Understanding the Relationship between Self-Concept and

Self-Efficacy in Leadership Development.

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Professor

Dr. Curtis McClane

**Assignment**

**Assignment #1 – Course 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 content quality and word-count requirements. The grade assigned will be Credit or No Credit (CR/NC).

**Self-Concept**

Self-efficacy is fundamentally the belief in one's abilities and seeing oneself as successful. Self-concept is the knowledge and belief a person has about themselves. Which is most important? Ambitious and having full awareness and confidence in one's ability to succeed or having complete understanding and confidence in oneself and knowledge of oneself? A healthy self-concept affects high self-efficacy because leadership-relevant attributes are related to high self-efficacy beliefs. Leadership-relevant attributes were related to occupational self-efficacy. The assumption is that ratings of the importance of relevant attributes moderate the relationship between reported leadership-relevant attributes and occupational self-efficacy (Schyns & Sczesny, 2010, p. 1). Self-concept goes further than knowing and understanding who one is —understanding one's uniqueness while being able to embrace those less comely attributes. *Self-concept* is the vision that a person has of themselves.

Self-concept is self-efficacy, which is like water to the human body at the level of its importance. A firm grasp on and awareness of self creates or produces high efficacy as it relates to self. The more people know about themselves, the more confident they are. To imagine seeing oneself as being or becoming successful seems aimless if that person needs a better grasp of themselves, knowing their temperament, their tolerances, their limitations, and the value of their attributes. Self and identity researchers have long believed that the self is both a product of situations and a shaper of behavior in situations. Making sense of oneself – who one is, was, and may become, and, therefore, the path one should take in the world -- is a core self-project. Self and identity theories assume that people care about themselves, want to know who they are, and can use this self-knowledge to make sense of the world (Oyserman et al., G. 2012 p.3).

The more knowledgeable people are about themselves, the more confident they are. This confidence spills over into their educational process and brings about a connectedness. When adult learners feel connected with the content facilitator, the learners are more likely to be intrinsically motivated (Wang & Gordon, 2023, p. 6). As previously stated, when a person has a firm grasp on and awareness of self, it produces a high level of efficacy.

**Works Cited**

Oyserman, D., Elmore, K., & Smith, G. (2012). Self, self-concept, and identity.

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Schyns, B., & Sczesny, S. (2010). Leadership attributes valence in self-concept and

occupational. Self-efficacy.*Career Development International, 15*(1), 78-92. <https://doi.org/10.1108/13620431011020907>.

Wang, V., & Gordon, K. (2023). Pairing Leadership and Andragogical Framework for

Maximized Knowledge and Skill Acquisition.*International Journal of Technology-Enhanced Education, 2*(1), 1-14. https://doi.org/10.4018/IJTEE.330981