

A RESEARCH ON THE EFFECT OF INDIVIDUAL VALUES ON SELF- LEADERSHIP BEHAVIOR^{1 2}



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ABSTRACT | The concept of self-leadership generally focuses on individuals; internal motivation in order to regulate their actions and their acquisition. At this point, the effect of individual values on the learning and implementation of self-leadership behaviors will be evaluated within the scope of intrinsic motivation and social learning theory. The aim of the research is to examine whether the individual values of managers and employees have an effect on self-leadership behavior. Quantitative research method was used to evaluate within the framework of the research. The research sample consists of managers and employees. It has been observed that the values that guide the behaviors of the managers and employees affect the behaviors of leading them, and the self-perceptions of the individuals increase. It's thought that examining the effect of individual values on self-leadership behaviors by evaluating the research together within the scope of managers and employees will contribute to the relevant literature.

Keywords: Individual values, self leadership, leadership

JEL Codes: D23, M12, O15

Scope: Business administration

Type: Research

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¹ Compliance with the ethical rules of the relevant study has been declared.

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BİREYSEL DEĞERLERİN KENDİ KENDİNE LİDERLİK DAVRANIŞINA ETKİSİ ÜZERİNE BİR ARAŞTIRMA



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ÖZ | Kendi kendine liderlik kavramı genel anlamda bireylerin kendi eylem ve düşüncelerini düzenleyebilmek amacıyla iç motivasyonlarını sağlamaları ve bu bakış açısını edinmelerine odaklanmaktadır. Sosyal öğrenme kuramında da, bireylerin davranışlarının, bireysel özellikleri ve çevresel etkiler ile etkileşim içerisinde olduğu ve öğrenilebileceği hususları belirtilmektedir. Bu noktada bireysel değerlerin kendi kendine liderlik davranışlarının öğrenilmesinde ve uygulanmasındaki etkisi içsel motivasyon ve sosyal öğrenme kuramı kapsamında değerlendirilecektir. Araştırmanın amacı, yöneticilerin ve işgörenlerin bireysel değerlerinin kendi kendine liderlik davranışı üzerinde etkisinin olup olmadığının incelenmesidir. Araştırma çerçevesinde verilerin değerlendirilmesi amacıyla nicel araştırma yönteminden yararlanılmıştır. Araştırma örneklemini yöneticiler ve işgörenler oluşturmaktadır. Araştırma çerçevesinde korelasyon ve regresyon analizleri yapılmıştır. İşgörenlerin davranışlarına rehberlik eden değerlerin, kendilerine liderlik etme davranışlarını etkilediği, bireylerin kendilik algılarının arttığı görülmüştür. Yoğun çalışma temposu altında yöneticilerin ve işgörenlerin kendilerini yönetme becerilerini edinmeleri önemli yetkinlikler arasındadır. Araştırmanın, yöneticiler ve işgörenler kapsamında birlikte değerlendirilerek bireysel değerlerin kendi kendine liderlik davranışlarına etkisinin incelenmesinin ilgili literatüre katkı sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Bireysel değerler, kendi kendine liderlik, liderlik

JEL Kodları: D23, M12, O15

Alan: İşletme

Türü: Araştırma

1. INTRODUCTION

In today's conditions, the global uncertainty with the Covid 19 epidemic and the rapid changes in business methods play an important role in reconsidering the management approaches in businesses, and therefore leadership understandings, and bring different leadership approaches to the agenda. The phenomenon of self-leadership, which emerged with modern approaches, is also a leadership theorem that focuses on people. In fact, it is an important issue for the success of the organizations that the development in terms of businesses starts with the employees and the individuals manage themselves. Self-leadership is defined by Manz (1986) as “controlling one's behavior and directing oneself by applying cognitive/natural-based and behavioral-based strategies to achieve individual and organizational success”. In addition, it is stated that it can be among the important factors in increasing the performance and productivity of the employees and may be important in terms of empowering the employees (Doğan & Şahin, 2008). As a matter of fact, in order to empower employees, it is important for businesses to first understand and reveal the individual talents and values of their employees (Manz & Sims, 1991).

