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-RESEARCH ARTICLE-

EXPLORING THE ROLE OF SELF-MANAGEMENT IN ENHANCING EMPLOYEES' INNOVATIVE BEHAVIOR: EVIDENCE FROM THE SERVICE INDUSTRY OF INDONESIA

Sudarmo

Institute of Economic Science Balikpapan, Indonesia
Email: Sudarmo@stiebalikpapapan.ac.id
https://orcid.org/0000-0001-7696-5456

Mega Sari

Institute of Economic Science Balikpapan, Indonesia
Email: megasarixu2022@gmail.com
https://orcid.org/0000-0003-1886-9890

─Abstract─

Previous studies have linked employee self-management to better performance. Research on the link between psychological characteristics and employee innovation has been scarce. The primary goal of the study is to uncover the psychological aspects (i.e., self-management) that may influence an individual's innovative behavior at work. In order to test the study hypotheses, data is collected from 304 employees working in the service industry of Indonesia. The sample of the study is determined using a random sampling technique. The collected data is subsequently analyzed by adopting the PLS-SEM technique using SmartPLS 3 software. The findings of the study demonstrate a significant relationship of four factors of self-management (i.e., Self-Criticism, Self-Expectation, Self-Goal Setting and Self-Observation) with employee innovative behavior. However, the association between two dimensions of self-management (self-rehearsal and self-reinforcement) and employee innovative behavior was not found significant. Research implications are also highlighted in the concluding section of the study.

Keywords: Psychological factors, employee innovative behavior, self-management, service industry

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Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

1. INTRODUCTION

The importance of innovation in the development and effectiveness of companies is well acknowledged (Fartash et al., 2018; Singh et al., 2021; Yunis et al., 2018). Increasing client expectations and the global expansion of markets have pushed corporations to innovate (Fartash et al., 2018). Scholars have also recognized the importance of innovation and the research on innovation as it has received a considerable deal of attention in the last 20 to 30 years (Yunis et al., 2018). Despite the empirical evidence available (Hughes et al., 2018), more research on predictors of innovative behavior in businesses is still needed. Research into the psychological factors that encourage employee creativity should be prioritized, as this will add to the body of information gleaned through studies of organizational variables. At present, additional and specific research is needed to study how individuals innovate within organizations. Our study seeks to fills this knowledge gap by explaining how employees come up with new ideas.

In the recent decades, a growing number of business leaders and managers are putting self-management principles into action to help their employees grow professionally. This is especially owing to the growing body of literature on the subject (Javed et al., 2019; Krishnan et al., 2018; Runhaar et al., 2019). According to (Y. K. Choi et al., 2018), self-management is one of the most important abilities for successful careers at all levels in service organizations in the 21st century. On account of this, businesses in both the public and commercial sectors make an effort to assist employees in becoming completely accountable and responsible for establishing and following promises that will improve individual performance while also improving results and increasing levels of self-confidence.

Furthermore, considerable changes in the workplace have occurred as a result of new and advanced technologies introduced in the first quarter of the modern century. The nature of work is evolving, and workers may soon be able to work from virtual offices and connect with companies all over the world. As a result, there is greater emphasis on individualism, independence, responsibility, and autonomy that is emerging, and these new values are being increasingly regarded when working with subordinates in various ways (Resnick et al., 2019). When it comes to competitive efficiency, an organization's goals/requirements are understood in three ways: cost reduction, employee self-management, and continuous improvement of job efficiency (Seligman et al., 2018). The question then becomes one of how to help employees manage their own time and workload properly. Most successful enterprises recognize that their employees prefer to work with them rather than for them. Rather than being imposed from above, the traditional control and management supplied by hierarchical organization should emerge from within the individual. It is vital for an organization's subordinates, managers, and teams to work together to create a trusting working environment where employees can learn how to manage themselves.

Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

Organizational innovation relies on the actions of employees because they are the ones who come up with and implement new ideas. However, only recently has research been conducted to study how personal management plays a role in understanding and influencing creativity (Singh et al., 2021; Yunis et al., 2018). Researching the impact of personal management in employees' innovation is essential since they are the driving force behind their aims and activities (Saunila, 2020). In light of the fact that personal management is commonly held to be a major motivator in the workplace, this study holds considerable relevance or significance. There are, however, only a limited number of empirical investigations on this topic.

