

EVALUATING AND PROVIDING SOLUTIONS FOR SELF-LEADERSHIP

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Note from the Editor:

This paper is being published as a work in progress. The reviewers have given the authors suggestions for improving the paper, and a revised version will be published when available.

ABSTRACT

The basic principle of team leadership within an organization is self-leadership. This is because leadership of the self within a team is so important. Self leadership can be defined as self-knowing, self-awareness, self-management and self-discipline: each of these components assists in the implementation of leadership within the organization. The goal of this paper is to analyze the components of self-leadership. This study is applicable in its goals, and statistical in implementation. All of the personnel of Payam Noor University- Kangavar branch in 2011-2012 were chosen as the statistical branch. 44 of 55 people were chosen as the sample size. A self-leadership questionnaire with 18 questions and reliability coefficient of 70% was used to collect data. Further data analysis was conducted with using a T-test; the research demonstrated that there is a significant correlation between the self-leadership components of Payam Noor University personnel.

Keywords - Leadership, Self-leadership Component, Self-management, University Personnel

INTRODUCTION

The advancement of technology (especially quick communication), the vanishing of boundaries (independence), data recovery and the sharing of knowledge could be referred to as the challenges organizations face in the 21st century. Change is inevitable and must be planned and managed in order to cause constructive and effective changes within organizations. The modern world increasingly needs the kind of leadership that values the establishment of organizations, moves toward activating their potential, and

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takes care to solve emergency situations at the work place. The modern work-force is beginning to full up within trained persons who expect more from their profession. Since vast amounts of information are progressively available, the twenty-first century work force is frequently called the "knowledge-based work force". The knowledge-based work force requires the freedom to make quick decisions, rather than looking to somebody else for guidance. In fact, the command- control style of leadership is being replaced by organizations which heavily involve their personnel, empowering and their work-groups to enable self-management. The command- control style of leadership is simply not compatible with organizations that focus on the use innovation and creativity as a tool for competitive advantage.

Many researchers have confirmed the need for a new style of leadership compatible with these changes. Self- leadership and its strategies, emphasizing the effectiveness of individuals, could meet the criteria of organizations seeking innovation and creativity in the twenty-first century.

This study introduces and discusses important components of self-leadership.

LITERATURE REVIEW

Self-leadership components

To lead others, one must lead one's own self [14]. In defining leadership as the process of influencing others, Charles Manz stated that self- leadership could be considered as influencing our own "self". This is defined as learning behavior and is at the very heart of the leadership development. Self- leadership can be split into three areas: 1- self-awareness of personal values; 2- intentions and behavior; 3- personal perspective.

Self-awareness of personal values involves knowing that who we are, is just as important, if not more so, than who and what we want to be. Self-awareness of values, intentions, strength and weaknesses are considered internal leadership principles. Commitment to self-awareness demonstrates the desire to be in an active position – a situation where an individual, despite not having the answers, refuses to bow in the face of difficulty. As for self-awareness through feedback: Morgan Mac once said that the lack of awareness, whether instrumental to an individual's deviance.

Leadership development depends on not only self-awareness and understanding, but also our desire to be influenced by others. The role that other people's evaluation of our imperfections plays in changing our behavioral attitudes is especially important. Paying attention to both critics and supporters is the first step toward self-awareness. In addition, our positive qualities, including awareness of our own inconsistency, bias, and subjective ignorance helps to enhance leadership behaviors.

To do so, feedback could be received both formally and informally. Feedback often comes immediately from the supervisor, but useful information could be received by people working with us every day. Some organizations make use of multiple raters and receive rich feedback from every possible angle and personnel. This survey was compiled from a multitude of individual perspectives. The key to this work was the adoption

of a proactive rather than passive approach in receiving feedback. There is no substitute for the multidimensional attitude regarding behavior and its effect on individuals and their respective organizations.

As for building a personal perspective: what somebody wants to be or achieve can be defined as a self-leadership foundation. Just as when organizations lack a clear perspective, individuals can make similar mistakes without the correct perspective to guide their energies. Developing personal perspective requires serious thought about own desires.

