SAVONIA UNIVERSITY OF APPLIED SCIENCES

UNIT OF BUSINESS AND ADMINISTRATION, KUOPIO

SELF-LEADERSHIP AMONG SAVONIA UAS STUDENTS

Tomi Tuovinen

Business Administration Bachelor's thesis

International Business

International Management

May 2010

SAVONIA UNIVERSITY OF APPLIED SCIENCES
UNIT OF BUSINESS AND ADMINISTRATION, KUOPIO
Degree Programme, option

Business and Administration, International Business

Author(s)		
Tomi Tuovinen		

Title of study

Self-Leadership among Savonia UAS Students

Type of project	Date	Pages
Thesis	1st June 2010	68 + 20

Supervisor(s) of study	Executive organisation
Anneli Juutilainen, Heikki Likitalo	Savonia UAS

Abstract

The objective was to explain the essence of self-leadership and to do a research about Savonia UAS students' self-leadership skills. The reason for the topic is that according to several studies self-leadership has a clear positive impact on self-confidence, efficiency and performance in general.

First the concept and importance of self-leadership are explained in general. The third chapter covers the theories in detail. The main frame of reference is the total wellness model by Sydänmaanlakka and three primary categories of self-leadership by Neck and Manz. Two entrepreneurs were interviewed to get practical additions to the theory. Moreover, a chapter about time management is included.

A quantitative questionnaire was sent to all students via email to find out about their self-leadership skills. The results indicated that the students are fairly good at self-leadership and their biggest shortcomings are in time management and long-term orientation. 69.9% of the respondents were in favor of having a course about self-leadership in Savonia UAS.

Although students are mostly capable of leading themselves, some lessons for instance about time management and long-term orientation could be useful. In addition, there are individuals for whom the course would be valuable in general. Having a voluntary course about self-leadership is an idea worth considering.

Note

-

CONTENTS

LIST OF FIGURES

LIST OF TABLES

1 INTRODUCTION

"Managers with good self-leadership skills are the key to organizations success. Self-leadership is the basis of all leadership" (Sydänmaanlakka 2006).

The foundation for the topic was a personal belief that efficient self-leadership is basic components of success despite the field of specialization. It is not commonly included in study plans of schools so people willing to learn will have to participate in seminars or read self-study books. In many cases, people are not even aware of the existence of the actual concept "self-leadership". It is something that is often considered as really obvious or something too elusive. However, background research of the topic revealed that practicing self-leadership can have remarkable positive effects. It can for instance significantly increase one's productivity, efficacy and self-esteem and help maintaining balance in less fortunate times. Therefore, it deserves more attention.

The objective of the thesis is to explain the essence of self-leadership and point out the importance of it by gathering together the most relevant self-leadership theory supported with practical additions from a few interviews. The thesis also includes a research about whether Savonia UAS students can practice self-leadership in their lives. The research was conducted by sending a quantitative questionnaire to the students via email.

Research questions for the whole thesis are the following:
1. What is self-leadership and why is it important?
2. How can everyone practice efficient self-leadership?
3. Do Savonia UAS students practice self-leadership and is there a positive relation?

Sydänmaanlakka's (2006) model of total wellness and theories by Manz & Neck (2007) provide a good framework for self-leadership and therefore were chosen to be the main frame of reference for the thesis. However, there are several smaller aspects which are difficult to fit only the above–mentioned theories and hence are integrated

in between the categories. Moreover, there is a chapter about time management because it is a crucial part of efficient and productive self-leadership.

Few interviews were included in the thesis to get practical perspective from real life sources. Main idea of the interviews was to show that self-leadership is a known concept among business people despite the lack of scientific recognition. Another objective was to get their perspectives about the importance of self-leadership in business nowadays.

For the interviews two entrepreneurs were interviewed. The first one was Artur Kurikka, CEO of Tukikon Oy, a business service and consulting enterprise specialized in Russian trade and near region co-operation (Tukikon 2008). Second was Hannu Myöhänen, CEO of Suorakanava Oy, a market leader in house renovation services specialized in providing house renovation information through their website (Rakentaja 2010). Both interviews provided interesting real life perspective to self-leadership. Moreover, lots of useful advices and points of view were told in a business seminar in Kuopio 1st of February 2010, where one main emphasis was efficient time management.

The thesis starts with a definition and an overview of self-leadership with some common theories, after which the importance and benefits of self-leadership are addressed briefly from several perspectives. The third chapter covers the chosen self-leadership theories by Sydänmaanlakka (2006) and Neck & Manz (2007) in detail concluded with a subchapter about time management.

The fourth chapter of the thesis is the main research part. The whole progress is explained in a chronological order, starting from the research idea and questions, going through the planning and execution of the research and ending in the presentation and interpretation of the results. Finally the thesis is concluded with the discussion section.

2 SELF-LEADERSHIP

In this chapter the concept of self-leadership is explained from different theoretical sources. In addition, the importance and benefits of self-leadership are addressed from several perspectives as for example its influence on stress and motivation.

2.l Definition and overview

Normal leadership is commonly defined as "a process of influence". Because in self-leadership the process of leading is directed towards oneself it can be described as "the process of influencing oneself", more specifically to establish the self-direction and self-motivation needed to perform a task. (Neck & Manz 2007, 2, 5.) Furthermore, Freeman (2004) defines self-leadership besides having self-discipline as a "set of well-defined strategies for personal improvement".

Self-leadership is a relatively new approach in leadership. There is no cross-scientific unified theory of self-leadership and also little scientific research has been done on individual change. Despite the lack of scientific background self-leadership is often the starting point of all leadership training nowadays. It will receive more scientific attention in the future. (Sydänmaanlakka 2005, 67, 200.)

With self-leadership one learns to know oneself better and is able to control own life better through improved self-understanding. Fundamentally self-leadership has three elements: sufficient self-confidence, good self-knowledge and the ability to reflect. (Sydänmaanlakka 2005, 198.) It is a life-long process in which one can learn to lead bigger entities starting from leading yourself and proceeding step by step towards bigger teams (Sydänmaanlakka 2006, 5).

Self-leadership is a normative model which means that instead of pondering the question "what?" it concentrates on the practical question "how?" (Neck & Houghton 2006). A fair amount of strategies concentrate on practical methods. Regardless the lack of unified background self-leadership has a clear objective: aiming at gaining control of all areas of life through a set of carefully selected techniques to control one's own behavior and thoughts. This is a self-executed process.

An essential self-leadership theorist Charles C. Manz created one commonly recognized theory together with Christopher P. Neck. According to Manz and Neck, self-leadership strategies are grouped into three primary categories:

1. behavior-focused strategies
2. natural reward strategies
3. constructive thought pattern strategies
(Neck & Houghton 2006)

Behavior-focused strategies include self-evaluation, self-discipline and self-rewarding. The strategies are meant to encourage having long-term goals and desirable behaviors that lead to successful results and discourage undesirable behaviors that lead to unsuccessful results. (Neck & Manz 2007, 15, 20-23, 32-34.)

Natural reward strategies focus on learning to see the naturally rewarding aspects of work and trying to implement to work aspects that are naturally rewarding. The idea is to learn to make work feel as naturally rewarding as possible and get energized from the work itself. This leads to productive behavior and good performance. (Neck & Manz 2007, 45-49.)

Constructive thought pattern strategies include positive self-talk, beliefs and positive mental imagery. The strategies are meant to reframe one's mind and to create more positive and constructive ways of thinking. (Neck & Manz 2007, 74, 78, 84.)

Furthermore, Pentti Sydänmaanlakka developed the model of "total wellness". According to Sydänmaanlakka (2006, 29) total wellness in life consists of five areas:

1. physical condition
2. mental condition
3. social condition
4. spiritual condition
5. professional condition

When one has well-being in all five areas one is efficient and feels good. Also having peak performance requires total wellness. All of these areas should be balanced and are ultimately controlled by one's own awareness of the areas.

With the total wellness model one can improve awareness of which areas of life require most enhancing. Self-leadership strategies by Manz & Neck (2007) can be applied when actualizing personal development projects on the chosen areas in practice.

2.2 Importance of self-leadership

Oneself is the most difficult person to lead and if one cannot lead oneself it is not easy to lead others. Many situations will arise which will cause conflicts if own mind cannot be controlled. Succeeding in self-leadership regulates the balance of own mind and after that it is easy to lead others. (Myöhänen 2010.) To have a vital role in the transformation of an organization or other people one needs to be able to lead own development. Self-leadership has a primary effect which has a relation to all other areas of life (Kurikka 2010).

The changing structure of management

For decades we have been slowly diverging from working habits based on strong hierarchical employer-employee relations towards a more open work relationship of mutual understanding. Still in the beginning of 1980s the on-going paradigm was that emotions do not belong to the working place (Tracy, 2004). The movement has been constantly away from this perspective.

During the 1990s management training focused more and more on self-leadership. The managers in the future will no doubt have one feature in common: good self-leadership skills. They need to be fast and versatile learners with high self-esteem and self-knowledge, who can cope in unexpected situations. In new leadership, enhancing your sensitivity and continuous self-examination are musts. (Sydänmaanlakka 2005, 63-64, 198.)

The significance of self-leadership has become evident in company life during the past ten years. This is because of rapidly changing business environment and increased

requirement of such characteristics as flexibility, rapid response, creativeness and good learning skills. In today's turbulent changing world, continuous self-examination is imperative. (Sydänmaanlakka 2005, 63, 67.) Employees are pushed to strive for better results without constant supervision and are expected to be independent and do good results. Self-managed teams reduce supervision costs and result as higher levels of employee interest in the work of the organization and as ideal use of human resources (Graham & Bennett 1998, 33). Being proactive is a wanted quality and self-leadership means living life proactively and continuously seeking personal development.

Covey (1997, 77) describes proactive as being initiative, active and responsible of your own life. A proactive person knows that behavior is depended on own decisions and not circumstances. Proactive people understand their responsibility and can choose their own reactions. Their behavior is defined by their own conscious decisions based on their values.

Increasingly more people nowadays work as specialists which is difficult to be well guided by supervisors. There is a strong trend towards self-leading and employee skills, of which one of the most important skills is taking responsibility of your own work and developing your working habits. The world is going to a direction where self-leadership skills should be included in curriculums of every school (Salminen & Heiskanen, 2009, 100).

Self-leadership methods offer great promise for taking employee effectiveness to the next level. Behaviorally and cognitively self-led employees might be one of the best groundings for achieving greater organizational and employee effectiveness in the 21st century. (Neck, Manz 1999.)

Researched positive effects

Researches in several fields have shown proof that practice of effective self-leadership has resulted in improved job satisfaction, mental performance and self-efficacy of employees (Neck & Manz, 1999).

Two researches among corporate employees and university students executed in 2001 in Texas revealed a connection between self-leadership and higher psychological functioning. Among corporate employees self-leadership was highly related to enhanced communication, effective work relationships, quality management, less work stress and greater perceptions of work satisfaction. Among university students self-leadership was related to more effective coping style, less interpersonal distrust, stress and ineffectiveness, a better health status and greater optimizing and hardiness. (Dolbier etc. 2001, 469.)

Hardy individuals are more committed to taking action and to people in their lives and feel like they have more personal control. Thus, they think of change as a challenge and remain healthier during times of stress. (Dolbier etc. 2001, 476.)

Later a training-intervention based field study demonstrated the practical usefulness of more developed thought self-leadership strategies. According to this study individuals who received training on thought self-leadership had a better mental performance, were more enthusiastic and had less nervousness or other negative affects compared to those who did not receive the training. (Neck & Houghton 2006.)

Influence on stress

Stress can be divided to positive and negative stress. Positive stress energizes one, creates feelings of success and enthusiasm and helps one to develop. It requires orderliness, long-term visions and that one feels self-control of life's happenings. Negative stress on the other hand occurs when the feeling of control shakes, feelings of past failures follow and one becomes worried of own survival in the surrounding pressure. (Salminen & Heiskanen 2009, 26.)

According to Kivinen (2010), stress starts from inside from the feeling of not having enough time to execute something. Bad time management leads for instance to procrastination and waste of energy, which continues through feelings of inefficiency and incompetence to stress and low self-esteem which eventually can become a real health threat.

According to Graham and Bennett (1998, 129-130) stress at work can be caused for instance by:

1. Not knowing which tasks should assume priority and thus trying unsuccessfully to complete all of them simultaneously.
2. Feelings of personal inadequacy and insecurity.
3. Frustrations at not being able to get things done.
4. Overwork, which maybe be qualitative (finding work too difficult), or quantitative (having too much work to do). Moreover, long working hours are often connected with lack of exercise, inadequate relaxation and poor diet.

All these causes can be eased with adequate adaptation of self-leadership methods, because it helps to recognize priorities and decreases inefficient time management. Due to this one does not aim at completing all tasks simultaneously, gets tasks completed and work feels less overwhelming. This results as fewer feelings of inadequacy and insecurity. Negative stress can be transformed into positive energizing stress.

Influence on motivation

In self-leadership motivation is based on the social cognitive theory. The theory recognizes that people influence themselves and their surroundings and it places importance on person's capacity to control oneself. Moreover, the theory emphasizes the significance of one's perceptions of one's own effectiveness. (Neck & Manz 2007, 5.) According to cognitive motivation theories, one's own control over surrounding activities creates motivation, where as lack of control leads to not having motivation (Jaakkola & Liukkonen 2002, according to Raatikainen 2004, 14). Therefore, taking responsibility and claiming control creates motivation and ultimately everyone is responsible for their own motivation.

Getting motivated to performing a task is individual and complex process, from which one can find always three basic factors: goals of the work, positive atmosphere considering the work and faith in ability to handle the given task (Lönnqvist 2002, 41). This already covers three important areas of self-leadership: goal-orientation, creating a productive and compelling working atmosphere and redesigning one's mental world so that one genuinely believes that the task is achievable.

Starting motivation only takes one so far, so premade models, positive rituals and routines that support the change will keep one at the right track still after the starting motivation has started to vanish. Resistance to change is a normal healthy reaction. (Salminen & Heiskanen 2009, 165, 171.) Humans naturally tend to gravitate back to old habitual styles despite the recognized need for change. However, by seriously committing to systematic and purposeful self-leadership, one has a huge capacity for personal change (Freeman 2004).

In self-leadership big part of motivation is created within oneself. At the beginning routines need to be done consciously but after enough repetition the changes become internalized into normal behavior (Salminen & Heiskanen 2009, 165, 171). Concrete strategies were designed to helps one fight against natural resistance to change.

Self-leadership and flow

Feeling of progressing and succeeding under positive stress can also create a powerful phenomenon called flow. Flow is as a state of mind where our psychic energy flows effortlessly. According to Sydänmaanlakka (2005, 62-63) long-term researcher of flow-phenomenon Mihaly Csikszentmihalyi describes the phenomenon as follows: "Flow helps to integrate the self because in that state of deep concentration consciousness is usually well-ordered. Thoughts, intentions, feelings and all senses are focused on the same goal. Experience is in harmony." Neck and Manz (2007, 156) also state that according to Csikszentmihalyi when one focuses on the moment one will discover happiness instead of expecting the perceived rewards for one's efforts.

Flow is like an enhanced feeling of confidence and ability where one will start to go through enormous amounts of work in a much shorter period of time. All effective people enjoy flow of energy on a regular basis. (Tracy 2004.) Flow experience is usually described to include an intense concentration that makes a person to be completely absorbed by the activity while not paying attention to unpleasant aspects of life. Flow creates a sensation of control and an absence of worry about losing control. It tends to occur, when goals are clear, feedback is immediate and the activity is roughly equally challenging to persons capacity to carry out the activity. (Neck & Manz 2007, 157.) With enough concentrated effort flow can be also very contagious. In ideal situation the positive creative energy contaminates the whole working team

and the whole team is working effectively with deep concentration and enjoying it (Myöhänen 2010).

Self-leadership strategies can facilitate experiencing flow. One can for example learn to see naturally rewarding aspects in own work and use self-goal setting to create clear goals that have immediate feedback and are essential to experiencing flow (Neck & Manz 2007, 157). When once began to work one should maintain fast tempo, push oneself to move even faster and refuse to stop before completion. Flow can be activated by practicing self-leadership and working proactively; by intentionally pushing oneself to work hard and fast. (Tracy 2004.)

Personal empowerment

From the figure 1 below one can see how applying self-leadership strategies can eventually lead to continuous personal effectiveness through positive perceptions of own efficacy. Successful performances create feelings of success, which creates new motivation, self-confidence and ambition and can become an upward spiral leading to new success.
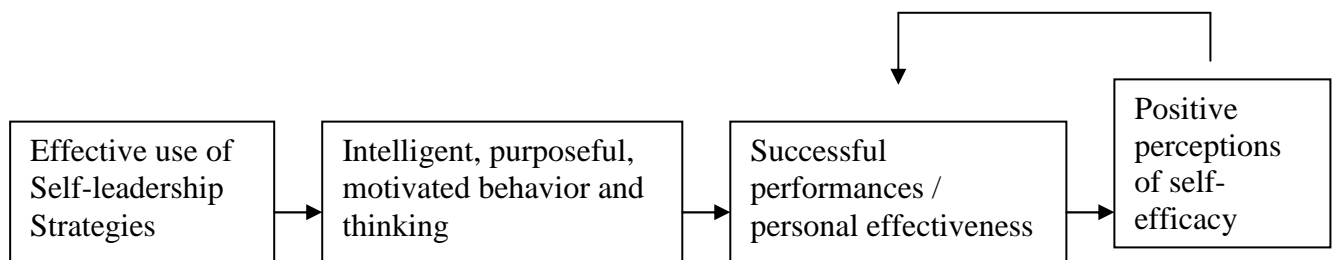
Figure 1. *Self-leadership and personal effectiveness (Neck & Manz 2007, 171).*

The term "empowerment" is connected to the feeling of being in a positive upward self-sufficient spiral. In social work empowerment is seen as the goal when helping troubled individuals regain the control of their lives.

