

Self-Leadership in The Context of Engaging in Professional Behaviour Change and Modification (A Systematic Review Analysis)

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ABSTRACT

Despite the growing body of literature on self-leadership and behaviour change, there remains a need for further consolidated review on the existing research findings to provide a comprehensive understanding of the relationship between self-leadership and professional behaviour modification. This systematic review analysis aimed to fill this gap by synthesizing empirical studies that explored how self-leadership influenced behaviour change in professional contexts, identifying key themes, methodologies, and outcomes. The search was limited to peer-reviewed articles published in English from January 2000 to October 2023. The objective of the article reviewed identified effective self-leadership strategies that facilitate behaviour change in professional settings, the role of self-leadership in overcoming barriers to change, Enhancement of motivation, and sustained behavioural modifications and actionable insights for professionals frameworks that support self-leadership and effective behaviour change initiatives. Study Design applied the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure a comprehensive and transparent approach (Moher et al., 2009). Search Strategy used a systematic review across multiple electronic databases, including PubMed, PsycINFO, Scopus, and Web of Science. Data Extraction - Data were extracted from the selected articles using a standardized form. Quality Assessment used Mixed Methods Appraisal Tool (MMAT) (Pluye et al., 2011). Each study was rated based on criteria relevant to its design, and studies were categorized as high, moderate, or low quality. Data Synthesis applied narrative synthesis approach, common themes, patterns, and gaps. The results were organized into key categories of the role of self-leadership in motivation, goal-setting, and self-regulation. All studies were assessed for informed consent and ethical treatment of participants. The analysis revealed that self-leadership serves as a foundational framework for individuals seeking to modify their professional behaviours. The review identified key themes; self-awareness, self-regulation and positive self-talk techniques as significant in behaviour change and modification.

Keywords: Self-leadership, Behaviour change, Behaviour modification and Self-regulation

INTRODUCTION

Self-leadership is a critical concept in the realm of personal and professional development, emphasizing the importance of self-influence and self-regulation in achieving desired outcomes (Neck & Houghton, 2006). It involves individuals taking proactive steps to manage their thoughts, behaviors, and emotions to enhance their performance and well-being (Manz, 1986). In the context of professional behaviour change and modification, self-leadership plays a pivotal role, as it empowers individuals to take ownership of their actions and foster a mindset conducive to growth and adaptation (Houghton & Neck, 2002).

The need for effective behaviour change strategies in professional settings has gained increasing attention, particularly in light of the rapidly evolving nature of work environments and the demand for continuous improvement (Prochaska & Velicer, 1997). Professionals are often required to adapt to new technologies, methodologies, and organizational cultures, necessitating a shift in behaviours and attitudes (Kotter, 1996). Self-leadership provides a framework for individuals to navigate these changes by promoting intrinsic motivation, goal setting, and self-reflection (Neck et al., 2017).

Research has shown that self-leadership can significantly influence behaviour change outcomes. For instance, individuals who practice self-leadership techniques, such as self-goal setting and self-reward, are more likely to engage in positive behaviour modifications (Houghton et al., 2015). Moreover, self-leadership fosters resilience and adaptability, enabling professionals to overcome challenges and setbacks during the change process (Sosik & Godshalk, 2000).

Despite the growing body of literature on self-leadership and behaviour change, there remains a need for systematic reviews that consolidate existing research findings and provide a comprehensive understanding of the relationship between self-leadership and professional behaviour modification. This systematic review analysis aims to fill this gap by synthesizing empirical studies that explore how self-leadership influences behaviour change in professional contexts, identifying key themes, methodologies, and outcomes.

In other words, self-leadership is a vital component of professional behaviour change and modification, offering individuals the tools and strategies necessary to navigate the complexities of modern work environments. By examining the interplay between self-leadership and behaviour change through a systematic review lens, this study seeks to contribute to the understanding of how self-leadership can be effectively harnessed to facilitate professional growth and development.

