

The Concept 'Self-Leadership in Nurse Educators': An Integrative Literature Review

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Abstract

The existing body of research on leadership has revealed that leadership attributes at individual level are essential for the success of organisations, where self-leadership is alluded to as a critical facilitator of successful organisational leadership. Despite a wealth of knowledge about the self-leadership of managers accessible in literature, not much is known about the self-leadership of nurse educators. The aim of this integrative literature review is to understand the meaning of nurse educator self-leadership in a nursing education institution context to improve quality of nursing education. The keyword 'self-leadership' was used to conduct a comprehensive computer-assisted literature search. Databases such as Google Scholar, CINAHL, ProQuest, PubMed, SAGE, MEDLINE, ERIC, and EMERALD were used to ensure a comprehensive search. The integrative literature review focused its search on studies that were and available in the English language from years 2000 to 2019. Fourteen peer-reviewed research articles were included following a critical review. The themes that emerged relate to *self-leadership benefits*; *lack of self-leadership* and *factors that enable self-leadership in educators*. Regardless of an educational setting, self-leadership improved the performance of educators. However, the way nurse educator self-leadership is practiced in nursing education institutions remains unknown, owing to insufficient literature on the phenomenon. It is essential that the concept of nurse educator self-leadership be further explored to obtain a comprehensive understanding of the concept and its practice in a nursing education context.

Key words: improved academic performance, motivation, nurse educators, nursing education institution, self-leadership.

Introduction

Organisational environments are shifting from outdated top-down leadership approaches and regulatory leadership styles to concentrate on empowering employees with intrinsic leadership skills, a phenomenon known as self-leadership (Arnold, 2018). Twenty first century organisations recognise self-leadership as one way of accomplishing organisational effectiveness as it has potential to assist individuals in making good decisions where outdated external leadership still exists (Daud, 2021). Self-leadership is based on a view that suggests that organisational members can lead themselves to some degree. With self-leadership, the role of the formal leader is to provide support and guidance instead of giving orders. In this way, employees can

easily adapt to the ever-changing work environments and feel committed to the organisation (Ibarra & Scoular, 2019).

Self-leadership is characterised as a practice by which individuals can influence and motivate themselves to achieve own standards and objectives (Manz, 2015). This study is underpinned by Manz's (1986) theoretical framework of self-leadership, known as the *Expanded theory of self-influence processes in organisations*. This theoretical framework is alluded to as a base from which most literature derive inclusive citation and appraisal on the self-leadership concept and its strategies (Stewart, Courtright & Manz, 2019).

The self-leadership theory is based on three fundamental theories: self-control, social-cognitive theory, and self-determination (Neuhaus, 2020). It provides guidelines for effective self-regulation by drawing from the insights of these theories into explaining how individuals can self-regulate. This theory suggests that individual employees have their own internal system to apply self-control and can implement these parallel to the organisation's own system of performance standards, performance evaluation instruments, reward and reprimand. Furthermore, individuals possess self-generated personal values; engage in self-awareness and self-administer rewards and reprimands during their daily life activities. The significance and influence of these self-created instruments can therefore not be ignored. Self-leadership encompasses three strategies in which individuals engage: behaviour-focused strategies, natural-reward strategies and constructive thought strategies (Manz, 2015). Behaviour-focused strategies help to facilitate management of one's behaviour. Natural reward strategies help individuals in shaping perceptions and building enjoyable facets into work activities or tasks, and constructive thought strategies generate positive habits of thinking (Norris, 2008).

Teaching nurses is not merely about nurse educators facilitating theoretical and clinical teaching. Nurse educators also coordinate programmes, disciplines, subjects and projects at educational institutions, and have leadership roles to fulfil in the classroom and their communities. Nurse educators shape the professional development and careers of student nurses. They have the potential to bring about positive impact on the care of patients, families and communities by developing student nurses at personal, professional, and academic levels (Bruce, Klopper, & Mellish, 2011). Nurse educators' self-leadership could be a critical determinant of the students' learning and teaching process. If educational institutions could recognise the importance of self-leadership, they will take necessary interventions that would develop and enhance the faculty self-leadership attributes (Kumar, 2015). As such, it is prudent that the meaning of nurse educator self-leadership be elucidated so that supportive measures that could enhance the facilitation of this phenomenon could be identified.