When feeling empowerment a paradigm shift occurs where problems are began to be seen more as challenges and failures more as temporary setbacks and learning experiences. One starts to possess a stronger self-confidence and life starts to feel more exciting, challenging and rewarding and success less improbable.

Sydänmaanlakka (2006, 302) describes empowerment as "growth of awareness, which helps individual to become aware of one's true self and strengths and hence is able to lead oneself better. Feeling of being accepted, good self-confidence and clear goals are also connected to empowerment". Personal empowerment is at the core of self-leadership.

3 AREAS OF SELF-LEADERSHIP

This chapter concentrates on going deeper into the areas of self-leadership introduced in chapter 2.1. First the chapter covers the total wellness –model by Sydänmaanlakka (2006) giving a brief introduction to all the five areas of the theory. Then the thesis covers the three primary categories of self-leadership by Neck & Manz (2007) more in detail, followed by one chapter about time management. Finally, the theory is summarized into one comprehensive model of self-leadership.

3.1 Total wellness

Total wellness consists of five separate areas: physical, mental, social, spiritual and professional condition. All areas of total wellness have a connection to one another. When body is feeling sick, one's emotions often become negative and one cannot think clearly. Emotions are felt in one's body and affect one's decisions. Without a sharp, energetic mind one cannot understand own emotions, concentrate on using time in a way that supports one's core values or one cannot make smart decisions about taking care of own physical wellness. (Salminen & Heiskanen 2009, 34.)

Renewal is a process that goes through all five areas of total wellness. Renewal requires developing one's self-awareness, ability to reflect and self-confidence to make one dare go outside of one's comfort zone. (Sydänmaanlakka 2006, 33.) Reflecting means to evaluate in a positive way for a short period of time what we did and said and the outcome of it or possible outcomes that would have been more desirable. Reflecting can make one uncover useful lessons learned, provide clear directions and make one feel more content and happy. Reading books and articles describing generative behaviors and alternative solutions to conflict can greatly facilitate reflection. (Emiliani 1998.)

By observing ourselves, reflecting and increasing one's self-awareness one becomes aware of which areas of total wellness require the most work in oneself. Based on the observations one should create three projects for personal development (Sydänmaanlakka 2006, 92-93). These can be something that one personally sees as a high leverage area.

Physical condition

A good physical condition means eating, exercising, sleeping and resting adequately (Sydänmaanlakka, 2005, 65). It is a result of good self-leadership and a condition for success. Physical energy lays the foundation to which everything else is based on. If one's physical condition is not in balance, the ability to handle pressure and concentrate significantly decreases. The more energized one is the more productive and faster one is. Physical energy consists of four areas:

- Oxygen consumption and muscular condition
- Nutrition
- Amount and quality of sleep
- Recovery

(Salminen & Heiskanen 2009, 31-32)

Studies have shown that individuals who are fit are likely to have a higher energy and enjoy feelings of well-being. Furthermore, other studies have shown that fit individuals also experience reduction of anxiety, tension, depression and stress. Physically fit people also live longer. (Neck & Manz 2007, 139.) Moreover, staying physically fit helps one to maintain a good self-confidence (Myöhänen 2010).

In order to take care of one's physical balance ideally one should be involved in a decent physical exercise 3-5 times a week (Sydänmaanlakka 2006, 109.) Further, adults should have 30 minutes of moderate exercise every day. Moderate exercise is any physical activity where one's heart rate is higher than normal but less than maximum. (Neck & Manz 2007, 141.)

Right kind of nutrition helps one to carry on in one's activities. The harder one pushes oneself the more essential having a diverse and healthy diet is (Salminen & Heiskanen 2009, 31-32). A small healthy snack between every two hours keeps power levels up and enables peak performance (Myöhänen 2010).

Having enough rest and sleep is essential as well, because without enough sleep one cannot regenerate physically and mentally (Salminen & Heiskanen 2009, 31-32). When one sleeps regularly seven hours a night, brains continue developing still when being older than 50 years old (Myöhänen 2010).

A research done in the USA suggested that lack of sufficient night time sleep increases the risk of depression and causes self-destructive thoughts among young people (Helsingin Sanomat 2010a). According to a research conducted in a university in Columbia having less than five hours of sleep per night increased the risk of depression among teenagers with 70%. On the other hand, decent amount of sleep reduced the risk with 25% (Helsingin Sanomat 2010b).

Regular recovery after every work session is also important in maintaining high performance levels. The high energy phase usually last approximately two hours after which a short recovery phase is needed. It is important to realize that efficient work consists of short sprints followed by efficient recovery before the next challenge, instead of continuous hard work without pauses. (Salminen & Heiskanen 2009, 37.)

One should also remain aware of own symptoms of addiction and consciously keep them in control. Instead of recognizing when it has had enough pleasure our body wants always more. Awareness and sense is needed to define what is moderate. Otherwise body might easily get addicted to different matters like food, caffeine, sugar, alcohol, sex, nicotine or even sports (Sydänmaanlakka 2006, according to Jabe 2008).

Mental condition

A good mental condition means that one is energetic, possesses an inquiring mind, and can make decisions and learn new things quickly (Sydänmaanlakka 2005, 65). One can then think versatile and question oneself and surrounding paradigms. Being able to think creatively, intuitively and to have a good memory and understanding is also a sign of good mental condition. (Sydänmaanlakka 2006, 170.)

Mental energy comes from one's versatile thinking skills and helps one to organize one's life, concentrate attention to things that matter and plan time management reasonably. One can strengthen the capacity of own mental energy by developing one's strategic and creative thinking and pushing oneself to a more solution-oriented and positive state of mind. (Salminen & Heiskanen 2009, 33.)

Mind control means that one has found peace of mind and is able to control own thoughts, visualizations and emotions. Thoughts are not constantly bouncing in past and future events and one can be present here and now (Sydänmaanlakka 2006, according to Jabe 2008).

Social condition

A good social condition means that one can take care of relationships, spouse, children, parents, friends and hobbies (Sydänmaanlakka 2005, 65). Being emotionally intelligent is one of the key factors in keeping your own social condition well balanced.

Emotional intelligence means that one gets along well with oneself and others by being able to control own emotions. High emotional intelligence is also seen as a fundamental characteristic of an ideal employee. Emotionally intelligent people possess high self-awareness and are able to recognize, control and express their emotions and have self-respect. They can fulfill their potential skills and live a happy life. (Sydänmaanlakka 2006, 199, 203.)

One should be aware of own positive and especially negative emotions. On should learn to see what triggers certain emotions. A person who can keep his emotions in balance is healthy. (Sydänmaanlakka 2006, 180.)

Negative emotions can be deflected by changing own attitudes, sharing problems with others or by making a list of problems. Making a list forces one to clarify and face often unclear emotions. Positive emotions on the other hand can be affirmed and strengthened (Sydänmaanlakka 2006, according to Jabe 2008). Constructive thought pattern strategies like positive affirmations for instance can be used for this.

Spiritual condition

A good spiritual condition means that the purpose and values of one's life are in balance and that one has clear objectives and spiritual stimuli guiding life (Sydänmaanlakka 2005, 65). The values one would ideally like to possess are not necessarily the ones according to which one lives every day. They might contradict a lot. One must be able to distinguish the two from each other. (Sydänmaanlakka 2006, 212.)

Spiritual wellness and energy comes from the feeling of meaning and purpose in one's life. Feeling of purpose comes from being aware of own core values and making sure that one's doings are aligning with the values. Awareness of one's own job's and life's purpose, based on one's core values, helps one to prioritize and manage time (Salminen & Heiskanen 2009, 33). It is essential in finding balance and peace of mind. If doings are not aligning with core values there is a constant unconscious contradiction within.

Professional condition

Professional condition means getting along well in working career and being able to balance work with other areas of life. It means having clear objectives at work, having sufficient competencies, getting feedback about performance and engaging in continuous development. (Sydänmaanlakka 2005, 65.) It means doing what one really wants and what is aligning with one's purpose.

Furthermore, a good professional condition means to get along well with colleagues and having a healthy balance in the level of difficulty and challenge of the work. One needs to be able to take care of his own working relationships and competences continuously. (Sydänmaanlakka 2006, 227, 231.)

A person who is aware of his own career steps and builds his career with patience enjoys working. The person is prepared for surprises, does his duties well with care and regularly self-assesses his current working situation in light of future long-term goals. Ideally one learns to understand his works deeper meaning and starts to feel his job as a calling and a purpose (Sydänmaanlakka 2006, according to Jabe 2008).

3.2 Behavior focused strategies

Behavior focused strategies aim at altering one's own behavior and habits through various strategies and techniques. Almost everything what one does is result of habits that have formed during one's lifetime. Although many habits are useful, many are instead keeping one from achieving what one desires.

Habit is an action which is repeated regularly. A good life consists of good habits; a bad life consists of bad habits. Habits are formed of information, skills and will power. Usually it is well-known which habits and behavior would offer the most long-

term benefit if applied. With enough persistence and self-discipline one would achieve much more than in reality does. Still one gives in to the habits which one knows are not constructive to long-term well-being. Self-leadership's challenge is not the lack of information, but lack of will power and motivation (Sydänmaanlakka 2006, 280).

One main objective of behavior focused strategies is to help people behave in productive ways they desire and eliminate destructive habits like unnecessary procrastination (Neck & Manz 2007, 18). In theory, the key is simple: One must make the activities offering long-term benefit more enjoyable. One must learn to enjoy working on these primarily unpleasant activities. This is done by using self-leadership strategies to make the process itself more enjoyable and to reframe one's mind to concentrate on the long-term benefits.

The ability to build successful attitudes and winning habits is of key importance in succeeding; eliminating harmful habits and replacing them with constructive ones is the first step in achieving what one wants in life.

3.2.1 Self-observation

One can directly exercise control over oneself, but it requires information about oneself – One needs to possess self-awareness. When one observes own desired or undesired behavior and notice what triggers it, the person obtains the knowledge needed to manage oneself. (Neck & Manz 2007, 20.) Through increased self-awareness one can start making changes. One can develop the discipline to catch oneself doing the negative habit and deny oneself of doing that (Emiliani 1998). Good self-knowledge has a high connection to self-esteem as well (Åhman etc. 2007, 150).

Self-examination means an active mental process, where one consciously assesses the on-going experience and evaluates oneself and personal relationships as objectively as possible. Thinking must be changed at the level of consciousness. (Sydänmaanlakka 2005, 67, 198.) Subconscious thoughts are brought one by one to the front of one's mind and their validity is challenged. This skill develops gradually and if worked on consistently is helpful in eliminating the human tendency towards negative actions and thoughts. (Emiliani 1998.)

Self-leadership means comprehensive, deep and practical development of one's own consciousness. Often one's own restricted views are the biggest obstacles of change, growth and development, but by observing oneself one can become aware of which areas of life require most improving. (Sydänmaanlakka 2005, 60, 66, 199.) The more aware people are of their relationship to their own history, the freer they are to make new choices and to create their own future (Lönnqvist 2002, 40).

With self-awareness one starts to notice behavioral patterns – constructive and deconstructive. When noticing a constructive behavioral pattern one gets verification for the behavior and a justification for continuing. On the other hand, one can recognize negative patterns and understand the importance of working on those particular areas in the future.

Learning path

Self-observation is important because learning process follows always a certain path. Many activities that one does daily are fully automatic, because they have been done so often that they require no or a little concentration. Such actions are for instance brushing teeth or riding a bicycle. One does them so well that one can effortlessly concentrate thoughts on completely different things. In these specific tasks one has reached the level of "unconscious competence".

The biggest obstacles for development are unconsciously incompetent people. What if one is unconsciously competent of doing a destructive habit? By observing oneself one becomes more self-aware of own doings and can reach the second stage of learning, "conscious incompetence" which is the first step towards mastering the activity. The ultimate goal is to reach the level of being conscious of unconscious competence which is described in the figure 2 below.
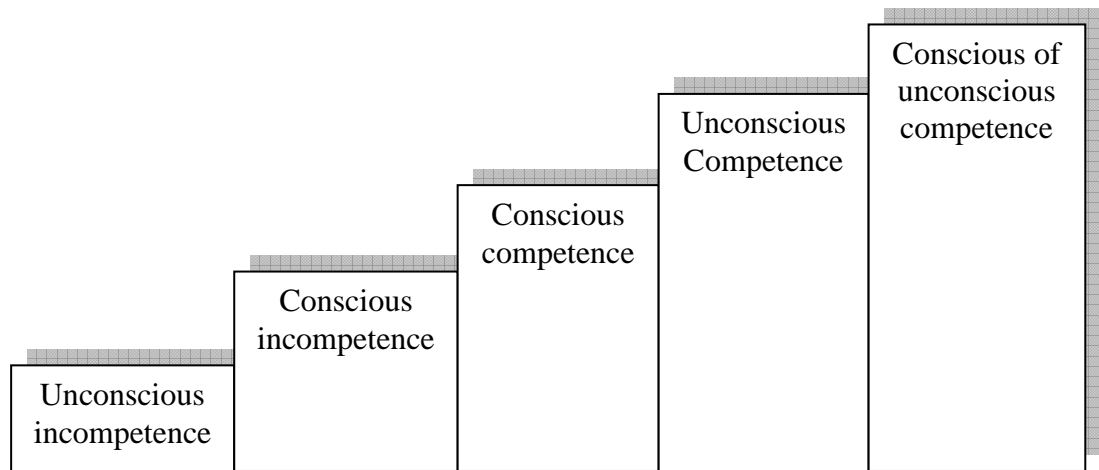
Figure 2. *Learning Path (Bryant 2009).*

Figure 2 visualized the learning path through which everyone acquires new skills. The first stage is "unconscious incompetence", where one does not even know what he does not know. This could also be described as "blissful ignorance."

After this, one becomes aware of what one does not know or cannot do; this is known as "conscious incompetence". This stage is uncomfortable, because one faces his or her own incompetence and has to make the decision whether to continue pursuing the skill or not. In this stage, information increases pain.

With practice comes the 3rd stage, "conscious competence". At this stage one has learned the new skill and starts to master it, but the task still requires attention and concentration. This happens for instance when learning to ride a bike – One starts to control the bike, but is still somewhat insecure.

The 4th stage is "unconscious competence". This is where one can complete the task automatically. One can for instance write with the keyboard flawlessly without thinking about the location of the letters. Most people stop learning at this level as achieving the next level of mastery does not seem worth the effort.

The final stage is "conscious of unconscious competence". This is a high level of awareness of what one knows and how one knows it. At this point one has really internalized the subject thoroughly, but can still view it from an objective perspective. One can also really start to be innovative and apply the knowledge into new contexts. (Bryant 2009.)

3.2.2 Self-goal setting

It is a waste of time and energy to make an effort without knowing where the effort is ultimately aimed. Effective self-leadership means knowing who you are, what you want to achieve, where you are now considering your goals and knowing the means to achieve the goals. Setting specific personal goals is one of the most fundamental parts of self-leadership. One never gets anywhere without specific goals. (Manz & Neck 2007, 22.)

Knowing precisely how to achieve one's goals requires a systematic time-bound goal system. It gives aims considering life and something to lead oneself towards and guides decisions in daily activities. Furthermore, if one does not have goals for oneself the person is doomed forever to work to achieve the goals of someone else (Tracy 2004).

According to Graham and Bennett (1998, 64) people perceive the world in terms of their least-satisfied needs; their perceptions tend to recognize goals which will help satisfy their needs. A starving person perceives an apple orchard as a source of food rather than an attractive feature of the countryside. Through goal-oriented mindset one begins to perceive the world in light of the goals and notices things which will help satisfy the unfulfilled needs and reach the desired goals.

Setting clear goals increases accomplishments and reduces the feeling of hurry and stress (Kivinen 2010). Many researches also suggest that setting specific and challenging goals can increase individual performance levels significantly (Neck & Houghton 2006). Daily decisions become easier to make with established goals, and goal-oriented mindset becomes a way of life. Every activity has a fundamental purpose which gives a sense of control over one's future. People without goals have no direction and everything feels like pointless drifting. They never arrive anywhere, because they do not aim anywhere. When one has no goals in life it can lead to a spiral which is described in figure 3 below.
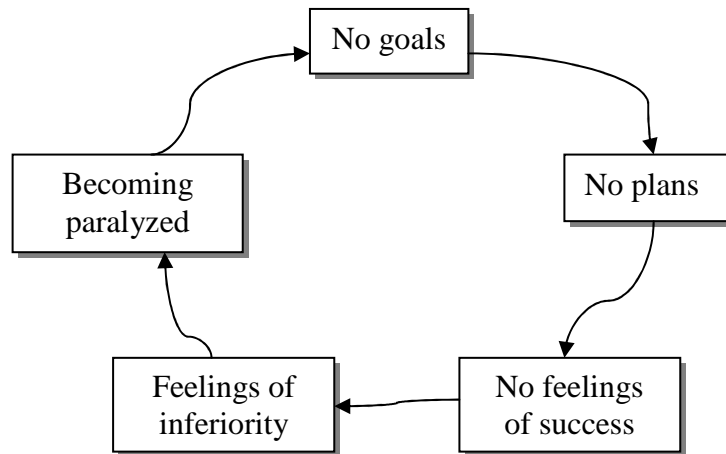
Figure 3. *The spiral of not having goals (Knoblauch, Wöltje 2004, 13).*

When setting goals it is important to make the goals specific. The more clearly goals are understood the more motivating they are. Bad examples of goals are "I want to be rich", "I want to be famous" and "I will someday be the best employee of the company" because they are not detailed. (Neck & Manz 2007, 23.) What is rich or famous and when is someday? These are all unclear and nonspecific goals.

