. This identity can shape their values, beliefs, and behaviors on and off duty. The role and responsibilities of a police officer can significantly affect their self-concept. They are entrusted with maintaining law and order, preventing and investigating crime, and ensuring public safety. These responsibilities can lead to a sense of pride, duty, and accountability as they work hard to uphold the law and protect the community. Police officers must maintain high ethical and moral values in their professional conduct. An officer's adherence to these values and ability to make ethical decisions in challenging situations can influence their self-concept. Maintaining integrity and acting in the community's best interest can contribute to a positive self-concept. Police self-legitimacy is essential for both the operational effectiveness of a police department and for the healthy functioning of a democratic society. Self-legitimacy is an umbrella term encompassing forms of legitimacy that both come from within the officer and engagement with and feedback from the public (Doyle & Roche, 2023)

Understanding that our self-concept is not set in stone and can evolve is crucial. Factors like personal growth, new experiences, challenges, and feedback from others can significantly impact it. To develop a positive and healthy self-concept, one must engage in self-reflection, self-acceptance, and continuous self-improvement. It is a constant process of comprehending and defining our individuality.

# References

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Flores-Piñero, M. del C., Valdivia-Moral, P., Ramos-Mondejar, L., & González-Hernández, J. (2024). Motivational Climate, Physical Self-concept, and Social Relationships in Adolescents in Physical Education Classes: A Systematic Review. *Education Sciences*, *14*(2), 199. https://doi.org/10.3390/educsci14020199

GuayF., Marsh, H., McInerney, D. M., & Craven, R. G. (2015). *Self-concept, motivation, and identity: underpinning success with research and practice*. Information Age Publishing.

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