Although self-leadership appears to be an internally-driven process, some external factors can influence an individual's self-leadership practices. According to Kumar (2015), individual educators possess attributes of self-leadership in varying degrees, with others' self-leadership requiring strong motivational factors to trigger or stimulate them. Factors such as effective interpersonal relationships and perceived support from colleagues provide prospects for nurse educators to practice self-leadership and contribute to teaching excellence in the institution (Jooste & Frantz, 2017). Another

external factor that can influence the practicing of self-leadership to achieve high goals is the institutional leader (Stewart et al., 2019). Marshall, Kiffin-Petersen and Soutar (2012) found that educators who practised self-leadership were those whose leaders communicated a clear vision and expectations, and provided individualised support. An educational institution can also facilitate the self-leadership of its educators through supporting their professional goals, making them feel respected, and feel meaningful (Fouché, Rothmann & Van der Vyer, 2017; Stirling, 2016). Such institutions promoted the educators' self-leadership and empowered their employees by reducing bureaucratic leadership and administrative practices (Fouché et al., 2017; Stirling, 2016).

Notwithstanding the abundance of literature studies on self-leadership in other disciplines, there is scarcity of studies that cover the self-leadership of nurse educators at educational settings. Thus, the meaning of nurse educator self-leadership in a NEI context is not yet known. The question that shaped the foundation of this review was: *What is the meaning of nurse educator self-leadership in a NEI?* This integrative literature review is aimed at exploring and describing the meaning of the concept nurse educator self-leadership within the context of NEIs.

Methodology

The article is based on a broader study that employed an exploratory, descriptive sequential mixed-method design and had three phases. This article reports on Sub-phase 1 of Phase 1 which entailed conducting an integrative literature review, using relevant literature. As a first phase of the study, the integrative literature review enabled exploration and description of the meaning of the concept of nurse educator self-leadership in a NEI context as it is not yet clear and further clarity is required (Coughlan, Ryan, & Cronin, 2016). Whittemore and Knafl (2005) stages of conducting integrative literature review guided the study.

The focus of the review was on refereed studies published in English for the period of year 2000 to 2019. Cronin, Ryan and Coughlan (2008), recommend that the period of publication for literature included in integrative literature review span 5 to 10 years maximum. However, the researchers restricted the data from 2000 to 2019 in order to capture as many diverse literature on self-leadership as possible and to prevent including only the most recently discussed material in the literature, otherwise the inclusion criteria would have started with the year 2009.

A comprehensive computer-assisted literature search, guided by the keywords in relation with different official designations in databases (ProQuest, Cumulative Index of Nursing and Allied Health Literature (CINAHL), PubMed, SAGE, MEDLINE, ERIC and EMERALD) and search engines (Google Scholar, Google Chrome). The key terms used for the search were faculty self-leadership, teacher self-leadership, nurse educator self-leadership, self-leadership of coaches, self-leadership of the preceptor and academic self-leadership.

Table 1 below depicts the inclusion and exclusion criteria.

Table 1: The inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
<ul style="list-style-type: none"> • published literature. • peer-reviewed academic literature, systematic reviews, dissertations, and theses • publications in English limited to faculty self-leadership, teacher self-leadership, nurse educator self-leadership, self-leadership of coaches, self-leadership of the preceptor and academic self-leadership. • Articles that dealt with self-leadership of any healthcare worker involved in education and training, nurse educators, faculty facilitators or teachers were included in the search. • literature from January 2000 to December 2019 	<ul style="list-style-type: none"> • unpublished manuscripts such as abstracts, opinion statements, letters, commentaries, project reports, studies on facilitation workshops and projects. • abstracts that were unobtainable in English • publications before the year 2000 and after December 2019.

Rigour was accomplished through providing clear descriptions of the criteria and characteristics of the studies included in the review. Synthesised results of the analysis were compiled by the two reviewers (researcher and study supervisor) and one independent coder. To reduce any possible bias, more than one researcher was used for the review. An audit trail ensured credibility of the findings and validated the findings against the sources used. Furthermore, the researchers ensured that copyright was not infringed and policies against plagiarism were upheld to ensure the academic integrity of the study. A complete reference list of sources used further ensured academic integrity.

