

Original article

## Conditions of effective self-management “Manage yourself, be creative, achieve goals”

Lesław Wętyczko 

Faculty of Management,

General Tadeusz Kościuszko Military University of Land Forces, Wrocław, Poland,

e-mail: L.wetyczko@gmail.com

### INFORMATION

#### Article history:

Submitted: 25 February 2020

Accepted: 23 April 2020

Published: 15 March 2021

### ABSTRACT

The article addresses what seems to be the critical aspects related to the most important competence of a human being in the 21<sup>st</sup> century – the competence to manage oneself. Nowadays, when life and civilization and technological development have accelerated unbelievably, people find it increasingly challenging to fulfill the social roles entrusted to them. That applies to everyone, but especially to those who have to manage (lead) other people or even entire teams, often forgetting about themselves, their needs, life priorities, and personal development. One should be able to wisely and rationally plan professional development in his/her personal life so as not to lose himself/herself entirely in the surrounding reality, being absorbed only in professional matters and others' problems.

This article indicates the most critical aspects that should be taken into account when planning personal and socio-professional development since only in this way can one feel the fulfillment of both in personal (family) and social and professional life.

### KEYWORDS

management, creativity, imagination, personality,  
social and professional competences, safety



© 2021 by Author(s). This is an open access article under the Creative Commons Attribution International License (CC BY). <http://creativecommons.org/licenses/by/4.0/>

## Introduction

A human is perceived as an expansive and creative, free and responsible being, who is guided by a complex motivation and whose action is primarily conditioned by relatively constant personality components, i.e., mind (cognitive system) and will (management system) [1, p. 13-19]. Suppose one also considers that the development of civilization and technology of the contemporary world has accelerated unbelievably. In that case, it becomes evident how strong and determined to “survive” a human has become the most intelligent biological and rational being on Earth.

Is the mere fact of being human enough for his life to be undisturbed and run in an idyllic and idealized manner, as often mentioned in the books of great poets? The present day proves

that it is not so. Only Beings that are strong, self-aware, motivated, and prepared to respond to all life challenges, changes, and situations can cope with the ever-higher bar that each of us must learn to overcome almost every day.

Despite the considerable passage of time, since the concept of “psychology” appeared at the beginning of the 16<sup>th</sup> century, and it practically began to exist as an independent discipline from 1879 [2], there is no coherent and unambiguous psychological concept of a human being until today. In the last 150 years, since a shift from Gestalt psychology to classical psychology, behaviorism, and psychoanalysis, revolutionary discoveries about humans have been made, rejecting consciousness as the main subject of psychology’s research [2]. Practically, in the second decade of the 21<sup>st</sup> century, there is no clear, comprehensive view of the concept of human development. However, there are many theories, concepts, and theoretical reflections concerning the systemic concept of man [3, p. 15].

Therefore, in the context of these considerations related to *self-management*, it is worth taking into account the so-called “interactive model of personality”, widely accepted by a large group of scientists. As Józef Koziński wrote: it includes three essential components: *action, personality, and environment*, which are interrelated and conditioned and determine human life. He believes that in this model, an *individual’s behavior* is determined neither by the *environment*, nor by *personality*, nor by *feedback* related to previous activities. On the other hand, what a human does and what he/she avoids may depend on *incidental, arbitrary, and anarchic variables*, and, in consequence, is a matter of chance rather than psychological regularity. Hence, it can go beyond the pattern: cause-effect [1, p. 348-349].

Józef Koziński took the above theses as the basis for the development of the so-called transgressive concept of a human. In the concept, a person is in constant activity, undertakes protective (conservative), or transgressive actions. In the first case, the behavior is regulated by the laws of homeostasis, which consists in maintaining (regulating) bio-logical life and adapting to the environment. In the second case, transgressive activities with a complex structure are concerned. Activities of this type are expansive and creative and are governed by the law of growth, where attaining the goal strengthens the human motivation to engage in “outside” activities. In this case, we are dealing with higher human, subjective, cognitive, and existential aspirations. Through such actions, a human strives to acquire new values, master nature, or attempt self-creation. People with a transgressive orientation focus their attention on the future and are characterized by higher risk tolerance [1, p. 53-54].

In the context of the issue of self-management, as well as the manifestation of specific creativity in this respect, it should be assumed – for the purposes of these considerations and to achieve the intended goals – that a person with a transgressive orientation will be more effective in his/her activity, creating his/her future and, consequently, achieving anticipated personal, life, or social and professional goals, both closer and further.

## Development

Various types of motivation may initiate activity of a human with a transgressive orientation. They can include [4, p. 50-51]:

- hubristic motivation – is hedonistic and recognizes pleasure or leads to avoidance of unpleasantness (such motivation is perceived as selfish as it is in line with the “pleasure principle”),
- cognitive motivation (otherwise known as competence), which is considered non-selfish motivation, as it goes beyond the “principle of pleasure”, and its

understanding concerns the understanding of the material and social world, thus discovering its cause-effect structure, revealing the secrets of nature (i.e., is related to human satisfaction),

- homeostatic motivation – is focused on non-specific activities related to satisfying human needs and restoring its balance, thereby activating and maintaining protective measures,
- heterostatic motivation – is associated with human desires and the large role of individual aspirations.

