Leader Development: Transforming Self-Concept

Developmental Readings

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Assignment 2 Assignment LDF 807-12 Leader Development Transforming Self Concept Spring 2024

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.

1. Self-Efficacy
2. Self-Concept
3. Leader Development
4. Developmental Stages theory

Source One:

Comment 1:

**Quote/Paraphrase 1:** “…....-production education health and care plans **participatory** **research** methodology social exclusion special schools structural barriers A special school is a school that is specifically designed to meet the specialist medical, social or welfare needs of children and young people. In England, these needs.... ” (Smith et al., 2023, p. 1341-1351).

**Essential Element:** This comment is associated with the essential element Approaches of Developmental Stages theory.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth. The attendance at the special school will help further meet the particular need of the student and in later years benefit the adult leader.

**Contextualization:** Authors research concludes that since a developmental stages theory in growth from the lived experiences. I believe that because the adults now parents were not taught or socialized as believed or needed. The establishment of service user or career groups as a precursor to the lack is needed in these times. Especially with the disease of substance missus now impacting and bringing the rise of disabilities or domestic violence of all kind. A variety of approaches must be implemented to transform self-concept if we are going to gain to start leader development. Last Spring I hosted a Spring Camp course at the local community charter school center. The youth were ages 2nd grade to 8th grade and the tones, words and lack of attention was tremendous. I could asses they had no face-to-face conversations that showed care. Thus they did not know how to respond to the genuine care and structure I offered. They all were leaders and it will be a miracle if they really gain to maintain that focus and be able to reflect on that wish.

Source Two:

Comment 2:

**Quote/Paraphrase 2:** Intentional modeling behavior As we noted earlier, Bandura’s social learning theory (1977) has important implications for leadership development. Students not only gain knowledge and fresh perspectives from teachers, they also, usually unconsciously, emulate their teachers’ behavior: they begin to imagine how they would approach a problematic situation in a way that is similar to what the teacher is demonstrating..... ” (Bandura, A.(1961, p. 63).

**Essential Element:** This comment is associated with the essential element Approaches of Leader Development. I selected this element, due to the built-environment

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth. Within the built-environment are schools of all background and these schools afford structural barriers and this harms the social environment for children. Zoning stigmas are not empowering to environments. I believe that as this theory is implemented and effectively observed, the cognitive process of learning is something that happens in a social context, rather than in formal classrooms.

**Contextualization:** Authors research concludes that since a developmental stages theory in growth from the social settings and with all the volunteer community coalition partner building events I am planning, I believe the strategic teaming skill building that affords the coalition to gain and maintain participants is due to the modeled behavior that is learned during the event that the participants actually all need one another. And in needing one another they improve their future social interactions. Like in our professional settings with one or more person observing the others (teacher, games, forums, role plays, observing or supervisors and even mentoring.

Source Two:

Comment 3:

**Quote/Paraphrase 3:** In a leadership development program, the teacher/leader is not only imparting information, he or she is modeling leadership itself, and must be extra careful not to be incongruent. Giving a lecture on principles of “distributed” or “lateral” leadership will not be very effective by itself; students will have a much more powerful learning experience **if they see distributed leadership modeled in the classroom.** Focus on self-efficacy, sensitivity to balance between challenge and support as suggested building an individual’s self-efficacy can have a major effect on their growth and development.” (Avolio & Gibbons, 1989) in (Bandura, A., & Huston, A.C. (1961, p. 63).

**Essential Element:** This comment is associated with the essential element Approaches of Leader Development. I selected this element, due to the built-environment , I agree the student (adolescent or adult) must see the learning from the leadership and as the leadership is modeled the focus on self-efficacy comes into balance.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth..

**Contextualization:** Authors research concludes that since a developmental stages theory in growth from the in my own teaching style with youth when I taught High School A.P. Biology and Physical Science, that when I taught and then had the students repeat it back, they modeled by reading, or call-and-response teaching and they were capable to learn it. In this way I promoted culture and knowledge within one experience, I increase together engagement and promoted better communication as the students received rapid feed back and they shared ideas and heard ideas.

