EXPLORING HOW SELF-LEADERSHIP INFLUENCES TEAM BUILDING

IN THE DEPARTMENT OF DEFENSE

by

Joseph Wolemonwu

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Dissertation

Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

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Abstract

This qualitative research case study explored the influence of self-leadership in team-building abilities among leaders within a Department of Defense (DOD) component in Quantico, Virginia. The general problem to be addressed was the lack of self-leadership among leaders resulting in ineffective team building. The purpose of this qualitative case study is to discover what tools, approaches, skills, methodologies, or theories are needed to prepare those in authority for self-leadership better to assist team building and to evaluate those tools, methods, or theories. Research questions explored how self-leadership supports team-building abilities among leaders. If any, the barriers to self-leadership could prevent team building among leaders in the Department of Defense. Twenty interviews were conducted using convenience sampling. In the analysis of the interview data, seven shared themes were identified. The themes developed from this study are relevant and applicable in today's business environment due to the value and the positive impact of self-leadership in team building, resulting in enhanced leadership competence and success in organizations. Based on the review of the academic literature and various themes identification, three recommendations for action were developed to support the declaration that organizational leaders and businesses establish self-leadership training curriculum in leadership development programs.

Key words: Self-leadership, influence, team building, leaders, development, defense

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Dedication

This work is dedicated to my late sisters Rita and Patience Wolemonwu, who died at a young age and never lived to achieve their educational goals in life. They both were loving and kind-hearted people who desired only but the best for others. They encouraged me through their actions while they were alive to thrive in my endeavors. Losing them at such a young age was very painful and made me appreciate living life for God and with a purpose by leaving a legacy. How I wish they were still alive to see this success, but my solace is that they are in a better place, wrapped around God's arm. This work is dedicated to them with the assurance that they would have been very proud of this accomplishment if they were still alive today.

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Section 1: Foundation of the Study

The rationale for undertaking this qualitative case study is to explore self-leadership influence in team building. This research addresses the concept of self-leadership in the Department of Defense (DoD) and the relationship of attributes such as authenticity, credibility, and trust to the team-building abilities among leaders. Stewart, Courtright, and Manz (2019) argued that self-leadership progressed from focusing just on individual self-influence processes to understanding self-influence processes at the team level. According to Stewart et al. (2019), self-leadership reflects a higher degree of control where individuals apply self-management strategies, assess the relevance of existing standards, and set their standards. Hunt, Heilman, Shutran, and Wu (2017) asserted that effective leadership is associated with self-awareness. Hunt et al. (2017) suggested that encouraging organization-supported, self-initiated leadership development behaviors are imperative in leadership development.

Bendell, Sullivan, and Marvel (2019) suggested that self-leadership specifies a collection of intra-individual strategies that provide explicit behavioral and cognitive prescriptions to achieve greater personal effectiveness. Rosser, Grey, Neal, Reeve, Smith, and Valentine (2017) emphasized that scholars have embraced self-leadership and that self-leadership collaboration has improved communication across organizations and enhanced strategic leadership capability. Browning (2018) asserts that self-leadership helps leaders become more self-aware, disciplined and build stronger relationships. According to Knutson (2020), self-leadership practitioners should consider two types of self-leadership: behavioral self-leadership and mental self-leadership. Knutson (2020) suggested that behavioral self-leadership deals with goal setting, monitoring behavior, and evaluating progress, while mental self-leadership can alter a leader's self-dialogue, beliefs, and thought patterns.

Background of the Problem

This qualitative case study focuses on the self-leadership concept and exploring the importance of self-leadership in team building. Stewart, Courtright, and Manz (2019) suggested that practitioners could make the team chartering a focus of team development efforts, as developing charters appears to help reduce process losses. Team members that need team charters the most are probably the least likely to engage in team charter exercises. The exercise of self-leadership often involves making choices that allow a person to navigate challenges and opportunities to perform at a higher level. Khan and Wajidi (2019) emphasized that in terms of corporate development, team building functions are central not only for the immediate experience of the activities acts upon by the team, but the group expertise, communication, and bonding. Khan and Wajidi (2019) agreed that effective leadership and team building might eliminate the dilemmas and problems in organizations at times.

Browning (2018) grasps a deeper understanding of the importance and relevance of core leadership theories. Hence, leaders who practice self-leadership are more fully aware of the inconsistencies in their lives, hence, prefer to look inward. This means that leaders tend to focus on external factors rather than internal factors when solving organizational problems. According to Bryant (2021), self-leadership is the answer to an individual's development, survival, and thriving in a volatile, uncertain, complex, and uncertain world. Bryant (2021) advised that self-leadership is the solution for developing leaders and leadership teams to communicate, apply creativity with critical thinking and collaboration. Fung (2018) questioned whether leadership roles could significantly influence team building and participation. This means that leadership roles only indirectly influence team shared mental models via team building participation and shared knowledge on team members' characteristics and showing team interaction patterns.

Self-leadership enhances a leader's ability to manage intrapersonal and interpersonal relationships and skills that involve leaders' abilities to reflect on self-strengths and weaknesses (Browning, 2018). Serving as a leader who can build team cohesiveness is the best commitment embarked by individuals (Matsumura & Ogawa, 2017). Successful organizations focus on team development in their daily activities (Dyer & Dyer, 2020). Teams should feel good about working together and developing themselves (Chatham-Newstex, 2017). There is a greater need for individuals who have the technical expertise and can create sustainable, workable solutions to serve in leadership positions (Knight, & Novoselich, 2017). Another focus of self-leadership practice is relational coordination, which is essential for leadership development professionals to empower teams to reach higher problem-solving levels (Jones-Schenk, 2018).

Problem Statement

The general problem to be addressed was the lack of self-leadership among leaders resulting in ineffective team building. The lack of understanding, and the need to understand oneself, causes a leader's lack of self-efficacy when addressing population needs (DeWitt, 2018). Inefficient leadership is prevalent in the federal government (Matsumura & Ogawa, 2017). Ineffective leadership can seriously affect employee morale and even cause the company's bottom line to plunge. Incompetent leaders will result in low employee retention and demoralization, causing the employees to be much less productive as a team. Ineffective leadership at the professional level impedes the dissemination of policies beneficial for organizational success (Crabtree, Howard, Miller, Cromp, Hsu, Coleman., Austin, Flinter, Tuzzio, & Wagner, 2020). The inability of leadership to respond to ongoing policy demands will result in moral distress and burnout (Crabtree et al., 2020).

According to Blanchard (2017), organizational initiatives fail because the people responsible for the implementation do not have the leadership skills required for success. The lack of supportive leaders could result in a considerable strain on employees' health and job performance (Schmidt, Herr, Jarczok, Baumert, Lukaschek, Emeny, & Ladwig, 2018). The leader's inefficiency becomes detrimental to the employees as a result of the stress. The workforce's health is an essential issue in public health research, gaining increased attention in recent years (Schmidt et al., 2018). The specific problem to be addressed was the lack of self-leadership within the DoD, resulting in ineffective team-building ability.

Purpose Statement

The purpose of this qualitative case study is to discover what tools, approaches, skills, methodologies, or theories, that are needed to prepare those in authority for self-leadership better, and to assist team building, and to evaluate those tools, methods, or theories. Private leadership strategy is more improved than public leadership strategy from a social welfare perspective if the private firm is local, regardless of the degree of differentiation (Matsumura & Ogawa, 2017). This research accounts for self-leadership training opportunities for the frontline employees to grow and develop to the full potential to support team-building interventions among leaders. Another focus of this study is to explore explanatory factors such as communication, teamwork, and core leadership theories that help an individual in self-leadership. Crabtree et al. (2020) suggest that current and future leaders' training should be comprehensive, motivating, and focused on developing effective teams.

Another problem is that senior management's weak leadership affects the quality performance at the program level (Parvin, 2019). There is a lack of an efficient leadership development program because management continuously focuses on routine administrative work

(Parvin, 2019). This regular administrative work is devoid of leaders' basic management tasks, such as gathering and utilizing information, planning strategically, effectively managing, and developing employees (Parvin, 2019). Leaders should apply the strategy of team-building intervention and focus on the outcomes of the team-building activities. The reason is that there is increasing organizational focus in a team-based format that emphasizes interdisciplinary coordination (Miller, Kim, Silverman, & Bauer, 2018). A study suggests that leadership training evaluations for team-building interventions were generally positive (Miller et al., 2018).

Nature of the Study

A qualitative research method and a multiple case study apply to this study (Collins & Stockton, 2018). This is the appropriate methodology for this study because the qualitative method addresses the problem statement: self-leadership in the Department of Defense, enhancing authenticity, credibility, and trust that support team building among leaders. The qualitative research method is more likely to produce high-impact findings (Jamali, 2018). According to Marx (2017), high-quality qualitative research is interpretive. This research's data collection method is through interviewing participants to help understand and explore the participant's experience. Jamali (2018) posits that the qualitative method will help evaluate interviewees' answers with a unique perspective, prompting additional discussions during the questioning process.

Open-ended questions will help to discover information that individuals might overlook. Individual participation is critical to the success of this research. Goldsby, Goldsby, and Neck (2020) assert that self-leadership cognitive strategies place responsibility for an individual's thought patterns. Discussion of the reason for not selecting other methods: the reason for not choosing other methods is due to the vital strength of qualitative research methods, in particular,

is being able to collate relevant contextual data alongside quantitative preference data (Vass, Rigby, & Payne, 2017). This assertion means collecting pertinent data for research is beneficial if studies are appropriate and reported with sufficient clarity. Readers can understand the approach used and interpret the findings (Vass, Rigby, & Payne, 2017).

The qualitative research method applies qualitative approaches to collect data, analyze, interpret, and write the report, which differs from the traditional, quantitative approaches (Creswell & Creswell, 2017). The qualitative research method supports purposeful sampling, collection of open-ended data, analysis of text or images, diagrams, and pictures. Other representations of information in figures and tables and personal interpretation of the findings inform qualitative methods (Creswell & Creswell, 2017). The reason for choosing the qualitative case study design is for better exploratory research and to help generate new ideas. A qualitative case study is also distinct and provides value to the audiences (Waldner, Cyr, Koivu, & Goertz, 2019). A qualitative case study will provide the tools to examine complex situations and create excellent outcomes from the analysis; this research will help in-depth analysis of the Department of Defense component to discover common interventions and strategies for working with leaders and building stronger teams.

Additionally, the qualitative portion of a multimethod research design represents little more than a triangulation check on the theoretical insights gleaned from quantitative analysis (Waldner, Cyr, Koivu, & Goertz, 2019). Also, regarding data collection, interview and survey methods are the best choices in this qualitative research method, including online surveys and one-on-one interviews over the phone due to the current global COVID-19 pandemic. Another data collection method is to distribute surveys to diverse candidates and request the completion

within a period, and follow-up interviews will help gather additional data for the research

(Harper & McCunn, 2017).

As a result of the global COVID-19 pandemic, there is no need to assemble a focus group

in a room. If the focus group will help, then a video conference is an option because of these

pandemic restrictions. Participation in this qualitative research is voluntary, and this results in

limited candidates' availability. Some may have a change of mind and not participate in the

interview or answer the survey questionnaire due to unforeseen circumstances. However, backup

candidates will be available when this occurs. Utilizing the observation/participant observation

method could prove challenging at times (Harper & McCunn, 2017). The goal is to identify gaps

in self-leadership by using open-ended questions in this qualitative case study (Harper &

McCunn, 2017). Another data collection method is to combine surveys with qualitative research

interviews (Öhman, Keisu, & Enberg, 2017). The above claim means that the study can measure

self-leadership and specific aspects of team-building abilities among leaders in organizations.

This case study will focus on self-leadership attributes in open-ended questions and free-listing

questions about self-leadership (Öhman, Keisu, & Enberg, 2017).

The interview guide could elaborate on the major themes from the open-ended questions

that will focus on variables such as the importance of the work team, leadership, career

development opportunities, rewards, influence, and decision-making analysis. The survey could

constitute a point of departure for the qualitative interviews (Öhman, Keisu, & Enberg, 2017).

The reason for selecting a multiple case study design and no other designs is because choosing

the multiple case study design can predict contrasting results for common reasons (Gustafsson,

2018). Other advantages of multiple case studies are that they create a more convincing theory

when the suggestions are more grounded in several empirical evidence (Gustafsson, 2018).

Using a multiple-case design is a more extensive exploration of the research question, and theoretical evolution will enable an individual to understand the differences and similarities of information management (Brink, 2018). A multiple case study is a design of inquiry found in many fields, especially on evaluation of developing an in-depth analysis of a case, often a program, event, activity, process, and one or more individuals (Creswell & Creswell, 2017). Time and activity can restrict multiple case studies due to efforts made to collect detailed information using various data collection procedures over a sustained period (Creswell & Creswell, 2017). Mixed methods design involves combining qualitative and quantitative research and data in a research study (Creswell & Creswell, 2017). A case study investigates a contemporary phenomenon in a real-life when the boundaries between the object of research and context are not evident (Ebneyamini & Sadeghi Moghadam, 2018).

Triangulation is a crucial concept in case study research, especially regarding triangulating data sources or data methods (Gustafsson, 2018). Triangulation supports a more accurate, comprehensive, and objective representation of the data (Gustafsson, 2018). A case study copes with the technically distinctive situation in which there may be many more variables of interest than data points. One result relies on multiple sources of evidence, with data needing coverage in a triangulating fashion (Ebneyamini & Sadeghi Moghadam, 2018). A case study captures the complexity of a single case, and the methodology that enables this has developed within the social sciences (Ebneyamini & Sadeghi Moghadam, 2018). A qualitative case study methodology is also applicable in the social sciences, such as psychology, sociology, anthropology, and economics (Ebneyamini & Sadeghi Moghadam, 2018).

Qualitative case study methodology provides apparatuses for researchers to study complex cases within a set framework (Ebneyamini & Sadeghi Moghadam, 2018). A case study

is one of the most flexible qualitative research approaches (Collins & Stockton, 2018). Applying

the multiple case study approach could be a valuable method of developing self-leadership

theory, evaluating programs, and developing interventions (Ebneyamini & Sadeghi Moghadam,

2018). Multiple current perspectives from research methodologists: to increase the traceability

and credibility of qualitative research, and secondly to help to make the complexity in multiple

perspectives qualitative longitudinal interviews (MPQLI) manageable (Vogl, Zartler, Schmidt, &

Rieder, 2018). Addressing this methodological gap, we first briefly introduce the potential of

qualitative longitudinal research and multiple perspective interviews (Vogl et al., 2018). The

authors combined these two approaches to developing an analytical framework for MPQLI and

illustrated the suggested procedure with empirical examples (Vogl et al., 2018). They can take

the form of interviews of respondents with similar characteristics (e.g., mothers) and interviews

with different types of respondents (Vogl et al., 2018).

In line with the qualitative paradigm, it defines breadwinning very broadly and de-

gendered as specific meaning parents attach to the money earned, for instance, the opportunity to

provide for the family and focusing on how both parents within one couple construct this

meaning (Schmidt, 2018). Another study suggested that further research should address these

methodological challenges of analyzing multiple perspective qualitative data. Specifically, for

deeper saturation, research should further include more contrasting cases (Schmidt, 2018). There

are benefits in applying in-depth interpretive analysis of multiple-perspective and qualitative

interviews because of the opportunity to get varieties of perspectives unexploited in the process

(Schmidt, 2018). From a different perspective, qualitative analysis of the interviews proceeded in

several methodological steps. Qualitative data analysis inspires the constant comparative method

in grounded theory, which is not applicable in this research framework (Larsson & Björk, 2017).

Discussion of Method

This qualitative research will focus on the qualitative case study method. Qualitative research refers to a broad range of philosophies, approaches, and methods used to acquire an in-depth understanding or explanation of people's perceptions (Vass, Rigby, & Payne, 2017). Qualitative case study methods explore peoples' thoughts or feelings by collecting verbal or textual data (Vass et al., 2017). Evolving research methodology creates opportunities for investigators to understand the topic (Kharasch, 2019). This methodology will help non-experts who want to understand what this research is all about and the method of obtaining data to translate knowledge of self-leadership (Kharasch, 2019). Qualitative case study research aims to understand the phenomena in context-specific settings, such as a real-world setting (Brink,2018).

The reason for selecting a qualitative case study is to understand better how self-leadership influences team building (Brink,2018). Study shows that qualitative research has grown in popularity towards facilitating the authentic expression of the complex realities of people engaged through research (Woodgate, Zurba, & Tennent, 2017). In this qualitative case study, interviews as a data collection method help give an extensive response to the research question (Brink, 2018). The data collected from either the interview or the survey may differ in the quality and quantity of the research's conduct (Brink, 2018). On the other hand, the data coming through qualitative research can generate meaningful changes to the organization by informing policy-makers (Woodgate, Zurba, & Tennent, 2017). Other data collection methods such as surveys, observations, focus groups, and experiments are not optimal or suited for this current study.

Discussion of Design

The qualitative research design consists of five distinctive designs: the narrative research design, the phenomenology research design, grounded theory research design, ethnography research design, and the case study research design (Creswell & Creswell, 2017). This research will focus on the qualitative case study method (Gustafsson, 2018). The qualitative case study method will explore the influence of self-leadership on the team-building abilities of the Department of Defense leaders (Gustafsson, 2018). The coverage of research designs limits the frequently used forms such as surveys and experiments in quantitative research, narrative research, phenomenology, grounded theory, ethnography, and case studies in qualitative research (Creswell & Creswell, 2017). Additionally, the design used is convergent, explanatory sequential, exploratory research design, and a qualitative research project are crucial for any study (Harris, 2020).

Qualitative research design ensures that the data obtained help answer the research question (Bakker, 2019). The reason to conduct research is to learn by getting answers from all data collected. According to Bakker (2019), research design claims to have the potential to bridge the gap between educational practice and theory because research design helps to develop theories about domain-specific learning. Harris (2020) declared that one of the severe difficulties with research design, especially with reviewing literature in research design, is how much to learn. This qualitative case study illustrates self-leadership influence in the team-building experience of the participants. Mixed methods designs are not the optimal choice for this study because of the difficulty in comparing two analyses using different mixed methods designs. In contrast, quantitative design collects a much narrower and sometimes superficial dataset and not appropriate for this study.

Summary of the nature of the study.

The data collection method such as interviews and surveys will help the target audience, peer research, and be sure that the results from this qualitative research obtain a logical and unbiased way and shows the number of participants in this research (Prominski & Seggern, 2019). This qualitative research provides the opportunity for learning, data creation, and data collection used for this qualitative case study (Prominski & Seggern, 2019). This research method and design highlights this qualitative research's significant structures and traits through the data collection method such as interviews and surveys (Johnson, Tod, Brummell, & Collins, 2018). Unlike other research designs, the case study design is more appropriate to provide more insight into this research (Gustafsson, 2018).

This research design ensures minimum bias in data and increases trust in data collected for accuracy. The researcher relies on qualitative research design and method to conclude the importance of the self-leadership concept in team building and explore previous literature on the research topic (Johnson et al., 2018). Although not in this case, in common with other qualitative studies, potential observer bias and the risk of post hoc justification among interviewees can influence the results (Johnson et al., 2018). The ethics of research methodology and methodology of research ethics can develop in productive interaction (Knottnerus & Tugwell, 2018).

Research Questions

The research questions form the basis of examining the role of leadership in addressing self-leadership in DoD. This specific research question helps the researcher make decisions about study design and population and subsequently through data collected and analyzed (Lane, 2018). A good research question forms the backbone of good research, which is vital in unraveling nature's mysteries and giving insight into a problem (Ratan, Anand, & Ratan, 2019).

Research questions must be academically and intellectually interesting to people in the field the researcher has chosen to study (Ratan, Anand, & Ratan, 2019). The questions that this research seeks to answer are:

RQ1. How does self-leadership support team-building abilities among leaders in the Department of Defense?

RQ2. What barriers, if any, to self-leadership could prevent team building among leaders in the Department of Defense?

These research questions are related to the problem statement because the questions highlight the importance of self-leadership in team-building abilities among leaders in the Department of Defense in Virginia. Self-leadership could be as simple as a self-goal setting. According to Müller and Niessen (2019), a self-goal setting is necessary when employees are responsible for their work outcomes. Employees can determine the working rhythm rather than be externally regulated by a particular leader in the organization. According to Lane (2018), if a research question is well-posed in the study's design, the participant's ability to answer the question will often fall easily into place. Lane (2018) emphasized that ideally, the research question should determine the best design for the study and that a good research question often starts with a general observation.

Conceptual Framework

The research concepts explored self-leadership in the Department of Defense, enhancing authenticity, credibility, and trust, supporting team building among leaders. Maximo, Stander, and Coxen (2019) stated that leaders could develop collaborative relationships, build credibility and respect from subordinates when they act authentically. Maximo, Stander, and Coxen (2019) determined that authentic leadership is not only a significant predictor of work engagement but

that authenticity impacts work engagement indirectly by trusting the leader. There will be a discussion on the role of self-leadership in addressing team building in the DoD. Another study conducted by Donahue (2018) stated that trust is a central variable in determining an organization's effectiveness and business performance. Donahue (2018) resolved that authentic leaders build trust and intimacy and win respect in the organization.

Discussion of the concept of authenticity.

Parker (2017) stated that authenticity marks effective leaders, as the basis of every relationship is trust. Parker (2017) further emphasized that authenticity allows a leader to show imperfection and an element of humanity that generates trust. This notion means that an authentic leader's integrity is never in question. Hence, a leader that wants to be more authentic could start with knowing yourself, which is self-awareness. Steckler and Clark (2019) suggested that authenticity provides a valuable lens to consider how leaders can bring a firm's strategy and practices into better alignment with firm core values. In addition, authenticity offers a much-needed lens for incorporating personal virtue into the theory. According to Guenter, Gardner, Davis McCauley, Randolph-Seng, and Prabhu (2017), leadership can distribute roles among team members. Guenter et al. (2017) suggest that change at varying points depends on which members meet the team's needs and are carried out authentically with the team's admirations.

Discussion of the concept of credibility.

Leadership credibility has a significant impact on public perception of that leader (Hearn, 2019). The lack of credibility could directly undermine policy promotion if viewed as untrustworthy (Hearn, 2019). Credibility focuses on leaders' role and ability to coordinate followers' actions through credibility (Hearn, 2019). This claim means that a credible leader shows experience, skill, and trustworthiness and that leader's ability to influence individuals

leading and building a cohesive team. According to Cooper, Hamman, and Weber (2020), a leader's ability to convince followers that conditions are favorable and that others may follow the leader's advice. Cooper, Hamman, and Weber (2020) emphasized that a leader may gain in the short run by encouraging actions that do not benefit the followers but lose in the long run if this action destroys his credibility.

Discussion of the concept of trust.

According to previous research findings by Javed, Rawwas, Khandai, Shahid, and Hafiz (2018), trust is essential in explaining the relationship between ethical leaders and creativity, and trust plays a vital role in the relationship between leaders and their employees and effective trust show positive consequence. Javed et al. (2018) noted that regardless of the significance, the literature on the effect of trust on creativity remains inconclusive. Without trust in leaders, employees may be hesitant to share ideas and communicate with the leader. According to Peragine and Hudgins (2017), trust is one of the significant factors that teammates should experience to be successful; the same analysis suggests that a team leader needs to build loyalty and choose individuals who can work together. Magpili-Smith (2017) advocates that the lack of team trust can inhibit the information elaboration process in teams because of the social-categorization process. Magpili-Smith (2017) determined that teams with long-term relationships usually form trust based on experiences.

Discussion of the concept of teamwork.

Teamwork is a familiar notion within several theoretical models. According to McEwan, Ruissen, Eys, Zumbo, and Beauchamp (2017), teamwork comprises multiple observable and measurable behaviors. The outcome is that organizations must align to support teamwork and collaboration, meaning that senior leadership sends the signals that teamwork is essential.

Leaders are the engine to foster teamwork, and they set the culture for teamwork (Salas, Reyes, & McDaniel, 2018). Teamwork can enable the team members to have a higher level of emotional security, self-confidence, and the ability to positively plan and decide with others (Sanyal & Hisam, 2018). Teamwork helps develop employees' skills and perspectives by exchanging positive opinions, feedback, experiences, and viewpoints (Sanyal & Hisam, 2018).
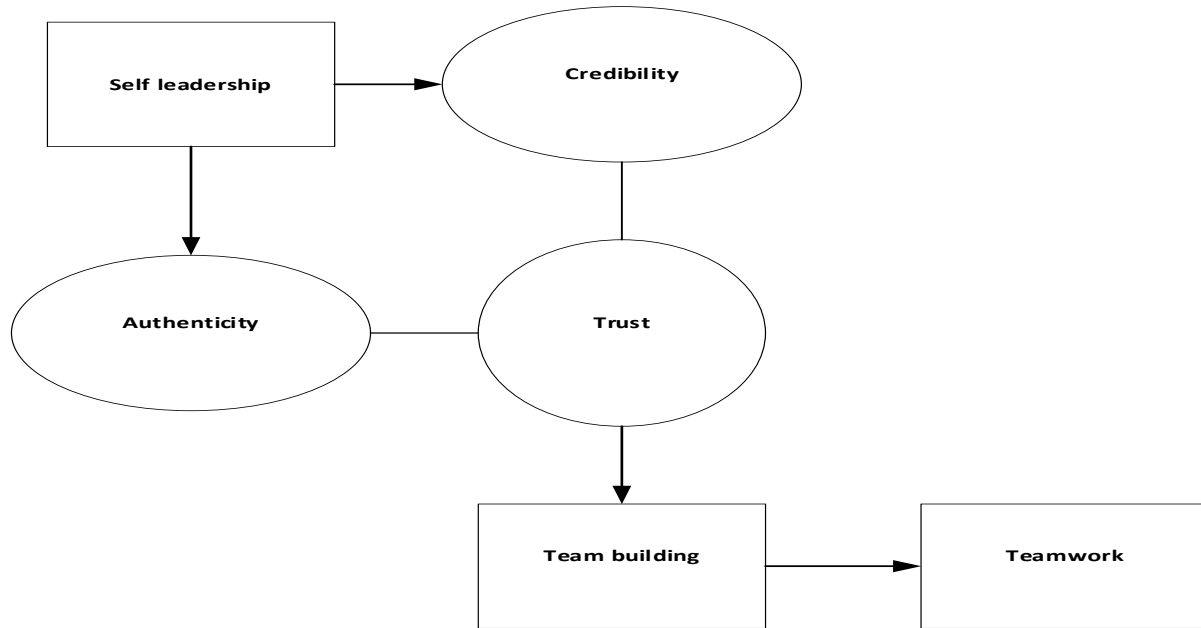
Figure 1. Relationship to constructs.

Discussion of relationships between concepts.

A study conducted by Hoang, Liu, Pratt, Zheng, Chang, Roughead, and Li (2018) emphasizes a mutual interaction between authenticity and credibility. Such interaction enables changes in one factor to affect the prediction of the others. Maximo, Stander, and Coxen (2019) proposed that having more authentic leaders could enhance trust and that authentic leadership had a statistically significant indirect effect on work engagement through trust in leaders. Saffran, Hu, Hinnant, Scherer, and Nagel (2020) maintained that authenticity is the measure of

the context of communication that can shape trust and credibility. Saffran et al. (2020) emphasized that teamwork is the result of building a cohesive team.

Summary of the conceptual framework.

The research concepts explore the influence of self-leadership in the Department of Defense that enhances authenticity, credibility, and trust, supporting team building among leaders. Team building is the required method of improving the emotional climate in which teams operate and overall team functioning (Beauchamp, McEwan, & Waldhauser, 2017). This conceptual framework illustrates this study's findings and how authenticity, credibility, and trust are related to developing self-leadership in team building. Ibus and Ismail (2018) resolved that a behavioral-focused strategy helps manage one's behavior, which incorporates self-attention, self-observation, self-goal setting, self-reward, self-correcting, and feedback.

Guillotin and Mangematin (2018) emphasized that authenticity results in a leader's credibility. The authors further concluded that authenticity emphasizes the distinctive nature of the reader's experience. Leveraging that habit could allow leaders to differentiate themselves and maintain credibility among the followers. According to Parker (2017), individuals with honed self-awareness create a space for authenticity and growth. The author further stated that authenticity allows a leader to show imperfection and an element of humanity that generates trust in a team.

Definition of Terms

Authenticity. Authenticity is a critical aspect of leadership, and authentic leaders lead with integrity (Covelli & Mason, 2017). The authors further stated that authentic leadership is a multi-dimensional leadership theory. Therefore, it has similarities to transformational theory and several other leadership theories, including ethical, charismatic, spiritual, and servant leadership.

According to Ling, Liu, and Wu (2017), authentic leadership influences employee work attitudes through a group trust climate. Coetzer, Bussin, and Geldenhuys (2017) describe authenticity as showing one's true identity, intentions, and motivations.

Credibility. Merriam Webster dictionary (2020) defines credibility as the quality of believing an individual or accepted as authentic, genuine, or honest. Mayiams, Raffo, and Clark (2018) determine credibility as an extension of trust. Mayiams, Raffo, and Clark (2018) further described credibility as the quality that enables one to believe and involves trustworthiness and reliability of information or communication received from a person. According to Fernandez and Shaw (2020), if the leader is not credible, the message communicated may not be credible. This assertion means that leaders should be trustworthy in what they say to their followers or the public.

Trust. Trust in the leader has a significantly positive influence on the follower's work engagement. Engelbrecht, Heine, and Mahembe (2017) support the notion that trust built on ethical leaders' behaviors such as integrity, and reliability behavior, which likely results in trust that subordinates may reciprocate. The authors concluded that the degree to which the leader is trustworthy might influence how follower places confidence, trust, and belief in the leader. The study conducted by Lesinger, Altinay, Altinay, and Dagli (2018) determined that trustworthiness is a critical concept to foster trust through loyalty and leadership.

Assumptions, Limitations, Delimitations

Critically examining constructs in scholarly literature is vital for understanding fundamental assumptions about what counts as in any research (Wolgemuth, Hicks, & Agosto, 2017). The findings produced by the research synthesis constitute these assumptions, and exploring excluded evidence reveals the implications of those decisions (Wolgemuth, Hicks, &

Agosto, 2017). This study's limitations concern potential weaknesses outside this research's boundaries and are closely associated with the chosen research design, statistical model constraints, funding constraints, or other factors. Theofanidis and Fountouki (2018) defined limitation as an imposed restriction outside the control of any individual, while delimitation is anything within the control of an individual.

Assumptions

The underlying assumption is that self-leadership will continue to be important in the Department of Defense. Another assumption is that participants will respond truthfully and are knowledgeable, although no verification of participants in this study. The participants will answer the interview questions honestly and truthfully. Therefore, the sample's inclusion criteria are appropriate and ensure that the participants have experienced the same or similar study phenomenon. Participants should have a sincere interest in participating in this research with no alternative motives. Although participants understand the significance of honest reporting, research suggests that some participants typically lie (Montgomery, Mensch, Musara, Hartmann, Woeber, Etima, & van der Straten, 2017).