Findings and Discussion

The literature search generated a collective total of 9 069 articles. Of the 9 069 articles, 9 048 did not meet the inclusion criteria, whilst 21 of them matched the inclusion criteria. Hand (manual) searching was conducted to increase the rigour of the review (England, 2012). After a further hand-searching process, three more studies that met the inclusion criteria, were found and included in the study. The review was therefore conducted with 24 studies included. Each of the 24 selected studied underwent a critical appraisal to identify the best available evidence to be included in the integrative literature review (Holly, 2013). We chose to use the Joanna Briggs Institute (JBI) Critical Appraisal Tools to critically review the included literature as they have design-specific critical appraisal checklists. This allowed the researchers and an independent reviewer to check the methodological quality of each of the 24 selected studies and score against a set of criteria.

The 24 articles were critically reviewed by the researchers and the independent reviewer to determine the quality of the studies. The outcome of the critical appraisal is that 14 of the 24 studies subjected to review met the criteria of inclusion. The remaining ten articles had to be excluded based on the JBI criteria.

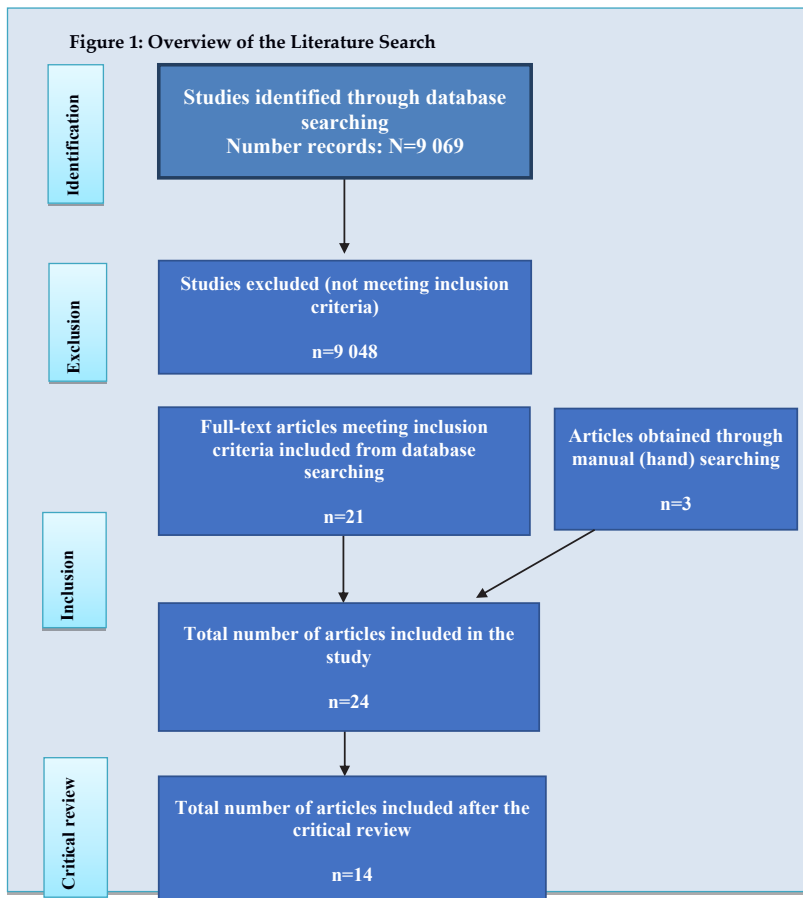
Reasons leading to some studies being excluded, among others, were that there was no hypothesis mentioned; the research objectives were not clear, the population studied was not well-explained; the research process followed was unclear; it was not

clear how the conclusions were reached; the English in the study was poor to an extent that it could result in misinterpretation of the study; and if a study did not have information about its ethical clearance.

Figure 1 below displays a flow chart demonstrating the literature search process. Table 2 displays the 14 included articles arranged in alphabetical order and including the particulars of the database or publisher; the journal; study design/methodology; information on the participants and sample size and key findings and recommendations from each article. In this way, a short summary was provided of each primary source or article included.