Source Two:

Comment 4:

**Quote/Paraphrase 4:** “In the case of leader development, the emphasis typically is on individual-based knowledge, skills and abilities associated with formal leadership roles” (p. 584); in other words, **leader development is development at an individual level**. It is concerned with developing the capacities of individuals within an organization in an effort to help them better take on organizational roles..” (Bandura, A., & Huston, A.C. (1961, p. 63).

**Essential Element:** This comment is associated with the essential element Approaches of Leader Development.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

**Contextualization:** Authors research concludes that since a developmental stages theory in growth from the time I and my spouse co-chaired the Boys and Girls club in our local city. The leader development at an individual level of learning I believe is also great as it allows the student to do work individual and not always group all while still pursuing other types of collaboration or studies. This time is great for self-concept formulation and modify one’s own behaviors.

Source Two:

Comment 5:

**Quote/Paraphrase 5:** “Leadership development, on the other hand, focuses on “building and using interpersonal competence…key components of interpersonal competences include social awareness and social skills” (p. 585)...” (Bandura, A., & Huston, A.C. (1961, p. 63).

**Essential Element:** This comment is associated with the essential element self-concept.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth with the importance emphasis on self-concept.

**Contextualization:** Authors research concludes that since a developmental stages theory in growth from the view point of interpersonal competence is very key to our leader self-concept and identity development. In my life I have experience the personal factors (cognitive, affect and biological, the behavior expressed in my actions and the emotional factors) as Bandura proposed the idea of reciprocal determination, in our behavior, the personal and environmental factors al influence each other. I believe when we as coalition builders receive the ‘gift’ we will have a better response, in 1973 Bandura, shared how the hostile unfriendly responses, are what becomes easily create the negative social climates, designed by zoning-stigmas. This then becomes our unique perspective on freedom vs. determinism. I don’t take the negative view of determinism as most, I agree with Bandura , who believes that when we change the environment, altering the factors that determine the behavior. We then have the freedom to influence factors that give liberty and no longer restraints. I believe learning can occur without change in behavior even when personal resources are limited.

Source Three:

Comment 6:

**Quote/Paraphrase 6:** ….we argue that any theory of spiritual intelligence must focus on the spiritual journey as one of epistemological ascent and ontological descent through five distinct levels of being; a journey of self-transcendence or **transformation from ego-centered to other-centered while striving to attain a Non-dual state of awareness and maintain this state of being or consciousness from moment-to-moment.** Fry, L.W., & Wigglesworth, C. G. (January, 2013, p. 47-49). Toward a theory of spiritual intelligence and spiritual leader development. International Journal on Spirituality and Organizational Leadership, 1(1), 47-49. [Seminal]

**Essential Element:** This comment is associated with the essential element Approaches of Leader Development. I selected this element, due to the built-environment and our adolescent and into adult age as we journey and grow when we accept the gift of the Holy Spirit the gift of earth sin and selfishness and ego should shed. Especially when the mindset is entangled with beholding the lovely Jesus Christ who came, lived , suffered and died the sinners death on the cross. When the mind recalls the blood shed on the Calvary’s cross the pride and selfishness should die.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

**Contextualization:** Authors research concludes that since a developmental stages theory in growth from the time I accepted to become community service food pantry director at my church, I contemplated if the requesting retired would actually release the role and not sabotage the work and the developments I desired to accomplish. I am an adult leader who is consciously thinking and desired to improve moment to moment. I know it is due in part to the wonderful events I have had to endure that sought to scale me BUT did not. Each of the moments that are now my messages in my environment shaped my personal, behavioral and environmental conditioning. The human capability I see I have to literally not respond harshly when I very well should , is amazing to me. In doing so I see that other individuals can gain the same skills.