Limitations

Limitations refer to potential weaknesses, sample size too small to generalize the study. A research method is a process for conducting this research, such as collecting data through interviews and surveys. The survey method produced relatively short answers that are straight to the point. The interview method gives extensive responses expected in qualitative research. To mitigate this is by asking participants who provide the data whether the interpretations represent their beliefs. There is no replication of this case study, and there is no generalization of the single case study to a broader population. Another limitation is that there is a potential risk for bias in

case studies, in that an individual's beliefs can influence the data collection and analysis method. The attempt to mitigate bias is by asking peers to review the conclusions; they might identify and address any argument gaps. Another limitation is cultural bias because most organizational participants are not always honest when responding to the interview questionnaire (Montgomery, Mensch, Musara, Hartmann, Woeber, Etima, & van der Straten, 2017).

Delimitations

Delimitations refer to the boundaries selected in the population, and the scope is only some aspects of the study's leadership (Theofanidis & Fountouki, 2018). This study's limitation is that only DoD employees or former DoD employees in a leadership position will participate in the interview. There will be no access to personal or sensitive data for this research, and discussed in the process of this research. The study used only pseudo names, no real names of the participants in conducting this research to maintain every participant's privacy.

Significance of the Study

The qualitative research study results will be of great benefit to the leadership of the Department of Defense. Data collected will provide the leaders with information on how self-leadership can help improve team-building abilities. The results will enable the leaders to enhance leadership skills in the area of team building. Data gathered will highlight the importance of self-leadership in enhancing authenticity, credibility, and trust in leaders, resulting in eliminating challenges that hinder team building (Mayiams & Raffo, 2018). This study will improve the Department of Defense in the development of self-leadership training. This study will foster new ways of enhancing knowledge, skills, and attitude, thus preparing globally competitive leaders in the future (Mayiams & Raffo, 2018). This study will also help in the advancement of the DoD leadership development program and self-leadership skills.

Reduction of Gaps

This study addresses self-leadership in the Department of Defense that enhances authenticity, credibility, and trust resulting in team building among leaders. This study provided information regarding the importance of self-leadership in the context of the leader's team-building ability. Data gathered will also help the Department of Defense leaders improve individual and organizational performance (Browning, 2018). This study will help develop a sense of self-leadership and the leader's ability to influence communication, emotions, and behaviors (Browning, 2018). This study addresses the challenges that hinder self-leadership resulting in the agency's failure to retain talented leaders with team-building abilities in the Department of Defense located in Virginia. This study highlighted and reduced any gap between self-leadership and any leader's team-building ability in the DoD.

Implications for Biblical Integration

This research identifies and describes the concept of self-leadership and explains and predicts, and offers a solution to the lack of leadership in addressing the leader's team-building ability. The process of conducting business research from a Biblical perspective is a relevant discussion in the sense that every Christian should apply Biblical principles in every activity. Therefore, finding out God's will in everything that involves the children of God is essential in this study. Take, for instance, in the book of Joshua 18, the Bible says:

> So, Joshua said to the people of Israel, "How long may you put off going in to take possession of the land, which the LORD, the God of your fathers, has given you? Appoint three men from each tribe, and I may send them out to survey the land and map it out, according to the inheritance of each. Then they may return to me. The men did as they were told and mapped the entire territory into seven sections, listing the towns in each section.

They made a written record and then returned to Joshua in the camp at Shiloh" (Joshua 18:3-4, 9, NLT). Those men were sent to research, and they reported their findings to Joshua to know how to distribute the land among them. Joshua led as promised and distributed the land to the children of Israel according to their tribes. This research, in particular, fulfilled the requirement by surveying the identification of participants that have first-hand information on the role that leadership plays in the employee's decision to leave or stay at the current employment. By serving as participants, they will contribute to the advancing better working environment in the organization. Just as was previously recorded in the book of Joshua, the three men participated in the survey of the land, and all provided reports of the study they conducted to Joshua, the leader. Thus, he was able to make an informed decision on distributing the land to the children of Israel.

Relationship to Field of Study

The primary purpose of conducting any study is to inform action, prove a theory, and contribute to developing knowledge in a field of study. This study analyzes the current DoD leadership development program, the leader's approach, self-leadership skills learned, the quality of training rendered, and its team-building abilities. This research is related to the field of study, which is leadership. Zigarmi (2018) views leadership as a process of influence and is most often referenced in relationship to serving, motivating, and empowering others. Zigarmi (2018) emphasized that self-leadership is about developing and managing your energy to initiate, encourage, perform at a high level, improve, and sustain your organization's leadership philosophy at an individual level. According to Lynch (2019), managerialism is a particular cultural narrative that has influenced leadership studies' broader field.

In the case of the children of Israel, the purpose was to inform an action because the people were requesting for the land to be distributed and to have the correct information, Joshua asked three men to conduct research by surveying the land and report back to the children of Israel with Joshua as the leader. The assumption is that Joshua intended to get the facts by sending these men to conduct a survey and map out the land. Joshua exemplified self-leadership, creating practical goals that align with the leadership role and the team's highest priorities to meet the needs of the children of Israel. According to the Bible, in the book of Joshua 18, the men went on the fact-finding mission by visiting various landscapes and documenting the evidence for Joshua to use in his decision-making. On arrival, all three men reported their findings to Joshua, who used the information to distribute the land according to the various tribes among the children of Israel.

Summary of the significance of the study.

The primary purpose of conducting any research is to inform action, prove a theory, and contribute to developing knowledge in the self-leadership field. Self-leadership studies influence traces their origin in the Western ecclesial perspectives on leadership (Lynch, 2019). This research, in particular, fulfilled the requirement by interviewing identified participants that have first-hand information on the role that self-leadership plays in the team building and the influence of self-leadership in the employees' decision in the team activities. This qualitative case study contributes to the literature in various significant ways, such as exploring the association between self-leadership and team building, drawing on team leadership theory, and recommending attributes that influence self-leadership (Lynch, 2019).

The study conducted by Land (2019) emphasized that team building can have lasting, positive, and measurable effects on team performance and that managers should account for

team-building activities in their planning. Land (2019) highlighted that giving a team the chance to spend time together to participate in some fun activity may not make them better performing long-term. Another study conducted by Lee and Paunova (2017) determined that organizational leadership continually recognizes a self-managed team through self-leadership. The study results will be of great benefit to the DoD leadership. Data collected will provide the leaders with information on how self-leadership can help improve team-building abilities. The results of this research will enable leaders to improve leadership skills in the area of team building. This study will foster new ways of enhancing knowledge, skills, and attitude, thus preparing globally competitive leaders in the future.

A Review of the Professional and Academic Literature

In this research study, the literature review consists of four primary focus areas: a) Core leadership theory, b) self-leadership concept, c) team building intervention, and d) constructs of the study. In the area dedicated to core leadership theory, the reader will find a comprehensive review of core leadership theory to include a review of past studies and current studies. The reader will find an exhaustive review of the professional and academic literature pertained to the great man theory, trait theory, behavioral theory, contingency theory, and influence theory. The self-leadership concept will be information on literature related to self-discovery, self-acceptance, self-management, and self-growth. According to Rambe, Modise, and Chipunza (2018), self-leadership and control are significant independent variables. When considered jointly, they have a significant positive impact on the job performance of the workforce. Additionally, a review of team-building intervention to include appropriate team-building activities, communication, and teamwork will appear within this study (Miller, Kim, Silverman, & Bauer, 2018).

The qualitative research will discuss both the independent and dependent constructs of the qualitative study to include authenticity, credibility, trust teamwork ends the literature review section. According to Rosser, Grey, Neal, Reeve, Smith, and Valentine (2017), the outcomes of the cooperative inquiry includes an enhanced understanding of the importance of openness and trust and a willingness to share and learn from each other in a respectful and confidential environment with a receptiveness to change. Rosser et al. (2018) determined that self-leadership is acceptable and embraced. Their collaboration has improved communication across the organization, enhanced their strategic leadership capability, and given self-assurance to disseminate externally. This statement means that the concept of self-leadership should be part of the organizational leadership development strategy.

Core Leadership Theory.

Most leadership's success thrives on having a good vision, leveraging unwavering energy and passion, and focusing on a positive path. Most significantly, motivating people to convey trust and contribute to the team's effort and working together to attain a set goal will help organizations retain employees (Browning, 2018). This claim means that core leadership theories support the current understanding of leadership before exploring the self-leadership concept. For instance, positive effects on the followers' contributions will result in leadership success (Buchholz, & Sandler, 2017). According to Browning (2018), trait theories suggest that effective leaders share many typical personality characteristics. The early trait theories view leadership as an innate, instinctive quality of individuals. The theory identifies qualities such as integrity, empathy, and assertiveness as helpful traits for leading others. However, Williams and Lowman (2018) argued that none of these traits nor any specific combination guarantees success as a leader. Williams and Lowman (2018) maintained that a leader should inspire others to do tasks

without close supervision because that is subordinates' micro-management. This idea could mean that the leader is growing in their leadership competencies and behaviors rather than controlling employees without giving them opportunities to work as individuals.

Another core leadership theory is behavioral and contingency or situational theories. The behavioral theories focus on how leaders behave, while the contingency or situational approach's fundamental component is that the organization or workgroup affects the extent to which, if given, a leader's traits and behaviors will be effective (Browning, 2018). The fourth core leadership theories are the power and influence theories. These theories focus on the source of the leader's power, based on the different ways that leaders use influence to get things done (Browning, 2018). This is because a leader should use influence to inspire others to do tasks without subordinates' micro-management (Williams & Lowman, 2018). This assertion means that there is growth in the leader's behaviors for coaching employees rather than controlling them through the disguise of close supervision. Hunt and Weintraub (2017) suggested that appropriately applying the concept of coaching can help create better relationships between managers and employees. Coaching shows that when a leader takes on a mentor's role through training, there is essentially growth for employees and their success.

Organizations may involve individual leadership coaches, while some organizations may require coaches to work with individual employees (Hunt & Weintraub, 2017). This notion means that these leaders may need a coach when they begin a new career or accept a leadership position in an existing one (Hunt & Weintraub, 2017). Organizational leaders should be clear about the value of different leadership development options and the likely impact of each (Gavin, 2018). This claim means that organizations should consider other leadership development options such as self-directed, management-prompted, and coaching. The study conducted by

Sigrid and Weibler Jürgen (2020) determined that the context of taking the lead implies shifting leadership understanding from the general individual-centered leadership understanding to a collective and identity-based view of leadership.

Sigrid and Weibler Jürgen (2020) believe that individuals become in some way empowered by their network-specific embeddedness and felt a particular aversion to traditional single leadership. Eide, Saether, and Aspelund (2020) agree that leaders with a personal motivation for sustainability are more likely to lead firms with sustainability strategies. However, Eide, Saether, and Aspelund (2020) suggest that firms' strategic positioning on sustainability influences the managers' motivation and the managers' way of leading their employees. Eide, Saether, and Aspelund (2020) found that top managers perceive sustainability strategies as associated with higher value creation and solving significant challenges. This statement means that leaders view sustainability strategy as a tool that benefits organizations and helps in problem-solving and decision-making.

The Great Man theory. The great man theory is one of the oldest leadership theories. According to Mouton (2019), Carlyle first codified the Great Man leadership theory in 1841. Mouton (2019) argued that the theory is popular among scholars and thrives among practitioners. In politics and the myth of the Great Man still seems to shape the minds of many politicians, citizens, and political commentators. Mouton (2019) asserted that this theory views leaders as powerful geniuses capable of creating comprehensive plans that predict all contingencies and control incredibly intricate rigorous actions. Rüzgar (2019) claimed that the Great Man Theory's longevity is the oldest approach towards several leadership types of research. Rüzgar (2019) argued that the theory goes back to ancient Greek times; among the early supporters of the

theory, Herodot and Tacitus focused on great leaders and tried to unravel the traits that differentiated them from the others.

The above statement connotes that this theory's proponents' common viewpoint is that an individual should have some innate traits to become a great leader. Rüzgar (2019) suggests that great men influence people and have power over them and that great men shape human history who possess particular inborn and specific God-given talents. These traits are impossible to obtain later in life by mere experience. This assertion means that great men are known as liberators, inventors, heroes during their era. These leaders sometimes emerged to satisfy needs, which shaped social, economic, and moral feelings. Rüzgar (2019) determined that these leaders' strong characteristics and personalities show a superior talent to lead a supportive society. The theory of these leaders who hold certain superior traits should agree with the group or society's needs.

Trait theory. Trait theories argue that effective leaders share many common personality characteristics or traits. Early trait theories said that leadership is innate, instinctive quality individuals do or do not have. None of these traits, nor any specific combination, guarantees success as a leader (Browning, 2018). Trait theories do, however, aid in identifying traits and qualities such as integrity, empathy, and assertiveness that are helpful when leading others (Browning, 2018). Another study explored academics' experiences in a higher education institution and their self-leadership traits in an educational environment (Jooste & Frantz, 2017). The study was known as Cashman's theoretical framework of seven pathways for an academic and considered relevant to the specific concept of self-leadership and the context of academics in this study, focusing on leading from the inside out (Jooste & Frantz, 2017).

The trait theory of leadership suggests that certain individuals possessed specific traits (Wyatt & Silvester, 2018). Some traits lead observers to ascribe competence and infer suitability for leadership. These may not be the same as those traits that influence leaders' effectiveness once in a role (Wyatt & Silvester, 2018). A previous study suggested that happy emotions result in higher leadership ratings, higher trait ratings, more significant correlations among trait ratings, and greater dependence of trait ratings on leadership perceptions (Trichas, Schyns, Lord, & Hall, 2017). An exploratory model suggested that leadership impressions mediated facial emotions' effects on trait ratings (Trichas et al., 2017). The emotions displayed by leaders affected perceivers' leadership and trait perceptions, the covariances among trait perceptions, and the extent to which trait perceptions were associated with overall leadership impressions (Trichas et al., 2017). Patterns of traits are simply from brief exposure to leaders' faces, but this process mediates the leadership perception (Trichas et al., 2017).

Behavioral theory. The behavioral theory explores three types of leaders: autocratic, democratic, and laissez-faire leaders. Browning (2018) suggested that autocratic leaders decide without consulting their teams, and this style of leadership is appropriate when decisions need to be quick. The above viewpoint means that when there is no need for input and the team does not require everybody's agreement for a successful outcome. According to Buchholz and Sandler (2017), positive effects on the followers' public good contributions may result in the leadership's success, which in theoretical terms means that the follower's reaction path is upward sloping. Buchholz and Sandler (2017) further reviewed the existing academic literature on the effects of leaders' behavior on followers going beyond the good public model.

Fingleton, Duncan, Watson, and Matheson (2019) suggest that behavioral theory is a tool that predicts or generates behavior change in individuals. Fingleton et al. (2019) state that

capability, opportunity, and motivation represent the behavioral model theory. This statement

means that the linked theoretical domains framework explores perceived influences on the

behavior of the leader. Fingleton et al. (2019) maintain that the theoretical domains framework

provides a comprehensive framework to prompt identifying factors that influence behavior, and

consequently, potential mediators of behavior change. This assertion could also mean that this

theoretical domain framework is a critical component that leads to the change in organizational

leaders' behavior that applies to self-leadership.

      Contingency theory. The fourth of the core leadership theories is the contingency

approach. Browning (2018) suggested that the fundamental component of a contingency leader is

that the organization or the team affects the extent to which given leader traits and behaviors will

be effective. Browning (2018) emphasized that contingency theories gained prominence in the

late 1960s and 1970s. Four well-known contingency theories are Fiedler's contingency theory,

path-goal theory, the Vroom-Yetton-Jago decision-making model of leadership, and situational

leadership theory. According to Vidal, Campdesuñer, Rodríguez, and Vivar (2017), the

contingency leadership theory assumes that leadership characteristics are significantly dependent

on circumstantial factors. Furlan Matos Alves, Lopes de Sousa Jabbour, Kannan, and Chiappetta

Jabbour (2017) further defined contingencies as outside events that affect organizations.

      Furlan Matos Alves et al. (2017) determined for sure that organizations might already

face or will potentially face an unpredictable situation. This claim means that good leaders

always step up and create contingencies for any case or circumstance. According to Moreno-

Gómez and Calleja-Blanco (2018), the contingency theory of leadership underscores a leader's

personality and the situation in which a leader operates to influence corporate decision-making.

Moreno-Gómez and Calleja-Blanco (2018) suggested that leadership's contingency theory in organizational performance has positive effects.

Influence theory. The influence theories suggest that the source of the leader's power is based on how leaders use power and influence to get things done (Browning, 2018). This idea means that influence impacts the behaviors, attitudes, opinions, and choices of other people. On the other hand, influence should not be confused with power or control, and one of the best-known of these theories is French and Ravens five forms of power (Browning, 2018). Qian, Li, Wang, Song, Zhang, Chen, and Qu (2018) emphasized that the present study has enriched our theoretical understanding of how goal-focused leadership influences followers. Qian et al. (2018) investigated the community's development over time and identified the specific leadership roles influential in sustaining the online community. Another study suggested that self-leadership could influence team engagements (Kotzé, 2018). Hence, organizations can better develop and master self-leadership to succeed (Rasdi, Hamzah, & Yean, 2020).

Origins of Self-Leadership.

In 1986, Charles C. Manz initially presented the idea of self-leadership, and the theoretical foundation focuses on social cognitive theory, self-determination theory, and positive psychology (Neck, Manz, & Houghton, 2017). Additionally, Charles C. Manz further developed the concept over the years with other prominent leadership scholars such as Christopher P. Neck, Jeffrey D. Houghton, who utilized this concept in other leadership theories (Neck, Manz, & Houghton, 2017). Marques (2017) discusses self-leadership from an informal stance focusing on self-regulation, self-control, and self-management. Marques (2017) emphasized the self-leadership path identified in interviews with 31 business, non-profit, and academic executives. According to Marques (2017), these seven challenges, such as altering the pace of life,

unexpected change, entrepreneurial mindset, outdated habits, attitudes, and the necessity for lifetime learning, are critical to how managers perceive self-leadership.

Gannouni and Ramboarison-Lalao (2019) examined gender-role identity effects on self-perceived leadership among 371 future managers to explore the concept of self-leadership among different genders. Gannouni and Ramboarison-Lalao (2019) compared cultural differences linked to Hofstede's masculine versus feminine countries of origin and determined no significant leadership differences between males and females. Gannouni and Ramboarison-Lalao (2019) further emphasized that masculinity and femininity correlate with leadership for males. This claim might suggest that masculinity is expressively higher for males in masculine-cultured countries and a substantial connection between masculinity and organizational leadership. To support the applicability of self-leadership theory, Rasdi, Hamzah, and Yean (2020) explored entrepreneurs' self-leadership development and indicate that self-leadership is a process developed and mastered by entrepreneurs to have better chances of success in their business start-ups. Rasdi, Hamzah, and Yean (2020) provided a model of the self-leadership process that illustrates a range of influences that are likely to contribute to women entrepreneurs' self-leadership development. Rasdi, Hamzah, and Yean (2020) maintained that self-leadership development is a process that includes interrelated internal and external influences. This claim means that organizations should instill attributes of the self-leadership development process among individuals who aspired to reach the top of the leadership ladder. Self-leadership is a way of intentionally influencing a thought (Bryant, 2021).

Past studies. The early research defines self-leadership as a process in which people can regulate what they do, interact with others, and decide to lead themselves and others by using specific behavioral and cognitive strategies (Goldsby, Goldsby, Neck, & Neck, 2020). This idea

means that self-leadership was initially a counter to how experts viewed the concept of leadership. The proponents of self-leadership focused on the leaders rather than the followers; they focused on internal factors rather than external factors. Kör (2016) suggests that self-leadership evaluates a version of the revised self-leadership questionnaire (RSLQ). The RSLQ model confirms that self-leadership is effective, and the measurement is good, reliable, and valid across many empirical studies (Kör, 2016). The above statement means that organizations in today's environment expect more creativity, innovation, flexible actions, collaboration, and initiation in their employees' rapidly changing conditions (Kör, 2016).

Kör's (2016) framework suggests that both leaders and employees require the opportunity to improve themselves, establish self-management, and make decisions. Another study by Sesen, Tabak, and Arli (2017) explored the significance of self-leadership on job satisfaction, organizational commitment, and teachers' innovative behaviors. Sesen, Tabak, and Arli (2017) gathered data from 440 primary school teachers who work in different cities, showing that self-leadership behaviors had substantial effects on job satisfaction, organizational commitment, and innovation. Sesen, Tabak, and Arli (2017) revealed that self-reward and self-punishment strategies did not affect dependent variables, while self-observation and focusing on natural rewards had the most substantial impacts. Sesen, Tabak, and Arli (2017) argued that managers who want to incorporate self-leadership in personality trait assessment should determine whether self-leadership clarifies the unique variance in performance beyond other personality traits.

Sesen, Tabak, and Arli (2017) emphasized that self-Leadership measures and defines factors such as behavior-focused strategies, constructive thought patterns, and focusing on natural rewards. Sesen, Tabak, and Arli (2017) maintained that behavior-focused strategies involve increasing awareness of one's behaviors to adapt to situational demands and improve

performance. This assertion means that positive thought pattern strategies support rational thinking, increases motivation and self-efficacy, and shifting challenges into opportunities. Sesen, Tabak, and Arli (2017) concluded that natural reward enhances work engagement and the task's intrinsic motivation. This concept means that focusing on natural rewards involves finding what is pleasant and rewarding about work tasks. Self-leadership requires self-reflection for monitoring situational demands and gauging the leader's reaction.

According to Koo and Park (2018), leader characteristics influence leadership styles, which cascade down through the management to the entire firm, affecting organizational and strategic outcomes. Koo and Park (2018) emphasized that the transformational leadership style's value is closely associated with a collectivist culture based on beneficial conformity virtues that are not separate from the leadership standard. Koo and Park (2018) believe that conservation may be a noticeable virtue in a positive context, increasing leadership styles' influence. For instance, another study by Foroughi, Gabriel, and Fotaki (2019) suggested that political leaders have long been an object of suspicion in the public eye, and the collapse of trust is the critical key to the rise of post-truth politics. The above assertion also means that members of the public do not trust most of their political leaders.

Feldman's (2018) archival data indicates that articles published over the past 52 years in major international and South African journals skew the concept of leadership research. Feldman (2018) implied that leadership studies employ qualitative and mixed methodologies in their work less often than quantitative and conceptual methodologies. Feldman (2018) suggests that a need has emerged to build followership theory that reflects the unique reality of different cultures and contexts in the global and leadership-followership environment. They relate to one another, that is, building follower's capacity that leaders understand. The study by Lacroix and Armin (2017)

determined that followers' core self-evaluations and affective motivation to lead facilitated the relationship between servant leadership and reduced leadership avoidance.

   Current studies. Recent research conducted by Lee, Park, and Choi (2020) defined self-leadership as a process of behavioral and cognitive self-evaluation and self-influence. This claim means that a person achieves self-direction and self-motivation to develop positive behaviors to improve their overall performance. Lee, Park, and Choi (2020) confirmed the association between self-leadership and planning with performing exercise in their study. Another study by Bendell, Sullivan, and Marvel (2019) focused on self-leadership strategies as a cognitive resource because the nature of entrepreneurship inherently requires entrepreneurs to lead themselves as they seek to launch and grow their organizations. Bendell, Sullivan, and Marvel (2019) emphasized the importance of considering individual differences in self-leadership studies, and self-leading individuals often develop a heightened sense of ownership over their work.

   The above notion means that an interventional study of self-leadership and action planning needs to provide specific strategies and procedures for improving self-leadership and planning. Lee, Park, and Choi (2020) determined that strategies that enhance self-leadership and action planning are essential when developing self-management intervention. Another study by Bendell, Sullivan, and Marvel (2019) focused on self-leadership strategies as a cognitive resource because the nature of entrepreneurship inherently requires entrepreneurs to lead themselves as they seek to launch and grow their organizations. In their study, Bendell, Sullivan, and Marvel (2019) emphasized the importance of considering individual differences in self-leadership studies. Bendell, Sullivan, and Marvel (2019) focused on self-leadership theory, gender, and entrepreneurship. Bendell, Sullivan, and Marvel (2019) suggested that some self-

leadership strategies are helpful when applied to high-growth entrepreneurship. This concept means that the advanced gender-aware framework of self-leadership strategies supports high growth in organizations. Bendell, Sullivan, and Marvel (2019) asserted that self-leading individuals often develop a heightened sense of ownership over their work and exhibit a more substantial commitment to their goals, tasks, or organization.

Bendell, Sullivan, and Marvel (2019) argued that self-leadership helps the gender-aware framework associated with high-growth entrepreneurs. The above viewpoint also means that both men and women differently emphasized self-leadership approaches and realized varying outcomes to the applicability. Bendell, Sullivan, and Marvel (2019) further suggested that integrating and considering individual differences will be prudent in the study of self-leadership. Bendell, Sullivan, and Marvel (2019) argued that self-leading individuals tend to be opportunity thinkers who challenge prevailing assumptions and attitudes. Bendell, Sullivan, and Marvel (2019) concluded that there had been a great deal of self-leadership research to date and that much has been conceptual and focused on managers and teams in organizational settings. This claim means that given the potential value of self-leadership for entrepreneurs, who inherently require self-direction, the lack of empirical studies focusing on employees, the concept of self-leadership and organizations is astounding.

Another study conducted by Roberts, Fawcett, and Searle (2019) evaluated a high school's effectiveness, based on a Personal Leadership Program, designed to promote positive social, emotional, and motivational outcomes. Roberts, Fawcett, and Searle (2019) demonstrated improvements in positive functioning across a range of measures in wellbeing. According to Roberts, Fawcett, and Searle (2019), the Personal Leadership Program is a primary prevention program that supports adolescent participants who choose to take control of their lives by

deciding to be happy, set goals, think, and communicate positive messages. This notion means that personal or self-leadership is about individual responsibility, personal choice and that individuals can choose to take control of their lives. Roberts, Fawcett, and Searle (2019) concluded that Personal Leadership Program participants experienced a medium to a significant increase in goal-setting and self-esteem measures relative to the comparison group.

Further study suggests that self-leadership requires self-reflection for monitoring, both for comparing performance to situational demands and gauging one's reaction (Bailey, Barber, & Justice, 2018). This same study argues that monitoring behaviors can help individuals determine necessary improvements and guide their performance towards improvement (Bailey, Barber, & Justice, 2018). Self-leadership assesses specific self-regulatory tendencies that help predict workplace performance consistently across aspects of self-reported job performance (Bailey, Barber, & Justice, 2018). Self-leadership is indicative of traits related to diligence, an understanding of situational demands, and self-awareness in the work context (Bailey, Barber, & Justice, 2018). Self-leadership training could incorporate self-leadership concepts such as goal setting, positive energy towards tasks, and reducing negativity and pessimism.

By emphasizing self-leadership, organizations could accentuate the motivation-related personality and self-regulatory traits in a way that is practical and relevant to their individual, team, and organizational performance contexts (Bailey, Barber, & Justice, 2018). The research concluded that self-leadership is related to self-regulation uniquely from personality and is more than just personality and self-regulation when predicting self-reported job performance. The study by Marvel and Patel (2018) highlighted self-leadership as a critical behavioral and motivational resource for speeding product development in the new technology-based venture context. Marvel and Patel (2018) shed light on the value of self-leadership in accelerating the

development of less radical or incremental product innovations. Marvel and Patel (2018) stated

that the research findings had implications for entrepreneurship research and self-leadership

literature.

Marvel and Patel (2018) emphasized that self-leadership could be a critical resource

under the time constraints of product launch. They further stated that self-leadership is a form of

individual leadership that closely represents the cognitive and behavioral elements that drive

innovation efforts despite resource constraints or organizational routines to draw on. Marvel and

Patel (2018) determined that self-leadership has roots in several related theories of self-influence,

including self-regulation, self-control, self-management, intrinsic motivation. Self-leadership

prescribes specific sets of behavioral and cognitive elements of value to individual performance

outcomes. Marvel and Patel (2018) highlighted the significance of self-leadership to accelerate

less radical product innovation. The research concluded that self-leadership that fast-tracks

innovation in the new endeavor context might help develop economic development

establishments in recognizing the cognitive aspects of leaders' significance in the selection or

coaching efforts. This claim means applying a self-leadership strategy will quicken invention.

According to Bäcklander, Rosengren, and Kaulio (2018), self-leadership theory suggests

that behavior is ultimately internal and individually controlled even though there could be other

significant influences such as external leadership and other forces. To ascertain the theory,

Bäcklander, Rosengren, and Kaulio (2018) interviewed a group of management consultants in a

Danish management consultancy firm. Bäcklander, Rosengren, and Kaulio (2018) argued that

the framework for self-leading strategies develops the dimensions of reactive/proactive and self-

focused/externally focused strategies in different combinations. This claim could mean that as

leaders support internal self-discipline strategies of a more reactive nature, external and proactive

strategies endorse the most effective practice. Dewan and Squintani (2018) emphasized that a

leader takes a decision on their behalf and that good leadership depends on moderation and

judgment characteristics. Dewan and Squintani's (2018) analysis relates features that define good

leadership, such as moderation, judgment, and communication structure. Dewan and Squintani

(2018) believe the role of judgment could relate to the leader's trustworthy associates.

Self-Leadership Perception.

Self-leadership gained importance in the context of current organizational changes and

newly developed agile leadership approaches (Bracht, Junker, & van Dick, 2018). Until now, the

concept of self-leadership has focused on individual-level or team-level goal achievement and is

thereby not fully applicable to the broader socio-organizational context (Bracht, Junker, & van

Dick, 2018). Self-leading individuals will demonstrate a higher commitment to their tasks, goals,

teams, or organizations than individuals who do not engage in self-leadership (Jooste & Frantz,

2017). To understand self-leadership, one needs to have insight into how a leader classifies

higher education, whether the role is formal or informal, whether the leader exerts an intentional

influence or as determined by context, and how leadership embodies in individuals (Jooste &

Frantz, 2017).

Self-leadership of academics fundamentally refers to driven motivation and self-influence

to direct oneself towards achieving optimum performance in a situation (Jooste & Frantz, 2017).

Self-leadership is human resource development. Through behavioral and cognitive strategies,

self-influence can influence self-esteem and life satisfaction (Jooste & Frantz, 2017). In self-

leadership, individuals use a series of cognitive, behavioral, and emotional strategies in

controlling their behaviors (Jooste & Frantz, 2017). Studies conducted on self-leadership have

demonstrated that self-leadership strategies positively affect individuals' lives (Uzman & Maya,

2019). Self-leadership strategies contribute to participants' effectiveness in problem-solving (Uzman & Maya, 2019).

