



North-West University Business School

MBAD 821

LEADERSHIP

Contact 8 / Study unit 8

Self-leadership

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Module information

Module code	MBAD 821
Module credits	16
Module name	Leadership
NQF	9
Qualification	MBA
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Module outcomes

- **After completion of the Leadership module, the student will:**

- Provide and integrate specialist knowledge to enable engagement with, critique current leadership research or practices, and practically apply a *comprehensive and systematic knowledge base* of key terms, principles and theories on leadership;
- Use a wide range of specialised skills in identifying, conceptualising, designing and the *use of methods, techniques and technologies of enquiry*, to address, complex and challenging real world issues appropriate to leadership and write up a *research report* ;
- Design and implement a strategy for processing and managing information, in order to conduct a comprehensive review of leading and current research, use the resources of academic and professional or occupational discourses to communicate and defend substantial ideas that are the products of research or development, and use a range of advanced and specialised skills and discourses appropriate to the field of leadership, to communicate effectively in a multi-cultural environment and with people at different levels of knowledge or expertise; and
- Have the capacity to *operate independently and take full responsibility* for his or her own work, account for leading in applying introspection and reflexivity and initiate processes and implement systems, ensuring responsible leadership through effective, efficient and ethical governance practices.

Topics

- Level Six-Leadership
- Self-leadership

Study outcomes

- **After studying this study unit, you should be able to:**
 - Explain the six-level Purpose-Driven Model of Leadership of Maidique.
 - Describe the phenomena of Self-leadership
 - List and describe the different behaviour-focused self-leadership strategies
 - List and describe the different cognitive-based self-leadership strategies
 - Determine their own self-leadership strategies

Study material

- Maidique, M. (2010). Are You a Level-Six Leader? *Harvard Business School Working Knowledge: Research & Ideas*, July, 6, 1-2.
- Nel, P., & Van Zyl, E. (2015). Assessing the psychometric properties of the revised and abbreviated self-leadership questionnaires. *SA Journal of Human Resource Management*, 13(1), Art. #661, 8 pages. [p://dx.doi.org/10.4102/sajhrm.v13i1.661](http://dx.doi.org/10.4102/sajhrm.v13i1.661)

Maidique, M. (2010). Are You a Level-Six Leader? *Harvard Business School Working Knowledge: Research & Ideas*, July, 6, 1-2.

Are You a Level-Six Leader?

Table 1:
A Purpose-Driven Model of Leadership

VI	Transcendents	Society	Transcendents go beyond the institution they govern by ensuring that the institution grows while contributing to the entire community.
V	Builders	Institution	Builders make decisions that serve and help to build the institution.
IV	Achievers	Command from Above	Achievers are effective in getting the job done. They serve the goal commanded from above (e.g., a boss, a board, or the law) without broader consideration.
III	Chameleons	Prevailing Winds	Chameleons adapt to their surroundings and serve whichever group they belong to. Chameleons are often used by others.
II	Opportunists	Themselves	Opportunists exhibit no consideration of their friends, family, society, or institution. They serve themselves and think only about their own benefit.
I	Sociopaths	No One	Sociopath is the catchword for destructive persons. Sociopaths serve neither themselves nor their surroundings.*

*Sociopaths are more commonly male.

Nel, P., & Van Zyl, E. (2015). Assessing the psychometric properties of the revised and abbreviated self-leadership questionnaires. *SA Journal of Human Resource Management*, 13(1), Art. #661, 8 pages. <http://dx.doi.org/10.4102/sajhrm.v13i1.661>

Assessing the psychometric properties of the revised and abbreviated self-leadership questionnaires.

Self-leadership: Introduction

- Self-leadership described as
 - the process of influencing oneself to perform more effectively
 - has attracted a significant amount of attention over the past two decades (Neck & Houghton, 2006),
- Self-leadership is a process of
 - behavioural and cognitive self-evaluation and self-influence by which
 - people achieve the self-direction and self-motivation
 - needed to shape their behaviours in positive ways
 - in order to enhance their overall performance
- More specifically, self-leadership involves
 - strategies and normative actions that will help to enhance performance
- Self-leadership strategies and actions are usually divided into
 - behaviour-focused strategies,
 - natural reward strategies and
 - constructive thought strategies (Norris, 2008).

