

# ПЕДАГОГІЧНІ НАУКИ

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## DIMENSIONS OF SELF-LEADERSHIP AND THEIR APPLICATION TO TEACHING PROFESSION

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In this paper, the dimensions of employee' self-leadership are analyzed and their constitutes are described. The interrelations between self-leadership and other concepts from classical motivational theories are explored. The theoretical analysis suggest self-management, self-regulation, achievement orientation, self-efficacy, focus on natural rewards and personal traits are components and pre-conditions of self-leadership. The application of a current concept to teaching profession is discussed.

**Keywords:** employee self-leadership, teacher's self-leadership, dimensions of self-leadership, self-management, self-regulation.

**Introduction.** The topic of leadership has gained a strong attention of researchers during last 30 years. The leadership in management is often associated with leader's behavior directed towards delegation of the authority to employees, enabling them with autonomous decision-making, sharing information and coaching [20]. The leadership in education nowadays is seen in terms of collective cooperation of educational institution members [22]. Teachers' leadership is defined as the process when teachers are enabled to influence their colleagues, principals or other members of school community in order to improve teaching and learning practices [8, p. 268], which brings the positive change and school improvement [4, p. 159] and enhances student achievement and learning [17, p. 112]. Empowering approach emphasizes employee's self-influence, rather than hierarchical control, encouraging them to apply self-leadership strategies [7, p. 673]. Self-leadership of employee is «a process through which individuals control their own behavior, influencing and leading themselves through the use of specific sets of behavioral and cognitive strategies» [1, p. 305]. However, the nature of work sector might influence the empowerment process of employees and should be taken into account during the investigation. Accordingly, psychologically empowered teacher is encouraged to apply particular strategies of self-leadership. The literature on teachers' leadership is mainly focused on the topic general teachers' leadership, namely, its components [8], differences between types of school leadership [17], teacher empowerment and leadership enactment [10; 12]. While the topic of teachers' self-leadership has gained a scarce attention, being investigated mostly for employees of business organizations and professional leaders.

There is a need to conceptualize the notion of teachers' self-leadership. Thus, the **research goal** is to make a conceptual model of the dimensions of self-leadership, which may be applied to teaching profession.

**The main statements.** *Self-leadership.* Leadership of employee was investigated by different

researchers over past thirty years, and had been recognized to be beneficial for employers in terms of increased productivity, creativity, organizational commitment, career success and job satisfaction [21, p. 186]. Employee's motivation derives from the nature of work, intrinsic satisfaction and self-imposed strategies of management specific working tasks with low motivational potential [14, p. 590], thus, should be seen as central for organizational development.

In the organizational literature self-leadership of employee is defined as «a process through which individuals control their own behavior, influencing and leading themselves through the use of specific sets of behavioral and cognitive strategies» [1, p. 305]. Employee's self-leadership positively relate to his/her performativity [11], professional commitment [2] and foster their innovative behaviors [13, p. 168].

Self-leadership of employee consists of three main strategies which are behavioral-focused (self-goal setting, self-reward, self-punishment, self-observation and self-cueing), natural-reward focused and constructive thought pattern strategy (visualization of successful performance, positive self-talk and self-analysis) [7]. However, Amundsen and Martinsen [1, p. 318] state that the nature of the work may play a crucial role in determination of self-leadership, thus, their measurement for employees from Christian mission organization was focused on two components: achievement orientation and self-regulation.

**Self-leadership and related concepts from classical motivation literature.** The concept of self-leadership is based on the assumptions of «classic theories»: social-cognitive theory [3], theory of self-management [15] and self-determination theory [19]. Therefore, self-leadership is often associated and synonymized with related concepts, such as self-efficacy, nAch (need for achievement), and self-regulation, however, they are distinct constructs in terms of stability, consciousness in implementation and mutual impact. Self-leadership is acquired, habitual strategy, while nAch is relatively stable; self-regulation processes are un-

conscious and automatic, while self-leadership is deliberate and conscious; self-efficacy may be affected by self-leadership, thus, they should not be equated [6, p. 107]. Moreover, concepts mentioned above, have common domains and features, hence, they are interpenetrative (Table 1) and may compose a holistic concept of self-leadership.

