How Self-Concept Interferes Between Integrative Leadership and Leadership Effectiveness

Navneesh Tyagi, Devesh Gupta, D Baby Moses

ABSTRACT--- This paper uses a qualitative study method, describing the association of Integrative Leadership and Self-Concept with Leadership Effectiveness. It attempts to explore the intersection of these concepts rooted in higher education Institutions at a deeper level. This can provide practitioners with clues on how to realistically apply the theory to everyday practice. Moreover, through integrative leadership and self-concept, this paper describes how leadership effectiveness can be ensured in a ways that can foster mutual action in order to achieve the common goal. This can be used to push back on the forces of individualism, neoliberalism, and "tyranny of the majority" that tend to undermine democracy and perpetuate inequality in the Institutions of higher education. While this paper suggests a more collective or communitarian view, the intent is not to reject individual and neoliberal values, but to create a more balanced approach for the status quo. This paper lays the foundation of a more comprehensive conceptualization of leading and self as both the fields include diversity of approaches and theories.

Keywords: integrative leadership, self-concept, leadership effectiveness

INTRODUCTION

The future is always uncertain and the only thing we know is that it will offers opportunities for change. Visionary leaders were always there in Higher education institutes, but currently numerous circumstantial shifts have been witnessed within this sector, particularly the market expansion with increased marketization, internationalization of institutions with continuing globalization causing increased cross-border academic mobility, development of private institutions doomed for-profit, changes in funding with cutbacks in public funding (Altbach, 2011; Schofer & Meyer, 2005), and the expansion of student numbers with alternative student choice. Institutions should use these opportunities through the integrative efforts for pursuing their research and education. Therefore, different institutions are in need of the leaders having different abilities and competencies rather than the ones having been required in the past. The paradigms of leadership encountered in the Higher Education sector is changing therefore another requirement of understanding complexities in the development of leaders in institutions of Higher Education is increased. Appropriate leadership behaviour is looked-for to cope up these new settings. Now the question arises as to how to truly lead in an era where ancient methods and techniques doesn't appear to work? There is a dire need to develop an entirely new model of leadership by educational leaders of today's time. This new era of higher education that has restricted resources and a cautious public with low morale and a speed, entail a new flair of university leadership. Institutional leaders should deliberate and commit to diverse institutional values. A common vision and mission need to be developed by these leaders. Leaders should collaborate to enhance value to the research and educational enterprise. Think of the leadership team should be strategic that remain adaptable in the long run. It should focus relentlessly on their goals because ultimately it is the result that matters.

Increasingly academicians and practitioners from all over the world are viewing leadership from diverse perspectives of culture and organizations. Generally speaking, focus of studies in the field of leadership has been shifted from leaders to leadership in explaining about the relationship between leaders and followers (or constituents, colleagues, collaborators). To safeguard fairness and understanding of the institutional goals, the process of decision making about objectives and measurement standards is becoming common now. It include complete information sharing. This should include explaination of the earlier results in terms of individual, departmental, and institutional values, satisfaction about them, and, if not satisfied, how and where to improve them. This tug-of-war amid leaders may break faculty or staff and even leadership which can preclude teamwork among people for the achievement of the educational and research mission.

Basically, this paper emphasizes the dependence of leader's individual success on helping others to succeed. The failure and success of anybody is fundamentally reliant on their opinions about their own self and on what others think about them. It is the self-concept of followers, which is dynamic, unique, and always evolving. Self-concept develops through age. What we perceive about ourselves can be reformed and influenced by environmental factors. Interaction between people and environment are the key factor for the improvement of people's Self- concept.

Navneesh Tyagi, Assistant Professor, Department of Business and Management Studies, Meerut Institute of Engineering and Technology, Meerut.(E-mail-nishuramantyagi@gmail.com)

Devesh Gupta, Assistant Professor, IIMT Group of Colleges, Meerut. (E-mail: icfedevesh@gmail.com)

D Baby Moses, Director, IMS, Roorkee. (E-mail-angel.karunakar@gmail.com)

How Self-Concept Interferes Between Integrative Leadership and Leadership Effectiveness

Gerger (1955) pointed out that social interaction help in understanding self and guide actions. Everyone in today's scenario wants to be involved in different practices and decision making. Function of a leader is now basically to pay attention to them politely and to organize them together so that organizations can effectively move forward. This integration should involve people at all levels, schools of all kind, their departments and the entire system of institution. It should also include the governance and community which is served by them. This way it can be switched from an organization- centric business model to a public centric business model.