In the context of the generally understood transgressive orientation, it can be assumed that both *cognitive and homeostatic motivations* are the desired ones for a person who is creative, wants to achieve the intended goals, and thus *manage himself/herself*. The two kinds of motivation were indicated because it should be assumed that then a person will be satisfied even with any goal he/she has set himself, act in a rational, well-thought-out, and planned manner, and more importantly, maintain the “balance of his personality”, which can only facilitate the pursuit of all assumed goals in the areas of his/her activity and life mobility.

Trying to define “Self-management” for the purposes of these considerations, it can be assumed that it is “planning, organizing, and controlling the implementation of one’s own undertakings, in accordance with one’s decisions, priorities and motives of conduct, while considering the possibility of deliberate, effective and timely achievement”.

Given the above considerations on transgression and motivation, which is desired for people who want to effectively manage themselves, it is necessary to point to other predicates that determine people with such skills (competences). Those aspects are as important as the motivation itself and include, i.e.:

- formed human personality,
- social and professional competences,
- self-esteem,
- decision-making and problem-solving skills,
- the ability to control and maintain one’s “personality balance” (in the intellectual, emotional, spiritual, and physical spheres),
- displaying the desired conceptual-creative and innovative-creative skills (competences),
- etc.

It is impossible to list all the factors that constitute the synergy for effective and efficient self-management. There are really many of them that would take several volumes of books to describe. However, it should be assumed that the above-mentioned factors and the various aspects of behavior and skills (competences) of a rational person connected with them are the ones that allow everyone to be creative and achieve the intended goals through *effective self-management*.

## Human personality

The concept of personality is presented in various ways. However, it should be assumed that the sociological approach is one of the best, as it presents the personality as an integrated entirety of *biogenic, psychogenic, and sociogenic* elements [5, p. 221-222; 6, p. 29-30]. Among the biogenic ones, the anatomical and physiological properties of the organism

are distinguished. Psychogenic elements are all mental processes and mechanisms, such as memory, feelings, will, imagination, and intelligence. Sociogenic elements create an organized whole of factors that emerge from the community and determine, in a way, the individual's reactions. They are defined as social personality, whose set of permanent features influences the individual's behavior based on biogenic and psychogenic features, which in turn derive from the influence of the culture and structure of the community in which the individual was brought up and participates. The essential sociogenic elements include the cultural personality ideal, social roles, and the subjective self and the reflected self [6, p. 29-30]. In sociology, psychology and phenomenology, the subjective self is the part of the self that is responsible for the individual's subjective perception of himself/herself and is opposed to the reflected self (the individual's self-knowledge shaped by the interpretation of other people's reactions to himself/herself, it is the so-called “social mirror”). In some assumptions, the subjective self is identified with the concept of the ego as an element distinguished in the *id – ego – superego* triad.

There are many theories that characterize the human personality. While *adaptation* (learning) and theories (drive-emotional) *theories* provide specific knowledge about what the human personality is, which, according to them, accepts the existing state as it should be, the so-called *cognitive* (information processing) *theories* answer the question – what can a person and his/her personality be like?

Many theoreticians who have described the structure of a person and his/her behavior in the subject literature draw attention to the fact that in the course of human development, his/her personality develops and integrates, but also differentiates. They indicated the key factors that most often determine the integrated character of human personality [5, p. 40]:

- worldview,
- interests,
- motivations,
- abilities,
- intelligence,
- temperamental, character and self-regulation mechanisms.

In the context of these considerations, when it comes to the personality of a person who is both creative and effective in achieving the intended goals, i.e., is predestined to have competences (skills) for efficient self-management, it can be assumed that the most desirable will be the so-called *effective personality*. It is a certain theoretical – as pointed out by S. Jarmoszko [5, p. 30-32.] construct, which is used to describe the personality in close connection with his/her action orientation and environmental conditions of the implemented activities. The personal and professional traits ascribed to this personality (*effective personality*), as well as additional ones (of the author of this study), which seem to clearly indicate the *effective personality* of a person that has specific personality predicates, predisposing him/her to effective self-management, being creative, and, consequently, achieving all set life or social and professional goals. Such traits include:

- *attitude towards oneself*:
  - strong will,
  - self-demanding,
  - self-confidence (in the possessed amount of knowledge and skills as well as professional and life experience),