Self-leadership shows a full mediating effect on the relationships between participating in knowledge-sharing activities and opportunity exploration and idea championing, respectively (Asurakkody & Kim, 2020). To improve innovative work behavior, programs should integrate self-leadership development courses and provide exciting opportunities to gain and share knowledge. This research's results will help organize an integrated program for enhancing self-leadership skills and increase innovative capabilities (Asurakkody & Kim, 2020). Self-leadership refers to an idea and action strategy that employees use to influence themselves (Kim & Kim, 2019). Self-leadership supports job embeddedness, which is the degree to which a member seeks to remain employed in an organization (Kim & Kim, 2019). Self-leadership positively affects individual and team performance through self-efficacy and job satisfaction (Kim & Kim, 2019).

Self-leadership and human resource factors guide efficient management efficiency (Kim & Kim, 2019). An embodied systems approach to well-being provides further impetus against the fixed mind's notion, pushing self-leadership as perpetual lifespan growth across all sides (Efthimiou, 2017). The study suggests that some leaders may manage to maintain healthy working conditions and encourage self-care for themselves and their followers (Klug, Felfe, & Krick, 2019). Health-oriented leadership distinguishes between leaders' and followers' respective concerns for their health regarding self-leadership and leaders' situation for their followers' staff care (Klug, Felfe, & Krick, 2019). A leader's self-care is a favorable precondition for engaging in employee care because leaders who have strategies to care may transfer them more quickly to their followers (Klug, Felfe, & Krick, 2019).

Self-Assessment.

Many studies on self-assessment focus on the role of self-assessment in self-leadership and how the concept can improve the organization's performance and the leaders (Ukessays, 2018). One of the primary elements of self-leadership is self-assessment, meaning to enhance oneself and empowering people to embrace their individualism (Ukessays, 2018). According to Van Hala, Cochella, Jaggi, Frost, Kiraly, Pohl, and Gren (2018), to cultivate leadership skills, individuals need validated instruments to measure progress and target educational interventions. This idea means that a benchmark must be set to ascertain the credibility and validity of the program. Van Hala et al. (2018) maintain that the leadership self-assessment process can provide content validity for the items presented in the initial tool, using the leaders' collective expertise and feedback from the intended users. Hunt, Heilman, Shutran, and Wu (2017) posit that self-assessment and the awareness of personality traits, behavioral tendencies, and challenges appear to be critical knowledge for those who seek to acquire or improve leadership skills, and incorporation of self-assessment into leadership development programs has proved successful.

Self-assessment helps individuals understand themselves better and highlights their personality, behavior, skills, talents, strengths, and weaknesses, among other attributes that effectively help individuals carry out self-leadership (Ukessays, 2018). Self-assessment involves self-study by identifying an individual's capabilities and other preferences. Using self-assessment strategically in self-leadership can increase the leader's motivation and engagement and help pinpoint the areas the individual needs to develop and improve themselves (Ukessays, 2018). The design of leadership learning programs enhances the effort to establish what individuals know and do not yet know about their leadership competencies (Lovett & Robertson, 2017). For instance, participants receive personalized feedback reports on their current

competencies involving individualized coaching, supports ongoing reflection, and skill development for those learning to lead (Lovett & Robertson, 2017). This claim means that self-assessment interview data from leaders and their experienced leader can establish the extent to which this self-assessment is a valuable component of leadership learning programs

Self-discovery. There is an emphasis on the need for continuing the journey of self-discovery and self-development (Heizmann & Liu, 2018). Self-discovery depicts a reflective process (Heizmann & Liu, 2018). An essential aspect of sustainability leadership's discursive construction is the unique vision and set of strengths and abilities that individuals bring to their future endeavors (Heizmann & Liu, 2018). A leaders' self-discovery might inspire others to reflect on their cultural strengths and rise to power positions (Roysircar, Thompson, & Boudreau, 2017). Self-discovery and leadership are bound to a collective self-concept by which leadership can take place both individually and collectively (Roysircar, Thompson, & Boudreau, 2017). Self-identification leads to self-discovery and leadership directions (Roysircar, Thompson, & Boudreau, 2017). Self-discovery leads to the emergence of a conceptual framework, building quality teaching and learning (Gasston-Holmes, 2019).

Self-discovery is a leader of learning, which led to the emergence of a conceptual framework, building capacity for quality teaching, and leading for learning (Gasston-Holmes, 2019). Principals should view middle leaders as agents for change and learning leaders to build a quality teaching and learning framework (Gasston-Holmes, 2019). Self-discovery leads to self-reflection, self-awareness, understanding the critical role leaders play in collaboration, and building authenticity and trust within any learning environment and organization (Gasston-Holmes, 2019). In the context of self-discovery, leadership goes beyond coaching or mentoring; leadership becomes about developing a professional, trusted relationship which enables a leader

to discover themselves, how the leader learns, and how the leader grows professionally, including to challenge the predispositions, assumptions, and beliefs (Gasston-Holmes, 2019).

Self-acceptance. Self-acceptance involves the absolute belief in the power of knowledge and self-reflection (Hasberry, 2019). Individuals with high self-acceptance are more confident in their ability to accomplish their efforts (Hasberry, 2019). Self-acceptance has a direct, positive influence on negative emotions, availability, social, physical, and positive self-efficacy (Hasberry, 2019). According to Hasberry (2019), a significant relationship exists between self-acceptance and self-esteem (Hasberry, 2019). Self-acceptance has a direct, positive influence on attitudes (Arli & Sutanto, 2018). Self-acceptance is the extent to which self-concept is congruent with an individual's interpretation of the ideal self and the willingness to confront ego-alien and ego-syntonic aspects of the self and accept rather than deny their existence (Arli & Sutanto, 2018). A study suggests that people can take active ownership of their careers as part of a self-acceptance process (Athanasopoulou, Moss-Cowan, Smets, & Morris, 2018).

For an individual to reach a level of self-acceptance in which they see such trade-offs as positive requires work (Athanasopoulou et al., 2018). A leader must take primary responsibility for raising families by taking time off full-time work (Athanasopoulou et al., 2018). For instance, self-acceptance emerges when an individual can overcome the confidence barriers to develop as a leader (Athanasopoulou et al., 2018). Self-acceptance was a necessary first step on their leadership path, but self-development and self-management were iterative and ongoing (Athanasopoulou et al., 2018). A study suggests that self-acceptance excludes a global human value assessment while maintaining a critical attitude (Popov, 2019). Self-acceptance is a continuum or an intellectual and emotional habit that expresses a greater or lesser extent in

different individuals (Popov, 2019). Self-acceptance represents an absence of the leader`s

tendency to globally evaluate their self-worth or ability to accept oneself fully (Popov, 2019).

Self-management. Very little research has directly examined the effectiveness of self-

management in comparison to hierarchical leadership in teams. Team characteristics play a

different role in the effectiveness of self-managing versus hierarchical leadership structures

(Nederveen Pieterse, Hollenbeck, van Knippenberg, Spitzmüller, Dimotakis, Karam, &

Sleesman, 2019). The lack of comparison to high authority differentiation teams present

difficulties in concluding the conditions under which self-management is effective (Nederveen

Pieterse et al., 2019). Self-management is vital and requires lifestyle changes, and lifestyle

modification self-management programs are more effective; self-efficacy is necessary for

optimal self-management (Palacios, Lee, Duaso, Clifton, Norman, Richards, & Barley, 2017).

Self-management can positively affect an increased sense of ownership (Palacios et al., 2017).

Depending on the extent to which team members align their efforts, teamwork strategies

may serve as a substitute for leadership (Nederveen Pieterse et al., 2019). On the other hand,

Smith (2018) provided a better understanding of how leaders should coach in unsupportive

environments and offered some fascinating insight into the impact of a hostile environment on

managerial coaching. Sawin, Weiss, Johnson, Gralton, Malin, Klingbeil, and Schiffman (2017)

view self-management as the ability to resolve competing goals, develop confidence, and

manage the external condition. Sawin et al. (2017) emphasized that self-regulation is an iterative

problem-solving process, which includes several skills and abilities such as goal setting, self-

monitoring, decision making, planning, and self-evaluation. All individuals involved in

developing skills also deal with the evolving issues in the organization.

Self-development. Self-development is also known as personal development, with the manager taking primary responsibility for her or his learning (Shirbagi, 2018). Self-development is an approach that emphasizes the importance of lifelong learning (Shirbagi, 2018). Self-development recognizes that we all have great potential for learning and changing what we do, and self-development has become the core of successful professional development (Shirbagi, 2018). Self-development is self-motivated and future-oriented. Self-development captures behaviors such as utilizing feedback and setting long-term developmental goals (Zhou, Mao, & Tang, 2020). Leaders must develop benevolent leadership skills to strengthen the relationship between learning from failures and self-development (Zhou, Mao & Tang, 2020). When leaders show benevolent behaviors, employees are inclined to build trust and harmonious interpersonal relationships with their leaders (Zhou, Mao, & Tang, 2020).

The purpose of self-development is for career development and advancement, to improve performance in a current job, develop specific qualities or skills, and achieve total potential-self-actualization (Shirbagi, 2018). Self-development indicates an employee's self-motivated tendency to achieve progress. While providing support for employee development is central in today's dynamic business environment, it is also vital for employees to self-initiate and engages in self-development. Self-development is self-motivated and future-oriented. Self-development captures behaviors such as utilizing feedback and setting long-term developmental goals (Zhou, Mao, & Tang, 2020). Benevolent leaders understand how to deal with failure through lessons learned in the process of self-development (Zhou, Mao, & Tang, 2020).

Leaders must show benevolent behaviors to inspire employees to build trust and harmonious interpersonal relationships required for team building (Zhou, Mao, & Tang, 2020). The development process is for preparation in the leadership role and on the job as leaders grow

into the role (Athanasopoulou, Moss-Cowan, Smets, & Morris, 2018). For instance, some leaders deliberate on developing big-picture capabilities associated with the strategic skills needed to perform the leadership role (Athanasopoulou et al., 2018). Leaders can create networks to build knowledge and human capital rather than political capital (Athanasopoulou et al., 2018).

Self-Leadership Strategy.

Self-leadership is a recent concept suggested in leadership and based on the notion that people should first lead themselves before leading others (Uzman & Maya, 2019). Self-leadership consists of several strategies such as behavioral focus, constructive thought, and natural reward (Uzman & Maya, 2019). Leaders use these cognitive, behavioral, and emotional strategies to control their behaviors, influence themselves, and lead themselves (Uzman & Maya, 2019). A recent research study applied a gender-aware framework to examine the self-leadership strategies that men and women in early-stage high-growth entrepreneurs employ to develop innovations (Bendell, Sullivan, & Marvel, 2018). Male entrepreneurs who use more robust goal-setting behaviors increase intellectual property development than females (Bendell et al., 2018).

Behavior-focused strategies. Behavior-focused strategies result in an individual's focus on his behaviors and thus making modifications to his behaviors. Self-punishment controls undesirable behaviors. Self-goal-setting strategies create accurate long-term and short-term goals (Uzman & Maya, 2019). Individuals can more effectively set challenging and specific goals that can significantly increase individual performance levels (Pavlovic, 2019). Self-rewards may be something simple or intangible such as mentally congratulating oneself for critical accomplishment, or something more concrete, like a unique vacation after a complex project (Pavlovic, 2019). Self-punishment or self-correcting feedback should consist of a positively framed and introspective examination of failures and undesirable behaviors leading to reshaping

such behaviors (Bum, 2018). This type of self-awareness is a necessary first step toward

changing or eliminating ineffective and unproductive behaviors (Bum, 2018).

        Constructive thought strategies. These are composed of imagining, self-talk, and

evaluating beliefs and assumptions (Uzman & Maya, 2019). Constructive thought strategies

focus on an individual's thoughts, and they involve the re-regulation of those thoughts according

to whether they are healthy (Uzman & Maya, 2019). Constructive thought pattern strategies

include identifying and replacing dysfunctional beliefs and assumptions, mental imagery, and

positive self-talk (Pavlovic, 2019). Individuals should first examine their thought patterns,

confront dysfunctional, irrational beliefs and assumptions with more constructive thought

processes (Pavlovic, 2019). Self-talk is what people covertly tell themselves and involves mental

self-evaluations and reactions ((Bum, 2018). Behavior-focused self-leadership strategies

encourage positive and desirable behaviors that lead to successful outcomes (Bum, 2018).

        Natural reward strategies. Natural reward strategies are emotional strategies that

highlight the enjoyable and satisfying aspects of a job or a task and ignore the unpleasant

(Uzman & Maya, 2019). Another study suggested that the natural reward strategies influence

leader's initial emotion-regulating abilities, while leadership skills partially mediate in the

natural reward strategies–performance relationship (Singh, Singh, & Banerji, 2018). Several

theories synthesize, develop, and test the impact of emotional regulation on natural reward

strategies components of self-leadership among leaders (Singh, Singh, & Banerji, 2018).

Subsequently, direct effects on performance have a mediating impact on leadership skills (Bum,

2018). There are two types of natural rewards: the reward received by the leader who leaves an

organization after the service completion; the other is the reward received by the leader who

leaves the organization due to fallout or personal issues (Gao, Niu, & Li, 2017). Study shows that self-leadership strategies positively affect individuals' lives (Uzman & Maya, 2019).

Potential themes and perceptions.

Team Building Intervention is the thematic focus of this research. Team building is a process intervention prompting team members to reflect on their behavior (Jones, Napiersky & Lyubovnikova, 2019). Learning and development needs have shifted from a sole focus on the individual to develop in the context of its functions to enhance team effectiveness (Jones, Napiersky, & Lyubovnikova, 2019). Team building's group-based intervention fosters group cohesion and exercises adherence (Forrest & Bruner, 2017). Team building interventions have typically used a leader who is present within the exercise set to deliver the intervention, and team building is beneficial to the organization (Forrest & Bruner, 2017).

There is diversity in the literature regarding how to label team-building approaches themselves, with some authors using the term team-building intervention (Miller, Kim, Silverman, & Bauer, 2018). Positive findings regarding the utility of team-building interventions tempers a lack of control conditions, inconsistency in outcome measures, and a high probability of bias (Miller, Kim, Silverman, & Bauer, 2018). Considering these results alongside the well-recognized costs of poor healthcare teamwork suggests that additional research should develop evidence-based team building (Miller, Kim, Silverman, & Bauer, 2018). Team building's group-based intervention fosters group cohesion and exercises adherence (Forrest & Bruner, 2017). Team building interventions have typically used a leader present within the exercise location to deliver the intervention (Forrest & Bruner, 2017). For instance, team building protocol tailors an online delivery method that utilizes many social media tools to benefit team building. Allowing

leaders to develop their strategies is crucial because various leaders differ in personality, therefore implementing their strategies differently (Forrest & Bruner, 2017).

Team-building activities. For the team to be successful, team members need to perform well on a task function by working together. The relationships between team-related factors and team effectiveness, team performance, or team outputs are present in several team effectiveness models (Fung, 2018). Team-building activities such as the commercial escape rooms and others utilize effective team-building activities by immersing participants in interactive and unpredictable activities (Zhang, Lee, Rodriguez, Rudner, Chan, & Dimitrios, 2018). This activity allows learners to immerse themselves in an engaging, fun, non-threatening, non-clinical, low-stakes activity that rewarded teamwork and effective leadership resulting in employees' satisfaction (Zhang et al., 2018). Employee satisfaction with their team-building activities provides feedback to improve the future experience, resulting in teamwork (Ireland, Deloney, Renfroe, & Jambhekar, 2017).

Team-building activities provide employees the feeling that belonging to their workgroup is extremely important (Ireland et al., 2017). The reason is that family, friendships, and social connections are an essential part of being happy even in the work environment (Ireland et al., 2017). Team building provides employees opportunities to satisfy these needs early in the transition process (Ireland et al., 2017). Teams perform team-building activities that promote either team or task outcomes; and deploying team-building activities to foster interpersonal relations (Hastings, Jahanbakhsh, Karahalios, Marinov, & Bailey, 2018). Leaders deploy a team formation tool and create expectations among team members to perform well with teams in various criteria (Hastings et al., 2018). The criteria-based teams did not statistically differ from

the random teams on any of the measures taken, despite having compositions that better satisfied the criteria defined by the leader (Hastings et al., 2018).

Teamwork. Team members should overcome varying training and expertise levels, conflicting personalities, and diverse skill sets to effectively function as a unit (Zhang et al., 2018). Studies demonstrate that effective teamwork and collaboration, particularly in high-stake environments, are beneficial to the employees due to effective leadership (Zhang et al., 2018). However, ineffective leadership contributes to poor team coordination, inefficiency, and adverse outcomes, while effective team coordination and success during these critical initial interventions are essential for optimal results (Grimsley, Cochrane, Keane, Sumner, Mullan, & O'Connell, 2019). The question arises as to whether the quest to make everyone a leader and convince them to take on a leadership role to communicate reasonably, consistent with the desire for interprofessional teamwork (Mainous, 2018).

In an organization, teams need to understand and commit to the concepts of open communication, situational awareness, and continuous learning (Keats, 2019). The ways to improve teamwork, mainly by changing organizational culture (Thomas, Lal, Mishra, Thapa, & Mosser, 2019). Effective team collaboration is crucial in today's complex system (Thomas et al., 2019). A wide range of studies has shown the positive effects of teamwork interventions for improving team effectiveness across several contexts (McEwan, Ruissen, Eys, Zumbo, & Beauchamp, 2017). There are positive and significantly low effects of teamwork interventions on team performance and team's improved teamwork training (McEwan et al., 2017). The teamwork improvements result from training with various team types, including new teams (McEwan et al., 2017). Teamwork involves executing core technical competencies within a

given domain; teamwork refers to the range of interactive and interdependent behavioral processes among team members that convert team inputs (McEwan et al., 2017).

Communication. Communication and team-working enable the ability to communicate information, ideas, problems, and solutions with organizations and professionals effectively and significantly, and to function effectively in a local, national or international context, as an individual, and as a team member by collaborating effectively (Malheiro, Guedes, Silva, & Ferreira, 2019). Effective communication is the starting point for building trust. Effective communication plays a vital role in building and maintaining long-term relationships (Kharouf, Sekhon, Fazal-e-Hasan, Hickman, & Mortimer, 2019). Communication is essential in building trust due to collecting and accumulating evidence about the organization's integrity, benevolence, and competence (Kharouf et al., 2019). Furthermore, effective communication and trust impact behavioral and attitudinal loyalty (Kharouf et al., 2019). This notion supports the study suggesting that self-leadership and communication competence positively correlated with performance (Yu & Ko, 2017).

Communication competency plays a partial mediating role in the relationship between self-leadership and job performance (Yu & Ko, 2017). Communication competency, self-leadership, and personal factor is another critical factor influencing organizational performance (Yu & Ko, 2017). Communication competency is likely to vary among members of the same organization. There is a significantly positive correlation between self-leadership and job performance, making it necessary to reinforce self-leadership and successfully respond to organizational environments' changes that maximize job performance (Yu & Ko, 2017). Leaders should have the required skills and strategies to develop communicative competence and improve self-leadership recognition to achieve high performance (Yu & Ko, 2017).

Self-leadership constructs. This qualitative case study research study explores the concept of self-leadership importance in team building in the Department of Defense. For this study, self-leadership is an intrinsic motivation to influence oneself regarding what, why, and how to perform work (Rambe, Modise, & Chipunza, 2018). This study explores the relationship between the independent constructs and the dependent constructs of self-leadership and team building. According to Mulder (2019), some personal attributes are necessary to foster learning from experiences to develop one's leadership potential. Mulder (2019) asserts that the primary variable that influences experiential learning is the capacity and practice of self-reflection.

Mulder (2019) believes that drawing lessons from experiences drive leadership development and self-reflection increases the number of tasks noticed in each experience. Mulder (2019) emphasized that leadership experiences that are challenging promote learning. Zaech and Baldegger (2017) describe leadership as an interaction between two or more group members that often involves structuring or restructuring the situation and members' perceptions and expectations. Zaech and Baldegger (2017) emphasized that self-leadership can impact the effectiveness of their leadership behavior. Zaech and Baldegger (2017) believe that leaders appeal to their followers' self-interest to motivate them to achieve specific tasks.

In self-leadership, authenticity is an attribute of effective leaders, just as trust is the basis of every relationship (Parker, 2017). Authenticity allows a leader to show imperfection and an element of humanity that generates trust (Parker, 2017). This claim means that an authentic leader's integrity is never in question. Hence, a leader that wants to be more authentic could start with knowing themself, which is self-awareness. Credibility focuses on the role of leaders and their ability to coordinate followers' actions through credibility. This notion means that a credible leader shows experience, skill, and trustworthiness and that leader's ability to influence

individuals leading and building a cohesive team. According to Cooper, Hamman, and Weber (2020), a leader's ability to convince followers that conditions are favorable and that others will follow the leader's advice. Kunißen (2019) suggests that many empirical studies dealing with these outcomes implement a multilevel design in the concept of credibility.

Drakeley (2018) believes in a relationship between followers' perceptions of self-leadership support and authenticity in leadership. Drakeley (2018) suggests that if a leadership style can motivate and influence followers who lack hope, self-efficacy, and optimism and improve their commitment to the organization by providing them with a purpose in work and improving productivity. Drakeley (2018) emphasized that leadership studies differ widely in the design and constructs explored on a general level. Drakeley (2018) suggests that a leader's self-regulation, which produces an ethical environment, replaces the independent constructs to be notable regarding leadership behaviors and follower outcomes. Authenticity and credibility explore the relationship between other concepts discussed in this section.

According to Peragine and Hudgins (2017), trust is a significant factor that teammates should experience for their success. Peragine and Hudgins (2017) suggested that to portray effective leadership; a team leader needs to build loyalty, choose individuals who fit, and work with other team members. Magpili-Smith (2017) suggests that lack of team trust is one factor that can inhibit the information elaboration process in teams because of the social-categorization process. Magpili-Smith (2017) concluded that teams with long-term relationships usually form trust based on past working experiences. Teamwork can enable the team members to have a higher level of emotional security, self-confidence, and the ability to positively plan and decide with others (Sanyal & Hisam, 2018).

This study suggests that teamwork helps develop employees' skills and perspectives by exchanging positive opinions, feedback, experiences, and viewpoints (Sanyal & Hisam, 2018). Trust in management mediates the relationship between different types of leadership and acceptance of change; transformational leadership is more effective in increasing both trust and acceptance of the change (Cai, Loon, & Wong, 2018). Trustworthiness is an important concept to foster trust through loyalty and leadership (Lesinger, Altinay, Altinay, Dagli, 2018). The leadership role is a moderating group dynamic and facilitates collaborative management for concerted learning (Lesinger et al., 2018). Professional development is successful through a strong network and interaction concerning trust and loyalty (Lesinger et al., 2018). The dependent construct includes trust and teamwork (Xu & Montague, 2019). This research explores the significant relationship between any one of the self-leadership concepts discussed.

Summary of the literature review.

The literature review focused on the core leadership theory with the current understanding of self-leadership before delving into the self-leadership origins and strategies. Browning (2018) described various theories and maintained that effective leaders share several typical personality characteristics. Further discussion was on the Great Man theory, Trait theory, behavioral theory, influence theory, and contingency theory. This qualitative research will explore the self-leadership concept and highlight past and current literature on self-leadership. Another study supported the assertions that self-leadership considers individuals' specific traits and abilities and focuses on their behavior (Hao, Li, & Zheng, 2018). In a recent study on self-leadership, the researcher highlighted the survey conducted by Lee, Park, and Choi (2020), asserting an association between self-leadership and planning with performing an exercise; this is an intervention for improving self-leadership.

The second half of the literature review explored team-building intervention and concluded with the constructs of the study. The discussion centered on team learning and development literature focused on team training, team building, and team development (Jones, Napiersky, & Lyubovnikova, 2019). This notion means that learning and development needs have shifted from a sole focus on the individual to develop in enhancing team effectiveness (Jones, Napiersky, & Lyubovnikova, 2019). This study discusses attributes such as authenticity, trust, teamwork, and credibility as self-leadership attributes. For this study, self-leadership is described as an individual's intrinsic motivation to influence self regarding what, why, and how to perform tasks (Rambe, Modise, & Chipunza, 2018).

Leadership may make employees either stay or leave the organization; hence, it becomes one factor that influences employee retention (Mwita, Mwakasangula, & Tefurukwa, 2018). Leadership processes define, establish, identify, and translate this direction for their followers and facilitate or enable the organizational strategies that should achieve this purpose (Mwita, Mwakasangula, & Tefurukwa, 2018). The above statement implies that leadership is an essential vehicle to helping organizations reach their intended goals, retaining employees because organizations cannot survive and sustain themselves without human resources (Mwita, Mwakasangula, & Tefurukwa, 2018). Organizations spend and invest a lot in their employees, starting from recruitment to selection and other human resource management functions such as compensation, training, and development (Mwita, Mwakasangula, & Tefurukwa, 2018). This assertion indicates that allowing employees to leave an organization is a costly decision for the losing organization.

Now that the significance of employee retention is established, it will be appropriate to assert that retention could benefit the organization and employees (Mwita, Mwakasangula, &

Tefurukwa, 2018). The above argument supports the claim that self-leadership determines if an

employee will stay within a team or leave an organization. Hence, this becomes one factor that

could influence employee retention (Mwita, Mwakasangula, & Tefurukwa, 2018). In considering

self-leadership theory, individuals who have leadership and managerial role have to ensure that

employees are part and parcel of the leadership development process (Mwita, Mwakasangula, &

Tefurukwa, 2018). Working as a team is not without specific challenges stemming from

differences in personal backgrounds (Hurst, Arulogun, Owolabi, Akinyemi, Uvere, Warth, &

Ovbiagele, 2017). This notion suggests that putting individuals with diverse expertise and

cultural backgrounds could challenge some team members to navigate everyone's strengths and

weaknesses. Hurst et al. (2017) posit that the more significant the cultural difference, the greater

the potential for poor communication and misunderstanding among team members. Culture and

communication could play a critical role in building a cohesive team. Understanding what each

individual brings to the table through self-leadership is of more significant advantage to both the

team and the organization.

Transition and Summary of Section 1

This section explores the comprehensive review of the self-leadership concept, core

leadership theories, team building intervention, and constructs within the study in various but

comparable situations. The research discovered that the self-leadership concept is essential in

team building to create teamwork in any successful organization. The literature also indicated

that authenticity, credibility, trust, and teamwork are the attributes required for any leader's team-

building ability. Additionally, the literature revealed the importance of self-leadership in the

Department of Defense leaders' team-building skills. The team-building intervention of the

leader's attitudes towards team-building activities may provide the environment to evaluate self-leadership importance in team building.

The literature revealed that the inclusion and analysis of team-building intervention clarify contextual perspectives and buttresses the importance of self-leadership studies concerning team-building abilities of a leader's behaviors in the Department of Defense. The literature provides this researcher with the opportunity to evaluate self-leadership within the Department of Defense's leadership and employees' perception. Section two provides a comprehensive review of the methodology for this research study. Section two begins with a restatement of the purpose of this research study to explore the influence of self-leadership in the DoD component in Virginia that results in authenticity, credibility, and trust, which supports team-building ability among the same leaders. This research accounts for self-leadership training opportunities for the frontline employees to grow and develop to the full potential to help with team building skills among leaders and highlighting the researcher's role. Also emphasized will be the participants' details and detailed information on the interviewees, data collection, data analysis, research design, and methodology.

Further discussed was the self-leadership perception by highlighting various self-leadership attributes such as self-assessment, self-discovery, self-acceptance, self-management, and Self-development. Van Hala et al. (2018) stated that leadership self-assessment provides validation used in the collective expertise of the leaders. Nederveen Pieterse et al. (2019) provided a direct comparison of hierarchically led versus self-managing teams to draw more substantive conclusions on the impact of authority differentiation on team functioning. Hasberry (2019) opined that self-acceptance is knowing the truth about oneself as a leader and supporting the development of others. Heizmann and Liu (2018) accentuated the need for continuing the

journey of self-discovery and self-development. Zhou, Mao, and Tang (2020) argued that self-development is self-motivated and future-oriented and vital for employees to self-initiate and engage in self-development. This literature review discussed measuring self-leadership by three strategic factors: behavior-focused strategies, constructive thought patterns, and natural reward strategies. Bailey, Barber, and Justice (2018) validated the uniqueness of the self-leadership construct in self-regulation theory and determined that self-leadership is a valuable predictor of self-reported job performance beyond personality and self-regulatory traits.

Section 2: The Project

This research study focuses on exploring self-leadership influence in team building among leaders in the Department of Defense component. Section two of this research study explains the research method and design applied for this research project. Contained within section two is a summary of this research study's purpose, the researcher's role, and the overview of all participants involved in the selection process. Additionally, this section shows the basis for using the qualitative research method and case study design to address the specific research question, data collection, data analysis, reliability, and validity of the methodology selected. The description of the population, the justification provide the method applied. Also, provide more detail on the sample size, type, and eligibility criteria for the participants and the sample's relevance. A summary of Section 2 provides the overview and transition to Section 3 and the application to the concept of self-leadership.

Purpose Statement

The purpose of this qualitative case study is to discover what tools, approaches, skills, methodologies, or theories to better prepare those in authority for self-leadership to assist team building and to evaluate those tools, methodologies, or theories. That said, inefficient leadership is prevalent in the federal government (Matsumura & Ogawa, 2017). Private leadership is more improved than public leadership from a social welfare perspective if the private firm is local, regardless of the degree of product differentiation (Matsumura & Ogawa, 2017). This research accounted for self-leadership training opportunities for the frontline employees to grow and develop to the full potential to support team-building interventions among leaders. Another focus of this study is to explore explanatory factors such as communication, teamwork, and core leadership theories that help an individual in self-leadership. According to Blanchard (2017),

organizational initiatives fail because the people responsible for the implementation do not have the skills required for success.

Another problem is that senior management's inefficient leadership affects quality performance at the program level (Parvin, 2019). There is a lack of an efficient leadership development program because management continuously focuses on routine administrative work (Parvin, 2019). This regular administrative work is devoid of leaders' basic management tasks, such as gathering and utilizing information, planning strategically, effectively managing, and developing employees (Parvin, 2019). Leaders must apply the strategy of team-building intervention and focus on the outcomes of the team-building activities. The reason is that there is increasing organizational focus in a team-based format that emphasizes interdisciplinary coordination (Miller, Kim, Silverman, & Bauer, 2018). Leadership training evaluations for team-building interventions are generally positive (Miller et al., 2018).