Self-leadership was evaluated by studies on psychological factors and personality traits. (Stewart, Carson & Cardy, 1996; Williams, 1997; Houghton, Bonham & Neck, 2004). According to Şahin, Karakuş & Uğurlu, (2014)s' research, the self-discipline levels of employees compared who received training on self-leadership behaviors before and after training. It is stated that positive results were obtained, and the participants whose self-discipline dimension was low before the training had a self-awareness of how they could implement their own leadership behaviors after the training. Also, in related research; It contributes to the performance of the organization by increasing the innovation skills and creativity of the employees (Doğan & Şahin, 2008), increases the individual and team performance, provides job satisfaction (Politis, 2006; Prussia, Anderson & Manz, 1998). It is stated that facilitates the management of differences and organizational change in organizations, entrepreneurial individuals increase their performance (Doğan & Şahin, 2008).

Values, on the other hand, are seen as concepts that affect individuals' choices in their behaviors and guide them, and are evaluated as preference criteria or standards (Vurgun & Öztop, 2011). It is closely related to the dimensions of emotion, thought and behavior of individuals. In most studies examining values in the field of social sciences, it is stated that it has a fundamental importance in explaining the behavior of individuals (Kuşdil & Kağıtçıbaşı, 2000).

Among the basic assumptions of social learning theory, it is mentioned that behaviors can be learned, and individuals' capacity to manage themselves.

(Bandura, 2001). In the theory of intrinsic motivation, it is mentioned that the individual can motivate himself without being dependent on external factors (Houghton & Neck, 2002). The main point to be examined within the framework of the research is that individuals learn self-leadership behaviors by providing their intrinsic motivation and to determine which individual value dimensions will guide them in their implementation. As a matter of fact, it is assumed that individuals who are aware of their personality structures will get to know themselves better, can regulate their emotions and thoughts (Skowron & Dendy, 2004) and can acquire self-management skills more easily (Markham & Markham, 1995; Doğan & Şahin, 2008). The assumption that both managers and employees can adopt self-leadership behaviors and work more efficiently in line with their goals and their performance will increase makes it important to implement these behaviors. In the light of this information, it is aimed to investigate whether the individual values of the employees have an effect on their self-leadership behaviors.

2. THEORETICAL BACKGROUND

2.1. Self-Leadership

The self-leadership is generally defined as self-directed individuals providing their own motivation to work (Houghton et al., 2004). Among the some studies in the related literature, it is stated as a process in which people direct themselves by providing the necessary self-motivation to achieve their goals and achieve success (Manz & Neck, 1991).

The concept of self-leadership, first emerged in the mid-1980s with the expansion of the concept of self-management. It is evaluated under 3 strategies as behavior-focused, natural reward and constructive thought pattern model (Manz, 1986).

Behavior-focused strategies are about expanding one's self-awareness. Behavior-focused strategies relate to expanding one's self-awareness and encompass self-observation, self-goal setting, self-reward, self-punishment, and self-cueing. In the self-observation strategy, individuals are advised to set goals in line with their goals. At this stage, it is stated that they observe themselves and become aware of the reasons for their behaviors and how often they perform their repetitive behaviors (Manz, 1986).

In self-goal setting strategy, an individual who can consciously collect information about herself/himself determines her/his goals and motivates herself/himself to reach them (Houghton & Neck, 2002). Again, self-rewarding, which enables the individual to direct her/his behaviors, can be used as a tool that will enable her/his to reach her/his goals more effectively (Manz & Neck, 1991).

It includes the individual's evaluation and review of the causes of her/his negative behaviors/mistakes, and regulating the relevant behaviors in order not to repeat them (Tabak, Sığırı & Türköz, 2013).

In the method of self-cueing to oneself, it is suggested that the individual can both change the behaviors she/he wants to change by taking action and put her/him into a certain routine by using the marking technique (Houghton & Neck, 2002). Thus, it is emphasized that the individual who realizes her/his behavior and takes steps for change can motivate herself/himself more easily (Çelik & Polat, 2017).

Natural reward-oriented strategies, on the other hand, are more focused on internal rewards and enable individuals to increase their internal motivation while performing their duties (Kayral, 2016). It is based on the assumption that individuals will show higher performance if they approach their activities with a positive perspective (Manz, 1986). The fact that the employee can see natural rewards in her/his activities and in daily life increases motivation, especially under difficult conditions. In this strategy, instead of leaving the pleasant and unattractive aspects of the actions aside, it is aimed to overcome them in a more constructive way (Doğan & Şahin, 2008). Unlike the self-reward strategy, the rewards are in the behavior/work and the individual is satisfied as long as she/he exhibits the behavior/job (Tabak et al., 2013).