Source Four:

Comment 7:

**Quote/Paraphrase 7:** …. Chick-Fil-A, Interstate Batteries, Tomasso Corporation of Canada, Maxwell, Locke, and Ritter L.L.P. of Austin, Texas, Ben and Jerry’s Homad Ice Creme, Taco Bell, SREI International Financial Limited of India, Pizza Hut, and BioGenenex are using **spiritual lessons in their management and leadership strategies**. Fry, L.W., & Wigglesworth, C. G. (January, 2013, p. 47-49). Toward a theory of spiritual intelligence and spiritual leader development. International Journal on Spirituality and Organizational Leadership, 1(1), 47-49. [Seminal]

**Essential Element:** This comment is associated with the essential element self-efficacy.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth of self-efficacy because spiritual lessons work. The spiritual lessons control the universe thus any person in management would do well to implement them into every leader strategy.

**Contextualization:** Authors research concludes that since a developmental stages theory in growth form of self-efficacy when self regulation occurs the self intentions and behaviors be they negative and positive are gained, individuals gain skills, resources, self-efficacy and beyond. The thoughts and the actions by themselves, can also generate new ideas, adjust thoughts, and drive the individual to take action accordingly and thrive in cognitive development at the correct stage, this is even better than trial-and-errors.

Source Five:

Comment 8:

**Quote/Paraphrase 8:** …. Leadership is thus both a cause and effect as group members interact and various formal and informal leaders in the group emerge (Drath and Palus, 1998). In the case of leader development, the emphasis is on individual knowledge and competencies associated with a formal leadership role, often focusing on individual skills and abilities such as self-awareness (e.g., emotional awareness and self-confidence), self regulation (e.g. self-control, trustworthiness, adaptability), and self motivation (e.g. commitment, initiative, optimism). A focus on leading concentrates largely on how leaders influence their followers. It centers on how leaders are able to engage in healthy value and attitude development and build the competencies needed to effectively perform their leadership role.

. Fry, L.W., & Wigglesworth, C. G. (January, 2013, p. 47-49). Toward a theory of spiritual intelligence and spiritual leader development. International Journal on Spirituality and Organizational Leadership, 1(1), 47-49. [Seminal]

**Essential Element:** This comment is associated with the essential element developmental stages theory.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth, because I believe as we live we should be daily focused on what we eat and how we care for our bodies. The body temple is to be governed by the 8 wellness principles. The 8 wellness principles are fresh air, sunlight, quiet rest, trust in divine power, clean water, abstain from misuse substances, outdoor fitness, eating.

**Contextualization:** Authors research concludes that since a developmental stages theory in growth of lifestyle and self-concept for healthy value. In my journey as an adult leader in the healthful-living space, and a state of AR healthy walking coach, I am modeling to people known or unknow that health is the new culture and we must get our attention on the health phenomena and we are not just to live and eat what is offered and die. I get so excited about health to the extent its like the 1st game of soccer in a small town with only two teams. I go all in and not only are my hygenic recipes delicious, attractive and most of all nutritious.

Source Six:

Comment 9:

**Quote/Paraphrase 9:** …. One factor that is likely to explain a leader's propensity to mentor is the leader's self-concept. **Our self-concept or self-identity reflects how we define ourselves, and has profound** effects on the way we feel, think, and behave (Leary & Tangley, 2003) Cited by Lapierre, L.M., Naidoo, L.J., Bonaccio, S.

**Essential Element:** This comment is associated with the essential element Approaches of Leader Development. I selected this element, due to the built-environment when the leader is in the built-environment, more than likely they are mentoring someone or many. One-self concept or self identity reflects, how we define ourselves, yes.

**Additive Analysis:** This quote is additive to my understanding of developmental approaches are many and all the essential elements are explained here. The different levels of self-conception have been distinguished by Leary and Tangley, I agree that the personal and independent self is defined in terms of unique niches like genetics, home values and community and all that enterprise affords.

**Contextualization:** Authors research concludes that since a developmental stages theory for self-identity and gaining a mentoring guide, I know are more than valuable. I am thankful for every person that did not call themselves a my mentor but I always continued to glean from them each opportunity that presented itself. I always followed the Biblical premise and my gleaning although never seen as that valuable to be given the complete title from anyone as mentoring me, those relationships were more beneficial to me as a whole than any of them ever would know. I am certain my I displayed a stronger willingness to learn but had weak scholarship, as shared by seminal author Borman, 1993. This is why, I thank God He dropped me directly into the arms of individuals who were leaders with strongly relational self-concepts as I was a high listening and learner performer of task, after explained, modeled and trial and error taught.