An often used principle for goal-setting is that objectives should be SMART (Forsyth 2007, 21-22; Agness 2008, 33-34), which is an acronym that stands for:

S – Specific. Goals should clearly emphasize what you want to happen. Having objectives clearly defined helps to concentrate on the progress. For example, instead of aiming at losing weight one should aim at losing 4kg of weight.

M – Measurable. In order to be able to see the change occur the result should be measurable. For example, I want to learn to play one new song per day.

A – Achievable. The goals should be within possibilities. One cannot learn to fly because it is physically impossible, but one can learn to fly an airplane.

R – Realistic. Based on the other specifications the objective should be realistic. It is not realistic to learn to fly an airplane in one month but maybe in one year.

T - Timed. The goal should have a clear time frame. Frame should be in short and long-term: for next week, three months, a year, five years, etc… Without a time frame the commitment is too vague and easy to slip from.

Goals should be also written down for the following reasons (Tracy 2004):

- It forces to clarify thinking
- It typically generates new thoughts and ideas
- It keeps one focused
- Reviewing written goals will serve as a reminder of objectives
- It serves as a standard for measuring progress
- It eliminates the danger of changing the goals unconsciously with time

Purpose examination

If making long-term plans is challenging it might be helpful to examine own values, what is important personally and what one wants to accomplish in life. Having purpose includes asking ourselves three fundamental questions (Neck & Manz 2007, 24):

- Who am I?
- What am I meant to do here?
- What am I trying to do with my life?

Purpose can serve as a guide how to allocate one's resources and spend one's lifetime. If one realizes own ultimate long-term goals, one's meaning for existence, all of one's decisions can be made guided by this realization (Neck & Manz 2007, 23, 26). Tracy (2004) describes this as "major definite purpose".

Kivinen (2010) describes the process as a big funnel which has dreams, hopes, wishes, ideas, stimuli and fantasies on the top and which eventually after a long process and compression produces a small condensed drop which is the objective where to strive. Internalizing one's own values and core purpose can help one find motivation and will power (Sydänmaanlakka 2006, 280). Establishing a sense of purpose is also a central component of making work naturally rewarding (Neck & Manz 2007, 23).

Neck and Manz (2007) suggest that by finding one's purpose, life can be better organized and hence greater productivity and happiness can be experienced. It will

help in harnessing all resources to reach own ultimate potential (Neck & Manz 2007, 29). When being intentional one starts living a life of choice (Bryant 2008).

Long- and short-term goals

Goals must be set both in long term and short term, because if one desires to achieve a big long-term dream (e.g. become a doctor or a professional musician), first one needs to achieve several short-term goals (e.g. get to a specific school and pass courses). Immediate behavior should be pointing at achieving a specific short-term goal (e.g. reading a medical study, practicing a new song or studying some music theory). (Neck & Manz 2007, 22.) Everything done should be thought of in light of the long-term view, because the long-view sharpens the short-view. It is essential to break down to details also the short-term goals and form a detailed step-to-step plan. Moreover, one should dream big dreams, because dreaming big dreams has the power to motivate and inspire toward the fulfillment of full potential (Tracy 2004).

A good rule of thumb is to do everyday something that leads a step closer to achieving the goals. Besides that it is good to remove from daily life negative activities that do not help at proceeding onward or might even take backwards. One might choose one specific area which is the biggest problem area and where one knows it is holding one back. After this one should concentrate single-mindedly on overcoming this one area where conquering the area will make the biggest contribution to success. (Tracy 2004.) Moreover, one should not to do the immediate activities blindly, but keep in mind always the long-term benefit. On the long run this starts to work as a powerful motivator giving a feeling of being on your path, which creates self-confidence.

Economists and sociologists generally agree that the main reason for economic under achievement and failure is inability to delay gratification (Tracy 2004). It is important to learn to sacrifice short-term gratification for long-term benefit because instant gratification seldom offers much on the long run.

While conducting goals one should set checkpoints after a certain periods of time when to evaluate oneself and the progress made. Self-evaluation should also be made after completing the tasks to see what has been learned and what the next goals could be. Both what is done well and what is not done well needs to be assessed so that

abilities are aligned to produce the desired results. Otherwise, the danger is the get stuck on the grey zone doing only good enough work, which turns into an unconscious development of bad habits wasting possible potential. When one develops a deep understanding to personal areas of competence it will allow one to channel energy into developing the areas of competence further (McCullough 2007).

Kivinen (2010) advices to form a detailed time-bound action plan with lots of short-term goals based on personal development projects. According to Kivinen personal development project plan should consist of three main areas of life:

- Oneself
- Professional life
- Social life

Maintaining balance in these areas creates happiness. One should not get too attached to one area or mix them up. Sometimes people get too stuck working for example on their professional life so they forget taking care of their family and friends and other social life. (Tracy 2004.) Under each area belong three time frames: three weeks, three months and three years. Every time frame in every area should include several goals and the shorter the time frame is the more specific the goals should be (Kivinen 2010). One should define specific actions of how to develop in the areas. See appendix 2 for an illustration of a detailed action plan.

SWOT-analysis

SWOT-analysis is a common tool for businesses for analyzing themselves. The analysis is usually used for bigger entities, but it can be applied on individual level as well. It can be a valuable tool for finding where you are at considering your goals, because you can find out your biggest leverage areas and what is holding you back the most and start a systematic plan of getting those areas handled. The SWOT-analysis stands for strengths, weaknesses, opportunities and threats, where one personally defines own attributes in each of the four categories.

Self-evaluation is important and should be done constantly, because it also a source for self-awareness and higher self-esteem. When one becomes aware of own strengths

and weaknesses one can concentrate on stronger sides and avoid weaker sides. Weaknesses should be delegated so that one does not waste time and energy fighting with the areas which are one's shortcomings. A shorter road is to use your own strengths and delegate everything where you are not good. (Myöhänen 2010.)

3.2.3 Self-rewarding and punishing

Self-rewarding

One powerful method one can use to lead oneself to new achievements is self-rewarding. By rewarding oneself for a desired behavior one can influence own actions positively (Neck & Manz 2007, 32).

Externally administrated rewards given for a good performance are considered a good motivating method. Rewards of this type are usually for example praise, a pay raise, time off, a promotion, an award of some sort, a bonus and so on. These rewards are usually connected to external administrators, but many such rewards can be self-applied to influence positively own motivation. This is considered self-rewarding. (Neck & Manz 2007, 45). One should create a reward system for oneself and always give a small reward for smaller tasks and a bigger reward for completing the whole task (Tracy 2004).

According to behavioral psychology people tend to increase the behaviors that are rewarded. This is why everyone should identify the activities and behaviors that they find rewarding for themselves. This can be for instance reading, dining out or just taking a short break from work. (Freeman 2004.)

A smaller self-reward might be for example having ten minutes off work or a cup of coffee after successfully finishing a chapter of a report. A bigger self-reward might be going to a restaurant to eat after finishing a project or purchasing the latest record of your favorite artist.

Another level of self-rewarding is mental self-rewarding. One can encourage oneself after task completion through internal speech and imagination, consciously giving oneself praise for good performance. (Neck & Manz 2007, 32.) This is described more detailed on chapter 3.4.2 "Self –talk".

A small victory needs to be emphasized because it gives a feeling of success and this leads to inspiration for further goals and increases self-confidence. Eventually, it becomes an upward spiral leading to success after another. Furthermore, when being caught in the fast pace of the upward spiral small setbacks feel less significant (Karhuvaara 2010).

Self-punishing

Another way of leading ourselves is self-punishing. It focuses also on self-applied consequences of behavior, but involves negative self-applied results to decrease undesired behavior (Neck & Manz 2007, 34). The reward and punishment should be contingent on completing the activity. If one fails to complete an assignment the enjoyable activity should be denied (Freeman 2004). An example would be not going to see a movie you've waited for because of failing to meet a report deadline.

Self-rewarding can also be applied mentally with negative internal speech. However, using self-punishment and self-criticism too much should be avoided because it can have a negative influence on performance (Neck & Houghton, 2006). Punishing oneself too much mentally with negative thoughts about past failures will stop one from learning and getting forward. (McCullough 2007). Habitual self-criticism and guilt can also impair creativity and motivation (Neck & Manz 2007, 34). However, when attitude is correct right mental self-punishment will happen automatically (Myöhänen 2010).

If one fails to apply self-punishing as planned, a good idea is to use supervised monitoring (Freeman 2004). One should bring external people along and make oneself committed to them. One should promise to do something unpleasant if one fails to follow the agreed plan. This will encourage reducing the undesired behavior. An example would be to promise to clean up the whole house if not going to the gym three times a week.

3.2.4 Cues

Increase positive cues

Our surroundings are full of physical cues that tend to encourage certain behavior. Usually one can affect own surroundings. One can rearrange the environment to increase physical cues that tend to lead to desired positive behavior. (Neck & Manz 2007, 18-19). One willing to learn a foreign language might subscribe to a magazine of that particular language to read the language regularly, get foreign pen friends or even move to live to that country for a while. One can make success and development inevitable by organizing surroundings so that one will develop automatically or by putting oneself to circumstances that support the development.

The people around you can work as powerful cues guiding one's actions to desired directions and giving positive influences. Over time, people who surround one are likely to influence who one becomes. If one knows who one is, what one believes in and what one is striving for it is essential to surround oneself with the right people. (Manz & Neck 2007, 19). These should be positive and inspiring people who encourage the desired behavior. They can at the same work as success models and mentors of several fields offering consultancy and advice.

Self-leadership encourages individuals to find their own identity and way to contribute as a part of an organization or a group that produces synergistic performance (Neck & Manz 1999). Surrounding people should encourage growing and reflecting in a positive and constructive way. One does not need to feel embarrassed asking unintelligent questions when having good people around (Karhuvaara 2010).

Hill (2007, 114-115) describes the synergy as "the master mind principle". The master mind principle is applied when people with different skills and specialties share a certain common ground and gather together to form a synergy, help each other and work collectively to strive for the common goal for everyone's benefit. Five of ones closest friends determine how successful one is, so positive networking and surrounding oneself with success models is worthwhile.

Decrease negative cues

On the contrary to increasing cues, one can also concentrate the effort to eliminate distractions and influences that promote negative behavior (Freeman, 2004). If one identifies the objects in the environment that make one act undesirably or make efficiency suffer one can deliberately remove those objects or remove oneself from their presence (Neck & Manz 2007, 18).

If one eats too many sweets, the person should remove the candy dish from the kitchen table. If one cannot concentrate on working because of TV, another place to work should be found or the TV-set should be removed from the room. It is smart to design own work space without any cues to destructive or unproductive behavior.

One should decrease spending time with negative people who always see the downside in everything and encourage acting in undesirable ways. In a professional relation, if the person does not learn the desired positive attitude despite constant effort, the person should be dismissed (Myöhänen 2010). Both negative and positive energy are contagious, which affect the whole team.

3.2.5 Reminders and attention focusers

A simple strategy is to use physical objects to remind one of what needs to be done or where one needs to focus own attention. A list of pending tasks is very commonly used, which also provides the basis for a feeling of personal accomplishment and reward as items are crossed off the list. There are different kinds of task lists available. This is covered more specifically on chapter 3.5 "Time management". See appendix 1 for an example of daily to do list.

Furthermore, one can for instance place a top-priority project in the center of own work station so that when entering the space it inevitably catches one's attention. The challenge is to find those physical reminders and attention focusers that work best personally and which one does not easily bypass. (Neck & Manz 2007, 18.)

3.3 Natural reward strategies

Natural reward strategies mean trying to use one's naturally motivating activities and tasks to reach a more effective self-leadership. The aim is to make any activity feel as naturally appealing as possible instead of having the mentality of doing unattractive and unpleasant tasks only because they are necessary. When a task is naturally rewarding no external incentives are necessary to motivate. (Neck & Manz 2007, 42, 45.)

There are three reasons why certain activities feel naturally rewarding:
- they make us feel more competent
- they help us feel more self-controlling
- there is a connection to our sense of purpose

Feelings of competence arise when one is good at performing an activity. One commonly enjoys activities that one does well. One also tends to increase this activity, because of the desire to feel the feeling of competence more. It is often connected to external rewards like compliments and admiring attention from others. (Neck & Manz 2007, 45). Moreover, one automatically tends to decrease activities which one does not perform well, because they make one feel more incompetent. This is why it is important to develop a sense of awareness about own competences and not let the feeling of incompetence keep from working on a problem area.

Secondly, humans tend to want to control their own destinies. Lack of feeling of control to own surroundings tend to make one feel lost and helpless. Therefore, activities where one can determine and decide by oneself how and where to proceed makes one feel a sense of self-control and makes the activity feel naturally rewarding. (Neck & Manz 2007, 46.)

Being aware of one's purpose and making sure that the task one is doing is aligning with the purpose will help one find work naturally rewarding. This way one works on what one believes and lives own purpose. (Neck & Manz 2007, 47, 53.) This is essential with long-term activities especially. When one has the feeling of purpose in own doings, one feel like being on your path and that one's doings have a higher

meaning for own life. Feeling sense of purpose requires that one is aware of one's own main values and the activity provides some fulfillment to these needs.

In order to make an activity more naturally rewarding one needs to build naturally rewarding features into them. It means to identify aspects of our doings that we enjoy and try to increase these as much as reasonably possible. Another way is to intentionally focus thoughts on the naturally rewarding aspects of the tasks despite the possible negative sides. (Neck & Manz 2007, 48.)

3.4 Constructive thought pattern strategies

The aim of constructive thought pattern strategies is to rephrase one's thoughts to be more positive and constructive. Self-leadership strategies for self-regulating emotions can be used for dealing with challenging emotional situations in a way that reduces destructive behavior and negative emotional experiences. One can improve own self-leadership if one makes systematic efforts to alter own thinking in a beneficial way. Like as beneficial behaving also beneficial thinking has potential to help one improve own effectiveness. (Neck & Manz 2007, 61, 73.) One can learn to control own feelings and eventually choose one's own attitudes.

One's actions are usually preceded by one's thinking and thoughts. Before acting one thinks. If one thinks angry thoughts there is a high chance that it will result as a negative destructive action where one gives out our negative energy. On the contrary, positive thinking usually results as positive energy and actions. Controlling one's own thoughts is the key to positive deeds.

Furthermore, one's thoughts are preceded by one's emotions. Before thinking one feels an emotion. One's thinking is based on how one feels. Positive emotions bring positive thoughts. This why emotions are important and being self-aware of one's emotions is essential. Controlling one's own emotions and keeping them positive is the key to positive thinking. (Sydänmaanlakka 2006, 280.) Figure 4 below describes the connection between emotions, thoughts and actions.

Figure 4. *Connection between emotions, thoughts and actions. (modified from Sydänmaanlakka 2006, 279).*

Emotions	→	Thoughts	→	Actions	→	Results
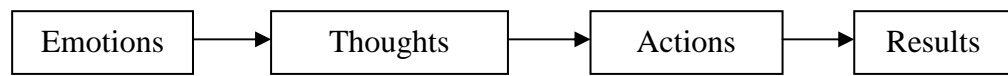
A connection has been found between positive emotions and beneficial states such as improved information processing and increased attention and a variety of significant immune response, cardiovascular and other health benefits. On the other, hand negative emotions such as anger and fear tend to limit our potential reaction options to such as attack or escape. (Neck & Manz 2007, 62.)

Positive emotions are important also because emotions expressed in the workplace and other life settings have been proved to be contagious. For instance, self-leadership attempts that result in positive emotions can make other people experience positive emotions as well. This can lead into long-term constructive behaviors and atmospheres in organizations. (Neck & Manz 2007, 64.) Negative emotions affect also others. One must be able to deal with oneself so that positive attitude remains most of the time. One can with own positive attitude get the best out of people and get specialists of different fields working for oneself (Myöhänen 2010).

3.4.1 Beliefs and paradigms

Paradigm refers to one's own definition of reality and how everyone personally sees the world. Seeing is based on the cooperation of brains and eyes, and it is always connected with interpreting (Sydänmaanlakka 2006, 143). Everyone has a tendency to believe that they see the world from an objective perspective, but one actually sees it only through one's own paradigms. Everyone has their own individual perception of the world, which starts to form from the day one is born.

When humans receive new information they unconsciously tend to place it next to facts and information that they already possess. When one has an attitude towards new information, the frame of reference is one's paradigm which is the view that defines own reality. People often remain unaware of them although they affect all our attitudes and behavior. Everyone unconsciously forms their own paradigms out of

their beliefs and they determine how one experiences reality and interacts with other people.

If one sees the world as a negative place, everything one encounters will be primarily perceived as negative. If one believes that something is impossible it is very unlikely that one will succeed. The more positive beliefs are and the stronger one's faith is the better the performance is (Ruohotie & Honka 2002, 31). Motivation is dependent on how strongly one believes that success is possible.

The more aware one is of own basic beliefs and paradigms the better one can take responsibility of them, examine them, test their reality and be more open to others perspectives. Simultaneously, one gets a broader picture and lot more truthful view. (Grönfors 2001, 18, 29, 132). This is why constant reflecting and questioning is essential.

3.4.2 Self-talk

Self-talk refers to the inner process of talking to ourselves within our minds, often commenting the past, on-going or future events either positively or negatively. All of the self-talk one goes through in own head plays a role in forming our beliefs.

