Leader Development: Transforming Self-Concept

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Professor

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Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:** Allen, S., & Fry, L. W. (2023). A framework for leader, spiritual, and moral development. *Journal of Business Ethics*, *184*(3), 649–663. <https://doi.org/10.1007/s10551-022-05116-y>

**Comment 1:**

**Quote/Paraphrase:** Spirituality, including religiously-based spirituality, plays a role in many leaders' lives and leadership (e.g., Allen & Williams, [ 2 ], [ 3 ]; Benefiel, [10]; Fairholm, [39]; Judge, [50]; Pruzan, [71]). Consistent with a whole person approach to LD (Leader Development, *definition provided by student)* (e.g., Campbell, [16]), engaging leaders on the interactions of their spirituality, inner life practices (e.g., mindfulness, prayer), leadership, values, and ethical behavior seems appropriate given the association between these constructs (Reave, [72]). SD and LD seem likely to occur in parallel as individuals mature and are impacted by experiences or interventions (e.g., training).

**Essential Element:** This element is associated with the essential element of Developmental Stage Theory.

**Additive/Variant Analysis:** This comment is additive to my understanding of the discussion around leader development. This article focuses on the many facets of leader development beyond what is done at the organizational level and what leaders experience as they grow personally and within the organizational constructs. It really delves into the importance of spiritual development's role in a leader's maturation.

**Contextualization:** A leader who is looking to “center” themselves and has some sense of a “higher power” (whatever that looks like for them) must incorporate that spiritual awareness into the holistic approach to development. This spiritual development is integral, if not the foundation, for their growth and becomes the springboard from which they launch in the maturation process. The development of the leader through the avenue of spirituality will pay dividends for the organization, but the most significant beneficiary will be the leader.

**Comment 2:**

**Quote/Paraphrase:** The relationship between leadership and spirituality has been widely discussed and investigated (e.g., Benefiel, [ 8 ], [10]; Benefiel et al., [11]; Delbecq, [29]; Fairholm, [39]; Fry, [42]; Fry & Nisiewicz, [44]; Judge, [50]; Pruzan, [71]). Growing research suggests that leaders' spirituality may contribute to leaders' and organizations' performance (Oh & Wang, [69]). This increasing interest has been ascribed to social trends such as greater materialism, leaders' and organizations' ethical failures, and ongoing and continuous change resulting in leaders seeking anchors of meaning, purpose, and connection amidst growing social and ecological consciousness (Fry & Nisiewicz, [44]).

**Essential Element:** This comment is associated with the essential element of Developmental Stage Theory.

**Additive/Variant Analysis:** This comment is additive to the discussion of maturation and self-leadership within the leader development framework. As leaders seek to mature and understand that to lead others, they must first be able to lead themselves; they must take stock of areas of their lives that need focus and intentional work. They must be in a continual cycle of evolution, looking for foundational building blocks.

**Contextualization:** While there isn’t much information discussing the correlation between leader development and spiritual development, the available resources have shown that leaders’ spirituality may impact leaders’ and organizations’ optimization. The growing research in this discipline reveals that as leaders develop their spirituality their character begins to be reshaped as they form anchors of meaning, purpose, and connection.

**Source Two:** Hogue, M., Knapp, D. E., Peck, J. A., & Weems-Landingham, V. (2023). The status of internalized prejudice in leader self-development. *Management Decision*, *61*(4), 944–958. <https://doi.org/10.1108/MD-06-2021-0779>

**Comment 3:**

**Quote/Paraphrase:** Status-related experiences in culture shape status-related thoughts in the mind, resulting in internalized prejudice. Internalized prejudice reduces the status-related behavior of leader self-development, which serves to shape status in the culture. This repeats in an ongoing, recursive process that can be disrupted through organizational interventions. The social movement principles of common purpose and networking can provide new status-related experiences to reduce internalized prejudice, and habit-breaking can stop automatic self-limiting behaviors that can arise from internalized prejudice.