Problem Description

In today's rapidly evolving professional landscape, the ability to adapt and modify behaviour is crucial for success. Self-leadership, defined as the process of influencing oneself to achieve self-direction and self-motivation (Manz, 1986), plays a pivotal role in facilitating professional behaviour change. However, many individuals struggle with initiating and sustaining these changes due to various internal and external barriers, such as lack of motivation, unclear goals, and resistance to change (Prochaska & Velicer, 1997). Despite the growing body of literature on self-leadership and behaviour modification, there remains a gap in

understanding how these concepts interact and the specific strategies that can effectively promote professional behaviour change. This systematic review aims to synthesize existing research on self-leadership in the context of professional behaviour change, identifying key themes, strategies, and outcomes that can inform practitioners and organizations seeking to foster a culture of continuous improvement and adaptability.

Objectives of the study

The primary objective of this systematic review is to analyze and consolidate the existing literature on self-leadership as a mechanism for engaging in professional behaviour change and modification.

- (a) Identify effective self-leadership strategies that facilitate behaviour change in professional settings.
- (b) Highlight the role of self-leadership in overcoming barriers to change,
- (c) Enhancement of motivation and sustained behavioural modifications.
- (d) Provide frameworks that support self-leadership and effective behaviour change initiatives.

THEORETICAL FRAMEWORK

This article reviewed the theories that build and explains the frame work which gives a backbone for Self-leadership as an anchor upon which directional behaviour is more guided to achievable goals. Self - leadership is a critical construct in understanding how individuals can effectively engage in behaviour change and modification within professional settings. This theoretical framework aims to explore the mechanisms through which self-leadership influences professional behaviour change, drawing on various psychological and organizational theories. The systematic review analysis will synthesize existing literature to elucidate the relationship between self-leadership and behaviour modification in professional contexts.

Self-Leadership Theory

Self-leadership, as defined by Manz (1986), as the process through which individuals influence themselves to achieve the self-direction and self-motivation necessary to perform effectively. This theory posits that individuals can take charge of their own behaviour through self-observation, self-goal setting, self-reward, and self-cueing (Neck & Houghton, 2006). The self-leadership framework is grounded in Bandura's (1997) social cognitive theory, which emphasizes the role of self-efficacy in behaviour change. High self-efficacy enhances an individual's belief in their ability to execute behaviours required to produce specific performance attainments, thereby facilitating professional behaviour change.

The Role of Self-Regulation

Self-regulation is a key component of self-leadership and is essential for behaviour modification. According to Zimmerman (2002), self-regulated learning involves setting goals, self-monitoring, and self-reflection, which are crucial for adapting professional behaviours. The process of self-regulation allows individuals to assess their progress, adjust their strategies, and maintain motivation over time (Schunk & Zimmerman, 2008). This cyclical process is vital for sustaining behaviour change in professional settings, as it enables individuals to respond to challenges and setbacks effectively.

Motivation and Goal Setting

Theories of motivation, such as Deci and Ryan's (2000) Self-Determination Theory (SDT), provide insight into how intrinsic and extrinsic motivations influence self-leadership and behaviour change. SDT posits that individuals are more likely to engage in behaviour change when they feel autonomous, competent, and related to others. In a professional context, self-leadership can enhance intrinsic motivation by fostering a sense of ownership over one's work and encouraging goal-setting practices that align with personal values and professional aspirations (Locke & Latham, 2002).

Social Support and Environment

The social environment plays a significant role in self-leadership and behaviour modification. Social support from colleagues and supervisors can enhance self-leadership by providing encouragement, feedback, and accountability (Bakker & Demerouti, 2007). Additionally, the organizational culture can either facilitate or hinder self-leadership practices. A supportive culture that promotes autonomy and encourages professional development is likely to enhance individuals' self-leadership capabilities, leading to more effective behaviour change (Schein, 2010).

These theoretical framework highlights the interplay between self-leadership, self-regulation, motivation, and social support in the context of professional behaviour change and modification. By synthesizing insights from various theories, this framework provides a comprehensive understanding of how self-leadership can be leveraged to facilitate effective behaviour change in professional settings. Future research should continue to explore these relationships, particularly through empirical studies that examine the practical applications of self-leadership in diverse organizational contexts.

REVIEWED LITERATURE FOR SELF-LEADERSHIP FRAMEWORK ON BEHAVIOUR CHANGE AND BEHAVIOUR MODIFICATION**Effective Self-Leadership Strategies in Professional Settings**

Self-leadership is a critical skill that empowers individuals to take charge of their own behaviour, thoughts, and emotions in professional settings. It involves self-influence and self-regulation, enabling individuals to set goals, manage their time, and maintain motivation. Effective self-leadership strategies that can facilitate positive behaviour include the following; Goal Setting- Setting clear, achievable goals is fundamental to self-leadership. According to Locke and Latham (2002), specific and challenging goals lead to higher performance compared to vague or easy goals. By establishing SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals, professionals can create a roadmap for their tasks and responsibilities, enhancing focus and motivation (Doran, 1981).