One can choose between focusing on what one has done wrong and thus getting down on oneself and focusing on what one has done right and thus building oneself up (Manz & Neck 2007, 32.) Negative self-talk reduces positive energy, happiness, self-confidence and prevents from feeling good about oneself. Emotions and thoughts felt everyday eventually reflect on behavior and it becomes a self-fulfilling prophecy (Neck & Manz 2007, 74). It is important to become aware of own self-talk and start systematically reducing negative self-talk and increase positive self-talk. Positive self-talk should become a habit.

Instead of saying "I'm nervous because of this job interview, because I'm probably not as qualified as the other applicants" one should say "I am prepared for this interview. I feel confident, I know that I fit to the job well and the company needs my skills". This should be done even though it would not feel natural at first. One can create positive beliefs through repeated suggestions in the form of positive

affirmations from your conscious mind to your subconscious mind. At a certain point, subconscious mind will start accepting the new command as the new operating principle. (Tracy 2004.)

3.4.4 Mental imagery and rehearsal

Mental imagery means practicing a task mentally and imagining a successful performance. This helps at creating positive emotions, mindsets and beliefs. Athletes have used this technique to improve their performances and the same technique can be applied in the office (Freeman 2004). Imagining the successful result before happening can work as a powerful motivator, because clear mental pictures will sharpen one's mind and help to concentrate (Tracy 2004).

For example, if one mentally pictures oneself as highly effective performers, one's actions tend to start aligning with the mental image. One could see oneself closing a deal in a sales situation or being friendly to colleagues. (Freeman 2004.) One can visualize the tasks as completed and imagine the good feeling and satisfaction when having the job well done (Tracy 2004). On the other hand, imagining an unsuccessful humiliating situation will probably result as lack of confidence and congruence which could lead to the imagined failure. If one exercises greater control over own imagined experiences it can improve one's psychological worlds resulting as improved effectiveness and performance. (Neck & Manz 2007, 83).

3.5 Time management

Effective time management is an important part of productive self-leadership and a core career skill which everyone needs to perform efficiently. Getting to terms with time management can give a cutting edge against other people of otherwise same level of skills. (Forsyth 2007, 1). Good time management means the planning and organizing of one's time in such way, that one accomplishes own most important goals as quickly as possible (Tracy 2004). It gets one to get most out of time.

At first trying to organize effective time management might seem to waste more time than save time. However, it demands discipline enforced by habit, which means that it

gets easier when working at it. Successful adaption of time management can have tremendous benefits (Forsyth 2007, 3). It can for instance:

- Increase one's efficiency and productivity
- Help one adapt to the pressure that comes with any job
- Create greater positive visibility of a highly effective productive person among one's colleagues and managers

Time thieves

One of the biggest obstacles for efficient time management is time thieves. A time thief is anything that interrupts efficient working flow or keeps one from getting closer to achieving a goal or completing a task. It is important recognize own personal time thieves and eliminate them as much as possible. Often it is necessary to deal with some of them however.

 Time thieves not only waste time but also drain productive energy. It always takes some time to get back to optimal work flow after an interruption. Figure 5 below describes the effect of time thieves to performance.
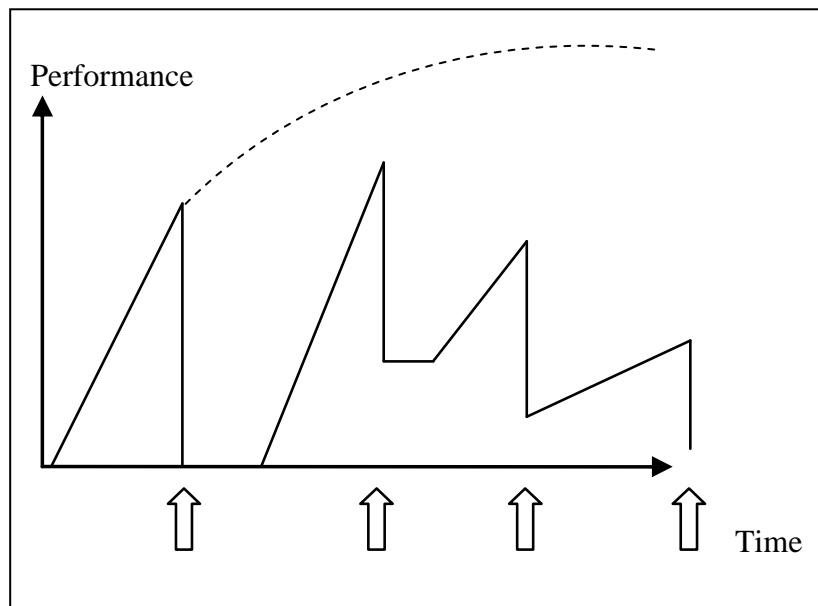

Figure 5. *Time thieves (Bischof & Bischof, 2002, 55).*

Time thieves can be for instance the following (Salminen & Heiskanen 2009, 53, 56):

- Inefficient working habits
- Difficulties in starting a task
- Constant interruptions and distractions (colleagues, email notifier, etc)
- Unnecessary tasks
- Weak concentration skill
- Chatting with colleagues
- Useless and unnecessarily long meetings
- Working on projects which cannot be finished
- Working on tasks which are not worth the effort
- Wrong personal attitudes and habits
- Perfectionism
- Dysfunctional technology
- Useless time spent on the Internet
- Watching too much television

One of the greatest time wasters and the biggest procrastinator is oneself. Human beings have an unconscious desire for feeling of comfort so most of the time the main reason for procrastinating is that the task feels too difficult or unpleasant. Generally people concentrate on insignificant matters instead. However these unpleasant and difficult tasks and decisions are the ones that could affect one's success the most. These are usually large important tasks with considerable future value. (Tracy 2004; Forsyth 2007, 57.)

According to Forsyth (2007, 58-60) there are a few fundamental rules for overcoming own procrastination:

1. Do not procrastinate on tasks that feel difficult
2. Do not procrastinate on tasks you feel unpleasant
3. Beware of your favorite task

Tracy (2004) suggests a great deal of advice for overcoming procrastination. One should refuse to rational, explain or make excuses for own unproductive behavior because people who procrastinate always have what they think is a good reason. One should decide also not to worry about doing the job perfectly, but instead just doing the job not worrying about the quality to avoid unnecessary perfectionism. One small

part could be done to get started and to warm up for bigger parts. One should also tell other people the job will be done by this time because promising others creates motivation. It sets an internal deadline to unconscious mind (Tracy 2004).

On the other hand, one can start from the most unpleasant tasks that cause the most resistance, because after that everything else feels easy. All will power should be concentrated on these tasks or on integrating a new desired behavior first thing in the morning. This is when will power is most congruent before it is being burned away with all the distractions that start stealing one's concentration. One has to start working on the most challenging tasks when feeling most energetic and motivated. (Tracy 2004.) Succeeding breeds motivation, so one should get the biggest parts done first and then start working on the details. Otherwise energy will be burned with worrying and hesitating (Myöhänen 2010).

Prioritizing

The starting point of effective time management is clarity with regard to personal goals and objectives (Tracy 2004). People tend to have too many wishes considering their lives and they try a little of everything without getting any significant results. To avoid this, goals need to be made specific and activities prioritized (Jabe 2008). One should be able to concentrate on what matters and do first things first.

A well-known theory called Pareto's Law, more commonly known as the 80/20 rule suggests that always 20% of effort produces 80% of the result. For instance 20% of company's customers create 80% of its revenue. More individually, 20% of one's activities produce 80% of one's real benefits and progress. One must recognize the key areas that produce the most result and concentrate on these. (Forsyth 2007, 83-84.)

A practical example would be being on sales business, where one personally creates the product, plans the marketing and prospects for potential customers. From a 10-hour working day four hours is spent planning, four hours working for marketing and two hours for prospecting. The two hours used for prospecting, 20% of the working day, gets the customers that ultimately bring revenue. Without prospecting nothing

would happen, so this is a key area where lots of emphasis should be focused. (Tracy 2004.)

Tasks should be divided into four categories concerning their priority. The Eisenhower-principle described in figure 6 (Knoblauch & Wöltje 2003, 28-30) below divides the tasks into four categories based on their urgency and importance.

Importance

C	A
D	B

Urgency
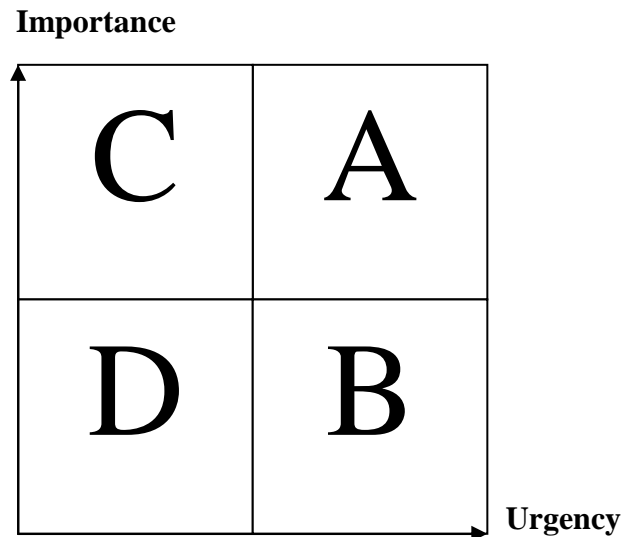
Figure 6. *The Eisenhower-principle (Knoblauch & Wöltje 2003, 28).*

Field A: Urgent and important tasks. These are top priority tasks which hold much long-term future value and must be done in time or problems will occur.

Field B: Important but not urgent tasks. B-tasks are easy to postpone but should be worked on constantly because they hold much long-term value. The effort on B-tasks holds the most leverage because they eventually decide how much progress one makes. By reserving enough time for B-tasks the most progress happens and many urgent problems do not occur. If B-tasks are too much postponed long-term goals are not getting closer and many big projects become urgent.

Field C: Urgent but less important tasks. These tasks do not hold much future value but can cause problems if postponed. The key is not to do C-tasks only because they are urgent, but instead to reserve enough time on B-tasks which hold higher future value. C-tasks should be delegated if possible so that A- and B-tasks have more time.

Field D: Tasks are neither important nor urgent. Tasks in field D can be done when there is absolutely nothing more important to do. If possible, D-tasks should be postponed as long as possible, delegated or even discarded. One needs to ask if the task is really worth doing.

Getting organized

Getting organized is important for efficient time management. The benefits are for instance the following (Bischof & Bischof, 2002, 107):
- Concentration on work is less likely disturbed
- Clarity concerning work reduces working pressure
- Inefficient multitasking decreases

One can get organized with a few basic guidelines (Bischof & Bischof, 2002, 107):
- planning time usage
- keeping desk and working space tidy
- Use practical time management tools (to do lists, etc)

Planning time usage in advance saves time and reduces stress. The more intense the work is, the more important it is to put working in periods so that goal-oriented actions remain efficient (Lönnqvist 2002, 41).

A good method is to organize time on time blocks and arrange fixed hours in working days which are peaceful. This way one can work uninterruptedly on A- and B-priority tasks which require deep concentration. If one has a certain project or a skill set to work on one should set aside a designated 15min period of time to work on this particular subject daily. (Tracy 2004.)

Furthermore, distractions should be scheduled by setting a fixed 1-2 –hour multi-tasking period. This period should be used for all urgent but not important C-tasks which are quickly done and require a little concentration. Doing several similar tasks on a row will increase efficiency and take less time to complete the tasks. During this period one can also make all the necessary phone calls and people know that their calls will be answered. After the period is over one should stop the interruptions again and return to top priority jobs. (Forsyth 2007, 67, 85.)

60% of time usage can be carefully planned for completing tasks, but the remaining 40% should be ready to be adjusted to other people's needs and kept blank for unexpected tasks and delays (Knoblauch & Wöltje 2003, 50-52). The most interruptions and other external stimuli during working days occur from 8.30am to 11am and from 1pm to 4pm (Salminen & Heiskanen 2009, 63). Tasks that require the most concentration and uninterrupted working should be scheduled outside these hours. In many cases the most productive time of the day is early in the morning before normal working hours start.

It is also useful to identify whether one is a morning or an evening person. Morning persons tend to reach their highest level of energy and productivity early in the morning which gradually starts to drop with a few fluctuations throughout the day. Evening people usually start the day with a very low energy, reaching a decent productivity not until 10-11am reaching their peak performance between 8pm and 11pm. These high levels of energy should be taken advantage of. (Knoblauch & Wöltje 2003, 56-57.)

Keeping own desk clean and before starting gather all the necessary materials in front helps in maintaining concentration (Tracy 2004). This way one does not waste time, will power and concentration on trying to work but ending up trying to find tools necessary for working. Moreover, useless items should be thrown away regularly instead of storing (Forsyth 2007, 111).

Forsyth (2007, 45, 52) gives some practical tools for time management:

- To do –lists. One should have at least one general list or two separate lists: the urgent list and the master list. (Tracy 2004) If one prepares tomorrow's list in advance the subconscious will start working on them already (Kivinen 2010).
- Calendar. One should use only one calendar to keep it simple.
- Sticky notes. One should have these ready also on night table for unexpected ideas (Kivinen 2010).
- Check lists. Certain routine activities always require the same tools or actions so one can prepare a list that has all the necessary information ready.
- Highlighters. One should always highlight from texts the most essential parts to avoid unnecessary paper scanning.

3.6 Summary of the theory

Ultimately, self-leadership strategies aim at completing two objectives:

1. Optimizing one's own behavior
2. Optimizing one's mental state and thought patterns

Figure 7 below describes how the co-operation of behavior and thoughts lead to personal effectiveness through co-operation of "body and mind". The gathered theory was used to create a modified comprehensive framework model of self-leadership described in figure 7 below. The framework combines self-leadership areas from Neck and Manz (2007), time management and the personal development projects aiming at total wellness from Sydänmaanlakka (2006).

Figure 7. *Comprehensive self-leadership framework (modified from Neck & Manz 2007, 129, 171).*
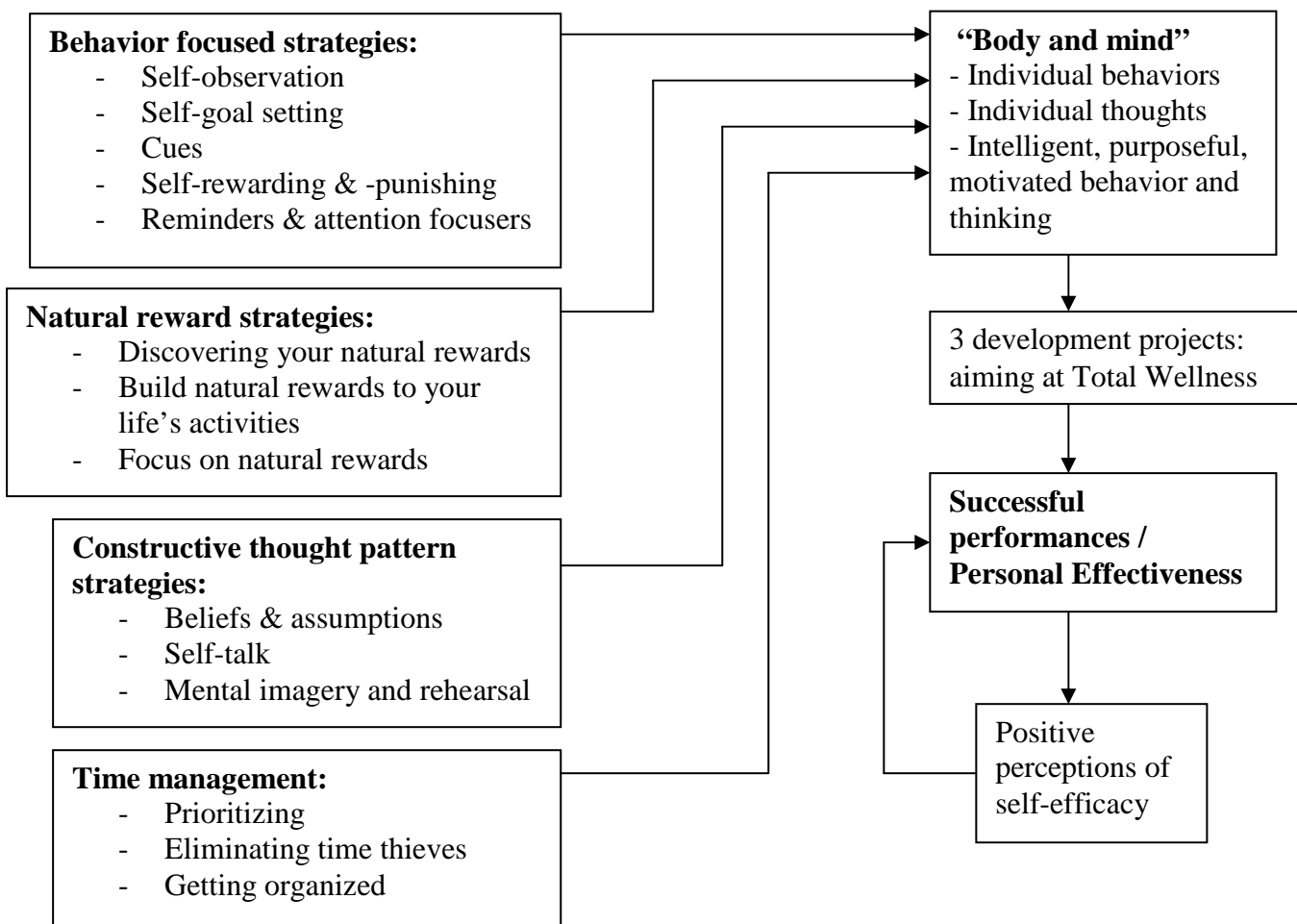
From the figure 7 above one can see how everything in self-leadership connects. On the left side are self-leadership categories with their subcategories by Manz & Neck (2007) besides time management. Using these tools adequately leads to congruency of body and mind, where physical and mental balances align and create intelligent, motivated and purposeful thinking and behavior. This empowering congruency is self-lead to three projects of personal development in chosen areas of total wellness by Sydänmaanlakka (2006). The commitment in the projects leads to personal effectiveness and successful performances, which creates positive perceptions of self-efficacy leading to more personal effectiveness, which becomes an upward spiral leading to more successful performances.