Regarding the importance of environmental awareness at the workplace, self awareness and personal perspective are one and the same. As skills begin to develop, self-leaders are aware of what both their organizations and their professions require from them. Understanding and active participation in our professional lives leads to the creation of set goals, without which the development of self-leadership will be meaningless. Understanding the workplace and finding keys to success requires asking, studying, and above all communication with those we rarely communicate with. While we have become accustomed to learning up-close, communication with the outside is just as important. This could involve personnel or groups, whether they come from within your circle of colleagues or from competing industries. This widens the organization's body of knowledge as well as preventing it from becoming short-sighted or parochial.

Last amount the leadership components is Self-management. In order to manage for your own, you must practice in various aspects [37].

All kind of leadership

Key success factors for leaders:

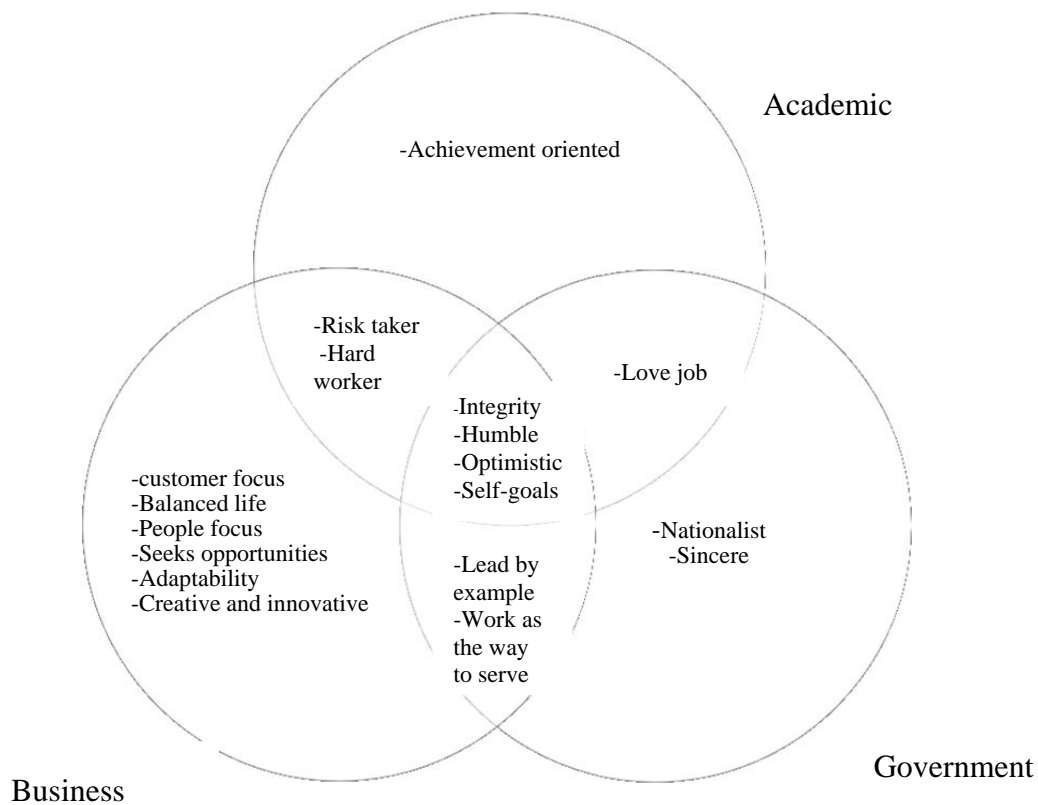


Figure 1: Common success factors for academic-business-government leaders [33]

Some experts believe that leadership is a part of management duties. Others seek a wider definition, defining it as the potency to encourage others to try eagerly in order to achieve certain goals, or as activities which influence persons to try eagerly to achieve group goals. Competent leaders involve employees in achieving organizational excellence. They do this by using their:

Cognitive skills (the ability to see things in many different ways, along with the self-knowledge to understand and manage oneself)

Emotional resilience (the ability to maintain confidence and objectivity under difficult circumstances)

