LDR 807-12: Leader Development: Transforming Self-Concept

Sheri Dozier

Omega Graduate School

Date November 9, 2024

Professor

Dr. Curtis McClane

Assignment

### *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 One:** Alhadabi, A., & Karpinski, A.C. (2020). *Grit, self-efficacy, achievement orientation goals, and academic performance in university students.* International Journal of Adolescence and Youth, 25(1), 519-535.

**Comment:**

**Quote/Paraphrase:** “Grit and self-efficacy were found to be significant predictors of academic success, with achievement orientation goals serving as a mediating factor” (Alhadabi & Karpinski, 2020, p. 529).

**Essential Element:** This study focuses on how psychological factors like grit and self-efficacy, combined with goal orientation, impact university students' academic performance.

**Variant Analysis:** While some research attributes academic success primarily to cognitive ability, this study underscores the role of non-cognitive factors, specifically perseverance and belief in personal capability, as equally vital for achievement.

**Contextualization:** The findings align with recent shifts in education emphasizing social-emotional learning and resilience. By applying these insights, universities could enhance support programs aimed at fostering self-efficacy and resilience in students.

**Source Two:** Allen, S. J., & Wergin, J.F. (2009)*leadership and adult development theories: Overviews and overlaps.* Kravis Leadership Institute, Leadership Review 9, 3-19.

**Comment:**

**Quote/Paraphrase:** “The process of adult development is inherently tied to leadership, as effective leaders must continue to grow and adapt throughout their lives” (Allen & Wergin, 2009, p. 5).

**Essential Element:** The article highlights how adult development theories intersect with leadership development, suggesting that effective leadership requires ongoing personal growth.

**Additive/Variant Analysis:** Unlike traditional leadership models focused on specific skills, this approach emphasizes adaptability, encouraging leaders to evolve alongside their roles and environments.

**Contextualization:** The overlap between adult development and leadership theories underscores the importance of lifelong learning in leadership roles. This approach is particularly relevant in dynamic organizations where adaptability is crucial for sustaining effective leadership.

**Source Three:** Han, Z. (2021). *Exploring the conceptual constructs of learners’ goal commitment, grit, and self-efficacy.* Frontiers in Psychology, 12, 783400.

**Comment:**

**Quote/Paraphrase:** “Goal commitment, grit, and self-efficacy together form a powerful foundation for academic perseverance” (Han, 2021, p. 15). This statement highlights how these three elements are not only vital individually but also synergistically enhance a student's ability to persist in their academic endeavors.

**Essential Element:** In his research, Han delves into the interconnected roles of goal commitment, grit, and self-efficacy in achieving academic success. He emphasizes that these traits do not exist in isolation; rather, they work together to create a robust support system that is essential for students. This holistic approach is crucial in cultivating these attributes, which are necessary for overcoming obstacles and achieving long-term educational goals.

**Additive/Variant Analysis:** This article builds upon previous research by integrating the concepts of grit and self-efficacy with goal commitment, thereby presenting a more comprehensive framework for understanding academic perseverance. By doing so, it provides deeper insights into how these attributes can influence a student’s journey through education, making it clear that fostering these qualities can lead to improved academic outcomes.

**Contextualization:** For educators, this research highlights the importance of nurturing resilience and a strong goal orientation in students, especially in demanding academic environments where the ability to persist is crucial. It suggests that teachers and educational institutions should implement strategies that support the development of these traits, ultimately empowering students to face challenges with determination and confidence. By prioritizing the cultivation of goal commitment, grit, and self-efficacy, educators can significantly enhance their students' chances of success in their academic pursuits.

**Source Four:** Lapierre, L. M., Naidoo, L. J., & Bonaccio, S. (2012). *Leaders’ relational self-concept and followers’ task performance: Implications for mentoring provided to followers.* The Leadership Quarterly, 23, 766-774.

**Comment:**

**Quote/Paraphrase:** “A leader’s relational self-concept influences the mentoring support they provide to their followers, impacting followers’ task performance” (Lapierre et al., 2012, p. 770). This quote underscores the idea that a leader’s understanding of their own relational identity plays a crucial role in how they mentor those they lead, ultimately affecting their followers' ability to perform tasks effectively.

**Essential Element:** This study dives into how a leader's perception of themselves shapes their mentoring style, which in turn can supercharge their followers' performance! By exploring the intricate relationship between self-concept and mentoring, the research reveals that leaders who are aware of their relational dynamics can provide more effective support, fostering an environment where their team members can thrive and excel in their roles.

**Additive/Variant Analysis:** Unlike the usual skill-focused leadership playbook, this perspective highlights the power of personal identity in effective leadership. It suggests that how leaders see themselves is not merely a matter of self-esteem but a fundamental aspect that can significantly influence team success. This approach invites a deeper understanding of leadership, shifting the focus from technical skills to the essential human elements of connection, empathy, and relational awareness.

