

Self-leadership and leadership: the relationship of concepts

Valentina Parakhina

Faculty of Economics and Management
North-Caucasus Federal University
Pushkin str. 1, 355009 Stavropol
Russian Federation
e-mail: vparakhina@ncfu.ru

Olga Boris

Faculty of Economics and Management
North-Caucasus Federal University
Pushkin str. 1, 355009 Stavropol
Russian Federation
e-mail: oboris@ncfu.ru

Wadim Strielkowski

Prague Institute for Qualification Enhancement
Trnkovo náměstí 1112/2, 152 00 Prague
Czech Republic
e-mail: strielkowski@prizk.cz

Abstract The paper investigates the relationship between the concepts of "leadership" and "self-leadership". It is revealed that these concepts have both a common basis and significant differences. Leadership includes such competencies: self-setting by the employee of naturally motivated goals and objectives, making decisions about the most effective ways to solve them. It is dominated by intrinsic motivation, self-development orientation. The highest level of self-leadership development is to use the whole complex of self-management methods. The general definition of leadership includes the ability to lead people. It is dominated by external motivation of merit recognition, respect from people and focus on the team building. Leadership includes the ability to apply methods of management and self-management. These initial positions are embedded in a research questionnaire to find out the correlation of leadership and self-leadership competencies in the activities of managers and executives. According our results, the qualities of self-leadership and leadership among managers are developed fairly proportionally, while the majority of highly professional performers have developed only competence of self-leadership. In both groups, the common leading motive of behaviour seem to be the merit recognition.

1 Introduction

Leadership is more popular topic in business than self-leadership. There are about hundreds of thousands of books that give recommendations on how to become the best leader. Daniel Goleman, in his famous book, *Emotional Intelligence* (Goleman 2006), states: “*exceptional leaders distinguish themselves through their excellent self-government*”. However, self-leadership does not find a large number of followers because it is very difficult to study and evaluate the results. Leaders with a high level of self-leadership skills often find that certain processes of personal development going out of their control.

This problem is especially relevant for Russian-language literature where there are only few publications on self-leadership. Google search for the keyword "leadership" (in Russian language) gives about 3 billion mentions, "self-leadership" (in Russian) - less than 100 thousand, or about 0.003%. For comparison, the ratio in English is following: a search for the word "leadership" gave (at the end of March 2019) approximately 1.5 billion mentions, and "self-leadership" 570 million or 34.3%. It can be concluded that leadership in Russia (the Russian-speaking world) is spoken and written 2 times more than in English, while self-leadership is almost not mentioned (there are 5 thousand less mentions than on English-language sites).

The issue of leadership in relation to self-leadership represents a very complex and interesting aspect of the problematic leadership. It is clear that leadership as a phenomenon also applies to organizations (as well as industries and territories) (Thrash 2012; Baimuratov et al. 2018; Selyanskaya et al. 2018; Strielkowski and Chigisheva 2018), and to individuals (Fiedler 1967; Stogdill 1974; Yukl and Van Fleet 1992; or

Northouse 2018). However, the self-leadership study mostly relates to the personal aspect of leadership (Neck and Manz 2012; Stewart et al. 2011; Carmeli et al. 2006).

Part of the research was carried out on the mutual linking of leadership and self-leadership with organizational effectiveness (Fiedler 1967; Manz and Sims 1980; Manz 1986; Bolman and Deal 2000; Neck and Houghton 2006; Bass and Riggio 2006; Schein 2010; Parakhina et al. 2012 and many others), but there are only few studies on the relationship between leadership and self-leadership (D'Intino et al. 2007; Houghton et al. 2003; Manz and Sims 1980; Manz and Sims 1987; Prussia et al. 1998; VanKnippenberg et al. 2004; Yun et al. 2006; Andressen et al. 2012; or Furtner et al. 2013). It should be noted that modern studies of this problem are deepened in the transformation of an individual, his or her competencies, personal and organizational effectiveness through self-leadership methods (Kazan et al. 2018; Müller and Niessen 2018; Blanchard 2018; or Rosenbach 2018).