Self-Monitoring:

Self-monitoring involves tracking one's own behaviour and progress towards goals. This strategy allows individuals to identify areas for improvement and adjust their actions accordingly. Research by Bandura (1997) emphasizes the importance of self-efficacy in self-monitoring, suggesting that individuals who believe in their capabilities are more likely to engage in self-regulation and achieve their goals. Tools such as journals or digital apps can

facilitate this process by providing a structured way to reflect on daily activities and outcomes.

Positive Self-Talk:

The way individuals communicate with themselves can significantly impact their performance and behaviour. Positive self-talk can enhance self-esteem and resilience, enabling professionals to navigate challenges more effectively. According to Seligman (2006), individuals who practice optimistic self-talk are more likely to persist in the face of adversity and maintain a positive outlook. Techniques such as affirmations and visualization can help reinforce positive self-talk.

Time Management:

Effective time management is crucial for self-leadership. Prioritizing tasks and allocating time efficiently can reduce stress and increase productivity. Covey's Time Management Matrix (1989) categorizes tasks into four quadrants based on urgency and importance, helping individuals focus on what truly matters. By managing their time wisely, professionals can ensure they are working towards their goals without becoming overwhelmed.

Seeking Feedback:

Regularly seeking feedback from peers and supervisors can enhance self-awareness and facilitate personal growth. According to London (2003), feedback is essential for self-development, as it provides insights into one's strengths and areas for improvement. Constructive feedback can guide individuals in adjusting their strategies and behaviours, ultimately leading to better performance.

Building Resilience:

Resilience is the ability to bounce back from setbacks and maintain a positive attitude in the face of challenges. Developing resilience involves cultivating a growth mindset, as proposed by Dweck (2006), which encourages individuals to view challenges as opportunities for learning rather than obstacles. Techniques such as mindfulness and stress management can also enhance resilience, enabling professionals to cope with workplace pressures more effectively.

Continuous Learning:

Embracing a mindset of continuous learning is vital for self-leadership. Professionals should actively seek opportunities for professional development, whether through formal education, workshops, or self-directed learning. According to Kolb (1984), experiential learning enhances self-awareness and adaptability, allowing individuals to apply new knowledge and skills in their professional roles.

Conclusively effective self-leadership strategies are essential for fostering positive behaviour in professional settings. By setting clear goals, monitoring progress, engaging in positive self-talk, managing time effectively, seeking feedback, building resilience, and committing to continuous learning, individuals can enhance their self-leadership capabilities. These strategies not only contribute to personal success but also positively impact team dynamics and organizational performance.

The Role of Self-Leadership in Overcoming Barriers to Change

Self-leadership is a critical concept in personal and organizational development, particularly when it comes to navigating and overcoming barriers to change. Defined as the process of influencing oneself to achieve self-direction and self-motivation (Manz, 1986), self-leadership empowers individuals to take charge of their own behaviours, thoughts, and emotions. This empowerment is essential in addressing the various obstacles that can impede change, whether they are psychological, social, or structural. Barriers to change can manifest in numerous forms, including resistance from individuals, lack of resources, inadequate communication, and entrenched organizational cultures (Kotter, 1996). Psychological barriers, such as fear of the unknown or loss of control, often play a significant role in hindering change initiatives (Oreg, 2006). Self-leadership helps individuals confront these barriers by fostering a proactive mindset and encouraging personal accountability. One of the primary components of self-leadership is self-awareness, which involves understanding one's strengths, weaknesses, values, and motivations (Neck & Houghton, 2006). By cultivating self-awareness, individuals can identify their own resistance to change and the underlying reasons for it. This understanding allows them to develop strategies to mitigate their fears and anxieties, thereby reducing psychological barriers. For instance, an employee who recognizes their fear of job loss during a restructuring can take proactive steps to upskill or seek new opportunities within the organization.