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

**Additive/Variant Analysis:** This comment is additive to the discussion to discussion of leaders being aware of how they view themselves in relation to being efficient and proficient in completing certain tasks assigned by their employer. How leaders view themselves in relation to what they may have heard and how they internalize that information determines how they can operate despite that information.

**Contextualization:** There are often stigmas attached to certain racial demographics in relation to doing certain tasks or jobs. If these leaders internalize these stigmas and begin to believe them, they will often impose limits upon themselves and how far they are able to advance within those roles. It becomes necessary for these leaders to reduce their exposure to the cacophony of voices creating barriers to their advancement so that they will form habits that stop the internalization process in order to push beyond the limits and advance in their roles.

**Comment 4:**

**Quote/Paraphrase:** Prejudice involves both evaluative and motivational components (Crandall and Eshleman, 2003). Leader self-development involves the same. Individuals must evaluate themselves as suitable to lead and must be motivated to pursue the leadership role. Research in such evaluation and motivation across marginalized groups shows that internalized prejudice impacts both. With respect to leader-related self-evaluations, viewing oneself as suitable to lead is important for engaging in leader self-development, but when prejudice is internalized, it can become difficult for members of marginalized groups to see themselves as having leadership qualities. For example, research shows that internalized prejudice can lead women and people of color, particularly women of color, to experience imposter phenomenon, that is, feeling inadequate despite evidence to the contrary (Nadal et al., 2021).

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

**Additive/Variant Analysis:** This comment is additive to my understanding of the discussion in relation to self-concept. The researcher remarks how many leaders will evaluate themselves and thus their ability to perform job tasks based upon prejudices leveled against them. Their internalization will cause them to have anxiety or lose confidence in their abilities leading them to feel inadequate.

**Contextualization:** Organizational leaders within marginalized leadership positions often face prejudiced thoughts and stigmas concerning performing complex duties or at higher levels within organizational hierarchies. These prejudiced evaluations often lead to these marginalized leaders conducting internal evaluations that are often framed from the context of these prejudiced ideas instead of what the leaders know about themselves and their abilities.

**Source Three:** Dicke, T., Guay, F., Marsh, H. W., Craven, R. G., & McInerney, D. M. (Eds.). (2020). *Self: A multidisciplinary concept*. Information Age Publishing, Inc.

**Comment 5:**

**Quote/Paraphrase:** Self-efficacy beliefs play a major role in a number of common psychological problems. Low self-efficacy expectancies are an important feature of depression. Dysfunctional anxiety and avoidant behavior are the direct result of low-self-efficacy beliefs for managing threatening situations.  
Self-efficacy beliefs also play a powerful role in substance use problems,  
eating disorders, post-traumatic stress, and suicidal behaviors (Maddux &  
Kleiman, 2020).

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

**Additive/Variant Analysis:** This comment is additive to my understanding of the discussion in relation to self-efficacy. A poor or low view of one’s efficacy can have many detrimental effects. It can affect how one sees themselves and leads to many destructive behaviors in an attempt to deal with the negative view one has of themselves and the ability to perform certain tasks.

**Contextualization:** Based on their research, the authors determined that low self-efficacy can lead to a person dealing with many issues beyond their belief in their inability to perform certain tasks. It is their understanding that this low self-efficacy leads to mental health issues such as depression, which snowballs into other significant issues such as alcoholism, drug use and abuse, and even suicide.

**Comment 6:**

**Quote/Paraphrase:** The self-concept refers to the perceptions a person has about his or her own characteristics and abilities (James, 1890). As these perceptions are  
critical for personal well-being (Taylor & Brown, 1988; Taylor et al., 2003),  
their promotion can be understood as an educational goal per se (Marsh  
& Craven, 1997; Shavelson et al., 1976). Methods to promote domain-  
specific self-concepts are moreover a topic of research in educational  
psychology, because self-concepts influence motivation, effort and learning outcomes in all school domains (Eccles et al., 2005; Retelsdorf et al.,  
2014; Trautwein et al., 2002; Valentine et al., 2004).

