Before Managing Others, Manage Yourself Strategically: A Systematic Literature Review

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Abstract: **Management is not just for organizations. Self-management, if used properly, makes individuals not just survive but also thrive. Similarly, that experience can be elongated to understand the best approach to manage other selves too. This systematic literature review aims to examine the state of existing literature related to the concept of self-management, the role of self-management in different contexts to achieve excellence and finally the strategic perspective of self-management. After a systematic review of the available literature based on a sample of 30 empirical and conceptual studies, it was found that self-management has a positive influence on all the contexts but literature on strategic self-management remains scarce. Hence, the author highlights the importance of future research studies devoted to strategic self-management practices involved in both organizational and institutional contexts.**

Keywords: **Self-management, Strategic self-management, Strategic self-management practices, Systematic literature review.**

I. INTRODUCTION

Self-management is not just for professional growth but also for success in every aspect of life. In addition, it can be considered as a goal-oriented concept that makes individuals more valuable. Simply self-management empowers individuals to follow their goals and direct their thoughts, feelings and actions to achieve their desired goals. Scholars have defined self-management in different ways considering its application and the importance. Bryant and Poustie (2001) mentioned self-management as competencies, knowledge, skills, attitudes and values required for successful performance. Drucker (2007) defined self-management as a self-development strategy that revolves around some basic principles that enable one to remain on the cutting edge to adapt, cope and meet new challenges and develop.

Considering the organizational involvement of self-management, Renn and Huning (2008) explained that self-management refers to employees setting their own goals, working independently to achieve their goals and monitoring their progress towards achieving personal goals. Self-management equates to personal management or management of one's life to be able to survive (Tracy, 2010, cited in Mbofung, 2014). Mbofung (2014) further states that it is required for an individual to build up himself/herself through training to be more marketable as a means of lifestyle planning. Considering the psychological aspect, Bandura (1986) stated that self-management has been used in

a variety of ways at a general level that links self-directed behavior change techniques theoretically grounded in social cognitive theory. Mbofung (2014) stated when one consciously controls the learning process the person engages in self-management. Strengthening the above-mentioned idea Kreitner and Kinicki (2004) mentioned that the individual is the master of his/her behavior depending on the extent that the person can control personal behavior.

A review of the literature reveals that self-management is a concept in business, education and psychology with many semantic variations referring to the same or parallel methods, skills and strategies by which individuals can effectively direct their activities towards the achievement of objectives (Mbofung, 2014). Mbofung (2014) identified self-management as a skill and process which, when properly employed enables an individual to gain more control over decisions that affects one's life. The outcomes are improved job performance, self-efficacy and self-directed teamwork (Frayne and Geringer, 2000, cited in Mbofung, 2014).

Self-management positively contributes to organizational excellence since the personal development of employees leads to organizational development, which is targeted by businesses to achieve the level of excellence (Campbell and Rozsnyai, 2002). Practicing self-management build more engaged employees who are more responsible and accountable at their work. Self-management implies that employees oversee and screen their conduct and oversee the choices they make. It likewise implies that employees, without any outside control, settle on less appealing choices, yet more attractive (Manz and Sims, 1980, cited in Ghali et al., 2018). Furthermore, self-management procedures help to prepare the workplace, increase self-motivation and encourage practices that augment the accomplishment of tasks (Manz and Sims, 1980). Not only that, a balanced self-management helps to reinforce personal skills, work engagement and self-goal setting (Asad et al., 2018; Faisal et al., 2016; Iqbal and Zameer, 2017; Salman et al., 2018; Shabbir, 2009; Shabbir et al., 2018, 2017, 2016).

According to Luthans and Kreitner (1975), from a cost/benefit perspective, self-management is considered as a desirable objective because it involves less expense to the organization, in terms of money and time than having another manager. While individuals in organizations are regularly taught a way to manage subordinates, groups, and even organizations, they rarely receive instruction on the way to manage themselves.

Such a situation may be surprising since self-management strategies have proven to achieve success within the laboratory and non-organizational settings (e.g. Bandura, 1976; Corrigan, Wallace and Schade, 1994; Bellack, 1976; Eckman, Wirshing and Marder, 1992; Felixbrod and O'Leary, 1973; Litrownik, Franzini and Skenderian, 1976; McGorry, 1995; Parcel, Swank and Mariotto, 1994; Speidel, 1974, cited in Castaneda et al., 1999). Luthans and Davis (1979) noted this puzzling inattention, calling self-management as the 'missing link' in managerial effectiveness.