Role of the Researcher

Self-leadership is a concept by which one pioneers his or her own life and influences a leader's willingness to act (Song, Im, Lee, & Kwon, 2018). This idea highlights a notable prospect in this research. The researcher's role is to illustrate these influencing factors in self-leadership (Song et al., 2018). The expanding amount of data and personal experience could drive researchers to have biases or make broad statements. Data gathering requires researchers to recruit participants in the study, interview participants on the research events, and question the participants' emotions. However, to reduce bias from research participants, researchers should recruit samples that meet the study aims to participate in the study processes (Na-Nan, & Saribut, 2020). Researchers gather direct information by taking methodical notes of the statements made during the interviews, document all observations, interesting facts, and any complications

encountered throughout the interviews (Banks, Wye, Hall, Rooney, Walter, Hamilton, Gjini, & Rubin, 2017). The researcher's notes serve as raw material and documentation to analyze the empirical evidence during the research (Banks et al., 2017). The researcher's key role is to provide relevant information and insights from the data collected and ensure the information is logical (Banks et al., 2017).

The researcher is the critical instrument for data collection in a qualitative research study (Horlings, Nieto-Romero, Pisters, & Soini, 2019). There are many roles of the researcher during the initial data collection process. The researcher's key role is to serve as an objective observer and more reflexive researcher, and even active change agents in the research process (Horlings et al., 2019). The role of a change agent refers to the researcher's direct participation in the processes of change. The researcher seeks to motivate and empower participants to trigger change (Horlings et al., 2019).

The role of the researcher is to outline the research design and method of the study. The researcher engages participants that serve as active collaborators in the study. The researcher initiates, shapes, and fosters collaboration and encourages expressions of all viewpoints (Hilger, Rose, & Wanner, 2018). The researcher must give the reason for selecting a particular research design and method in the study (Stedman, 2019). The role of the researcher is to find participants for the research and interview those participants. The researcher develops and designs the interview, formulates the interview questions, and focuses on a specific research topic during the interview process (Kankanhalli, 2020). The researcher composes the problem, reviews relevant literature reviews, performs theoretical modeling, discusses the results, and writes quality publications based on the study (Kankanhalli, 2020).

Participants

The participants will include employees enrolled in the DoD Leadership Development Program (LDP); also, the coordinators of the leadership program will participate in the study. The coordinator of the LDP will be privy to the criteria outlined in the research. Providing these criteria will help identify the participant in the study. The condition states that individuals involved in the study must be leaders, such as team leads, program leads, current supervisors, or must have been in a leadership position in the past. Employees who may have attended any DoD-sponsored LDP in the fiscal year 2020 or Team Leads who attend DoD leadership training will participate in this study. Participation is voluntary, and participants may discontinue at any time. There are organizational factors, adequacy of knowledge, and variability in attitudes that may contribute to difficulty participating in research (Menon, Mourougavelou, & Menon, 2018).

Edirisingha, Abarashi, Ferguson, and Aitken (2017) states that the researchers follow ethics by inspiring dialogical interaction with participants. Recruitment and retention of participants are essential factors in empirical studies. Methods that increase recruitment and retention can reduce costs and burden on researchers related to the need for over-recruitment because of attrition (Leavens, Stevens, Brett, Molina, Leffingwell, & Wagener, 2019). Research integrity is the concept that the intended research is valid and reasonable, ensures respect for the participants, with ultimate integrity (Barton, Tam, Abbott, Hall, & Liaw, 2017). Impartiality is the philosophy that recruiting participants is reasonable and fair. There is no mistreatment or manipulation of participants, and the research results are available to the research participants (Leavens et al., 2019). The participants' perceptions of fairness in the research are through the researcher's observations (Leavens et al., 2019).

There are ethical considerations on the researcher's side to protect participants' information in a research study (Stelling-Konczak, Vlakveld, van Gent, Commandeur, van Wee, & Hagenzieker, 2018). The focus on ethical issues relates to protecting research participants' welfare (Stelling-Konczak et al., 2018). Ethical beliefs affect participants' perceptions (Banovic, Reinders, Claret, Guerrero, & Krystallis, 2019). Ethical judgment is more favorable when cognitive enhancers are legal, familiar, efficient, safe for users' health, and supporting all hypotheses (Mayor, Daehne, & Bianchi, 2019). Explaining the research benefits is an excellent motivator to research participants, and the focus is on the well-being of participants (Little, 2020). Additionally, there is the need to consider the viewpoint that the research participants' confidentiality, cultural sensitivities, privacy, and decision-making (Tross, Pinho, Lima, Ghiroli, Elkington, Strauss, & Wainberg, 2018).

Participants demand greater transparency regarding the use and sharing of data for research studies; a participant wants to know that their data is protected and that the researcher is honest about how they use the data collected during the research study (Goisauf, Martin, Bentzen, Budin-Ljøsne, Ursin, Durnová, Leitsalu, Smith, Casati, Lavitrano, Mascalzoni, Boeckhout, & Mayrhofer, 2019). In this research study, the utmost attention will be on safeguarding the research participants' privacy and confidentiality. The participants' responses will be exclusive and unique. The information provided by the participants will be in a password-protected folder that is not accessible to the public or persons not connected with this research review. Upon approval, the interview records, notes, scripts, and transcripts will be in a password-protected program for the number of years required by the school administration. The destruction of the protected information is per the school guidelines on the records of all studies.

Research Method and Design

The research method and design selected for this study is the qualitative case study. The qualitative case study research allows the participants' personal experiences, perceptions, and emotions to be explored to refine the research topic (Roll & Bowers, 2017). Qualitative research is more appropriate for this study than the quantitative design because this research method relies primarily on individual perception and knowledge based on a person's life experiences (Creswell & Creswell, 2017). The qualitative case study was selected to explore the experiences and opinions of various DOD leaders who have been part of the leadership development program or who have not had the opportunity to lead a program sponsored by DOD. The qualitative case study research design involves exploring an event or subject by collecting information through observations and interviews. (Holma, Leskinen, Myllyviita, Manninen, Sokka, Sinkko, & Pasanen, 2018). A qualitative case study was selected for this research topic because gaps exist regarding how self-leadership influences team building among DOD leaders. Closing this gap will support more open, tailored, and informed collaborations between leaders and the employee resulting in improved organizational success and enhanced leadership competence (Ferrari, Shakya, Ledwos, Kwame, & Ahmad, 2018).

Discussion of method.

This research focuses on the qualitative case study method. Qualitative research refers to a broad range of philosophies, approaches, and methods used to acquire an in-depth understanding or explanation of people's perceptions (Vass, Rigby, & Payne, 2017). Qualitative case study methods explore peoples' thoughts or feelings by collecting verbal or textual data (Vass et al., 2017). Evolving research methodology creates opportunities for investigators (Kharasch, 2019). This may help non-experts who want to understand what this research is all

about and the method of obtaining data to translate knowledge to self-leadership (Kharasch, 2019). Qualitative case study research aims to understand the phenomena in context-specific settings, such as a real-world setting (Brink,2018).

The reason for selecting a qualitative case study is to understand better how self-leadership influences team building (Brink,2018). Study shows that qualitative research has grown in popularity towards facilitating the authentic expression of the complex realities of people engaged through research (Woodgate, Zurba, & Tennent, 2017). In this qualitative case study, interviews as a data collection method help give an extensive response to the research question (Brink, 2018). The data collected from either the interview or the survey may differ in the quality and quantity of the research's conduct (Brink, 2018). On the other hand, the data coming through qualitative research can generate meaningful changes to the organization by informing policy-makers (Woodgate, Zurba, & Tennent, 2017). Research is an exhaustive systematic study of a matter to discover new or additional information, such as the notion of super leaders that focus explicitly on enabling their employees to lead themselves (Bracht, Junker, & van Dick, 2018).

Furthermore, they work toward establishing a culture of self-leadership within an organization (Bracht, Junker, & van Dick, 2018). While super leadership focuses on self-leadership strategies exclusively, leadership philosophy also contains intrapreneurship and authenticity (Bracht, Junker, & van Dick, 2018). This research differentiates servant leadership from super leadership describes concrete behaviors, while the leadership philosophy level focuses on shared expectations about leadership (Bracht, Junker, & van Dick, 2018). The overall purpose of conducting any research is to explore the perceived value of methods research. Research studies intend to educate researchers on selected research methods and the perceived

value in the research field while providing researchers with the required information (McKim, 2017).

Before conducting any research, there are factors to note, such as understanding the research's purpose and identifying the questions that will guide the research (McKim, 2017). Another critical factor in determining the available resources to support the study and the criteria used to assess the discoveries' quality (McKim, 2017). Researchers typically require additional funding for added supplies, extra space to interview participants or administer a survey, and assistants to help with data collection and data analysis (McKim, 2017). Various qualitative research factors are driven by diverse scholarly research areas (Schoonenboom & Johnson, 2017). There should always be an interactive approach to every research (Schoonenboom & Johnson, 2017). For instance, an experienced researcher needs to align the components of his or her design correctly with each other, and just like a novice researcher, an advanced researcher should indicate how qualitative and quantitative elements are combined. This notion makes an interactive approach desirable for a novice researcher (Schoonenboom & Johnson, 2017).

Additionally, understanding the strengths and limitations of any research technique is necessary to interpret the studies' validity, guiding participants' and the researcher's decisions (Noe & Gelfand, 2018). For instance, research using analytic study methods, including case-control studies and cohort studies, is necessary to determine if an association truly exists and better understand the potential for causation (Noe & Gelfand, 2018). Another great qualitative research tool in which the object of study is the design process is design science research (Carstensen & Bernhard, 2019). These qualitative research methods have found vital scientific research applications, although their usage has not always been widely accepted (Carstensen &

Bernhard, 2019). This approach generates knowledge about the method used to design an artifact (Carstensen & Bernhard, 2019).

The qualitative research method utilizes the interview process as the principal means of understanding a topic or an event from an individual's perspective (Petty, 2017). Interviews help the researcher understand interpretations, experiences and discussing sensitive issues in real-life situations, which may elicit specific emotions in participants (Petty, 2017). In all qualitative research, the researcher needs to consider the suitability of the research strategies. For instance, similar to viewing the physical space and audio and video recording devices required for in-person interviews (Gray, Wong-Wylie, Rempel, & Cook, 2020). Qualitative research analysis strives to capture the depth and richness of individual experiences in the participants' words during the interview using video or audio or taking notes (Gray et al., 2020).

Discussion of design.

The qualitative research design consists of five distinctive designs: the narrative research design, the phenomenology research design, grounded theory research design, ethnography research design, and the case study research design (Creswell & Creswell, 2017). This research focuses on the qualitative case study method (Gustafsson, 2018). The qualitative case study method explores the influence of the self-leadership concept on team building in the Department of Defense component (Gustafsson, 2018). The coverage of research designs limits the frequently used forms such as surveys and experiments in quantitative research, narrative research, phenomenology, grounded theory, ethnography, and case studies in qualitative research (Creswell & Creswell, 2017). Additionally, the design used is convergent, explanatory sequential, exploratory research design, and a qualitative research project are crucial for any research (Harris, 2020).

A qualitative research design will ensure that the data obtained will help answer the compelling research question (Bakker, 2019). The reason to conduct research is to learn by getting answers from all data collected. According to Bakker (2019), research design claims to have the potential to bridge the gap between educational practice and theory because research design aims both to develop theories about domain-specific learning. Harris (2020) declared that one of the great difficulties with research design, especially with reviewing literature in the research design, is how much to learn. This qualitative case study illustrates self-leadership influence in the team-building experience of the participants. This qualitative research method's research design is a case study (Janssens, Bos, Rosmalen, Wichers, & Riese, 2018). A case study embodies one of the most recognized qualitative research designs to develop and test theories (Denny, & Weckesser, 2019). The qualitative case study is the direct inquiry that explores a recent phenomenon within the context of actual incidences (Denny, & Weckesser, 2019). A case study highlights the application of multiple sources of evidence (Denny, & Weckesser, 2019). The case study design explores and examines events or phenomena, which is also appropriate for this study (Gray, 2017). A case study design applies when comparing and evaluating several similar cases (Gray, 2017). Additionally, the case study design presents several perspectives that add value to the study, which gives clarity that leads to a better understanding of the research phenomenon (Gray, 2017).

The case study research design is an empirical analysis that uses multiple participants and evidence to investigate a real-life phenomenon (Strickland, Takerei, Pirret, Christophers, Duplan, Avatea, Boyd, & Greaves, 2017). A case study applies when the phenomenon's limitations and definite context are not noticeably obvious (Strickland et al., 2017). The detail of a case study research design supports the understanding of research (de Araujo, Diana von Borell, & Franco,

2017). A case study research design supports the conclusions that apply beyond the research (de Araujo et al., 2017). The qualitative case study uses several approaches for data collection depending on the research questions and the researcher's method to respond to questions (de Araujo et al., 2017).

Summary of research method and design.

The qualitative research method selected for this study explores all participants' experiences, involvement, insights, and reactions to refine the research topic (Duta, & Duta, 2017). This research method depends on individual observation and consideration based on involvements (Duta, & Duta, 2017). The qualitative case study selection explores the views of various leaders in DoD who had a self-leadership experience. The qualitative case study research design involves exploring a topic by collecting data through notes and interviews (Creswell & Creswell, 2017). A gap exists in the literature regarding the influence of self-leadership in team building. The advantages improve organizational success, influencing better self-leadership competence (Prendergast, Welsh, Stein, Lehman, Melnick, Warda, Shafer, Ulaszek, Rodis, Abdel-Salam, & Duvall, 2017).

This qualitative case study selection provides several viewpoints during the interview, which expands the study's sides, adding clarity to the research (Janssens et al., 2018). The qualitative case study is proper when evaluating various cases and viewpoints in the research but could omit detailed descriptions of the methodology from qualitative discussions (Roberts, Dowell, & Nie, 2019). Rigor in quantitative research is often determined through detailed explanation allowing replication but does not consider replicating appropriate ideas in qualitative research. However, a well-described qualitative methodology could demonstrate and ensure the same effect (Roberts et al., 2019).

Population and Sampling

The population for this qualitative research case study includes all the leaders in the Department of Defense Quantico, Virginia. Twenty senior leaders and team leads participated in the interviews during this qualitative research process. These twenty leaders interviewed were the size of the participants in a convenience sample. For inclusion in the study, participants were both men and women currently employed and attended the DOD-sponsored leadership program in the FY20. The requirement was that participants must be in a leadership position in the past five years or still leading a program. The research data reached saturation when all the responses began to sound similar, which allowed for exhaustive inquiry during the interview process (Weller, Vickers, Bernard, Blackburn, Borgatti, Gravlee, & Johnson, 2018).

Discussion of Population.

The need to correctly define the population allows for oversimplifications from the researcher's data from the population. Precisely defining the larger population permits reliable sample data to the larger population (Sowey & Petocz, 2017). In the context of this research, the population focuses on the benefit of the study to the leadership team in the DOD population rather than dwelling on the definition of the term population (Hollander-Rodriguez & DeVoe, 2018). This research focuses on how the study will change the system (Hollander-Rodriguez & DeVoe, 2018). This idea will improve the benefit that the population will receive due to this research. Although not applicable for this study, mark-recapture estimators are standard for population size estimation and typically yield unbiased estimates for most solitary species with low to moderate home range sizes (Gupta, Joshi, & Vidya, 2017). The potential problem for using mark-recapture methods posed by social organizations will not focus on this research

(Gupta, Joshi, & Vidya, 2017). An illustrative sample is vital for a detailed exploration of the population (McEvoy, 2018).

There are quite a few definitions of the population's concept by researchers depending on the study (McEvoy, 2018). The research questions' answers must be considerately thoughtful because there is no concise definition of this research population (McEvoy, 2018). The population for this qualitative research case study includes all the senior leaders employed in the Department of Defense in Quantico, Virginia. There are several field offices and locations in the research area that will be part of the population. For this study, current and past leaders who have participated in leadership training in the past five years and leadership positions were invited to participate in this study. The age of the leaders invited to participate in the study is not a criterion for the study. The size of the agency for which the leader is employed is not a criterion for the study. The primary criterion is that the participant must be a senior leader who has attended leadership training in the last five years.

Discussion of Sampling.

A research study's sampling process is essential to ensure the final research product's correct quality (Engström & Esbensen, 2018). Convenience sampling is relevant to this research. The convenience sample will be substantial for those participating in this research (Engström & Esbensen, 2018). In sampling, identifying accurate and meaningful variances is noticeable (Engström & Esbensen, 2018). An appropriate sample thoroughly balances the vital features of the larger population (McEvoy, 2018). The number of participants in a sample should not be so excessive that resource misrepresentation and evidence derived is not inadequate detail (Zhu, Ishikami, Zhao, & Li, 2019). The discussion on the appropriate criteria for sampling will highlight selecting sampling methods that apply to this study.

The purposive sampling application might be relevant in certain aspects of this qualitative case study because the main objective of a purposive sample is to produce a sample that can be logically assumed to represent the population (Ames, Glenton, & Lewin, 2019). In qualitative research, a large sample of the population may challenge the ability to achieve an inclusive analysis (Ames, Glenton, & Lewin, 2019). There are cases where random sampling is used but not for this research because random sampling entails equity in interpreting the context provided for each participant in the population to be selected for every study (Jacob & Speed, 2018). Random sampling applies to predictive research analysis and confirming good predictivity (Klimenko, Rosenberg, Dybdahl, Wedebye, & Nikolov, 2019). Stratified sampling could apply if used in this case as a sampling method in business surveys to estimate several limitations (Schildcrout, Schisterman, Mercaldo, Rathouz, & Heagerty, 2018).

Convenience sampling. This qualitative research applied convenience sampling to allow to reach the participants in a single location or region that is easy and convenient to access (Huang, Tung, & Lin, 2019). This convenience sampling will support participants' recruitment for the interview questionnaire to collect demographics (Zhu, Hu, Yin, Zhu, Wang, & Wang, 2019). Convenience sampling will allow participants to be in a controlled group for this research (Hashemi-Aliabadi, Jalali, Rahmati, & Salari, 2020). This activity will enable the researcher to ascertain the validity of the available data. The application of convenience sampling will generate sensitive topics such as why confident leaders might disagree with the organization's strategy on leadership development programs (Zhu et al., 2019). The convenience sampling technique used in this research for the qualitative studies also applies to the structured questionnaire and interview guides to collect qualitative data (Gebrihet, Mesgna, Gebregiorgis, Kahsay, Weldehaweria, & Weldu, 2017).

Convenience sampling remains the most appropriate method. That is why selecting this sampling method and not systematic sampling is an advanced form of simple random sampling that highlights complete data about the population (Bhardwaj, 2019). The convenience sampling method will allow the researcher to reach all the participants conveniently for the participants to be available, comfortable, and willing to provide information for this research. Another sampling method that will not apply in this research is cluster sampling. This method establishes a sampling frame that is nearly impossible due to the large size of the population (Elfil & Negida, 2017). Only twenty people will participate in this research, some in the team lead position while others were program leaders. Judgment sampling does not apply since participants will not be selected as a researcher's preferred choice (Elfil & Negida, 2017).

Alternative sampling methods. The sampling techniques used in research for the probability sampling methods are stratified sampling, simple random sampling, systematic random sampling, and clustered sampling. A non-probability sampling includes judgmental sampling, purposive sampling, and snowball sampling (Bhardwaj, 2019). Purposive sampling method in which the researcher relies on personal judgment when sampling from the population (White, Randall, Avara, Mullis, Parker, & Shrime, 2018). Researchers should specify study findings to the participants (Ada & San, 2018). When a researcher presents extensive data, there is the possibility of weakening the complexity of the data obtained (Ames, Glenton, & Lewin, 2019). For instance, an estimator's properties can improve the estimation obtained from a simple random sample in a stratified sample (Pollastri & Maffenini, 2018). Stratified sampling is computationally efficient as they achieve lower error (Ureña & Georgiev, 2018). Stratified sampling allows for double sampling with more specific constraints resulting in relative efficiencies (Nidhi, Sisodia, Singh, & Singh, 2017).

Summary of population and sampling.

The population for this qualitative research collective case study includes the senior leaders in the Department of Defense in Quantico, Virginia that have participated in the FY20 DOD-sponsored leadership development program. The population of senior DOD leaders currently in the DOD-funded leadership training in Quantico, Virginia, was clearly defined. A convenient sampling method applies to identifying the sample size of the participants in the study. The participants' criterion comprises senior leaders, team leads, program leads, those currently in DOD Sponsored leadership training, and those who may have previously occupied a leadership position. Twenty participants were the minimum selected for the sample size, considering that data saturation may occur at any time as the interview proceeds and address any complexity that may arise in the interview process.

Data Collection

Data collection is the development of interconnected actions for finding evidence used to answer growing research questions (Cypress, 2018). The data collection technique for this qualitative research study is for interviewing. The sample size of twenty participants produced large quantities of data for this research. To guarantee that the collection of data is correct and exact, there will be an audio device for recording in addition to taking notes (Chernew, & Landrum, 2018). The transcription of the audio recordings was necessary for the data analysis (Chernew, & Landrum, 2018). The primary instrument of data collection for this qualitative research case study is the researcher (Mortensen & Hughes, 2018). There are primary characteristics that allow the researcher to be the primary instrument in qualitative research. These attributes are observation, recruitment, and the capacity to analyze (Wu & Bakos, 2017). The secondary instrument for data collection was the use of the phone interview process.

The qualitative case study's data collection method comprises recognizing the population of participants for this research. The selection of sample size was necessary to ensure data saturation and allow for a depth of inquiry from the population. The method of data collection will be through recorded phone interviews. The method for organizing data will comprise the use of unique codes to categorize each study participant, which adds to the database with a summary of each participant's essential evidence. The use of creative, open coding will be the technique for organizing the data to support the analysis. The impact of data collection using the phone interview resulted in this research study's accuracy (Manino, Tran-Thanh, & Jennings, 2019). In this research, there was no collection of the same data point multiple times to ensure accuracy, ensuring that the study's result does not change (Manino, Tran-Thanh, & Jennings, 2019).

Instruments.

The validation of the data collection instrument's content will be valuable for analyzing any response's accuracy during the interview process. Also, validating the content will consist of the researcher verifying other participants' responses in the interview. A systematic data collection plan is used to determine research problems (Rodrigues, Cunha, Aquino, Rocha, Mendes, Firmeza, & Grangeiro, 2018). There is an increased emphasis on qualitative research regarding the researcher's role in the qualitative research method (Cassell, Cunliffe, & Grandy, 2019). In qualitative research, the researcher is the principal instrument for data collection in a qualitative research study (Becker, 2019). The researcher is the principal instrument for data collection in a qualitative research study for its main characteristics (Becker, 2019). These characteristics are observation of the participants and analyzing the research data (Becker, 2019).

The qualitative researcher's primary characteristic is observing what is happening (Cunningham, Kroll, & Wells, 2018). Observation in research involves applying individual

perceptions, understanding what the research participants are saying, and determining research details (Cunningham, Kroll, & Wells, 2018). In qualitative research, while observation is crucial, qualitative information can also be beneficial (Scheithauer, Muething, Silva, Gerencser, Krantz, & Call, 2019). This research will be conducted carefully with detailed documentation to efficiently retrieve and analyze the data collected (Fortney & Steward, 2017). The main goal of qualitative research observation is to obtain the essential flow of everyday experience through face-to-face or phone interviews (Fortney & Steward, 2017). The observation process will support the researcher in identifying patterns, perceptions, and trends that are meaningful in applying the participant's experience to the study (Fortney & Steward, 2017).

Another characteristic of the qualitative researcher is that the researcher is the primary channel for data collection (Niedbalski, 2017). In qualitative research, the researcher enables the free flow of information by recruiting and integrating a community of qualitative research participants (Niedbalski, 2017). The researcher will determine the technique for recruiting participants and making decisions during the phone interview process. As the phone interview progresses, the interview structure may change for the participants' convenience (Scheithauer et al., 2019). The researcher determines the flexibility of the phone interviews. If necessary, depending on the response, the researcher will further explore specific questions and potentially even eliminate interview questions (Scheithauer et al., 2019). The researcher will manage the time scheduled for the interview, react to interruptions, and how long the interview response lasts (Scheithauer et al., 2019).

The researcher negotiates how to relate to the research participants to enhance the interview process, analyze, and determine the participants' quality of responses (Scheithauer et al., 2019). To negotiate how to relate with the research participants, the qualitative researcher

will be mindful of participants' situations as they respond to the study's question (Scheithauer et al., 2019). Another critical aspect of the qualitative researcher as an instrument is the researcher's ability to analyze the data obtained (Elliott, Husbands, Hamdy, Holmberg, & Donovan, 2017). Researchers receive detailed data throughout the interview process (Elliott et al., 2017). Detailed Data analysis happens in phases; the initial stage is the initial interview process (Saxena, 2017). The study begins with the preliminary interviews and repeated exchange method between the researcher and participant (Saxena, 2017).

The initial interviews and continuous assessment's performance support the researcher in analyzing whether the restating of any of the questions is necessary for the ensuing interviews (Assarroudi, Heshmati-Nabavi, Armat, Ebadi, & Vaismoradi, 2018). The researcher achieves the next phase of analysis when transcribing interview data (Assarroudi et al., 2018). This phase allows the researcher to identify themes, trends, and likely relationships in the participant's responses (Assarroudi et al., 2018). A secondary instrument for data collection is the interview guide. The interview guide is an essential instrument supporting the researcher's ability to ask questions relevant to the research topic (Costa, de Albuquerque Tito, Brumatti, & de Oliveira Alexandre, 2017). The secondary data provider documents and the observations made by the researchers about their object of analysis. The choice of these instruments has collaborated to understand more deeply the phenomenon and to guarantee greater methodological rigor in this field of studies (Costa et al., 2017)

The interview guide will provide reliability in the interview process and function as an instrument that connects the research problem and research questions (Roberts, 2020). The interview questions will be structured to enable the researcher to ask follow-up questions depending on their responses (Roberts, 2020). A semi-structured interview guide's significant

advantages are to allow for transparency in the exchange between the researcher and the participant (Roberts, 2020). The interview guide for this qualitative research study will be located in Appendix A. The first question in the interview guide will generally be an introductory question (Roberts, 2020). Questions following the initial question will be inquisitive, motivated, requiring, interpreting, or contributory to structuring the interview (Hunt, Pollock, Campbell, Estcourt, & Brunton, 2018). The interview guide and the implementation questions' objective is to extract spontaneous, in-depth, exclusive, and unique answers from participants (Hunt et al., 2018).

Participant answers to the interview guide questions will reflect the participant's emotional state, experiences, knowledge and potentially yield data to develop new concepts (Williams, & Kobak, 2018). Participants ' expressed responses will be encouraged by opening questions with words such as who, what, when, where, how, and why (Williams, & Kobak, 2018). The interview guide consists of two questions: the main themes and follow-up questions (Williams, & Kobak, 2018). The main themes cover the critical content of the research subject (Stoffelen, 2019). The main theme questions will allow participants to speak openly and freely about individual opinions and experiences (Stoffelen, 2019). Every participant will have the opportunity to answer questions on the main themes (Stoffelen, 2019). Follow-up questions, inquisitive questions, and encouraging questions will support the participant's explanation and clarification (Stoffelen, 2019).

The interview questions addressed the research questions identified in Section One of this research study. Research question RQ1 from Section One explores how self-leadership supports team-building abilities among leaders in the Department of Defense in Quantico, Virginia. Interview questions in the interview guide addressed research question RQ1. The research

questions explored establishing a leadership development program and leaders' initial

perceptions and views on self-leadership. There will be questions about the leader's leadership

style, its effects, and the relationship with the employees. Another question will address how

self-leadership influences the participant through the reliability of the answers. Interview

questions are valid and reliable instruments that assess the research study (Fernandes, Carneiro,

Campos, Soeiro-de-Souza, Barros, & Moreno, 2019).

Research question RQ2 from Section One explores the barriers to self-leadership,

preventing team building among the Department of Defense leaders. This question also seeks to

understand why some leaders do not focus on self-leadership as drivers for more effective

leadership, leading to team-building ability. Some of the questions will address the potential lack

of self-leadership among leaders. If not already the case, the organization's lack of willingness to

incorporate self-leadership in the leadership development program's curriculum. Another

question will explore the participants' perception of self-leadership among leadership in the

Department of Defense. Additional questions will give insight into the participants' perceptions

and views on the concept of team building and the possible effect on the organization's success.

Overall, these questions and responses will support the researcher in gathering evidence as to

what is happening regarding self-leadership in the Department of Defense component (Duncan &

Klockner, 2020).

Data collection techniques.

This qualitative case study data collection techniques include identifying the population

of participants from the Department of Defense component's senior leadership in Quantico,

Virginia. The study's potential participants must be both men and women currently employed

and attended the Department of Defense-sponsored leadership program in the FY20 and a

leadership position in the past five years and still leading a program. Because of the low

population, there will be invitations to participate in the study to the entire population. The

invitation will be an electronic mail with a brief introduction of the researcher and an overview

of the research topic and help the participant understand its purpose. After ascertaining the

number of willing participants, the next step will be to select a convenient sample to ensure an

adequate number of participants. The sample size is a minimum of fifteen participants, allowing

data saturation and in-depth analysis of the interview responses.

Interview questions will be structured and flexible enough to allow the researcher to

delve further into other functional areas as needed promptly (Williams, & Kobak, 2018).

Interview questions used to obtain the data will be in the interview guide. These interview

questions will answer the research questions acknowledged in Section One. All data collected

will be distinct and void of any personal distinguishing information to assure confidentiality and

protect the participants' privacy. Each of the participant's responses will also have a unique code.

All the participant's data will be stored in a password-protected folder that will not be publicly

available to anyone outside the research review board. The researcher will store all data collected

during the interviews in a password-protected folder for the number of years required by the

school administration after the research study's approval.

Data organization techniques.

Before collecting data from the participants for this research study, each participant will

have a distinct identification code. This activity will enable accurate analysis of subsequent data.

A database will be used to summarize the fundamental elements of each interview response, such

as the date, time, and location. The researcher will update the summary after each interview

(Coronado, Rivelli, Green, Petrik, Schneider, Gokcora, & Bigler, 2017). There will be codes for

the participant interviews' content; coding of written data is helpful with qualitative case studies (Mitilian, Malli, & Verger, 2020). The coding will be developed through the experiences shared from the interview transcripts, and some coding involves organizing the data into sections for comparison and classification into outlines and themes (Pattamadilok, Planton, & Bonnard, 2019). This qualitative case study will use open coding such as written notes and observing the interviews (Cascio, Lee, Vaudrin, & Freedman, 2019).

Summary of data collection.