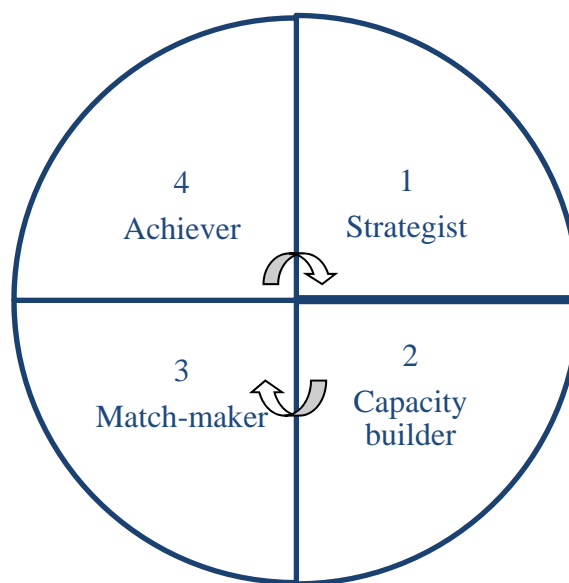
Personal drive (the determination to succeed, to be proactive, and to take personal risks) [13].

Leadership requires the management of social relationships. Leaders use social capital through the acuity with which they perceive social structures and the actions. They build connections with important constituencies within and across social divides [8].

The specific style of leadership also acts as a facilitator and stimulator of the direct and indirect effects on people's creativity [28]. In addition, in order to lead, people must acquire and polish leadership skills, especially communication and stress management [4]. Research demonstrates that females qualitatively make use of the democratic style of leadership more often than men. The democratic style of leadership involves consultation with other staff and a general involvement of all throughout the processes of decision-making [29]. As a whole, democratic leadership is preferred to other types of leadership [44].

Innovation leadership profile of competencies is captured in figure 2.

Figure 2: Innovation leadership competency profile [41]



Organizational behavior provides various style of leadership, such as effective leadership, transformational leadership, servant leadership, charismatic leadership, strategic leadership and knowledgeable leadership.

Effective leadership

Effective leaders are able to convey their vision to their followers both persuasively and emotionally. In doing so, they motivate their followers to perform work themselves and make their own decisions [36]. Effective and dynamic leadership require three different skills:

- Diagnostic skills: i.e. the ability to recognize influential conditions.
- Matching skills: i.e. the ability to match behavior along with the resource to deal with unexpected events.
- Communication skills: i.e. the ability to communicate in such a way that people can easily understand [30].

Transformational leadership

Transformational leadership is the process of influencing people or groups to make discontinuous change and evolution in the present condition, or the performance of the organization as a whole. Transformational leadership leads to a society developed by its own words and behaviors, and has profound influence on its followers. In addition, transformational leadership is further implemented when the leader integrates the interests of his or her followers into the greater work, informs them of company goals and missions, and encourages them to think beyond their own personal advantage. This type of leadership is accomplished based on ideal influence, psychological encouragement, inspirational motivation and personal consideration [34].

The leadership style of senior managers within the collective security organization is compatible with transformational leadership. By making use of this type of leadership, level of satisfaction, leader effectiveness and extra effort made by employees will increase [2]. Findings demonstrate that transformational leadership in Iranian car manufacturing organizations is higher than average [27]. The type of leadership employed also has a strong correlation with organizational outcomes, whether they be efficiency, satisfaction or extra effort [12]. Transformational leadership is directly associated with higher performance. Meanwhile, people are making more and more use of transformational leadership [21]. For example, this type of leadership has had a noticeable effect increasing safety standards and creating a safe environment in coal mines [43]. Transformational leadership views technological change as requiring a combination of technical and human relations in order to succeed. The largest barrier to "change" is not technologies change but instead societal change [18]. Finally, transformational leadership can be very effective in contributing to the success of organizations. These leadership issues tend to be more acute when company leaders come under severe scrutiny during times of business scandals and ethical crises [7, 22].