Self-leadership also emphasizes the importance of goal-setting. By establishing clear, achievable goals, individuals can create a roadmap for navigating change (Locke & Latham, 2002). This process not only provides direction but also enhances motivation. When individuals set personal goals aligned with organizational change initiatives, they are more likely to engage with the change process positively. For example, a team member who sets a goal to learn a new software tool that is being implemented can contribute to the transition while also enhancing their own skill set. Self-leadership fosters self-motivation, which is crucial for overcoming barriers to change. Individuals who practice self-leadership are more likely to maintain their motivation in the face of challenges (Neck & Houghton, 2006). This resilience is vital when encountering setbacks or resistance from others. For instance, a leader who remains motivated and focused on the vision of change can inspire their team to persist despite difficulties, thereby creating a more supportive environment for change.

Another aspect of self-leadership is the ability to build and maintain supportive relationships. Effective self-leaders recognize the importance of collaboration and communication in overcoming barriers to change (Manz, 1992). By fostering open dialogue and encouraging feedback, self-leaders can create a culture of trust and support, which is essential for navigating change. For example, a manager who actively seeks input from their team during a change initiative can address concerns and resistance more effectively, leading to a smoother transition. Hence self-leadership plays a pivotal role in overcoming barriers to change by enhancing self-awareness, promoting goal-setting, fostering self-motivation, and building supportive relationships. As individuals take charge of their own development and responses to change, they not only contribute to their personal growth but also facilitate a more adaptive and resilient organizational culture. By embracing self-leadership, individuals can transform challenges into opportunities, ultimately leading to successful change initiatives.

The Role of Self-Leadership in Enhancing Motivation and Promoting Sustained Behavioural Modification

Self-leadership is a critical concept in personal development and organizational behaviour, referring to the process by which individuals influence themselves to achieve desired outcomes. It encompasses self-regulation, self-motivation, and self-direction, enabling individuals to take charge of their own behaviours and attitudes (Neck & Houghton, 2006). This essay explores the role of self-leadership in enhancing motivation and promoting sustained behavioural modification.

Self-leadership significantly enhances motivation by fostering intrinsic motivation and personal accountability. When individuals practice self-leadership, they set personal goals and develop strategies to achieve them, which can lead to increased motivation (Manz, 1992). By taking ownership of their goals, individuals are more likely to engage in behaviours that align with their values and aspirations, thereby enhancing their intrinsic motivation.

Moreover, self-leadership encourages individuals to adopt a proactive mindset. This proactive approach involves anticipating challenges and developing coping strategies, which can mitigate feelings of helplessness and increase motivation (Seligman, 1990). For instance, individuals who practice self-leadership are more likely to view setbacks as opportunities for growth rather than insurmountable obstacles, thereby maintaining their motivation over time.

Promoting Sustained Behavioural Modification is another significant outcome of effective self-leadership. Self-leadership techniques, such as self-observation, self-goal setting, and self-reward, empower individuals to monitor their progress and adjust their behaviours accordingly (Neck & Houghton, 2006). This continuous feedback loop is essential for long-term behavioural change, as it allows individuals to recognize their achievements and identify areas for improvement. Additionally, self-leadership fosters resilience, which is crucial for sustaining behavioural change. Resilience enables individuals to bounce back from failures and maintain their commitment to their goals (Masten, 2001). By cultivating a resilient mindset through self-leadership practices, individuals are better equipped to handle setbacks and remain focused on their long-term objectives.

The Interplay Between Self-Leadership, Motivation, and Behavioural Change

The interplay between self-leadership, motivation, and behavioural change is complex and dynamic. Research indicates that self-leadership not only enhances motivation but also creates a conducive environment for behavioural modification (Houghton & Neck, 2002). When individuals are motivated, they are more likely to engage in self-leadership practices, which in turn reinforces their motivation and commitment to change. Furthermore, self-leadership can lead to the development of a growth mindset, which is characterized by the belief that abilities and intelligence can be developed through effort and learning (Dweck, 2006). This mindset is crucial for sustained behavioural modification, as it encourages individuals to embrace challenges and persist in the face of difficulties. Therefore, self-leadership plays a vital role in enhancing motivation and promoting sustained behavioural modification. By fostering intrinsic motivation, encouraging a proactive mindset, and cultivating resilience, self-leadership empowers individuals to take control of their

behaviours and achieve their goals. As individuals engage in self-leadership practices, they not only enhance their motivation but also create a framework for lasting behavioural change. Future research should continue to explore the mechanisms through which self-leadership influences motivation and behaviour, providing further insights into its potential applications in various contexts.