- self-criticism,
- ability to manage one's emotions,
- prudence,
- *attitude towards professional duties:*
  - diligence, perseverance, accuracy, punctuality, regularity,
  - ability to take risks,
  - responsibility, generosity,
  - passion for the profession,
  - social and professional ambitions,
  - creating a vision of action,
  - showing initiative, imagination and inventiveness in thinking and acting,
- *attitude towards people:*
  - subjective approach to people,
  - caring for oneself and others,
  - friendliness,
  - ability to work individually and cooperate with others,
  - assertiveness, empathy, and self-reflection,
- *external image:*
  - appearance,
  - taking care of the proper external appearance,
  - manner of verbal and non-verbal communication,
  - following all conventions,
- *expertise (professionalism):*
  - general, directional, and specialist knowledge related to the performed work,
  - necessary knowledge in the field of psychology, pedagogy, and sociology, but also in management, computer science or praxeology,
  - knowledge of foreign languages,
  - intellectual ability,
  - creative abilities,
- *ethical and moral values:*
  - patriotism, honor,
  - self-esteem,
  - respect for the dignity of others,
  - moral sensitivity,
  - justice, honesty,
  - sincerity, principledness,
- *values of creative work:*
  - regime of creative work,
  - ability to plan tasks,
  - ability to organize the workshop and fulfill tasks,
  - competences specific to a person with a transgressive orientation,

- discipline and consistency in action, patience, prudence, and mental resistance,
- need for achievement, firmness,
- self-reflection and the ability to draw conclusions and correct one’s behavior (if necessary),
- instrumental and cognitive skills to act independently and in a team, and ability to make demands of oneself and others, if there is superiority towards other people,
- ability to solve problems and difficult situations and make decisions in various situations, even those burdened with a high degree of uncertainty and risk.

## Social and professional competences

Competences are usually understood as the scope of powers to perform an activity defined in regulations, which includes the composition of necessary professional knowledge (general, directional, and specialist) and skills. The underpinning of competences are qualifications (confirmed by a diploma, certificate, or other form confirming preparation for performing specific professional activities), which, enriched by the gradual acquisition of more and more experience by a person, make him/her professional and competent to a certain extent. Competence is inextricably linked with human responsibility for the activities performed and their effects. If the activities are performed improperly, inconsistently with the learned profession, are burdened with errors, and often fail to comply with the safety rules – we are dealing with an incompetent person. Therefore, professionalism and a praxeological approach to the performed tasks are connected to the personality of an individual who, having the appropriate awareness, is prepared to bear appropriate consequences for the work performed not only in a professional and legal but frequently ethical and moral sense [7, p. 16].

Since a person functions in a specific environment, in which he/she realizes his/her goals and tasks resulting from the profession and position held or performed managerial function, he/she should have, in addition to the competences of managing subordinate people (employee team, organization, etc.), specific skills that will allow him/her to achieve the set goals and fulfill life tasks. These are the *self-management competences*.

## Self-esteem

When emphasizing the importance of self-esteem, Nathaniel Branden aptly wrote: “There is no shortcut to high self-esteem, because we cannot cheat reality. If we do not live consciously, authentically, responsibly, and with high personal integrity, we can be successful, gain popularity and wealth, and belong to the right clubs, but we will only have a pseudo-sense of self-worth. True self-esteem is always personal experience, what we think and feel in relation to ourselves, not what someone else thinks and feels.” N. Branden binds *self-esteem with* “high self-esteem, which is a disposition to experience oneself as a person competent in coping with the basic requirements posed by life and deserving to experience happiness” [8, p. 42].

The author points to six pillars of self-esteem [8, p. 80]:

- *Practice of conscious living* (the more aware of what a person is doing, the more he has a sense of control and the more effective and successful his efforts are).
- *Practice of self-acceptance* (high self-esteem requires acceptance, not self-rejection).

- *Practice of self-responsibility* (it allows one to feel inner strength. It does not mean that one should do everything on his/her own, but even when acting in a team – we do not throw our burden on others).
- *Practice of assertiveness* (it consists in respecting one's own needs, desires, values, and judgments, and searching for appropriate forms of their expression).
- *Practice of purposeful life* (passivity does not fulfill our reason, passions, creative abilities, and imagination. Human life should be a search for the fullest expression of its characteristic abilities, then the answer is evident).
- *Practice of righteousness* (means keeping one's word, respecting commitments, keeping promises).

On the other hand, G.R. Schiraldi [9, p. 11] equates self-esteem with such terms as *honesty and sincerity* towards oneself (first pole), *awareness of one's weaknesses and strengths* (second pole) and with everything that is between these two poles. He believes that self-esteem, which is based on three main factors/components – *growth, unconditional value and unconditional love* – can be shaped in 10 different ways that have their roots in the methods of meditation (the so-called attitudes of the heart), allowing a person a new way of being, i.e., a new way of relating to oneself and to the outside world. He includes these ten attitudes of the heart (*attitudes of building self-esteem – they create their emotional foundation*) [9, p. 24-33]:

- *Patience* (“patience is a bitter plant, but its fruits are sweet”; “one has to wait until evening to see how wonderful the day was”; be patient, that is, trust and never withdraw from the process of growing, never make angry demands expectations and not to worry about whether the grain will unfold properly, etc.).
- *Acceptance* (means to welcome or welcome something; to accept it to see clearly and with full awareness of the different sides of life – what is bad and what is good, suffering and joy – and experience life without unnecessary struggle, without pressure to make things different, without trying to immediately change, repair or get rid of current disadvantages, etc.).
- *Compassion* (it is bending over the suffering of other people and willing to help them; it is closely related to love and loving kindness, which is a kind of universal or nondifferential love that takes into account the value and needs of all human beings, etc.).
- *Non-judgmental* (we are just observing what is happening in and around us and reacting as best we can; when you find yourself judging yourself and your behavior or your results, don't judge it... calmly turn your thoughts back to it what you are doing at the moment, etc.).
- *Non-attachment* (feeling is, according to Eastern philosophy, the cause of feeling unhappiness; when we stop paying attention to external factors so much and fight so fiercely to be different than we really are, paradoxically we begin to appreciate ourselves and who we are etc.).
- *Novice mind* (as long as the expert's mind is closed to new knowledge and experience, the novice's mind is open to them; do not make assumptions that the way you experience yourself cannot change; try to find a balance between healthy skepticism and a cheerful openness to trying something new).
- *Good mood* (most often mental disorders are manifested by an excessively serious attitude towards one's own condition and situation, treating life too seriously – that

is why you should smile, laugh at yourself, because each of us happens to do something stupid or funny from time to time, etc.).

- *Commitment* (in building our self-esteem, we set goals that make us happy; commitment, in this case, also means practicing the necessary skills – even when we don’t feel like it, etc.).
- *Enormity* (“wisdom mind” – intuitive mind: author’s footnote – it is spacious, deep and capacious enough to calmly contain all thoughts and feelings; when we rest in this mind – it is as if we are resting in the depths of a calm ocean and then from there you can observe unpleasant thoughts and feelings; it allows you to gain broad insight and become aware of what is happening to us without engaging in harmful judgments about ourselves or the situations with which we are dealing).
- *Generosity* (a generous heart gives away because it has self-esteem, not the need to reaffirm it, knowing that giving is what counts in life; giving helps us to get rid of feelings of attachment – by giving something to someone, we see that we really are unity, etc.).

The so-called “attitudes of the heart”, which can be strengthened through meditation, and which – according to G.R. Schiraldi – define a new way of being and relating to oneself and the outside world.

On the other hand, following B.B. Youngs, self-esteem consists of six factors that simultaneously strengthen our actions. They include [10, p. 286]:

- Physical safety (because there is no risk of personal injury).
- Emotional security (because we do not experience fear or humiliation).
- Awareness of own identity (ability to answer to the question “Who am I?”).
- A sense of belonging.
- Competence (awareness that we can do something).
- Mission (feeling that our life has meaning and direction).

Many authors point to the “Pareto Principle” when pointing to the setting of priorities in one’s life. It says that practically in every area of one’s activity there is approximately 20%, which determine 80% of success, and the remaining significant part – 80%, which translates into only 20% effectiveness [11, p. 424].

This principle assumes [11, p. 424]:

- 20% of efforts give 80% of results,
- 20% of causes produce 80% of the effects,
- 20% of the outlay brings 80% of the profit.

## **Decision-making and problem-solving skills**

Making decisions, even the simplest ones, proves that a person is decision-making. However, not every decision that has further consequences is easy. Sometimes, especially when a person holds managerial positions, decisions are often burdened with a large dose of responsibility and risk, which in turn reduces the certainty and probability of its accuracy, etc.

For many people, including decision makers, making the right decision becomes a significant problem. Therefore, the ability to solve problems in the decision-making process is crucial.



The problem-solving process itself varies. There is no single problem-solving model. Problem solving is directly related to the act of thinking. To put it another way, it can be said that, in principle, thinking is nothing more than the constant solving of problems (smaller or bigger ones), and even more so – creative thinking. Most often, in the literature, one can find various ways of solving problems according to Dewey, Wallas, Rossman, Guilford or Józef Koziellecki. The latter, as if based on the considerations of the above-mentioned authors, developed a method for solving problems that seems relatively simple. It is based on the following phases, i.e.:

- a) the phase of perceiving the problem,
- b) problem situation analysis phase,
- c) the phase of generating ideas for solutions,
- d) phase of verification of solution ideas,
- e) the phase of returning to the previous phases (if necessary) [12, p. 25-26].

The above phases of solving the problem(s) allow for an almost methodical approach to its (their) solution. This is of course important in the process of making the most appropriate decisions, which then may be burdened with a low risk of choosing the right solutions.

It can be assumed that a human's lack of decision-making skills "excludes" him/her from the possibility of occupying managerial positions, where high decision-making and professional mobility are required.