The data collected in this qualitative research will be for the purpose of finding answers to the research questions in Section One. In qualitative research, the data collection instrument's use answers the identified research questions (Cypress, 2018). In this research study, the data collection technique will be the use of one-on-one phone interviews. The sample size of fifteen participants will be the minimum in this qualitative research study. There will be handwritten notes and an audio recording with the participants' approval to ensure that the data is accurate and quickly transcribed (Cypress, 2018). The interview questions will explore the research questions located in Section One of this study. The technique for organizing the data will include distinct codes that identify the participants in this study and a database to summarize each participant's rudimentary data.

Data Analysis

There is an array of analytical approaches from which to choose in any given qualitative research study (Sechelski & Onwuegbuzie, 2019). A critical aspect of qualitative data analysis is assigning main characteristics and codes to help researchers engage in different analytic practices (Sechelski & Onwuegbuzie, 2019). The data analysis represents the most vital and challenging step in the qualitative research process (Sechelski & Onwuegbuzie, 2019). The researcher must

employ imaginative insight to make sense of the data and generate understanding and theory (Maher, Hadfield, Hutchings, & de Eyto, 2018). A design research approach will be appropriate for coding in this analysis. Design research depends on the researchers' creative interpretation of the data (Maher et al., 2018). This approach is grounded in a practice that maximizes researcher data interaction in various learning modalities to ensure the analysis process is rigorous and productive (Maher et al., 2018).

There are twenty-five different types of first cycle coding and six-second cycle coding types (Rogers, 2018). Analytic memos provide an avenue for the researcher to record instant thoughts during the research process and to code the notes as additional data for the study (Rogers, 2018). Coding connects the qualitative data collection phase with the data analysis phase of a study, and coding is not an exact science with right and wrong answers (Rogers, 2018). The researcher is the main instrument in qualitative research. Coding is primarily an interpretive, heuristic, and exploratory process that requires a problem-solving approach and a synthesis of the data (Rogers, 2018). Remembering the research question or storyline while coding will help keep the qualitative researcher focused on relevant codes (Stuckey, 2018). A data dictionary will define the meaning of the codes and keep the process transparent. (Stuckey, 2018). Coding uses either predetermined (a priori) or emergent codes, and in this research, using a combination of the two is appropriate (Stuckey, 2018).

Coding Process.

The process of creating codes can be predetermined and sometimes referred to as deductive, or a priori, or emergent, or a combination of both (Stuckey, 2018). Predetermined coding will be based on a previous coding dictionary from another researcher or critical concepts in a theoretical construct (Stuckey, 2018). Researchers apply grounded theory through a process

of deductive coding and classify data around predetermined categories (Gurman, Ballard Sara, Villanueva Lorenzo, Luis, Hunter, Maloney, Fujita-Conrads, & Leontsini, 2020). Another coding process to consider is inductive coding, identifying themes that emerged from coded data (Gurman et al., 2020). Another critical factor is to assign readings about the qualitative coding process and provide the qualitative data to all participants before the analysis to ensure proper comparison and interpretation of the research result (Nadelson & Nadelson, 2019).

      Open coding. Open coding involves dividing the data into sections for comparison and categorization into patterns and themes (Alhassan, Sammon, & Daly, 2018). Open coding techniques include a grouping of concepts or similar statements (Alhassan et al., 2018). The open coding process comprises separating the content, prudently examining the content for comparison and conceptualization, and categorizing the data (Alhassan et al., 2018). Open coding will identify primary broad coding categories that include the participants' actual language, emotion, and attitude in the study (Corner, Murray, & Brett, 2019). Open coding, such as written notes, footnotes on key observation, examples of silence, or apprehension, will apply during participant interviews (Corner et al., 2019). Additionally, open coding will also be used in the interview transcripts to address the research questions identified in Section one of this research study.

      Automated coding. The core objective of an automated coding tool is the generation of Machine-Executable Codes by eliminating human error and potential variability (Downer, Wells, & Crichton, 2019; Campbell, 2020). An automated coding process would hypothetically enable a real-time assessment of implicit motives, which would make the research process more dynamic (Pang & Ring, 2020). A motive score prediction from a machine-learning derived automated coding process using neural network model architectures and aided by natural language

processing achieves correspondence with human-coded scores (Pang & Ring, 2020). An example

of an automated coding tool is Google Cloud Natural Language (Downer et al., 2019). An

automated coding tool creates easier to update models with time than the manual coding

approach to coding (Downer et al., 2019). This tool automatically reads the written text and

identifies occurrences of specific and similar words (Downer et al., 2019). Researchers can use

this tool to identify participant sentiment by scoring exact words with numbers.

Translation guidelines. In applying manual coding techniques, delineating specific

translation guidelines is necessary to ensure the coding process's consistency and reliability

(Alhassan, Sammon, & Daly, 2018). The researcher should consider some translation guidelines

in any qualitative case study. The initial guideline ensures all researchers will read the interview

transcripts thoroughly. A data analysis report has a built-in consistency check or tested for

reliability (Taber, 2018). The researcher should indicate the significance of each of the

interviews (Alhassan et al., 2018). The interview data's perceptions will ultimately be compared

to identify similarities (Alhassan et al., 2018). Finally, after coding the interviews, the researcher

will categorize the perceptions and similarities (Alhassan et al., 2018).

Data analysis technique for research study. To perform this analysis, generic data will

limit the failure of the research data analysis process (Hermansyah, Kumaraningrum, Purba,

Edison, & Yohda, 2020). For this research, a Microsoft Excel spreadsheet will be the tool for

effectively and accurately reviewing and applying the coding analysis process after the interview

coding (Alhassan et al., 2018). The coding process will utilize relevant fields needed to calculate

effects and conduct the required data analyses. Coded fields comprise generalized data and codes

with resemblances and consistencies of written text (Abreu-Ledon, Lujan-Garcia, Garrido-Vega,

& Escobar-Perez, 2018). The data analysis methods specify this qualitative research study

(Degirmenci, 2018). According to Degirmenci (2018), using the content analysis method for analyzing the data is appropriate for accurate data interpretations. Degirmenci (2018) asserts that gathering the data from the content analysis utilizing this concept is necessary.

Summary of Data Analysis.

Qualitative data analysis includes open coding of data from the interview process to reach a decision (Shrestha, Weber, & Hanson, 2018). Qualitative data analysis will identify both positive and negative aspects of the self-leadership experience among the interview participants who are senior leaders in the Department of Defense (Shrestha, Weber, & Hanson, 2018). Data analysis will begin with the primary coding and carefully analyzing the transcripts through open coding for emergent themes (Shrestha, Weber, & Hanson, 2018). The qualitative data analysis reflected upon will form the method of further exploring this research interview process and understanding the approach to research (Maher, Hadfield, Hutchings, & de Eyto, 2018). The qualitative research study identified in Section One, open coding, Microsoft Excel, and Nvivo software, will support data management.

Reliability and Validity

The researcher must conduct a qualitative research study with the highest level of quality and reliability. To ensure a superior quality research study, the researcher must address the attributes of reliability and validity (Chabirand, Loiseau, Renaudin, & Poliakoff, 2017). The use of analytical methods capable of producing reliable analytical results is a prerequisite to an effective research study (Chabirand et al., 2017). According to ISO/IEC 17025 standard, validation is the approval by examining the provision of objective evidence that the particular requirements for a specific intent (Chabirand et al., 2017). The use of statistics in data processing helps distinguish between differences due to chance and those that probably indicate a natural

effect of the evaluated methods and, consequently, ensure the reliability of results and the related decision-making process (Chabirand et al., 2017). Highlighting the characteristics of reliability and validity in a qualitative research study is vital.

When researchers misrepresent the gathered data's interpretation in a research finding, it will be unbelievable, and readers will interpret the conclusion with uncertainty (Cypress, 2018). Assessing the reliability of a research study requires researchers to verbalize the accuracy of the research concerning the relevance of the approaches used, the procedures' application, and the decisions' integrity (Belayneh, Gebeyehu, Adefris, Rortveit, & Genet, 2019). Reliability focuses on the consistency of the measures utilized, considering any biases that may be present and how other researchers can replicate the study (Belayneh et al., 2019). The reliability of a qualitative research study supports developing the credibility of the research's conclusions (Zheng, Liu, Sun, Su, Zhao, Xie, & Yu, 2017). Validity is the accuracy of the conclusions for which the study precisely reflects the collected data (Zheng et al., 2017). Researchers can assess reality and validity using questionnaires in qualitative research (Zheng et al., 2017).

Reliability.

Qualitative research's reliability requires prospective evaluation and a comprehensive description of the research process (Smith, Purna, Castaldo, Ibarra-Rios, Giesinger, Rios, Weisz, Jain, El-Khuffash, McNamara, 2019). Reliability establishes consistency and consideration in applying the research procedures (Smith et al., 2019). This activity exhibits the research processes' visibility, analyses, possible bias results, and the research results' limits (Smith et al., 2019). Reliability connotes the extent to which the study's conclusion is repeatable, consistent, and trustworthy (Lock & Seele, 2018). Reliability denotes an absence of random error, and in theory, enabling subsequent researchers to arrive at the same insights (Lock & Seele, 2018).

There can be no validity without reliability: a measurement instrument can reliably give invalid

measurements (Lock & Seele, 2018). Research studies must have acceptable quality standards

and successful performance to be reliable and credible (Karamouz & Olyaei, 2019).

Creating a case study protocol and building a case study database for research

transparency will increase reliability (Lock & Seele, 2018). The established protocol is

accessible via a link or a footnote and states where to obtain the protocol guidelines (Lock &

Seele, 2018). For increased reliability, the researcher should incorporate the case study database

in data repositories that allow for a hypertext search to facilitate the search for single data entries

(Lock & Seele, 2018). To do so, tagging files in the case study database with appropriate

keywords and the original date is critical (Lock & Seele, 2018). Furthermore, a guideline for

access to the database regulates who can access the data. Conditions facilitate the reuse of

primary data by other researchers and foster research transparency for editors and reviewers

(Lock & Seele, 2018).

Internal validation aims to establish if an instrument is valid and reliable to accurately

measure what it is supposed to measure (Cheong, Chinna, Khoo, & Liew, 2017). The primary

question of reliability deals with achieving a truthful explanation (Omanovic, 2019). The

researcher's theoretical position is critical in addressing qualitative research studies' reliability

(Lock & Seele, 2018). The researcher's experiences in life, personal learning, and various

encounters could influence the research study process (Omanovic, 2019). The researcher makes

the ultimate decisions on the research study's topic, the research questions, the literature review,

and the insight of methodology that affect the data collection, interpretation of the data, and the

document's analyses (Omanovic, 2019). Researchers' decisions are not just about the choices

regarding the research but the uniqueness of the researcher (Maggio, Artino, Watling, Driessen,

& O'Brien, 2019). For instance, decision-making around writing the research result is far more complex than a simple application of guidelines (Maggio et al., 2019).

A researcher's personal experiences, individual learning, and various encounters develop in a research study through the qualitative study's decisions (Omanovic, 2019). Relying on personal experiences could be challenging and inconsistent for the research study because the researcher's prior knowledge and current knowledge may clash (Omanovic, 2019). The researcher's theoretical position affects how and why the research study's framing in a particular way (Omanovic, 2019). To increase the research's reliability and validity, several thorough while cautious approaches should apply, such as the interviews' transcript (Behjati, 2017). The researcher subsequently resends the study report's draft to each participant for validation (Behjati, 2017). Additionally, honest experts should verify the methodological procedures and developed perceptions (Behjati, 2017).

Reliability illustrates the uniformity within the analytical procedures for the research study (Behjati, 2017). Qualitative researchers seek to design and integrate processes to ensure the methodology's consistency (Behjati, S. (2017). Qualitative research studies should be conducted with the utmost rigor to prevent the possibility of bias that could characterize the qualitative research (Cypress, 2018). The rigor connotes the strength of the qualitative research study design and the relevance of the method to respond to the research questions (Cypress, 2018). In some cases, Cypress (2018) asserts that reliability and validity are replaced with the notion of trustworthiness. Trustworthiness implies that the research is quality, acceptable, and truthful in the qualitative study's findings (Phillips, Saunders, Cossman, & Heitman, 2019). Additionally, trustworthiness focuses on the extent to which the research reviewers have trust and confidence in the results (Phillips et al., 2019).

The researcher must use consistent guidelines to ensure that the research data is captured uniformly and methodologically (Cypress, 2018). To increase reliability in this qualitative study and ensure consistency in the data collection from each participant, an Interview Guide will be appropriate. Asking follow-up questions will be necessary to allow the participant to generate a complete answer to each question. When the data yields the same results within several illustrations, the reviewer will observe the study's repeatability and consistency (Creswell & Creswell, 2018). Data saturation will occur when the collected data yield similar and consistent results such that new data is consistent with the collected data (Tran, Porcher, Tran, & Ravaud, 2017). For this qualitative research collective case study, a minimum of fifteen interviews and a maximum of twenty interviews with the expectation of data saturation after completing thirty percent of the interviews. The research must reach a consensus on the coding and compare the analyses during the interview (Tran et al., 2017).

Validity.

Writing about validity in qualitative research can be challenging. There are numerous viewpoints on what constitutes validity and varied nomenclature, including trustworthiness, credibility, dependability, confirmability, authenticity, rigor, plausibility, goodness, soundness, transferability, and quality assessment (FitzPatrick, 2019). In this study, the validation process consisted of content validation by an expert panel, pre and pilot testing of the questionnaire, correlation between items, structural validation using exploratory factor analysis and reliability analysis, and internal consistency and trustworthiness (Cheong et al., 2017). Several factors could limit the validity of qualitative research, indicating underreporting or overreporting the incidence of the participants' unverified and inaccurate responses (Phillips et al., 2019). Content

validation aims to examine whether the developed instrument's content is relevant, vital, and adequately representing the underlying concept (Cheong et al., 2017).

In qualitative research, validity entails ascertaining the extent to which researchers' assertions agree with the participants' reality (Spiers, Morse, Olson, Mayan, & Barrett, 2018). Validity guarantees that the research is precise and that the collected data are true and accurate depictions of the researched phenomenon (Spiers et al., 2018). Validity is related to data appropriateness, making it possible to provide a detailed account of participants' experiences within and beyond the immediate context (Spiers et al., 2018). Additionally, a return to the researcher's fundamental responsibility for continually checking and adjusting research processes (Spiers et al., 2018). Verification ensures the results are robust rather than justifying the limitations and deficiencies written after completing the study (Spiers et al., 2018). Another technique to consider is member checking; this is one means for inviting participants into the research process (Iivari, 2018). Member checking contributes to fulfilling the criteria set for interpretive research in various ways (Iivari, 2018). Member checking is when the researcher reviews the transcripts with the participant to ensure they have captured the data as the participant intended.

The researcher's purview is responsible for assessing rigor, not the reader (Spiers et al., 2018). Validity in qualitative research can have different meanings, such as rigor, trustworthiness, appropriateness, and even quality (Hayashi, Abib, & Hoppen, 2019). Ensuring qualitative research's validity and transparency should be part of all research stages (Hayashi, Abib, & Hoppen, 2019). Validity is clearer in quantitative studies than in qualitative research studies (Hayashi, Abib, & Hoppen, 2019). Unlike validity in quantitative studies, qualitative validity is not an irrefutable or set of measures to ensure the research's validity (Hayashi, Abib,

& Hoppen, 2019). Hence, adopting a processual view approach to validity will be appropriate for this qualitative case study. Processual validity supports good research and helps research replication and direction (Hayashi, Abib, & Hoppen, 2019).

Issues of trustworthiness in a qualitative research study, often demonstrated through particular validity techniques, are usually nonexistent, unsubstantial, or unexplained (Rose & Johnson, 2020). There is a general agreement that establishes trust in the necessary inferences (FitzPatrick, 2019). The researcher should attend to qualitative research's overall trustworthiness by directly addressing issues associated with validity (Rose & Johnson, 2020). Validity addresses qualitative research approaches well-intentioned in a study (Rose & Johnson, 2020). Qualitative validity means that the researcher checks for the findings' accuracy by employing specific procedures (Rose & Johnson, 2020). Validity depends on the purpose and context of the research; this refers to conclusions based on particular methods used to address validity concerns pertinent to this qualitative research (FitzPatrick, 2019). To trust the validity of qualitative research, the researcher must accept qualitative research's trustworthiness (FitzPatrick, 2019).

Summary of reliability and validity.

A qualitative research study must be of the maximum quality. To accomplish this, the researcher must address reliability and validity characteristics (FitzPatrick, 2019). This activity requires researchers to make decisions regarding the accuracy of the research concerning the appropriateness of the methods used, applying the techniques, and the conclusions' integrity (Spiers et al., 2018). Reliability is based on the consistency of the procedures utilized, considering any biases present and the study's replicability (Cheong et al., 2017). Validity is the accuracy to which the study's conclusions truthfully reflect the collected data (Phillips et al., 2019). Reliability and validity processes should occur throughout the qualitative research process

(FitzPatrick, 2019). An additional component of trustworthiness is addressing the research's

reliability and validity (FitzPatrick, 2019).

Transition and Summary of Section 2

The Project highlights the rudiments of applying the information presented in the

Foundation of the Study in Section 1. Section 2 summarizes the purpose of the study, the

researcher's role, a description of the participants, and discussions on the research method and

research design of this qualitative study. The rationale for applying the selected research method

and the use of the research design chosen. The description of the population size in selecting the

participants specifies an additional explanation of the sampling method, the sample size, sample

type, participants' eligibility criteria, and the relevance of sampling attributes used. Additionally,

delving into a discussion on the study instruments, data collection and organization techniques,

data analysis, in-depth discussion of qualitative reliability, and validity. Finally, Section 2

concluded by providing a summary of reliability and validity.

Section 3 will emphasize the application to professional practice and implications for

change. There will be an overview of the study in Section 3 and a presentation of the findings

and conclusions that focuses on the research questions. Section 3 addressed the data collected

and substantiation of the information gathered. Section 3 connects the results to a considerable

body of literature on self-leadership, discussing outliers and discrepancies found in the data

collected. Section 3 will also address the recommendations for further study and other actions

required to support the analysis. This section will include reflections on the researcher's life

experience with the qualitative research process—finally, a discussion on the summary of the

research result and the study conclusions.

Section 3: Application to Professional Practice and Implications for Change

This section discusses the overall research study and findings from this qualitative case study that sought to explore the influence of self-leadership in team building among leaders in the Department of Defense component in Quantico, Virginia. This section will give a brief overview of the study that presents this research study's crucial points. The overview will show how this study addresses the influence of self-leadership in team building among leaders within the Department of Defense component. This section will discuss the presentation of the findings of this study. The interpretation and analysis of these findings will conclude by addressing the research questions highlighted in section one.

This section will also provide comprehensive data on this qualitative case study research findings and address all information gathered during the interview and data collection process. Another discussion in this section will be the study results related to a broad literature on self-leadership and team building. There may be a discussion of outliers and discrepancies identified in the data collected. There will be highlights of recommended action for further study. Lastly, this section will present the researcher's experience with the research process, the research summary, and the study conclusions.

Overview of the Study

The qualitative case study addresses the research questions emphasized in Section 1 to enhance the body of knowledge related to self-leadership and team building. Also, explore the influence of self-leadership in team building among leaders in a Department of Defense component. Discussion of leader's experiences and the perception on the concept of self-leadership. To understand the leader's perceptions of self-leadership within the DOD component, interviews were conducted using the Interview Guide established in Appendix A.

The leaders invited to participate in the research study were carefully chosen from convenience sampling. The participants were current or former DoD supervisors and employees who are leading a team or program. These participants have also taken part in a DoD-sponsored leadership development program (LDP) in the last five years. Participants in the research could either be currently enrolled in an LDP or training. The leaders who participated in a Leadership Development Program are either leading a program or a team of teams. The participants answered seventeen questions regarding self-leadership and team-building experiences.

During the interviews, participants also addressed the benefit of having a leadership development program in an organization. Also, participants discussed the benefit of having self-leadership training and the influence of self-leadership on team building. Participants answered questions on their leadership style and their supervisors' influence, both current and former, on their professional growth. The leaders who participated in a Department of Defense-sponsored Leadership Development Program or training believe that the training helped in their self-leadership skills. These participants agree that self-leadership training influenced their team-building abilities as leaders. Also, follow-up questions were asked to obtain additional information from the participants when applicable.

After analyzing the data collected during the interview process, multiple themes were identified, contributing to the body of knowledge regarding self-leadership influence on team building within the Department of Defense. The data collection commenced by conducting structured interviews with team leads and program leads. These interviews consisted of Part A (RQ1) and Part B (RQ2). Additionally, multiple themes were identified to support the research questions highlighted in Section 1. The themes identified during the data collection and analysis include the following:

- Leadership competence. The ability to be a better supervisor and have improved leadership ability for effective decision-making.

- Human Skill. The ability to understand people means that this type of leadership skill will help the leader better understand the people.

- Self-leadership. Self-leadership training keeps a leader conscious of applying what they learn by implementing leadership skill—self-leadership training helps learn and reinforce gratefulness values.

- Professional skill. Having professional skills gives leaders access to effective decision-making. Leadership training can help the leaders in making the right decision in the work environment.

- Self-development. Training obtained from adapting to various leadership styles makes it possible to successfully overcome negativity when you develop yourself as a leader, thereby focusing on positivity.

- Team orientation. Is being able to navigate daily crises as a team. Self-leaderships put one in charge of their progress and allow them to keep a record of where they lack. The second initial code for this theme is conflict management. This activity gives a leader access to constructive feedback.

One additional theme that emerged from the study but that was not specified in alignment with the RQ 1 in Part A included:

- Learning and growth: This means that having a self-leadership program will enable a leader's personal and professional development. This concept should be the foundation for organizational strategy and should focus on the employees and emerging leaders for developing leadership capacity.

Anticipated Themes/Perceptions

The themes anticipated from this research study include developing empathy as a self-leadership trait, building social skills, and self-regulation. The ability to influence team members and be accountable to the team, having the team-building ability, self-leadership training, and having management skills and individual understanding barriers and organizational barriers prevents a leader from building a cohesive team. Continuous learning and self-development supported by the organization, having improved people skills, team efficacy, enhanced knowledge and skills, enhanced leadership propensity to lead self, and perceived value of self-leadership training as the core ability for organizational success. Leaders must first lead themselves before leading others.

An additional theme to discuss is the proposal to make self-leadership training a mandatory requirement for leaders. The perception is that to be considered for any leadership position in the organization; the person must acquire self-leadership training. Those individuals must have participated in a DOD-sponsored leadership development training where self-leadership is part of the leadership course curriculum. Making self-leadership training mandatory is designed to reduce failure and ensure that every leader complies with the policy and guidance.

Presentation of the Findings

Interviews were conducted with twenty study participants using the Interview Guide found in Appendix A. All of the study participants were current or former employees of the DoD component. Of the twenty employees, all were leading a program or leading a team of people. Three of the twenty participants were in the GG-15 pay grade; nine were in the GG-14 pay grade, seven were in the GG-13 pay grade, one was in the GG-12 pay grade. The race of all participants was not relevant for this research and was not considered.

Table 1

Participants rank representation

Description of Participants	Number	Percentage
Rank of GG-15	3	15
Rank of GG-14	9	45
Rank of GG-13	7	35
Rank of GG-12	1	5

Each participant had undergone DoD-sponsored leadership development training within the last five years of their career in the Department of Defense. This analysis was divided into part a, the RQ1, and part b, the RQ2.

RQ 1: Part A – Question on how self-leadership supports team building. Out of 20, eighteen people participated in the Department of Defense (DOD) sponsored leadership Development Program (LDP) in the last five years. In contrast, two respondents did not participate in the LDP training but took part in other DOD-sponsored training.

Table 2

Participants in a DOD-Sponsored LDP

Description of Participants	Number	Percentage
DoD-Sponsored LDP	18	90
Other Leadership Training	2	10
Non-DOD LDP	0	0

One respondent said that LDP training has helped in their promotion in the last five years by enhancing their leadership skills; twelve of the participants said the training program did not help them get promoted. Five respondents stated that they were offered new positions after completion of LDP. One respondent noted that it helped them reinforce concepts, whereas one respondent mentioned that the LDP training program helped them understand leadership's importance.

Table 3

Participants that benefited from LDP training

Description of Participants	Number	Percentage
Benefit from the LDP	1	5
Benefit from other training	7	35
No Benefit from LDP	12	60

Eleven respondents stated that LDP training was an option, whereas nine respondents thought it was a requirement. Nine of the respondents mentioned that LDP training was conducted online and in-class; seven respondents said it was conducted online. In contrast, four respondents noted that the training was conducted online. Three respondents responded no to self-leadership as part of the LDP curriculum, whereas seventeen responded yes.

Table 4

The participant with an option for LDP training

Description of Participants	Number	Percentage
LDP as an option	11	5
LDP as requirement	9	35
LDP conducted in class	0	0

Table 5

Participant on how the LDP was conducted

Description of Participants	Number	Percentage
LDP conducted on both	9	45
LDP conducted online	7	35
LDP conducted in class	4	20

Table 6

Participant on self-leadership in the curriculum

Description of Participants	Number	Percentage
No response	0	0
Not in the curriculum	3	35
Self-leadership curriculum	17	20

Thirteen of the respondents said their current supervisors did not go through the LDP training before their promotion to their current role; four respondents said their current supervisors went through the LDP training, while three of the respondents did not know about this. The data analysis shows that the respondent's opinions about the benefits of having a leader who has the LDP training are divided into four themes: a- Leadership Competency, b- Human Skills, c-Self-leadership, d- Professional Skills.

The first theme, Leadership Competency, further discusses three initial codes. The first initial code for this theme is how to be a better supervisor. Participant_1 stated that one of the benefits of the LDP training program is that it teaches the supervisor to improve their leadership skills. The second initial code for this theme is Improved leadership ability. Participant_2 shares that the LDP training can improve leadership ability by making them more productive. In Participant_2's words, "If they were to utilize the training received in LDP and apply it to the real-time scenario, I would wonder if their leadership abilities would have been different and more productive."

The third initial code for this theme is Situational oversight. The leadership competency is increased as the training aid in the handling of decision making and situational oversight; as Participant_3 mentioned, "I was able to see the differences these things made in my leadership in both how they handled decision-making, situational oversight, and personnel situations." The second theme is Human Skills. The first initial code for this theme is understanding people; Participant_4 states that leadership training can help the leader better understand the people.

The second initial code for this theme is caring for others. Participant_5 mentioned that this training program could effectively help the leaders in caring for themselves and others. The third initial code for this theme is collaborations. Participant_6 commented that leadership

training could help the leader expand their network for possible future collaborations. The fourth

initial code for this theme is the ability to manage people. Participant_7 responded that the

training program is effective for new leaders, "for a new leader, the program is beneficial

because it teaches the individual how to lead and manage people to maximize their potential."

The third theme is self-leadership; the first initial code for this theme is identifying strengths and

weaknesses. Participant_8 stated that the training program could help in self-leadership by

allowing a person to identify their strengths and shortfalls.

The second initial code for this theme is a sense of responsibility. This training program

can induce a sense of responsibility among the new leaders. Participant_9 mentioned, "them

having some sense they have a responsibility to be a leader. The third initial code for this theme

is shared understanding. Participant_10 shared that the leadership program can help the new

leaders understand what it means to be a leader. The fourth theme is professional Skills. The first

initial code for this theme is effective decision-making. Participant_11 shared that leadership

training can help the leaders make the right decision in the work environment.

The second initial code for this theme is gaining knowledge. One of the respondents

stated that formal training and gaining experience is essential for a leader to work skillfully in a

professional environment. The third initial code for this theme is improved communication.

Participant_11 stated that leaders must learn effective communication through the training

program to make their leadership effective. Participant_11 agrees with the literature review

notion by Kharouf et al. (2019) that effective communication plays a vital role in building and

maintaining long-term relationships. The fourth initial code for this theme is professionalism.

Participant_12 shared that the training program can lead to professionalism and fairness.

Figure 2. Benefits of having a leader with LDP training.

Table 7

Benefits of having a leader with LDP training

Representative Statements from Interviews	Initial Codes	Themes
Leadership training will teach the supervisor how to be a better supervisor if he/she desires to improve their leadership skills.	How to be a better supervisor	
If they were to utilize the training received in LDP and apply it to real-time scenarios, I would wonder if their leadership abilities would have been different and more productive.	Improved leadership ability	Leadership competency
I was able to see the differences these things made in my leadership in both how they handled decision-making, situational oversight, and personnel situations.	Situational oversight	
Having a person go through leadership training will understand people.	Ability to understand people	
for learning to take care of self as well as others	Caring others	
for expanding your network for possible future collaboration	Collaborations	Human skills
For a new leader, the program is beneficial because it teaches the individual how to lead and manage people in order to maximize their potential.	Ability to manage people	
for interacting with other leaders for identifying one's strengths and shortfalls that need work	Identify strengths and weaknesses	
Them having some sense they have a responsibility to be a leader	Sense of responsibility	Self-leadership
having shared understanding of what it means to be a leader	Shared understanding	
They are leaders that can make the right decision because they rely on their personnel to do their job.	Effective decision making	
It is important to have a leader with formal training. Experience is key; it helps and enhances your knowledge, and more important to apply the knowledge.	Gaining knowledge	Professional skills
Learn effective communication skills.	Improved communication	
professionalism and fairness	Professionalism	

The data shows that the respondent's opinion about the benefits of having self-leadership training can be divided into three themes: a- Self-development, b- Team orientation, c- Learning and growth.

The First theme, self-development, is further divided into seven initial codes; the first initial code for this theme is the ability to self-lead. Participant_13 mentioned that self-leadership training is essential for self-development, as it is beneficial in situations where the leader cannot perform their duty successfully. The second initial code for this theme is applying what is learned. A respondent mentioned that self-leadership training keeps one conscious of using what they learn and self-implementing the training. The third initial code for this theme is to learn and reinforce value.

Participant_14 responded that "self-leadership training helps to learn and reinforce gratefulness and thankfulness values." The fourth initial code for this theme is learning self-accountability. Participant_15 mentioned that "self-leadership training help in taking accountability for one's actions." The fifth initial code for this theme is self-Improvement. A respondent shared that this training program can help in self-reflection and self-improvement. The sixth initial code for this theme is self-motivation. In the words of Participant_16, this training program "provides self-motivation for your career and work products." The seventh initial code for this theme is; understanding personal strengths and weaknesses.

The self-leadership program helps a person in understanding their strengths and weaknesses. The second theme is team orientation. The first initial code for this theme is to develop leadership skills. In the words of Participant_17, "self-leadership training allows leaders to learn about their skillset and develop the mindset they need to lead subordinates." The second initial code for this theme is seeking constructive feedback. Participant_18 mentioned that a self-

leadership program develops team orientation and gives a person access to constructive

feedback. The third initial code for this theme is team building. Participant_19 noted that a self-

leadership program could induce a team-building spirit.