Source Seven:

Comment 10:

**Quote/Paraphrase 10:**

(self-clarity and self-certainty) would influence their display of authentic leadership. More recently, Rus, van Knippenberg, and Wisse (2010) tested whether leaders' self-definition as a leader (which would be part of their self-concept) is linked to their self-serving behavior. Finally, Avolio, Walumbwa, and Weber (2009), in a review of leadership theory and research, called for research examining how leaders' self-concept is formed, changed, and influences the manner in which they behave. Although none of this work has explicitly addressed the different levels at which leaders may construe their identity (i.e., independent, relational, or collective), it reveals that some have considered leaders' self-conception as salient to our understanding of leadership.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

Source Eight:

Comment 11:

**Quote/Paraphrase 11:**

The mentoring literature has identified several possible reasons for which people chose to mentor (Allen, Poteet, & Burroughs, 1997), some of which would typify the motives of those with a strongly relational self-concept. These include having a general desire to help others and/or to help others succeed, seeing an opportunity to develop a close relationship or friendship, and gaining self-satisfaction from having helped another. In addition, the receipt of mentoring has generally been associated with various favorable outcomes for employees (Eby et al., 2008), which further bolsters the notion that leaders with a more relational identity would consider mentoring a promising means of satisfying a follower's needs.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

Source Nine:

Comment 12:

**Quote/Paraphrase 12:**

Providing a follower with either psychosocial or career support would be a promising means by which the leader can benefit the follower. Indeed, the motivation to benefit others, which would be higher among those with a more relational identity (Cross et al., 2000), has been positively associated with the provision of psychosocial support as well as career support (Allen, 2003).

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

Source Ten:

Comment 13:

**Quote/Paraphrase 13:**

Belief And Success Health Management Self-Efficacy of the Natural Environment: A National Survey of Black Adults; Self-Efficacy: According to Bandura (1997), individuals form self-efficacy beliefs by interpreting information regarding their own capabilities. This information stems from four sources: **mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states.** Mastery experiences provide information about one's successes, but also failures. Generally, successful experiences increase self-efficacy beliefs, while experiences of failure lower them. Vicarious experiences provide information about modeled attainments of others, which influence one's self-efficacy beliefs by demonstrating and transferring competencies (model learning) and by providing a point of reference for social comparison. Verbal persuasion by “significant others”  (Bandura, [1997](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5070217/" \l "B4); p. 101) Bandura A. (1997). *Self-efficacy: The Exercise of Control*. New York, NY: Freeman.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

Source Eleven:

Comment 14:

**Quote/Paraphrase 14:**

Hate speech among youth is a serious and widespread problem that plagues schools worldwide (Kansok-Dusche et al., [2022](https://link.springer.com/article/10.1007/s10964-023-01753-2" \l "ref-CR26" \o )). Currently, there is a lack of empirically evaluated prevention programs targeting hate speech among adolescents. This is problematic because hate speech jeopardizes adolescents’ well-being and social integration

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth. I believe continuing community involvement and growth in cultural self-efficacy.

Source Twelve:

Comment 15:

**Quote/Paraphrase 15:**

…..Lived experience leadership is part of a broader international trend towards service user involvement in public services yet little is known about services developed and delivered by people with lived experience of the criminal justice system. Practicing Lived Experience Leadership with Love: Photovoice Reflections of a Community-Led Crime Prevention Project . Gillian Buck, Kemi Ryan, Natasha Ryan The British Journal of Social Work, Volume 53, Issue 2, March 2023, Pages 1117–1141.

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**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

Source Thirteen:

Comment 16:

**Quote/Paraphrase 16:**

……community engagement that supports two related phenomena: (1) the process of community dialogue where individuals in a shared social world join together collaboratively to discuss social and economic problems; and **(2) the building of social cohesion within a community that is based on common beliefs and values and is fostered through trust-building processes**. By “opening communicative space” and fostering community engagement in socially relevant issues, community dialogue can build trust and social cohesion that benefit their community. Aria G. Bernstein and Carol A. Isaac *Journal of Urban Affairs,*Volume45, Issue 4, March 2021, Pages 753-770.