2. LITERATURE REVIEW

2.1 Theoretical Background

On the basis of a theoretical framework, the self-expansion theory was propounded to explain the motivations of persons in close relationships (Mao et al., 2019). Expansion focuses on the human need to extend one's self through the acquisition of new identities, resources, and views that enhance one's ability to achieve goals (Dansereau et al., 2013). Self-expansion occurs rapidly in a new romantic connection, resulting in high levels of positive affect (Reimann et al., 2014). Self-motivation and the incorporation of others in one's self, according to Dys-Steenbergen et al. (2016), are two fundamental facets of self-expansion. Personal motivation centers on one's desire to grow and accomplish a goal. A solid connection can only be formed when two people share their resources, ideas and identities. The theory of self-expansion also explains why people join and associate with social groupings (S. Lee et al., 2019). Members of groups have the opportunity to extend their self-image and fulfil their goals by gaining access to major benefits such as resources, connections or networks, identities, and viewpoints (Ketay et al., 2020).

As a result, group membership can help individuals attain their goals by offering advantages and opportunities of experiences that result in positive outcomes through interpersonal relationships that originate from self-expansion (Mao et al., 2019). When the rewards of membership are substantial, highly self-expanded persons are markedly more driven to join and preserve their membership position (Reimann et al., 2014). Numerous fields, including brand marketing, political science and social psychology, have used the self-expansion hypothesis to examine the relationship between a person and an object (Ketay et al., 2020). S. Lee et al. (2019) applied the idea to branding research and found that long-term relationships with a brand require a high level of self-expanded drive. Dys-Steenbergen et al. (2016) analyze the self-expansion of adult volunteers, focusing on their commitment, social identity, and volunteer traits. The study's findings validated the self-expansion model as a framework for describing ageing as a process of personal growth and psychological development. Environmental psychology may also be a suitable topic for the application of self-expansion theory

Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

(Dansereau et al., 2013). People's natural drive to achieve their goals and engage with other individuals or with objects is described by the self-expansion theory.

2.2 Self-Management

Employees who practice self-management possess the ability to manage and monitor their own conduct and accept responsibility for the decisions they make. It also implies that, in the absence of any external influence, employees make decisions that are less appealing, but ultimately more desirable to them (Bushman, 2021). In order to attain performance requirements, self-management solutions must help in structuring the workplace, increasing self-motivation, and facilitating the behaviors that contribute to the achievement of those standards (Dhanpat et al., 2021). Techniques such as self-observation, self-goal setting, self-cueing, self-reward, and self-punishment are used in self-management tactics (Sirait et al., 2021). Observation of one's own conduct indicates that one is aware of why and when one exhibits various actions. Individuals may be motivated to alter their conduct in order to better their performance as a result of this realization. When goals are detailed, demanding, and reachable, self-goal setting can help you achieve your objectives and improve your performance (Runhaar et al., 2019). Using self-cueing refers to the use of reminders that assist individuals in focusing on what they need to do. This allows employees to alter their behavior in order to improve their performance.

Finally, incentive modification refers to the practice of rewarding and punishing oneself. Positive actions are reinforced (for example, rewarding yourself with something you enjoy), whereas negative behaviors have negative consequences (for example, being punished) (e.g., be tough on yourself when you do not perform well). These tactics are intended to work in tandem to promote desirable behaviors while discouraging undesirable behaviors, thus assuring successful performance in the workplace (Yao et al., 2019). Certain features of the employee, the work, and the organization, according to substitutes for leadership theory (Kanat-Maymon et al., 2020), can render leadership superfluous. Therefore, substituting leaders ensures that the behaviors of leaders do not predict the outcomes of followers. As previously stated, self-management might serve as a substitute for leadership behavior (M. K. Lee et al., 2020). Consequently, companies may find self-management helpful because it saves time and money that could otherwise be spent on external managers (Uzman et al., 2019).

The current study anticipates that, in the absence of a leader, self-managing employees maximize their daily work environment, which in turn adds to their overall daily engagement at their place of employment. This is as opposed to treating self-management as a static quality, but treating it as a state that can fluctuate within individuals. We all utilize self-management; according to Dhanpat et al. (2021) this depends on external variables (Newman et al., 2019). In situations where employees must deal with urgent circumstances, such as arguments with or between colleagues or

Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

difficulties arranging childcare, it is possible that they will not consciously watch their actions. According to research on self-management training, self-management is not a stable feature; rather, it is something that can be learned (Kanat-Maymon et al., 2020).