The third theme is learning and growth. The first initial code for this theme is to enhance

Knowledge. Participant_20 responded that a self-leadership program enhances one's knowledge

and, more importantly, gives space for applying what one has learned. Participant_20's answer

supports the assertion in the literature review by Bendell, Sullivan, and Marvel (2019),

suggesting that some self-leadership strategies are helpful when applied to high-growth

entrepreneurship. The second initial code for this theme is personal and professional growth.

This self-leadership program aids in personal and professional development. The third initial

code for this theme is perspective on leadership styles. In the words of a respondent, "Well, I

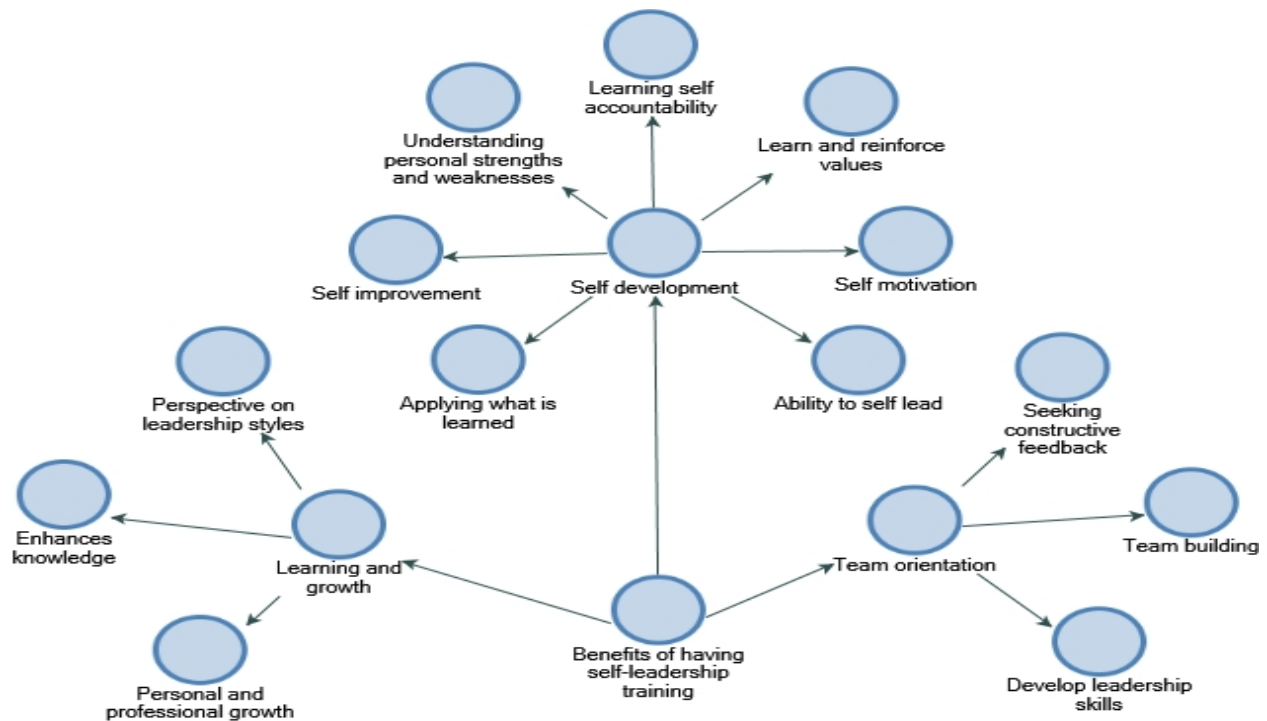think it gives you a greater perspective on different leadership styles and techniques."

Figure 3. Benefits of having Self-leadership training for leaders.

Table 8

The benefit of having self-leadership training

Representative Statements from Interviews	Initial Codes	Themes
Not everyone will get the chance to lead others, so it's beneficial to be able to self-lead.	Ability to self-lead	
It keeps you conscious of applying what you learned and self-implements the training.	Applying what is learned	
To learn and reinforce values of gratefulness and thankfulness.	Learn and reinforce values	
Taking self-accountability for your actions	Learning self-accountability	Self-development
self-reflection and self-improvement	Self-improvement	
You are providing self-motivation for your career and work products.	Self-motivation	
It understands your personal strength and weaknesses.	Understanding personal strengths and weaknesses	
Self-leadership training allows leaders to learn about their own skillset and develop the mindset they need to lead subordinates.	Develop leadership skills	
And being able to seek out constructive feedback.	Seeking constructive feedback	Team orientation
I think the team-building aspect.	Team building	
It enhances your knowledge, but more importantly, the application is more valuable.	Enhances knowledge	
Personal and professional growth.	Personal and professional growth	Learning and growth
Well, I think it gives you a greater perspective on different leadership styles and techniques.	Perspective on leadership styles	

Seventeen respondents say that their organization does not mandate self-leadership training for supervisors, whereas; only three participants said their organization does. Participant_17 mentioned that self-leadership helps the teams in resolving issues. Participant_18 noted that self-leadership improves the ability to make use of self-strength. Participant_19 indicated that self-leadership helps in improving communication. Three of the respondents said that self-leadership should not be a requirement in their organization; in contrast, eleven respondents said yes, it should be. One respondent mentioned that they have an authoritarian leadership style. Three respondents said they have a democratic leadership style. One other respondent mentioned they have a Laissez-Faire leadership style. Six respondents have a servant leadership style, two have a situational leadership style, and four said they have a transformational leadership style.

Table 9

Leadership styles

Leadership Style	Frequency
Authoritarian leadership style	1
Democratic leadership style	3
Laissez-Faire style	1
Servant leader	6
Situational leadership	2
Transformational leader	4

Five out of twenty participants said No, they do not identify any leader as a positive role model, while fifteen said, Yes, they do. Nine out of twenty respondents said NO, they do not have a mentor. While eleven participants said Yes, they do. Three respondents said NO; their mentors did not create goals for them to work on, whereas eight participants said Yes. Two people say their mentors did not guide them on reaching their goals; ten respondents said Yes, they did. Participant_19 said that their mentor influences or inspired them to achieve their goals through constant communication. Participant_20 said they did it through encouragement. one respondent said their mentor influenced or inspired them through motivation. Two of the respondents mentioned that their mentors did not inspire or influence them at all. Eight of the participants responded, Yes. Three of the respondents said no, their mentors did not intellectually challenge them with new perspectives and ideas, nine of the participants responded, Yes. The data analysis shows that respondents' perceptions and views on how self-leadership influenced their team building can be divided into five themes: a- Empathy, b- Social skills, c- Self-regulation, d- Influence on team members, e- Team orientation**.**

The first initial code for the first theme is, being mindful of others. Self-leadership teaches one to listen more and speak less, which leads to them being more mindful of others. The second initial code for this theme is building trust and respecting others. Participant_15 mentioned that self-Leadership has helped build trust and respect faster, which is pivotal to success. The third initial code for this theme is the realization can everyone can be a leader. Self-leadership teaches that everyone can become a leader, regardless of their duty title or grade. The second theme is social skills; the first initial code for this theme is appreciating. Self-leadership allows an individual to appreciate diversity which leads to the building of a high-performance team.

The second initial code for this theme is relationship building. Self-leadership teaches relationship building which is vital in team dynamics. The third theme is self-regulation; the first initial code for this theme is to enable leading a team by example. Self-leadership enables the leader to lead by example rather than dictating. The second initial code for this theme is looking for positive ways. Participant_16 mentioned that "my self-leadership consisted of looking for positive ways to make or perform something better." The next theme is influence on team members; the first initial code for this theme addresses preconceptions and biases. Self-leadership allows leaders to influence their team members positively. The second initial code for this theme is to build credibility. Self-leadership gives credibility to the leaders when their followers observe their capability.

The third initial code for this theme is to influence the team members. Participant_16 stated that "when I was in the team lead role, my self-leadership gave me strength and know-how to influence my team to give their all, and with that my team completed assignments on time." The next theme is team orientation; the first initial code for this theme is, navigate daily crises as a team. Self-leaderships put one in charge of their progress and allow them to keep a record of where they lack. The second initial code for this theme is conflict management. Self-leaderships enable a leader to understand the situation better and enhance their management skills.

The third initial code for this theme is meeting team goals. It helps the leaders to be more successful in meeting their goals. The fourth initial code for this theme is motivating team members. Participant_17 mentioned that "actively paying attention to what motivates them and providing them the support they need to be successful in moving the mission forward." The fifth initial code for this theme is understanding strengths and weaknesses. For instance, Participant_18 agrees with Zaech and Baldegger (2017) that leaders appeal to their followers'

self-interest to motivate them to achieve specific tasks. A respondent stated that "self-leadership

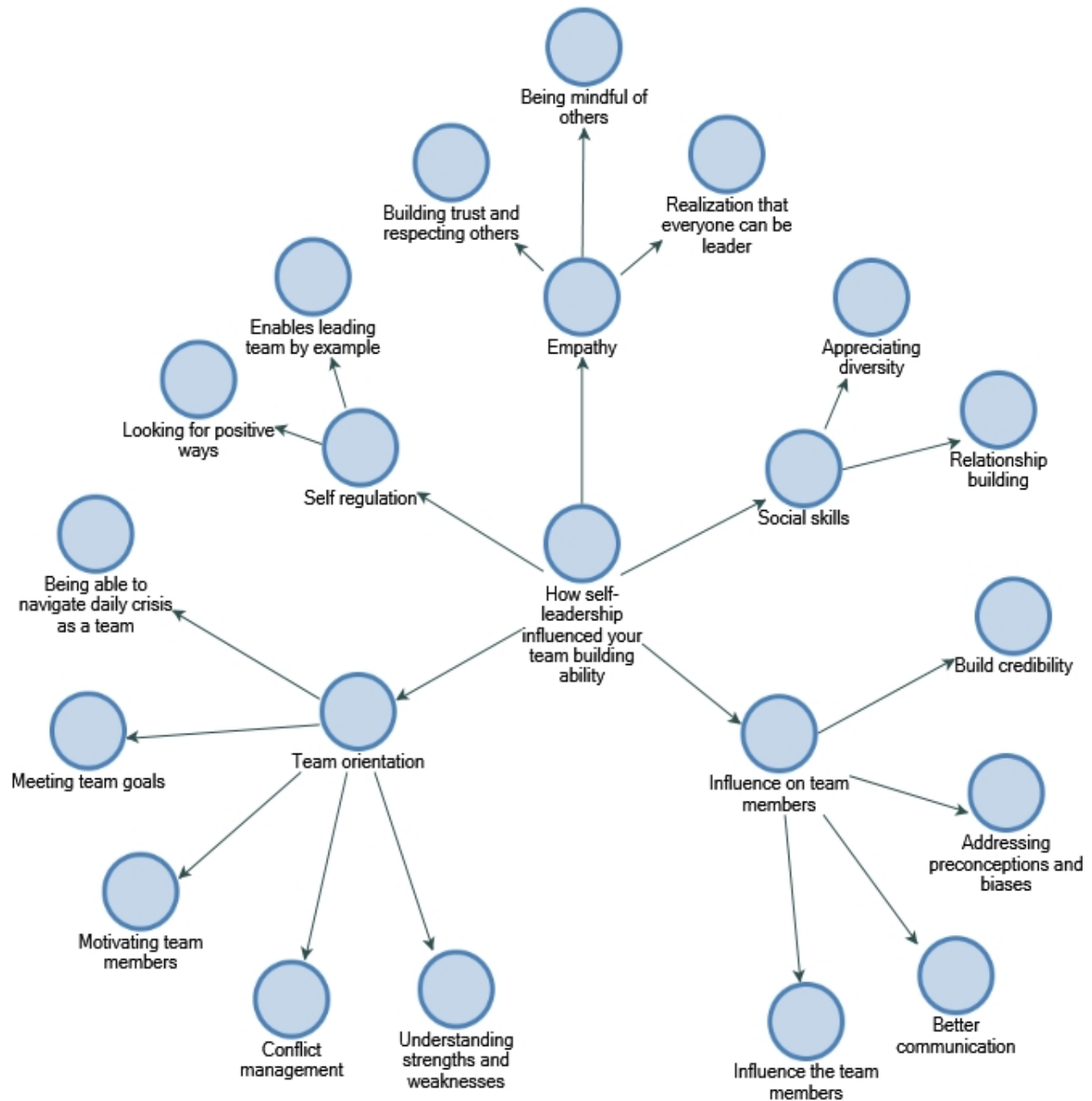has allowed me to understand my strengths and where I need improvement."

Figure 4. How self-leadership influences team building.

Table 10

How self-leadership influences team-building ability

Representative Statements from Interviews	Initial Codes	Themes
Being mindful of others (especially working with or leading a team and learning to listen more and speak less.	Being mindful of others	
Self-Leadership has helped to build trust and respect a lot faster, which is pivotal to success while building teams.	Building trust and respecting others	Empathy
It allowed me to understand that all can be leaders regardless of duty title and grade.	The realization that everyone can be a leader	
It allowed me to appreciate the diversity of thought of my team and help focus on building a high-performance team.	Appreciating diversity	Social skills
Relationships are key in team dynamics and performance.	Relationship building	
Realizing I could lead by example and not so much by dictating.	Enables leading team by example	Self-regulation
My self-leadership consisted of looking for positive ways to make or perform something better.	Looking for positive ways	
Preconceptions and biases.	Addressing preconceptions and biases	
Via self-leadership, I was able to successfully communicate and engage with my peers and team.	Better communication	
I think it puts a lot of credibility with you as a leader when your followers see that you can accomplish	Build credibility	Influence on team members
When I was in the team lead role, my self-leadership gave me strength and know-how to influence my team to give their all, and with that, my team completed assignments on time.	Influence the team members	
Being able to navigate daily crises as a team.	Being able to navigate daily crisis as a team	
Conflict management.	Conflict management	
To help them to be more successful in meeting their goals.	Meeting team goals	Team orientation
Actively pay attention to what motivates them and provide them the support they need to be successful to move the mission forward.	Motivating team members	
Self-leadership has allowed me to understand my strengths and where I need improvement.	Understanding strengths and weaknesses	

The data analysis shows respondents' perceptions and views on how their self-leadership enhanced their organization's growth and overall business success; this is divided into three themes: a- Self-regulation and accountability, b- Team building, c- Management skills.

The first initial code for self-regulation is enhancing mission accomplishment. Participant_17 stated that "what things I can thrive in and help the organization as a whole achieve its goals and mission." The second initial code for this theme is a sense of accountability. Accountability to one's word and the teammates enhances the overall growth of the organization. The second theme is team building. The first initial code for this theme is building respect and trust. Self-leadership training enables an individual to build trust in the process and establish a relationship with their co-workers.

The second initial code for this theme is building trust with team members. Participant_18 stated that "being honest with your word allows a trust component to be built and can bring the team to recognize you not only care about the mission but the team's success as a whole." The third initial code for this theme is the empowerment of the team. Self-leadership prepares an individual to remove roadblocks and support the real, empower them to perform better. The fourth initial code for this theme is team orientation.

One of the respondents mentioned that "I believe this approach has been successful in building teams within my business units and has contributed to my success in business management." The third theme is management skills; the first initial code for this theme is enhancing communication. Self-leadership increases the communication competency of an individual. The second initial code for this theme is problem-solving. Participant_19 mentioned that "problem-Solving at the leading Self-level directly correlates to strategic thinking at the leading the Institution level." Participant_19 agrees with Uzman and Maya (2019) in the

literature review that self-leadership strategies contribute to participants' effectiveness in
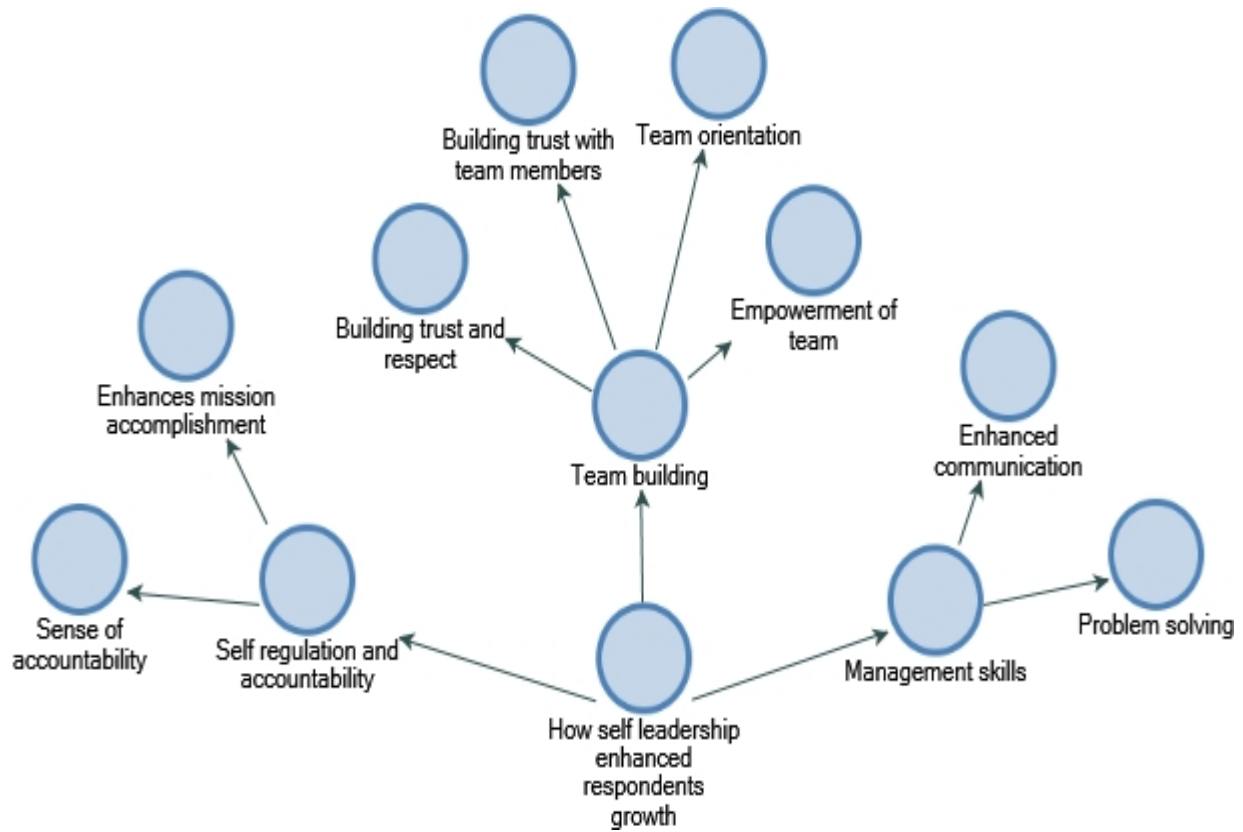
problem-solving.

Figure 5. How self-leadership enhances organizational growth.

Table 11

How self-leadership enhances organizational growth

Representative Statements from Interviews	Initial Codes	Themes
What things I can thrive in and help the organization as a whole achieve its goals and mission.	Enhances mission accomplishment	Self-regulation and accountability
I believe in being accountable to your word and your teammates.	Sense of accountability	
Through building trust and respect to establish a relationship.	Building trust and respect	
Being honest with your word allows a trust component to be built and can bring the team to recognize you care about the mission and the team's success as a whole.	Building trust with team members	
My perception is the team will give their 100% effort because I empower them, give them support and remove roadblocks	Empowerment of team	Team building
I believe this approach has been successful in building teams within my business units and has contributed to my success in business management.	Team orientation	
From self-leadership's communication competency	Enhanced communication	
Problem-Solving at the Lead Self-level directly correlates to Strategic Thinking at the Lead the Institution level.	Problem-solving	Management skills

None of the respondents said that they would not recommend adopting the concept of self-leadership to emerging leaders in their current organization; all twenty of them said yes. Participant_20 said they do not consider themself as a leader, one of them said 'somewhat,' eighteen of the respondents said they think of themselves as a leader.

RQ 2: Part B - Barriers to self-leadership in team building. Participant_1 characterizes the concept of self-leadership in their organization to apply leadership concepts in practice; seven respondents were not sure, one responded with 'seeking opportunities,' and another one said that self-leadership is individual responsibility. The barriers to the self-leadership attributes in an organization are divided into two themes: a-Individual barriers, b-Organizational barrier.

The first initial code for the first theme is the self-imposed barriers. Some barriers that come in the way of self-leadership can be self-imposed that halt growth and development. The second initial code for this theme is lack of communication. Participant_2 responded that lack of communication is the barrier to self-leadership attributes in their organization. The third initial code for this theme is the lack of implementation of learning. Participant_3 stated that, quote,

> my organization has not implemented a method for ensuring training offered or acquired is utilized to its max, where the right people get the training as no time is set aside to attend the training (usually online), as it is left up to individuals to work it into their normal work hours if they can.

The fourth initial code for this theme is a leader who is not open to new ideas. Another barrier to the self-leadership attributes is a leader that does not invite new ideas into the work environment. The fifth initial code for this theme is a leader who does not have the employee's best interest. Leaders who do not look after their employees and do not take their feedback into considerations are another kind of barrier. The sixth initial code for this theme is micro-management. Another barrier is micro-management, which keeps the teams from performing their jobs and learning from their mistakes.

The seventh initial code for this theme is not applying emotional intelligence to problem-solving. Participant_4 stated that "some barriers I have experienced are not asking the right questions and not applying emotional intelligence to the problem at hand." The eighth initial code for this theme is outdated leadership traits; outdated leadership traits also hinder self-leadership by keeping the organizational culture from adapting to modernity. The second theme is organizational barriers. The first initial code for this theme is a lack of funding for initiatives. Lack of monetary support can come off as a barrier in the way of self-leadership.

The second initial code for this theme is a limited opportunity. Limited or lack of opportunity to exercise the learned skill is another barrier in the process. The third initial code for this theme is nationality. Participant_5 responded that "the biggest barrier of self-leadership in my organization is nationality; our none diversified leadership reflects that fact." The fourth initial code for this theme is no leadership encouragement. Another barrier is not encouragement from the organization. The fifth initial code for this theme is organizational culture. Outdated leadership traits at a senior level come off as another barrier in the process. The sixth initial code for this theme is work-life balance. Lack of work-life balance can also halt self-leadership; Participant_6 stated that "I think an important part of self-leadership is directly tied to a good work-life balance, and I think that in itself could be a barrier within my organization."

Figure 6. Barriers to Self-leadership attributes.

Table 12

Barriers to self-leadership attributes

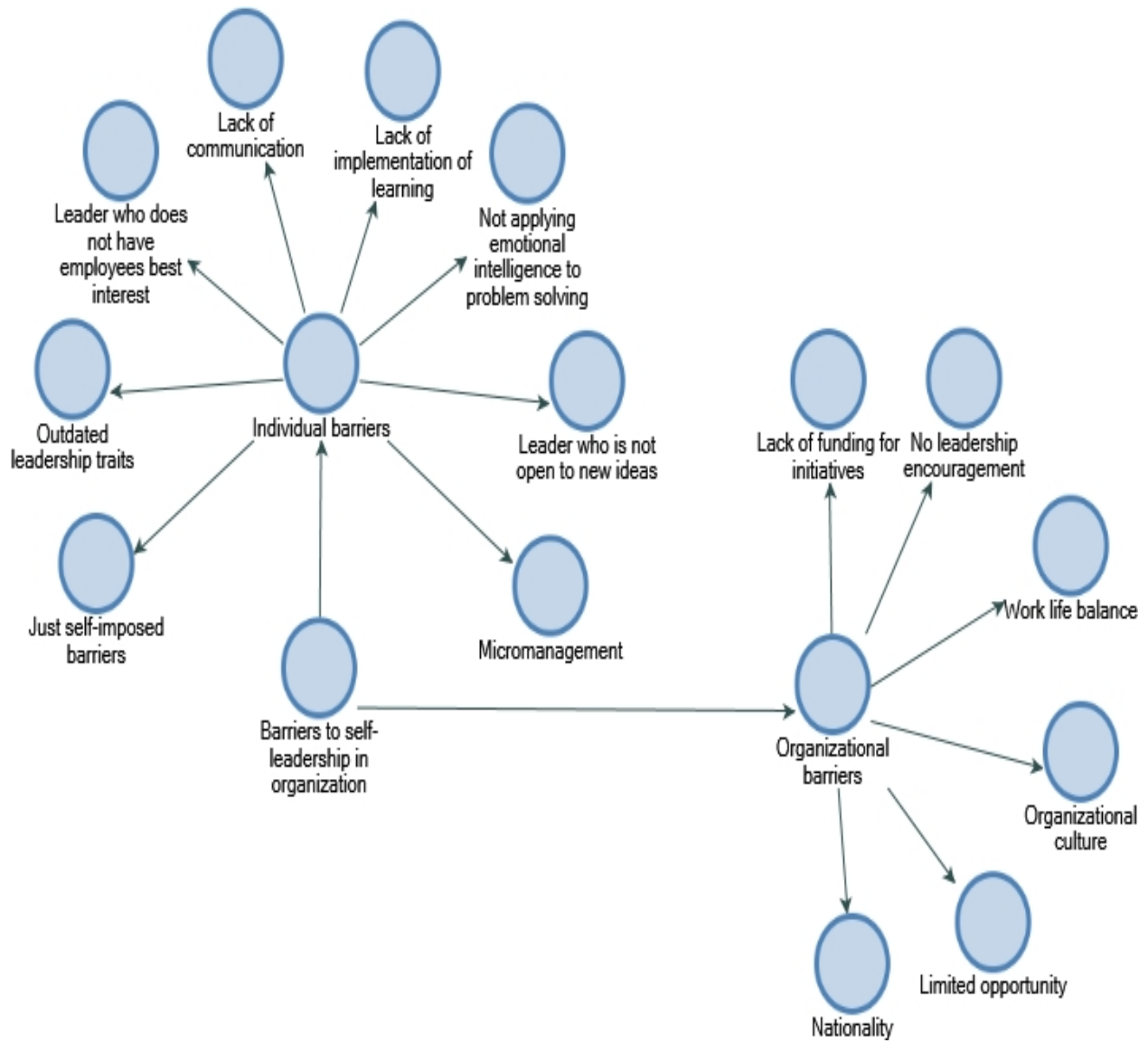| Representative Statements from Interviews	Initial Codes	Themes
I believe with respect to barriers, and the barriers can be self-imposed.	Just self-imposed barriers	
The primary barrier I see is a lack of communication with regard to the overall mission.	Lack of communication	
My organization has not implemented a method for ensuring training offered or acquired is utilized to its max where the right people get the training as no time is set aside to attend the training (usually online) as it is left up to individuals to work it into their normal work-hours if they can.	Lack of implementation of learning	
Having a leader that is not open to new ideas.	A leader who is not open to new ideas	
When you have again a leader that does not have their employees best interest at heart and listen and take feedback	A leader who does not have employees best interest	Individual barriers
Micromanagement (not letting teams do their jobs) and not honing in on lessons learned through taking risks (learning from mistakes).	Micromanagement	
Some barriers I have experienced are not asking the right questions and not applying emotional intelligence to the problem at hand.	Not applying emotional intelligence to problem-solving	
Organizational culture and outdated leadership traits at the senior level.	Outdated leadership traits	
I have been fortunate enough not to experience any barriers to self-leadership other than funding for any particular initiative.	Lack of funding for initiatives	
limited opportunity to exercise the learned leadership skills	Limited opportunity	
The biggest barrier to self-leadership in my organization is nationality; our none diversified leadership reflects that fact.	Nationality	
No leadership encouragement.	No leadership encouragement	Organizational barriers
Organizational culture and outdated leadership traits at the senior level.	Organizational culture	
I think an important part of self-leadership is directly tied to a good work-life balance, and I think that in itself could be a barrier within my organization.	Work-life balance	

The respondent's responses to how they overcome any self-leadership barrier in their organization can be divided into three themes: a- Learning and self-development, b- Improved people skills, c- Self-regulation.

The first initial code for the theme of learning and self-development is adapting different leadership styles. Adapting a variety of different leadership styles makes it possible to overcome negativity. The second initial code for this theme is the focus on positivity. Participant_7 shared that "I focus on the positives vice negatives. I realize that I can't change everything, so I have learned to focus on things within my sphere of influence and accept what I cannot change."

The third initial code for this theme is self-reflection. Taking the time to do self-reflection overcomes self-leadership barriers. The fourth initial code for this theme is training and education. Leaders can overcome these barriers by training in educating those who work for them. The second theme is 'Improved people skill. The first initial code for this theme is trusting people. Trust building is essential to overcome the self-leadership barriers; the staff must come to the leader and discuss their concerns.

The second initial code for this theme is understanding that people are different. Understanding the not everyone has the same work ethic is another way of improving people skills and overcoming self-leadership barriers. The third theme is self-regulation; the first initial code for this theme is a sense of accountability. Recognition of what one is accountable for can help in overcoming the barrier. The second initial code for this theme is striving for goals. Continuing striving for goals and hoping for things to fall into their place eventually is a way of self-regulation that can help overcome self-leadership barriers.
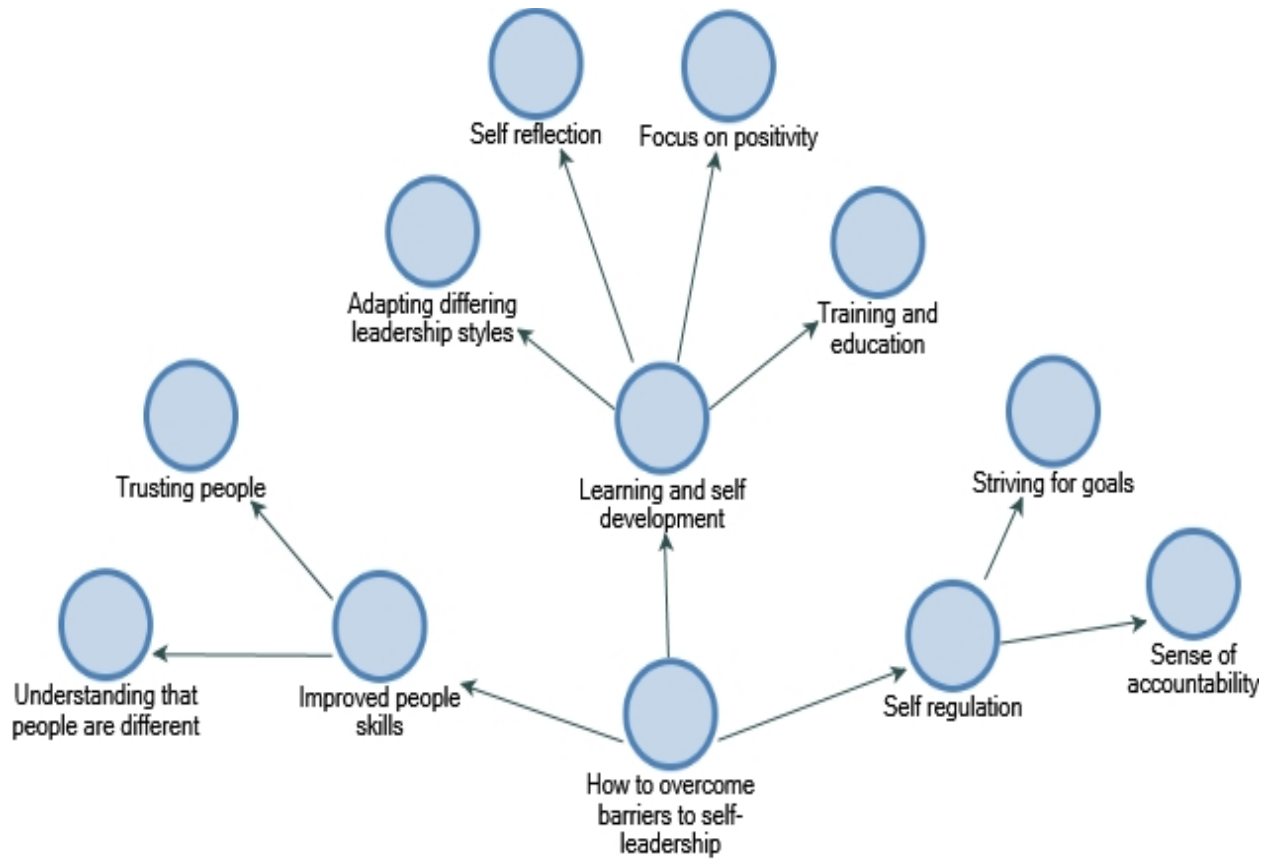
Figure 7. How to overcome leadership barriers.