4 RESEARCH: SELF-LEADERSHIP OF SAVONIA UAS STUDENTS

This chapter concentrates on the actual research of the thesis. The whole process is covered in chronological order starting from the research idea and questions then going through the research methods, planning and execution and then presenting the results. Finally, the chapter is concluded with the interpretation of the results.

4.1 Research goal and questions

Starting point for the research was the fact that even though several sources indicate that practicing self-leadership can have significant positive effects it is not taught on the bachelor level of Savonia UAS. The goal was to clarify whether Savonia UAS students are capable of leading themselves efficiently – maybe unconsciously - and simultaneously if there is a need for a self-leadership course. Finally the intention was to find out whether having a self-leadership course would be useful in student's opinion.

4.2 Research methods

Questionnaire

A quantitative questionnaire was created for the research using TYPALA, a commonly used system within Savonia UAS for creating questionnaires. The questionnaire was created both in Finnish and English for the foreign students. The questionnaire included five background questions, 59 descriptive statements, one opinion question and one voluntary question for open feedback. Seven categories were made for the descriptive statements to facilitate answering the questionnaire and interpreting the answers. The categories with the amount of statements were the following:

- Self-awareness and proactive self-observation (6)
- Goal orientation and systematic long-term planning (15)
- Methods for positive self-influencing (6)
- Tendency to feel activities naturally rewarding (6)
- Taking care of one's physical being (4)

- Time management (11)
- General attitude towards life (11)

The statement categories were created by referring to the self-leadership theory by Neck & Manz (2007) and by applying all the background information acquired during the project. Moreover, self-evaluation questionnaires from Neck & Manz (2007, 16, 43) and Sydänmaanlakka (2006, 312-314) were used as partial sources.

The final category contains questions that are more common and are meant to measure connection between positive attitude towards life and good self-leadership skills. Positive mentality is also connected to constructive thought pattern strategies by Neck and Manz (2007, 70).

In the descriptive statements the respondents had to choose the answer that described them the most. Because some questions could have been perceived as difficult to answer, the option "I'm not sure" was also available. The options were the following:

- Describes me very well
- Describes me well
- Does not describe me well or badly
- Describes me badly
- Does not describe me at all
- I'm not sure

The background questions were included to get general perspective of the respondent group and see if tendency towards good self-leadership and respondent's opinions are connected to some commonalities like age or gender. See appendix 3 for the questionnaire in its entirety.

Realization and respondents

The questionnaire was send to all Savonia UAS students via email which was 7118 students in total. The email addresses of the students were received from Savonia UAS student registry. The questionnaire was open for the respondents 21.4.-5.5. for

15 days and was sent to the students twice. The first time it was sent on 21st of April and it resulted in 621 responses.

A reminder to answer the questionnaire was send to all the remaining students on 29th of April and this resulted as additional 326 answers. Eventually 947 students answered the questionnaire which was 13.3% of the total amount. The messages sent to the students can be found in appendix 4.

Analysis methods

Microsoft Excel and SPSS were used to arrange the results. In SPSS descriptive methods and cross tabulation were the main tools for conducting the analysis.

To facilitate the sorting of the statements in the analyzing process the answering scale was inverted. Moreover, some of the meanings of the statements were inverted as well so that choosing the value "5" would always have a positive meaning. For example, answering the statement "I tend to slip back to my old habits" with "5" would have a negative meaning, but the statement was inverted to "I do not tend to slip back to my old habits" so that answering with "5" has a positive meaning. After this on this scale the option "1" means low self-leadership and "5" means high self-leadership. The options were rearranged so that they gave the following points:

- Does not describe me at all = 1
- Describes me badly = 2
- Does not describe me well or badly = 3
- Describes me well = 4
- Describes me very well = 5

In the charts the statements were sorted descending according to the average value so that on the top is the statement in which the respondents got the highest score and hence have the highest self-leadership capability. The answer option 6 "I'm not sure" was also left out when calculating the averages.

After inverting the scale summative scores (averages of statements within a category) were created to see general tendencies within statements categories. Also reliability

analyses were made with Cronbach's Alpha to see how reliable the summative scores were. When the Cronbach's Alpha value in "Reliability Statistics" is higher than 0.6, the measure is generally reliable. Moreover, the similarities between summative scores and certain descriptive statements were researched by making correlations using Spearman´s correlation coefficient.

When comparing summative scores of categories between respondent groups (for example difference in time management skills between male and female) nonparametric tests with independent samples were done. Mann Whitney U and Kruskal-Wallis tests were used to find out if there are significant differences in the distributions of categories between respondent groups. In the test the significance level is 0.05. Therefore, in all tests that have a value under 0.05 the distribution difference is significant. In addition, the tables with means and standard deviations were also created with SPSS and Excel.

4.3 Results

General

A clear majority of respondents were female (68%) and Finnish (97%). Hence, it is not surprising that the majority (32%) also studies in the unit of social services, health and sports known as a female-oriented field. In a descending order, the second largest group was from technology, communication and transport (26.5%), then from social sciences and business administration (15%) and from culture (14.8%). The smallest groups came from tourism, catering and domestic services (7.3%) and natural resources and the environment (4.2%).

The largest group (30%) was 22-23 years old and second largest group was older than 30 years with 21%. Year of studying spread evenly where majority (29%) was 2nd year students and minority 4th year or more with 18%.

Self-awareness and proactive self-observation

First category had six descriptive statements about values, strengths, weaknesses and other matters considering self-observation. High self-awareness is a sign of good self-leadership. Table 1 below displays the results.

Table 1. *Self-awareness and proactive self-observation. Distributions (%), means and standard deviations.*

	Does not describe me at all	Describes me badly	Does not describe me well or badly	Describes me well	Describes me very well	Total	Mean	St.Dev
I know what my values are.	0	3	15	45	37	100	4,2	0,8
I know what my strengths are.	1	6	12	57	24	100	4,0	0,8
I am usually aware of how good I am in my activities.	0	5	11	69	15	100	3,9	0,7
I know what my weaknesses are.	0	7	16	58	19	100	3,9	0,8
I try to keep track of my own development in my activities.	1	6	18	58	17	100	3,8	0,8
I try to self-evaluate and question constructively my own actions.	1	9	22	52	16	100	3,7	0,9
Summative score							3,9	0,5

One can see from table 1 above that the results of the category gave an impression of high self-awareness among respondents. In the statement about awareness of our own values 37% chose "describes me very well" and in all the other questions over 50% chose the option "describes me well". In constructive self-evaluation the students have the lowest score. In addition, the summative score of the category was 3.9 which gives an impression of generally high self-awareness. In the reliability analysis Cronbach's Alpha was 0.695, which implies that creating the summative score was meaningful.

Goal orientation and systematic long-term planning

The second category had statements about long-term planning, goal orientation, increasing constructive behavior and decreasing destructive behavior. Some statements were gradually increased to see how far the mentality of the respondents reached. The results are displayed in table 2 below.

Table 2. *Goal orientation and systematic long-term planning. Distributions (%), means and standard deviations.*

	Does not describe me at all	Describes me badly	Does not describe me well or badly	Describes me well	Describes me very well	Total	Mean	St.Dev
I often make personal goals for myself.	2	11	18	47	22	100	3,8	1,0
I know what I want from my life.	4	10	18	41	27	100	3,8	1,1
I continuously aim at developing myself in my strengths.	0	8	27	51	14	100	3,7	0,8
I continuously aim at developing myself in my weaknesses.	2	14	30	45	9	100	3,5	0,9
I like to work towards specific goals that I've set for myself.	2	14	28	42	14	100	3,5	1,0
I have a picture of my life one year from now.	8	13	16	44	19	100	3,5	1,2
I have successfully eliminated some bad habits from my life.	4	13	26	46	11	100	3,5	1,0
I know what my purpose and my life's purpose is.	8	14	26	33	19	100	3,4	1,2
I have a clear action plan for my future goals.	6	20	28	34	12	100	3,3	1,1
I consciously do activities that I know will be beneficial on the long-run.	7	21	27	30	15	100	3,3	1,1
I do not have bad habits which I cannot eliminate even though I try.	4	29	28	26	13	100	3,2	1,1
I have a picture of my life 3 years from now.	14	20	21	34	11	100	3,1	1,2
I do not tend to slip back to my old habits.	4	33	33	20	10	100	3,0	1,0
I have a picture of my life around 7 years from now.	24	23	24	22	7	100	2,6	1,2
I consciously try to avoid regular activities which have no long-term benefits.	21	33	31	12	3	100	2,4	1,0
Summative score							3,3	0,6

As one can see from the table 2 above, for almost 70% making often personal goals describes them at least well. Continuously developing personal strengths describes 51% of the respondents well and developing weakness 45% well.

To the statement "I have a clear picture of my life one year from now" 44% answered "describes me well" whereas seven years from now only 22% answered the same. Furthermore, 24% answered "does not describe me at all". Majority does not have a plan of any kind on the really long run.

In this category the middle option "does not describe me well or badly" received several times approximately 30% of responses, which can be interpreted that students might not have thought about the matters so rationally before and that the concept of self-leadership remains somewhat hazy and unconscious to people. The statement "I know what I want from my life" described very well 27% and well 41%. On the other hand, being aware of your purpose described very well only 19% and well 33%. The middle option was chosen by 26%.

Majority (33%) chose that trying to avoid activities that offer no long-term benefit describes them badly. This is an expected result, because it is quite advanced self-leadership which requires lots of discipline and purposefulness.

Statements about eliminating bad habits gave some spread results. For 46% past successes of eliminating bad habits from their lives describes them well, but many students say that being are able to remove some bad habits and not slipping back to old habits describes them badly (29% and 33%). At the same time, to 26% and to 20% the statements describe them well.

The summative score of the category was 3.3 which means that long-term orientation of the respondents is only slightly above average. In the reliability analysis Cronbach's Alpha was 0.849, which implies that the summative score is highly reliable.

Methods for positive self-influencing

The statements were about using positive self-cueing, self-rewarding and self-punishing for improving personal efficiency. Cuing is about arranging one's working environment to be more motivating, associating with inspiring people and not associating with people who bring out your undesired sides. The results of the category are displayed in table 3 below.

Table 3. *Methods for positive self-influencing. Distributions (%), means and standard deviations.*

	Does not describe me at all	Describes me badly	Does not describe me well or badly	Describes me well	Describes me very well	Total	Mean	St.Dev
I often use reminders or other similar tools to remember what I need to do.	4	14	13	39	30	100	3,7	1,2
I try to arrange my working environment so that it helps me to concentrate.	3	12	17	47	21	100	3,7	1,0
I often reward myself after completing a task.	2	10	21	49	18	100	3,7	1,0
I try to surround myself with objects and people which bring out of me the behavior I desire.	5	15	31	37	12	100	3,4	1,0
I consciously avoid people and things which I think bring out my bad sides.	9	20	30	31	10	100	3,1	1,1
I punish myself somehow when I fail to reach my goals.	22	33	26	15	4	100	2,4	1,1
Summative score							3,3	0,6

One can see from the table above that for a majority of 37% and 31% associating with motivational people and avoiding people who are bad influence describes them well, but 31% and 30% chose again the middle option. The concept of increasing positive cues and removing negative cues might be somewhat elusive and therefore students do not have such clear opinions about it.

Using reminders gained the highest score (39% describes well and 30% very well). This is expected being again the most normal self-cueing method. Self-rewarding describes 49% of the respondents well and self-punishing describes 33% badly and 22% not at all. This is a positive result because as stated in chapter X, self-punishment should be used with consideration because it can have counterproductive effects.

The summative score was 3.3 meaning that respondents are equally good in long-term orientation and in positive self-influencing. Cronbach's Alpha in the reliability analysis was less than 0.6 (0.573), which means that the summative score is not practically reliable but very close.

Tendency to feel activities naturally rewarding

The next statements were about how naturally rewarding the respondents find their work, studies and doings in general. This feeling comes out of sense of competence, self-control and purposefulness. Included were also statements about the ability to concentrate on positive sides despite the negative aspects. The results are displayed in table 4 below.

Table 4. *Tendency to feel activities naturally rewarding. Distributions (%), means and standard deviations.*

	Does not describe me at all	Describes me badly	Does not describe me well or badly	Describes me well	Describes me very well	Total	Mean	St.Dev
I know which sides in my work / studies I especially enjoy.	1	3	8	59	29	100	4,1	0,7
I find more enjoyable sides in my work / studies than unpleasant sides.	1	7	18	50	24	100	3,9	0,9
I feel like I work / study more because I want instead of because I am obliged to.	2	9	15	41	33	100	3,9	1,0
I feel like my work / activities have a purpose.	2	7	19	50	22	100	3,8	0,9
I feel like I am competent in my work / studies.	1	6	22	59	12	100	3,7	0,8
When I want I can easily concentrate on pleasant aspects of working despite the unpleasant aspects.	2	10	27	47	14	100	3,6	0,9
Summative score							3,8	0,7

One can see from the table 4 above that in general the category had very positive results. Almost 90% of the respondents chose that knowing which sides of work or studying one enjoys described them at least well. Statements about feeling being competent in work or studies described well a majority of 59% of the respondents. Statements described badly only 6% and 3% of respondents. Also statements of feeling that their work or studying has a meaning, finding more enjoyable than unpleasant sides about their activities and feeling they work because they want described at least well almost 75% of respondents. On average to a majority of 51% finding their doings naturally rewarding described them well.

The summative score in the category was 3.8 meaning that respondents can use natural reward strategies fairly well. In the reliability analysis Cronbach's Alpha was 0.833, which means that creating the summative score was very reasonable.

Taking care of one's physical being

The next statements cover all essential parts of taking care of one's physical being which are eating healthy, sleeping enough and exercising regularly. Also the frequency of heavy alcohol consumption was addressed with one statement. The results are displayed in table 5 below.

Table 5. Taking care of one's physical being. Distributions (%), means and standard deviations.

	Does not describe me at all	Describes me badly	Does not describe me well or badly	Describes me well	Describes me very well	Total	Mean	St.Dev
I sleep enough. (approx. 7 hours a night)	3	11	13	42	31	100	3,9	1,1
I don't drink alcohol until I am drunk regularly.	5	13	20	22	40	100	3,8	1,2
I eat healthy.	1	11	26	46	16	100	3,7	0,9
I exercise regularly.	3	16	21	33	27	100	3,6	1,1
Summative score							3,7	0,8

According to table 5 above, on average students take quite good care of their physical being. Mostly the respondents sleep decently and do not over consume alcohol. Statement about sleeping enough also describes at least well 73% of the students. Exercising regularly described only 27% very well and 33% well. Moreover, having a healthy diet described 16% very well and 46% well. Not drinking alcohol until being drunk regularly described very well a majority of 40%, well describing coming as second with 22%.

The reliability analysis implied that the summative score is not very reliable. Cronbach's Alpha value was only 0.499. A correlation between the values of the category reveals that all other values correlate with each other except the statement about alcohol consumption. Therefore, a new summative score is made and the only differentiating variable is deleted. The new summative score is 3.7 which is reliable with Cronbach's Alpha 0.663.

Time management

The statements of the next category were about common challenges in time management and about practical time management tools.

From table 6 below one can see that the biggest shortcomings in respondents' self-leadership skills were in time management. Majority of respondents admitted that seldom being in a hurry described them badly (37%) as well as seldom finding starting things difficult (38%).

Using a "to do -list" regularly described the majority badly (25%) and 18% not at all even though it is a simple and effective tool for time management. To 23% it described them well. However, using a calendar daily described a majority of 69% at least well.

The summative score of the category was 3.0 which means that generally respondents time management skills are only barely average level. Cronbach's Alpha was 0.671, which means that creating the summative score is reliable.

Table 6. *Time management. Distributions (%), means and standard deviations.*

	Does not describe me at all	Describes me badly	Does not describe me well or badly	Describes me well	Describes me very well	Total	Mean	St.Dev
I am an organized person.	3	15	24	39	19	100	3,6	1,1
I use a calendar every day.	11	16	14	32	27	100	3,5	1,3
I seldom start things which I cannot finish.	7	16	24	36	17	100	3,4	1,1
I have enough time for my free time activities.	5	22	23	40	10	100	3,3	1,1
I seldom have to make changes to schedules I've made.	6	24	33	30	7	100	3,1	1,0
I seldom tend not to do things I have planned to do.	7	30	26	27	10	100	3,0	1,1
My work / studying does not take too much time.	9	29	35	22	5	100	2,9	1,0
I plan my time usage in detail.	12	33	27	22	6	100	2,8	1,1
I use a to do -list regularly.	18	25	24	23	10	100	2,8	1,3
I am seldom in a hurry.	12	37	30	18	3	100	2,6	1,0
I find starting things seldom difficult.	20	38	22	16	4	100	2,5	1,1
Summative score							3,0	0,7

General attitude towards life

The final statements were about attitude towards life in general. The statements relations to effective self-leadership were studied. Table 7 below describes the results.

In the statements about life not being too busy and every-day life not being stressful a majority of 36% and 32% chose the middle option. However, to a majority of 37% and 32% setbacks not being depressing and feeling seldom tired described them badly. Otherwise, always approximately 20-25% chose that statements described them either well or badly. There is a clear division between who are slightly on the positive side and slightly on the negative side of the options.