2.3 Employee Innovative Behavior (EIB)

Innovation scholars tend to concentrate their efforts on the qualities of "talent" innovators in the early stages of their careers (Qi et al., 2019). Ordinary employees, on the other hand, are increasingly contributing unique ideas to service organizations (Li et al., 2016). Riaz et al. (2018) realize that regular employees possess significant innovation potential. EIBs in the services sector are recognized and fostered as a result of this realization (Qi et al., 2019). EIBs are examples of individual innovation that are typically demonstrated by frontline staff (Ansari et al., 2018). Not only is individual creativity required, but it is also necessary to seek support from others in order to put new ideas into action, as innovative behaviors are likely to be met with resistance by those who are accustomed to existing concepts and current institutions (Zhu et al., 2020). Additionally, EIBs occur in the workplace, where they are used to solve work-related problems and improve service operations, among other things (Shin et al., 2017). This type of "on-the-job innovation" is the most typical method of bringing about innovation in the services industry (Na, 2021). For example, during the course of a production, employees' innovative behaviors enable them to discover and produce new products (Bogers, 2018). Additionally, EIBs entail the deliberate invention and implementation of ideas. In other words, they are actions that are outside of the scope of the job and are not required by the job itself (Chang et al., 2018).

Innovation can be seen of as either a final product (for example, a new product) or as a multistage process with several stages (Miao et al., 2020). The concept of employee-driven innovation (EIB) portrays innovation as a process in which people transform ideas into reality through their efforts and actions (Javed et al., 2019). There are several steps in this process, starting with new idea generation, risk-taking, and idea promotion, and continuing with plans, schedules, and execution for effective idea implementation (Kwon et al., 2020). It is also viewed as a method of working those results in the development of new processes or the resolution of difficulties (Nazir et al., 2018). Y. Choi (2022), uncovered more than 17 different forms of inventive behaviors. Employee innovation, in its most basic form, is a series of behaviors, either original or adoptive, that are dependent on resources or the environment and occur at various levels (Klaeijsen et al., 2018). The EIB in services was also defined in terms of results or objectives. EIB can result in the development of any product, process, or paradigm with the majority of outputs being intangible, owing to the fact that services are intangible (Bednall et al., 2018). Customer participation, which is another element of services, has an impact on employee creativity as well (Gu et al., 2017). It is becoming increasingly difficult to discern the line between customers and employees, resulting in customers becoming "partial employees" and resources for new behaviors (Shanmuganathan, 2019). As a

Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

result, employees' learning via experience and learning from customers leads to innovation (Klaeijsen et al., 2018). Employees' information interchange and knowledge sharing with others eventually benefits the employees who participated (Gu et al., 2017). As a matter of fact, when compared to firm-level innovation, EIB is more motivated by the intrinsic and extrinsic rewards of employees, which may include performance improvement and long-term growth, such as the acquisition of intellectual capital and expertise (Bednall et al., 2018). Thus, people engage in innovative behavior primarily to further their own personal growth even when it has benefits for the performance and competency of service organizations (Nazir et al., 2018).

The articles under consideration cover a wide range of issues, including the causes and implications of EIB. Because it is an interesting phenomenon, according to Li et al. (2016), EIB is helpful to both service firms and their employees. Non-profit organizations not only develop new items for restaurants (Gu et al., 2017) and improve service processes for enterprises, but they also have an impact on customers' buying decisions, service quality, and customer happiness (Voo et al., 2019). The European Investment Bank (EIB) helps enterprises improve their performance and core strengths by translating innovative problem-solving concepts into implementations (Bednall et al., 2018). It also makes duplication by competitors more difficult, allowing enterprises to maintain their competitive advantage (Nazir et al., 2018). Furthermore, it has been discovered that EIB facilitates the growth of employees, improves their work performance, and increases their level of job satisfaction (Gu et al., 2017). A favorable outcome is generally associated with the EIB. As a result, most researchers approach it as the endpoint of their research and concentrate on the factors that influence it.

It has been discovered that EIB in services is directly influenced by human traits. Workers with proactive personalities, creative cognitive styles, positive mentalities, and profound knowledge, among other characteristics, are more likely to engage in innovative behaviors (Voo et al., 2019). Of course, enterprises can have an impact on these personal attributes through initiatives such as well-designed training, which can lead to employees exhibiting more innovative behaviors (Klaeijsen et al., 2018).

H1: Self-Criticism has a positive association with employee innovative behavior.

H2: Self-Expectation has a positive association with employee innovative behavior.

H3: Self-Goal Setting has a positive association with employee innovative behavior.

H4: Self-Observation has a positive association with employee innovative behavior.