Constructive thought pattern model strategies, on the other hand, are related to mental models. It includes the individual's developing new ideas, using her/his creativity, and transforming them into habits (Houghton & Neck, 2002). It includes the strategies of "identifying and changing thoughts and assumptions", "imagining successful performance in the future" and "talking to oneself" in a positive way (Arlı & Avcı, 2017). Self-leadership strategies are in Table-1; Three main strategies and nine sub-strategies can be shown in detail and in line with an example as follows (Neck & Manz, 2010; Stewart, Courtright & Manz, 2011; Kahraman, 2017).

Table 1: Self-Leadership Strategies and Model Behaviors

Category	Strategy	Description	Example
Behavior-focused Strategies	Self-observation	It is aimed to increase the awareness of individuals by performing certain behaviors.	Giving more importance to the process of a deadlines' project or work that needs to be cultivated, identifying distractions
	Self-goal setting	It is aimed to raise awareness of the individual. The individual makes plans in line with her/his goals and organizes her/his behavior accordingly.	Setting specific goals to be achieved as a result of performance.
	Self-reward	It is the individual's determination of rewards in accordance with her/his goals. This includes being able to take action in line with their goals and gather the necessary energy.	To demonstrate the behaviors necessary to complete the task to be fulfilled.
	Self-punishment	It is similar to natural reward behaviors and focuses directly on individual consequences.	Making constructive criticism against oneself to improve performance.
	Self-cueing	It includes acting in the direction of increasing the positive behavior of the individual.	Keeping notes on the task that needs to be done and removing distractions from the desk.
Natural Rewards Strategies	Building natural rewards into tasks	It involves creating more pleasing features in an activity related to a task that one must perform.	Identifying a more pleasant place for a business meeting
	Focussing on the natural rewards	It involves focusing attention on the natural reward elements of the task/job, rather than focusing	Choosing to focus on the healthy life that will be achieved as a

	inherent in tasks	on and thinking about undesirable situations in order to shape their own perceptions.	result of sports, not the effort spent on sports
Constructive Thought Pattern Strategies (Cognitively Focused Strategies)	Self-talk	It involves the individual replacing destructive self-talk with more positive self-talk.	For example, about a meeting that the individual should attend; instead of thinking "I feel very nervous for this meeting", thinking "I have prepared very well for this meeting and I can make many useful contributions" and motivate herself/himself.
	Evaluating beliefs and attitudes	It involves examining an individual's current thought patterns and working on changing their irrational beliefs and assumptions.	The individual learns to develop more motivating beliefs during the evaluation of her/his own performance instead of destructive thought patterns. Saying "I could have done better, I will learn from my experience and I will do better next time" instead of "I did a terrible job"
	Visualisation	It involves visualizing the successful performance of the individual and rehearsing her/his steps before starting a job.	Dreaming of achieving a successful outcome.

Figure adapted from Neck and Manz, (2010); Stewart et al. (2011) and Kahraman, (2017)

2.2. Self-Leadership and Individual Values

Values are described as guides for behaviors that guide the lives of individuals and change between situations (Kluckhohn, 1951; Vurgun & Öztop, 2011, p. 219). It is stated that individuals primarily act according to their individual values in order to reach their goals in working life, to direct themselves and to provide their internal motivation. Bourdieu and Passeron (1979) have stated that; the culture in which individuals grow up and live in can also be shown as one of the most important factors that affect the behaviors and values of the individual.

Schwartz (1992) has identified 10 core values consisting of 4 main dimensions. As mentioned these values are created in response to the needs for biological, social relations and group functions and was evaluated in two categories as individual and social. Individual values consist of achievement,

power, hedonism, self-direction and stimulation. The common aspect of these values is that they emphasize individual interests and characteristics. Social values are; security, conformity, tradition, universalism and benevolence. The emphasis of these values is on the interaction of individuals with society (Schwartz, 2006: 965; Doğan, 2018). In this direction, the values of self-development and openness to change, which cover the relationship between the individual's direct self-directed behaviors, were evaluated within the scope of the research.

Although the subject of influencing and directing themselves is go a long way back, the concept of self-leadership is considered as a newer subject. Self-leadership has started to be studied in the literature with Manz's book published in 1983 and then in the *Academy of Management Review* in 1986 (Kahraman, 2017).