Leaders of the petroleum sector make use of transformational leadership style in order to manage their organizations. There is a noticeable correlation between the use of transformational leadership and higher job satisfaction [10]. Transformational leaders should work alongside authentic leaders in order to encourage debate [3].

Servant leadership

Robert Green-leaf introduced "servant leadership" among management modern theorists in 1987, establishing the "servant leadership" concept. According to Green-leaf, "leaders first must pay attention to other persons needs". In addition to Green-leaf, other writers saw servant leadership as an important theory of organization leadership servant leadership values human equality and seeks the personal development of members' within the organization [11]. These servants develop others through modeling attractive behaviors. The servant leader's behaviors contribute to the social learning of followers [7, 24].

Gate-keeping leadership

Gate-keeping leadership is defined as an individual's ability to frequently engage through both internal and external communication. Gate-keepers conduct intra-team communication by acquiring technical information through external communication. External communication promotes the acquiring of information about manufacturing processes or consumer needs. Gate-keeping leadership encourages the leadership of individual team members [20].

Strategic leadership

Strategic leadership is the process by which the leader's personal vision influences organizational culture, resource allocation, guidance through policy, and agreement on the ambiguous, complex, uncertain and volatile global work environment characterized by opportunities and challenges. This kind of leadership involves strategic decision-making that is achieved through consideration of personal differences, desires, plans, organizations, stake holders and differing culture. Schematized plans must be practical and should be pleasant and acceptable for organization stakeholders, agents and national and international partners [32]. Strategic leadership effects strategic change and innovation in the detection of environmental uncertainty [5].

Ethical leadership

A sustainable organization is one that recognizes that it has a purpose outside of business [16]. Ethical leadership is linked directly to the leader's personality and upbringing, and involves five categories of personal responsibility; moral-legal standard of conduct, internal obligation, concern for others, concern about consequences, and self-judgment. Morality and fairness, open communication with followers, trustworthiness and honesty, power sharing, and ethical role clarification are also components of ethical leadership [7, 45]. Meanwhile, technical, conceptual, and interpersonal skills, along with emotional and social intelligence contribute to proper understanding of ethical values. Leaders possessing these skills are capable of showing others the way towards better ethics [19]. The ethics of leadership continue to attract public and scholarly attention [9]. Ethics are concerned with not only what should be, but also with what should not be; of going beyond the requirements of the law and what may be profitable for the organization [26]. Ethical leadership is positively related to transformational culture. In fact, transformational leadership and transformational culture predict ethical leadership [38]. In addition, ethical leadership results in greater organization and better behavior of followers, as well as fewer incidents of deviance. These relations are moderated by followers' self-esteem [6].

But perceptions of ethical leadership and strategic leadership are negatively correlated. Decision-making is considered to be a requirement for both ethical and strategic leadership. Strategic leadership acts in the interests of profit, but ethical leadership aims for universal values such as love, justice and equality, among others [40].

Charismatic leadership

Charismatic leadership refers to the ability to inspire followers, whether it originates from the leader's personality or commitment. In this kind of leadership, leaders build relationships which have profound and extraordinary influence on their followers rather than through financial rewards and coercion [7]. Intense sensitivity to the needs of team members is crucial for charismatic leadership [1]. Charismatic leadership is mainly communicative [15].

Innovative leadership

Innovative leadership means introducing new ideas in order to solve current problems and satisfy employee's present and future needs. Innovative leaders have in common features such as leadership knowledge, skills, values, and the talent to anticipate future difficulties. In this way, they solve current issues through looking to the future [35].

Inspirational leadership

Inspirational or visionary leadership is a human-related process that offers a perspective of goals and orientation through evolution in dealing with the needs. Proper implementation should be constant and dynamic, considered as part of leadership duties. Ideals develop through a series of processes. According to Westely and Mitzenberg, three certain components of a vision or perspective are:

- Defining an image of the desired future for the organization
- Schematizing these visions
- Empowering the followers by transmitting the vision [30].

Empowering leadership provides meaning to the compliance of workers in responding to complex problems [25].