Table 7. *General attitude towards life. Distributions (%), means and standard deviations.*

	Does not describe me at all	Describes me badly	Does not describe me well or badly	Describes me well	Describes me very well	Total	Mean	St.Dev
I am happy.	1	4	18	48	29	100	4,0	0,9
I feel like I control my life.	2	9	24	52	13	100	3,7	0,9
Life is exciting.	2	11	23	47	17	100	3,7	1,0
I have a good self-confidence.	2	13	27	46	12	100	3,5	0,9
I do not have dreams which I cannot accomplish and the thought encourages me.	7	18	22	34	19	100	3,4	1,2
Happiness does not mean the absence of problems.	5	21	24	33	17	100	3,3	1,1
I see problems more as challenges and opportunities.	3	15	36	41	5	100	3,3	0,9
Normal every-day life is not stressful.	6	26	32	28	8	100	3,1	1,1
Life is not too busy.	8	29	36	21	6	100	2,9	1,0
Set backs are not depressing.	9	37	28	22	4	100	2,8	1,0
I seldom feel tired.	10	32	28	24	6	100	2,8	1,1
Summative score							3,3	0,6

Of the respondents 46% chose that having a good self-confidence and life being exciting described them well. A majority of 52% also felt like having control in their life described them well. Finally, the statement "I am happy" described well 48% and very well 29% of the respondents. Generally, the respondents feel often tired and that life is sometimes too busy, but also feel happy and that they control their lives.

The summative score of the category was 3.3, which is somewhat surprising considering that the highest statement mean is 4,0. This could be interpreted, that even though respondents feel happy and satisfied, the lack of time and the feeling of tiredness reduce the average level significantly. Cronbach's Alpha was 0.851, which means that the summative score is very reliable.

Comparing the categories

All the summative scores also were compared with each other. This was made to see precisely in which categories the respondents got the highest and the lowest average and hence have the highest and the lowest self-leadership ability. The category "general attitude towards life" was left outside the analysis because it is seen as a result of self-leadership instead of a category.

From the table 7 below can be seen that the lowest mean was clearly with time management and the second lowest with long-term orientation. Having approximately this order was somewhat expected, because the three lowest categories tend to be the ones which make the difference between normal self-leadership and good self-leadership. Self-leadership in these categories demands more concentrated work and is outside the realm of "normal" good behavior which is relatively easy to follow with common sense. The reliability analysis also implies that the summative score of all the statement categories is very reliable (Cronbach's Alpha 0.726). Hence none of the categories need to be left out.

Table 7. *Comparison of summative scores of self-leadership areas. Distributions (%), means and standard deviations.*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self-awareness and proactive self-observation	946	2,00	5,00	3,9	0,5
Natural rewards	945	1,00	5,00	3,8	0,7
Healthy habits of life (food, sleep, exercise)	945	1,00	5,00	3,7	0,8
Positive self-influencing	945	1,00	5,00	3,3	0,6
Long-term orientation	945	1,13	4,87	3,2	0,6
Time management	945	1,00	4,83	3,0	0,7
Valid N (listwise)	945				

Correlations between categories were also studied. All the different categories had a significant correlation between each other except general-life attitude and positive self-influencing. Long-term orientation had the highest correlation with all categories, especially with self-awareness, time management and natural rewards. It can be interpreted that in almost all cases when one has high score and hence skills in a certain self-leadership category, the person is capable of good self-leadership in other categories as well. The table of correlations can be found from Appendix 5.

Self-leadership skills between respondent groups

The differences between self-leadership skills and categories of respondent groups were researched by conducting non-parametric tests with independent samples. As mentioned before, Mann Whitney U and Kruskal-Wallis tests were used and the significance level is 0.05 which means that if the test value is under 0.05 the distribution difference is significant. For detailed tables see appendix 5.

In case of gender, there is a significant difference between results in the categories of positive self-influencing ($p=0.00$), time management ($p=0.00$) and general life attitude

(p=0.02). Female had better results in positive self-influencing and time management, but male have a better general life attitude.

When comparing nationalities Finnish had a lower score in every category. Of these there was a significant difference in self-awareness and proactive observation ($p=0.00$), long-term orientation ($p=0.00$), positive self-influencing ($p=0.00$) and natural rewards ($p=0.03$).

In case of age, there were significant differences in all other categories except positive self-influencing and general life attitude. In all significant categories except healthy habits of life the oldest respondent group (30 years and older) got the highest results. In addition, in all significant categories expect natural rewards the youngest group (19 or younger) got the lowest results.

When comparing field of studying there were significant differences in every category except self-awareness and proactive self-observation and general life attitude. In time management the highest score was for unit of social services, health and sports and the lowest for culture. On the other hand, the unit of social services, health and sports got highest score in natural rewards, long-term orientation and healthy habits of life. In positive self-influencing the highest score went to culture.

In the year of studying there were significant differences in categories of long-term orientation ($p=0.008$), natural rewards ($p=0.004$), time management ($p=0.021$) and general life attitude ($p=0.024$). The highest score in general life attitude and in long-term orientation was with 1st year students and the worst with 4th year students or more. Best time management skills are with 2nd year students and the worst again with 4th year students or more. The highest score in natural rewards was with 2nd year students and the worst again with 4th year students or more.

Positive relations to good self-leadership

The connection of certain self-leadership strategies to assumed results is studied. The objective is to find out if the use of the strategies seems to facilitate the management of these areas.

According to the results using certain self-leadership strategies facilitates time management clearly. Planning time usage in detail, organizing environment to be more motivating, using a task list and having clear actions plans for future goals has a significant correlation with statements "I find starting things seldom difficult" and "I seldom tend not to do things I have planned to do". However, the ones who plan their time usage in detail and use a task list regularly still feel that their work or studying takes too much time and feel that life is busy. Hence, the tools that facilitate the management do not necessarily remove the problem. The correlation table can be found from appendix 5.

Table 8. *Correlations of self-punishment.*

Correlations of self-punishment

			I have a good self-confidence .	I do not have dreams which I cannot accomplish and the thought encourages me.	I am happy.
Spearman's rho	I punish myself somehow when I fail to reach my goals.	Correlation Coefficient	-,197**	-,256**	-,184**
		Sig. (2-tailed)	,000	,000	,000
		N	921	922	909

**. Correlation is significant at the 0.01 level (2-tailed).

As can be seen from table 8 above, using self-punishment has a significant negative correlation with happiness, self-confidence and not having unreachable dreams.

Furthermore, the table 9 below displays that healthy diet, regular exercise and decent amount of sleep has also a significant correlation between feeling seldom tired and having a good self-confidence.

Table 9. *Correlations of healthy habits of life.*

		I seldom feel tired.	I have a good self-confidence.
Spearman's rho	I exercise regularly.	,224**	,177**
		,000	,000
		938	934
	I eat healthy.	,196**	,183**
		,000	,000
		941	937
	I sleep enough. (approx. 7 hours a night)	,258**	,122**
		,000	,000
		942	938

**. Correlation is significant at the 0.01 level (2-tailed).

Also being aware of own strengths, continuously developing yourself and having a clear action plan for future goals has a significant correlation with good self-confidence and life being exciting. This is displayed in table 10 below.

Table 10. *Correlations about self-confidence and life being exciting.*

			I know what my strengths are.	I continuously aim at developing myself in my strengths.	I have a clear action plan for my future goals.
Spearman's rho	I have a good self-confidence.	Correlation Coefficient	,457**	,208**	,260**
		Sig. (2-tailed)	,000	,000	,000
		N	935	936	932
	Life is exciting.	Correlation Coefficient	,278**	,249**	,244**
		Sig. (2-tailed)	,000	,000	,000
		N	927	928	923

**. Correlation is significant at the 0.01 level (2-tailed).

Finally, table 11 below displays that being aware of your values and knowing your life's purpose have a good influence. They have a significant correlation with happiness, feeling of control, self-confidence and feeling setbacks as not depressing and every-day life as not stressful. Other tables of correlations can be found from appendix 5.

Table 11. *Correlations about self-awareness.*

Correlations about self-awareness

			I feel like I control my life.	I am happy.	I have a good self-confidence.	Setbacks are not depressing.	Normal every-day life is not stressful.
Spearman's rho	I know what my values are.	Correlation Coefficient	,271**	,257**	,283**	,150**	,134**
		Sig. (2-tailed)	,000	,000	,000	,000	,000
		N	930	918	930	924	930
	I know what is my purpose and my life's purpose.	Correlation Coefficient	,391**	,403**	,330**	,261**	,232**
		Sig. (2-tailed)	,000	,000	,000	,000	,000
		N	913	899	913	906	913

**. Correlation is significant at the 0.01 level (2-tailed).

4.4 Interpreting

The results implied that Savonia UAS students are generally good at self-leadership. Despite some fluctuations the option "describes me well" was on average most often chosen when the statements described characteristics of good self-leadership. The results were somewhat expected, because a person studying in a 3rd degree school must have acquired some self-leadership skills to get this far.

However, even though the results indicated that students can lead themselves adequately, common flaws of self-leadership occurred. Mostly students are having problems with motivating themselves and starting doing things. Majority of the

respondents also saw their lives as busy and somewhat stressful, which could be interpreted as a sign of inadequate time management. The average value was always the lower the more advanced the self-leadership method was.

The one statement group which seemed to have most leverage was "goal-orientation and systematic long-term planning", because the category had the highest correlation with almost all other categories. From this one can interpret that focusing on this one particular area might have the strongest impact on other areas. Becoming long-term oriented would improve personal time management and help finding work more naturally rewarding and so on. According to the results the respondents seem to lack long-term purposefulness which is seen in everyday life activities and reflects also to other areas.

Indeed, even though students are mostly capable of leading themselves some lessons for instance about good time management, self-motivation and having a goal-orientated mindset would be useful. Many aspects that would be useful to levels of lower education probably seem really obvious to 3rd degree students. Self-leadership education for 3rd degree students should be more advanced and for lower educations more fundamental. In addition, there are surely some troubled individuals who are more in need of help on a more fundamental level.

One individual answer is a good example of how bad self-leadership directly reflects on lack of happiness, constantly being in a hurry, low self-esteem and so forth. According to the answer the respondent suffers from lack of happiness, self-esteem and feeling of control, feels constantly very tired, sees normal everyday as stressful and feels setbacks as depressing. Furthermore, for the person starting and finishing things is very difficult and the person is very aware of own weaknesses. Reflecting on self-leadership strategies, the person does not aim at developing own strengths or weaknesses, does not do actions that are beneficial on the long run, does not self-evaluate or know own purpose, does not rearrange environment to make it more motivating, does not exercise regularly, eat healthy or sleep enough and does not use a calendar nor a task list. For such persons, more in-depth self-leadership lessons would probably be useful.

Compliance to self-leadership course

Final compulsory question was whether it would be a good idea to have a course about self-leadership in the curriculum of Savonia UAS. The results made the common opinion of the respondents very clear.

Table 12. *Compliance to self-leadership course.*

Would it be a good idea to have an optional course in Savonia UAS about self-leadership?

		Frequency	Percent
	Yes	661	69,9
	No	102	10,8
Valid	I'm not sure	183	19,3
	Total	946	100,0

As from table 12 above can be seen, a vast majority of all the respondents (69.9%) expressed their compliance to having a voluntary course about self-leadership in Savonia UAS. Furthermore, only 10.8% thought that it would not be a good idea and 19.3% were not sure.

In more detail, 71.7% of the female wanted a self-leadership course and 66% of the male. On the age scale the respondents older than 30 years old were most open with 81.3% and the least open respondents aged 20-21 with 55.5%. Of the different units of studying in Savonia UAS the one most open for a course was the unit of "Tourism, catering and domestic services" with 78% and least open the unit of "technology, communication and transport" with 68%.

The open feedback

Open feedback was received from total of 215 respondents. The majority was very positive and many respondents stated that they enjoyed the questionnaire because it made them think deeper about their own habitual patterns. In addition, a lot of feedback encouraged to arrange the voluntary course.

Some remarkable aspects were brought up. One respondent stated that "even though there could be a need for self-leadership course, it is unlikely that people who actually need the course would realize their need to acquire the skills, not to mention their lack of willingness to participate in the course."

Some feedback also was that self-leadership means seem so obvious that the thought of studying the topic theoretically is not appealing. One stated that the mere studying in a 3rd degree school requires so much self-management that it is constantly present without a voluntary course. Two feedbacks also said that life teaches self-leadership better than school.

On the other hand, one feedback stated that lessons where students would learn to know better themselves should be already on elementary schools. The feedback put it well: "If people would since young age be more aware of themselves and their emotions I believe that many people would have their life better in order which would besides individual level reflect also on the whole society's scale".

Some suggestions about the content of the self-leadership course were also made. One answer requested that the course should be divided into different segments and students should be able to choose in which segment to participate. One feedback said that the course should be rather small consisting of 1.5-3 credits and compulsory, because otherwise people would not participate. Time management lessons were specifically requested in some feedbacks.

Criticism

Using the same answering scale and especially the third option "does not describe me well or badly" received criticism the most. Many respondents were also confused because in some statements work and studying were put together. Respondents also wished for a question of how satisfied they are considering their present life situation. A few other additional questions about life situation were also requested to make the answers more understandable.

4.5 Evaluation

Some questions could have been formatted better. One of the biggest flaws was no doubt that questions about work and studying were connected and many respondents did not know based on which the questions should be answered. A question asking for respondents own opinion of their self-leadership skills also could have been useful.

Some questions could have been formatted to have a more proactive tone. For example, the statement "I know what my values are" could have had more significant results being "I reflect on my own values often".

Moreover, questions about current family status (children, etc) could have been included to get more perspective. For example, people who have children are usually more aware of their life's purpose being a parent. Generally, some descriptive statements and the answering scale could have been better planned.

Reliability of the results

The results were mostly reliable. However, in the reliability analysis of the statement groups there were always some statements which were not reliable. Hence, the reliability of the statement group can be distorted because of irrelevant statements inside the group. Moreover, the big amount of female responses might distort the overall result to some extent, because generally male and female responses differ.

Many categories had some questions which did not fit the general result of the category. For example, being often in a hurry and being happy are not statements which exclude each other. This was also brought forward in the open feedback. One respondent stated the point well: "I feel that my responses will be very contradictory, because of the mentality of studying music. One gets to the field driven by passion, but the work load of the field is huge. This is why happiness, stress and constant feeling of lack of time walk hand in hand". Generally, with some more planning the questionnaire could have been clearer and less contradictory which could have made the results more reliable.

5 DISCUSSION

Looking back at the thesis process, a partial goal was to learn how to manage myself better during the process and achieve a more advanced level considering my own self-leadership. Writing the thesis has been a challenge personally to see if I truly live up to my writings. It has been an educational experience as insights kept coming constantly. More importantly, it has mostly been a very enjoyable process. Cskikszentmihalyi's flow, as described by Neck & Manz (2007, 157), was present several times. It has also been very interesting and useful to try out different time management methods, observe my own nutrition and so forth.

The most challenging and frustrating part of the process was the beginning where it was somewhat clear that the subject was going to be self-leadership but it was unclear what the thesis would actually cover. Setting the frame of reference and limiting the topic more specifically required a lot of patience and the lack of unified cross-scientific theory did not facilitate the process. However, after defining the topic in a more practical sense the process started flowing and the work became more appealing. Moreover, interpreting the results of the questionnaire was also time-consuming and challenging both mentally and technically but at the same time interesting.

The further the analysis proceeded the clearer it became how much better results could have been obtained with a little more adjustment to the questionnaire. The descriptive statements could have been planned better, because as the direct feedback from the respondents several times mentioned, some statements overlapped fairly with each other. Besides that, some questions offer no significant value in terms of interpreting the results and the answering scale could have been varied. Many respondents said that the same 1-5 scale was not very compatible with all the statements and the option "does not describe me well or badly" could have been formatted better. Furthermore, the whole statement category of self-awareness and proactive self-observation could have been planned better, because in its current state it was too easy to answer all the statements with "describes me well". Despite some flaws and rather irrelevant questions the results were generally satisfying.

Another aspect that could have been thought more thoroughly was the main frame of theory. Now referring continuously to two primary sources (Sydänmaanlakka and

Neck & Manz) created some thoughts about the theory being maybe too concise. This was the challenge in the beginning; the theoretical limits had to be drawn personally when there was no unified theory on the background. On the other hand, only a frame of this size made the theory become over 45 pages long.

Final discussions

According to the questionnaire the students were generally happy and satisfied with their lives. However, a majority of them admitted feeling often tired and that their lives were somewhat busy and stressful. They are struggling with same challenges as I believe a large scale of people nowadays do: life in today's society is busy and requires constant top performance which create feelings of survival battles and often it is difficult to find time to stop and reflect on what is happening.

Agness (2008, 10-11) talks about a concept called "the grey zone". Living in the grey zone means that life is very mediocre, dull and controlled by routines without any longer peak points. Generally, majority of people live in the grey zone instead of waking up and living up to their true potential. These people are usually not very eager to work hard for changes in their lives, because they might recognize that the situation could be better, but cannot find self-motivation for making changes. Grey zone is on the middle of the spectrum, where below is "the awful zone" and above the "brilliant zone". The awful zone is an area where life has become so awful and intolerable that change is necessary to get life back on track.

People living in the brilliant zone see life constantly as an exciting adventure where every day is full of great opportunities. Usually these people have found their own empowerment, live life proactively and are not moved by smaller setbacks. Their whole paradigm is more positive. These people tend to possess a higher level of self-awareness, self-confidence and self-leadership ability.