**Contextualization:** In the wild world of organizational leadership, nurturing a relational self-concept could jazz up mentorship quality, especially in roles where team success is all about that supportive, tailored guidance! This insight is particularly relevant in modern workplaces that value collaboration and emotional intelligence, where leaders who embrace their relational identity can create more meaningful and productive relationships with their team members, ultimately leading to enhanced performance and satisfaction.

**Source Five:** Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioral change.* Psychological Review, 84(2), 191.

**Comment:**

**Quote/Paraphrase:** “Self-efficacy determines how people feel, think, motivate themselves, and behave” (Bandura, 1977, p. 193).

**Essential Element:** Bandura’s self-efficacy theory posits that an individual’s belief in their own capabilities plays a critical role in shaping their motivation and behavioral outcomes. This concept serves as a foundational framework for understanding how beliefs about oneself can lead to significant behavioral changes, influencing not only personal goals but also the strategies individuals use to pursue them.

**Additive/Variant Analysis:** Bandura’s theory distinctly contrasts with other motivational theories that prioritize external rewards and punishments as primary drivers of behavior. Instead, it emphasizes that one’s internal beliefs and self-perceptions can independently influence actions and decisions, thereby asserting that motivation can stem from within rather than solely from external factors.

**Contextualization:** The relevance of self-efficacy theory extends across various disciplines, including psychology, education, and organizational studies. It has established itself as a crucial element in understanding how intrinsic motivation can lead to enhanced performance and learning outcomes. By focusing on how individuals’ self-beliefs affect their engagement and persistence in tasks, self-efficacy theory provides valuable insights into fostering environments that promote personal growth and achievement in diverse contexts.

**Source Six:** Kanfer, R., & Chen, G. (2016) *Motivation in organizational behavior: History, advances, and prospects.* Organizational Behavior and Human Decision Processes, 136, 6–19.

**Comment:**

**Quote/Paraphrase: “**Motivation theories have evolved from a focus on biological drives to the consideration of complex psychological and social factors” (Kanfer & Chen, 2016, p. 9).

**Essential Element:** This article reviews motivation theories’ evolution in organizational behavior, emphasizing psychological and social influences on motivation beyond biological impulses.

**Additive/Variant Analysis:** The authors provide an overview contrasting early theories, which prioritized basic human needs, with contemporary approaches that incorporate complex, socially driven motivations.

**Contextualization:** This broader understanding of motivation is particularly useful in diverse, modern workplaces, where addressing social and psychological needs can enhance employee engagement and productivity.

**Source Seven:** Knowles, M. S. (2014). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development.* Routledge.

**Comment 1:**

**Quote/Paraphrase:** "Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these needs become the organizing principle behind their learning activities" (Knowles, 2014, p. 57).

**Essential Element:** Knowles’ work introduces the principles of andragogy, contrasting it with pedagogy by identifying unique characteristics of adult learners, such as their self-directedness, readiness to learn, life-centered orientation, and intrinsic motivation.

**Additive/Variant Analysis:** Knowles’ concept of andragogy differs from traditional pedagogical approaches by emphasizing self-directed learning, personal experience as a resource, and the importance of practical, problem-solving-oriented learning. While pedagogy generally focuses on dependent learners and often assumes a one-size-fits-all approach, andragogy recognizes adults’ accumulated experiences and their need for relevant, immediate applications of knowledge.

**Contextualization:** Knowles’ framework has shaped contemporary adult education, particularly in fields like human resources and workforce development. It has inspired adaptive teaching methods and personalized learning strategies in organizations, emphasizing the role of autonomy and real-world application in adult learning. This focus on self-direction and applicability is essential in rapidly changing work environments where employees must continuously update their skills and knowledge.

**Comment 2:**

**Quote/Paraphrase:** "Adults have a self-concept of being responsible for their own decisions and for their own lives, which makes them self-directed in their learning" (Knowles, 2014, p. 64).

**Essential Element:** A foundational aspect of Knowles’ theory is that adult learners are inherently self-motivated and driven to learn when they feel they have control over the learning process, reinforcing the need for flexible, learner-centered educational models.

**Variant Analysis:** In contrast to traditional, instructor-led models, Knowles’ concept of self-directed learning emphasizes a learner-centered approach, where the educator’s role is to facilitate rather than direct learning. This element adds a variant by focusing on the importance of autonomy, differing from pedagogical methods where the instructor exerts greater control over the learning experience.

**Contextualization:** Knowles’ emphasis on self-directed learning has been widely adopted in adult education programs, especially in workplace training and higher education, where flexible, individualized learning pathways have become a priority. This approach aligns with modern trends in online and hybrid learning formats, which allow adults to engage in self-paced learning that accommodates their schedules and personal goals.

**Comment 3:**

**Quote/Paraphrase:** “Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life" (Knowles, 2014, p. 62).

**Essential Element:** Knowles’ andragogy highlights that adults are like bees to honey when it comes to learning if it’s relevant and can zap some immediate benefits into their lives, they’re all in!