Incorporation may occur in many varieties and any particular form cannot be considered as ideal for every institution. The first component for achieving a good result is to begin with good people. Help from these good people can accomplish every goal. The steadiness and courteousness amongst colleagues increases the disposition between leaders and staff members. Productivity among staff members can also be brought up by strongly designing and collaborating equal reward schemes by leadership groups. This involves promoting incorporation from the top level to the faculty/ staff and management team and from the staff level to the top level. The staff members must feel valued in order to take greater accountability. The achievement motivation is significantly related to psycho-social variables like Self-concept. Followers may get to go beyond their personal self-interest for getting collectivity through the actions of leaders and can be explained as an effect of leadership (Burns, 1978 and Bass, 1985). Self-concept (along with some of its identities and values) of staff members are used to link collective goals beside their necessary behaviors related to them (Shamir, House and Arthur, 1993). Greater benefits can be achieved with the help of integration and an interdependent kind of culture within the institution. There are different tools that leaders must use to follow integration but their application varies widely therefore they must be tailored to institutional specific needs and its location specific communities.

For integration leaders should talk about everything honestly and share accountability keeping due consideration to its objectives and measures of advancement towards those objectives. Personal identification with leaders can be maintained by emphasizing collective identities and collective efficacy. It further help in value internalization and social identification (Sharma and Krishnan, 2005). Followers generally choose those leaders who represent their own values and identities.

SELF CONCEPT

All of us want to live a purposeful and meaningful life. Our collective beliefs about our own self are defined as self-concept. It includes perception of our behavior, abilities, and personality. Self-concept is considered as a key to success in most of the psychological and educational literature. It shapes individual's views about his affairs in the world and reflection of his overall quality of life. It serves to answer some basic questions about our own self who are we as an individual, and what our place is in the society and other's lives is. It serves as an important component of personality of a person. Raimy (1943) defined this term as "an organized perceptual object that is built upon self-observation related to past and present for instance different believes of an individual about himself. It is a map that helps especially in the instant of crises or variety and in understanding about himself as a person". One's failure or success is mainly dependent upon one's opinions about oneself and what is others thinking about him or her. This concept is always unique, dynamic, and growing. Individuals are not born with a self- concept rather it is developed through the growth of the person. That means self-concept can be created and recreated. Environmental factors also influence self-concept because it is developed through interaction between environment and the people. Social interaction helps to understand own self and guide actions. The interactions continuously affect self-concept (Gerger, 1955). Sood (2006) has defined Self-concept as the sum total of an individual's perception about his /her social, physical, academic, and temperamental proficiency. It includes the convictions, values and beliefs held by any individual. The idea behind self-expressiveness of human beings lets us to comprehend behaviors that do not fulfil self-interest, which is expressed extremely as self-sacrificial behavior. Transformational leadership may be observed as its implication. Self-concept is an individual's way of viewing owns self. Alternatively it is any person's overall way of feeling, thinking, and behaving." Six dimensions of self-concept are explained by him that are social (sense of self-worth by individual in public interaction); physical (personal opinion of their strength, health, body, and physical appearance); temperamental (prevailing emotional state of predominance in the views of individual about a specific type of emotive reaction); educational (different activities in relation to individual); intellectual (awareness about capacity and intelligence of judgments and problem solving); and moral (right, moral worth and wrong activities).

Leader's perceptions regarding their personal physical, temperamental, social, educational, intellectual, and moral aspects can be understood through self-concept as it has been emerged as a dominant element in personality pattern.

SELF-CONCEPT AT INDIVIDUAL, COLLECTIVE, AND RELATIONAL LEVELS

The self-concept is a multidimensional concept which is classified into the relational level, individual level, and collective levels. On the relational level, people explain themselves in associations and relations with others. This is the level where people are motivated through the prosperity of other, and appropriateness of their role behavior of individual to determine self-worth. On the individual level, behavior is guarded by self-regard that comprises interpersonal contrasts. Individual's gain their sense of self-worth and uniqueness from perceived resemblances with and dissimilarities from other persons. At the collective-level, social group memberships are considered by individual for defining themselves, where positive intergroup comparisons express self-worth. Individuals get motivation from the welfare of the groups to which they belong.