Table 13

How to overcome self-leadership barriers

Representative Statements from Interviews	Initial Codes	Themes
By adapting differing leadership styles and focusing on constantly varying self-leadership attributes, it is sometimes possible to more successfully overcome negativity.	Adapting differing leadership styles	
I focus on the positives vice negatives. I realize that I can't change everything, so I have learned to focus on things within my sphere of influence and accept what I cannot change.	Focus on positivity	Learning and self-development
Taking the time to do self-reflection	Self-reflection	
Leaders are willing to let you get training and education.	Training and education	
You have to trust your staff that when they see something, they will be willing to come to you. Ultimately you need trust.	Trusting people	Improved people skills
Understanding that not everyone has the same work ethics to their work products.	Understanding that people are different	
Recognize that I can only be accountable for what I can control	Sense of accountability	Self-regulation
Continue striving for my goals and hope that things will fall in place eventually.	Striving for goals	

In describing the prevalence of self-leadership in their organization, Participant_8 mentioned that "self-leaders at different organizational levels." six respondents stated that self-leadership is not focused in their organization. Fifteen of the respondents had the opportunity to participate in leadership development programs before their promotion to a leadership position; three did not. Eight respondents do not consider seeking self-leadership training in their new leadership role; nine stated they did. The analysis of the highlighted benefits of having self-

leadership training or the team member is further divided into three themes: a- Team efficacy, b-Enhanced knowledge and skills, c- Enhanced leadership propensity.

In the first theme, team efficacy, the first initial code is improved work environment. A self-leadership training program helps in achieving a more productive and friendly work environment. The second initial code for this theme is increased effectiveness. This training program allows all team members to have a common starting point, which increases teamwork effectiveness. The third initial code for this theme is a sense of working in a team. It teaches one the right way to work in a team and gives the necessary less of cooperation. The fourth initial enhanced knowledge is speaking a common language. Through the same training, the team members speak the same language and better understand each other. The fifth initial code for this theme is to understand the importance of self in the team. Participant_11 shared that "It would allow them to understand the importance of self, and how the self is the missing piece of a successful team."

The sixth initial code for this theme is; understanding strengths and weaknesses. The self-leadership training programs allow one to understand their strengths and weakness. For the next theme is enhanced knowledge and skills, the first initial code is decision-making skills. Participant_12 stated that one of the best outcomes of this training program is improved decision-making skills. The second initial code for this theme is self-awareness. Self-awareness is a crucial element for team building. The third initial code for this theme is self-improvement.

Participant_13 mentioned that "we are working together to improve ourselves, so it is a team effort. It benefits not only the organization but also to their family and useful for the rest of their life." Participant_13 highlights the significance of team building as emphasized by Ireland et al. (2017) that team-building activities provide employees the feeling that belonging to their

workgroup is vital. The fourth initial code for this theme is understanding perspectives. These training programs allow the team members to address their shortcomings and understand views amongst other team members. The fifth initial code for this theme is understanding the role of personality in decision-making. Participant_14 mentioned that "the first thing is, the training will teach you about who you are and how your personality can drive decisions you make as a leader."

For the third theme, enhancing leadership propensity, the first initial code is confidence to lead the team. Through this training program, every team member acquires the trust of leading their team at any given time. The second initial code for this theme is developing people to become leaders. This training also developed the people in the right direction and set them off to become leaders themselves. The third initial code for this theme is the foundation of leadership training. Participant_15 responded that "it should be the foundation for any other leadership training and for being an effective leader."
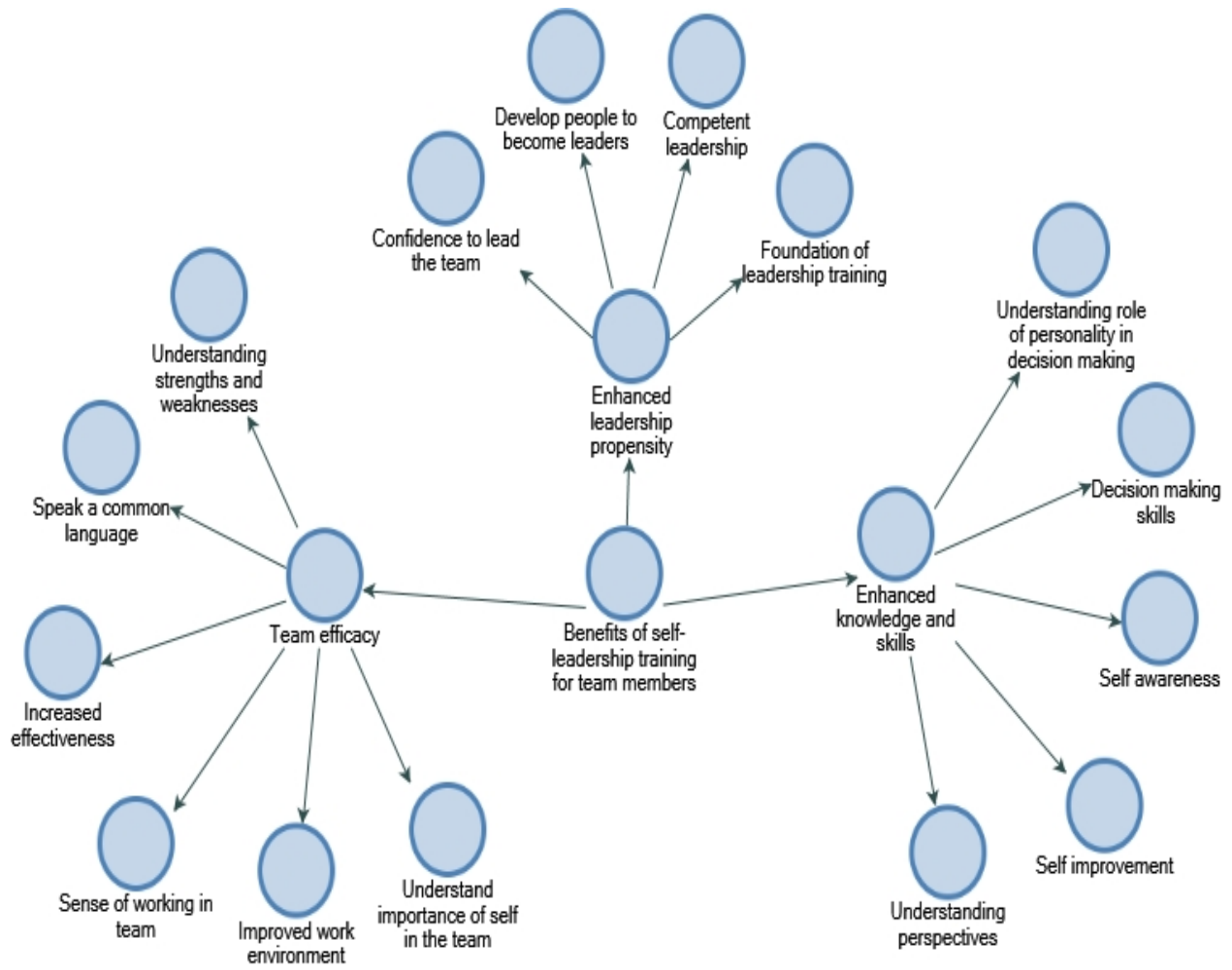
Figure 8. The benefit of having self-leadership training for team members.

Table 14

The benefit of having self-leadership training for team members

Representative Statements from Interviews	Initial Codes	Themes
Improve work environment.	Improved work environment	
Increased effectiveness as we would all have a common starting point.	Increased effectiveness	
Also, it will give you a sense of how well you work with others which is essential in team building.	Sense of working in a team	
speak a common language	Speak a common language	Team efficacy
It would allow them to understand the importance of self and how "self" is the missing piece of a successful team.	Understand the importance of self in the team	
Understanding your strength and weakness is important.	Understanding strengths and weaknesses	
I believe the biggest benefit for my peers and team members would be improved self-awareness and decision-making skills.	Decision-making skills	
Self-awareness is important to any team	Self-awareness	
We are working together to improve ourselves, so it is a team effort, and it benefits not only the organization but to their family and useful for the rest of their life	Self-improvement	Enhanced knowledge and skills
Members would be able to address their own shortcomings while understanding perspectives amongst other team members.	Understanding perspectives	
The first thing is, the training will teach you about who you are and how your personality can drive the decisions you make as a leader.	Understanding the role of personality in decision making	
They depend on competent leadership.	Competent leadership	
With self-leadership training throughout the team, everyone on the team can have the confidence of leading the team at any given time.	Confidence to lead the team	Enhanced leadership propensity
My job as a supervisor is to develop people to become future leaders as we complete the mission.	Develop people to become leaders	
It should be the foundation for any other leadership training and for being an effective leader.	Foundation of leadership training	

The analysis of the respondent's perceptions and views on establishing self-leadership training is further divided into three themes: a- Perceived Value, b- Proposed design, c- Views to make it a mandatory requirement.

The first initial code for the theme of perceived value is considering it a priority. The importance of this training program must be established as a priority. The second initial code for this theme is what is good for employees. This training program has a lot of benefits for the participants. The third initial code for this theme is necessary for talent development. Self-leadership programs are a necessity for the development of talent building. The fourth initial code for this theme is paramount to the organization. Participant_16 mentioned that "this is paramount for any organization to invest in their employees by providing self-leadership training. It's a good thing even if folks are not seeking leadership roles, we all need to know that first, we are leaders of ourselves."

The fifth initial code for this theme is a positive thing. 'This training program denotes that the organization cares and respects the different perspectives of the employees. The sixth initial code for this theme is positive thinking. Participant_17 shared that "It is a positive thing and means that the organization care and you need external training for their employees because they have a different perspective." The seventh initial code for this theme is a valuable tool. Self-leadership training is a helpful tool that allows the participants to add value to the overall organizational structure. The first initial code for the theme proposing the design of an employee development program. The establishment of the self-leadership training program aims at the formation of an employee training program. The second initial code for this theme is a foundational requirement. Participant_19 responded that "it should be a foundational requirement and be provided primarily in a classroom environment with others."

The third initial code for this theme is offering customized training. The self-leadership

training provides both organization and individual-specific training. The first initial code for the

third theme of view is to make leadership development mandatory, resulting in a mandatory

promotion. Some of the respondents suggest that self-leadership training must be made

compulsory for everyone who intends to step up on the promotion ladder. The second initial code

for this theme is non-mandatory. Some other respondents suggest; otherwise, Participant_20

stated that "as I previously indicated, my perceptions and views on the establishment of self-

leadership training is that it should not be mandatory because not all want to be leaders not want
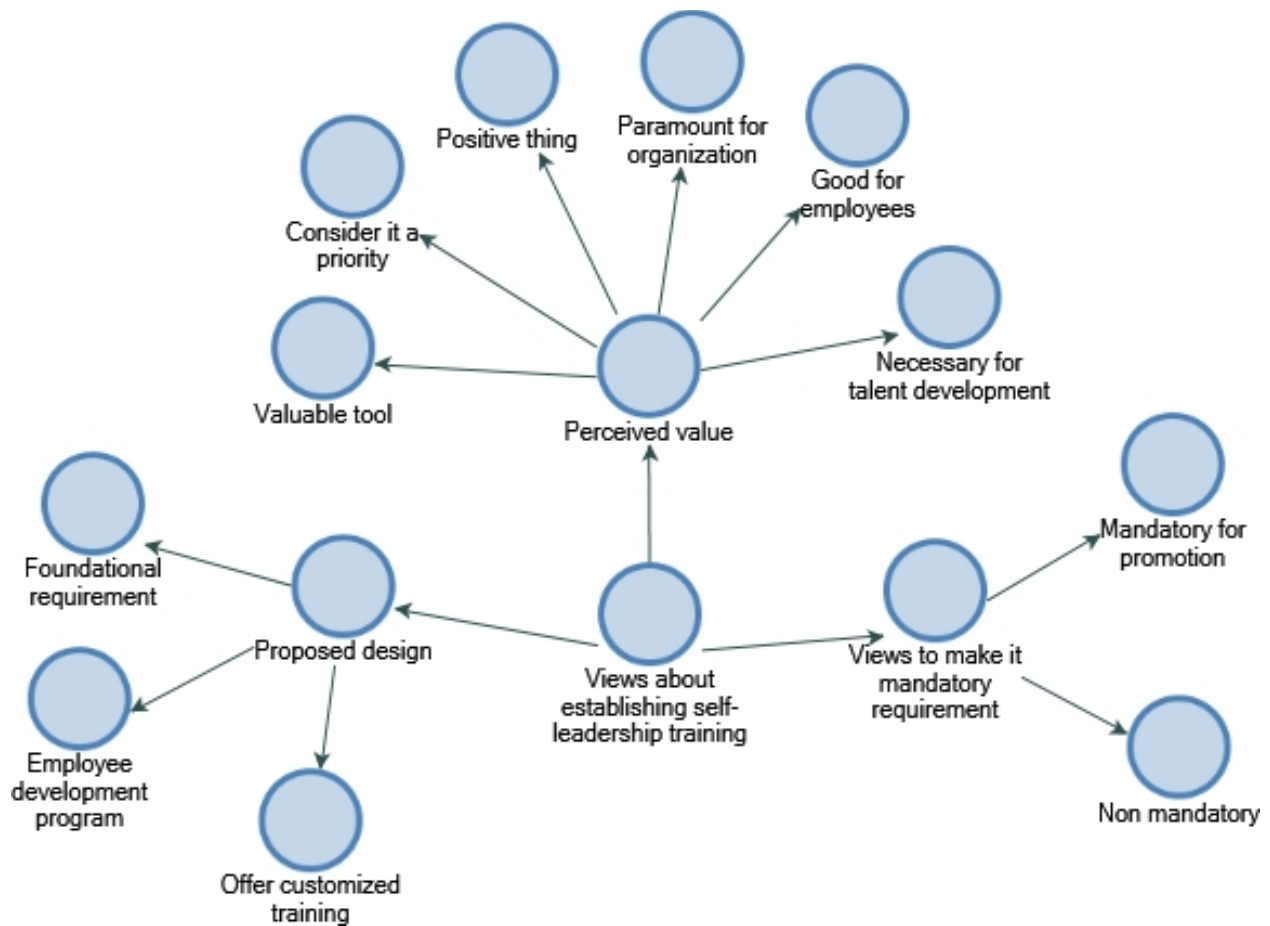
the responsibility that goes along with being a leader."

Figure 9. Views on establishing self-leadership training.

Table 15

Establishing self-leadership training

Representative Statements from Interviews	Initial Codes	Themes
It should be a priority and established with an understanding that it is needed training.	Consider it a priority	
Good for employees	Good for employees	
Self-leadership programs are necessary for talent development.	Necessary for talent development	
This is paramount for any organization to invest in their employees by providing self-leadership training. It's a good thing that even if folks are not seeking leadership roles, we all need to know that first, we are leaders of ourselves.	Paramount for organization	Perceived value
It is a positive thing and means that the organization cares, and you need external training for that because they have a different perspective.	Positive thing	
I think this could be a valuable tool at our agency. There is an investment when you voluntarily participate in any training, especially leadership.	Valuable tool	
The establishment of a self-leadership program should be like the development and implementation of any employee development program.	Employee development program	
It should be a foundational requirement and be provided primarily in a classroom environment with others	Foundational requirement	Proposed design
A self-leadership program should include foundational skills as well as individual-specific and organization.	Offer customized training	
It should be included periodic time, with gains for receiving the training as part of a promotion.	Mandatory for promotion	
As I previously indicated, my perception and view on establishing self-leadership training are that the training should not be mandatory because not all want to be leaders nor want the responsibility that goes along with being a leader.	Non-mandatory	Views to make it a mandatory requirement

Data saturation. The data saturation point was within the eighteenth interview. After eighteen interviews, the collected data yielded similar and consistent results. There were no exclusive or distinguishing ideas that occurred after eighteen interviews. Furthermore, no annotations were identified in the last two interviews that were conducted. Also, no new concepts would be identified in this analysis if the qualitative research interviews were to continue (Gugiu, Randall, Gibbons, Hunter, Naegeli, & Symonds, 2020). The merging of the seven consistent and recurring themes recognized above is an indication of data triangulation. Data triangulation is evidence of optimum authentication of the results of this study. Triangulation is composed of various data sources, which can shed light on the same phenomenon (Jentoft & Olsen, 2019). The discussion of the multiple themes supports the research questions posed in Section 1. The seeming themes comprised the following:

Leadership competency.

The ability to be a better supervisor and have improved leadership capacity for effective decision-making. To identify competencies and professional development needs, the organization performs a needs assessment to collect quantitative and qualitative feedback from participants (Nghe, Hart, Ferry, Hutchins, & Lebet, 2020). Leadership competency provides the structure for developing individuals to be prepared to move into a higher leadership role (Nghe et al., 2020). An organization that supports its employees' development gives them access to a broader range of development activities; they are more likely to report higher competence levels on the qualities and skills (Dawson, Hepworth, Bugaian, & Williams, 2020). There are different leadership competency levels between a leader and a manager in the level of skill and quality of service they provide to the organization (Dawson et al., 2020). This notion indicates the

importance of having the required self-leadership training or expertise as tools for managing

resources and people and the qualities and skills of a leader with leadership competence.

Human skill.

The ability to understand people means that this type of leadership skill will help the

leader better understand the people. It is essential to demonstrate human skills in our engagement

with other people to achieve a common goal. Every leader has to improve their soft skills, such

as communication, public speaking, and promoting those professional skills by interacting with

people (Akverdian, 2019). When discussing professional development, it is critical to developing

human skills with tools used for problem-solving. Human talent is simply considering the human

factor when engaging with others (Evans, Pawlina, & Lachman, 2018). curricula that once

provided students with these basic educational units no longer and should no longer focus solely

on knowledge-based competencies but should promote human skills development (Evans,

Pawlina, & Lachman, 2018).

Self-leadership.

Self-leadership training keeps a leader conscious of applying what they learn by

implementing leadership skill—self-leadership training helps learn and reinforce gratefulness

values. The course of this research establishes that the concept of self-leadership focuses on the

individual- or team-level goal achievement and is thereby not fully applicable to the broader

socio-organizational context (Bracht, Junker, & van Dick, 2018). Self-leadership gains

importance in the context of current organizational changes, like in newly developed agile

methods, where leadership is mainly replaced by self-leadership (Bracht, Junker, & van Dick,

2018). Self-leadership culture positively influences the employee's job satisfaction within a team

setting (Bracht, Junker, & van Dick, 2018). Self-leadership plays a crucial role in this context of

employees who work periodically in both a traditional office and home office without

supervision (Müller & Niessen, 2019). Self-controlling behaviors are crucial in everyday life.

For instance, self-control keeps people from over-eating or procrastinating on work tasks; we

examined within-person variations in self-leadership (Müller & Niessen, 2019).

Professional skill.

Having professional skills gives leaders access to effective decision-making. Leadership

training can help the leaders in making the right decision in the work environment. Academics'

international mobility promotes professional competence and self-awareness (Pylväs &

Nokelainen, 2021). This recent study emphasizes the augmentation of creating global networks

and enhancing current and future career prospects. (Pylväs & Nokelainen, 2021). The knowledge

and skills developed during the academic staff exchange period are closely interrelated with

generic working life skills (Pylväs & Nokelainen, 2021).

Concerning professional development, a recent study highlights the participants'

perceived development of generic professional skills, such as self-reflection, problem-solving,

and creativity (Pylväs & Nokelainen, 2021). Scholars agree that professional development is a

crucial mechanism for implementing education policies that call for change (Pak, Desimone, &

Parsons, 2020). Professional development generally needs to be content-focused, active,

collaborative, coherent and sustained (Pak, Desimone, & Parsons, 2020). Leaders must receive

professional development that supports their adaptations to the rigorous teaching and learning

expectations embedded in educational standards (Pak, Desimone, & Parsons, 2020).

Self-development.

Training obtained from adapting to various leadership styles makes it possible to

successfully overcome negativity when leaders develop themselves, thereby focusing on

positivity. Leadership educators must strive to develop a training curriculum for future

generations of leaders (Armstrong & McCain, 2021). For instance, the classroom must be

designed around constructing narratives about oneself, a group, and others to help students

develop an authentic leadership voice (Armstrong & McCain, 2021). A leader should not be

afraid of failure (Zhou, Mao, & Tang, 2020). Learning from failures is key to effective employee

functioning and long-term sustainable development (Zhou, Mao, & Tang, 2020).

Team orientation.

This is the ability to navigate daily crises as a team. Self-leaderships put one in charge of

their progress and allow one to keep a record of where they lack (Müller & Niessen, 2019). The

second initial code for this theme is conflict management. This gives a leader access to

constructive feedback. According to Huang, Jia-Chi, and Chang (2019), teams can be

characterized according to all team members' average goal orientation level. A recent study

identifies two different goal orientations concerning developing and demonstrating a team's

abilities (Huang, Jia-Chi, & Chang, 2019). Team orientation is another communication

characteristic that may influence a team (Guznov, Lyons, Pfahler, Heironimus, Woolley,

Friedman, & Neimeier, 2020). Team orientation occurs when team members' roles and

responsibilities are adjusted based on members' skillsets (Guznov et al., 2020). Communication

between team members impacts how roles and responsibilities are allocated (Guznov et al.,

2020). Sharing information is critical for team success (Guznov et al., 2020).

Learning and Growth.

A recent study identifies the importance of learning by targeting the impact of age on

growth rates (Arkolakis, Papageorgiou, & Timoshenko, 2018). Learning and growth relate to an

organization with a self-leadership program that enables a leader's personal and professional

development. This idea should be the foundation for organizational strategy and focus on the employees and emerging leaders for developing leadership capacity. According to Arkolakis, Papageorgiou, and Timoshenko (2018), learning affects an organization's growth and behavior. Arkolakis, Papageorgiou, and Timoshenko (2018) developed a framework to evaluate the significance of learning for organizational growth by appropriately adapting a standard learning mechanism. Learning is the critical mechanism that accounts for the professional growth rate. Emde (2020) asserts that high learning rates can have downsides if it is not aligned with required growth.

Relationship of the themes/patterns to the research questions.

The first question in the Interview Guide asked if participants were part of any Department of Defense (DOD) sponsored leadership Development Program (LDP) in the last five years. Also, followed by the question of whether the participants are in a leadership position. This question was the opening question in Part A of the research question, RQ1. The second question was whether the participant's current supervisor went through the LDP training before being promoted to the leadership role. The third question was whether the participant's organization mandate self-leadership training for supervisors. The fourth question was for participants to describe their leadership style with current team members. The participants identified six leadership styles. Transformational leadership and the servant leadership style were the most popular among the participants. According to Curtis (2020), rational thinking and imagination are positively correlated with transformational leadership when leadership and thinking styles are rated by followers rather than self-rated. Harb, Hachem, and Hamdan (2021) emphasized that leadership style is one of the most critical factors that promote employee organizational commitment.

The fifth question was for the participants to describe their perceptions and views on how self-leadership influenced team-building ability in the current organization. Goldsby, Goldsby, Neck, Neck, and Mathews (2021) state that increased self-leadership corresponds with better affective responses and improved team performance. Pillay, Nel, and Harunavamwe (2020) determined that self-leadership strategies (constructive thought patterns, behavioral strategies, and natural rewards) through psychological resources (hope, optimism, and self-efficacy) positively influenced job embeddedness. The sixth question was for the participants to describe the perceptions and views on how individuals' self-leadership enhanced the organization's growth and overall business success.

The seventh question asked if the participant would recommend emerging leaders to adopt the concept of self-leadership in their current organization. According to Wang, Gao, Sun, Liu, and Fan (2021), practicing relative self-leadership strategies may reduce leaders' procrastination. Lee, Park, and Choi (2020) suggest that increased self-leadership skills will improve a leader's self-management behavior. Participants' responses to this question determined whether they met the criteria as participants to this research and how they will answer subsequent Part B of the Interview Guide. Part A of the Interview Guide discusses how self-leadership supports team building. Part B of the Interview Guide discusses the barriers to self-leadership in team building. Eighteen of the twenty participants answered yes to the first research question. All questions that were asked these twenty participants in Part A of the Interview Guide followed the same format. Two participants answered no to the first research question before proceeding to Part B of the Interview Guide, the RQ 2.

Interview questions in Part A of the Interview Guide address research question RQ1 from Section 1. Research question RQ1 explores how self-leadership supports team building in a

Department of Defense component in Quantico, Virginia, and considers the barriers to leaders' team-building ability. In Part A, questions 1 through 7, inquiries are made regarding establishing a leadership development training, self-leadership curriculum, and the value the training brings to the organization's success and initial perceptions and views. Questions following the opening question were inquisitive and prompting questions. These questions were generated to produce responses from the participants that were spontaneous, exhaustive, and expressive. This action allowed the participants to reflect upon individual experiences and emotional states while creating data that allowed for new themes and concepts.

This research study's first developing theme resulted from the answers to the first question in Part A of the Interview Guide and the follow-up questions. The theme that emerged from interview questions 1 through 7 was based on the participant's preference for adopting self-leadership in the leadership development program's curriculum. Seventeen of the twenty participants answered yes to question 1D, that self-leadership should be part of the leadership Development Program curriculum. All twenty participants answered yes to question 7, "would you recommend to emerging leaders the adoption of the concept of self-leadership in your current organization?" Subsequent questions following the opening question resulted in the first developing theme of the participants' preference for leadership competency. These are leadership skills and behaviors that contribute to superior performance.

The participants agree that self-leadership training leads to leadership competency and self-leadership in the leadership development program curriculum. That mentorship was part of what aided self-leadership among the team, and eleven of the twenty participants had mentors. Ten of the participants believed their mentors supported them in becoming better self-leaders. One of the respondents said that their mentor influence and inspired them to reach their goals

through constant communication. Nine of the participants indicated their mentors did intellectually challenge them with new perspectives and ideas.

The following three developing themes address the research question RQ1. These themes appeared from questions 1 through 7 of the Interview Guide and additional questions. The next theme highlights the importance of self-leadership and how their organization should mandate leadership training. Seventeen participants said their organization does not require self-leadership training. Eleven participants agreed that their organization should make self-leadership training a requirement for anyone appointed to a leadership role.

The themes address Part B's research question, which is RQ2. The eighth question on how the participants would characterize the concept of self-leadership in the organization. Ntshingila, Downing, and Hastings-Tolsma (2021) suggest that the idea of self-leadership requires an individual to control personal actions, be self-aware, and utilize personal strength to perform tasks effectively. The ninth question was whether the participants had the opportunity to participate in any leadership development program before promotion to a leadership position. According to Sánchez (2020), improvement in a leader's self-leadership training makes them more involved with diverse perspectives in the organizations. The tenth question was whether the participants considered seeking out self-leadership training in the new leadership role. The eleventh question discussed what the participants consider the benefits of having self-leadership training for your team members.

The twelfth question was for the participants to describe their perceptions and views on establishing self-leadership training. Martha Pitta Uli Marpaung, Suza, and Arruum (2019) emphasized that self-leadership training is vital to improving work behavior in organizations. Kalra, Agnihotri, Singh, Puri, and Kumar (2020) suggest that self-efficacy is positively related to

behavioral self-leadership, which relates to adaptive performance. The thirteenth question

discussed whether the participants believe self-leadership would have aided the current

leadership position to build a cohesive team. The fourteenth question asked whether the

participants believe that the influence of self-leadership would have benefited the organization

and overall business. The fifteenth question asked if the participants believe self-leadership

would help build credibility, trust, and authenticity as a leader. The sixteenth and final question

asked whether the participants have the ability to create a plan and schedule and not lose focus

on a set goal.

These themes contribute to the body of knowledge on how self-leadership influences

team building and barriers to leaders' team-building ability. The answers provided by participants

show there are individual and organizational barriers to team building. Participants agreed that to

overcome any self-leadership obstacle in their organization, learning and self-development,

improved people skills, and self-regulation are critical factors for success. Fifteen of the

respondents said they had the opportunity to participate in leadership development programs

sponsored by the organization to develop and improve their people skills before being promoted

to a leadership position. Nine respondents consider seeking out self-leadership training in their

new leadership role.

Seventeen respondents agreed that self-leadership training would have aided them in their

leadership position to build a cohesive team. Seventeen of the twenty participants believe that

self-leadership influence would have aided their organization and overall business success.

Eighteen of the twenty respondents believe that self-leadership would help them build

credibility, trust, and authenticity as a leader. Sixteen of the twenty respondents mentioned that

they could create a plan and schedule and not lose focus on a set goal which is the attribute of

self-leadership. Five of the respondence are in a senior leadership position and apply all the

characteristics of self-leaders, and the skills they have acquired have enabled them to build a

cohesive team. The respondent's views on establishing self-leadership training are divided into

perceived value, a proposed design, and the perception that makes self-leadership a mandatory

requirement that will support building a cohesive team. The final analysis considered the benefits

of having self-leadership training that helps team-building ability should focus on the following

critical factors: team efficacy, enhanced knowledge and skills, and enhanced leadership

propensity to succeed.