2 Theoretical analysis and the formation of research tools

Almost 45 years ago, Stogdill (1974) noted that: *"there are almost as many different definitions of leadership as there are persons who have attempted to define the concept"*. There have already been many different definitions of this concept at that time. It is due to various aspects the authors considered to be important in assessing the leadership phenomenon. Stewart et al. (2010) provide a representative selection of leadership definitions. Moreover, Burns noted leadership as the ability to mobilize people competing for resources using followers' motives (Burns 1978).

In addition, Yukl and Van Fleet considered leadership as a strategic process of influencing people in an organization to achieve its goals; it includes maintaining group status and developing a corporate culture. (Yukl and Van Fleet 1992)

Furthermore, Bennis viewed leadership as a function of building trust between people which involves the effective usage of their own leadership potential. (Bennis 2015). Additionally, Bolden also pointed to the motivational basis of leadership for achieving group goals. (Bolden 2004).

With regard to the above, Hogan and Kaiser defined leadership in the framework of group formation and supporting its effective operations (Hogan and Kaiser 2005)

Many authors have drawn attention to such leadership aspects as the ability to influence others for achieving common goals based on facilitating individual and collective efforts (Northouse 2010; Yukl 2010 and many others).

Table 1. Questionnaire content

No.	Self-Leadership Priorities and Motives	Leadership Priorities and Motives
1	Personal development (mental, creative, physical and other personal qualities)	The development of colleagues, subordinates and the organization as a whole
2	Interesting job requiring your skills and talents.	Respect from colleagues and subordinates
3	High self-esteem of the achievements	Recognition of merit and achievements from management of the organization and colleagues
4	Defining, setting goals and objectives for yourself	Definition, setting goals and objectives for others
5*	Self-determination the way to solve the problem	Following orders and instructions
6	Belonging to a small group (dyad), getting its support	Belonging to a large group, getting its approval, support
7	The situation where I can express myself "will find me without any help"	It is necessary to search for situations in which the individual can express him- or herself (achievement situations)
8*	I don't need any additional information from others, I understand what I've achieved by myself	I need information on the recognition of my achievements
9	External forces need to be known and use this information as appropriate	It is necessary to control external forces and events affecting people's lives.

* Questions are verification in nature.

Source: Own results

The authors have been actively exploring self-leadership in the last three to four decades. The recent interest in self-leadership is determined by the higher appreciation of the intrinsic motives and forces.

Manz, a founder of this concept, defined a self-leadership as *"a process that influences oneself, which strengthens a person's self-motivation and self-control"* (Manz 1983; Manz 1986).

Many authors emphasize such element of the self-leadership as the ability to set personal goals in combination with the ability to influence their behaviour on the way of achieving a goal (Kazan et al. 2018).

Other researchers had a broader viewpoint with focusing on group processes. They relied on the interaction of the concepts of leadership and self-leadership (Hackman 1987; Campion et al. 1993).

Thus, the researchers suppose that self-leadership includes the following skills: self-posing by an employee of naturally motivated tasks and making decisions about the most appropriate actions; it is more based on internal motives, focused on self-development (Neck and Houghton 2006; Kazan et al. 2018)

A more detailed study of leadership relies on its understanding of how to lead people, to be ahead and show example to others. The leader possesses a high external motivation, including merit recognition, respect from people and orientation on organizational development (Stogdill 1974; Houghton et al. 2003; Northouse 2018). These initial elements are embedded in a research questionnaire to find out the correlation of leadership and self-leadership competencies in the work of managers and executives. The main questions of the questionnaire are presented in the Table 1 above. When forming the questionnaire, the following hypotheses were put forward:

Hypothesis 1. Leaders have needs both in self-development and in the development of others, both internally and also in external motivation, i.e. the statements of the first and second groups should be roughly equivalent in the leaders' responses.