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

**Additive/Variant Analysis:** This comment adds to my understanding and research in the field of leader development. The researchers suggest that the referenced leaders’ self-concept is not only substantial in assisting the leader's overall well-being but also aids in helping the leaders learn more about themselves and apply what they learn, which is beneficial to all.

**Contextualization:** In the field of ministry with a focus on curbing juvenile delinquency, it becomes imperative that leaders who take on this endeavor be profoundly aware of who they are and the skillsets they bring to the discussion. While this contributes to helping the leader become more self-aware for the purpose of growth and overall development, its greater benefit is it allows the leader to assist and lead those with whom they are attempting to develop.

**Source Four:** Haslam, S. A., Reutas, J., Bentley, S. V., McMillan, B., Lindfield, M., Luong, M., Peters, K., & Steffens, N. K. (2023). Developing engaged and ‘teamful’ leaders: A randomized controlled trial of the 5R identity leadership program. *PLOS ONE*, *18*(5), e0286263. https://doi.org/10.1371/journal.pone.0286263

**Comment 7:**

**Quote/Paraphrase:** The social identity approach to leadership argues that leaders' capacity to influence and inspire others is grounded in a shared sense of social identity (or 'us-ness') that those leaders create, advance, represent, and embed for the groups they lead. The approach therefore argues that a key task for leaders is to acquire insights and skills of (social) identity leadership that allow them to motivate and mobilize the groups they are seeking to lead in order to transform those groups into a potent organizational and social force. This approach differs from prevailing approaches to leader development which focus largely on improving the skills and mindsets of individual leaders -with work which has evaluated such programs indicating that they generally succeed in developing a person's leader identity (their sense of themselves as 'me the leader'). In contrast to this focus on 'me' and 'I', the social identity approach embraces the idea that leadership-and hence leadership development-is fundamentally a group process that requires leaders to look outwards towards their teams and to develop sense of 'we' and 'us'.

**Essential Element:** This comment is associated with the essential element of

Leader development.

**Additive/Variant Analysis:** This comment is a variant of my understanding of the discussion around the field of leader development. The researchers suggest that a leader's development is intimately tied to their ability to relate to those they lead on a social level and is a “group project” rather than an individual. It begs the question, “Without the group, is the leader unable to develop themselves”? While there is a dynamic in the leader's development tied to the team they lead, the overall growth of the leader is not team-dependent.

**Contextualization:** Having held leadership positions at different levels and in various organizations (currently within full-time ministry), the leader's development should not lie at the feet of the team being led. It becomes imperative for the leader to abide by one of the core principles of leadership in the US Army; “to know oneself and seek self-improvement.” If a leader lacks self-awareness, they cannot seek tools and resources to improve, but neither can they develop those they are charged with leading and developing.

**Source Five:** Walker, D. O. H., & Reichard, R. J. (2020). On purpose: Leader self‐development and the meaning of purposeful engagement. *Journal of Leadership Studies*, *14*(1), 26–38. https://doi.org/10.1002/jls.21680

**Comment 8:**

**Quote/Paraphrase:** One reason for the failure of formal leadership training

is that a leader only develops from formal programming or job/life

experience *to the extent that* he or she is purposefully engaging in an

autonomous and self-regulated growth process—a process defined in the

current article as *leader self-development*. Although other critical

accelerators of leader development include goal-setting (Johnson,

Garrison, Hernez-Broome, Fleenor, & Steed, 2012), learning orientation

(Dragoni, Tesluk, Russell, & Oh, 2009), challenging experience (McCauley,

Ruderman, Ohlott, & Morrow, 1994), experimentation with

new identities (Ibarra, 1999; Miscenko, Guenter, & Day, 2017), and feedback

(DeRue & Wellman, 2009), the *sine qua non* is the leader’s own internal processes.

**Essential Element:** This comment is associated with the essential element of leader development.

**Additive/Variant Analysis:** This comment adds to my understanding of the discussion about leader development. The researchers have found that a leader’s development hinges on how much input they have in their personal growth and development. Much of the training available to leaders for development is often not tailored to or by the leaders themselves, which misses the mark in assisting that development.