H5: Self-Rehearsal has a positive association with employee innovative behavior.

H6: Self-Reinforcement has a positive association with employee innovative behavior.

Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

3. METHODOLOGY

The present study has adopted quantitative and cross-sectional research design. Using random sampling technique, data was collected from 304 employees working in the service industry of Indonesia through self-administered questionnaire. The construct of self-management was operationalized by six factors including self-expectation, self-rehearsal, self-goal setting, self-criticism, self-reinforcement, and self-observation measured. Following Bac (2017), each factor is measured using a 3 items scale. Similarly, the scale of employees' innovative behavior using a 4 items scale adopted from the study of Zhou et al. (2018). All the items were measured using 5-point Likert scale varies from 1-Strongly Disagree to 5-Strongly Agree. The collected data was then analyzed by adopting PLS-SEM technique using SmartPLS 3.2.8.

3.1 Analyses and Result

SmartPLS 3 software was used to assess conceptual models and postulated relationships using partial least-squares structural equation modelling (PLS-SEM). The reflective measurement model criteria were evaluated first, and the structural model criteria were evaluated next when analysing the PLS-SEM results. We were able to evaluate the quality of the measurement model results and the structural model findings by following Ringle et al. (2020).

3.2 Measurement Model

As previously stated by Hult et al. (2018), we included the following criteria in our evaluation of the reflective measurement model: convergent validity, internal consistency reliability and discriminant validity. The average variance extracted (AVE), in short, is a measure of convergent validity that calculates the average variance shared between the researched constructs and their respective individual indicators. In accordance with Table 1, all loadings were greater than the 0.7 threshold that was advised. Furthermore, the AVE values for the components in this investigation were significantly higher than the recommended value of 0.5. Thus, we could conclude that the measurement model displayed a satisfactory degree of convergence validity, which was supported by the data. Furthermore, the reliability of the construct is comprised of both the composite reliability and the rho_A, which are calculated internally. Overall, internal consistency reliability is an estimation of whether the individual claims all measure the same concept, hence causing issues of redundancy to arise. The results of our measurement model, as shown in Table 1, revealed that the constructs had strong internal consistency, with values greater than the recommended 0.7. Finally, we examined the measurement model for its ability to distinguish amongst the investigated components. Following the recommendations of Hult et al. (2018), we utilized the heterotrait–monotrait (HTMT) test to determine if the shared variance within the researched constructs, measured by their AVE, was greater than or equal to the shared variance across the studied constructs (Table 1). In Table 2, it can be seen that the 95 per

Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

cent confidence interval for the HTMT statistic did not contain any values of greater than 0.85, indicating that discriminant validity was present. Overall, the results of the testing indicated that the reflective measurement model provided in this work is reliable as well as valid.

Table 1: Measurement Model

Construct	Items	Loadings	Cronbach's Alpha	CR	AVE
Employee Innovative Behaviour	EIB1	0.683	0.729	0.824	0.539
	EIB2	0.781			
	EIB3	0.704			
	EIB4	0.765			
Self-Criticism	SC1	0.843	0.707	0.797	0.572
	SC2	0.797			
	SC3	0.708			
Self-Expectation	SE1	0.838	0.718	0.825	0.612
	SE2	0.814			
	SE3	0.787			
Self-Goal Setting	SGS1	0.714	0.705	0.797	0.571
	SGS2	0.788			
	SGS3	0.845			
Self-Observation	SO1	0.726	0.727	0.746	0.501
	SO2	0.824			
	SO3	0.753			
Self-Rehearsal	SReh1	0.777	0.702	0.704	0.562
	SReh2	0.793			
	SReh3	0.791			
Self-Reinforcement	SRenf1	0.825	0.810	0.868	0.688
	SRenf2	0.766			
	SRenf3	0.893			

3.3 Structural Model

After confirming the validity of the reflecting measurement model, we proceeded to evaluate the structural model under consideration. We began by evaluating the investigated constructions to discover whether there were any issues with multicollinearity. Following the techniques described by Hult et al. (2018), we investigated model collinearity issues by observing the variance inflation factor (VIF). We made sure that all VIF values were less than three, as advised. The results of the structural model collinearity test indicated VIF values below 2, indicating that there were no difficulties with multicollinearity. As a result, we were able to investigate and test the size and significance of the hypothesized path coefficients, as shown in Table 3 and

Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

Figure 1; this allowed us to refine our findings. In addition, we used R2 to analyze the in-sample prediction of all endogenous constructs to assess the structural model prediction. This allowed us to quantify the structural model prediction. As suggested by Hult et al. (2018), the R2 values for EIB (0.358), in the middle of the range. A standardized analysis of the path coefficients values indicated statistically significant results at the 5 per cent level. Because the connection between Self-Criticism and EIB was positive (b = 0.186); this finding supported H1. H2, H3, and H4 were further supported by the fact that the associations between Self-Expectation and EIB (b = 0.168), Self-Goal Setting and EIB (b = 0.102) and between Self-Observation and EIB (b = 0.315). Finally, the structural model revealed an insignificant association between Self-Rehearsal and EIB and between Self-Reinforcement and EIB. Thus, hypothesis 5 and 6 are not supported.