Hypothesis 2. Ordinary workers are more focused on self-development that is, the responses of workers (not leaders) of this group will be dominated by the first group statements.

Hypothesis 3. Leaders with the skills of self-leadership highly value their own and other people's time, know how to use it finding time for rest.

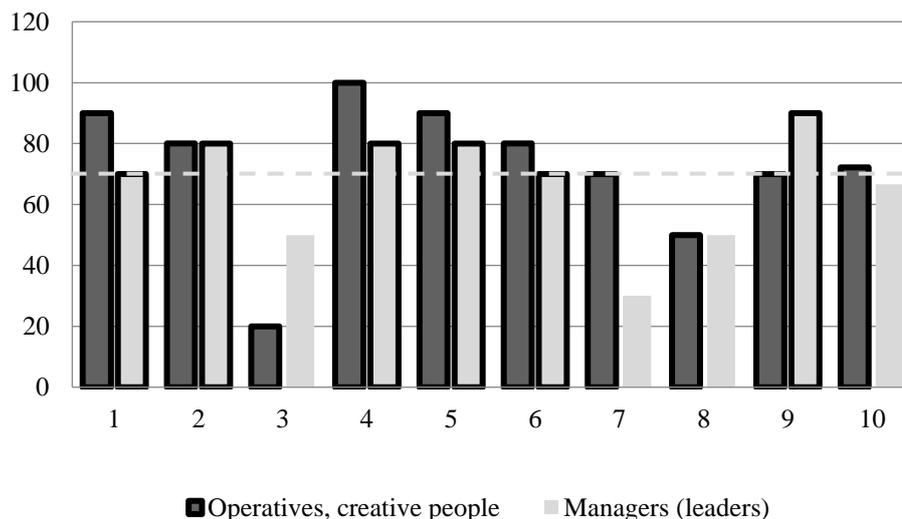
Hypothesis 4. Ordinary workers are overloaded, their time is not valued highly enough.

To test hypotheses 3,4 the questionnaire included additional questions about the minimum cost of an hour of working time and the time available for rest.

Hypothesis 5. Leaders more than ordinary workers are willing and able to set tasks for others (they have skills to delegate authority). Assertion 4 in the second group (or both groups) will be highly evaluated.

3 Results of the study

The hypothesis put forward at the beginning of the study was partially confirmed by the results of the conducted survey.

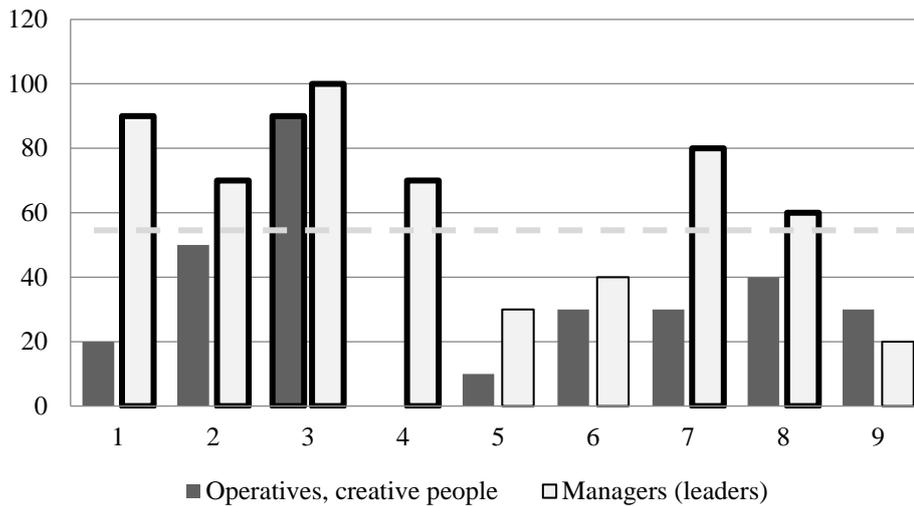


Note: Priorities correspond to the numbers in the Table 1 (dotted line shows the average share of the priority's choice)

Fig.1. Priorities and motives of self-leadership according to the results of the questionnaire survey
Source: Own results

The survey was attended by ordinary teachers and managers (heads of departments, deans, directors of institutes and their deputies) from seven Russian universities (about 90 people in total). Their highlighted priorities and motives of the self-leadership are shown in Figure 1 (see Figure 1).