Secondly, self-management is a concept that has been identified as an important factor that determines the success of education. Blick and Test (1987); McLaughlin (1984) stated self-management procedures could also be more helpful to classroom teachers than other techniques for inducing behavior change because they are easy to implement, require minimal use of teacher time, and might be applied in some way to not interfere with school work. Research findings of Mbofung, (2014) found that the best number of librarians in academic institutions were engaged during a series of self-management practices including cue regulating, self-reflection, self-analysis, self-monitoring, systematic problem investigation, self-determined consequences and techniques to facilitate job skills acquisition, open-mindedness, and shared institutional values. They further recommended training on self-management to professionals working in libraries. In keeping with Houghton and Neck (2002), self-management systems consist of self-perception, self-objective setting, self-cueing, self-reward, and self-discipline. Self-perception may lead people to alter their conduct to boost their task execution. Self-objective includes objective accomplishment and execution when objectives are challenging and feasible (Locke and Latham, 1990, cited in Ghali et al., 2018).

Baltes and Baltes (1990) stated that individuals' ability to take care of balance and compatibility between internal and external resources existing in their environment affects their self-management. Individuals after evaluating internal and external resources, select appropriate goals and effective solutions to maximize their resources and ability and to reduce their weaknesses and inadequacies. During this case, they preserve the desirable balance between what they need and what they have not done yet and take positive steps in their development (Gestsdottir and Lerner, 2008, cited in Bakhshaee et al., 2016). Bakhshaee et al. (2016) identified that using self-management strategies of life is thought to be the capacity of using resources for goal-selection, optimizing and compensating resources to manage challenges and stresses in life. Furthermore, using these strategies within the academic context can help students in managing academic challenges and setbacks, leading to academic buoyancy. Self-management strategies may end up in positive developmental functions, growth and provide the background to adapt and handle lifestyle challenges successfully by equipping individuals with adaptable competence (Heckhausen et al., 2010, cited in Bakhshaee et al., 2016).

This study aims to make several contributions to the existing literature by exploring areas associated with self-management, identifying the importance of self-management and strategic self-management, exploring how both organizational and institutional contexts practice self-management, finding reasons behind poor self-management practices, discussing how to move towards strategic self-management and finally aiming to spot the future research areas.

II. METHODOLOGY

Empirical and conceptual studies on self-management and strategic self-management published between 1980 and 2020 were found through well-reputed journals and references of past studies. Additionally, the author chose 1980 as the starting point that represents the first published journal article devoted to self-management. The first criterion for the selection of studies was the concept of self-management. The second criterion was the practical application of self-management in both organizational and institutional contexts. The third criterion was the strategic aspect of self-management. Quite a few studies that dealt with strategic self-management were found published after 2000. Following those three criteria, 30 empirical studies were selected for the analysis in this review.

The author searched for articles from established and well-respected journals. These journals were Journal of Organizational Behavior, Journal of Management Development, International Journal of Research in Management & Business Studies, Academy of Management Review, etc. Within selected databases, the author performed a search of the title, abstract and keywords fields using various combinations of the following search terms (self-management and strategic self-management). Specifically, articles related to the practical application of self-management practices in different geographical contexts to identify main differences and reasons for identified differences were searched. Finally, the author discusses these studies by presenting the theoretical contributions made, areas of self-management and strategic self-management, the measurement scales, the results, knowledge gaps, and suggestions for future research. The following exclusion criteria were also applied in selecting the final pool of articles:

1. Articles that did not sustainably discuss self-management,
2. Articles that discussed the medical aspect of self-management.

To provide conceptual clarity, the author followed the principles outlined by Lee (2009) and Rashman et al. (2009) to analyze the final set of chosen articles by elucidating areas of self-management and patterns of past research to identify research gaps that require more research attention. As part of the analytical strategy in this study, the following thematic codes were used: (1) Year of publication; (2) Journal title; (3) Theoretical perspectives used; (5) Method and unit of analysis; (8) Definitions of Self-Management; (9) Importance

of self-management. Since a small number of articles were found, all coding was carried out manually based on the pre-defined themes mentioned above. Furthermore, manual coding was preferred as articles required careful reading and identification of relevance because in some cases theoretical perspectives, conceptualization and definitions were not explicitly stated. To ensure reliability, the author read and coded each article based on the pre-defined themes mentioned earlier.

III. FINDINGS

A. Current State of Knowledge Concerning the Concept of Self-Management and Strategic Self-Management

After an initial reading of abstracts and titles of each of the 40 articles to determine suitability, five articles were removed. Next, each of the remaining three articles was read entirely to determine whether those articles fitted into the scope of the research. This resulted in the removal of a further two articles from the sample that focus on self-management as a self-care concept with a medical perspective. Finally, this selection left the author with a total of 30 articles, which formed the basis of the analysis.

B. Publication Distribution And Key Journal Outlet

This section reports two key findings from the analysis of the thematic codes 1–2: (1) Year of publication and (2) Journal title. TABLE I (See TABLE I) gives an overview of the distribution of articles.

