

Inside-out Leadership: Strategies for Teachers Based on Their Perception of Self-leadership Role in Language Education Success

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Abstract

Leadership is a new way of being. Successful learning organizations and institutions are led by people who have certain qualities which are deeply rooted inside of them. When qualities develop, they lead to solutions contributing to the development of the organization as well as its people. This inside-out effect of self and self-development can be a key of success for a leader to pave the way for more sustainable development in the organization as well as in its individual components. The inside-out effect is a transformational change which occurs within a leader and exposes the beauty inside to the world outside by creating relationship in the process of his leadership. The main goal of the current paper is to review the way this internal process occurs and manifests in whole person called leader from different theoretical perspectives. Therefore, the current review is going to describe the concept of self and its role in self-leadership as well as to propose strategies derived from content analysis of research papers on language classroom teaching for teacher leaders in enhancing their awareness of personal qualities in leading their classrooms.

Keywords: self, self-leadership, inside-out-effect, leader, strategies

1. Introduction

University is a learning organization where people continually expand their capacity to create the result they wish for, where contemplation is nurtured, and where people are continually learning to learn together. Learning organizations are newly the result of interconnected business organizations which see business becomes more complicated and follow dynamic patterns which require more learningful communities and organizations (Senge, 2013). These days, you cannot have one person responsible for learning. The futuristic organizations will truly develop if they discover how to motivate people to be more committed and develop capacity to learn at all various levels of their respective organization.

Learning organizations exist because, in nature, we are learners. Learning is a unique trait that is deep down in us. Learning organizations have the potential for transformation. In simple terms, learning organizations are the true reflection of our nature as well as our love for learning. Pimapunsri (2014) found a high correlation between learning organizations and transformational leadership. Most of us are members of a team who would collaborate in an astonishing way, based on relational trust, to understand each other's strength and compensate for the weaknesses, for shared goals to produce unbelievable results. Such unbelievable results are the indications of the success of each team member who has worked professionally on his or her self-development as well as professional development. The concerning point is that most teachers are so engulfed by their daily duties and classroom involvement which indicate they fail to recognize their significant roles as teacher leaders to lead their followers and students for successful achievement of the school visions and missions.

The current concern today is how it would be possible to remind those busy teachers of their own inner capability for leading their students toward success. Thus, a current study describes teachers' perceptions of their own self and self-leadership role for bringing more success to the English language program. This will

lead to better understanding of the inner side of the teacher for proposing strategies taken by classroom teachers in general and English language teachers in enhancing their awareness of their personal qualities in teaching ESL learners in the English language ecology in particular. As a result, different domains of self are introduced and used as the base for proposing teaching strategies in the classroom.

2. Objectives

This academic paper aims to achieve two objectives: (1) to determine the applicable domains of self and (2) to introduce the strategies teachers use in their classes based on their own perception of self-leadership and its applicable domains particularly in language learning classes.

3. Research Methodology

The content analysis of the related literature on self-development and classroom teaching focused on the implications of the three domains of self-development and their implications in forming strategies which could be entitled as classroom strategies applied. For better improvement of any classroom teaching observation especially language classroom teaching, a variety of observational analyses (informal analyses) were conducted through seven years of experience of interacting with different EFL (English as a Foreign Language) classes in Thailand recorded in an informal written journal. The main participants who were observed were Advanced English teachers' classes including his own (more than 40 hours of video recording of his teaching) during 6-7 years of teaching in different international sections of universities such as ABAC(IELE), Ramkhamhange University, Mahidol University, Chulalongkorn University Language Institute (Culi), Bangkok Management School based on Convenient Sampling.

The Ecology of Leadership in English Language Education

The leadership theories are reflected in various models and frameworks to demonstrate what occurs in real practice in the world of education. Among these theories, situational leadership is based on the assumption that leadership is a universal phenomenon. In simple terms, different leadership styles are taken by individuals in various situations. The second or foreign language education also possesses its own groups of leaders from different cultures in which they collaborate to lead the English language learning organizations. Murry (2001) has invoked the metaphor of language ecology in order to describe the context for leadership in ELT. Murry (2001) also used the term of ecology to describe the practice of English language teaching in learning organizations.