THE WORKING AND CHRONIC SELF-CONCEPTS

There are both trait like and state like abilities which are involved in Self-concept activation. Relative and time-variable (trait-like) availability of the relational, collective, and individual levels for a particular individual is represented by chronic self-concept. Diverse self-schemas in people are formed as a result of their different learning experiences. On the contrary, the working self-concept is specific to moment and situation wise activation of level of self-concept which is shaped by varied factors in situations. Subsequently, the currently active self-concept level differs with time, attitudes, information processing styles, and goals related to each level. Different people exhibit the different levels of accessibility across the three levels in the chronic self-concept. Social and cognitive development, especially those related to preceding social interactions and cultural effects create baseline activation of chronic self-concept. For instance, people may be persistently prominent in individualistic cultures with explicit schemas emphasizing their exclusive individual attitudes and attributes. In the context of work, some phenomena like consistent routines and organizational culture add to activation of chronic Self-concept. The indirect significance of chronic self-concept was stated in Moorman and Blakely (1995) as persons having collectivistic norms and values exhibit more citizenship behaviors through the activation of chronic collective self-concept. Unluckily, research are very sparse that observes the influences of chronic self-concept activation aimed at outcomes related to job and employee's work and attitude. The momentary social context concerning the working self-concept are differentiated with respect to the hints present currently present. Hints include individual's current performance and work related feedback received within organizations. In the organizational contexts leaders are a significant components (Lord and Brown, 2004) and hence they can influence working self-concepts of subordinates. All these hints related to situations like leader behaviors and work tasks serve as inputs which, if can generate or amend individual's self-concept and present knowledge structures (Lord and Brown, 2004). Under tough situations, these contributions can also supersede individuals' levels of chronic self-concept. Conclusively, there are variation at both within-individual as well as between-individual levels during activation of self-concept (which may reveal situational highpoints). Therefore even though the working self-concept is weak, activation of chronic self-concept serves as a presenter about which this activation varies. This relationship concerning the working and chronic self-concepts have several consequences, for instance the need to regulate the effects of chronic self-concept while evaluating the working self-concept. When we form behavioral purposes, individuals with self-concepts place more importance to their own peculiar attitudes, while those having collective self-concepts were placing more importance to subjective norms like social pressure from friends, media, family etc. People may also make choices that reduce the danger of opposing results and highlight parity for their group irrespective of their prospective achievements in the cases of activated collective-level social identities (Briley & Wyer, 2002). Influence of self-concept is also seen in reactions of people to certain other people and information. Working self-concept effects attitude of people towards a message, its content and the sender. Different kinds of social comparisons made vary with respect to levels of self-concept, in that way impacting responses toward other persons. Assimilation effects like celebration of others victories are greater for individuals that have collective identities, then again contrastive effects for instance rejoicing in failures of others are found to be more common in individuals that have individual identities (Stapel and Koomen, 2001). This discussion proposes self-concept as a significant concept moderating the significance of integrative leadership and self-concept. Literature have presented the impacts of working self-concept on intentions and attitudes of employees towards work.

INTIGRATIVE LEADERSHIP AND SELF CONCEPT OF FOLLOWERS

There are ample of treatise that shows higher levels of motivation and morality through which followers and leaders raised one another (Burns, 1978; Shamir, 1991) that highlights excelling personal-interest for maintaining the collectiveness. But literature is still inadequate on rational maximization of personal utility to clarify activities owing to over-emphasis (Shamir, House and Arthur, 1993). The extent of person's motivation to do a job could be improved by enhancing person's self-concept because

(i) work related identities are prominent in the individual's self-concept,
(ii) requirement in the job include activities that are reliable with the individual's self-concept and,
(iii) correspondence of career prospects on the job towards the individual's likely self-concept.