The concept of self-leadership is associated with the individual's self-direction and intrinsic motivation behaviors (Manz & Neck, 1991). And also in the relevant literature, attention was drawn to the concept of "Value-Oriented Management" by Selznick (1957), and it was suggested that it might be important to consider the concept of value. Selznick is concerned in how organizations become institutions within the framework of institutional theory and how institutional processes affect organizations (Greenwood, Hinings & Whetten, 2014). In fact, Selznick mentioned that corporate leaders should lead the institutionalization process by "instilling value" in their organizations beyond the technical requirements of the institutions (Selznick, 1957; Jung & Choi, 2011; Washington, Boal & Davis, 2008). It is important in that it gives leaders and managers the responsibility to choose and express values for their institutions (Shinn, 1996). The values are; In fact, in a way, they are the ideal beliefs of individuals. The most important role of values is that individuals motivate and direct their actions (Kraatz, Flores & Chandler, 2020).

It is reported that values play a role in the behavior of individuals (Schwartz, 2003). In the light of this information, it was aimed to examine the role of individual values in learning self-leadership behaviors and their effects on self-leadership behaviors within the framework of intrinsic motivation theory (Deci, 1975) and social learning theory (Bandura, 1977).

Within the framework of the self-leadership model, the natural rewards that individuals achieve as a result of the actions or tasks they like to perform are conceptualized based on the intrinsic motivation theory. Individuals claim that they struggle to increase their feelings of self-determination, such as competence and autonomy (Deci, 1975).

It was stated by Manz (1986) that the behaviors of individuals are not caused by external factors, on the contrary, it is internal factors, not external factors, that activate and control individuals. “The main subject of self-leadership is that the development of one’s abilities such as self-awareness, self-regulation and self-motivation leads to individual competence” (Karp, 2013: Kahraman, 2017, p. 9).

Intrinsic motivation of the person; It is the natural tendency to be open to changes, to achieve the difficult, to enhance oneself, to research, to learn and to practice. Indeed, it is stated that intrinsic motivation creates the best phenomenon that explains an individual's positive potential (Deci, 1975). Through self-leadership strategies, in a way, the individual is provided with the opportunity to make a choice. It is emphasized that internal motivation can increase in direct proportion by giving individuals opportunities to orient themselves. It is considered that the most effective among the motivation dimensions for the individual to take action while taking any action is the intrinsic motivation (Nal & Sevim, 2019).

In social learning theory, it is stated that behavioral change of individuals is a change in understanding the relationship between behavior and reward. It is stated that sometimes people can change their behavior with simple changes in their minds (Bandura, 2001). In self-leadership, the sense of competence and self-control are stated as the main point in the conceptualization of natural rewards (Neck & Houghton, 2006). Behaviors that individuals are happy to do with the hedonism value dimension; In value dimensions such as achievement and power, it is stated that their intrinsic motivations, which enable them to take action in line with their behaviors, are related. (Schwartz, 1992; Neck & Houghton, 2006).

It is important that the content of the behaviors of individuals and their individual values are compatible with each other. Because if individuals accept these attitudes by themselves, it will be easier for them to internalize their goals. Thus, it is emphasized that they can be motivated in a comfortable and easy way. It is stated that every individual is motivated to work for general purposes in an enterprise. For example, it is possible for an individual to internalize the goals of the company she/he works for, integrate it with herself/himself and act in line with her/his job description, basically, if the individual basically trusts and connects to the institution she/he works for, the manager she/he works with and her/his colleagues. When the basis of all these ties is investigated, it is seen that the attitudes and values of the individual take place (Barbuto & Scholl, 1998; Nal & Sevim 2019).

The individual value of openness to change; It includes the sub-values of self-direction and status. It consists of values that reveal the emotional and

intellectual interests of individuals (Thierry, Dario, & Schwartz, 2002). Creativity, independence, determining one's own goals, self-esteem, curiosity, self-control, autonomy are values under the dimension of self-enhancement (Schwartz, 1992). It is stated that individuals with high openness to change values are individuals with high imaginations, non-traditional, creative and different thinking skills (Kubat & Kuruüzüm, 2010). Such that the individual's self-enhancement and self-activation values include independent thoughts, behaviors, and fondness for change (Korkmaz, 2010). As a matter of fact, behavior-oriented strategies refer to self-management approaches where ineffective behaviors can be transformed into effective behaviors in order to raise awareness in individuals. In other words, it is stated that individuals can change their self-awareness and unpleasant behaviors as a result of their own efforts (Neck & Houghton, 2006). In this direction, individuals who know the reason for their behavior will be able to exhibit more effective behaviors towards their goals (Doğan & Şahin, 2008). Self-management behavior, which is one of the self-leadership behaviors; It includes subjects such as self-management of the individuals, choosing their own behaviors, high creativity and being able to do research with their own free will (Ercan & Sıgır, 2015). Among the basic assumptions of social learning theory, it is accepted that individuals have the potential to shape their behaviors and it is stated that individuals have the power to control and regulate their own lives (Wood & Bandura, 1989). As a matter of fact, these aspects can be associated with self-direction values (Neck & Houghton, 2006).

