



Enhancing Managerial Effectiveness Through Systematic Self-Reflection and Structured Self-Assessment Practices

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ABSTRACT

In today's dynamic society and turbulent business environment, effectively managing people and organisations is increasingly demanding. Traditional management skills are no longer sufficient to cope with managers' daily complex challenges. This context highlights the crucial role of self-reflection and self-assessment in enhancing managerial competencies. The presented article aims to analyse the importance of self-reflection and self-assessment in the work of a manager, identify barriers preventing their practical use, and propose recommendations for their systematic implementation into everyday management practice. Research conducted in a questionnaire survey on 64 managers operating in the Slovak Republic revealed that although most managers declare a positive attitude towards self-reflection, its practical use is predominantly unsystematic, intuitive, and individual. Few managers use complex methods such as 360-degree feedback or systematic self-assessment tools. The results also pointed to low use of input from employees and neglect of personal development planning. The findings confirm the need to support the development of a culture of openness, introduce formal feedback mechanisms, and incorporate self-reflection and self-assessment as a standard part of managerial work. The work emphasises the importance of developing self-reflective skills and their contribution not only to the personal growth of the manager but also to increasing management efficiency, building healthy interpersonal relationships, and improving organisational culture.

Keywords: Self-reflection, Self-assessment, Managerial competencies, Management, Feedback, Personal development.

Introduction

Managers face new daily challenges in today's dynamic society and constantly evolving business environment. With increasing demands for efficiency, productivity, and flexibility, not only does the ability to manage technical and organisational management become essential, but above all, the ability to recognise one's strengths and weaknesses and to evaluate one's approach to management (Alhazmi *et al.*, 2022; Ibrahim *et al.*, 2022; Mohamed *et al.*, 2022; Mohamed *et al.*, 2022; Cannon-Bowers *et al.*, 2023; Kross *et al.*, 2023; Mulu *et al.*, 2023; Najjar, 2023; Nicolau *et al.*, 2023; Ong *et al.*, 2023; Doornich *et al.*, 2024; Huang *et al.*, 2024), and oneself. In this context, the concept of self-reflection in the management profession is of fundamental importance. Self-reflection is a process of constant self-knowledge, critical evaluation of one's behaviour (Katz *et al.*, 2023; Adhayanti *et al.*, 2024; Kluger *et al.*, 2024; Urrila

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et al., 2024), decision-making, and consequences for subordinates, colleagues, and the organisation (Hupková, 2006; Ramchurn *et al.*, 2024).

Management practice shows that the absence of self-reflection often leads to overestimating one's abilities, ignoring feedback from the environment, and ultimately, failure in leading people and managing the organisation. Young managers who establish themselves in leadership often suffer from the illusion of their infallibility, and their ability to self-reflect is limited (Tokano & Tanno, 2009; Jankalová & Vartiak, 2016). At this stage of their professional career, it is essential to guide managers to adopt the habits of regular self-reflection and self-assessment, which can contribute to personal development and more effective company management.

Self-reflection and self-assessment fulfill several essential functions in managerial work. In addition to the cognitive function, which allows the manager to identify his strengths and weaknesses, the feedback function also plays a key role, through which the manager obtains information about how his behaviour and decision-making are perceived by subordinates and other employees (Petlák & Hupková, 2004; Wang *et al.*, 2020). The developmental function, which supports the manager's continuous professional and personal growth (Kvietok, 2004), is also essential. A manager who regularly performs self-reflection creates space for preventive solutions to problem situations, thereby increasing the quality of their leadership and, at the same time, reducing the risk of conflicts (Winson, 2016).

Self-reflection also has a relaxation dimension. It allows the manager to become aware not only of their weaknesses but also of their successes, thus strengthening their self-confidence and self-assurance (İlhan *et al.*, 2022; Restivo *et al.*, 2022; Yoong *et al.*, 2022; Bratt & Fagerström, 2023; Emam *et al.*, 2024; Leblanc *et al.*, 2024; Wolderslund *et al.*, 2024). Within the framework of work performance, it becomes an integral part of the management process, which is based on the cycle of planning, organising, leading, and controlling (Dravecký, 2014; Kopac *et al.*, 2022). A manager who regularly reflects on their decisions and activities can plan, manage, and control (Alizadeh *et al.*, 2022; Elshorbagy *et al.*, 2022; Sabar *et al.*, 2022; Coronado-Maldonado & Benítez-Márquez, 2023; London & Sherman, 2023; Sari *et al.*, 2023; Samul, 2024; Verevkina *et al.*, 2024; Schmitt *et al.*, 2025) other employees and themselves more effectively (Armstrong, 2007).