Data was broken down and rearranged so that it was easier to make a summary and comparison, thus facilitating a comprehensive understanding of self-leadership in educators (Teddlie & Tashakkori 2009). Categories were determined by identifying patterns and relationships from the data on the self-leadership of educators. The three main themes that emerged are:

a) *self-leadership benefits*, where self-leadership practices were described as having



contributed to the performance of individual educator, the team and institution;
b) *lack of self-leadership awareness*, wherein self-leadership was not practiced or pro-

moted owing to lack of understanding of the self-leadership concept by role players; and

Figure 1: Overview of the Literature Search

c) *factors that enable self-leadership in educators*, in which external factors that promote self-leadership practices were described. These themes are further discussed below:
Self-leadership benefits

The selected literature studies pointed out the extent at which self-leadership practices could benefit individual educators, including motivation to be innovative and creative during teaching and processes, heightened self-awareness and self-mentoring (Thomas, 2008; Carr, Pastor, & Levesque, 2015; Kumar, 2015).

Although this article focuses on nurse educators in a NEI context, it was mainly research data from studies from other teaching disciplines that added value to the meaning of nurse educator self-leadership. Park, Moon and Hyun (2014) observed that self-leadership plays a crucial role in stimulating innovative behaviours in sports educators. Self-leadership was found to be not only favourable to individual educators, but also beneficial for teams and the entire institution. It is purported that self-leading educators are apt to creative teaching activities and sharing innovative ideas with institutional management and peers which ultimately benefits students' learning (Kumar, 2015). These findings are supported by Davoudi, Pajohesh and Karama-frooz (2015) who have observed a direct relationship between self-leadership, and teamwork and confidence in faculty members from different disciplines in a university.

The literature review revealed that self-leadership maintains good interpersonal relationships in institutions. Park et al. (2014) affirm educators with self-leadership skills were better prepared when faced with circumstances that induced heightened levels of interpersonal conflict in the institution. In such situations self-leading educators utilise their self-awareness skills to explore own how they can utilise their skills to help build and maintain effective interpersonal relationships with peers, management and students (Thomas, 2008).

An interesting, unique and unexpected finding on self-leadership benefits was that of educators taking initiatives to empower themselves through self-mentoring. Every so often, nurse educators expect that the NEI will assign them a mentor. Although academic mentoring is a rewarding process of transitioning novice educators from dependent to independent and proficient educators, there are moments when there are no suitable mentors in the institution. Traditional approaches to mentoring have been described as strenuous to financial and human resources, that may be in short supply depending on an institution's situation (Gordon & Melrose, 2011; Pommerening, 2021). Such situations call for innovative methods of guiding and motivating one's self to success in an unfamiliar work environment, using self-mentoring (Carr et al., 2015). The concept of self-mentoring refers to when an individual takes initiatives to self-develop in skills that meet workplace expectations in an unknown work environment. This is accomplished through motivating oneself to find resources, research and read, self-tutor, listen and clarify, and take time to observe experienced

colleagues (Carr et al, 2015). The researchers found this information to be valuable, for retention, career and leadership development of nurse educators, at NEIs (Nick et al., 2012).

Lack of self-leadership awareness

The review discovered a scarcity of awareness of the self-leadership concept among educators and leaders at educational institutions. A study by Ricketts and colleagues (2012) reports a lack of awareness among educators on the contribution made by individuals' thought processes to discern engagement in self-leadership practices. Lack of self-leadership awareness perpetuates the existence of obstacles that contribute to paucity in the promotion of educator self-leadership.

Some of the impeding factors towards self-leadership behaviours comprise issues associated with the type of leadership styles utilised by institutional leaders, for instance bureaucratic and autocratic leadership styles (Stirling, 2016). There is an observation that outdated leadership styles that rely on formal positions stifle academics' opportunity to partake in decision-making processes (Bolden, Jones, Davis & Gentle, 2015). These outdated ineffective leadership approaches have the potential to wear down self-leadership in educators (Bolden et al., 2015).