A positive relationship between self-leadership, innovation and creativity has also been expressed in related studies (Neck & Houghton, 2006; Furtner & Rauthmann, 2010; Marshall, Kiffin-Petersen & Soutar, 2012; Bal Taştan, 2013). Again, in a study stated by Carmeli, Meitar & Weisberg, (2006) on employees and managers in different businesses in Israel, it was determined that self-leadership positively affects the innovative behaviors of both employees and managers (Çelik & Polat, 2017). According to Neck and Houghton's (2006) study, some variables such as job satisfaction, commitment, creativity, independence, psychological empowerment, confidence, self-efficacy, positive influence and team strength were evaluated as potential outcomes of self-leadership (Sesen, Tabak & Arli, 2017).

It is predicted that employees who prioritize these values will more easily display the appropriate behaviors for these strategies.

In light of these informations, our hypothesis is developed as follows;

H₁: Employees' individual values sub-dimensions (openness to change and self-enhancement) have a significant and positive effect on self-leadership behaviors.

3. RESEARCH METHOD

3.1. Purpose and Importance of the Research

In terms of businesses, starting from the employees, self-management of the individuals are among the important issues for the success of the organizations. Empowerment of employee is critical to the success of businesses. In order to empower employees, it is important for businesses to first understand and reveal the individual talents and values of their employees. In many studies examining individual values in the field of social sciences, it is stated that values have a fundamental importance in explaining the behavior of individuals. Individual values of individuals; It is closely related to the dimensions of emotion, thought and behavior. The assumption that both managers and employees can adopt self-leadership behaviors and work more efficiently in line with their goals and their performance will increase makes it important to implement these behaviors. In the light of this information, it is aimed to investigate whether the individual values of the employees have an effect on their self-leadership behaviors.

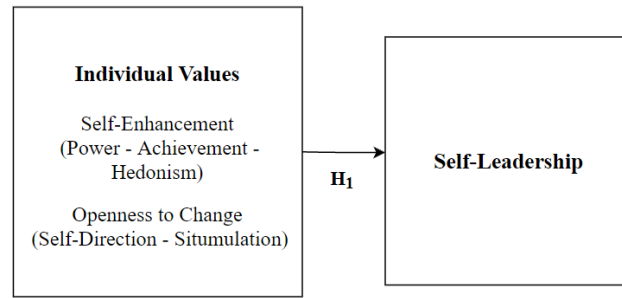


Figure 1: Research Model

The sample of the study includes 318 participants working in enterprises operating in the Organized Industrial Zones of Istanbul. Quantitative research method was used in this study. The convenience sampling was selected as the sampling method. The survey has been conducted on participants via e-mails.

The first part of the survey encompasses descriptive statistics. In the second part; within Independent Variable; In the context of Individual Values, (i) "Openness to Change (6 items)" and (ii) with "Self-Enhancement (4 items)". These variables are constructed by help of Schwartz (2003) for Measuring Basic Individual Values. The Dependent Variable in the third section Self-leadership was measured using the Turkish version of the scale developed by Houghton, Dawley & DiLiello, (2012) and adapted in Turkish by Şahin (2015) "Self-

Leadership Scale Short Form-9 statement". Relevant permissions were obtained from the owners of the scales used within the framework of the research.

Exploratory factor analysis was performed and Cronbach's alpha values were checked to investigate whether the observed variables were theoretically predicted factor structures and to evaluate the validity and reliability of the scales. In the next stages, first; in order to test the model and hypotheses of the research, correlation analysis was applied to determine the degree and direction of the linear relationship between the variables, regardless of whether they are dependent or independent. Then, the effect of individual values, which is the independent variable, on the self-leadership behaviors, which is the dependent variable, was investigated by multiple regression analysis.