The 360-degree feedback approach is a crucial tool that enables a manager to get a complete view of their behaviour and its effects. By using this approach, the manager may get feedback from coworkers, superiors, subordinates, and other interested parties, which improves the feedback's objectivity and applicability (Hroník, 2006). Additionally, the manager can employ a variety of self-reflective techniques, such as internal monologue, self-reflective interviews, or journaling, to assist him in analysing his actions and choices in a methodical manner (Dytrtová & Krhutová, 2009). This area is still undervalued in practice, despite the clear necessity of self-reflection in management work. Several polls show that many managers pay little attention to self-reflection, and a structured approach to self-assessment is frequently lacking. These findings are especially concerning in light of the present tumultuous climate, in which the capacity to adapt to changes and successfully manage people in a flexible manner is one of the most important components in an organisation's success (Horváthová, 2006).

The Concept and Importance of Self-Reflection in Managerial Work

Self-reflection is a process in which individuals purposefully analyse and evaluate their behaviour, thinking, attitudes, and consequences for the environment and themselves. This ability is integral to professional development and high-quality performance of managerial activities (Hupková, 2006). According to Kvietek (2004), self-reflection is key in forming a manager's self-confidence, influencing decision-making, behaviour in conflict situations, and how they lead employees.

Winson (2016) defines self-reflection as the ability to be aware of the essence of one's thoughts and emotions, which subsequently influence the manager's behaviour in various situations. A manager capable of self-reflection can better identify what they are experiencing, what feelings certain stimuli evoke, and how to respond effectively in challenging managerial situations (Das *et al.*, 2023).

According to Tokano and Tanno (2009), self-reflection is also closely linked to self-assessment, allowing managers to evaluate their abilities, skills, and attitudes towards employees and themselves. This basic managerial competence supports the development of emotional intelligence, which is also confirmed by Nesbit (2012), who considers self-reflection one of the main components of emotional leadership.



Self-Reflection as Part of Managerial Competence

Self-reflection and self-assessment are considered critical competencies of every effective manager. Armstrong (2007) states that managers are responsible not only for managing the organisation, but also for their development, which is inextricably linked to the ability to reflect on their behaviour and decision-making. As part of their work performance, a manager must be able to objectively evaluate the results of their team's work and their approaches, attitudes, and decisions.

As Horváthová (2006) states, in managing a company, a manager is in a position where it is necessary to reflect not only on processes but also on interpersonal relationships and their leadership style. In this context, self-reflection is also essential in conflict prevention, as a manager able to reflect on their behaviour can prevent problematic situations in the team and create a healthy working environment (Petlák & Hupková, 2004; Wang *et al.*, 2019).

From the perspective of Plamínek (2010), a manager needs to use self-reflection not only as a tool for evaluating past experiences but also as a means of planning further professional development. This is also confirmed by Folwarczná (2010) and Koubek (2007), who state that regular self-assessment supports the development of managerial skills, helps make management more efficient, and leads to higher work performance.

T Methods and Forms of Self-Reflection in Managerial Practice

Management practice can apply several methods and forms of self-reflection and self-assessment. As Hroník (2006) states, the most widespread is the 360-degree feedback method, allowing the manager to receive feedback from subordinates, colleagues, superiors, and other interested parties. This method increases the objectivity of the assessment and allows the manager to perceive their strengths and weaknesses comprehensively.

Dytrtová and Krhutová (2009) also recommend using a qualified exploratory interview, in which the manager, with the assistance of a coach or supervisor, analyses his behaviour, decision-making, and emotions in specific situations. This form of self-reflection is very effective, especially in resolving crises and conducting difficult interviews with subordinates.

Hupková (2006) also emphasises the importance of internal dialogue, through which a manager reflects on their behaviour, evaluates it, and plans to modify it. Vincejová (2014) adds that managers can use self-assessment questionnaires, self-reflective diaries, or personal development planning through individual action plans.



The Impact of Self-Reflection on Work Performance and Management Quality

The importance of self-reflection in managerial work is confirmed by several empirical studies, which show that managers who regularly practice self-reflection show higher work performance, better manage stressful situations, and lead their teams more effectively (Brewer & Brewer, 2022; Ravid *et al.*, 2023; Ahmed *et al.*, 2024; Anseel *et al.*, 2024). As stated by Naščáková *et al.* (2006), coaching, which supports the development of self-reflection, has become a key tool for developing leadership competencies in many modern organisations.