Table I: Distribution of Key Publication

Journal	1980-1990	1990-2000	2000-2010	2010-2020	Year of Publication Total
Journal of Behavioral Education		1	1		2
Journal of Organizational Behavior		2			2
Higher Education Research & Development				1	1
Management Decision (Emerald Insight)			1		1
Journal of Management Development (Emerald Insight)		1			1
Journal of Management Development			1		1
International Journal of Creative				1	1
Research Thoughts					
Academy of Management Journal		2			2
Plos One				1	1
Journal of Educational Psychology				1	1
International Research Journals				1	1
American Psychological Association			1		1
International Journal of Educational Management		1			1
International Journal Mental Health Addiction				1	1
Annual Reviews Inc.	1				1
International Journal of Engineering & Technology				1	1
Research Gate				1	1
Southeast Asia Journal Of Contemporary Business, Economics and Law				1	1
Library Management (Emerald Insight)				1	1
Training For Quality		1			1
Chinese Management Studies (Emerald Insight)				1	1
Personnel Review (Emerald Insight)			1		1
Academy of Management Review	1				1
International Journal of Research In Management & Business Studies				1	1
Journal of Facilities Management				1	1
Baltic Journal on Sustainability			1		1
Journal of Youth Studies				1	1
Total					30

Although the period of the search methodology was designated to start from 1980 until 2020, the earliest study fulfilling the research criteria was only found in 1980. Studies focusing on strategic-self management were found between 2008 and 2018. However, since 2010 there has been a sharp upsurge in the number of articles published related to self-management, with 16 articles being published in well-reputed journals. This reflects the growth in interest among academic scholars regarding the concept of self-management and its application in different contexts.

TABLE I shows the specific patterns regarding the key publication output. The majority of the selected articles related to self-management and its implications were found in the Journal of Behavioral Education (with three articles), followed by the Academy of Management Journal, Journal of Organizational Behavior and Journal of Facilities Management, (with two articles from each journal). An article by each journal associated with the impact of self-management in organizational and institutional contexts was included from other reputed journals.

C. Definitions of Self-Management And Strategic Self-Management

Self-management is not just for professional growth but also for success in every aspect of life. Self-management empowers individuals to follow their goals and direct their thoughts, feelings and actions to achieve their desired goals. Scholars have defined self-management considering its importance and involvement in different contexts. Hughes and Lloyd (1993) defined self-management as a process that begins with monitoring and evaluating one's behavior followed by reinforcing improvements in one's performance. Simply self-management is a self-development skill that an individual should develop to be the best version of himself. Goldfried and Merbaum (1973) mentioned self-management as "a personal decision arrived at through conscious deliberation to integrate action which is designed to achieve certain desired outcomes or goals as determined by the individual himself" (p. 12).

Considering the organizational involvement of self-management, Renn and Huning (2008) explained that self-management refers to employees setting their own goals, working independently to achieve their goals and monitoring their progress towards achieving personal goals. Self-management equates to personal management or management of one's life to be able to survive (Tracy, 2010, cited in Mbofung, 2014). Mbofung (2014) further stated that it is required for an individual to build up himself/herself through

training to be more marketable as a lifestyle planning. Considering the psychological aspect, Bandura (1986) stated that self-management has been used in a variety of ways at a general level that links self-directed behavior change techniques theoretically grounded in social cognitive theory. Mbofung (2014) stated when one consciously controls the learning process the person is engaging in self-management. Strengthening the above-mentioned idea Kreitner and Kinicki (2004) mentioned that the individual is the master of his/her behavior depending on the extent that the person can control personal behavior. Subsequently, the author believes that since 2008 researchers focus on self-management strategically but still an explicit definition of strategic self-management cannot be found in the literature.

D. Theoretical Approaches to Self-Management

TABLE II (See TABLE II) highlights the main theories used to explain self-management.

E. Methods and Unit of Analysis

This section reports on the methods and units of analysis employed by the studies. The findings of this study can be seen in TABLE III (See TABLE III).

Table II: Theoretical Approaches to Self

Theory	Description	Sample studies
Brief and Aldag(1981) Model of the self in organizational behavior	This model considers determinants of engagement in self-reinforcement systems as well as effective and behavioral consequences of such engagement. It incorporates personal goal setting, the impact of feedback, the importance of self-efficacy, and self-identity growth in establishing a model of the individual as a proactive agent.	Castaneda et al, 1999;
The general activity theory by Mørch (1997, 2006)	The General Activity Theory is developed concerning youth research emphasizing that youth is a culturally and historically contingent construction, and therefore youth can only be investigated in dialogue with societal, economic and political changes.	Mørch et al, (2017)