Global leadership

Leadership is increasingly confronted with issues of cultural heterogeneity, resulting in outcome variables along various levels of analysis regarding future business challenges that companies will face due to the globalization process. Leadership plays an important role in handling these globalization challenges [42]. Culture is the most important platform for the roots of global leadership behaviors. Global leaders must possess knowledge of both national and international cultures as well as internalizing their own [46]. The globalization process and the nature of competition have continued to challenge organizations. The impacts of globalization on leadership involve:

- Learning behavioral dimensions required by different cultures
- Farsightedness
- Being proactive
- Managing disputes with cooperation
- Leading multicultural teams

Leadership of Virtual organizations

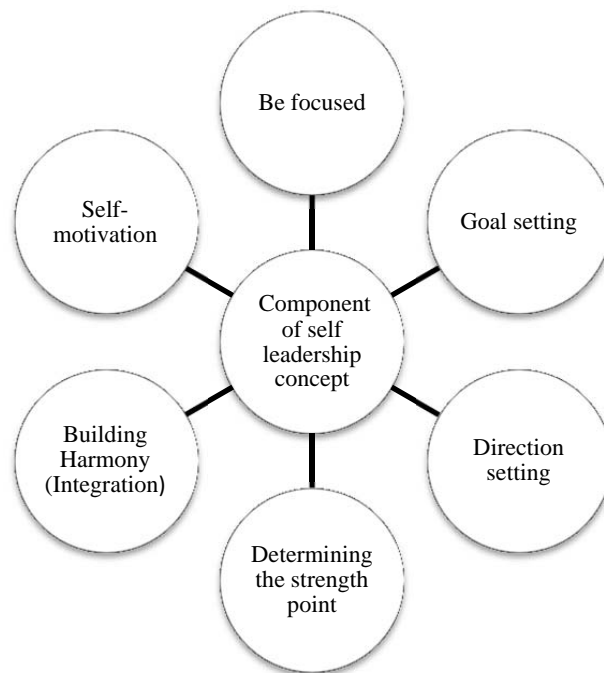
Virtual organizations have emerged the world has become increasingly technological. Leadership of said organizations should bring all the elements of the team together due to lack of sound communication among members. Applying appropriate leading strategies to the virtual environment will not only raise the value of organizational productivity, but also positively influence the culture as well as the morale of individuals. The leadership of virtual organizations requires the following skills:

1. Building cordial relationship with others
2. Scattering information and knowledge between members
3. Convergence among members and objectives
4. Being honest with members
5. Setting face-to-face meeting as possible as for members [17].

In short, the virtual environment can be used to develop and enhance leadership skills [39].

Within the above paradigms, there is the acknowledgment that the interaction between leaders and their followers are of paramount importance [31].

Figure 3: Component of self- leadership concept [37].



RESEARCH HYPOTHESIS

Main hypothesis: The self- leadership of Payam Noor university personnel is in ideal condition.

Alternative hypotheses:

1. Payam Noor university personnel succeed in being focused.
2. Payam Noor university personnel succeed in setting their goals.
3. Payam Noor university personnel succeed in direction- setting.
4. Payam Noor university personnel succeed in properly determining their strengths and weaknesses.
5. Payam Noor university personnel succeed in promoting group harmony.
6. Payam Noor university personnel succeed in being self-motivated.

METHODS AND MATERIALS

This research is a descriptive-statistical study. All of the personnel of Payam Noor University, Kangavar branch, were selected to be the subjects of this test. The sample size was set at 44 persons, and questionnaires were used as a tool to collect data. These questionnaires were composed of two parts: the first part solicited the customer's age, sex, education and job, while the second part consisted of questions about the hypothesis testing. Research validity was measured by management experts and the consultation of professors in order to authenticate the reliability of the questionnaires. The resulting study validity was 70%. According to Cronbach's Alpha of (0.816), the questionnaire has acceptable validity. Data analysis was conducted through the use of inferential and descriptive statistics, as well as SPSS software. Standard deviation, mean and frequency were tested using descriptive statistics, while theories were tested with the t-test method by using inferential statistics. The result is exhibited in the tables below.