Like other learning organizations, English language learning organizations also encounter the changing context of teaching and learning. This constant change requires leaders with strong visions and charismatic characters. Bennis and Naus (1997) believed such leaders need to apply four strategies to lead in such a learning organization: attention through vision, meaning through communication, positioning, and the development of self. In current leadership development, the self-development is the foundation of success in English language classrooms. Hayes (2012) situates his study within a context in which there is a general belief that success in English, right from school level, is a key factor in national competitiveness and is of paramount importance to national economies in a globalized world. This has led governments to make significant investments in English-language education. Therefore, the following part is dedicated to the self and self-development in leadership.

The Role of Self in Leader and Leadership Development

Therefore, developing as a leader in general is a well-recognized theme among educational leaders as well as business leaders. The requirements mentioned by various educational leader developers emphasizes the development of oneself by acquiring cognitive and personal strategies or skill development in creativity, goal setting, negotiating, and time management in order to become a role model for his or her students. The self is, however, a loose concept for leaders while it is the stepping stone for self-development. It is a leader's own development process which is central where it is leader's self-awareness, organizational environment mastery, connecting with ideals, and mind and heartfelt activities that constitute leadership development. which requires his self-awareness and organizational environment mastery connected to ideals, mind, and heartfelt activities. (Please consider whether the rewritten statement meets what your highlighted idea. If yes, use it replacing the yellow highlight.) Various studies argue that more self-control, self-estimate, and self-confidence are the results of self-awareness and self-development. Some research evidence reveals that there is a correlation between the way in which we perform our roles in our organization and the principles to which we personally ascribe (Rue, 2001). Such a leader has gone through a process which is called leader development in which the attention is on *intrapersonal capabilities* such as self-awareness, self-regulation, and self-motivation. In a real practical context, however, these capabilities are essential to be integrative side by side. If such requirements are met, the leader needs to take leadership development with an emphasis on *interpersonal capabilities* such as social awareness and social skills. Thus, in social contexts, a leader needs to interact with other people and the environment in which he is working. Leadership development in terms of self also emphasizes the connection between body, mind and reflection. In their experimental paper, Tat and Zeitel Bank (2013) focused on physical and cognitive perspectives of learning. It was claimed that the analysis of the relationship between body, mind, and reflection could be taken as a privilege to develop self-leadership competencies. This relationship could bring potential changes in the self-assessment of self-leadership. Their study underlines the process of self-influencing through which a person controls his own behavior, leading himself to achieve the self-direction and motivation to perform. In other words, the experiential learning was believed to conceive a continuous process. It is regarded as a holistic, adaptive process of combining different human functioning such as thinking, feeling, perceiving, and behaving within an individual. Every individual can develop self-leadership competencies when he undergoes a real experience on physical level. The study selected master program students to be guided through physical exercises while concentrating on different self-leadership competencies such as self-awareness and self-discipline, as well as creating positive thought patterns, empathy, communication and relaxation. The result showed that the combination of physical body, mind, and reflection is another way for developing self-leadership for those who are interested to develop "Self" as the core with regard to its applicable domains

Applicable Domains of Self

Leadership was believed to be defined and measured as a type of intelligence (Murphy, 1996, p.2), especially in educational institutions. Intelligence is seen as a dynamic phenomenon. In other words, humans have intelligence which is developed over time. His comprehensive study on 1,029 individuals who reflected leadership excellence revealed that they had a high IQ in leadership. The study focused on behaviors which made a distinction between these leaders and other people. The outcome of such an extended study with an application of wide range of assessment tools proved that successful leaders followed specific principles and performed various roles. Murphy and his colleagues created the "leadership IQ Development Guide" which could be used as a development tool that enhanced skills in leadership.