Table III: Methodological Characteristics

Authors	Methodology Adopted	Country of Sample	Sample	Sample Size	Comparisons
Busacca et al. (2015)	Conceptual	NA	FB	None	No
Jackson and Wilton (2016)	Quantitative	The United Kingdom, Australia	Business undergraduates	480	No
Castaneda et al, (1999)	Quantitative	USA	Managers	320	No
Lynn et al, (2002)	Conceptual	NA	FB	None	Yes
Salem et al, (1992)	Conceptual	NA	FB	None	No
Pattni and Soutar, (2009)	Quantitative	Australia, Kenya	Employees	188	Yes
Hughes and Lioyd, (1993)	Conceptual	NA	FB	None	No
Mary and Graen, (1998)	Quantitative	USA	Professionals	211	Yes
Sithole et al, (2017)	Quantitative	NA	Undergraduates	123	Yes
Palvalin et al, (2017)	Quantitative	Finland	Knowledge workers	998	No
Weisweiler et al, (2015)	Conceptual	NA	FB	None	No
Bahri et al,(2016)	Quantitative	Iran	Students with learning disabilities	5	No
Mørch et al, (2017)	Quantitative	Denmark	Young students	12	No
Paulauskas S. and Paulauskas A, (2008)	Conceptual	Lithuania	FB	None	No
Gomez, (2017)	Quantitative	India	Management graduates	337	No
Manz and Sims, (1980)	Conceptual	NA	FB	None	No
Cooney, (2004)	Conceptual	NA	FB	None	No
Wen et al, (2016)	Quantitative	China	informal tourism photographers	17	No
Kirkman and Rosen, (1999)	Quantitative	USA	Work teams	111	No
Mbofung, (2014)	Quantitative	Nigeria	Library and information science (LIS) professionals in selected universities	429	No
Mohd Ali et al, (2016)	Quantitative	Malaysia	Final year undergraduates	159	No
Sener, (2020)	Qualitative	Turkey	Knowledge workers	20	No
Ghali et al, (2018)	Quantitative	Iraq	Employees in private and public firms	179	No
Gecas, (1982)	Conceptual	NA	FB	None	No
Bakhshaee et al, (2016)	Quantitative	Iran	Female high school students	400	No
Cheung W. and Cheung Y., (1997)	Conceptual	NA	FB	None	No
Briesch and Chafouleas, (2009)	Conceptual	NA	FB	None	No

Omisakin and Ncama, (2011)	Conceptual	NA	FB	None	No
Mooney et al, (2005)	Conceptual	NA	FB	None	No
Bien and Graen, (1998)	Quantitative	USA	Professionals	395	Yes
Sajeevanie, (2020)	Conceptual	NA	FB	None	No

F. Impact of Self-Management Practices on Different Contexts

To address the above topic, the author referred to the classification of context by Wright et al. (2014). Following the classification of Wright et al. (2014) the existing literature tends to focus on two types of contexts namely; organizational and institutional context. Among selected 32 articles, 12 focused specifically on the organizational context, while 20 focused specifically on the institutional context. TABLE IV (See TABLE IV) summarizes the main findings for context involvement of self-management and strategic self-management.

Table IV: Main Findings and Key Themes

Authors	Main Findings	Key Theme(s)	Contextual Focus (Organizational/ Institutional)
Busacca et al. (2015)	Self-management interventions generally show effective to very effective outcomes in an educational context and it may promote sustained positive behavior outcomes over time.	Self-management, Classroom behavior management	Institutional
Jackson and Wilton (2016)	Enhancing student self-efficacy and confidence in their ability to manage self effectively is beneficial for their careers; produces more positive perceptions of their ability to gain employment in their chosen field.	Self-management, career management, perceived employability	Institutional
Castaneda et al, (1999)	Self-management has many potential benefits for an organization.	Self-management, Organizational behavior	Organizational
Lynn et al, (2002)	With lower levels of managers had the opportunity to manipulate councils more and make self-management more or less a formality.	Self-management, Empowerment	Institutional
Salem et al, (1992)	Self-management teams should not be viewed as a reactive team concept, where its core and control	Self-management teams	Organizational