RESEARCH FINDINGS

According to table 1, the self-leadership mean and standard deviation of Payam Noor university personnel in terms of effective indices are 11 and 71, respectively.

Table 1: Main hypothesis descriptive statistics

Raw	Main hypothesis	Mean	Standard deviation
1	The self- leadership of Payam Noor university personnel is in ideal condition.	10.22	3.63

Table 2: Alternative hypothesis descriptive statistics

Raw	alternative hypothesis	Mean	Standard deviation
1	Payam Noor university personnel succeed in being focused.	9.75	3.44
2	Payam Noor university personnel succeed in setting their goals.	10.86	3.86
3	Payam Noor university personnel succeed in direction- setting.	10.25	3.65
4	Payam Noor university personnel succeed in properly determining their strengths and weaknesses.	10.08	3.589
5	Payam Noor university personnel succeed in promoting group harmony.	10.07	3.585
6	Payam Noor university personnel succeed in being self-motivated.	10.31	3.67

According to table 2, goal setting has the highest and being focused has the lowest mean.

Hypothesis testing

Testing Main hypothesis 1: the main hypothesis in this study is: "The self-leadership of Payam Noor university personnel is in ideal condition". The following statistical theory is schematized in order to test the above hypothesis:

Payam Noor university personnel self-leadership is not in ideal condition: H_0

Payam Noor university personnel self-leadership is in ideal condition: H_1

The results, which come from the questionnaires' statistical data analysis, are exhibited in the table 3 by using t-test (mean comparison test) to test the above hypothesis.

As exhibited in table 3, with a level of confidence of 95%, if the P-value is lower than error level of 5%, H_0 will be rejected while H_1 is accepted. With regard to the t-score which is larger than t-table (1.71), there the H_0 hypothesis is rejected and the H_1 hypothesis is accepted. In other words, it can be said with a confidence level of 95% that self-leadership of Payam-Noor university personnel is in ideal condition, i.e. it could be said that the sample data has the required implication to accept H_1 .

Alternative hypothesis 1: Payam Noor university personnel succeed in being focused.

H_{0-1} : Payam Noor University personnel do not succeed in being focused.

H_{1-1} : Payam Noor University personnel succeed in being focused.

According to table 4, as the t-score is higher than the t in the table (1.71), the H_{0-1} hypothesis is rejected while the H_{1-1} hypothesis is accepted; therefore that it can be said with a confidence level of 95% that Payam Noor University personnel succeed in being focused.

Alternative hypothesis 2: Payam Noor university personnel succeed in setting their goals.

H_{0-2} : Payam Noor University personnel do not succeed in setting their goals.

H_{1-2} : Payam Noor University personnel succeed in setting their goals.

According to table 5, as the t-score is higher than the t in the table (1.71), the H_{0-2} hypothesis is rejected while the H_{1-2} hypothesis is accepted; therefore it can be said with a confidence level of 95% that Payam Noor university personnel succeed in setting their goals.

Alternative hypothesis 3: Payam Noor university personnel succeed in direction-setting.

H_{0-3} : Payam Noor University personnel do not succeed in direction-setting.

H_{1-3} : Payam Noor University personnel succeed in direction-setting.

According to table 6, as the t-score is higher than the t in the table (1.71), the H_{0-3} hypothesis is rejected while the H_{1-3} hypothesis is accepted; therefore it can be said with a confidence level of 95% that Payam Noor university personnel succeed in direction-setting.

Alternative hypothesis 4: Payam Noor university personnel succeed in properly determining their strengths and weaknesses.

H_{0-4} : Payam Noor University personnel do not succeed in properly determining their strengths and weaknesses.

H_{1-4} : Payam Noor University personnel succeed in properly determining their strengths and weaknesses.

According to table 7, as the t-score is higher than the t in the table (1.71), the H_{0-4} hypothesis is rejected while the H_{1-4} hypothesis is accepted; therefore it can be said with a confidence level of 95% that Payam Noor university personnel succeed in properly determining their strengths and weaknesses.

Alternative hypothesis 5: Payam Noor university personnel succeed in promoting group harmony.