The concepts of nAch (need for achievement), self-regulation and self-efficacy are often synonymized with self-leadership, however, they are distinct constructs in terms of stability, consciousness in implementation and mutual affect. Self-leadership is acquired, habitual strategy, while nAch is relatively stable tendency [6, p. 109]. Amundsen and Martinsen [1, p. 309] state that achievement orientation is a dimension of self-leadership, which consist of such constituents: behavioral self-observation, self-goal setting, positive inner dialogue, competence development, focus on new ideas, cooperation and coordination.

Self-regulation processes are unconscious and automatic, while self-leadership is deliberate and conscious [6, p. 109]. Self-regulation is close to behavioral-focused strategies and consists of cognitive self-observation, self-reward, constructive self-talk, priority for interesting tasks, priority to facilitate working conditions and practicing [1, p. 309]. Other researchers associate self-regulation with mental imaginary of performance and emotion regulation [6, p. 118].

Self-efficacy together with self-leadership may affect self-regulatory processes, moreover, self-leadership influence person's perceptions of his/her self-efficacy, facilitating them [6, p. 109]. Bandura [3] in his social-cognitive theory describe self-efficacy as a set of capacities and abilities to acquire competency, successfully accomplish job-related tasks and ability to receive a recognition from peers or colleagues.

Self-leadership is often associated with employee's self-management. Stewart, Courtright and Manz [p. 188] defined self-management as a complex of «self» abilities, such as self-observation, self-goal setting, self-reward, self-cueing, self-criticism, rehearsal, self-discipline, self-assessment and self-influence [21, p. 190] clarified the distinctness between self-leadership and self-management using the questions «What?», «Why?» and «How?», describing self-management as a self-influence process which primary refers to a question of «how» the work is performed in order to meet the external standards and mainly depend on extrinsic incentives. While self-leadership is a self-influence process which refers to «what», «how» and «why» is to be done, relying mostly on intrinsic motivation (natural rewards) and less driven by external forces. Hence, self-leadership is the highest degree of employee's motivational consciousness.

Basing on strong inner motivation, self-leadership is more advanced form of self-control [21, p. 193]. Focus on natural rewards is a distinctive feature from above mentioned constructs, meaning «commitment to, employment of, and belief in the work for its own value» [13, p. 167]. Being internally motivated individuals experience a greater sense of commitment, job satisfaction and perceptions of control over their own work.

Personality make an impact on individual's sense of self-leadership. Employees high in conscientiousness, extraversion, emotional stability, and self-starting are more inclined to experience job persistence and self-leadership [21, p. 203].

Table 1 demonstrates the concepts related to self-leadership. Self-observation, self-reward, self-goal setting together with positive self-dialogue are basic components of self-management, self-regulation and nAch. Self-efficacy, personal traits and focus on natural rewards are prerequisites, background for self-leadership enactment. Therefore, a current conceptualization of self-leadership is based on an assumption of interpenetration and uniting of self-management, self-regulation, need for achievement (achievement orientation) with self-efficacy, focus on natural rewards and personality of employee.

Table 1

#### The dimensions of person's self-leadership

Self-management	Self-regulation	Focus on natural rewards
Self-observation Self-goal setting Self-reward Self-cueing Self-criticism Rehearsal Self-discipline Self-assessment Self-influence	Cognitive self-observation Self-reward Constructive self-talk Priority for interesting tasks Priority to facilitate working conditions Practicing Mental imaginary of performance Emotion regulation	Self-motivation Commitment and value of work Intrinsic incentives
Need for achievement	Self-efficacy	Personality
Behavioral self-observation Self-goal setting Positive inner dialogue Competence development Focus on new ideas Cooperation, coordination	Mastery experience Competency Successful task accomplishment Recognition	Persistence Self-starting Conscientiousness Self-perception Extraversion/introversion Emotional stability