Bycio, Allen and Hackett (1995) have observed the connection of leadership with intent to leave, performance and satisfaction, and organizational commitment. Regarding performance and satisfaction, transformational scales proved satisfaction with the leader, positively strong connection with extra efforts of subordinates, and subordinate-rated leader effectiveness. Judge and Bono (2000) have also found the impact of transformational leadership behavior on satisfaction of the subordinates to their leader; work motivation and organizational commitment of the subordinate (Goodwin, Wofford, and Whittington, 2001). Motivational mechanisms of followers and Transformational leadership are linked to the self-concept of followers in the study of Shamir, House, and Arthur (1993). They proposed that followers can be motivated by emphasizing on growing the effort-accomplishment expectancies, the intrinsic valence of goal accomplishment, and the intrinsic valence of efforts by the charismatic leader. Transformational leaders impart confidence in an enhanced future and create individual commitment.

The social identity theory suggest that personal identity covering peculiar characteristics consist of the self-concept. The social identity involves relevant collective identity and group classifications.

How Self-Concept Interferes Between Integrative Leadership and Leadership Effectiveness

LEADERSHIP EFFECTIVENESS

Leadership effectiveness as put forward by Reddin (1970) is the extent to which a manager or leader achieves the output requirements of the position. It is a result oriented phenomena; therefore those activities and functions which contribute to goal achievements and results need to be focused. A leader should understand working people's psychological and social needs so as to satisfy them because individual's perceptions and behaviours are related to each other. Chakrabarty and Kundu (1984) proved that individuals who are warm-hearted, dynamic, persevering, pragmatic, stable, easy going, and emotionally mature have higher effectiveness. But the situations and requirements of people are continuously changing; therefore higher adaptation skills are required in the managers so as to be effective (Hersay and Blanchard, 1977). Collectively four aspects of leadership in managerial positions are covered by researchers in the functional paradigm; people management, task management, strategic management, and relationship management.

PEOPLE MANAGEMENT

Theories related to the management of people like human behaviour theory put emphasis on behaviour that is voluntary, learned, and a function of its consequences (Vroom, 1964). This involves obtaining trust of institutional members, image building, example setting, knowledge sharing, communications, building friendly atmosphere, conflict resolution, discussing important policy matters, encouraging staff members' participation and their welfare, fair allocation of work with well- defined roles and responsibilities are proven helpful to raise favourable responses from the people because of the consequences those responses will bring about.

Task Management

Different views are available in the literature regarding task management for instance work processes are focused by Taylor (1911), Maslow (1970) and Vroom (1964) focused on worker motivation, management's assumptions were taken by McGregor (1960) in Theory X such as people are lazy, dislike and avoid work along with TheoryY such as people are intelligent, creative, want to work. Managerial leaders should be effective in delegation, planning, coordinating, motivating, appreciating and rewarding, creating conducive conditions, interacting and using tactics for task accomplishments.

STRATEGIC MANAGEMENT

Effective leaders must be forward looking and future oriented. They should maintain control over performance, i.e. control of work not workers. They should devise effective methods to perform training need analysis and look out for training opportunities in order to grow and develop staff members. Contingency theory (Fiedler, 1964) emphasizes that managers while making any decision must consider all features of the existing situation and act on the main features of the situation athand.

RELATIONSHIP MANAGEMENT

Hersey and Blanchard (1993) in their tridimensional model discovered correlation that are situation based in task behavior, relationship behavior, and the readiness of the group. Mintzberg (1979) liaison role explained that both informal and formal networks are made by the leader to achieve information precarious to the organizational success. Scott et al., (2008) has identified various areas of emphasis in academic leadership that are crucial for the majority of leadership positions including management of relationships, formulation of policy, dealing with challenging staff, attending meetings, and participating in various features of planning.

That is why an effective managers should interact regularly to make effective relations, work with staff members to reach decisions and be easily accessible. It is evident from the above discussion that academic leaders have to focus upon employee behaviour (people management), work process and people attitude towards work (task management), liaising among them (relationship management) with a future orientation (Strategic management) to adapt to the changing situations.