As can be seen from the diagram, almost all the priorities of self-leadership (exception: high self-esteem of respondents achievements; The situation where I can express myself "will find me without any help"; I don't need any additional information from others, I understand what I've achieved by myself) are well developed either for ordinary teachers or heads of educational institutions. For ordinary teachers these priorities are even slightly higher, because of their jobs' nature, associated with the constant need to work on themselves in order to enthuse students to the subject. The priorities and motives of leadership are shown in Figure 2.



Note: Priorities correspond to the numbers in the Table 1 (dotted line shows the average share of the priority's choice).

Fig.2. Leadership Priorities and Motives according to the results of the questionnaire survey
Source: Own results

The hypotheses put forward at the beginning of the study were largely confirmed. Hypothesis 2 partially confirmed. Ordinary workers are more focused on self-development, however, they have a fairly high level of external motivation, that is, the responses of workers (not leaders) of this group are dominated by the statements of the first group and, in addition, two statements from the second group: number 2 and number 3.

4 Conclusions and discussions

Leadership and self-leadership are interconnected as the internal and external (in relation to the individual) human desire to be the best. From these positions, self-leadership helps a person to become a leader, the development of self-leadership skills contributes to the development of leadership skills (Figure 3).



Fig.3. Transformation self-leadership to leadership
Source: Own results

However, there are some contradictions in the ratio of these phenomena. As our study showed, only few highly organized “self-leaders” strive to become and become leaders, and also not all leaders are leaders for themselves.

There is a logical explanation: the more time, effort and desire a person spends on self-development and self-improvement, the less time, effort and desire is left to do something for others. However, it is precisely the positive influence on others makes a person a leader.



Fig.4. Transformation of self-leader to leader

Source: Own results

To sum it all up, when comparing the terms ‘leadership’ and ‘self-leadership’, one can find little difference between them because of the common basis of their concepts - the human leader. However, upon closer examination, there is a noticeable difference and even some contradiction between them.

Overall, it appears that organizational leaders and self-leaders have a different structure of motives and priorities. Leadership is a process that includes the ability to motivate people on achieving goals, it reflects the mission and vision of the organization. Self-leadership refers to self-assertion and self-development of each individual, reflects her or his personal values, ambitions and motives.

References

- Andressen P, Konradt U, Neck CP (2012) The relation between self-leadership and transformational leadership: Competing models and the moderating role of virtuality. *Journal of Leadership & Organizational Studies* 19(1):68-82. doi: 10.1177/1548051811425047
- Baimuratov M, Gryshova I, Akhmetova I (2018) Leadership of Territorial Communities: Local and Global Factors. In: Strielkowski W, Chigisheva O (eds.) *Leadership for the Future Sustainable Development of Business and Education*, Springer Proceedings in Business and Economics, Cham, Switzerland: Springer, pp. 179-188. doi: 10.1007/978-3-319-74216-8_19
- Bass BM, Riggio RE, *Transformational leadership*, 2nd edn. (New York: Psychology Press, 2006), 296 p.
- Bennis GW (2015) *Managing the Dream: Leadership in the 21st Century*. *The Antioch Review* 73(2):364-370. doi: 10.7723/antiochreview.73.2.0364
- Blanchard K, *Leading at a higher level: Blanchard on leadership and creating high performing organizations*, 1st (updated) edn. (New York, FT Press, 2018), 353 p.
- Boekaerts M, Pintrich PR, Zeidner M, *Handbook of self-regulation*, 1st edn. (San Diego, CA: Academic Press, 2000), 783 p.
- Bolden R (2004) *What is leadership? Research Report No. 1*, United Kingdom: Centre for Leadership Studies, University of Exeter, <http://hdl.handle.net/10036/17493>. Accessed 17 April 2019
- Bolman LG, Deal TE, *Reframing organizations: Artistry, choice, and leadership*, 6th edn. (Jossey-Bass, 2000), 512 pp.
- Brockner J, Higgins ET (2001). Regulatory focus theory: Implications for the study of emotions at work. *Organizational Behavior and Human Decision Processes* 86(1):35-66. doi: 10.1006/obhd.2001.2972
- Burns JM, *Leadership*, 1st edn. (New York: Harper & Row, 1978), 530 p.
- Campion MA, Medsker GJ, Higgs AC (1993) Relations between work group characteristics and effectiveness: Implications for designing effective work group. *Personnel Psychology* 46(1):823-850. doi: 10.1111/j.1744-6570.1993.tb01571.x