Factors that enable self-leadership in educators

The selected studies revealed some factors that could facilitate self-leadership in educational institutions. Amongst these are leadership styles of formal leaders in educational institutions, and the professional development of educators. Leaders that were more likely to promote self-leadership practices in educators are those that exercised transformational leadership, shared leadership, collaborative leadership and role modelling (Jooste et al., 2014; Marshall et al, 2012). Transformational leadership styles stimulated and influenced educator self-leadership, whilst shared leadership stimulated innovation and knowledge development in faculty members (Marshall et al., 2012; Davoudi et al., 2015).

A study by Jooste et al. (2014) on a nurse educators' leadership development programme established that transformational leaders offer inspiration towards self-leadership. This culminates into nurse academics collaboration towards a shared scholarship of research and leadership in the institution. Likewise, educators' perceptions of transformational leaders as role models inspire them to excel in tasks. Transformational leaders were emulated for demonstrating shared leadership behaviours that help to reinforce competency in educators; hence this relatedness inspired educators to engage in self-leadership practices (Marshall et al, 2012).

Moreover, the review established that training on transformational leadership strategies and behaviours could facilitate development of self-leadership attributes educators. Teachers in vocational colleges developed self-leadership behaviours after undergoing a training programme on transformational leadership behaviours that included topics such as articulation of a vision, intellectual stimulation idealised influence, inspirational motivation, and individualised consideration (Marshall et al., 2012). Jooste and Le Roux (2014) advise educational institutions to dedicate resources towards professional development programmes that focus on development of self-

leadership strategies for employees. This is a view also shared by Razieh, Reza and Saeid (2013), who highlight that individuals can be taught to adjust their thoughts and behaviours to develop self-leadership skills, thus improving their work performance. A self-leadership training programme could be impactful if its modules include topics on innovative work behaviour and application of self-leadership dimensions or strategies, specifically behaviour-focused, thought pattern and natural reward strategies (Arista & Parahyanti, 2017).

Implications for nursing education

Since literature sources established that self-leadership behaviours can be developed through training interventions, self-leadership should be incorporated into leadership programmes at NEIs. Such training would be intended to introduce self-leadership strategies to students with the aim of developing their leadership and improving their academic performance. Self-leadership could propel students to engage in proactive and innovative behaviours in preparation for their future nursing practice. Goldsby, Goldsby, Neck, Neck and Mathews (2021) suggest that nurse educators could empower student nurses with self-leadership to change the students' mind set and improve their performance in theoretical and clinical learning environments in anticipation of their future roles as nurse practitioners. Thus, self-leadership could be incorporated into postgraduate nursing education programmes that guide the preparation of future nurse educators so that they can be empowered with information on the self-leadership concept and easily introduce it to students. Managers in educational institutions are encouraged to familiarise themselves with self-leadership strategies to be able to create an empowering milieu that promotes the self-leadership of nurse educators.

Implications for nursing practice

Student nurses learn their clinical skills through positive role modelling of clinical nurse managers and preceptors during their work integrated learning. Thus, training of clinical nurse managers and preceptors on self-leadership strategies could assist them to be mindful that they are constantly observed by students and should not underrate the influence that their actions can have on student nurses. Nurse practitioners could be capacitated through targeted self-leadership strategies to promote self-leadership attributes which could enhance quality patient care.

Implications for nursing research

Since the meaning of nurse educator self-leadership could not be clearly elucidated, there is a need for a further description of the concept. Exploratory and descriptive studies should be conducted with nurse educators to gain a comprehensive understanding of nurse educator self-leadership and its nuances.

Conclusion

The purpose of conducting the integrative literature review was to understand the meaning of the concept ‘nurse educator self-leadership’ within a NEI context. The researchers subjected the study through different stages of integrative literature review to ensure rigour. We appreciate that self-leadership is an overarching, broad concept and consequently, its meaning in a NEI context could not be equivocally elucidated since literature sources were mostly drawn from milieus of diverse education professions. However, we could envision that the contexts in the literature sources were related to the one under study (NEI) and therefore recommend the extrapolation and transferability of findings to NEI settings (Polit & Beck, 2010).

