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

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Omega Graduate School

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Professor

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Assignment #4 – Course Learning Journal

The journal is a written reflection of your learning journey while working in each course. The Learning Journal integrates the essential elements of the course within your professional field of interest. The objective of the course journal is to produce a degree of acculturation, integrating new ideas into your existing knowledge of each course. This is also an opportunity to

communicate with your professor insights gained because of the course.

The course learning journal should be 3-5 pages in length and should include the following sections:

1. Introduction – Summarize the intent of the course, how it fits into the graduate

program as a whole, and the relevance of its position in the curricular sequence.

2. Personal Growth - Describe your personal growth–how the course stretched or

challenged you– and your progress in mastery of course content and skills during

the week and through subsequent readings – what new insights or skills you gained.

3. Reflective Entry - Add a reflective entry that describes the contextualization (or

adaptation and relevant application) of new learning in your professional field.

What questions or concerns have surfaced about your professional field as a result

of your study?

4. Conclusion – Evaluate the effectiveness of the course in meeting your professional,

religious, and educational goals.

**Transforming Self-Concept for Leadership Development**

The LDR 807-12 course, Transforming Self-Concept for Leader Development, integrates developmental psychology, theology, spirituality, and moral development into a framework for leadership growth. Positioned early in Omega Graduate School’s (OGS) Doctor of Social Leadership (DSL) curriculum, the course provides foundational insights into self-awareness and transformative leadership. By exploring self-concept, self-efficacy, and moral and spiritual growth, learners gain invaluable tools to approach leadership with purpose. This course bridges academic knowledge with practical application, creating a foundation for learning how to develop as impactful leaders.

**Personal Growth**

I was particularly stretched by the emphasis on self-efficacy and how belief in one’s abilities influences leadership behaviors. Bandura’s (1997) theory on self-efficacy illuminated areas where I need to strengthen confidence to persist in challenges. The interplay between spiritual development and self-concept, as outlined in the readings, deepened my understanding of how my identity in Christ shapes effective leadership. McLeod and Sullivan (2020) identify self-concept clarity as a critical determinant of leadership success; prompting me to reflect on how leadership values can be undergirded by biblical principles. This introspection not only enhanced my confidence but also helped to clarify areas where I was confident.

Specifically, the variant analyses in the developmental readings assignment helped me to identify key areas of under-confidence and over-confidence, critically challenging my previous personal self-concept ideology. Self-concept must always be balanced with spirituality to prevent an egotistical view of self-efficacy. While, the assignment is particularly tedious, it is a mental exercise that provokes the leader to rethink about what they believe. The search for sources and quotes specific makes the learner encounter ideologies that completely reframe everything they thought they knew.

## Reflective Entry

Attempting to immediately apply these insights to my professional field has been transformative for me as a church leader, counselor, and educator. I really am on a journey of enlightenment at OGS, because my core values are being strengthened, but new values are also developing as I learn these concepts. Scarfone and Harper (2021) emphasize stage theories in leadership development, which describe leadership as a process of distinct phases. This perspective encouraged me to engage these stages in my leadership journey, embracing both growth and setbacks as integral to development. Additionally, I have begun to adopt more reflective practices, such as journaling and peer discussions with fellow leaders.

I purchased a journal and named it my “self-concept” journal and have been enjoying filling it in with thoughts from my day-to-day experiences in leadership. Subsequently, this course raised a critical question for me about balancing adaptability with a commitment to my core values. How can I remain open to growth while ensuring my actions remain aligned with my spiritual convictions? This tension will remain as a key theme in my professional journey, and this course has provided tools to help me navigate it more effectively.

### Leader vs leader development

My favorite revelation from this course was understanding the distinction between leader development and leadership development, as well as their interdependence. Leader development focuses on enhancing an individual’s skills, competencies, and self-awareness, while leadership development emphasizes the broader process of fostering collective capabilities within a group or organization (Day, 2001). This distinction challenged me to view leadership not just as a personal journey but also as a relational process that involves influencing and empowering others. Effective leadership requires a balance between self-development and the ability to cultivate the growth of others. Unfortunately, before this class, my dedication to intrinsic development besides normal personal prayer and bible study was minimal. It is not that my faith and spirituality are not helpful, but it is that they can be supplemented by peer-reviewed theory for the navigation of spaces that may not have a faith-based foundation, but still need ethical standards. The combination of spirituality and theory is a sure recipe for inter-disciplinary success.

Leader development involves improving one’s decision-making or emotional intelligence, whereas leadership development ensures that teams or organizations work cohesively towards shared goals. The course emphasized that while intrinsic personal growth is of the utmost importance, its true impact is realized when leaders apply their extrinsic influence to inspire and equip others. This realization helped me understand that my journey as a leader is not complete until it includes the growth and development of those I serve.

**Conclusion**

The course effectively advanced my professional, religious, and educational goals by integrating self-concept, spirituality, and moral development into a unified framework. This inter-conceptual approach deepened my understanding of how these elements interact to shape leadership behavior and thought. I appreciate the mental structure that the core elements of this course provided to me, in helping to manage the constant switch between all my professional roles. I have often had difficulty in connecting psychological and theological concepts, yet this class was a perfect blend. If a leader can integrate theoretical concepts, they will be able to integrate multiple professional roles. Ultimately, Transforming Self-Concept for Leader Development has refined my identity as a leader and reinforced my commitment to meaningful social impact.

**References**

Bandura, A. (1997). *Self-efficacy: The exercise of control.* W.H. Freeman and Company.

Day, D. V. (2001). Leadership development: A review in context. *The Leadership Quarterly, 11*(4), 581–613. <https://doi.org/10.1016/S1048-9843(00)00061-8>

McLeod, J. D., & Sullivan, L. T. (2020). Self-concept clarity and leadership success: A longitudinal study. *Journal of Leadership & Organizational Studies, 27*(1), 55–67. <https://doi.org/10.1177/1548051819890998>

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