- Carmeli A, Meitar R, Weisberg J (2006) Self-leadership skills and innovative behavior at work. *International Journal of Manpower* 27(1):75-90. doi: 10.1108/01437720610652853
- Cummings TG (1978) Self-regulating work groups: A socio-technical synthesis. *Academy of Management Review* 3(3): 625-634. doi: 10.5465/amr.1978.4305900
- D'Intino RS, Goldsby MG, Houghton JD, Neck CP (2007) Self-leadership: A process for entrepreneurial success. *Journal of Leadership & Organizational Studies* 13(4):105-120. doi:10.1177/10717919070130040101
- Fiedler FE, A theory of leadership effectiveness, 1st edn. (New York, McGraw-Hill. series in management, 1967), 310 p.
- Furtner MR, Baldegger U, Rauthmann JF (2013) Leading yourself and leading others: Linking self-leadership to transformational, transactional, and laissez-faire leadership. *European Journal of Work and Organizational Psychology* 22(4):436-449. doi: 10.1080/1359432X.2012.665605
- Goleman D, Emotional intelligence, 10th edn. (New York, Bantam, 2006), 358 p.
- Hackman JR (1987) The design of work teams. In: Lorsch JL (ed.) *Handbook of organizational behavior*, 1st edn. (Upper Saddle River, NJ: Prentice Hall, 1987), pp. 315-342
- Hogan R, Kaiser RB (2005) What we know about leadership. *Review of General Psychology* 9(1):169-180. doi: 10.1037/1089-2680.9.2.169
- Houghton JD, Neck C, Manz CC (2003) Self-leadership and super-leadership: The heart and art of creating shared leadership in teams. In *Shared Leadership: Reframing the Hows and Whys of Leadership* 1:123-140. doi:10.4135/9781452229539.n6
- Kanfer R, Chen G, Pritchard RD, *Work motivation: Past, present, and future*, 1st edn. (New York: Routledge, 2008), 716 p.
- Kazan AL, Knotts K, Houghton JD, Neck CP (2018) Self-Leadership and Action-State Orientation the Role of Vertical and Horizontal Individualism. *Journal of Leadership and Management* 2(12):1. <http://www.leadership.net.pl/index.php/JLM/article/view/128> Accessed 12 April 2019
- Kouzes JM, Posner BZ, *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations (The Leadership Practices Inventory)*, 2nd edn. (San Francisco: Jossey-Bass, 1995), 432 p.
- Manz CC (1986) Self-leadership: Toward an expanded theory of self-influence processes in organizations. *Academy of Management review* 11(3):585-600. doi: 10.5465/amr.1986.4306232
- Manz CC, Sims HP (1980) Self-management as a substitute for leadership: A social learning theory perspective. *Academy of Management Review* 5(3):361-367. doi: 10.5465/amr.1980.4288845
- Manz CC, Sims HP Jr. (1987) Leading workers to lead themselves: The external leadership of self-managing work teams. *Administrative Science Quarterly* 32(1):106-129. doi: 10.2307/2392745
- Müller T, Niessen C (2018) Self-leadership and self-control strength in the work context. *Journal of Managerial Psychology* 33(1):74-92. doi: 10.1108/JMP-04-2017-0149
- Neck CP, Houghton J D (2006) Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. *Journal of Managerial Psychology* 21(4):270-295. doi:10.1108/02683940610663097
- Neck CP, Manz CC, *Mastering self-leadership: Empowering yourself for personal excellence*, 6th edn. (Upper Saddle River, NJ: Pearson Prentice Hall, 2012), 192 p.
- Northouse PG, *Leadership: Theory and practice*, 8th edn. (Sage, 2018), 528 p.
- Parakhina VN, Perov VI, Bondarenko YuR, Boris OA, Ganshina L N, Kalyugina SN, Tikhonova OB, Chernousova EV, Shatskaya E Yu, Shelkopyasova GS, *Self-Management*, 1st edn. (Moscow: Moscow State University named after Lomonosov, 2012), 368 p.
- Prussia GE, Anderson JS, Manz CC (1998) Self-leadership and performance outcomes: the mediating influence of self-efficacy. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior* 19(5):523-538. doi:10.1002/(SICI)1099-1379(199809)19:5<523::AID-JOB860>3.0.CO;2-I
- Rosenbach WE, *Contemporary issues in leadership*, 2nd edn. (Routledge, 2018), 320 p.