Goleman et al. (2002), in the research with more than 200 large global companies, concluded that traditional qualities associated with leadership were insufficient. The traditional qualities emphasized that IQ would be the main quality necessary for leadership whereas Goleman et al. (2002) introduced EQ as one of the

essential qualities of a leader. The EQ theory postulates that IQ, known as conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence which comes from competence models. These competencies determine how we manage ourselves known as personal competence in Goleman's terms as well as how we handle our relationships with others known as social competence. Success needs more than IQ which has tended to ignore essential behavioral and character elements. Popper and Lipshitz (1993) also argued that the development of self-efficacy and awareness of others are taken into consideration by leadership development. Those who have higher social and personal competences have higher degree of self-awareness and more tendency toward self-development. These people are less ego-centric and have more care for others, more dominancy over themselves, more consistent emotions, and are less defensive as Howard and Bray (1988) stated. Leaders with high EQ pay more attention to how they control themselves and their relationships (Goleman et al., 2002). Other scholars Kouzes and Posner (2008) claimed that concepts, such as self confidence in leadership, reflect more probability to try difficult leadership tasks. The concept of self-confidence in leadership makes a distinction between effective leadership and that of ineffective one in difficult situations. Likewise, some other scholars, such as Kets de Vries (2007), also view it as an essential quality for charismatic leadership.

Karp (2013) believed that self is a vague concept in practical leadership though the concept of self is much discussed in various researches on leadership. Tabrizi and Terrell (2013) believed that, from the moment we are born, we have to face and experience various events which associate memories into a story-the story of who we are. These memories, events and experience make a choice and reflect a story about who I am. The story of our past is so strong that we hear that I believe my past has made me who I am today. This linkage between the past and who I am is a foolish concept which contains the essence of true self when we express a subjective narration we repeat over and over in our mind (Tabrizi and Terrell, 2013). The fish tank metaphor as these authors mentioned is reflecting the true trend of life, and it seems essential to clear out the fish tank which is tarnished with negative thoughts. The main point regarding our true self is not how we look in appearance or what we have in our thoughts. It is emphasized that lack of control of our thoughts is not essentially bad; it is an indication of we are not our thoughts. It seems difficult to learn that there is a distinction between our thoughts and what we know as our true self. This realization is known as *awareness*. This is also true that our emotions also are not what we are though they may affect our behavior, but it is not a part of our true core self. In fact, we are not the emotion we experience at any given time. In simple terms, if we bring it together, we are not the function of the human ego. The ego is defined as the blue print for dysfunction that every human being carries within (Tolle, 2005). Tolle (2005) also proved that our ego attaches itself to external, peripheral, or impermanent things shown as "I". Consequently, it is the initial step if you are honest with yourself. Therefore, Knowing is the first step in which awareness has a crucial role. To be more precise, we need to start by exploring the true "Self".

Inside-Out-Effect: Transformation from True Self

True self is the root for a successful and sustainable futuristic leadership. It will be revealed through a transformational framework known as the inside-out effect following KNOW-BE-LEAD trend. The first part of such trend focuses on the "KNOW" which reveals who I am and how the authentic "I" will lead others. Such a framework helps an individual experience the inside-out effect which affects his performance. To clarify the concept, positive psychology as well as neuroscience researches (Soosalu and Oka, 2012) have conducted great amount of research to improve any individual's performance. As a researcher on motivational psychology at Stanford, Dweck (2006) introduced the power of "Growth Mindset". Based on the findings in developmental psychology, Dweck (2006) classified individuals into two groups: those who have growth mindset and those who enjoy fixed mindset. The growth mindset individuals are more open to challenges and show more

