

SELF-LEADERSHIP QUESTIONNAIRE

For a quick measure of your efficacy in self-leadership, rate yourself from 1 to 5 on each of these statements, where 1 is not at all accurate, 2 somewhat accurate, 3 a little accurate, 4 mostly accurate and 5 completely accurate.

1. I establish specific goals for my own performance (self-goal setting).	1 2 3 4 5
2. I make a point to keep track of how well I'm doing at work (self-observation).	1 2 3 4 5
3. I work toward specific goals I have set for myself (self-goal setting).	1 2 3 4 5
4. I visualize myself successfully performing a task before I do it (visualizing successful performance).	1 2 3 4 5
5. Sometimes I picture in my mind a successful performance before I actually do a task (visualizing performance).	1 2 3 4 5
6. When I have successfully completed a task, I often reward myself with something I like (self-reward).	1 2 3 4 5
7. Sometimes I talk to myself (out loud or in my head) to work through difficult situations (evaluating beliefs and assumptions).	1 2 3 4 5
8. I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with (self-talk).	1 2 3 4 5
9. I think about my own beliefs and assumptions whenever I encounter a difficult situation (evaluating beliefs and assumptions).	1 2 3 4 5

This abbreviated questionnaire comes from Houghton, J.D., Dawley, D., & DiLiello, T.C. 2012. The Abbreviated Self-Leadership Questionnaire (ASLQ): A More Concise Measure of Self-Leadership. *International Journal of Leadership Studies*, Vol. 7(2), 216-232.

The full 35-item questionnaire is described in Houghton, J. D., & Neck, C. P. (2002). The Revised Self-Leadership Questionnaire: Testing a hierarchical factor structure for self-leadership. *Journal of Managerial Psychology*, 17(8), 672-691.

Scoring:

Behavior Awareness and Volition: Add your scores for items 1 – 3.

Task Motivation : Add your scores for items 4 - 6

Constructive Cognition: Add your scores for items 7 – 8.

Explanation:

The following description of self-leadership comes from a blog by Dr. Lars Tummars at Erasmus University, Rotterdam. www.larstummars.com

The three self-leadership strategies

The founding father of self-leadership, Charles Manz, defines self-leadership as “leading oneself toward performance of naturally motivating tasks as well as managing oneself to do work that must be done but is not naturally motivating” (p. 589)[2]. Building upon Manz, many researchers on self-leadership distinguish between three self-leadership strategies: behavior-focused, natural rewards and constructive thought patterns.[1]

1. Behavior-focused strategies.

These strategies look at how you can complete unpleasant, but necessary, tasks. Sometimes, you just have to read a boring report or prepare a presentation on a topic you hate. One strategy to complete such tasks is to set specific goals and to reward yourself when you achieve them. Self-goal setting is related to the famous goal-setting theory of Locke and Latham. An overview of 35 years on goal-setting research shows that setting challenging and specific goals increases performance.[3] Furthermore, rewarding yourself – for instance with a vacation or even a good cup of coffee – can stimulate desired behavior.[4]

2. Natural rewards.

Although self-leadership scholars recognize that external rewards can be beneficial, they emphasize that natural, intrinsic, rewards are often more effective. Some children are naturally interested in learning. You shouldn't reward them for making their homework; this might even decrease their motivation. Self-leadership emphasizes that people should search for activities which they naturally enjoy. It goes beyond mere self-management by challenging people to be reflective about the work they do and the goals they have. What do you enjoy most? How can you adjust your job by giving joyful activities a greater share of the your workday?

3. Constructive thought patterns.

This last self-leadership strategy is also about being reflective. It focuses on your thought patterns. Are you negative about your own performance potential? A constructive thought pattern reflects on this, replacing negative thoughts by positive self-talk. This includes envisioning yourself successfully performing a challenging task (mental imaginary). In an overview article it was found that mental imaginary positively influences performance. [4] When you for instance have to present for a difficult audience, you should imagine how you give a fantastic speech, how the audience will react and how you will feel afterwards.

References

- [1] Stewart, G. L., Courtright, S. H., & Manz, C. C. (2011). Self-leadership: A multilevel review. *Journal of Management*, 37(1), 185-222.
- [2] Manz, C. C. (1986). Self-leadership: Toward an expanded theory of self-influence processes in organizations. *Academy of Management Review*, 11(3), 585-600.
- [3] Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year Odyssey. *American Psychologist*, 57(9), 705.
- [4] Driskell, J. E., Copper, C., & Moran, A. (1994). Does mental practice enhance performance? *Journal of Applied Psychology*, 79(4), 481.
- [5] Houghton, J. D., & Neck, C. P. (2002). The revised self-leadership questionnaire: Testing a hierarchical factor structure for self-leadership. *Journal of Managerial Psychology*, 17(8), 672-691.