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

Source Fourteen:

Comment 17:

**Quote/Paraphrase 17:**

……Most non-profit organizations rely upon volunteer support to reach their goals.

Schlosser, Francine K.; McPhee, Deborah; and Templer, Andrew. (2009). Using self-concept theory to identify and develop volunteer leader potential in healthcare. Advances in Health Care Management, 8, 21-47. https://scholar.uwindsor.ca/odettepub/120

**Additive Analysis:** This quote is additive to my understanding of developmental stages theory in growth.

WORKCITED

Allen, S.J., Roshc, D.M., Riggio, R.E., Advancing leadership education and development: Intergrating adult learning theory, Journal of Management (2022)

Amato, P.R. (1990). Personality and Social Network

Involvement as Predictors of Helping Behavior in Everyday Life. *Social Psychology Quarterly,* 53(1), 31-43.

Avolio, J.B., Gibbons, T. C., (1988). Developing transformational leaders: A life span approach. In JA Conger & RN Kanungo, Charismatic leadership: The elusive factor in organizational effectiveness (pp. 276—308). Jossey-Bass

Bakker, A.B., Hetland, J., Olsen, O.K., Espevik, R., Daily transformational leadership: A source of inspiriation for follower performance, (2023)

Bandura, A., Self-Efficacy: The Exercise of Control, (1925) page. 34, all.

Bandura, A. and Cervone D., Organizational Behavior and Human Decision Profess: Differential engagment of self-reactive influences in cognitive motivation. Vol 38, Issue 1, August 1986, Pages 92-113.

Additive to my understanding – “… self-evaluation operates as an influential motivator only when attainments fall markedly or moderately short of a comparative standard. Self-set goals contribute to motivation at all discrepancy levels except when attainments are markedly discrepant from the standard.”

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Bong, M., & Clark, R.E. (1999) Comparison between self-concept and self-efficacy in academic motivation research. *Educational Psychologist,* 34 (3), 139-153.

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Fry, L.W., & Wigglesworth, C. G. (January, 2013, p. 47-49). Toward a theory of spiritual intelligence and spiritual leader development. International Journal on Spirituality and Organizational Leadership, 1(1), 47-49. [Seminal]

God. Inspired men of the Holy Spirit, The Holy Bible, King James, 1863, various books chapter and verse.

Kegan, R. and Lahey, L.L., How the Way We Talk Can Change the Way We Work; Immunity to Change How to overcome it and unlock the potential in yourself and your organization

Lapierere, L.N., Naidoo, L.J., Bonaccio, S., Leaders’ relational self-concept and followers’ task performance: Implications for mentoring provided to followers, *The Leadership Quarterly.*

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Julia Smith, Mark Lynes, Charles Mark English-Peach, Clive Sealey, Lived Experiences of Special Schools in England: Key Considerations for Social Work Proactive, *The British Journal of Social Work,* Volume 53, Issue 3, April 2023, Pages 1341-1351

Shavelson, R. J. and Byrne, B. M., (1996). On the structure of social self-concept for pre-, early, and late adolescents: A test of the Shavelson, Hubner, and Stanton (1976) model. *Journal of Personality and Social Psychology, 70*(3), 599–613.

Peterson, C., Seligman, M.E.P., (2004) Character strengths and virtures: A handbook and classification

Werigin, J.F. (1994). The collaborative department: How five campuses are inching toward cultures of collective responsibility. *Forum on Faculty Roles and Rewards.* Washington, DC: American Association for Higher Education.

Wergin, J.F. (2003). Departments that work: Building and sustaining cultures of excellence in academic programs. Bolton, MA: Anker.

Tozer, A.W. (2013). in That Incredible Christian, page 6 of The Pursuit of God/God’s Pursuit of Man Devotional

Ybrandt, H. The relation between self-concept and social functioning in adolescence, Journal of adolescence Vol. 31 (1). 1-16, 2008