resistance while facing hurdles and try to learn more from their failures and see their attempts as the route to dominant mastery. On the other side of this coin, individuals who have fixed mindset believe their abilities are static and inner. These individuals avoid facing challenges and submit to difficulties and neglect feedbacks which are negative but useful. Cashman (2012) also emphasized personal mastery and believed that each individual is being called to lead by making connections among life experiences, values, and talents under certain conditions. This reflects individual's capability to rise to the life challenges based on the person's understanding of his gifts. These connections would lead to a meaningful context. The integration of the values and strengths as Jung (1993) explained is "growth toward wholeness". In his book, *The Fifth Discipline*, Senge (2013) believed that individuals who have dominant personal mastery have awareness of their ignorance, incompetence, growths and strengths, and self-confident. Besides, the inside-out-effect transformation emphasized the role of brain in knowing more inner-self for moving to the "Be" and leading others. Tabrizi and Terrell (2013) also made a distinction between rational brain functions and those of intuitive brain to explore true self. The rational brain concentrates on concrete aspects of the issues in a mechanical and analytical way to categorize them for interpretations and order creation from known to unknown. The point is that rational brain fails to function in negativity and fear. It takes a careful and anxious awareness. On the other side, the intuitive brain has tendency towards peace, hope, creative thinking, and curiosity. It tries to make a connection between irrelevant points to find a chance to find solutions in every situation. The point is that, mostly, human has tendency to rational brain to solve his problems but fails to achieve real happiness. Soosalu and Oka (2012) further believed that the new form of leadership is not about a specific style of leadership; it is rather about the leaders themselves and their potentials to get into new levels of consciousness and wisdom while making decisions. It was believed that such a form of leadership is more sustainable and wise because it requires the leader himself to be more authentic by connecting deeply with his inside for more reliable connection with others and his community he is in touch with. In other words, a wise leader will lead authentically if he has integrated across the three brains of head, heart, and gut. This integration of brains will contribute to better decision making. The integration of three brains generates a truly adaptive leadership.

Envisioning Self towards Core Values

The main step after knowing the true self is when every individual can learn how to define his vision and envision himself based on the core values for which he stands. As Tabrizi and Terrell (2013) put it, it is the transition from self-discovery to self-commitment or in the precise terms transition from Knowing to Being. This clarifies that every individual can achieve the inside-out effect when he is living his life professionally and personally in alignment with true self. It will be possible if he can discover his core values and then lives his life in direction of such values to achieve his goal by diminishing his friction and optimizing his inner energy around what matters to him most with a sense of fulfillment to get his purpose. This will bring about change in his life. This change when starting with changing him from inside will lead to his authenticity in leading others. The role of EQ as Goleman et al. (2002) is inevitable at this stage because it links personal competence to social competence. The personal competence includes self-awareness and self-management. To be more precise, Goleman's Emotional Intelligence has five elements including self-awareness, self-regulation, motivation, empathy, and social skills. Learning more about true self is dedicated to this element where a person knows and cultivates strong sense of who he is and how he feels under different circumstances while he is living. After being well aware of his own strengths and emotions, self-regulation will reflect more mastery over such strengths and emotions by maintaining perspectives through conscious choice making to stay away from the ego. The motivation for fruitful life starts with passionate choice of core values by heading in the path of meaningful life. This stage of life will achieve the goal of leading with authenticity by having empathy for others when the inside competences push to be more compassionate toward others. Such a passionate care and

emotion towards others will empower the inner self to learn more about others and how skillfully contribute to their well-being. The last element of EQ underlines the requirements needed for empowering others. The great change in a person emanates from the passion for helping others and creates a sense of being responsible for others. This is the result of a phenomenon which is referred by Tabrizi and Terrell (2013) as the Pygmalion Effect. As the name implies, it comes from a fictional sculptor who carved a woman body and fell in love with it. Later in Harvard department of psychology, a psychologist named Rosenthal used the idea while teaching and researching school students and found out that teachers' expectations affected their students' performance and behavior. Rosenthal proved the hypothesis while cooperating with school teachers. In other words, teachers' views about a group of students who were expected to have high IQ affected the way teachers acted towards them and, in return, the students performed to a higher level in comparison to other groups. The fact is that expectation is not just towards others which proved inevitable, but it also works from inside the person himself towards his own performance. It is regarded as a defining feature of effective leadership. Teachers and principals in educational organizations who believe in such effect have the capability to lead their followers and students and motivate them to enhance their performance in achieving their goals. This is also effective the other way round where a leader who treats his followers inadequately often ends up with employees or students who are disappointed and perform poorly.

The fortunate fact for authentic leaders is that, naturally, they have a positive Pygmalion effect on their followers. Therefore, such leaders see situations without clinging to a negative situation. This means leaders reflect opportunity and humanity in their interactions with others through compassion and mutual understanding. When a leader or a teacher treats his followers and students with high motivation and worthy of meaningful work, they will believe it and upgrade themselves to achieve such an expected level. This will lead to greater fulfillment and performance.