H_{0-5} : Payam Noor University personnel do not succeed in promoting group harmony.

H_{1-5} : Payam Noor University personnel succeed in promoting group harmony.

According to table 8, as the t-score is higher than the t in the table (1.71), the H_{0-5} hypothesis is rejected while the H_{1-5} hypothesis is accepted; therefore it can be said with a confidence level of 95% that Payam Noor university personnel succeed in promoting group harmony.

Alternative hypothesis 6: Payam Noor university personnel succeed in being self-motivated.

H_{0-6} : Payam Noor University personnel do not succeed in being self-motivated.

H_{1-6} : Payam Noor University personnel succeed in being self-motivated.

Table 9: Alternative hypothesis 6 testing results

t-score	Freedom level	Error level	p-value	Test result
2.77	43	%5	%0	H_{0-6} rejected

According to table 9, as the t-score is higher than the t in the table (1.71), the H_{0-6} hypothesis is rejected while the H_{1-6} hypothesis is accepted; therefore it can be said with a confidence level of 95% that Payam Noor university personnel succeed in being self-motivated.

Table 10: Mean of components

Com- ponents Job level	Num- bers	Be focuse d	goal setting	Direction setting	Determi- ning strength points	Building integrati- on	Self motiva- tion	Total
Mana- gers	5	11.00	12.33	11.00	10.33	11.66	11.66	11.33
Experts	16	10.12	10.75	10.75	11.00	9.50	11.25	10.56
Employ ees	23	8.14	9.50	9.00	8.92	9.07	8.00	8.77
total	44	9.75	10.86	10.25	10.08	10.07	10.31	10.22

Approaches to improve self-leadership at Payam Noor University, -Kangavar branch:

According to the research results, Payam Noor university personnel achieved the lowest score in being focused. Associated components are listed below:

- Emotion control
- Clarifying what is important
- Awareness of our own power

Meanwhile, their highest score was in setting goals. Components of this are listed as follows:

- Problem solving and troubleshooting
- Clarifying goals
- Taking responsibility for the consequences of behavior

The following approaches are suggested to improve the self-leadership skills of Payam Noor university personnel:

1. Organizational authorities must provide encouragement clearly and without ambiguity in order to create the correct environment for empowering self-leadership.
2. Building a system of suggestion is another requirement for empowering self-leadership within the organization.
3. Working-groups must be prevalent within the organization as an important factor, reinforcing the process of self-leadership empowerment.
4. Personnel must participate effectively in the process of goal setting to further empower self leadership.

5. A reward system should be based on individual performances and competence in order to further empower self-leadership.
6. Granting resources, training, budget and etc. to the personnel is important for the success of self-leadership. In the case of mistaken occurrence, they will be ignored.