### **Ability to control and maintain one's "personality balance" (in the intellectual, emotional, spiritual and physical spheres)**

If the three elements: body, mind, and spirit are in harmony, all human energy related to his/her functioning also remains in harmony, in health. The center of balance combines all the person's duties and interests, which give him/her the meaning of his/her life goal – a balanced life. In this case, the needs, life roles, and responsibilities, which together constitute specific priorities aimed at a specific goal, become important. Many authors, following S. Covey, call the listed elements a life mission. It relates to the interior of a human and brings fulfillment in all dimensions of human life: physical, mental, and spiritual. This mission, according to S. Covey, must be discovered. It results mainly from the fulfilled life roles and their analysis, professed superior values that everyone should identify. In consequence, everyone should think about what is particularly important to them. Who does he/she want to be? Where does he/she want to go in his/her life? A human has to answer those key questions otherwise, he/she will not be aware of himself/herself – how he/she perceives himself/herself [13, p. 66; 14, p. 39; 15, p. 140-142].

Finding own *vision of balance* is a dynamic process. It is good if it contains elements as follows [15, p. 142]:

- *visual*, i.e., referring to the right cerebral hemisphere (imagination), which facilitates remembering in the form of images,
- *emotional* that make one feel something instead of appealing to the intellect,
- *motivational*, which are the driving force that moves people forward.

When describing the use of human predispositions to set goals, which is very useful when delineating life roles, and consequently lead to creating one's own vision, S. Covey lists the essential abilities: [16, p. 161-162]:

- *free will*, which we use to make decisions, going beyond our education, programming and circumstances,
- *creative imagination* that we use to visualize, devise possibilities beyond our direct experience; we use our imaginations to see our purpose in mind,
- *conscience*, i.e., close relationship between goals and mission, needs and principles,
- *self-awareness*, i.e., accurate estimation of one’s own abilities.

## **Demonstrating the desired conceptual-creative and innovative-creative skills (competences)**

The basis of the above competences are proactivity, motivation and effectiveness, imagination, self-reflection, resistance to stressful situations and criticism, the ability to solve difficult and conflict situations, adaptation skills to various environments, and socio-situational conditions, etc.

A. Bubrowiecki, quoting the words of Maxwell Maltz, one of the precursors of psycho-cybernetics – states: “In life 95% of success depends on precisely formulated goals [...] a human is goal-oriented by nature and will not be happy until he/she implements this postulate” [14, p. 207]. He continues, “When a target is clearly defined, the subconscious part of the mind automatically accomplishes it, just as when a target missile hits thanks to feedback trajectory corrections. It is the goal that determines our choices and actions. All you need to know is where you are going, and correct solutions will appear” [14, p. 207].

An individual development plan based on the set goals should meet the *SMART* criteria – an acronym from the first letters: Specific – specific goals; Measurable – goals should be measurable; Achievable – goals should be achievable; Relevant – goals should be relevant and Timescaled – properly planned, and achieving them should only be a matter of time.

The goal should be *motivating*, i.e. it should be beneficial and attractive – and consequently ensuring the satisfaction of life needs, as well as the satisfaction of one’s aspirations (ambitions) and needs. However, it should be remembered in this case that excessively high ambition in life, and thus the purposefulness of satisfying them, may sometimes become a source of internal conflicts (difficult situations) when they are not achieved. That, on the other hand, may become the cause of unfavorable stressful states, apathy, frustration, etc. Therefore, when formulating life goals, one should apply the well-established principle of “cut your coat according to your cloth”.

Life goals can be written down and then gradually implemented – then one has a guarantee that they will not be forgotten.

H. Urban [17, p. 123], showing the inseparability of motivations and goals, wrote: “Motivation plus goals are not only the most perfect source of human power, but even the seed of every success. When we combine our motivation with the goals we set ourselves, there will be almost nothing to stop us. All achievements, no matter how big or small, are born as goals, and they grow thanks to motivation”.

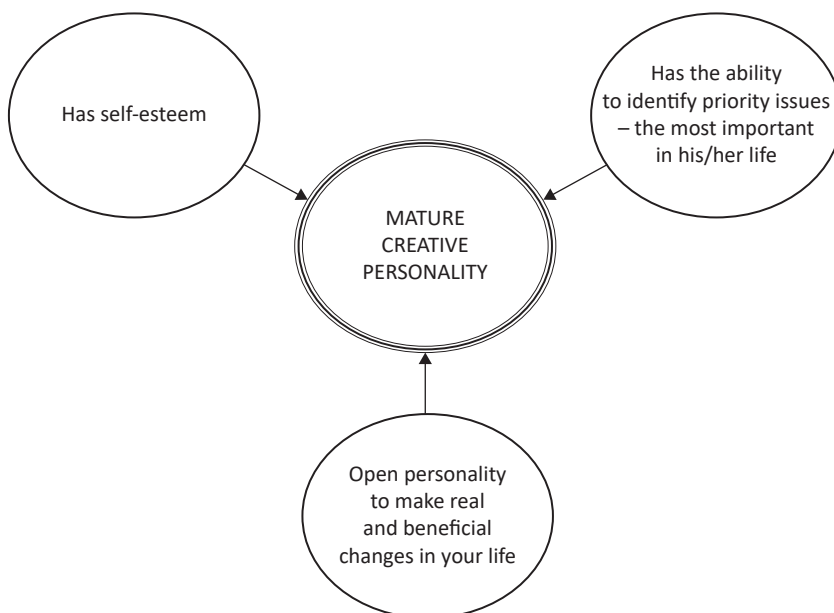
Motivation comes from needs as well as goals and expectations. Experience shows that motivation and, consequently, action are stronger when a person has a specific goal or task – when the goal is difficult to achieve but acceptable, when the person receives feedback on its implementation. M. Armstrong believes that motivations are mainly influenced by the following issues [18, p. 36]:

- Importance of needs – people will be more motivated when both their mental and economic needs are met,
- Goal influence – people are motivated by setting specific, achievable, and agreed goals,
- The importance of expectations and the strength of motivation depends on how high the expectations are and that the work will bring the desired reward.

For the purposes of these considerations, it can be assumed that the determinants of a mature creative personality are (Fig. 1):

- Self-esteem,
- Ability to identify priority issues – the most important in one’s life,
- Open personality to make real and beneficial changes in one’s life.

One of the elements of personal fitness is the ability to deal with emotions (own and others’). The need to educate emotions is postulated by many authors, mainly Daniel Goleman and Józef Koziński dealt with these problems. On the other hand, contemporary psychologists pay attention to the broad aspect of emotions, which, as a *complex set of body and mental changes, include physiological arousal, feelings, cognitive processes, and behavioral reactions, performed in response to a situation perceived as important for a given person* [19, p. 113]. Emotions have a direct impact on memory, learning, attention, social judgment, creativity, and the perception of one’s own health. Undoubtedly, emotions have a significant impact on creativity, clarity of thinking, teamwork, they also disturb largely mutual communication. Emotions should be controlled, and this skill is perceived by many as the ability to distinguish and modify actions in accordance with their moods and feelings, recognize and understand the sources of their causes, and control them [19, p. 113].



**Fig. 1.** “Model” of the creative personality  
Source: Own study.

According to J. Strelau, the ability of an individual to cope with stress depends on such features as [20, p. 390]:

- *Intelligence.*
- *Abilities.*
- *Special skills.*
- *Knowledge.*
- *Personality and temperament traits.*
- *Physical characteristics.*
- *Number of experiences related to a given stressful situation.*
- *The current state (physical and mental) of the individual.*

The most straightforward, preventive counteraction to stressful situations are [21, p. 65-70]:

- *Avoidance of stressors.*
- *Physical exercise (physical activity).*
- *Healthy Eating.*
- *Healthy sleep.*
- *Relaxation reaction.*

## Conclusion

When identifying personal efficiency with self-management, A. Borowska [19, p. 101], considers it to be independent management of one’s life and career, setting and realizing one’s life goals, having full control over one’s life, behavior, and resources, and *creative adaptation* to an ever-changing world. It manifests itself, in particular, in planning one’s life, career and all activities in accordance with one’s needs and beliefs, and in conscious management of one’s resources (energy, mental and physical ones), mostly emotions, stress, and time. A. Borowska also believes that *managing oneself* requires knowing oneself, i.e., self-knowledge, confidence resulting from self-esteem, and integrity [19, p. 102].

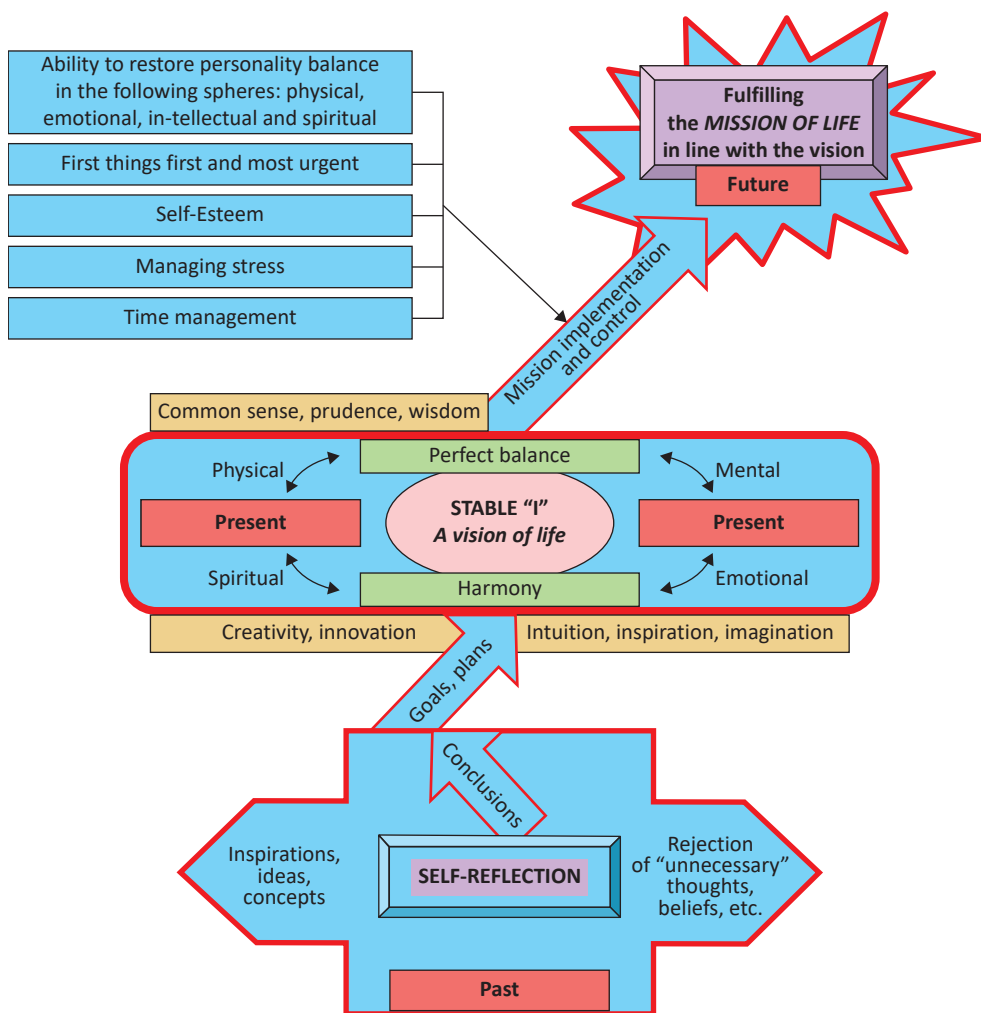
Taking into account the arguments presented above that a human should learn to manage himself/herself, it should be stated that if he/she does not acquire this competence, he/she may not cope with the contemporary, increasingly complex problems of everyday life, both in the shorter perspective, especially in the long term.