It is the self which regulates the inner condition of the individual (leader) on which the success of his practice (leadership) relies as Scharmer (2007) argued. The individual's self rises in response to and formed by daily demands in person's life and his continuous interaction within his organization or his school. In a profound study, Chamine (2012) introduced Positive Intelligence (PQ) which is groundbreaking practice of stress-free performance. PQ was developed over long coaching period of many companies' leaders as well as their teams by Chamine (2012) at Stanford university. The highly effective stress-free method of PQ helps individuals develop their mastery over their minds to reach their potentials. According to his findings, every individual's mind sometimes works for and sometimes is against him. The tug of war between the negative saboteurs which sabotage his health and success and his sage which is a serving mind positively supports his success and joys. In consequence, Positive Intelligence leads you to find the way to the sage for better life. The PQ functions inside of individual's minds are illustrated in Table 1.

Table 1 Components in Positive Intelligence (PQ)

Survivor Brain	Positive Intelligence Brain
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Voice	Saboteurs	Sage
Focus	survive	Thrive
Emotions	Anxiety, anger, disappointment, shame, regret, guilt, blame	Curiosity, empathy, joy, creativity, peace, calm, resolve, gratitude,

Source: Chamine, S. (2012). *Positive Intelligence*. Austin, Texas: Greenleaf Book Group. p.79

Conceptual Framework of Inside-Out-Effect

Authentic leaders do not see themselves as victims of their circumstances. They do not lament their lack of formal authority, and they do not wait for others to come to their rescue. They accept responsibility for their contribution to the situation, and they are committed to making a positive difference.

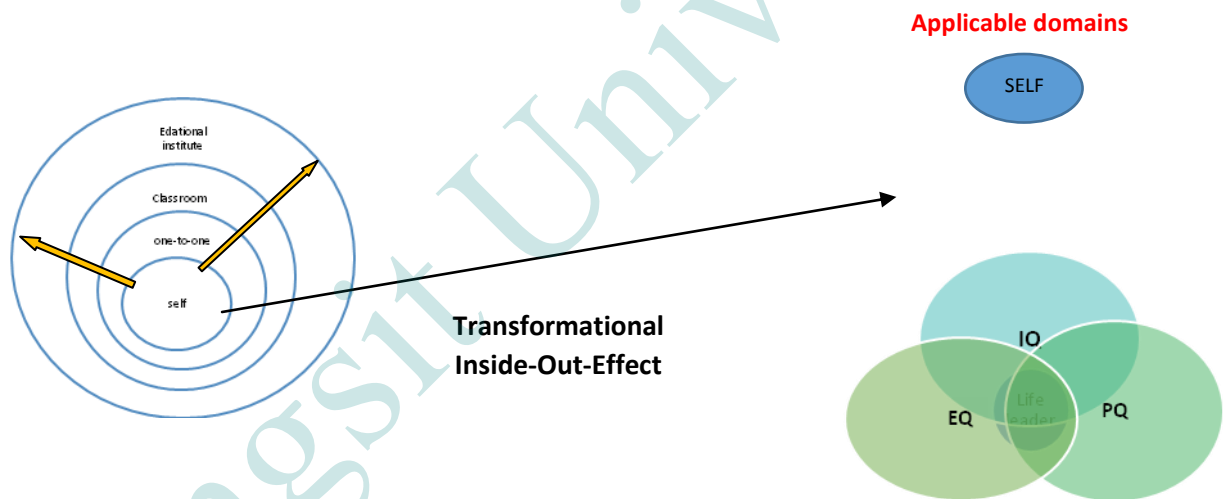


Figure1 The conceptual Framework of the study Source: Researcher (2015)

Self and leadership are connected as some concentric circles that build upon one another (See Figure 1). It starts within through becoming consciously aware of ourselves, who we are, what we stand for, what we care about more than the next raise, promotion, or the approval of those around us. Awareness enables choice and is at the core of self-leadership. Once we can lead ourselves; then, we can reach out to lead others one-on-one. As mentioned earlier, the only way we have to lead other people is through communication, both talking and listening. Once we are capable of leading one person through effective communication, we can tackle the more complex social dynamics involved in leading a team – keeping everyone rowing in the same direction. Beyond team leadership lays the challenge of leading a cross-functional organization, which is more like being the captain of a super-tanker. You cannot just grab the wheel and make a quick turn, and it can take a very long time to get your direction to turn into changes where and how quickly the ship is headed.