3.2. Ethical permissions of the research

Ethics committee principles were complied with in the study and necessary permissions were obtained in accordance with the intellectual property and copyright principles.

Ethics committee permission information

Name of the committee that made the ethical evaluation = Marmara University

Date of ethics review decision = 24.06.2019

Ethics assessment certificate issue number = 14.10.2021-126976

4. FINDINGS

The participants of included in the research, 129 are women, 189 are men, 198 (64.4%) are managers and 120 (35.6%) are employees. Education levels are 51% postgraduate, 35% undergraduate, and 14% high school and associate degree. The age distribution of the participants, it can be said that they mainly consist of workers between the ages of 30-50. The information about the participants is presented in the tables below, respectively.

Table 2: Gender

Gender	n	%
Woman	129	41
Man	189	59
Total	318	100

Table 3: Employment Status

Employment Status	n	%
Manager	198	64,4
Employe	120	35,6
Total	318	100

Table 4: Educational Status

Educational Status	n	%
Postgraduate	162	51
Undergraduate	111	35
High School and Associate Degree	45	14
Total	318	100

Table 5: Age

Age	n	%
20-29	54	17
30-39	120	37,8
40-49	79	24,8
50-59	48	15,1
60-69	17	5,3
Total	318	100

4.1. Factor Analysis and Reliability

Exploratory factor analysis is applied using Principal Component Analysis and Varimax rotation method in order to investigate whether the observed variables were theoretically predicted factor structure. The Kaiser-Meyer-Olkin (KMO) sample adequacy test and the Bartlett test were performed to determine the suitability of the data set for factor analysis. As a result, it was found that the Individual KMO value was 0.749, the Self-leadership KMO value was 0.890, which was above the desired level of 0.50, and the Bartlett test was significant at 0.000. It has been also investigated the diagonal values in the "anti-image correlation" matrix and found that these values were above 0.5. Accordingly, it has been found that the sample data is suitable for factor analysis. (Hair et al., 2010).

In the exploratory factor analysis, the factor loadings and the "Communality" values are considered to be 0.5. (Saruhan & Özdemirci, 2013; Hair et al., 2010). Variables that do not satisfy these values or are not loaded into the theoretical predicted factor structure have been excluded from the scale. The relevant factor structure is shown in the Table 6 below.

Self-enhancement Total Variance was % 28,082, Openness to change Total Variance was % 21,455 and Self-leadership Total Variance was % 47,915. In the subscale of individual values, questions with similar factor weights remaining below the factor of sampling sufficiency of less than 0,50 were investigated (Kalaycı, 2009) and "Openness to change-Self-direction2", which is 0,253, excluded from evaluation. As a result of repeated factor analysis it is seen that Self-enhancement-Hedonism2 expression which is expected to be included in the "Self-enhancemet" factor included in the "Opennes to change" factor. The

Individual Values subscale of the study is examined under the two sub-dimensions in the literature stage of the this study.

As a result of the factor analysis, it was seen that the statements of the Self-Leadership Scale were gathered under a single factor, in parallel with the study of Şahin (2015). The Cronbach's Alpha value of each factor were above 0.5. Accordingly, it has been found that the inherent consistency of factor structures (Table 6). The reliability of the scales were evaluated using the Cronbach's Alpha coefficient, which is an internal consistency model based on the average of the correlation between the scale items.

Table 6: Exploratory Factor Analysis

Factors	Factor Item	Factor Loading	Explained Variance	Cronbach's Alpha	
Individual Values Dimension	Self-enh-Ach1	.829	28.082	.669	
	Self-enh-Ach2	.764		.687	
	Self-enh-Pow2	.728		.702	
	Self-enh-Pow1	.552		.724	
	Self-enh- Hed1	.504		.684	
	Openness to change	Open change-Sit1	.800	21.455	.701
		Open change-Sit2	.613		.726
		Open change-Self-direct1-	.586		.739
		Self-enh-Hed2	.581		.692
Kaiser-Meyer-Olkin Measure of Sampling Adequacy: .749					
Bartlett's Test of Sphericity Approx. Chi-Square: 612.223; df:36; Sig.: .000; Total Explained Variance:49,537					
Self-Leadership Dimension	KKL5	.786	47.915	.821	
	KKL4	.754		.825	
	KKL2	.742		.830	
	KKL6	.713		.835	
	KKL7	.711		.835	
	KKL3	.658		.846	
	KKL1	.646		.841	
	KKL8	.626		.842	
	KKL9	.565		.846	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy: .890					
Bartlett's Test of Sphericity Approx. Chi-Square: 1027.799; df: 36; Sig.: .000; Total Explained Variance: 47,915					

4.2. Correlation Analysis

As a result of the Pearson Correlation analysis, a positive ($r=0.402$) and statistically significant ($p=0.000<0.01$) relationship was found between self-

development and self-leadership. According to the investigated correlation coefficient, this relationship is moderate. ($0.40 \leq r < 0.59$) (Şencan, 2005; Altunışık et al., 2004).