Self-management should be seen today as the competency of every human being which allows him to create both long-term and short-term life plans concerning not only personal but also professional development.

Many authors raise this issue increasingly boldly, probably seeing various possibilities of creativity for a person who, wanting to be a transgressive person, will consequently go out for all, sometimes imagined by himself/herself, obstacles only seemingly unattainable. Consequently, as often life shows, he/she can achieve anything his/her imagination reaches. There is only one condition – he/she must be properly motivated, consistent, and constantly pursue the goals he/she has created.

Only the issues highlighted in this article (as there are probably many more), which in a specific way determine the quality of self-management, are illustrated in Figure 2.

In the figure above, it can be clearly seen that many factors count in *self-management*, although all their synergy is focused on reality. Only people with developed emotional



**Fig. 2.** Self-creation of the future in the process of self-management  
 Source: Own study.

intelligence, stable personality will be able – *in the event of various threats and life obstacles* – to reassume and pursue the achievement of the intended goals in the social, professional, and personal spheres.

Summing up, one could ask if *every person is prepared to manage himself/herself?* The answer is as trivial as the question. Every person, when begins noticing his/her possibilities in this area, can also learn to manage himself/herself.

**Acknowledgement**

No acknowledgement and potential founding was reported by the author.

**Conflict of interests**

The author declared no conflict of interests.

### Author contributions

The author contributed to the interpretation of results and writing of the paper. The author read and approved the final manuscript.

### Ethical statement

The research complies with all national and international ethical requirements.