Figure 1 reflects the intersection of three applicable domains of self. As it is illustrated, the interaction and intersection of these domains provide the solid inside self of any individuals who are fully aware of their own competencies and capacities such as intellectual capacity (IQ domain), emotional capacity (EQ domain) and positive thinking domain (PQ domain) for forming central core of every individual person and particularly the teacher in the classroom. The dominancy over such domains can account for the reflection of such interaction within an individual teacher. While a teacher is interacting with other teachers and his students, the gradual reflection of such collaboration and interaction of domains will be crystallized in his outside world while working with others in his institution as well as his outside world. This gradual movement from the understanding of self towards the understanding of others is known as a transformation from inside towards outside the world which is known as the inside-out transformation.

Self in Inside-Out-Effect practice: Strategies in Real Context of Teaching and Learning

Various studies (Houghton and Neck, 2002; Ricketts, et al. 2012) suggested different strategies which emanated from self-leadership, a process whereby individuals try to use self-awareness, self-management, self-motivation and self-direction to behave in a manner necessary for hilarious outcomes in reflected in their workplace i.e. classroom. Ricett, et al. (2012) classified self-leadership strategies into three overall dimensions of behavior-focused, natural reward, and constructive thought pattern strategies.

The first category is behavior-based strategies which mostly focus on self-awareness in which individuals try to manage their behaviors. The behavior-based strategies have five sub-scales which are self-observation, self-goal setting, self-reward, self-punishment, and self-cueing. Self-observation scale is when an individual observe his own behavior which would end up to better realization of when and why he or she behaves like that. This will also lead to a capability to change or leave certain behaviors. *Self-goal setting* refers to the time when a person sets challenging goals particular to himself that shows a strong will and motivating impact on his performance. *Self-reward* is when an individual uses something as reward either tangible or abstract to encourage favorable behaviors and goal achievements. *Self-punishment* is a scale in which an individual tries to control and form favorable behaviors through effective constructive criticism which will be more influential than punishment. Self-cueing refers to application and practice of such favorable behaviors before real time and actual performance which will prevent certain expensive drawbacks (Houghton and Neck, 2002).

Natural reward strategies concentrate more on the happy dimension of activity. The individual focuses on thoughts on the intrinsic rewards of such activity or motivation formed for the performance of a particular task. This sense of self-achievement and reward enhance the competence and increases a feeling of self-control and purpose. Houghton and Neck (2002) believed that activities and tasks in classrooms, for instance, create more joy and favorable work environment and leads to more job feature appreciation which leads to a person's higher level of performance.

The last dimension of self-leadership in this regard is *constructive thought pattern* strategies which are the construction and sustaining ground for creating thought patterns which inspire positive thinking as Norris (2008) introduced. In such dimension, an individual visualizes his successful favorable behavior, self-talk, and his evaluation of his own performance and beliefs. At this dimension an individual goes through self-analysis in which he identifies and discards negative thoughts and replaces them with more positive, rewarding reinforced thoughts. In the same manner, self-talk would be replaced by sage which is a serving mind that positively supports his success and joys (Chamine, 2012). In a recent study on the exploration of teachers' perception of their leadership role, Koosha, et al. (2015) proved that teachers' perception of their leadership positively influences on English language students' achievement. The collected data through a questionnaire survey of

teacher leadership which was developed by Katzenmeyer and Moller (2009) indicated that most teachers acted at an average level of teacher leadership in their classes.