Authors	Main Findings	Key Theme(s)	Contextual Focus (Organizational/ Institutional)
	are in the management's hands; rather it should be viewed as a proactive team concept, where its core and control are in the hands of the workers.		
Pattni and Soutar, (2009)	The usefulness of self-management has long been established in clinical psychology and has been of increasing interest in organizational behavior	Self-managed learning, Multicultural management	Organizational
Hughes and Lioyd, (1993)	Discuss the theories of self-management, The role of self-reinforcement in the self-management paradigm, The discriminative stimulus for self-management behavior	Self-management, Self-control, Self-regulation	Institutional
Mary and Graen, (1998)	Teams with higher individual self-management had higher overall job satisfaction and that team type contributed significantly to the relationship between perceptions of bureaucratic obstacles and individual self-management, the measures themselves are reactions to the job in general and not specific to the teams.	Self-management, teamwork effectiveness	Organizational
Sithole et al, (2017)	Split attention harms learning. The results of this study reinforce the importance of instructors to present instructional formats in a way that students can easily navigate for guided self-management.	Guided self-management, Split attention conditions	Institutional
Palvalin et al, (2017)	Self-management practices have a larger impact on the quality and quantity of individual output and the quantity of team output than	Workplace management, self-management	Organizational

	workplaces for communication and concentration. Improving self-management skills is key to increase all productivity dimensions and in particular the quality of the output.		
Weisweiler et al, (2015)	Effective self-management can improve the team's performance, each project manager should find his or her unique, ideally suited set of strategies.	self-management	Organizational
Bahri et al,(2016)	Self-management training improved student's task performance and increased their academic productivity and accuracy.	self-management, Task performance	Institutional
Mørch et al, (2017)	Youths do not challenge the competition but view it as fair and necessary and they deal with this challenge by becoming strategically Self-managing.	strategic self-management, Youth	Institutional
Paulauskas S. and Paulauskas A, (2008)	There is only one way to ensure the implementation of the Lisbon strategy – to innovate governance according to a model of strategic self-management. The new qualitative constitution and legislation of strategic self-management are required, the same as the right positioning of functions of governance in self-management cycles of society.	sustainability culture, strategic self-management	Institutional
Gomez, (2017)	Self-Management skills are good general indicators of a person's employability and possessing these emotional competencies play a far greater role in superior job performance than technical Expertise.	Self-management, Emotional intelligence	Institutional
Manz and Sims, (1980)	Self-management by individual employees can be instrumental	Self-management	Organizational

	in achieving organizational goals, and that it is a useful and legitimate role of the supervisor to develop and encourage capabilities.		
Cooney, (2004)	Empowered self-management as a team design construct is frequently presented as a natural development of autonomous team working.	Self-management	Organizational
Wen et al, (2016)	The self-management of informal tourism employees in China is based on the Jianghu theory, which specifies the role, obligation and responsibility of a member. Informal employees' self-management is extremely important due to the high cost of government intervention.	Team management, Self-management	Institutional
Kirkman and Rosen, (1999)	Highly empowered teams are more effective than less empowered teams. Work teams vary on empowerment. Self-managing teams have a much greater productivity impact on complex tasks, which are likely to generate potency, meaningfulness, and impact experiences, then on routine takes.	Self-management, team empowerment	Organizational
Cheung W. and Cheung Y., (1997)	Self-managing teachers will facilitate and encourage the self-management of students in all their learning activities and their life. This line of thinking suggests the possibility of developing a framework that can facilitate the self-management and self-learning of students.	Self-management, Teacher training	Institutional
Mbofung, (2014)	The majority of library and information science (LIS) professionals have a high level of self-management and applied relevant strategies that enabled them identify	Self-management, Information services delivery	Institutional

	opportunities and act on them for personal and professional growth.		
Mohd Ali et al, (2016)	The findings of the review strongly support the efficiency of the environmental factor, learning style and self-management towards academic performances that show a significantly positive effect.	Self-management, Academic performance	Institutional
Sener, (2020)	Knowledge workers who feel successful at work don't hesitate to do self-management to be successful at their work.	Self-management, knowledge workers	Organizational
Ghali et al, (2018)	Self-management of employees contributes to organizational success in a positive way.	Self-management, Organizational excellence	Organizational
Gecas, (1982)	Psychological social psychology has been more interested in the consequences of self-concepts for individual functioning.	Self-concept	Institutional
Bakhshaee et al, (2016)	The direct effect of self-management strategies of life on adolescents' Positive Youth Development is positive and significant. Adolescents who use self-management strategies of life are better at tasks such as prioritization and manageable goal selection.	Self-management strategies, Positive youth development	Institutional
Cheung W. and Cheung Y., (1997)	The practice of the self-management strategies together with the appropriate skills is essential for the school to gain the required vitality to reduce resistance, induce readiness and reinforce successes in the launching of self-management initiatives at multi-levels.	Multilevel self-management	Institutional
Briesch and Chafouleas, (2009)	Many interventions were minimally student-directed despite the title "self-managed" and those student-managed interventions demonstrated incremental effects above teacher-	self-management, student-directed intervention, behavioral intervention	Institutional

	managed interventions.		
Omisakin and Ncama, (2011)	In self-management education, people learn who they are and gain the collective power to determine the direction of their lives.	self-management, education	Institutional
Mooney et al, (2005)	Self-management interventions for students with Emotional and Behavioral Disorders produced large positive effects on academic outcomes.	academic outcomes, self-management	Institutional
Bien and Graen, (1998)	Individual self-management was predicted to be a better fit for functional than for cross-functional work situations in terms of effectiveness.	Self-management, Effectiveness of functional units	Organizational
Sajeevanie, (2020)	Self-management is not limited to the management field. It is relevant to everybody in the world.	Self-management	Institutional