Table 2: Summary of included studies after critical review

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Database or publisher	Journal & Year	Author(s)	Title of article	Study design	Participants	Key findings
LH Martin Institute for Tertiary Education Leadership and Management	Leadership Foundation for Higher Education. 2015. 1-47	Bolden, R, Jones, S, Davis, H & Gentle, P	Developing and sustaining shared leadership in higher education	Surveys, interviews and listening posts cross-correlation	University academics	Self-leadership is contributes to effective leadership development and academic performance a higher education institutions Academics respond negatively to instructions, they prefer to “self-lead” based on how they value and identify their work, tasks and institutional processes. Outdated leadership styles that solely rely on designated leaders stifle nurse educators’ engagement in self-leadership. A corporate attitude to leading and managing educational institutions has the potential to wear down educator’s self-leadership.
Oxford Brookes University	International Journal of Evidence-Based Coaching and Mentoring. 2015. 13(2):1-13.	Carr, ML, Pastor, DK & Levesque, PJ	Learning to lead: Higher education faculty explore self-mentoring	Collective case study inquiry Data collected through observations, interviews, documents and reports	Faculty from a south-eastern university n=3	Self-mentoring grounds itself in the self-leadership theory. Faculty that engages in self-mentoring achieve self-confidence that leads to individualised development.
Horizon Research	Universal Journal of	Davoudi, AHM,	Evaluating the shared	Applied research	Kermananshar Razi	Characteristics that make individuals to be effective in teams are self-efficacy,

Database or publisher	Journal & Year	Author(s)	Title of article	Study design	Participants	Key findings
Publishing	Management. 2015. 3(3):95-102.	Pajohesh, S & Karamafrooz, MJ	leadership model in knowledge creation among the faculty members of Razi University of Kermanshar (Iran)	quantitative, descriptive-correlative Questionnaires used	University Faculty, Iran n=179	commitment, confidence and self-adjustment. Shared leadership is related to knowledge creation.
SABINET	Africa Journal of Nursing and Midwifery. 2015. 18(1):1-14.	Jooste, K, Ahanonu, L, Arunachallam, S, Rashe, H, Julie, H, Willemse, JJ, Bimray, P & Essa, I	The meaning of self-leadership for nursing academics of a research programme in the context of a higher education institution in the Western Cape	Qualitative exploratory, contextual, narrative	Nurse academics in a leadership programme in nursing schools, Western Cape Province, South Africa n=8	Nurse educators identified the meaning of self-leadership as being self-motivated and having ability to influence the self to accomplish tasks.
SABINET	South African Journal of Higher Education. 2014.	Jooste, K, Julie, H, Le Roux, L, Willemse, J, Rashe, V, Essa,	Prior expectations of leadership programme attendees and	Qualitative: exploratory and descriptive Individual	Nurse academics n=8	Transformational leadership can stimulate nurse academics' commitment and independent behaviour (self-leadership)

Database or publisher	Journal & Year	Author(s)	Title of article	Study design	Participants	Key findings
	28(16):1732-1749.	I Arunachallan, S	their subsequent reflections on completion thereof	narratives used Research design: participatory action research		Self-leadership complements with transformational, shared, and collaborative leadership styles.
SABINET	African Journal for Physical, Health Education, Recreation and Dance. 2014. Supplement 1(1):275-285.	Jooste, K & Le Roux, LZ	The practice of self-leadership in personal and professional development of contact nursing staff in the environment of a higher education institution	Literature review on self-leadership integrated within the context of contact nursing staff at a nursing school	Contract nursing staff in a higher education institution in Western Cape, South Africa	Institutions should invest in training interventions that augment contract workers' self-leadership, focusing on individual self-awareness to own authority and effective use of power and influence.
Mediterranean Centre of Social and Educational Research	Mediterranean Journal of Social Sciences. 2015. 6(1)S1:35-41.	Kumar, AK	Faculty's self-leadership and organisational identification in promoting universities as learning organisations	Conceptual framework paper: Literature review	Faculties in universities	Faculty members who identify with the institution have a tendency to be creative and collaborate with peers and management which, consequently, benefit students. When faculty members identify with the university's vision and goals, their performance improves.
Social Science	International	Mansor, A,	Mediating	Theoretical:	Literature	Teachers with high levels of self-leadership