4. Results

This academic research has achieved its main objectives through the analysis of the content in related literature as well as observational analysis conducted through observational notes and journals written and recorded in an informal way as well as researcher observational analysis of his own teachings and class performance recorded on 40 hours of video recording with seven years of teaching experience and observation of English Language Teachers teaching advanced English classes in different Thai universities such as ABAC (IELE), Culi in Chulalongkorn university, Mahidol university, Ramkhamhange University and Bangkok Management School which were selected based on convenient sampling. The collected data and their analysis reflected that the two objectives of the study were achieved. Firstly, It was clear that there were three main applicable domains for English language teachers who could develop their true self in their Institutes where their awareness of such domains can increase their leadership through creation of healthy institute climate which is a critical issue in the employment of teacher leadership. Secondly, such teachers could apply three main strategies for their success in teaching. It was suggested that risk taking must be supported by letting their teachers know more on their own capabilities and boundaries to try new strategies. At the same time, teachers need to join more orientations and seminars which promote more autonomy and willingness to apply real best practice for university teachers. The study emphasized that teacher development would lead to the improvement of English institutes. Moreover, teachers' interaction with each other would result in the professional development. This study suggests further researches on the teachers' educational level and their leadership roles as well as their experience and the teacher leadership for the future.

5. Discussion

Organizations and societies consist of individual human beings. The collective builds upon the characteristics of those individuals and additionally reflect gradual emergent domains of self. As these domains described above become more and more integrated and embodied by individuals, the culture of collective bodies begins to shift as well. Individuals with the capability to self-reflect who are aware of their internal structures aim to balance consciousness and unconsciousness. They try to be mindful and to present and to act from a place beyond their separate sense of self when getting together. They strive to act from a place of deep connectedness, compassion and insight, and therefore, form a totally different "We." The collective consists of the intersubjective space that exists between people in relationship. It is what lies between individuals. They feed on it, too. With this level of awareness in individuals, organizations become purpose-driven and self-steering systems with distributed authority. When people identify with a purpose that is greater than themselves and engage in self-steering structures, practices and cultures, suddenly energies unfold what were previously unavailable. These strategies allow for a more comprehensive integration of internal and external stimuli and more sustainable decision-making and behavior. Thus, they foster self-regulation and self-leadership of individuals, teams, and organizations. If trained and automatized in practice, they promise to change emergent collective phenomena towards increasing sustainability and life-support. There are also educational organizations among those which have already transformed and represented fundamentally new structures, practices, and cultures. On the basis of a well-founded multi-disciplinary perspective, we derived a basis for leaders in the educational context to develop a more balanced and integrated self-leadership practice.

6. Conclusion

The foundation of successful leadership in any learning organizations whether in business or educational organizations is self. Therefore, it is important for any leader to comprehend the self in relation to the real act of leading his followers. True self is the core and the essence of the action of leadership. The quality of self is the determination of a leader's understanding of himself as a true human. The leader, therefore, is bound to cultivate understanding of self for performing his role as a leader. This cultivation will lead to the transformational inside-out-effect which is a well-ground foundation for a leader to know himself and understand his own capabilities to have a growth mindset for being what you are. This will be possible if an individual can use his own intuitive mind by exploring himself from beginning to SEE (Strengths, Evokes, Elates,) model. This is possible to be done through MBTI or other tools for learning more about the individual's personality. Such an individual learns how to envision all his activities based on his core values. These values will pave the way for setting goals. These capabilities will be explored through psychological development which focuses on personality. The emotional side of human proved would be more effective than IQ (Goleman, et al., 2002). EQ underlines the requirements needed for empowering others. In addition to this, PQ reflects the existing tug of war between the negative saboteurs which sabotage his health and success and his sage as a serving mind that positively supports his success and joys. The combination of the three domains of personality inside a person needs to be revealed and transformed into the outer layer of human beings. Such a transformation is the inside-out-effect of self and is a process whereby individuals try to use self-awareness, self-management, self-motivation, and self-direction to behave in a manner necessary for successful outcomes. This transformation is reflected through strategies for the real world of learning organizations such as a classroom. This self-analysis will lead to the elimination of negative thoughts and behaviors and replace them by more positive thoughts and behaviors as well as more sage in self-talk as a serving intuitive mind for successful and positive outcomes. All in all, the application of these strategies to the real context of learning organizations would be the rationale for the necessity of knowing ourselves to be more powerful to bridge the gap between what we are and how we can empower others i.e. our students and what we can do for our organizations.

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