Discussion

The aim of the present study is to assess the relationship or association of various dimensions of self-management with employee innovative behavior. The findings of the study confirm the relationship of self-criticism with employee innovative behavior. These findings are in line with the study of (Bac, 2017; Javed et al., 2019), who show that individuals with an ability to criticize themselves are more innovative than others. The practice of ignoring self-criticism limits an employee's ability to innovate at their workplace. Similarly, the relationship of self-expectation and employee innovative behavior is also confirmed by the analyses of the study. These findings are consistent with prior studies which show that the individuals who have greater self-expectancy can display greater innovative behavior at workplace (Y. K. Choi et al., 2018). Likewise, the results of the study supported the significant relationship of Self-Goal Setting and employee innovative behavior. Several prior studies have shown that a person with high goal clarity has greater chances of being able to bring about innovation in their daily business routine (Dys-Steenbergen et al., 2016; Mao et al., 2019). In line with previous findings, the relationship of self-observation and employee innovative behavior is also confirmed by the study results. These findings are also consistent with previous literature that demonstrates that high self-observers are more innovators (Newman et al., 2019; Yao et al., 2019). In contrast to prior results, the relationships of self-rehearsal and self-reinforcement with employee innovative behavior is not found to be significant.

4. CONCLUSION

The primary objective of the present study was to identify the psychological factors that may affect an individual's innovative behavior at workplace. Past literature offers evidence of the proven relationship between employees' self-management and employee performance. However, only limited research is found that explores the association between psychological factors i.e., self-management and employee innovative behavior.

Vol: 13 **No:** 1 **Year:** 2021 **ISSN**: 1309-8055 (Online) (**pp.** 1-24) **Doi:** 10.34109/ijefs.202112222

Table 2: Heterotrait-Monotrait Criterion for Discriminant Validity

	EIB	**Self-Criticism**	**Self-Expectation**	**Self-Goal Setting**	**Self-Observation**	**Self-Rehearsal**	**Self-Reinforcement**
EIB							
Self-Criticism	0.663						
Self-Expectation	0.573	0.793					
Self-Goal Setting	0.56	0.745	0.614				
Self-Observation	0.773	0.889	0.662	0.856			
Self-Rehearsal	0.61	0.969	1.114	0.819	0.829		
Self-Reinforcement	0.556	0.934	1.002	0.74	0.804	1.176	

***EIB-Employee Innovative Behavior**

Table 3: Hypotheses Results

Hypothesis	**Beta**	**S. E**	**T Value**	**P Value**	**CI^{BCa} Low**	**CI^{BCa} High**	**Decision**
Self-Criticism ->EIB	0.186	0.063	2.968	0.003	0.060	0.302	Supported
Self-Expectation -> EIB	0.168	0.080	2.100	0.036	0.017	0.323	Supported
Self-Goal Setting -> EIB	0.102	0.051	2.019	0.044	0.013	0.199	Supported
Self-Observation -> EIB	0.315	0.068	4.606	0.000	0.177	0.455	Supported
Self-Rehearsal -> EIB	0.073	0.076	0.970	0.332	-0.075	0.214	Not-Supported
Self-Reinforcement -> EIB	-0.059	0.107	0.551	0.582	-0.280	0.120	Not-Supported

Note: EIB-Employee Innovative Behavior

* Significance level < 0.05

Vol: 13 **No:** 1 **Year:** 2021 **ISSN**: 1309-8055 (Online) **(pp.** 1-24) **Doi:** 10.34109/ijefs.202112222