- Schein EH, *Organizational culture and leadership* (vol. 2), 4th edn. (New York, John Wiley & Sons, 2010), 464 p.
- Selyanskaya G, Finogenova Y, Strielkowski W (2018) Factor Analysis of Economic Leadership Peculiarities of Countries and Regions Around the World. In: Strielkowski W, Chigisheva O (eds.), *Leadership for the Future Sustainable Development of Business and Education*, Springer Proceedings in Business and Economics, Cham, Switzerland: Springer, pp. 213-222. doi:10.1007/978-3-319-74216-8_22
- Shamir B, House R J, Arthur M B (1993) The motivational effects of charismatic leadership: A self-concept-based theory. *Organization Science* 4(4):577-594. doi:10.1287/orsc.4.4.577
- Stewart GL, Courtright SH, Manz CC (2011) Self-leadership: A multilevel review. *Journal of Management* 37(1):185-222. doi: 10.1177/0149206310383911
- Stogdill R M, *Handbook of leadership: A survey of theory and research*, 1st edn. (FreePress,1974), 613 p.
- Strielkowski W, Chigisheva O (2018) Social, Economic, and Academic Leadership for Sustainable Development of Business and Education in the Future: An Introduction. In: Strielkowski W, Chigisheva O (eds.), *Leadership for the Future Sustainable Development of Business and Education*, Springer Proceedings in Business and Economics, pp. 3-8, doi: 10.1007/978-3-319-74216-8
- Thrash A (2012) Leadership in higher education. *International Journal of Humanities and Social Science* 2(13):1-12. <https://pdfs.semanticscholar.org/f5d7/a099ae1e4e2cbbd87addc48489d3d4ce4dae.pdf> Accessed 29 March 2019
- Van Knippenberg D, Van Knippenberg B, De Cremer D, Hogg M A (2004) Leadership, self, and identity: A review and research agenda. *The Leadership Quarterly* 15(6):825-856. doi: 10.1016/j.leaqua.2004.09.002
- Yukl G, Van Fleet DD (1992) Theory and research on leadership in organizations. In: Dunnette MD, Hough L M (eds.) *Handbook of industrial and organizational psychology*, 1st edn. (Palo Alto, CA, US: Consulting Psychologists Press, 1992), pp. 147-197
- Yun S, Cox J, Sims HP (2006) The forgotten follower: A contingency model of leadership and follower self-leadership. *Journal of Managerial Psychology* 21(4):374-388. doi: 10.1108/02683940610663141