A positive ($r=0.377$) and statistically significant ($p=0.000 < 0.01$) relationship was found between openness to change and self-leadership. According to the calculated correlation coefficient, this relationship is weak. ($r < 0.40$ the ratio is weak), (Table 7).

Table 7: Correlation Analysis Results

	1	2	3
1-Self-enhancement	1		
2-Openness to change	.454**	1	
3-Self-leadership	.402**	.377**	1

** $p < .01$

4.3. Multiple Regression Analysis

Multiple regression analysis was used to examine the effect of employees' individual values on self-leadership behaviors.

According to the results in Table 8, there is a moderate positive correlation between the variables ($R=.463$; $p < .05$). In addition, the coefficient of determination was found as $R^2 = .214$, and it can be said that 21.4 percent of the changes in self-leadership depend on individual values. The regression model was significant. ($F:16.997$, $p=.000$).

The results show that it is possible to predict self-leadership behavior with at least one of the independent variables. The R^2 value, which shows how much of the dependent variable is explained by the independent variables (Kalaycı, 2009), was 0.21. As a matter of fact, since self-leadership behaviors are a behavior that can be affected by other situations of employees, this value is considered reasonable.

Table 8: Impact of Individual Values on Self-Leadership

Individual Variable	B	t	β	Sig.
Self-enhancement-Mean	.275	5.177	.294	.001
Openness to change-Mean	.205	3.477	.213	.001

N: 318; R: .463; R^2 : .214; Adjusted. R^2 : .201; F:16.997;
Dependent Variable: Self-leadership

Table 8 shows which of the individual values independent variables has an effect on the dependent variable, self-leadership. The t values of the variables; shows that the effect of the variables on self-leadership is significant. B value shows that Self-enhancement value (B=.275; $p<.001$ and Openness to change (B=.205; $p<.001$) have the strongest effect. In the light of the findings obtained according to the results of the analysis, a positive and significant effect of the individual values of the employees on the self-leadership behaviors was determined and the H1 hypothesis was supported. (Self-enhancement; B=.275; $p<.001$; Openness to Change; B=.205; $p<.001$).

5. CONCLUSION

The concept of self-leadership allow the individuals to know themselves better and to direct themselves with a better self-awareness (Sydänmaanlakka, 2004: Yavuz & Ayan, 2019, p. 1004). The fact that employees can benefit from their talents while performing the tasks assigned to them, develop and increase their existing talents, enables them to see themselves as competent.

Self-leadership represents behaviors that help individuals increase their internal motivation and positive well-being (Hendricks & Payne, 2007). Since employees aim to take responsibility for their own behavior, it will be convenient for managers to work with employees who have these characteristics.

It is stated that a leader who can control her/his own behavior can manage the behavior of her/his employees more effectively (Manz & Sims, 1980). Therefore, it is one of the basic assumptions of the concept of self-leadership (Manz, 1986) that as the self-management skills of the employees as a whole develop, they will contribute to the efficiency and effectiveness of the institutions (Markham & Markham, 1995).

The concept of self-leadership also offers important implications for businesses. It is seen that human-oriented management behaviors affect the performance and productivity of enterprises. Self-leadership is associated with positive results that directly concern employees at both individual and group/team levels.

Self-leadership behaviors encourage individuals to achieve a slightly higher level of individual performance and individual effectiveness. They also have guiding roles (Neck & Houghton, 2006). Self-leadership is based on individuals' self-awareness.

As a result of the correlation analysis investigated within the framework of the research, from the sub-dimensions of individual values; openness to change and self-enhancement were found to be associated with self-leadership behavior. As a result of the multiple regression analysis, it was determined that the

individual values of openness to change and self-enhancement had significant and positive effects on self-leadership behavior.