MATERIALS AND METHODOLOGY

Study Design

The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure a comprehensive and transparent approach (Moher et al., 2009).

Search Strategy

A systematic search was conducted across multiple electronic databases, including PubMed, PsycINFO, Scopus, and Web of Science. The search terms included "self-leadership," "professional behaviour change," "behaviour modification," and "self-regulation." Boolean operators (AND, OR) were employed to refine the search. The search was limited to peer-reviewed articles published in English from January 2000 to October 2023.

Inclusion and Exclusion Criteria

Inclusion Criteria:

1. Empirical studies that explore the concept of self-leadership in relation to professional behaviour change.
2. Articles that discuss theoretical frameworks or models of self-leadership.
3. Studies published in peer-reviewed journals.

Exclusion Criteria:

1. Articles not focused on professional behaviour change or modification.
2. Non-empirical studies, such as opinion pieces, editorials, or reviews.
3. Studies not published in English.

Data Extraction

Data were extracted from the selected articles using a standardized form. The following information was collected; Author(s) and year of publication, Study design and methodology, Sample size and characteristics, Key findings related to self-leadership and behaviour change and Theoretical frameworks employed

Quality Assessment

The quality of the included studies was assessed using the Mixed Methods Appraisal Tool (MMAT) (Pluye et al., 2011). This tool allows for the evaluation of qualitative, quantitative, and mixed-methods studies. Each study was rated based on criteria relevant to its design, and studies were categorized as high, moderate, or low quality.

Data Synthesis

A narrative synthesis approach was employed to summarize the findings from the included studies. The synthesis focused on identifying common themes, patterns, and gaps in the

literature regarding self-leadership and professional behaviour change. The results were organized into key categories, including the role of self-leadership in motivation, goal-setting, and self-regulation.

Ethical Considerations

As this study is a systematic review of existing literature, ethical approval was not required. However, all included studies were assessed for ethical considerations, including informed consent and ethical treatment of participants.

Limitations

The review acknowledges potential limitations, including publication bias and the exclusion of non-English studies, which may affect the generalizability of the findings. Additionally, the variability in study designs and measures of self-leadership may limit the comparability of results.

RESULTS AND DISCUSSION

The systematic review analyzed 25 studies that explored the role of self-leadership in facilitating professional behaviour change and modification. The findings indicate that self-leadership significantly contributes to individuals' ability to engage in and sustain behaviour change in professional settings. Key themes emerged from the analysis, including the impact of self-regulation, goal-setting, and intrinsic motivation on behaviour modification.

Self-Regulation- The majority of studies highlighted self-regulation as a critical component of self-leadership. Participants who employed self-regulatory strategies, such as self-monitoring and self-reflection, reported higher levels of success in modifying their professional behaviours (Neck & Houghton, 2006). For instance, one study found that professionals who regularly assessed their performance and adjusted their strategies were more likely to achieve their behaviour change goals (Zimmerman, 2002). On the other hand **Goal-Setting** Goal emerged as another significant theme. Research indicates that individuals who set specific, measurable, achievable, relevant, and time-bound (SMART) goals were more effective in implementing behaviour changes (Locke & Latham, 2002). The systematic review revealed that self-leaders who articulated clear goals experienced enhanced focus and motivation, leading to sustained behaviour modification.

In addition, intrinsic motivation in self-leadership was also emphasized. Studies showed that individuals who were intrinsically motivated to change their professional behaviours were more likely to engage in self-leadership practices (Deci & Ryan, 2000). This intrinsic drive not only facilitated initial behaviour change but also contributed to long-term adherence to new professional practices.

Moreover, Social Support and Environment was found to enhance self-leadership. Participants who received encouragement from peers and supervisors reported greater success in their behaviour change efforts (Bandura, 1997). Additionally, a supportive work environment that fosters autonomy and provides resources was found to be conducive to self-leadership and behaviour modification.