Looking at the connection of compliance towards a self-leadership course and general happiness an interesting relation is found: The ones most open to the course are the ones who chose the extremes "describes me very well" or "does not describe me at all" to the statement "I am happy". This could be interpreted that the ones living in the brilliant zone and in the awful zone are the ones most open to the idea. The first ones

understand their potential and desire to evolve and the latter might feel that their situation is so bad that something needs to be done. People from the middle of the spectrum, from the grey zone, were not so excited about the idea.

When reflecting the lack of self-leadership skills in today's social problems a connection can be made. Nowadays, more researches are done about the bad mental state of people which also reflects on the level of national economy and well-being. Although we are supposed to live in a welfare state, the youth of today suffers from depression more than ever. Plenty of people are forced to go on sick leave or even to an early retirement on a disability pension due a nervous breakdown, depression or other mental problems.

Often to get a depressed person back on track demands more resources and time than expected. This can be years of therapy in serious cases and even then proper recovery is not certain. Whereas resources should be aimed at helping the troubled ones, focus should be also concentrated on trying to avoid such problems in the future. Finland's minister of finance Jyrki Katainen (2010) stated that individuals should be able to lead themselves so well that they are capable of working until retirement age.

The paradigms that lead our lives are formed during our years of youth. My perspective is that these paradigms could often courage more positive thinking and habits. Furthermore, the young people who have lived in this confusion have offspring in the middle of their busy and unbalanced lives. The children are grown in this confusion, through-out which the nervousness, feeling of insecurity and uncertainty are being shifted to the new generation. Proof pointing at this direction is that mental disorders among young people have been increasing significantly. In 2009 sickness allowance periods among under 30-year-old women increased 44% compared to 2004. Among men of same age the increase was 40%. (Helsingin Sanomat 2009.)

Nowadays people are constantly facing an information overflow being under rapid fire of external impulses and marketing strategies. More disturbing is that one is receiving these impulses every day also when not being aware of them which affect one's subconscious. If this impulse overflow cannot be noticed, understood and processed it can lead into a confused and elusive state of mind, where the paradigm might be that the only cure for the confusion is to consume more. Bottom-line is that commercial

society is doing its best to offer an easy fulfillment to people's needs, because this is what consumers generally want. Today's people cannot plan long-term but instead want instant gratification and a quick fix. They want a magic pill that will make everything better with a little effort.

Self-leadership helps one to concentrate on what matters. Becoming aware of own emotions, thoughts and habitual patterns causes to be self-driven and less under the influence of external impulses. One also learns to plan life ahead and think more on the long run and the urge to seek for instant gratification for example by consuming decreases. Nowadays, we can see that a fair deal of today's youth is unable to do this, because for instance debt recovery procedures increased 10% during 2009 (Helsingin Sanomat 2010c). The ability to lead oneself is becoming more and more important in more and more situations. Even people who may not naturally be interested in leading themselves will benefit from learning and utilizing self-leadership strategies. (Neck & Manz 2007, 161.)

About teaching self-leadership and research ideas

It is understandable that teaching self-leadership might feel useless to some people, because a fair deal of self-leadership is normal advices how to live a good life: eat healthy, exercise regularly, rest enough, maintain good social relationships, do not over work, know your purpose etc. People might think that these matters are so obvious than everyone knows them already. However, in many cases these normal life skills are not taught at home and as mentioned in chapter 3.2, self-leadership's challenge is not the lack of information but the lack of will power and motivation.

It is also true that people often internalize these skills when getting older but as stated in chapter 3.2.1, lots of people live in unconscious incompetence not being very aware of their situation and potential. Some lessons could remove a few road blocks and help to get a little of that self-awareness which is the foundation to change. It can help in avoiding years of confused drifting feeling lost and not knowing what to do with life where the confusion is continuously healed with alcohol during weekends.
It might be challenging to question the paradigms that have been forming for years. However, getting some awareness and a hint of own purpose might help getting on one's own path, give feeling of control and result as a boost of confidence. Speaking

also out of personal experience, finding a level of personal empowerment through various ways of self-leadership made me rise from my worst tendency for depression and find a glimpse of my purpose, after which life has been a constant upward spiral where small setbacks have almost no effect at all.

Both interviewees thought that self-leadership should be taught in schools starting in the age of 11-12 or in latter stage of preliminary school at latest. The interviewees also said that teaching self-leadership would be beneficial in upper educational levels as well. (Myöhänen 2010; Kurikka 2010).

The idea of having a self-leadership course in the curriculum of Savonia UAS should be seriously considered. The thesis research and the results of the questionnaire speak for themselves. The question arises that if the course would be voluntary would the people in need of the lessons ever take part in the course. It could work for instance if the student counselor would advice students who have trouble in advancing in their courses to enroll when needed.

If the idea is appealing a further research project could be to plan the initial content of the course. Furthermore, if the course is realized a research could be done about the effects of the course. It would be interesting to see if there is a difference between the school progress of students that took part in the self-leadership course and of those who did not. Another question is nevertheless whether the need for self-leadership lessons is more on lower stages of education. A similar research could be conducted on 2nd degree students.

People might find the whole concept of self-leadership as implausible or something that sounds too easy to be true. This is no surprise when it is promoted to have the key to increase efficiency, chances of succeeding in business and reaching and maintaining a balanced happy life. In today's world when everyone is searching for answers to these big questions this sounds too convenient to be real. However, there is no magic pill that will remove problems and facilitate life once and for all. Available are only the tools for this, but the process is life-long, throughout which one learns that it is not reaching the goal that matters, but the process.

REFERENCES

Agness, L. 2008
          Change your life with NLP.
          Pearson Prentice Hall Life. Harlow, Great Britain.

Bischof, A. Bischof, K. 2002
          Itsensä johtaminen.
          Oy Rastor Ab. Helsinki.

Bryant, A. 2008
          What is Self Leadership?
          WWW-document. READ: 22.2.2010
          http://selfleadership.com/blog/topic/leadership/what-is-self-leadership/

Bryant, A. 2009
          Learning to Learn, from Unconscious to Conscious
          WWW-document. READ: 20.1.2010
          http://selfleadership.com/blog/topic/leadership/learning-to-learn-from-
          unconscious-to-conscious/

Covey, S. 1997
          Tie Menestykseen.
          Gummerrus Kirjapaino Oy. Jyväskylä. 2nd edition.

Dolbier C.L., Soderstrom M., Steinhardt M. A. 2001
          The Relation Between Self-Leadership and Enhanced Psychological,
          Health and Work Outcomes
          Journal of Psychology. The University of Texas, Austin.

Emiliani, M.L. 1998
          Continuous Personal Improvement
          Journal of Workplace Learning. Middletown, CT, USA.

Forsyth, P. 2007
          Successful Time Management
          120 Pentonville Road. London. 2nd edition.

Freeman, M. 2004
          Personal strategies can lead to self-leadership
          www-document: READ: 22.1.2010
          http://birmingham.bizjournals.com/birmingham/stories/2004/10/11/focus
          2.html

Graham, H.T., Bennett, Roger. 1998
          Human Resources Management
          Pearson Professional Limited. 1998. London, Great-Britain. 9th Edition.

Grönfors, T.2001
Suorityskyvyn johtaminen – Miten paradigmat, vallitsevat teoriat ja sisäiset ajatusprosessimme vaikuttavat
Facile Publishing. Espoo.

Hill, N. 2007
Ajattele oikein – Menesty
Oy Enterio Ab. 3rd Edition.

Helsingin Sanomat, 2009
Nuorten mielenterveyden häiriöt yhä kasvussa
News article. Published: 7.12.2009. Read: 20.3.2010
HS.fi > haku > häiriöt yhä kasvussa.
http://www.hs.fi/kotimaa

Helsingin Sanomat, 2010a
Riittämätön yöuni lisää nuorten masennusta ja itsetuhoisia ajatuksia
News article. Published: 16.1.2010. Read: 28.1.2010
HS.fi > haku > riittämätön yöuni.
http://www.hs.fi/kotimaa

Helsingin Sanomat, 2010b
Hyvät yöunet ehkäisevät masennusta teineillä
News article. Published: 2.1.2010. Read: 28.1.2010
HS.fi > haku > masennusta teineillä.
http://www.hs.fi/ulkomaat/

Helsingin Sanomat, 2010c
Ulosotot lisääntyivät – nuorten velat kasvussa
News article. Published: 5.3.2010. Read: 20.3.2010
HS.fi > haku > nuorten velat kasvussa.
http://www.hs.fi/kotimaa/

Jabe, M. 2008
Johda fiksusti myös itseäsi.
WWW-document. READ: 21.1.2010
http://www.fakta.fi/uutiset/article260329.ece

Karhuvaara, P. 2010
Business administration lesson.
Voittajaksi! –seminar. 1st Feb 2010. Kuopio.

Katainen, J. 2010
Economy lesson.
Voittajaksi! –seminar. 1st Feb 2010. Kuopio.

Kivinen, P. 2010
Time Management Lesson.
Voittajaksi! –seminar. 1st Feb 2010. Kuopio.

Knoblauch, J., Wöltje, H. 2004
        Ajanhallinta
        Oy Rastor Ab. Helsinki.

Kurikka, A. 2010
        Personal interview 3.3.2010. Tukikon Oy. Kuopio.

Lönnqvist, J. 2002
        Johtajan ja johtamisen psykologiasta.
        Haus – Hallinnon kehittämiskeskus
        Edita Publishing Oy.
        Edita Prima Oy. Helsinki.

McCullough, C. 2007
        You lead others…now lead yourself! Developing YOU!
        WWW-document. Read: 4.2.2010
        http://www.astd.org/

Myöhänen, H. 2010
        Phone interview 7.3.2010. Suorakanava Oy. Iisalmi.

Neck, C., Houghton, J. 2006
        Two decades of self-leadership theory and research
        WWW-document. Read: 4.2.2010

Neck C., Manz, C. 1999
        Self-Leadership – Leading Yourself To Personal Excellence
        WWW-document. Read: 26.1.2010
        http://www.emergingleader.com/article4.shtml

Neck C., Manz, C. 2007
        Mastering Self-Leadership - Empowering Yourself for Personal
        Excellence. Pearson Prentice Hall. New Jersey. 4th Edition.

Nummenmaa, L. 2004
        Käyttäytymistieteiden tilastolliset menetelmät
        Tammi. Helsinki.

Peltola, A. (translated) 2005
        Kehitä itseäsi - Saavuta unelmaurasi
        Perhemediat Oy. Helsinki.

Raatikainen, S. 2004
        Esimiehen huoneentaulu – keinoja henkilöstön työmotivaation
        kehittämiseen.
        Bachelor thesis, Savonia Business / Tourism and Catering. Kuopio.

Rakentaja, 2010
        Suorakanava Oy –website. Read: 29.4.2010
        www.rakentaja.fi

Ristikangas, M-R. 2006
Itseään johtava yksilö: reabiliteettianalyysi itsensä johtamisen mittarista
sekä itsensä johtamisen mallin testaus
Thesis abstract. Helsinki University, Political Sciences. Helsinki.

Salminen J., Heiskanen P. 2009
Taltuta kiire – Viisi askelta tehokkaaseen ajankäyttöön.
Talentum. Helsinki.

Sydänmaanlakka, P. 2004
What is Self-Leadership?
WWW-document. Read: 4.2.2010
http://www.pertec.fi/@Bin/116594/whatisSL.pdf

Sydänmaanlakka, P. 2005
Intelligent Leadership.
Pertec Consulting Oy. Espoo.

Sydänmaanlakka, P. 2006
Älykäs itsensä johtaminen
Talentum. Helsinki.

Tracy, B. 2004
How to Master Your Time.
Audio book.

Tukikon, 2008
Tukikon Oy –website. Read: 29.4.2010
www.tukikon.fi

Tze Lam, Y. 2009
Self-leadership III: Effective Time Management
Web document. Read: 3.2.2010
http://principal.ccsc.edu.hk/messages/articles/timemanagement.html

Ähman H., Bärlund A., Vatanen A. 2007.
Voittajajohtoryhmät. 7 askelta tulevaisuuden menestyjäksi.
WSOY. Juva.

APPENDIX 1: TO DO –LIST & ACTION PLAN FOR LONG-TERM GOALS

To do list

This is a daily ABCDE - task priority list. Write down your tasks and set priorities according to ABCDE –definitions. Have a new list every day.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

A= Important and urgent, complete by yourself immediately. Challenging tasks.

B = Important and not urgent. Long-term benefit. Should be done always when time.

C = Urgent but not important. Lots of smaller and less significant tasks. Delegate.

D = Not important. Delegate, procrastinate or eliminate.

E = Useless. Eliminate.

(Modified from Kivinen, at Voittajaksi! –seminar, 1st Feb 2010)

Action plan for long-term goals

This is an action plan to facilitate breaking long-term goals down to smaller goals. Start by creating two long-term goals for three years in every area. Secondly, think of four things that could be achieved in three months in terms of the three-year-goals. Then think of six smaller objectives that could get you in three weeks closer to the three-month-goals. Finally, set a starting date and a checkpoint date to keep ahead of your progress.

Area	working life	
1	3 weeks*	6 goals
2	3 months	4 goals
3	3 years**	2 goals

Area	Family / social life	
1	3 weeks	6 goals
2	3 months	4 goals
3	3 years	2 goals

Area	Personal development	
1	3 weeks	6 goals
2	3 months	4 goals
3	3 years	2 goals

Starting date _____   checkpoint date _____

* It takes three weeks to internalize new desired habits
** It takes three years to finally adapt the profound internal changes to the new world

(Modified from Kivinen, at Voittajaksi! –seminar, 1st Feb 2010)

APPENDIX 2: INTERVIEW QUESTIONS

Here are the questions for the two interviews. The interviews were originally made in Finnish so the questions are translated to English.

- What does self-leadership mean to you personally?
- Have you studied self-leadership or other areas related to it independently? How?
- How do you feel it has affected your life and the development of your professional life?
- What would professional career and life be like without efficient self-leadership?
- What can be done to motivate oneself in daily work and in bigger projects which require several weeks and months of long-term orientation?
- Constant procrastination is one of the biggest causes for stress. How can one find motivation to do unpleasant but necessary tasks, which one usually tends to procrastinate?
- What is your opinion on self-rewarding and self-punishing as a way of self-motivating? Do you do it yourself?
- How can one make own work environment appealing so that it is comfortable and efficient to work in?
- What is your opinion on self-goal-setting? Is it needed and why?
- On what kind of scale goals should be set (one year, two years, five years, more)?
- What is your opinion on self-assessment? Is it important and why?
- How often one should assess oneself? How?
- How awareness of own weaknesses and strengths can be used in working life?
- How important do you think regular exercise, decent amount of sleep and healthy diet is in terms of self-leadership? What effects does it have on own actions if neglected?
- What is time management for you?
- What are the biggest time thieves?
- What tools and techniques do you use for managing your time (task list etc)?
- How important do see that one finds one's own job appealing?

- What kind of paradigm and attitude is essential if willing to participate in business life?
- How can one practice adopting and maintaining the right attitude?
- Should self-leadership and time management be taught in schools on courses? If so then on which level should the education start (primary school, 2nd degree, university)?

APPENDIX 3: QUESTIONNAIRE

This is the questionnaire that was sent to the students twice. The same questionnaire was also created in Finnish.

Welcome to the questionnaire!

The aim of the questionnaire is to get a picture of how well students from Savonia UAS practise efficient self-leadership. The research is needed, because it has been studied that applying good self-leadership **has a clear positive impact** on **self-confidence, efficiency** and **performance** in general.

Answering is very fast, just choose how well the statements describe you. There are about 50 questions on nine pages. It takes around **6 minutes** in total.

First five questions are about background information, the rest are descriptive statements.

Statements are divided into different areas of self-leadership, which are for example **self-awareness, goal-setting, time management** and **physical and mental well-being**.

 Answering is confidential. The results might be used in developing the activities of Savonia.

 - Tomi Tuovinen, student of Savonia International Business

---

*Email address of the respondent has been received from Savonia UAS student registry.

* When answering the questionnaire the respondent agrees to have his/her answers used as source material for the thesis.

* The results are used only for research purposes.

* The results will be destroyed after the completion of the research.

---

* Following books were used as sources for the questionnaire:

 - Neck, Christopher P., Manz, Charles C.: Mastering Self-Leadership (2007, 16, 43)

 - Sydänmaanlakka, Pentti: Älykäs Itsensä Johtaminen (2006, 312-314)

1/9

Background information

1. Gender?

☐ Male

☐ Female

2. Age?

☐ 19 or younger

☐ 20-21

☐ 22-23

☐ 24-25

☐ 26-27

☐ 28-29

☐ 30 or older

3. Nationality?

☐ Finnish

☐ Other

4. What is your field of study in Savonia UAS?

☐ Culture

☐ Natural Resources and the Environment

☐ Tourism, Catering and Domestic Services

☐ Social services, Health and Sports

☐ Technology, Communication and Transport

☐ Social Sciences, Business and Administration

5. Which year of study is this for you?

☐ 1st year

☐ 2nd year

☐ 3rd year

☐ 4th year or more

in english   suomeksi

2/9

Answer the following questions by choosing **how well the statement describes you**.

If you are not sure, choose **"I'm not sure"**. Please try to answer however.

6. Following statements focus on **self-awareness** and **proactive self-observation**.

	Describes me very well	Describes me well	Does not describe me well or badly	Describes me badly	Does not describe me at all	I'm not sure
I am usually aware of how good I am in my activities.	☐	☐	☐	☐	☐	☐
I try to keep track of my own development in my activities.	☐	☐	☐	☐	☐	☐
I try to self-evaluate and question constructively my own actions.	☐	☐	☐	☐	☐	☐
I know what my strengths are.	☐	☐	☐	☐	☐	☐
I know what my weaknesses are.	☐	☐	☐	☐	☐	☐
I know what my values are.	☐	☐	☐	☐	☐	☐

in english   suomeksi

7. 3/9

Following statements focus on **self-goal setting** and **systematic long-term planning**.