It is emphasized that individuals with higher self-enhancement values can be individuals who attach importance to having power and achievement sub-dimension values. However, it is stated that they also may have a value priority that gives importance to the recognition of their achievements and abilities by others (Kuşdil & Kağıtçıbaşı, 2000).

Personal traits such as brave, creative, dynamic, proactive and pro-independence, etc., which expresses the value of openness to change is thought that individuals who have the characteristics of self-leadership can easily apply their own leadership behaviors (Doğan & Şahin, 2008). Because individuals whose openness to change values' are in the forefront, embrace independence and freedom as an important value; It is underlined that they attach great importance to creativity, genuineness and generating new ideas (Schwartz & Bardi, 2001). It can be said that they enjoy different experiences while looking for ways to work more efficiently in working life. In this direction, they may be in an effort to incorporate self-leadership behaviors into their daily work routines easily of their own accord. It is thought that the self-confidence and self-esteem of the employees who are more open to change and whose individual value is at the forefront may also be high and they may find their self-leadership behaviors more attractive.

These results obtained; is similar to the studies of Neck and Houghton (2006), Furtner and Rauthmann (2010), Marshall et al., (2012) and Bal Taştan (2013), which concluded that there is a positive relationship between self-leadership and innovation and creativity. In the study conducted on the Turkish banking sector by Ünsal, Tabak, and Ercan (2009) noted that private sector bank managers differ in their "Self-Enhancement" values, which include power and achievement. Within the self-enhancement value dimension, under the individual's desire to achieve; attention is drawn to individuals who have a desire for personal success by demonstrating competence according to social standards. The characteristics of employees with these values are listed, such as focusing on producing resources for other individuals to continue their lives and achieving the goals of groups and institutions, showing competence in terms of prevailing cultural standards, and giving importance to social approval.

It is thought that the individual values of the managers are also effective in this area and that the self-leadership behaviors of the managers who have the values of "open to change and self-enhancement" can help the businesses to gain a competitive advantage that is getting stronger. Such a finding can be considered as an indication that the management approach has undergone a change in the

new period. The awareness of the employees is increasing day by day in line with the requirements of their working conditions. In today's conditions, it is an important criterion for a good manager to be a good role model and to manage herself/himself.

The fact that both managers and employees have self-enhancement values that aim for achievement, show one's skills, make a difference and respecting can mediate their implementation of self-leadership behaviors and create a stronger effect on their productivity. As a result, it is stated that managers and employees who want to strengthen and enhance themselves can be more creative and reveal their personal abilities more easily. All these aspects can be contribute positively to the achievement and maintenance of competitive advantage by enterprises.

Among the limited studies in the literature investigating the relationship between self-leadership and individual values, it is thought that evaluating the relationship with individual values can contribute to the relevant literature.

It has been observed by the research that the individual values have an effect on the self-management skills of the employees by being aware of their self-leadership behaviors according to their value profiles, getting to know themselves better, providing their internal motivation and working towards their goals.

In this direction, it is thought that self-leadership can be useful in the management policies of enterprises, in recruitment and placement of employees, in examining the personality structures of individuals, in evaluating their value profiles and self-management skills. It is also important to provide relevant trainings so that employees can learn self-leadership behaviors in terms of their individual development within the framework of training needs analysis. It is also stated in the research findings of Şahin et al., (2014) that the trainings in question can help the employees to know themselves better, and that they are directly related to their characteristics such as self-discipline and self-awareness. In this direction, it is thought that it can contribute to the employees to work more efficiently.

In addition, it can be suggested to focus on the importance of the concept of self-leadership in empowering employees and to evaluate it with different variables in this direction. The relationship of the concept with the character and personality structures of individuals can be discussed in more detail.

The fact that the research covers a certain sample and was carried out with two value dimensions constitutes the limitation of the research. In this direction, it can be suggested to examine the concept of self-leadership with more

samples, managers and employees working in different sectors, and different value dimensions and other variables in the future studies.

6. CONFLICT OF INTEREST STATEMENT

There is no conflict of interest between the authors.

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8. AUTHOR CONTRIBUTIONS

Since this research was produced from a doctoral thesis, it was carried out by Sevcan Pınar, under the supervision of Prof. Dr. Olcay Bige Aşkun.

9. ETHICS COMMITTEE STATEMENT AND INTELLECTUAL PROPERTY COPYRIGHTS

Ethics committee principles were complied with in the study and necessary permissions were obtained in accordance with the intellectual property and copyright principles.

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