CONCEPTUAL FRAMEWORK & BRESULTS

People in the leadership positions in higher education institutions are central agents for whom faculties and staff members are in the same way capable and important motivational sources. In integrative leadership, the effect relationship is concerned with the improvement of leadership achievement. An integrative leader engages aspects of uniqueness in the self-concept of followers. From the above discussion it is proposed that a positive relationship exist between integrative leadership and follower needs. The effectiveness of a leader is evaluated in terms of achievements of his followers. As per various treatise between self-concept and achievement motivation, a positive correlation exists. In individuals having a high self-concept, a high level of intrinsic motivation can easily develop within themselves. It results in great achievement because for the developmental and growth process of individuals, self-concept is an important component. Achievement motivation act as intrinsic motivation of an individual that is required for the planning of work, actions pattern and feeling of self to attain success at the desired level of excellence in standard. Followers having high motivation for achievement normally do good and those having low motivation for achievement do not do so good. Followers having high self-concept have a feeling of competence in themselves and seems motivated to attain goals. The underlying assumption behind it is that followers who are most likely to be successful are those who believe in their abilities and feel good about themselves. A psycho-social variable like Self-concept is responsible for motivation to achieve. They are sentient to their talents, strengths, and flaws. They in this way are able to resolve their flaws and can improve upon their strengths to reach higher in this extremely competitive domain (Chetri, 2014). Self- concept is very important and essential in developing an individual's personality.

At institutions of higher learning, the growth of follower's self-concept be influenced by environment of institution, conduct of educators and relationships between friends and above all attitude of the leader. An integrative behavior of leader assists in developing a self- concept among followers that add to more accomplishment and is more positive (Khan and Alam, 2015). These achievements create an environment for the growth of follower's self- concept which is stress free. Followers should increase their beliefs, self-confidence, perception, feelings, and attitudes for the improvement of their self-concept. Success in life depends upon self-concept and good achievement motivation of a follower. It adds to the overall effectiveness of the leaders that can be brought about by an integrative approach of the leader.

Figure-1: The relationship between Integrative Leadership, Self-Concept, and Leadership Effectiveness
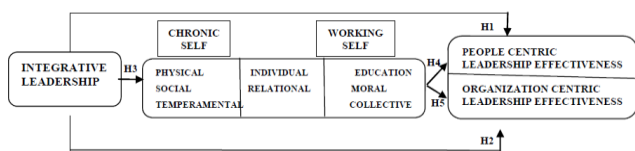
WORKABLE DEFINATIONS USED IN THE RESEARCH MODEL

Integrative leadership: "Serving or intending to unify separate things"

Self-Concept: "who you are at your core and your value, passion, and goals"

Leadership Effectiveness: "Going before or with the people to show their way"

HYPOTHESIS FORMULATION OF THE STUDY

Following hypothesis are formulated on the bases of this study

H1: Integrative leadership will be a significant predictor of people centric leadership effectiveness.

H2: Integrative leadership will be a significant predictor of organization centric leadership effectiveness.

H3: Integrative leadership will be a significant predictor of all dimensions of self-concept.

H4: All the dimensions of self-concept will be a significant predictor of people centric leadership effectiveness.

H5: All the dimensions of self-concept will be a significant predictor of organization centric leadership effectiveness.

CONCLUSIVE COMMENTS

Effectiveness of a leader is influenced by their surrounding context. Their capability is shaped by the capabilities of the whole organization. These can render valuable support if a leader wants to make any changes or can cause those changes impossible. Therefore good leaders always pay extreme attention towards the designing of elements surrounding them. This paper proposed that through integrative leadership leaders can enhance self-concept of their staff members which may lead to growth of intrinsic valence of efforts, enhancement in accomplishment

expectancies effort, and finally growing intrinsic valence of accomplishment of goal. This in turn aids in the overall enhancement of leadership effectiveness. Individuals having a high self-concept may easily cultivate a high level of intrinsic motivation inside them, which aids in pronounced achievement since self-concept act as an important concept in the development and growth process of people.

Leadership effectiveness is a measure of overall competency of a leader in people management, task management, strategic management, and relationship management of leaders in managerial positions. Staff member's inclusivity ameliorates their self-concept that motivates them to achieve higher standards of performance in task, self-discipline and sense of shared responsibility among staff people, better fulfilled vision, mission, and goals as part of strategy.