### ORCID

Lesław Wętyczko  <https://orcid.org/0000-0001-6501-820X>

### References

1. Koziński J. *Koncepcja transgresyjna człowieka. Analiza psychologiczna*. Warszawa: Państwowe Wydaw. Naukowe; 1987.
2. *Psychologia*, [online]. Encyklopedia PWN. Available at: <https://encyklopedia.pwn.pl/haslo/psychologia;3964141.html> [Accessed: 10 February 2020].
3. Koziński J. *Koncepcje psychologiczne człowieka*. Warszawa: Wydawnictwo Akademickie „Żak”; 1996.
4. Wętyczko L. *Wpływ zachowań asertywnych i działań transgresyjnych na osobowość oficera–dowódcy*. Wojsko i Wychowanie. Pismo żołnierzy zawodowych WP. 1999;5.
5. Marshall G (ed.), Tabin M (sci. ed. of the Polish edition). *Słownik socjologii i nauk społecznych*. Warszawa: Wydaw. Naukowe PWN; 2005.
6. Jarmoszek S (sci. ed.). *Podstawy pedagogiki w kształceniu oficerów. Praca zbiorowa*. Toruń: Wydaw. Adam Marszałek; 2002.
7. Pieczywok A, Wętyczko L. *Profesjonalizm zawodowy nauczyciela akademickiego w kontekście realizacji procesu dydaktycznego*. Wrocław: Wyższa Szkoła Oficerska wojsk Lądowych; 2008.
8. Branden N. *6 filarów poczucia własnej wartości*. Łódź: Ravi; 2008.
9. Schiraldi GR. *10 prostych sposobów na budowanie poczucia własnej wartości*. Gdańsk: Gdańskie Wydawnictwo Psychologiczne; 2011.
10. Dryden G, Vos J. *Rewolucja w uczeniu się*. Poznań: Zys i S-ka; 2003.
11. Bubrowiecki A. *Ucz się i myśl. Jak wykorzystać potencjał umysłu w szkole, biznesie, w życiu prywatnym. Jak sprostać wymaganiom epoki inteligencji*. Warszawa: MUZA; 2012.
12. Koziński J. *Rozwiązywanie problemów*. Warszawa: Państwowe Zakłady Wydawnictw Szkolnych; 1969.
13. Covey SR. *7 nawyków skutecznego działania*. Poznań: Dom Wydawniczy REBIS; 2007.
14. Bubrowiecki A. *Popraw swoją pamięć*. Warszawa: Muza; 2011.
15. Wilson P. *Idealna równowaga*. Warszawa: Wydawnictwo Laurum; 2012.
16. Covey SR, Merrill AR, Merrill RR. *Najpierw rzeczy najważniejsze*. Grajkowska W (transl.). Poznań: Rebis; 2005.
17. Urban H. *20 najważniejszych lekcji życiowych prawd*. Warszawa: Wydawnictwo Studio EMKA; 2009.
18. Armstrong M. *Zarządzanie ludźmi. Praktyczny przewodnik dla menedżerów liniowych*. Skoczyła G (transl.). Poznań: Dom Wydawniczy Rebis; 2007.
19. Borowska A. *Kształcenie dla przyszłości*. Warszawa: Wydawnictwo Akademickie „Żak”; 2004.
20. Strelau J. *Psychologia temperamentu*. Warszawa: Wydaw. Naukowe PWN; 1999.
21. Hallowell E. *Zarządzanie stresem*. Rybak K, Jezińska M, Jerzmanowska A (transl.). Gliwice: Helion; 2008.

### Biographical note

**Lesław Wętyczko** – PhD, the author is a long-term academic teacher specializing in humanities and social sciences. The main research areas of his interest are primarily management

and quality sciences, security sciences, as well as pedagogy and education sciences. He is a graduate of several universities. He graduated from engineering studies at the Military University of Science and Technology, MA studies at the Institute of Transport of the Warsaw University of Technology, and obtained the academic title of doctor in didactics at the Institute of Humanities (Faculty of Land Forces) National Defense Academy in Rembertów. He also graduated from the Training Centers for Officers of Staffs of Regiments and Divisions. He is the author of over one hundred and twenty compact publications, articles, research works, and has participated in the development of several dozen studies and education and training programs. He has held over a dozen didactic and scientific (research and didactic positions), ranging from the head of the institute, through the chair of the department, vice-dean (at the Faculty of Management and the Faculty of Security Sciences) and vice-rector of the AWL for didactics. For several years he was the Rector-Commandant's Plenipotentiary for Education Quality and the Polish Qualifications Framework. Currently, as a retired colonel of the Polish Armed Forces, he is the Director of the Management Institute at the General Tadeusz Kościuszko Military University of Land Forces in Wrocław.

---

### **Uwarunkowania skutecznego zarządzania sobą „Zarządzaj sobą, bądź kreatywny, osiągnij cele”**

---

#### **STRESZCZENIE**

W artykule zostały przedstawione, jak się wydaje, kluczowe aspekty związane z najważniejszą kompetencją człowieka XXI wieku – kompetencją zarządzania sobą. W obecnych czasach, kiedy życie i rozwój cywilizacyjny i technologiczny nieprawdopodobnie przyspieszyły, coraz trudniej jest wypełniać ludziom powierzone im role społeczne. Dotyczy to wszystkich, ale w szczególności tych, którzy muszą zarządzać (kierować) innymi ludźmi czy całymi wręcz zespołami, często zapominając o sobie, o swoich potrzebach, priorytetach życiowych i rozwoju osobistym. Człowiek powinien umieć w sposób mądry i racjonalny planować swoje życie osobiste o rozwój zawodowy, aby całkowicie nie zatracić się w otaczającej go rzeczywistości pochłonięty tylko sprawami zawodowymi i problemami innych.

Niniejszy artykuł wskazuje na najważniejsze aspekty, które należy wziąć pod uwagę planując swój rozwój osobisty i społeczno-zawodowy, gdyż tylko w ten sposób można poczuć spełnienie się zarówno w życiu osobistym (rodzinnym), jak i społeczno-zawodowym.

---

**SŁOWA KLUCZOWE** zarządzanie, kreatywność, wyobraźnia, osobowość, kompetencje społeczno-zawodowe, bezpieczeństwo

#### **How to cite this paper**

Wętyczko L. *Conditions of effective self-management “Manage yourself, be creative, achieve goals”*. Scientific Journal of the Military University of Land Forces. 2021;53;1(199):96-110.

DOI: <http://dx.doi.org/10.5604/01.3001.0014.8113>



This work is licensed under the Creative Commons Attribution International License (CC BY).  
<http://creativecommons.org/licenses/by/4.0/>