Summary of the findings.

This qualitative research case study anticipates answering the research questions posed in

Section 1 and contributing to the body of knowledge regarding self-leadership influence in team

building with the Department of Defense component. This finding was achieved by exploring

how self-leadership influences team building. Twenty interviews were conducted using the

Interview Guide found in Appendix A. The DOD component employees in Quantico, Virginia,

who were invited to participate in the study were selected from convenience sampling. There

were almost 35 questions that were asked to the respondents, and the respondents answer 25

questions in YES or NO to specific questions. The analysis of the questions with yes or no

answers was presented in table form with their frequency. Nineteen of the twenty respondents'

study answered the questions in full regarding their self-leadership experiences, team-building

ability, leadership styles, barriers encountered during team building, and how to overcome those

barriers in the organization.

The participants addressed the influence of self-leadership in team building, and how

leadership development program influences the growth of the individuals, organization and

overall business success. There was two respondent who was uncertain if self-leadership could influence their team-building ability. The majority of the respondents believed they obtained leadership development training before they moved to their leadership roles. Only three out of the twenty participants were unsure if self-leadership training would have helped them understand how to build a cohesive team. Despite the relevance of self-leadership training, six of the twenty respondents believe that self-leadership training is not the focus of their present organization. Recent research shows that self-leadership gains importance in the face of rising complexity and a high speed of development and innovation in today's economy (Bracht, 2019).

Applications to Professional Practice

This qualitative research collective case study focused on exploring the influence of self-leadership in team building among leaders in the Department of Defense component. Like any other organization, the federal government still deals with ineffective leaders among its ranks. To solve the problem of inefficient leadership, an organization must encourage self-leadership within its ranks. According to Cranmer, Goldman, and Houghton (2019), self-leadership processes influence organizational outcomes. Cranmer, Goldman, and Houghton, 2019) assert that self-leadership influences corporate leaders' adjustment and subsequent commitment by assisting them in seeking organizational resources. The above statement means that self-leadership is a critical skill required for leaders to be effective in building a cohesive team. Flores, Jiang, and Manz (2018) believe that leaders can avoid the negative effect of conflict in the workplace due to poor quality team decision-making.

Organizational stakeholders should enhance leaders' self-leadership abilities to building a cohesive team (Cranmer, Goldman, & Houghton, 2019). Lack of self-leadership makes it difficult for leaders to lead effectively (Müller & Niessen, 2019). Self-leadership plays a crucial

role in leading or building a team (Müller & Niessen, 2019). Self-leadership is the key to

understanding why cognitive conflict sometimes leads to improved decision quality (Flores,

Jiang, & Manz, 2018). This idea supports the assertion that, through self-leadership, team

members can actively anticipate, guide, and focus their emotional responses to cognitive conflict

and reduce their experience of affective conflict, improving team decision quality (Flores, Jiang,

& Manz, 2018). The self-leadership strategy serves as a mediating self-regulatory mechanism of

leader's differences in predicting individual creativity because it is related to actions intended to

lead their goal-directed activities (Lin, 2017).

This qualitative case study's research questions addressed self-leadership role in

influencing team building and barriers to team-building ability lack of credibility, trust, and

authenticity of leaders within a Defense of Defense component resulting in inefficient leadership.

According to Marques (2017), Self-leadership has risen to prominence in recent years due to the

increased awareness of its importance for leaders in making more responsible decisions. The

research questions also addressed the including self-leadership training in the Leadership

Development Program curriculum of the Department of Defense component. The research

question discussed further the benefit of a leadership development program and self-leadership

training. The research question also answered the question of whether self-leadership training

should be a requirement in the organization. Goldsby, Goldsby, Neck, and Neck (2020) suggest

that self-leadership suggests that it can be an appropriate training tool for leaders to perform their

roles as decision-makers.

Goldsby et al. (2020) ascertain that self-leadership can help leaders better manage their

thoughts, behaviors, and environment to create a better workplace for improved results. Goldsby

et al. (2020) define self-leadership as the process in which people can regulate what they do,

interact with others, and decide to lead themselves. Marques (2017) agrees that self-leadership is a self-influence process in which one leads, motivates, and controls personal behavior toward reaching self-defined goals. The questions further explored the leadership style that participants applied towards their team members, which encourages mentorship. The research question additionally assessed if mentorship influenced or inspired the participant to reach their self-leadership goal. The relationship between self-leadership qualities and willingness to mentor can be explained by the improved sense of security and control among self-leaders (Ganesh, M Ángeles, & Vázquez-Rodríguez, 2019).

Several self-leadership theories and strategies were discussed in the literature review. Studies have found empirical evidence that people engaging in self-leadership strategies are more likely to improve their task performance than people not utilizing self-leadership strategies (Lin, 2017). Self-leadership strategies are the self-influencing processes through which leaders achieve the self-direction and self-motivation necessary to perform effectively (Lin, 2017). The influence of an individual's self-leadership is straightforward, which enhances creative performance (Lin, 2017). The self-leadership theory stresses the importance of creating and maintaining constructive thought patterns (Goldsby, Goldsby, & Neck, 2020). This research reinforces the notion that self-leadership cognitive strategies place responsibility for these thought patterns on the individual (Goldsby, Goldsby, & Neck, 2020). These thought patterns impact our perceptions, how we process information, and the choices we make almost automatically (Goldsby, Goldsby, & Neck, 2020).

There are two common and contrasting thinking patterns: opportunity thinking and obstacle thinking (Goldsby, Goldsby, & Neck, 2020). An opportunity thinker focuses on constructive ways of dealing with challenges. In contrast, an obstacle thinker focuses on reasons

to withdraw and retreat from problems (Goldsby, Goldsby, & Neck, 2020). A leader's starting

with a self-defeat attitude lessens their commitment to building a cohesive team, affecting future

engagement with the entire team (Goldsby, Goldsby, & Neck, 2020). Team building

interventions incorporate activities that focus on building self-efficacy, resilience, hope, and

optimism (Harunavamwe, Pillay, & Nel, 2020). Self-efficacy mediates the effects of constructive

thought patterns self-leadership strategies (Harunavamwe, Pillay, & Nel, 2020). Self-leadership

affects an individual's ability to connect with other people, teams, or groups in the organization

(Harunavamwe, Pillay, & Nel, 2020).

The themes developed from this study are relevant to improving leadership competence

and team-building ability through self-leadership training requirements for organizational. The

interpersonal competencies and good relationships resulting from self-leadership training among

employees are directly linked to team effectiveness and indirectly to higher productivity at the

workplace (Gaur, 2019). There is the need to have different approaches towards your team based

on their interpersonal desires to enhance their interpersonal and communication skills (Gaur,

2019). In the corporate world, individuals are encouraged to work as teams, and how well they

maintain their interpersonal relations has become the indication of their overall success (Gaur,

2019). Na-Nan and Saribut (2020) describe self-leadership as a process in which people control

their behavior and create influence through strategy and perception. Na-Nan and Saribut (2020)

emphasized that self-leadership specifies a collection of intra-individual strategies that provide

an explicit behavioral and cognitive prescription.

Another theme developed was self-leadership which identifies a leader's strengths and

weaknesses. Self-leadership allows a person to identify their strong point and shortfalls. Self-

monitoring positively moderates the relationship between thought self-leadership and adaptive

behavior (Alnakhli, Singh, Agnihotri, & Itani, 2020). The self-monitoring mechanism directly affects a critical component of a business process and adaptive behavior (Alnakhli, Singh, Agnihotri, & Itani, 2020). Self-leadership strategies and self-monitoring are vital cognitive processes that drive adaptive behaviors (Alnakhli, Singh, Agnihotri, & Itani, 2020). Additionally, constructive thought strategies play a positive role in an individual's self-leading capabilities (Alnakhli, Singh, Agnihotri, & Itani, 2020). Self-leadership is a process that can translate into the capability of handling challenges and sustaining self and others (Pina e Cunha, Pacheco, Castanheira, & Rego, 2017).

Organizations are now globally dependent on effective management and team building to be successful (Khan & Wajidi, 2019). The role of leadership is vital in building a cohesive team (Khan & Wajidi, 2019). Working environment and relationship amongst the leader and team members is the crucial factor that creates motivation and accelerates work to achieve goals (Khan & Wajidi, 2019). Team building functions are vital for group expertise and communication. Most organizations' success depends on the leader's and team members' talent and building effective teams (Khan & Wajidi, 2019). It is imperative to identify the processes that fulfill socio-emotional functions in the team and between team members (Turunen & Hiltunen, 2019). As trust and cohesion, the socio-emotional processes are necessary for the relationship building within teams (Turunen & Hiltunen, 2019). Self-leadership quality gives a leader the credibility and trust to build a cohesive team. There is a need for mutual support and respect among the team members in team building (Turunen & Hiltunen, 2019).

Team building refers to the activities that improve a team's effectiveness by developing working relationships, better understanding, and alignment among members, enhanced communications, and trust (Misra & Srivastava, 2018). Team building is the process of helping a

group of individuals, bound by a shared sense of purpose, to work interdependently with each

other, the leader, external stakeholders, and the organization (Fung, 2018). Effective teams are

not a matter of luck, and they are the outcomes of hard work, careful planning, and good training

(Flaming & Mosca, 2019). Team members who feel comfortable with each other have a higher

level of trust (Flaming & Mosca, 2019). Leadership is less about one person's authority but more

about the team's collective success (Flaming & Mosca, 2019). Leadership relates to having a

stronger relationship with individual task performance and team performance (Misra &

Srivastava, 2018).

The team's effective formation requires that the leader have the relevant skills, strategic

thinking, psychological culture, and the ability to assess the professional competence of

candidates' social, personal qualities (Grynchenko, Ponomaryov, & Lobach, 2018). A leader's

capability to foster the teamwork participants' professional and personal development is valuable

(Grynchenko, Ponomaryov, & Lobach, 2018). A leader should use a transparent process of

motivation and incentives to build and organize teamwork (Grynchenko, Ponomaryov, &

Lobach, 2018). team building consists of all activities to improve team members' problem-

solving ability by resolving both task and interpersonal issues that hamper the team's

functionality (Fung, 2018). Organizational leaders encourage team-building efforts to resolve

conflicts that had arisen within the team to maintain team performance (Fung, 2018). Teams are

formed to achieve corporate objectives as organizations generally recognized the importance and

benefits of project teams (Fung, 2018).

Teamwork is positively associated with perceived employee job satisfaction (Kopina,

2019). The level of self-management is positively associated with the perceived team

performance (Kopina, 2019). There is a significant and positive correlation between teamwork

and job satisfaction (Kopina, 2019). Shared leadership will most often not be successful when individual team members have different or inconsistent understandings of their tasks' goals and priorities (Pretorius, Steyn, & Bond-Barnard, 2017). Teamwork goals may suffer from absent or weak shared leadership, which could erode trust in the leader (Pretorius, Steyn, & Bond-Barnard, 2017). Trust affects team performance by initiating teamwork and other collaborative processes that make the team successful (Pretorius, Steyn, & Bond-Barnard, 2017). Trusting teams can naturally manage the interdependencies among their diverse areas of expertise better (Pretorius, Steyn, & Bond-Barnard, 2017).

Recommendations for Action

To address the lack of self-leadership resulting in leaders' inability to build a cohesive team, this study focused on exploring the influence of self-leadership in team building and the barriers that hinder team building within a DOD component in Quantico, Virginia. The themes developed during the field study analysis include the preference for developing leadership competency, human skill, self-leadership training, professional skill, self-development, team orientation, and specific learning and growth. The themes identified during the interviews' analysis in the participants' field study produced three recommended actions. These recommendations support the guarantee that businesses and organizational leaders determine the significance of self-leadership training in leaders' team-building abilities. These recommendations include developing a self-leadership training curriculum in all phases of the leadership development program, requiring every candidate for the position of a supervisor to take self-leadership training, using the LDP to develop a supervisory career pathway to applied learned skills in the LDP program.

Developing self-leadership training curriculum. One of the themes referenced from the field study interview process was establishing a self-leadership training curriculum in all leadership development programs, focusing on team-building abilities. Including self-leadership training in the LDP will enable future leaders and supervisors to have the necessary skill for leading others. A leader must first learn to lead themselves before having the capacity to lead others in the organization. Self-leadership training should be made available even outside the leadership development program for individuals who aspire to be in a leadership position and equip oneself with self-leadership skill will be valuable in the future.

Requiring self-leadership training for supervisors. The key to business success is having leaders with practical decision-making skills and the ability to influence themselves to work effectively independently. Self-leadership enables leaders to become more self-aware, disciplined and build stronger team relationships. Requiring or encouraging supervisors to take self-leadership training will be a value-added to organizational success. Self-leadership will allow a leader to influence others to act on vital issues to achieve the organization's goals. Additionally, to aid the leader in achieving their individual and professional goals. Self-leadership values include making a leader more efficient and productive and helping the leader remain motivated to motivate others and be more accountable to the team and the entire organization.

Establish a supervisory career path for applying learned skills in the LDP. Applying the recently learned self-leadership skill from the leadership development program is the most critical ability any emerging leader can display if given the opportunity. The ability to showcase what an individual learned from the LDP is the most rewarding experience the organization can provide. Failure to apply learned skills is a waste of the individual's time and organizational

resources. Creating a supervisory career path will reward individuals who are nominated to participate in the leadership development program. One of the best ways to help employees appreciate what they learned is to have them apply in a new way or practical sense what they have learned from the leadership development program in a new way. Escudier, Woolford, and Tricio (2018) suggest applying theoretical knowledge to specific problem-solving is the most critical and valuable use of what is learned. Organizations can influence how individuals' learned knowledge is applied from a leadership development program (Kersten, Taminiau, Schuurman, Weggeman, & Embregts, 2018).

Implementation of recommendations. The three recommendations will guarantee that organizational leaders are mindful of self-leadership's significance in a leader's team-building abilities. The successful implementation of these recommendations can only be achieved if championed by the Chief Strategy Officer and the Human Capital Management Office's office. First, all recommendations must be encouraged by the decision-makers and senior leadership of the organization. It is critical to get the senior executive's buy-in because when senior leaders recognize and support commendations, the recommendations' application becomes more generally accepted and effectively implemented (Guttenberg, 2020). Second, the human capital management office must include self-leadership training in the leadership development program curriculum; make self-leadership a required skill in the process of hiring supervisors.

The office of the Chief Strategy Officer must develop a strategy for including the supervisory career path in the Leadership Development Program and making the program rewarding by placing LDP alumni on a promotional path once they graduate from the program. The Officer of the Chief Strategy Officer and the Human Capital Management Office must develop a strategic framework for applying learned skills from any organization-sponsored

training program as a way to what they have learned. The organization must establish a

mechanism for measuring the value of training provided to the workforce. There should be a

strategy for measuring the benefits of self-leadership training to the organization, the importance

of any leadership, and how individuals can apply the skills learned from leadership development

program training. There should be a practical feedback mechanism provided. The organization

must implement participants' feedback in the Leadership Development program or any

organization's executive training.

Recommendations for Further Study

A review of the available academic literature could not identify studies that explored how

self-leadership influences team building among leaders. During the field study interview process,

it became evident that self-leadership influences the team-building ability of leaders. It was also

apparent that specific barriers prevent leaders' ability to build a cohesive team and that self-

leadership training is the key to team building. A recommendation for the further study includes

exploring the relationship between self-leadership and team-building abilities among leaders and

how the relationships impact organizational growth, specifically in the federal government. This

recommendation for further study is exploring how self-leadership influence in team building

impacts leaders' decision-making. Lastly, exploring how self-leadership influence is applied by

leaders with regards to collaborative team efforts within a leadership development program.

A review of the available professional literature could not identify studies that explored

the impact of emotional intelligence on self-leadership regarding a leader's problem-solving

abilities. An obvious interview process in the field study is that applying emotional intelligence

is critical to self-leadership training. Any organization must invest in its employees by providing

them with emotional intelligence training. Additionally, not being emotionally intelligent is a

barrier to the ability to build a cohesive team. Having the leadership competency of emotional intelligence will enable a leader to have the necessary skill to create a coherent unit for its success. A recommendation for the further study includes exploring organizational barriers to self-leadership, and organization barriers could range from lack of funding to take self-development training to lack of support and encouragement from supervisors for an individual to take external leadership training.

Reflections.

The purpose of this qualitative case study is to discover what tools, approaches, skills, methodologies, or theories, and to better prepare those in authority to self-leadership to assist team building and to evaluate those tools, methods, or theories. This qualitative case study also contributes to the body of knowledge on the influence of self-leadership and barriers that prevent leaders' team-building abilities. The action was accomplished by exploring self-leadership's influence on team building among leaders within the Department of Defense component. This study also examined participants' perceptions of the concept of self-leadership regarding the team-building abilities of leaders in the organization. The study included twenty personal interviews with a participant who volunteered in this convenience sampling. The participants were all employed in the same organization and have taken a Department of Defense-sponsored Leadership Development Training within the last five years.

Personal and professional growth. Discuss how conducting this research project has provided individual and professional growth. This research has a direct and broader impact on business practice in terms of insight on self-leadership as a skill necessary for business success. The study also adds to my personal growth through the knowledge I gained in conducting this research; there is a deeper appreciation of building a cohesive team and reflecting on my self-

leadership application topics. Some participants spoke freely when they realized that their identity would not be disclosed, and no personal information would be made available in the final report. Participants in this research used their time to answer the questions because the organization did not allow this research to be done on its time. Participants supported reviewing the transcripts of their interviews and available to respond to follow-up questions.

Biblical perspective. Integrating faith into the business function explored in this study means holding myself to a high standard of ethical and moral behavior and highlighting Biblical principles regarding how individuals do business. First, in selecting participants for the study, transparency and honesty was the guiding principle to establish trust between the researcher and the participants. Clarity exhibited by the research allowed for openness, trust and truth in response to the research questions. Participants did not answer all the questions, either as a result of not knowing how to respond to that question or the question does not apply to them at that time of the interview. Not answering the questions was better than not being honest with the researcher's response to this study. The Bible in the book of Luke 16:10 (NIV) says - "Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much." This research aimed to solve self-leadership, which starts with having an honest response with accurate data.

Leaders in today's business environment have a lot more to learn from ordinary individuals who made decisions that transformed them into incredible heroes that are still being talked about for more than two thousand years after Christ Jesus. Organizational leadership desperately desires the level of belief and a sense of purpose exhibited in the Bible. Some of the Biblical characters can teach current leaders of the business world of the Bible how to live a life that is aligned with the Biblical principles modeled by Jesus Christ. In chapter Genesis 37-50,

Joseph's story is an excellent example of self-leadership application regarding self-leadership. The man, Joseph, lived a difficult life and was sold into slavery by his envious brothers. His father was misinformed that he died as a result of a wild animal attack. His boss's wife later framed him because he refused to sleep with her and was thrown into prison.

Joseph interpreted the dream of a prisoner who was released and restored to his position, but the man forgot about Joseph when he got out, and that was another delay in his life. In the end, Joseph triumphed by becoming the leader of all Egypt–second only to the king, Pharaoh. This particular story of Joseph highlights his numerous leadership quality. Still, the part related to self-leadership is the story about Joseph not trying to defile his body by escaping from his boss's wife and was later framed (Genesis 39: 11–12, NIV). Joseph demonstrated self-leadership attributes by controlling himself and exhibiting restraint when faced with the temptation of sleeping with his boss's wife. There was also the self-determination attribute when he decided that he cannot sin against God and his boss. Great leaders hold on to their vision which sustains them through challenging periods in their lives.

Through his ordeal with Potiphar's wife, Joseph understood how to honor God with his body and that his body is the temple just as the scripture said in 1 Corinthians 6:19-20 (NIV) "Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your bodies." Another scripture supports this narrative in Romans 12:1-2 (NIV) "Therefore, I urge you, brothers and sisters, in view of God's mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will." The man, Joseph, exhibited

self-discipline, which is also an attribute of self-leadership. He refused to conform to the world's

interpretation of enjoying by sleeping with Potiphar's wife, thereby offending God. All Joseph

cared about was to honor and please God; he understood that his body was the temple of God,

and if he had canal knowledge of Potiphar's wife, God would not be happy with him.

Summary of Section 3. Section 3 emphasized the application to professional practice

and implications for change. A detailed overview of the study in Section 3 and a presentation of

the findings and conclusions that focus on the research questions. Section 3 addressed the data

collected, and the substantiation of the information gathered. Section 3 connected the results to a

considerable body of literature on self-leadership, discussing data saturation and differences

found in the data collected. Section 3 also addressed the recommendations for further study and

other actions required to support the analysis. This section comprised reflections on the

researcher's life experience with the qualitative research process—finally, there was a discussion

on the summary of the research result and the study conclusions.

Summary and Study Conclusions

The general problem to be addressed is the lack of self-leadership among leaders

resulting in ineffective team building. The lack of understanding, and the need to understand

oneself, causes a leader's lack of a sense of self-efficacy when addressing population needs

(DeWitt, 2018). This qualitative case study contributes to the body of knowledge on self-

leadership influence on team-building abilities among leaders in the DOD component. The

research includes several interviews with twenty participants in a leadership position, whether

leading a team or leading a program and taking a DOD-sponsored leadership development

program in the past five years. When the interview responses were analyzed, numerous themes

were also identified, which contributes to the body of knowledge relating to the influence of self-

leadership in team-building abilities among leaders in a component of DOD. The various themes identified to support the research questions posed in Section 1. The obvious themes comprised preference for developing leadership competency, human skill, self-leadership training, professional skill, self-development, team orientation, and specific learning and growth.

As a result of the study findings and the obvious themes identified, three action items were recommended for further implementation. These recommended actions consist of developing a self-leadership training curriculum in all phases of the leadership development program, which requires every candidate for the position of a supervisor to take self-leadership training. Another recommendation was to use the leadership development program framework to develop a supervisory career path through which graduates of the leadership development program can apply the skills learned in the program. Of course, the practical application of what individuals learn effectively improves their talent, especially if they have low-level prior knowledge of the subject of discussion (Wang & Han, 2021).

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Appendix A: Interview Guide

The interview questions will be located below and addressed the research questions identified in Section One of this research study. The questions are meant to examine the participants' experience in self-leadership—interview questions in Part A of this Interview Guide address research question RQ1 from Section One. Interview questions in Part B address research question RQ2 from Section One.

Part A

1. Did you participate in any Department of Defense (DOD) sponsored leadership Development Program (LDP) in the last five years?
   1a. How has the LDP training helped in your promotion in the last five years?
   1b. Was the LDP training a requirement or an option in the agency?
   1c. How was the LDP training conducted? In-class or online?
   1d. Was self-leadership part of the curriculum of the LDP?

2. Did your current supervisor go through the LDP training before their promotion to that role?
   2a. What do you consider the benefits of having a leader that has the LDP training?
   2b. What do you consider the benefits of having self-leadership training?

3. Does your organization mandate self-leadership training for supervisors?
   3a. If yes, what influence does self-leadership have in team building?
   3b. If no, do you think self-leadership training should be a requirement in your organization?

4. Describe your leadership style with your current team members.
   4a. Do you identify any leader as a positive role model?
   4b. Do you have a mentor? If so, did your mentor create goals for you to work toward?
   4c. If so, did your mentor guide you on how to reach your goals?
   4d. If so, did your mentor influence or inspire you to reach your goals?
   4e. If so, did your mentor intellectually challenge you with new perspectives and ideas?

5. Describe your perceptions and views on how self-leadership influenced your team-building ability in your current organization.

6. Describe your perceptions and views on how your self-leadership enhanced your organization's growth and overall business success.

7. Would you recommend adopting the concept of self-leadership to emerging leaders in your current organization?
   7a. Do you consider yourself a self-leader?
   7b. What are your self-leadership attributes?

Part B

The following questions are for the second research question in section 1.

8. How would you characterize the concept of self-leadership in your organization?
    8a. Describe any barriers to self-leadership attributes in your organization.
    8b. How did you overcome any self-leadership barriers in your organization?
    8c. Describe your perceptions and views on self-leadership in your organization.

9. Did you have the opportunity to participate in any leadership development programs before your promotion to a leadership position?

10. Did you consider seeking out self-leadership training in your new leadership role?

11. What do you consider the benefits of having self-leadership training for your team members?

12. Describe your perceptions and views on the establishment of self-leadership training.

13. Do you believe that self-leadership would have aided you in your leadership position to build a cohesive team?

14. Do you believe that the influence of self-leadership would have aided your organization and overall business?

15. Do you believe that self-leadership would help you build credibility, trust, and authenticity as a leader?

16. Do you have the ability to create a plan and schedule and not lose focus on a set goal?

17. Are you in any leadership positions? Please explain.

Appendix B: Electronic Mail Account

Participants in this qualitative case study should be able to email the researcher directly.

The researcher's email account will also serve as a channel for recruiting these participants for

the interview, and any questions they have should be directed to this email account.

Appendix C: Permission Request Letter

3/19/2020
Program Manager - DCSA - Leadership Development Program
Defense Counterintelligence and Security Agency
27130 Telegraph Road, Quantico VA 22134

Dear Program Manager:

As a graduate student in the School of Business at Liberty University, I am researching doctoral degree requirements. The title of my research project is the influence of self-leadership in the Department of Defense team-building ability. The purpose of this qualitative case study is to discover what tools, approaches, skills, methodologies, or theories, and to better prepare those in authority to self-leadership to assist team building and to evaluate those tools, methodologies, or theories.

I am writing to request your permission to conduct my research at the Department of Defense and contact your organization members to invite them to participate in my research study. For an individual to be eligible to participate in this research study, the individual must have been employed in the organization for a year or more. The individual must have attended the leadership development program or currently enrolled in any DOD-sponsored leadership training in the last five years; the individual must be a team lead, program lead, manager, supervisor for your organization's self-leadership attributes. Participants will be presented with informed consent information before participating. Taking part in this study is entirely voluntary, and participants are welcome to discontinue participation at any time.

The researcher would like to hold a meeting at your location to include the leadership development program manager past or present to explain the research study and pass out recruitment letters to provide information to all potential participants.

Procedures: If an individual agrees to be in this study, whether they are a supervisor, team lead or program lead, or emerging leaders in your organization, I would ask them to do the following things:

1. Participate in an interview with the researcher. This may take up to 30 minutes and will be voice recorded. (Team leads, program leads, emerging leaders, and managers).
2. Review interview transcript for accuracy, approximately 30 minutes. (Team leads, program leads, emerging leaders, and managers).

Thank you for considering my request. If you choose to grant permission, please respond by email to the researcher@liberty.edu.

A permission letter document is attached for your convenience.

Sincerely,
Joseph O Wolemonwu, Doctoral Student at Liberty University

Appendix D: Leadership Style Attributes

Attributes of self-leaders	Frequency
1. Passion for learning and self-improvement	
Active listener	1
Adaptability	1
Knowledge sharing	1
Learning attitude	1
Seeking feedback from peers	1
2. Self-regulation	
Accountability to team	3
Discipline	3
Independent	1
Positivity	1
Self-awareness	5
Self-confidence	1
Self-motivated	6
Strong work ethics	1
3. Goal Orientation	
Dedication to the mission	4
Focus	1
Goal-oriented	3
4. Critical thinking	
Creativity and innovation	1
Critical thinking	1
Decision making	2
5. Compassionate	
Caring and understanding	3
Compassion for people	1
Empathy	5

Motivating and supporting others	1
Selflessness	1
6. Inspirational	
Influential	2
Inspire Others	1
Leading by example	1
7. Humility and dedication	
Hard-working	1
Honesty	6
Humble	1
Integrity	3
Patience	1
Trustworthy	2
8. Team builder	
Clear communication	4
Relationship builder	1
Social skills	2
Team-oriented	1

Appendix E: Recruitment Letter

<u>Recruitment Letter/Email</u>

January 4, 2021

Re: *Exploring How Self Leadership Influences Team Building*
In <u>The</u> Department Of Defense

Dear: Participant

I am writing to let you know about an opportunity to participate in a voluntary research study about *exploring how self-leadership influences team building in the department of defense.* Joseph Wolemonwu at Liberty University is conducting this study.

Participation includes a *phone interview of 30 minutes time commitment with no compensation.*

Twenty senior leaders and team leads will take part in the interviews during this qualitative research study. These twenty leaders interviewed will be the size of the participants in a convenience sample. For inclusion in the study, participants will be both men and women currently employed and attended the DOD sponsored leadership program in the FY20, and in a leadership position in the past 5 years and still leading a program

There will be a follow-up to this letter to ensure we are on the same page with regards to the timeline set for the interview of every participant.

If you would like additional information about this study, please contact me at
████████@liberty.edu.

Thank you for your consideration, and once again, please do not hesitate to contact us if you are interested in learning more about this Institutional Review Board approved project.

Joseph Wolemonwu
Principal Investigator
Doctor of Business Administration - Student
Liberty University

Appendix F: Consent Form

Consent

Title of the Project: Exploring How Self Leadership Influences Team Building
in the Department of Defense
Principal Investigator: Joseph Wolemonwu, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be 18 years of age or
older and a senior DOD leader that either currently participates in or has participated in, within
the last 5 years, the DOD sponsored leadership development program. Senior leaders are those in
the rank or level of Senior Executive Service (SES) and those in the rank or level of GG-15 in
the Department of Defense pay scale.

Please take time to read this entire form and ask questions before deciding whether to take part
in this research project.

What is the study about and why is it being done?

The purpose of this qualitative case study is to discover what tools, approaches, skills,
methodologies, or theories are needed to better prepare those in authority to utilize self-
leadership, allowing them to assist team-building efforts and to evaluate those tools,
methodologies, or theories.

What will happen if you take part in this study?

If you agree to be in this study voluntarily, I would ask you to do the following things:
1. Participate in an audio-recorded phone interview that will last for 30 to 45 minutes.
2. Review the interview transcript for accuracy. The transcript will be emailed to you one
   week after the interview, should take approximately 15 minutes to review, and will need
   to be emailed back to the researcher within 1 week of receipt.

How could you or others benefit from this study?

Participants should not expect to receive any direct benefits from participation in this study.

Benefits to society include developing a better understanding of the concept of self-leadership
and how it influences team-building in the Department of Defense.

What risks might you experience from being in this study?

The risks involved in this study is minimal, which means they are equal to the risks you would
encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher and faculty sponsor will have access to the records.

- Participant responses will be kept confidential through the use of pseudonyms. Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.
- Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher and faculty sponsor will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or the Department of Defense. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study Joseph Wolemonwu. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at ████████ or ████████████████ You may also contact the researcher's faculty sponsor, Dr. Kim Anthony, at ████████████████

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Liberty University
IRB-FY20-21-270
Approved on 2-15-2021

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the researcher using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record me as part of my participation in this study.

_____
Printed Subject Name

_____
Signature & Date