1) Organizational Context: Referring to the articles incorporating the organizational involvement of self-management, the author identified that effective self-management practices of employees are directed towards organizational excellence. Positive consequences of self-management practices for the organizational context are revealed through twelve articles devoted to self-management. Castaneda et al. (1999) stated that self-management has many potential benefits for a corporation while Ghali et al (2018) identified the fact that self-management of employees contributes to organizational success in a positive way. In step with Sener (2020) Knowledge workers who feel successful at work do not hesitate to try self-management to achieve success at their work. Effective self-management can improve the team's performance, each project manager should find his or her unique, ideally suited set of strategies (Weisweiler et al., 2015). Self-management practices have a bigger impact on the standard and quantity of individual output and also the quantity of team output than workplaces for communication and concentration. Improving self-management skills is vital to extend all productivity dimensions and specifically the standard of the output (Palvalin et al., 2017). Manz and Sims (1980) further explicate the positive impact of self-management by concluding Self-management by individual employees will be instrumental in achieving organizational goals and which it's a useful and legit role of the supervisor to develop and encourage capabilities.

Several articles allude to the impact of self-management on team empowerment. Highly empowered teams are simpler than less empowered teams. Work teams vary on empowerment. Self-managing teams have a way greater productivity impact on complex tasks, which are likely to come up with potency, meaningfulness, and impact experiences, than on routine takes (Kirkman and Rosen, 1999). Self-management teams should not be viewed as a reactive team concept, where its core and control are within the management's hands; rather it should be viewed as a proactive team concept, where its core and control are within the hands of the workers (Salem et al, 1992). Furthermore, some researchers have explored how the effectiveness of functional units practicing self-management influence the success of organizations. Bien and Graen (1998) revealed that individual self-management was predicted to be a stronger fit functional than for cross-functional work situations in terms of effectiveness while Cooney (2004) found that empowered self-management as a team design construct is often presented as a natural development of autonomous team working. Some scholars have expanded the scope towards the effect of self-management learning towards multicultural organizational management; Pattni and Soutar (2009) showed that the employment of self-management learning has long been established in psychotherapeutics and has been of accelerating interest in organizational behavior.

2) Institutional Context: Twenty articles associated with the role of self-management in institutional context were found. Typically, these articles focused on formal institutional context. Regarding the formal institutional context, this review considered the articles that dealt with the impact of self-management practices related to the universities, high schools contexts. Interestingly those articles revealed that there is a positive relationship of self-management with the success of the above-mentioned institutional contexts and more specifically, very few articles suggest the underdeveloped nature of the strategic aspect of self-management.

Self-management interventions generally show effective to very effective outcomes in the educational context and it may promote sustained positive behavior outcomes over time (Busacca et al., 2015). Sithole et al. (2017) showed that split attention harms learning while the results of this study reinforce the importance of instructors to present instructional formats in a way that students can easily navigate for guided self-management. Furthermore, Cheung W. and Cheung Y. (1997) revealed that self-managing teachers facilitate and encourage self-management of students in all their learning activities and their life. This line of thinking suggests the possibility of developing a framework that can facilitate self-management and self-learning of students. Many interventions were minimally student-directed despite the title "self-managed" and those student-managed interventions (Briesch and Chafouleas, 2009). In addition, in self-management education, people learn who they are and gain the collective power to determine the direction of their lives (Omisakin and Ncama, 2011).

Studies focused on academic performance and potential employability of undergraduates revealed interesting findings; Enhancing student self-efficacy and confidence in their ability to manage self effectively is beneficial for their careers; produce more positive perceptions of their ability to gain employment in their chosen field (Jackson and Wilton, 2016); Youths do not challenge the competition but view it as fair and necessary and they deal with this challenge by becoming strategically self-managing (Mørch et al., 2017); Self-Management skills are good general indicators of a person's employability and possessing these emotional competencies play a far greater role in superior job performance than technical Expertise (Gomez, 2017); Majority of library and information science (LIS) professionals have high level of self-management and applied relevant strategies that enabled them identify opportunities and act on them for personal and professional growth (Mbofung, 2014); The findings of the review strongly support the efficiency of the environmental factor, learning style and self-management towards academic performances that show significantly positive effect (Mohd Ali et al., 2016); Social Psychology has been more interested in the consequences of self-concepts for individual functioning (Gecas, 1982); The direct effect of self-management strategies of life on adolescents' Positive Youth Development is positive and significant. Adolescents who use self-management strategies of life are better at tasks such as prioritization and manageable goal selection (Bakhshaee et al., 2016); The practice of self-management strategies together with the appropriate skills is essential for the school to gain the required vitality to reduce resistance, induce readiness and reinforce successes in the launching of self-management initiatives at multi-levels (Cheung W. and Cheung Y., 1997); Self-management interventions for students with Emotional and Behavioral Disorders produced large positive effects on academic outcomes (Mooney et al., 2005); Self-management is not limited to the management field. It is relevant to everybody in every field in the world (Sajeevanie, 2020).