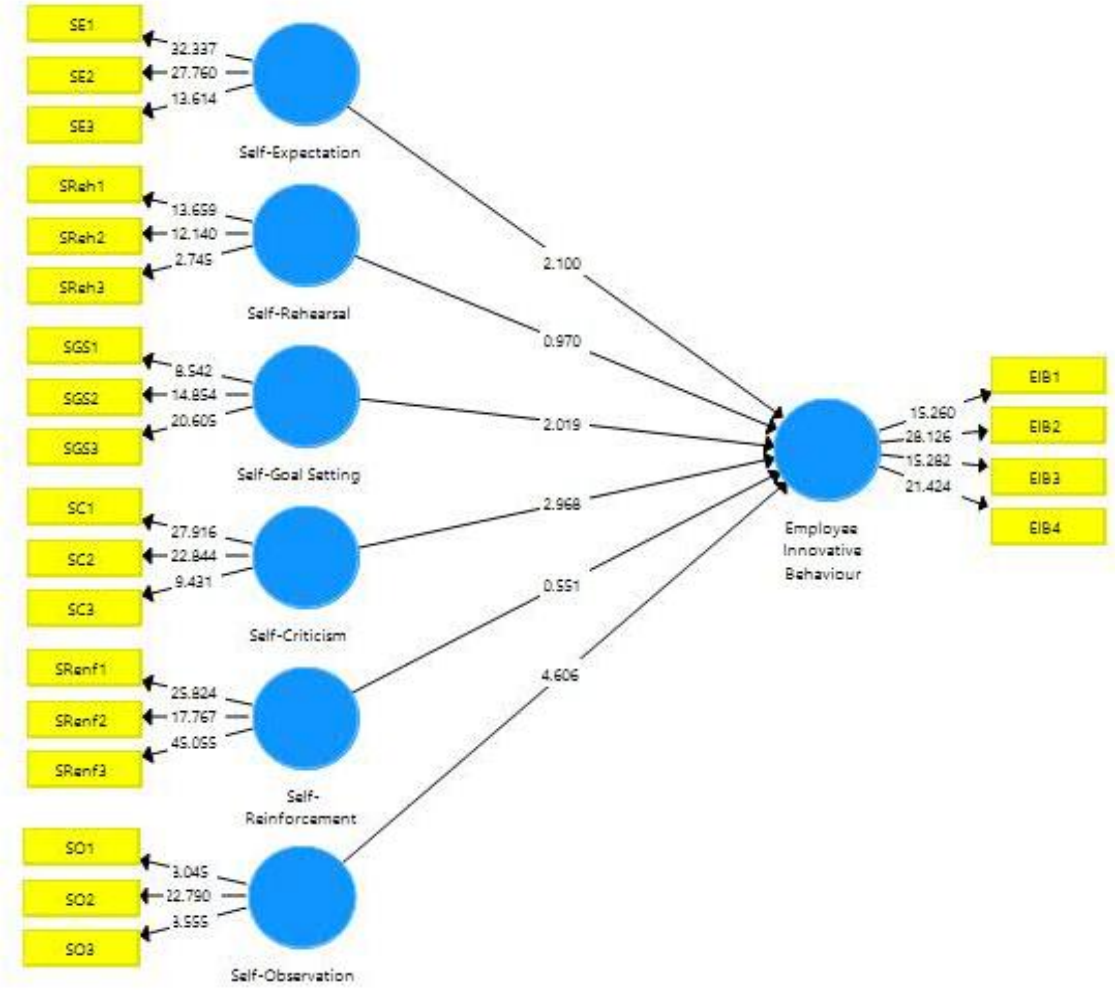

Figure 1: Structural Model

The present study takes one step ahead by exploring the relationship of each dimension of self-management with employees' innovative behavior. The findings of the present study demonstrate that the out of six, four dimensions of self-management (i.e., Self-Criticism, Self-Expectation, Self-Goal Setting and Self-Observation) have a significant association with employees' innovative behavior.

5. RESEARCH IMPLICATIONS

The present study carries a number of practical and theoretical implications. First, the study adds to the existing body of literature by exploring the relationship of self-management with employee innovative behavior under the theoretical foundations of

Vol: 13 **No:** 2 **Year:** 2021 **ISSN**: 2146-0744 (Online) (**pp.** 69-84) **Doi:** 10.34109/ijebeg.202113205

self-expansion theory. Second, the present study takes one step ahead in exploring the relationships of each dimension of self-management with employee innovative behavior. The study contributes to psychology and organization-centric literature by providing empirical evidence of the significant relationship of self-criticism, self-expectations, self-goal setting and self-observation with employee innovative behavior. Finally, the study has implications for leaders and managers of service organizations. The effective training for developing self-management among employees can potentially enhance their innovative behavior which leads to superior organizational performance.

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