**Variant Analysis:**  Unlike the old-school methods that put the focus on building knowledge for the long haul, Knowles shakes things up by adding a splash of practicality into the mix! He believes adults learn best when they can roll up their sleeves and apply what they learn right away, making it way more fun and effective. Say goodbye to boring theories that don’t cater to what learners need.

**Contextualization:** In the bustling world of adult learning think corporate training or hands-on workshops Knowles’ relevance principle is like gold! Programs that throw in case studies, simulations, or real-world challenges hit the sweet spot, keeping learners engaged and helping them see the instant value of their newfound skills. This approach is a game-changer in fields like workforce development and vocational training, where practical skills are the name of the game!

**Source Eight:** Mezirow, J., & Associate. (2009). *Transformative Learning in Practice: Insights from Community, Workplace, and Higher Education.* Jossey-Bass.

**Comment:**

**Quote/Paraphrase:** "Transformative learning is the process by which we transform our taken-for-granted frames of reference to make them more inclusive, discriminating, open, emotionally capable of change, and reflective" (Mezirow, 2009, p. 92).

**Essential Element:** Mezirow’s transformative learning theory proposes that adult learning goes beyond acquiring skills and knowledge; it involves a process of critical reflection through which learners can shift their perspectives and reconstruct their beliefs.

**Additive/Variant Analysis:** Mezirow’s transformative approach is distinct from Knowles’ in that it emphasizes psychological and philosophical change rather than immediate, practical application. While both models prioritize the adult learner’s experience, Mezirow’s focus on critical self-reflection and perspective transformation is particularly suited to fields that encourage personal and social growth, adding depth to the understanding of adult learning as a means of fostering inclusivity and open-mindedness.

**Contextualization:** Transformative learning is especially relevant in educational and social settings that promote adaptability and inclusivity. In higher education and community programs, this theory encourages students and professionals to challenge entrenched beliefs and embrace diverse perspectives. For fields like social work, counseling, and community leadership, Mezirow’s model helps create more socially conscious practitioners capable of empathizing with others and advocating for change within their communities.

**Comment 2:**

**Quote/Paraphrase:** "For transformation to occur, learners must engage in discourse and interact with others who bring diverse perspectives, creating a space where they can critically examine and reflect on their beliefs" (Mezirow, 2009, p. 117).

**Essential Element:** A central concept in Mezirow’s transformative learning is the importance of social interaction and dialogue, as learners often need to engage with contrasting viewpoints to stimulate deeper reflection and foster significant changes in perspective.

**Additive/Variant Analysis:** While other models of adult learning may focus more on individual reflection or skill-building, Mezirow’s approach adds a social dimension, underscoring the power of collaborative discourse in fostering transformative experiences. This perspective on learning suggests that transformation is not solely an internal process; it is enhanced and, in some cases, reliant on exposure to diverse perspectives and constructive feedback from others.

**Contextualization:** Mezirow’s emphasis on social dialogue has influenced adult learning practices in professional and educational contexts that value diversity and critical thinking, such as leadership development and community-based education. This approach supports the creation of inclusive spaces where participants feel encouraged to explore and challenge their own beliefs within a safe, collaborative setting, which is crucial for personal growth and effective problem-solving in complex social or organizational environments.

**Works Cited**

Alhadabi, A., & Karpinski, A. C. (2020). *Grit, self-efficacy, achievement orientation goals, and academic performance in university students.* International Journal of Adolescence and Youth, 25(1), 519-535. https://doi.org/10.1080/02673843.2020.1730201

Allen, S. J., & Wergin, J. F. (2009). *Leadership and adult development theories: Overviews and overlaps.* Kravis Leadership Institute, Leadership Review, 9, 3-19.

Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioral change.* Psychological Review, 84(2), 191-215. https://doi.org/10.1037/0033-295X.84.2.191

Han, Z. (2021). *Exploring the conceptual constructs of learners’ goal commitment, grit, and self-efficacy.* Frontiers in Psychology, 12, 783400. https://doi.org/10.3389/fpsyg.2021.783400

Kanfer, R., & Chen, G. (2016). *Motivation in organizational behavior: History, advances, and prospects*. Organizational Behavior and Human Decision Processes, 136, 6–19.<https://doi.org/10.1016/j.obhdp.2016.06.002>

Knowles, M. S. (2014). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.

Lapierre, L. M., Naidoo, L. J., & Bonaccio, S. (2012). *Leaders’ relational self-concept and followers’ task performance: Implications for mentoring provided to followers*. The Leadership Quarterly, 23, 766-774. https://doi.org/10.1016/j.leaqua.2012.02.003

Mezirow, J., & Associates. (2009). *Transformative learning in practice: Insights from community, workplace, and higher education.* Jossey-Bass.