Studies associated with the government of a country and the impact of self-management towards sustainable development of a country show positive findings promoting the involvement of self-management. Lynn et al. (2002) revealed the fact that with lower levels of education, managers had the opportunity to manipulate councils more and make self-management more or less a formality. Based on the findings of the study of Paulauskas and Paulauskas (2008) found that there is only one way to ensure the implementation of the Lisbon strategy – to innovate governance according to a model of strategic self-management. The new qualitative constitution and legislation of strategic self-management are required, the same as the right positioning of functions of governance in self-management cycles of society. The self-management of informal tourism employees in China is based on the Jianghu theory, which specifies the role, obligation and responsibility of a member. Informal employees' self-management is extremely important due to the high cost of government intervention (Wen et al, 2016).

G. Reasons for Poor Self-Management Practices

This review identified only a few studies dealing with more general managerial and strategic issues in lack of self-management practices. With regards to managerial issues, studies have tended to focus on reasons within the organizational context. However, the application of self-management to organizational settings has been hampered by a lack of theoretical frameworks for self-management specifically applied to work settings and by a corresponding dearth of psychometrically sound measures (Aldag et al., 1999).

H. Comparison Between Cross-Cultural Self-Management Practices

Pattni and Souta (2009) conducted a study to explore the effectiveness of self-management training in workplace situations across cultures. In investigating training programs in cross-cultural settings, it is necessary to explore such program's compatibility with relevant cultural backgrounds (Earley, 1994; Hofstede, 1980, 1986). Because, according to Harris (1994) training should take the values, attitudes, and practices of the client's culture and the training content into account and methods should be shaped accordingly. The collectivism-individualism dimension plays a prominent role in much cross-cultural research as it explains considerable variance across cultures (Triandis, 1994). Individualistic cultures nurture an independent self in which people are encouraged to be self-reliant and to assess their behaviors regarding their internal repertoire of thoughts, feelings and actions (Markus and Kitayama, 1991). Their preferences, needs, and rights motivate them and they give priority to their personal goals.

Collectivism is a social pattern in which individuals see themselves as an integral part of an in-group, such as family or co-workers (Triandis, 1995). More collectivistic people are often motivated by the norms and duties imposed by the in-group and by others' satisfaction and cooperation (Mansour and House, 2001). In workplace situations, these differences may impact training interventions. For example, while employees from individualistic cultures may strive to improve work performance because of the personal recognition they may receive, those from collectivistic cultures may strive for such improvement to achieve recognition for their group (Erez and Earley, 1993; Hsu, 1985) Since the employees in collectivism culture achieved higher scores self-management scores, it is useful to interpret these in the light of previous findings on cultural attitudes towards training. It has been suggested collectivists perceive training as useful and an opportunity to learn new skills (Hofstede, 1991).

I. Move from Self-Management to Strategic Self-Management

Strategic self-management refers to the proficient control and utilization of one's attitudes, behaviours, actions and other resources to achieve desired goals aimed at being the best version of own self. The author found two articles associated with the strategic aspect of self-management. Based on the study conducted by Paulauskas and Paulauskas (2008) to discover and present the problems of sustainability culture integration into Lithuanian governance, found that there is only one way to ensure the implementation of the Lisbon strategy. It is to innovate governance according to a model of strategic self-management. Furthermore, they emphasize the requirement of having a new qualitative constitution and legislation of strategic self-management, the same as the right positioning of functions of governance in self-management cycles of society and legislation of the State of Lithuania is grounded on quantitative positions. They have identified that the self-management structure is non-homogenous – implementation of self-management cycle differs in the state, counties, towns and districts, same as in enterprises and organizations. This wide interaction of sub-organizations results in permanent noise in the self-regulating mechanisms of society. Furthermore, they have identified that the applied research and practice of use and implementation of strategic self-management projects confirm that democratic self-management is the right and efficient decision seeking to eliminate troubles from the way of sustainable development innovation in Lithuania, the same as in other countries with analogous democracies.