Self-leadership strategies

- Behaviour-focused self-leadership strategies pertain to
 - self-observation,
 - goal setting,
 - self-reward,
 - self-punishment and
 - cues (Neck & Houghton, 2006).
- Self-observation refers to
 - individuals' awareness of how, when and why they engage in specific behaviours
 - Entails that people escalate their awareness of why and when they display certain behaviours.
- Such awareness could help people
 - to overcome the display of effective but unproductive behaviour
- With accurate information regarding current behaviour and performance
 - individuals can more successfully set effective behaviour-altering goals for themselves

Self-leadership strategies

- Rewards set by an individual, along with self-set goals,
 - can aid significantly in energizing the efforts necessary to accomplish the goals.
- Self-rewards could be as simple as
 - mentally praising oneself for a job well done or
 - something more tangible, such as treating oneself to a new outfit or a night at the movies
- Self-punishment is an additional strategy for the self-influence of behaviour.
- However, habitual self-punishment and guilt have, in general,
 - received mixed to negative support as a self-leadership strategy (Stewart, Courtright & Manz, 2011).
- Finally, behavioural rehearsal (cues) prior to actual performance
 - can promote refinement,
 - improvement and
 - corrective adjustments
 - for greater individual effectiveness (Stewart et al., 2011).

Self-leadership strategies

- Natural reward strategies are designed
 - to enhance the intrinsic motivation that is
 - vital for performance (Mahembe et al., 2013).
- These types of strategy
 - help individuals to build pleasant and enjoyable features into their activities
 - so that the tasks themselves become naturally rewarding (Norris, 2008).
- Individuals can employ natural rewards also
 - by shifting the cognitive focus to the intrinsically rewarding aspects of the job.
- Focusing on building pleasant and enjoyable features in work tasks
 - will create feelings of intrinsic motivation (D'Intino et al., 2007).

Self-leadership strategies

- **Constructive thought strategies** involve
 - visualising successful performance,
 - engaging in positive self-talk and
 - examining individuals' beliefs and assumptions
 - in order to align cognitions with desired behaviour (Ho & Nesbit, 2013).
- Through a **process of identifying and altering distorted beliefs**,
 - individuals can minimise dysfunctional thinking processes and
 - engage in more rational and effective cognitive processes (Houghton et al., 2012).
- **Positive self-talk and evaluation** of existing habits and ways of thinking
 - for instance, "I am an opportunity thinker"
 - can enhance constructive thought patterns (Van Zyl, 2008).

Assessment of self-leadership

- **Self-management** (Manz, 1986; Stewart et al., 2011) is **conceptualized** as
 - strategies for getting oneself to complete difficult but necessary tasks and
 - is assessed by scales capturing
 - self-observation,
 - cueing strategies,
 - self-goal setting,
 - self-reward,
 - self-punishment and practice (Stewart et al., 2011).
- **Self-leadership is conceptualized** as
 - more intrinsically motivated and
 - includes scales like
 - building natural rewards into work,
 - choosing pleasant surroundings,
 - building naturally rewarding activities into work,
 - focusing on pleasant aspects of work and
 - focusing on natural rewards rather than on external rewards
 - meaning rewards outside the work itself; (Manz & Simms, 1991; Neck, 1996; Stewart et al., 2011, p. 191).

Assessment of self-leadership

- Cox (1993) developed and tested a 34-item unpublished Self- Leadership Questionnaire (SLQ), with eight factors, labelled as
 - self-problem-solving initiative,
 - self-efficacy,
 - teamwork,
 - self-reward,
 - self-goal setting,
 - natural rewards,
 - opportunity thought and
 - self-observation or evaluation
- Houghton and Neck (2002) developed the RSLQ
 - by eliminating or rewriting ineffective questions from Anderson and Prussia's (1997) SLQ and
 - adding items from Cox's (1993) instrument (Houghton et al., 2012).

Assessment of self-leadership

- The RSLQ, which consists of 35 items.
 - The questionnaire covers three dimensions.
- The three dimensions have the following subscales:
 - Behaviour-focused strategies:
 - self-goal setting (five items),
 - self-reward (three items),
 - self-punishment (four items),
 - self-observation (four items) and
 - self-cueing (two items).
 - Natural reward strategies: focusing
 - thoughts on natural rewards (five items).
 - Constructive thought pattern strategies:
 - visualising successful performance (five items),
 - self-talk (three items) and
 - evaluating beliefs and assumptions (four items).

Assessment of self-leadership

- The ASLQ contains three dimensions, namely
 - behaviour awareness and volition,
 - task motivation and
 - constructive cognition.
- The three dimensions have the following subscales:
 - Behaviour awareness and volition:
 - self-goal-setting (two items) and
 - self-observation (one item)
 - Task motivation:
 - visualising successful performance (two items) and
 - self-reward (one item).
 - Constructive cognition:
 - evaluating beliefs and assumptions (two items) and
 - self-talk (one item).

Thank you