**Contextualization:** As leaders seek to grow and develop who they are as leaders, leaders must have some input in the resources and tools available to them. Not only must they have input in the available resources, but they must also have input on what comprises those resources. If the leaders don’t find any value in the material

**Source Six:** Day, D. V. (2024). Individual leader development. In D. V. Day, *Developing Leaders and Leadership* (pp. 57–94). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-59068-9\_3

**Comment 9:**

**Quote/Paraphrase:** Most claims of leadership development are really about the development of individual leaders. There is nothing wrong with this focus; however, it creates the erroneous expectation that developing leaders inherently develops leadership. It highlights a levels of analysis issue. Leadership involves an interpersonal application of relevant skills and mindsets and as such is a process that transcends a single leader to include others (e.g., followers). This chapter elaborates on the fallacy that developing leaders will develop leadership and the importance of using an appropriate developmental focus. Another relevant distinction discussed in this chapter is the difference between leadership training and leader development. It is not an either/or proposition in terms of leadership training and development. Both intervention forms can be useful, but they have different aims and rest on different assumptions.

**Essential Element:** This comment is associated with the essential element of leader development.

**Additive/Variant Analysis:** This comment adds to my understanding of the concept of leader development. The author clearly states that simply because a person is developed as an individual that doesn’t always translate to them being able to handle leadership roles which necessarily requires that they have the ability to lead others.

**Contextualization:** Based on the research of Dr. Day, individuals who receive leadership training are not necessarily developed as leaders and are not exceptionally equipped to lead people. According to Dr. Day, there is a stark contrast between leadership training and leader development. These two disciplines have different focuses in preparing a person for leadership responsibilities. One discipline prepares the person organizationally, and the other prepares the person individually to prosper and be productive within the organization.

**Source Seven:** Wallace, D. M., & Zaccaro, S. J. (2022). Who wants to be here? Empirically investigating motivation and engagement during leader development. *Journal of Leadership Education*, *21*(3), 1–24. <https://doi.org/10.12806/V21/I3/R5>

**Comment 10:**

**Quote/Paraphrase:** Chan and Drasgow (2001) defined motivation to lead as an individual difference that “affects a leader's or leader-to-be's decisions to assume leadership training, roles, and responsibilities and that affect his or her intensity of effort at leading and persistence as a leader” (p. 482). Here, engagement in leader performance and engagement in leader development are treated equivalently. However, there is a difference between activities of leading and activities that promote learning about leading; this difference mitigates the relationship between motivation to lead and engagement in leader development. To many leaders, goals related to the performance of leadership and goals related to the development of leadership competencies are distinct and in tension with one another. For other leaders, goals related to leader development suggest proximal outcomes tied to more distal leader performance. Thus, highly motivated leaders may be interested in leader development because it relates to leadership, but when engagement in development becomes more challenging, their performance goals may overwhelm their developmental goals, causing them to lose interest. Indeed, empirical investigations have revealed relatively weak correlations between motivation to lead and engagement in leader development (Key-Roberts et al., 2012; Maurer & Lippstreu, 2010).

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

**Additive/Variant Analysis:** This comment is adds to my understanding of leader self-efficacy. The research speaks to the idea that leaders must be invested in their development if they are to be developed. The motivation for their growth is often what must be ascertained.

**Contextualization:** The researchers in the article were focused primarily on the “motivation to develop as a leader” (MTDL). They discussed how many factors determine why one wants to develop as a leader, and it’s not always the case that they seek such development to be a better leader of people. The motivation to develop as a leader and to participate in leader development programs, organizationally, must be mandatory but also require the individual to want to be there. Most leaders seek out development because it is attached to some goal and their performance. Suppose there is no tangible increase in performance or progress towards their goal. In that case, they become unmotivated and no longer interested in leader development, even if it improves their character or leadership quality among peers or those they lead.

**Works Cited**

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