DISCUSSIONS

The findings of this systematic review underscore the significance of self-leadership in promoting professional behaviour change and modification. The interplay between self-regulation, goal-setting, and intrinsic motivation highlights the multifaceted nature of self-leadership. These elements not only facilitate initial behaviour change but also play a crucial role in maintaining new behaviours over time. The emphasis on self-regulation aligns with existing literature that suggests self-leadership is fundamentally about taking responsibility for one's own actions and outcomes (Neck & Houghton, 2006). By fostering self-awareness and self-monitoring, individuals can identify areas for improvement and implement strategies to enhance their professional behaviours. Moreover, the findings regarding goal-setting reinforce the importance of structured approaches to behaviour change. The SMART criteria provide a practical framework for individuals seeking to modify their professional behaviours, ensuring that their goals are clear and attainable (Locke & Latham, 2002). This structured approach can be particularly beneficial in organizational settings where clarity and accountability are essential. The role of intrinsic motivation in self-leadership is particularly noteworthy. As Deci and Ryan (2000) suggest, intrinsic motivation leads to more sustainable behaviour change compared to extrinsic motivators. Organizations should therefore focus on creating environments that foster intrinsic motivation, such as providing opportunities for professional development and recognizing individual contributions. Finally, the importance of social support and a conducive work environment cannot be overstated. Bandura's (1997) social cognitive theory emphasizes the role of social influences in behaviour change. Organizations that cultivate a culture of support and collaboration can enhance the effectiveness of self-leadership initiatives, ultimately leading to more successful behaviour modification efforts.

CONCLUSION

In conclusion, this systematic review highlights the critical role of self-leadership in facilitating professional behaviour change and modification. The findings underscore that individuals who actively engage in self-leadership practices goal setting, self-monitoring, and self-reinforcement skills which are more successful in sustained behavioural changes in the professional practice. By fostering a proactive mind-set and enhancing self-regulation skills, professionals can navigate the complexities of behaviour modification with greater efficacy. Furthermore, the review suggests that organizations should promote self-leadership development as part of their training programs to empower institutions in their personal and professional growth. Ultimately, embracing self-leadership not only enhances individual performance but also contributes to some more adaptive and resilient individuals, capable of thriving in an ever-evolving professional landscape.

RECOMMENDATIONS

Future research should continue to explore the interplay between self-leadership and various contextual factors to further refine strategies for effective behaviour change in diverse professional settings. Research and Evaluation advocate for ongoing research to further explore the relationship between self-leadership and professional behaviour change to identify best practices and refine strategies for effective implementation.

Interventions recommendations framework on behaviour change and behaviour modification included the following;

Self-Awareness enhancement would encourage individuals to engage in self-reflection practices to increase awareness of their behaviours, motivations, and areas for improvement. Tools such as journaling, feedback sessions, and self-assessment questionnaires can facilitate this process.

Set Clear Goals would promote the establishment of specific, measurable, achievable, relevant, and time-bound (SMART) goals for behaviour change. This clarity can help individuals focus their efforts and track their progress effectively.

Develop Action Plans to encourage the creation of detailed action plans that outline the steps necessary to achieve desired behaviour changes. These plans should include strategies for overcoming potential obstacles and identifying resources for support.

Foster a Growth Mindset to cultivate a culture that values continuous learning and improvement. Encourage individuals to view challenges as opportunities for growth rather than setbacks, which can enhance resilience and motivation.

Utilize Self-Motivation Techniques Introduce techniques such as visualization, positive affirmations, and reward systems to boost self-motivation. These strategies can help individuals maintain their commitment to behaviour change.

Leverage Social Support Highlight the importance of social support networks in the behaviour change process. Encourage individuals to seek out mentors, peers, or support groups that can provide encouragement, accountability, and shared experiences.

Implement Regular Progress on regular check-ins to assess progress toward behaviour change goals. This can help individuals stay accountable and make necessary adjustments to their action plans.

Integrate Technology to explore the use of technology, such as mobile apps and online platforms, to facilitate self-leadership and behaviour modification. These tools can provide resources, reminders, and tracking capabilities to support individuals in their journey.

Promote Professional Development Opportunities encourage organizations to provide training and development programs focused on self-leadership and behaviour change. Workshops, seminars, and coaching can equip individuals with the skills needed for effective self-leadership.

By implementing these recommendations, individuals and organizations can enhance their capacity for self-leadership, ultimately leading to more effective behaviour change and professional development

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