They have developed the natural self-management cycle of live organisms consists of four strongly specialized stages: Programming of action (function of the brain); Decision–making (function of the will); Implementation (function of spin); Monitoring (function of senses) (See Fig. 1).
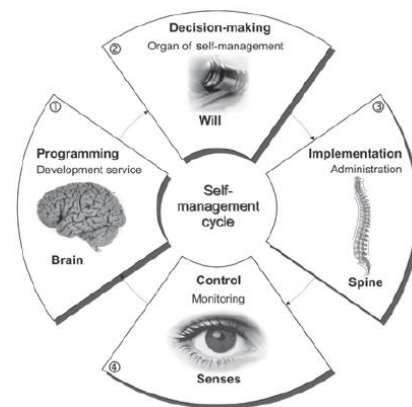

Fig. 1 Self-Management cycle of a live

Source: (Paulauskas and Paulauskas, 2008)

In Lithuania, as in many democratic countries, the self-management cycle is not working in the best mode, because each function of self-management is not fully specialized and separated. Based on the natural self-regulating mechanism of a live organism, the method of strategic self-management was constructed. The created model of homogenous society was named Democratic Self-Government (Paulauskas, 2000, cited in Paulauskas and Paulauskas, 2008). The model is targeted to reach a qualitative state of the society, every level of which is arranged in a kind of strategic self-management. The programming function should be separated from

administration and concentrated in-development service. This will open the possibilities to incorporate the science and innovation facilities of the society into the self-management cycle. The activities of self-management organs should be concentrated only on responsible and competent decision-making. True monitoring is obligatory to guarantee the best possibilities of social organization development. The technology of strategic self-management consists of methodological and operational parts (See Fig. 2).

Fig. 2 The procedure of Strategic Self-Management

Source: (Paulauskas and Paulauskas, 2008)

In the first part the next tasks are defined: analysis of self-management subject, preparing a technique of monitoring, modeling a development process, long-term forecasting, setting targets, and evaluation of the efficiency of provided means. In the second part, the next procedures are performed: diagnostics, evaluation, forecasting, planning, decision making, implementation and control.

IV. DISCUSSION

One of the aims of this study was to examine the application of self-management practices in different contexts such as their impact on each context. Concerning that particular aim, the study complemented existing literature for the impact of self-management, which focused mostly on organizational and educational contexts. The author further identified that self-management influences different contexts positively.

This study has some managerial implications as well. One of the main goals of every organization is to achieve

organizational excellence to survive within a dynamic and competitive business environment. In that case, high-quality employees would be the competitive edge over all other assets. If employees manage themselves strategically it makes them more dedicated and engaged at their work. It contributes to organizational success in a positive manner. Therefore, this study highlights the importance of employee self-management practices and their role in organizational excellence. Furthermore, employee self-management makes them a responsible part of their organization, which helps to improve business executions (Amaratunga et al., 2002). The findings of the study suggest that practicing self-management effectively can be a competitive edge for organizational excellence. Self-management implies that employees oversee and screen their conduct and oversee the choices they make. It likewise implies that employees, without any outside control, settle on less appealing choices, yet more attractive (Manz and Sims, 1980).

Self-management procedures help to organize the workplace, increment self-motivation and encourage practices that add to the accomplishment of tasks (Manz and Sims, 1980). This understanding may lead policymakers and controlling bodies of organizations to change their employees' conduct by encouraging self-management practices of employees, which simultaneously enhance both employees as well as organizational productivity. Ghali et al. (2018) suggested that self-management is a promising way to achieve organizational excellence. Furthermore, employee training and ongoing development programs can help individuals in self-management. Hence, skills are improved and attitudes towards positive work behavior strengthen with these self-management strategies. Not only that but also self-management plays a vital role as an essential managerial competency as managers are responsible to maintain good control of actions and behavior. Since managers contribute to the success of the business, all the managers succeed in applying self-management to create an edge over competitors.

V. CONCLUSION AND SUGGESTIONS FOR FUTURE RESEARCH

This systematic literature review takes a step forward in identifying the concept of self-management and related theories, models, the importance of self-management and its involvement in both organizational and institutional contexts. Especially, the author identified that practicing self-management ends up with positive results in any context. This study also attempts to identify knowledge gaps related to the role of strategic self-management which need addressing in the future. More importantly, the author attempts to develop an explicit definition for strategic self-management since there are no commonly acknowledged definitions for strategic self-management.

More apparent among sampled articles was the lack of comparisons regarding self-management practices of individuals within different geographical contexts and how those differences can ultimately affect their performance or success. Because there are interesting differences in cultures,

philosophies, economies, legal systems execute within different regional contexts. Therefore, the author encourages future researchers to move beyond how to practice self-management strategically in various organizational and institutional contexts and the author urges future researchers of self-management area to adopt more standardized definitions for strategic self-management. Finally, future researchers are encouraged to provide a deeper analysis of strategic involvement of self-management to performance and identify reasons for lacking practices of self-management.

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