Describes	Describes	Does not	Describes	Does not	I'm

	me very well	me well	describe me well or badly	me badly	describe me at all	not sure
I continuously aim at developing myself in my strengths.	◖	◖	◖	◖	◖	◖
I continuously aim at developing myself in my weaknesses.	◖	◖	◖	◖	◖	◖
I often make personal goals for myself.	◖	◖	◖	◖	◖	◖
I like to work towards specific goals that I've set for myself.	◖	◖	◖	◖	◖	◖
I have a clear action plan for my future goals.	◖	◖	◖	◖	◖	◖
I consciously do activities that I know will be beneficial on the long-run.	◖	◖	◖	◖	◖	◖
I consciously try to avoid regular activities which have no long-term benefits.	◖	◖	◖	◖	◖	◖
I have a picture of my life one year from now.	◖	◖	◖	◖	◖	◖
I have a picture of my life 3 years from now.	◖	◖	◖	◖	◖	◖
I have a picture of my life around 7 years from now.	◖	◖	◖	◖	◖	◖
I know what I want from my life.	◖	◖	◖	◖	◖	◖
I know what is my purpose and my life's purpose.	◖	◖	◖	◖	◖	◖
I have successfully eliminated some bad habits from my life.	◖	◖	◖	◖	◖	◖
I have bad habits which I cannot eliminate even though I try.	◖	◖	◖	◖	◖	◖
I tend to slip back to my old habits.	◖	◖	◖	◖	◖	◖

in english   suomeksi

8. 4/9

Following statements focus on using positive **self-cueing**, **self-rewarding** and **self-punishing** for **improving personal efficacy**.

	Describes me very well	Describes me well	Does not describe me well or badly	Describes me badly	Does not describe me at all	I'm not sure
I often use reminders or other similar tools to remember what I need to do.	☐	☐	☐	☐	☐	☐
I try to arrange my working environment so that it helps me to concentrate.	☐	☐	☐	☐	☐	☐
I try to surround myself with objects and people which bring out of me the behavior I desire.	☐	☐	☐	☐	☐	☐
I consciously avoid people and things which I think bring out my bad sides.	☐	☐	☐	☐	☐	☐
I often reward myself after completing a task.	☐	☐	☐	☐	☐	☐
I punish myself somehow when I fail to reach my goals.	☐	☐	☐	☐	☐	☐

in english   suomeksi

9. 5/9

Following statements focus on how **naturally rewarding** the respondents find their work, studies and doings in general.

	Describes me very well	Describes me well	Does not describe me well or badly	Describes me badly	Does not describe me at all	I'm not sure
I feel like I am competent in my work / studies.	☐	☐	☐	☐	☐	☐
I know which sides in my work / studies I especially enjoy.	☐	☐	☐	☐	☐	☐
I feel like my work / activities have a purpose.	☐	☐	☐	☐	☐	☐
I find more enjoyable sides in my work / studies than unpleasant sides.	☐	☐	☐	☐	☐	☐
I feel like I work / study more because I want instead of because I am obliged to.	☐	☐	☐	☐	☐	☐

When I want I can easily concentrate on pleasant aspects of working despite the unpleasant aspects.	☐	☐	☐	☐	☐	☐

in english   [suomeksi](#)

10. 6/9

The following statements focus on **taking care of your physical well-being**.

	Describes me very well	Describes me well	Does not describe me well or badly	Describes me badly	Does not describe me at all	I'm not sure
I exercise regularly.	☐	☐	☐	☐	☐	☐
I eat healthy.	☐	☐	☐	☐	☐	☐
I sleep enough. (approx. 7 hours a night)	☐	☐	☐	☐	☐	☐
I drink alcohol until I am drunk regularly.	☐	☐	☐	☐	☐	☐

in english   [suomeksi](#)

11. 7/9

The following statements are about **time management**.

	Describes me very well	Describes me well	Does not describe me well or badly	Describes me badly	Does not describe me at all	I'm not sure
I am often in a hurry.	☐	☐	☐	☐	☐	☐
I am an organized person.	☐	☐	☐	☐	☐	☐
I have enough time for my free time activities.	☐	☐	☐	☐	☐	☐
My work / studying takes too much time.	☐	☐	☐	☐	☐	☐
I plan my time usage in detail.	☐	☐	☐	☐	☐	☐
I use a calendar every day.	☐	☐	☐	☐	☐	☐
I use a to do -list regularly.	☐	☐	☐	☐	☐	☐

I often have to make changes to schedules I've made.	⊙	⊙	⊙	⊙	⊙	⊙
I find starting things often difficult.	⊙	⊙	⊙	⊙	⊙	⊙
I often tend not to do things I have planned to do.	⊙	⊙	⊙	⊙	⊙	⊙
I often start things which I cannot finish.	⊙	⊙	⊙	⊙	⊙	⊙

in english   suomeksi

12. 8/9

Following statements are about **attitude towards life** in general, whose **relation to self-leadership** is studied.

	Describes me very well	Describes me well	Does not describe me well or badly	Describes me badly	Does not describe me at all	I'm not sure
Life is too busy.	⊙	⊙	⊙	⊙	⊙	⊙
Set backs are depressing.	⊙	⊙	⊙	⊙	⊙	⊙
Normal every-day life is stressful.	⊙	⊙	⊙	⊙	⊙	⊙
I often feel tired.	⊙	⊙	⊙	⊙	⊙	⊙
I have dreams which I cannot accomplish and that thought is depressing.	⊙	⊙	⊙	⊙	⊙	⊙
Happiness means the absence of problems.	⊙	⊙	⊙	⊙	⊙	⊙
I see problems more as challenges and opportunities.	⊙	⊙	⊙	⊙	⊙	⊙
I have a good self-confidence.	⊙	⊙	⊙	⊙	⊙	⊙
I feel like I control my life.	⊙	⊙	⊙	⊙	⊙	⊙
Life is exciting.	⊙	⊙	⊙	⊙	⊙	⊙
I am happy.	⊙	⊙	⊙	⊙	⊙	⊙

in english   suomeksi

9/9

Self-leadership means systematically **learning to control yourself** in all areas the statements were about.

Areas are e.g. **self-awareness, goal-setting, time management** and **physical and mental well-being.**
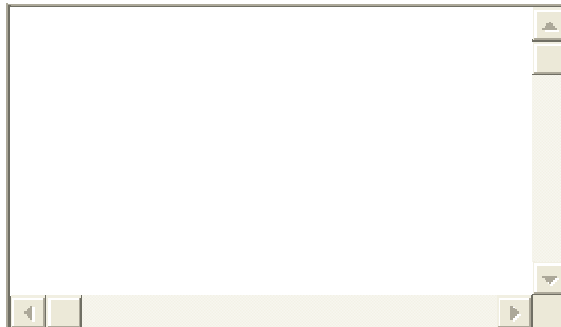
Aim is to learn to be **the best possible self** in every area of life, being at the same **time efficient, productive, balanced** and **happy.**

---

13. So here is the **last** proper question....!

What do you think, would it be a good idea to have an **optional course** in Savonia UAS about **self-leadership**?

☐ Yes

☐ No

☐ I'm not sure

---

14. Any **comments** or **questions** about the questionnaire? This question is **not compulsory**, but here **feel free to say whatever you want**!

That was it! Thank you very much for taking part in the questionnaire!

Now just click "**send answer**" on the bottom!

APPENDIX 4: QUESTIONNAIRE EMAILS

Initial message

Moro!

Oletko koskaan miettinyt, että osaatko johtaa itseäsi oikein? Oletko tehokas ja aikaansaava ihminen jolla on selvät tavoitteet?
Teen opinnäytetyötä aiheena "itsensä johtaminen" ja työhön kuuluu selvitys osaavatko Savonia AMK:n opiskelijat johtaa itseään.
Kyselylle on tarvetta, koska hyvällä itsensä johtamisella on todettu olevan positiivinen vaikutus itsevarmuuteen, tehokkuuteen ja ylipäänsä suorituksiin.

Uhraathan muutaman minuutin aikaasi ja autat työn valmistumisessa?
Tulosten pohjalta tehdään mahdollisesti Savonialle aloite.

Tässä linkki kyselyyn:
http://typala.ncp.fi/savonia_typala/l.do?u=npx9CcDANV

Ystävällisin terveisin,
Tomi Tuovinen, Savonia Business -opiskelija

Hello there!

Have you ever thought, that can you lead yourself well? Are you an efficient and productive person with clear goals?
I am working on my thesis about "self-leadership" and a part of the project is a research about self-leadership amond students of Savonia UAS.
The questinnaire is needed because it has been studied that good self-leadership has a clear positive impact on self-confidence, efficiency and performance is general.

Will you use few minutes of your time and help in completing the project?
The results might be used to create an initiative for Savonia.

Here is the link for the questionnaire:

http://typala.ncp.fi/savonia_typala/l.do?u=npx9CcDANV

Best Regards,

Tomi Tuovinen, Savonia Business –student

Reminder message

Terve!

Tutkimukseen "itsensä johtaminen Savonia AMK:n opiskelijoiden keskuudessa"

kaivataan lisää vastauksia.

Osallistuthan kyselyyn? Tässä jälleen linkki:

http://typala.ncp.fi:80/savonia_typala/p.do?id=YwHdbc1zRD

Kysely on auki vielä parin päivän ajan.

Terveisin,

Tomi Tuovinen, Savonia Business -opiskelija

PS. Tämän muistutuksen pitäisi mennä vain niille jotka eivät ole vielä vastanneet,

pahoittelut jos viesti päätyi jo vastanneillekin.

Hello!

Research "Self-leadership among Savonia UAS students" needs more answers.

Would you please take part in the questionnaire? Here is the link again:

http://typala.ncp.fi:80/savonia_typala/p.do?id=YwHdbc1zRD

The questionnaire is open for another two days.

Best Regards,

Tomi Tuovinen, Savonia Business -student

PS. This reminder is supposed to go only for those who did not yet answer, my

apologies if the message ended up for those who already answered.

APPENDIX 5: TABLES

Correlations between summative scores of self-leadership categories

			Self-awareness and proactive self-observation	Long-term orientation	Positive self-influencing	Natural rewards	Healthy habits of life (food, sleep, exercise)	Time management	General life attitude
pear an's o	Self-awareness and proactive self-observation	Correlation Coefficient	1,000	,523**	,154**	,508**	,201**	,358**	,375**
		Sig. (2-tailed)	.	,000	,000	,000	,000	,000	,000
		N	946	945	945	945	945	945	945
	Long-term orientation	Correlation Coefficient	,523**	1,000	,206**	,584**	,334**	,522**	,472**
		Sig. (2-tailed)	,000	.	,000	,000	,000	,000	,000
		N	945	945	945	945	945	945	945
	Positive self-influencing	Correlation Coefficient	,154**	,206**	1,000	,163**	,098**	,216**	-,060
		Sig. (2-tailed)	,000	,000	.	,000	,003	,000	,066
		N	945	945	945	945	945	945	945
	Natural rewards	Correlation Coefficient	,508**	,584**	,163**	1,000	,255**	,442**	,517**
		Sig. (2-tailed)	,000	,000	,000	.	,000	,000	,000
		N	945	945	945	945	945	945	945
	Healthy habits of life (food, sleep, exercise)	Correlation Coefficient	,201**	,334**	,098**	,255**	1,000	,275**	,303**
		Sig. (2-tailed)	,000	,000	,003	,000	.	,000	,000
		N	945	945	945	945	945	945	945
	Time managemen t	Correlation Coefficient	,358**	,522**	,216**	,442**	,275**	1,000	,395**
		Sig. (2-tailed)	,000	,000	,000	,000	,000	.	,000
		N	945	945	945	945	945	945	945
	General life attitude	Correlation Coefficient	,375**	,472**	-,060	,517**	,303**	,395**	1,000
		Sig. (2-tailed)	,000	,000	,066	,000	,000	,000	.
		N	945	945	945	945	945	945	945

Correlation is significant at the 0.01 level (2-tailed).

Relation between self-leadership skills in different categories and gender

	Gender?					
	Male		Female		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Self-awareness and proactive self-observation	3,95	,49	3,91	,51	3,92	,51
General life attitude	3,39	,64	3,27	,64	3,31	,64
Time management	2,86	,65	3,08	,67	3,01	,67
Natural rewards	3,80	,66	3,88	,66	3,85	,66
Positive self-influencing	3,18	,62	3,43	,58	3,35	,60
Long-term orientation	3,30	,61	3,30	,60	3,30	,60
Healthy habits of life (food, sleep, exercise)	3,69	,84	3,74	,79	3,72	,81

Relation between self-leadership skills in different categories and nationality

	Nationality?					
	Finnish		Other		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Self-awareness and proactive self-observation	3,91	,50	4,26	,43	3,92	,51
General life attitude	3,30	,64	3,46	,56	3,31	,64
Time management	3,00	,67	3,16	,65	3,01	,67
Natural rewards	3,84	,66	4,10	,45	3,85	,66
Positive self-influencing	3,33	,59	3,78	,69	3,35	,60
Long-term orientation	3,28	,60	3,82	,53	3,30	,60

Relation between self-leadership skills in different categories and age

	Age?															
	19 or younger		20-21		22-23		24-25		26-27		28-29		30 or older		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Self-awareness and proactive self-observation	3,7794	,58	3,81	,49	3,88	,48	3,92	,50	3,88	,49	3,86	,69	4,12	,47	3,92	,51
General life attitude	3,3498	,66	3,28	,63	3,30	,67	3,23	,63	3,29	,61	3,33	,67	3,41	,63	3,31	,64
Time management	2,7880	,42	3,00	,64	2,94	,61	2,99	,75	3,01	,61	3,00	,81	3,15	,71	3,01	,67
Natural rewards	3,8571	,67	3,81	,65	3,78	,65	3,78	,73	3,89	,50	3,87	,78	4,02	,62	3,85	,66
Positive self-influencing	3,3127	,63	3,44	,58	3,35	,64	3,34	,63	3,34	,61	3,31	,62	3,27	,54	3,35	,60
Long-term orientation	3,2151	,71	3,28	,57	3,25	,57	3,23	,61	3,27	,66	3,41	,68	3,43	,61	3,30	,60
Healthy habits of life (food, sleep, exercise)	3,4762	,90	3,78	,81	3,79	,75	3,80	,81	3,73	,69	3,68	,89	3,55	,87	3,72	,81

Relation between self-leadership skills in different categories and field of study

| | What is your field of study in Savonia UAS? | | | | | | | | | | | |
| | Culture | | Natural Resources and the Environment | | Tourism, Catering and Domestic Services | | Social services, Health and Sports | | Technology, Communication and Transport | | Social Sciences, Business and Administration | | Total | |
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Self-awareness and proactive self-observation	3,93	,53	3,93	,50	3,84	,52	3,97	,46	3,90	,53	3,87	,52	3,92	,51
General life attitude	3,19	,65	3,21	,75	3,31	,66	3,37	,63	3,33	,63	3,27	,64	3,31	,64
Time management	2,90	,71	3,01	,66	3,02	,64	3,16	,65	2,91	,64	2,96	,70	3,01	,67
Natural rewards	3,93	,62	3,79	,74	3,79	,62	3,98	,59	3,71	,66	3,78	,76	3,85	,66
Positive self-influencing	3,50	,57	3,21	,62	3,41	,63	3,35	,59	3,20	,61	3,45	,59	3,35	,60
Long-term orientation	3,19	,61	3,40	,68	3,15	,62	3,42	,55	3,28	,60	3,22	,64	3,30	,60
Healthy habits of life (food, sleep, exercise)	3,51	,82	3,68	,75	3,63	,74	3,85	,78	3,77	,84	3,63	,78	3,72	,81

Relation between self-leadership skills in different categories and year of studying

| | Which year of study is this for you? | | | | | | | |
| | 1st year | | 2nd year | | 3rd year | | 4th year or more | |
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Self-awareness and proactive self-observation	3,91	,51	3,92	,49	3,92	,51	3,94	,52
General life attitude	3,37	,63	3,34	,64	3,30	,65	3,18	,64
Time management	3,03	,66	3,06	,68	3,03	,65	2,87	,70
Natural rewards	3,90	,63	3,92	,63	3,85	,59	3,66	,80
Positive self-influencing	3,31	,60	3,35	,61	3,39	,58	3,34	,63
Long-term orientation	3,36	,59	3,35	,56	3,27	,59	3,17	,69
Healthy habits of life (food, sleep, exercise)	3,72	,82	3,76	,80	3,72	,78	3,66	,83

Correlations between aspects of time management

		I plan my time usage in detail.	I try to arrange my working environment so that it helps me to concentrate.	I use a to do - list regularly.	I have a clear action plan for my future goals.	I consciously activities tha know will b beneficial c the long-ru
Spearman's rho	I find starting things seldom difficult.	,228**	,182**	,169**	,306**	,2
		,000	,000	,000	,000	,
		930	937	931	932	
	My work / studying does not take too much time.	-,125**	-,081*	-,132**	-,062	-,
		,000	,014	,000	,057	,
		927	933	927	928	
	I seldom tend not to do things I have planned to do.	,223**	,203**	,128**	,330**	,2
		,000	,000	,000	,000	,
		929	936	930	930	
	I am seldom in a hurry.	-,117**	-,064	-,123**	-,072*	-,0
		,000	,051	,000	,027	,
		933	940	934	935	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).