REFERENCES

1. Altbach (2011). The Past, Present, and Future of the Research University. In P. G. Altbach, & J. Salmi, (Eds.), *The Road to Academic Excellence* (pp. 11-32). Washington DC: The World Bank.
2. Bass, B. M. (1985). Leadership and performance beyond expectations. New York: Free Press.
3. Blake, R. and Mouton, A. (1985). The Managerial Grid III: The Key to Leadership Excellence. Houston: Gulf Publishing Co.
4. Briley, D. A. and Wyer, R. S. (2002). The Effect of Group Membership Salience on the Avoidance of Negative Outcomes: Implications for Social and Consumer Decisions. *Journal of Consumer Research,* 29, 3, 400–415, https://doi.org/10.1086/344426
5. Burns, J. M. (1978). *Leadership.* New York: Harper & Row.
6. Bycio, P., Allen, J. S., & Hackett, R. D. (1995). Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *Journal of Applied Psychology, 80*(4), 468-478.
7. Chakrabarti, P.K., & Kundu, R. (1984). Personality Profile of Management Personnel. *Psychological Studies*, 29(2), 143-146.
8. Chetri, S. (2014). Self-concept and achievement motivation of adolescents and their relationship with academic achievement. *International journal of advancements in research & technology. 3(5), 236- 253.*
9. Fiedler, F. E. (1954, July). Assumed similarity measures as predictors of team effectiveness. *The Journal of Abnormal and Social Psychology, 49*(3), 381-388.
10. Forehand, M. R., Deshpande, R., and Reed, A. (2002). Identity Salience and the Influence of Differential Activation of the Social Self-Schema on Advertising Response. *Journal of Applied Psychology*, 87, 6, 1086-1099, Harvard Business School Marketing Unit, Research Paper Series, No. 02-02
11. Gerger K. J. (1955). *The concept of self*. New York: Winston Inc.
12. Goodwin, V. L, Wofford, J. C. & Whittington, J. L. (2001). A theoretical and empirical extension to the transformational leadership construct. *Journal of Organizational Behavior, 22,* 759-774.
13. Hersey, P. and Blanchard, K. H. (1977). *The Management of Organizational Behaviour 3e*, Upper Saddle River N. J.: Prentice Hall Press.
14. Judge, T. A. & Bono, J. E. (2000). Five factor model of personality and transformational leadership. *Journal of Applied Psychology, 85*(5), 751-765.
15. Khan, A. and Alam, A. (2015). Self-Concept in Relation to Achievement Motivation of High School Students. *The International Journal of Indian Psychology,* 2(4), 62-71.
16. Lord, R. G., & Brown, D. J. (2004). *Organization and management series. Leadership processes and follower self-identity.* Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
17. Maslow, A. H. (1970). *Motivation and personality* (2nd Ed.). New York: Harper & Row.

18. McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.

19. Mintzberg, H. (1979). *The structuring of organizations: A synthesis of the research*. Englewood Cliffs, N.J: Prentice-Hall.

20. Moorman, R.H., & Blakely, G.L. (1995). Individualism-collectivism as an individual difference predictor of organizational citizenship behavior. *Journal of Organizational Behavior,* 16, 127-142.

21. Raimy, V. (1943). The self-concept as a factor in counseling and personality organization. Unpublished doctoral dissertation, Ohio State University, Ohio.

22. Reddin, W. J. (1970). *Managerial Effectiveness*. New York: McGraw-Hill.

23. Schofer, E., & Meyer, J. W. (2005). The Worldwide Expansion of Higher Education in the Twentieth Century. *American Sociological Review*, 70, 898-920. http://dx.doi.org/10.1177/000312240507000602

24. Scott, G., Coates, H. and Anderson, M. (2008). Learning leaders in times of change: academic leadership capabilities for Australian higher education. Sydney: University of Western

25. Sharma, A. and Krishnan, V. R. (2005). Transformational Leadership, Aspects of Self- concept, and Needs of Followers. Proceedings of the Australian and New Zealand, Academy of Management conference, Canberra, December 2005. 1-9.

26. Shamir, B. (1991). Meaning, self and motivation in organizations. *Organization Studies, 12*(3), 405-424.

27. Shamir, B., House, R. J., & Arthur, M. B. (1993). Motivational effects of transformational leadership: A self-concept based theory.*Organization Science, 4*(4), 577-594.

28. Sood, P. (2006). Educational choices in relation to academic stress, achievement motivation and academic self-concept. *J. Commu. Guid. Res.*, 23 (2)141-152.

29. Stapel, D. A. and Koomen, W. (2001). I, we, and the effects of others on me: how self-construal level moderates social comparison effects. *Journal of Pers Soc Psychol*, 80(5):766-81.

30. Taylor, F. W. (1911).*The Principles of Scientific Management*, New York: Harper Bros.

31. Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.