#### The issue of teacher's self-leadership

Accordingly, self-leadership of teacher may be investigated in terms of their self-management, self-regulation, achievement orientation, self-efficacy, focus on natural rewards and personal predisposition. However, the sources of self-leadership are divided into internal and external. The internal forces include natural reward, conscious self-leading, emotion regulation and personality, while training, empowering and sharing leadership and national culture belong to external forces [21]. However, there is no clear explanation, which forces are more influential for teachers' self-leadership development. Some researchers state that empowerment or «agency» is the main force and core of teachers' self-leadership [17, p. 130]. Another state, that teacher's motivation to become a leader depends on his/her will, which may be affected by diverse factors, including personal problems, working conditions, relationships with school staff, school climate, enthusiasm about particular subject, student attitudes [9]. According to

social-cognitive theory [3], people influence each other during communication or observation of the behavior. Therefore, the leadership behavior of other school members may serve as an instance for teachers, a model to imitate.

The general self-efficacy, conscientiousness and transformational leader behaviors together with individual consideration and intellectual stimulation are predictors of teacher's self-leadership [16, p. 709]. Teacher's personality may influence his/her self-leadership practices due to self-efficacy level, extraversion, emotional stability, conscientiousness, self-esteem and self-monitoring [6]. Better educated, self-confident and conscientious teachers provided with the individualized support and high performance expectations of their leaders, are more likely to practice self-leadership [16]. Therefore, the meaning of education, external influence of school community and psychological empowerment must be taken into consideration for conceptualizing teacher's self-leadership.

**Conclusion.** Self-leadership refers to the highest degree of person's consciousness, as it comprises intrinsic motivation together with a range of self-influence strategies and actions, which are controlled mostly by the internal rather than external forces. The conceptualization of self-lead-

ership should be expanded to the investigation of links with other related constructs rather than approval of their uniqueness and separation.

Further research should be focused on the empirical confirmation of the self-leadership concept and creation of the research instrument. The first issue is an empirical confirmation of self-leadership theoretical conceptualization for particular professions. The tool for self-leadership measurement is not something universal and applicable for everyone. An effective tool may be created only after empirical confirmation of theoretical findings for particular profession in particular cultural context. The second issue is a small amount of a research made in a field of cultural differences in a leadership and there are no any universal theories which can be applied to across diverse nations and occupations. The ideology of collectivism/individualism and power distance influence the perceptions of person's predisposition and image of self-leadership. Therefore, there is a need to investigate self-leadership in particular cultural context. In other words, the investigation of American and Ukrainian teacher's self-leadership must operate with different tools and concepts, derived from teachers' experience from particular country, accounting peculiarities of their profession.

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## **СКЛАДОВІ САМОЛІДЕРСТВА ТА ЇХ ЗАСТОСУВАННЯ ДЛЯ ВЧИТЕЛЬСЬКОЇ ПРОФЕСІЇ**

### **Анотація**

В даній статті розглянуто виміри самолідерства та їхні складові. Досліджено взаємозв'язки між самолідерством та іншими концепціями класичних теорій мотивації. Засобами теоретичного аналізу встановлено, що самоменеджмент, саморегуляція, орієнтація на досягнення, самоефективність, зосередження на природних нагородах та персональні риси особистості зумовлюють самолідерство та є його компонентами. Застосування даної концепції для вчительської професії обговорено.

**Ключові слова:** самолідерство працівника, самолідерство вчителя, складові самолідерства, самоменеджмент, саморегуляція.

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## **СОСТАВЛЯЮЩИЕ САМОЛИДЕРСТВА И ИХ ПРИМЕНЕНИЕ К УЧИТЕЛЬСКОЙ ПРОФЕССИИ**

### **Аннотация**

В данной статье рассмотрены измерения самолидерства, а также их составляющие. Исследованы взаимосвязи между самолидерством и другими концепциями классических теорий мотивации. Путем теоретического анализа установлено, что самоменеджмент, саморегуляция, ориентация к достижениям, самооэффективность, сосредоточение на естественных наградах и персональные черты личности обуславливают самолидерство и являются его компонентами. Применение данной концепции для учительской профессии обсуждено.

**Ключевые слова:** самолидерство работника, самолидерство учителя, составляющие самолидерства, самоменеджмент, саморегуляция.