Leader Development: Transformative Self-Concept

Angela Sapp

Omega Graduate School

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Professor

Dr. Curtis McClane

**Assignment #1 – Core Essential Elements**

* 1. **Select One (1) Core Essential Element from the Syllabus Outline (self-efficacy, self-concept, leader development, or developmental stage theory):**
  2. **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.
  3. b. Professor will check for quality of content and word-count requirements. Grade assigned will be Credit or No Credit (CR/NC).
  4. c. Make sure that your paper is double-spaced, Calibri font, size 11. Make sure to include References at the end with bibliographical resources in proper alphabetical APA 7 formatting.

**Course Essential Elements**

1. Self-Efficacy
2. Self-Concept
3. Leader Development
4. Developmental Stage Theory: Psychological, Moral, & Spiritual

**Self-Efficacy**

Self-efficacy is an essential element in leader development, is introspective, and reflects the individual’s attitude, responses and perceptions of themselves and their ability to tackle tasks, respond to situations and overcome challenges. Good leaders tend to have a high degree of self-efficacy. Self-efficacy as defined by psychologist Albert Bandura is “the belief in one’s capabilities to organize and execute courses of action required to manage prospective situations.” Bandura (1977) suggests that an individual’s self-efficacy is formed during childhood from handling situations, experiences and tasks, and continues throughout life as new understanding, experiences and skills are developed. Bandura recognized four major sources of acquiring self-efficacy. They include: mastery experiences, social modeling, social persuasion and psychological responses. This essay will discuss the significance of self-efficacy in leader development, the effects on behavior, the sources for cultivating the trait, and the interaction of faith.

A high level of self-efficacy is a distinctive attribute, and essential trait of effective leaders. They believe that they have the abilities and skills to achieve goals and overcome hurdles. Bandura (1997), suggests that individuals with high self-efficacy are more likely to take on demanding tasks, set ambitious goals, and remain committed to those goals despite challenges. They demonstrate confidence and strong motivation as they encounter obstacles. Self-efficacy is also reflected in the leaders attitude that support embracing new opportunities, exploring growth and persevering through hardships. Contrastingly, leaders with low self-efficacy may tend to quit when faced with adversities, feel doubt in their abilities to achieve goals, and avoid opportunities for growth. They may lack the confidence needed to promote trust, motivate the team, and lead. Self-efficacy not only affects the leader’s efforts, but also their psychological reactions to obstacles and pressures which ultimately affect their effectiveness. Kwok, et al,(2021) stated that “leader self-views reflect cognitive outcomes associated with leader development.”

Self-efficacy may be developed through various sources. One of the ways is through mastery of experiences, where leaders are provided with opportunities to build on their successes as they are presented with and master increasingly more challenging situations and tasks. The experiences enhance leader self-efficacy and confidence in accomplishing goals. This mastery of experiences may also be applied to leaders as scholars. Alhadabi (2019) in an investigative study on the relationships between grit, self-efficacy, achievement orientation goals, and academic performance, concluded the following:

“…The results revealed that self-efficacy may play supportive and protective roles by increasing the positive effect of mastery and performance-approach goals and reducing the negative effect of avoidance goals on academic performance, respectively.”

McCain et al (2024) suggested that intergenerational stories told within families by emerging adults have a significant influence on their values and beliefs and play a role in how they identify as a leader, and the process of creating a salient leader identity.

Another source of self-efficacy development is social modeling, in which individuals by observing others, particularly individuals that they can identify with, accomplishing goals. Individuals are inspired to believe that they can accomplish the same level of achievement and be successful, promoting their self-efficacy. Learning by social persuasion also builds self-efficacy, and involves positive feedback and encouragement from others. When mentors, peers and others express support for the leader that highlights strengths, reiterates that the leader will accomplish the tasks and overcome challenges, it paves the way for increased confidence, belief in themselves and higher self-efficacy. Psychological responses include the individual’s bodily and emotional responses to situations and can also affect self-efficacy. If, for example, the individual feels overwhelmed or stressed during a task, it might lead to a lower sense of self-efficacy. Contrarily, feeling confident and calm can lead to a stronger belief by individuals in their abilities and as a result increase self-efficacy.

Accompanying the belief in one’s self, self-efficacy, it is important as individuals to realize that because we are God’s children and that all we think, do, say, and all that we are, are because of the fundamental truth of being God’s creation. The leader trait of self-efficacy comes from God, and faith is an important in that construct. It is good to know that "No, in all these things we are more than conquerors through him who loved us. For I am sure that neither death nor life, nor angels nor rulers, nor things present nor things to come, nor any other created thing, will be able to separate us from the love of God in Christ Jesus our Lord." Romans 8:37-39 and that, “I can do all this through him who gives me strength.” Philippians 4:13. Also, “So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.” Isaiah 41:10.

In conclusion, self-efficacy is an important element in leader development, accompanied by faith. It impacts leader effectiveness, confidence, and resiliency. Self-efficacy may be enhanced by mastery experiences, social modeling, social persuasion and psychological responses, which help leaders to develop belief in their capabilities, to be good role models, explore new opportunities, overcome challenges, persevere and inspire their team towards success. As an organization advances, promoting self-efficacy in leaders will be an essential strategy in leader development, and in the growth and health of the organization.

**References**

Alhadabi, A., & Karpinski, A. C. (2019*).* 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/10.1080/02673843.2019.1679202>

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Bass, B. M. (1990). *From transactional to transformational leadership: Learning to share the vision*. Organizational Dynamics, 18(3), 19-31.

Kwok, N., Shen, W., & Brown, D. J. (2021). I can, I am: Differential predictors of leader efficacy and identity trajectories in leader development. *The Leadership Quarterly*, *32*(5), 101422.

McCain, K., & Matkin, G., (2024). A part of who I Am: A phenomenological study of emerging adult leader identity through family storytelling, *Journal of Leadership Education*, *10.1108/JOLE-02-2024-0039. ISSN: 1552-9045*

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