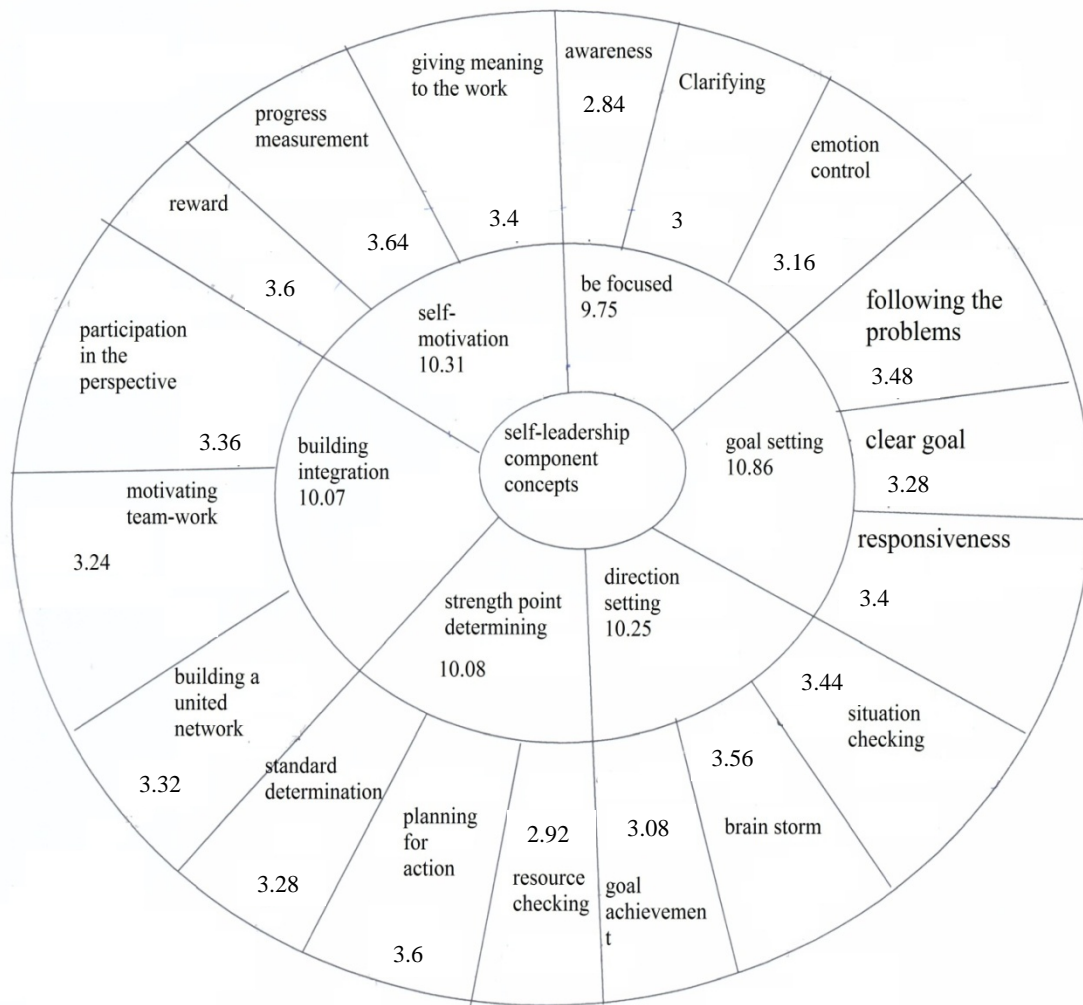
CONCLUSIONS

Self-leadership is the main principle of forming organizational leadership. This is because building the foundation of self-leadership among personnel will lead to the manifestation of leadership. Self-leadership is formed through personal influence, evolves through behavior and personal perspective and is made applicable by self-management.

Self leadership often enables leaders to better manage themselves and others. One of a leader's many duties is to train organization personnel to become self-leaders themselves, so that they might one day take the place of the head of the organization. The central theory of this paper is that the self-leadership of Payam Noor University personnel is in ideal condition. The results of the research conducted for this paper confirmed this theory. Goal setting occupied the highest mean, while being focused the lowest. Table 10 implied that managers had the highest levels of self-leadership in comparison to experts and employees. The total score of university personnel was 59/96, indicating that the personnel of Payam Noor already make use of many self-leadership skills. With practice, they will only improve.

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APPENDIX

Table 3: T-test results

t-score	Freedom level	Error level	p-value	Test result
2.62	43	%5	%0	H ₀ rejected

Table 4: Alternative hypothesis 1 testing results

t-score	Freedom level	Error level	p-value	Test result
2.62	43	%5	%0	H ₀₋₁ rejected

Table 5: Alternative theory 2 testing results

t-score	Freedom level	Error level	p-value	Test result
2.92	43	%5	%0	H ₀₋₂ rejected

Table 6: Alternative theory 3 testing results

t-score	Freedom level	Error level	p-value	Test result
2.76	43	%5	%0	H ₀₋₃ rejected

Table 7: Alternative hypothesis 4 testing results

t-score	Freedom level	Error level	p-value	Test result
2.71	43	%5	%0	H ₀₋₄ rejected

Table 8: Alternative theory 5 testing results

t-score	Freedom level	Error level	p-value	Test result
2.71	43	%5	%0	H ₀₋₅ rejected

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ISSN 1662-1387