Database or publisher	Journal & Year	Author(s)	Title of article	Study design	Participants	Key findings
Research Network	Journal of Economics Business and Management Studies. 2013. 2(1):1-11.	Darus, A & Dali, MH	effect of self-efficacy on self-leadership and teachers' organisational citizenship behaviour: A conceptual framework	conceptual framework	review	and self-efficacy have the ability to sacrifice their time for their peers and tasks, for instance, working longer hours and offering assistance to other teachers. Institutional leadership and policy makers should endeavour to enhance the self-leadership of teachers.
Academic Search Premier	Educational Management Administration & Leadership. 2012. 40(6):707-723.	Marshall, C, Kiffin-Petersen, S & Soutar, G	The influence personality and leader behaviours have on teacher self-leadership in vocational colleges	Quantitative, Correlational: questionnaires	Teachers in a vocational college in Australia n=418	Practicing self-leadership leads to improved educator performance. Educator self-leadership can be promoted through transformational leadership practice and transformational leadership training.
Education Source	Journal of Institutional Research in South East Asia. 2017. 15(3): 73-85.	Mendoza, HGP	Self-leadership and core self-evaluations: an approach to a personal management development programme	Quantitative, description, correlational	faculty members of a non-sectarian, co-educational private higher education institution (university) in Cagayan de Oro, a major	Faculty members were found to be in possession of high levels of empowerment and self-awareness. They had very strong values and sources of motivation from which their deep and solid personal viewpoints are based. Self-leadership stimulated self-control. Professional development should be a continuous, self-initiative process.

Database or publisher	Journal & Year	Author(s)	Title of article	Study design	Participants	Key findings
					city of Southern Philippines n=150	
Human Resource Management Academic Research Society	International Journal of Academic Research in Economics and Management Sciences. 2013. 2(5):192-203.	Razieh, A, Reza, A & Saeid, R	The analysis of relationship between self-leadership strategies and components of quantum organisation at universities	Quantitative: correlation research method	Faculty n=210	Faculty members with high self-leadership levels are better at solving institutional problems. Educational institutions are encouraged to invest in the self-leadership skills of its employees through training. This could improve the overall functioning of the institution. Shared leadership facilitates self-leadership and innovation. Self-leadership enhances collaboration wherein employees think, dialogue and learn together.
JOE.org	Journal of Extension. 2012. 50(5):n.p.	Ricketts, KG, Carter, HS, Place, NT & McCoy, T	A look inside: Self-leadership perceptions of extension educators	Quantitative, correlational, exploratory	agricultural educators n=249	Educators were not aware of the potential effects that their thought processes could have on leadership. Educators should be exposed to self-leadership training throughout their professional careers. Educator self-leadership enhances participation in the institution's community engagement projects.

Database publisher or	Journal & Year	Author(s)	Title of article	Study design	Participants	Key findings
Education Source	Educational Sciences: Theory & Practice. 2017. 17:9465-968	Sesen, H, Tabak, A & Arii, O	Consequences of self-leadership: A study on primary school teachers	Quantitative, correlational	teachers working in primary schools in Turkey n=440	Educators that internalised self-leadership behaviours were more obligated to the institution, were satisfied with their jobs, and displayed innovative behaviours. They practiced self-leadership through self-evaluation, were self-motivated and set personal goals. Policy-makers and institutional managers are encouraged to demonstrate self-leadership behaviours towards followers.
SAGE	Journal of Experiential Education. 2008. 31(2):168-188.	Thomas, G	Facilitate first thyself: The person-centred dimension of facilitator education	Naturalistic inquiry approach and interpretivist paradigm: Qualitative surveys using semi-structured interviews, participant observation, thematic analysis and graduate surveys	Facilitator educators in an experiential education context n=7: (4=Australia 2=New Zealand 1=USA) Emerging facilitators (graduates) n=104	Self-awareness and self-exploration can empower facilitators in dealing with situations characterised by heightened levels of interpersonal conflict. Managing groups starts with managing oneself. Facilitators should practise self-leadership. Facilitators can easily connect with peers and students through self-awareness and empathy.

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