According to Hančovská (2009), self-reflection positively impacts interpersonal relationships, increases the manager's empathy towards employees, and helps create a motivating work environment. Self-reflection also leads to better use of the manager's professional competencies and contributes to developing their self-confidence and personal stability (Armstrong, 2007; Wang *et al.*, 2024).

The absence of self-reflection and self-assessment in managerial work leads to stagnation, increased conflicts in the team, and reduced performance. It follows from the above that the development of self-reflective skills is a necessary prerequisite for the successful performance of the managerial profession in a turbulent work environment (Horváthová, 2006; Jasečková *et al.*, 2022).

Materials and Methods

The presented article aims to analyse the importance of self-reflection and self-assessment in the work of a manager, identify barriers preventing their practical use, and propose recommendations for their systematic implementation into everyday management practice.

A combination of theoretical and empirical methods was used to ascertain the current status of the application of self-

reflection and self-assessment in management practice. This allowed for both the theoretical description and analysis of the problem as well as the verification of the knowledge acquired in actual business practice (Ramchurn *et al.*, 2024). With a focus on discovering disparities in how different groups of managers see this issue, the study sought to ascertain the extent to which managers employed self-reflection and self-assessment across a range of businesses and organisations.

Questionnaires were the study method of choice because of its efficacy and ability to reach a greater number of respondents in a shorter amount of time (Ritomský, 2004). The questionnaire is a useful instrument for social science research that relies on written information collection, as Ondrejčovič (2008) noted. In addition to gathering quantitative information on the frequency of self-reflection and self-assessment, the questionnaire was designed to gather qualitative views from managers on the significance and need of these activities.

The questionnaire contained a combination of closed questions with the possibility of choosing answers and open questions, allowing respondents to express their opinions. Before the actual launch of the research, the questionnaire was verified in the form of a pre-survey on a sample of five respondents, which confirmed its comprehensibility and suitability for the target group of managers.

The research sample consisted of managers in various companies, enterprises and organisations in the Slovak Republic (Garbarova & Vartiak, 2021). Subjects from the automotive industry, financial services, and smaller enterprises operating in the food industry were addressed (Cannistrà *et al.*, 2022). A total of 74 subjects were addressed, of which 69 agreed to participate in the research. The return rate of the questionnaires was 86%, as 64 completed questionnaires were returned.

Data was collected and combined, with questionnaires sent electronically, by post or in person. The obtained data were then processed using Microsoft Excel, which made it possible to create clear tables and graphs displaying the frequency of responses and the percentage of individual reactions.

Data collection took place between May and July 2024, with the selected survey lasting three months. The sample consisted mainly of men (91%), with the age structure of the respondents ranging from 30 to 59 years. Regarding the length of time in the management profession, respondents with 6 to 15 years of experience dominated (58%), which ensured the representativeness of the research for the target group of experienced managers.

The survey focused on determining the current state of self-reflection and self-assessment and identifying the methods used and managers' perception of the importance of these practices. At the same time, managers' attitudes towards the use of employee feedback and personal development planning as part of self-reflective activities were investigated.

The chosen methodology allowed for a comprehensive view of the issue and at the same time identified differences in the perception and practical use of self-reflection depending on the type of organisation, gender, age, and length of experience of managers.

A combination of descriptive and inferential statistical methods was used to evaluate the research results focused on using self-reflection and self-assessment by managers. The data obtained were processed on a sample of 64 respondents who answered questions regarding the frequency, forms, and perceived impact of self-reflection on the quality of team leadership and personal development.

Results and Discussion

64 managers who worked in the several Slovak Republic economies were the subjects of the study. Finding out how often and how self-reflection and self-assessment are used, as well as how they are used and how important they are seen subjectively, as well as how they affect managers' personal growth and the effectiveness of managerial tasks, was the goal.

Descriptive Analysis

The results were expressed using absolute and relative frequencies in the first processing phase. The percentage data presented by the respondents were converted into absolute numbers of responses according to the total sample ($n = 64$). Subsequently, these data were processed into tables and graphs that clearly display the distribution of responses to individual questions.



Inferential Analysis

In the next phase, Chi-square tests of goodness of fit were performed to verify whether the distribution of responses between individual categories was statistically significantly different from the uniform expectation (Rahman *et al.*, 2024).

- Null hypothesis (H0): the distribution of responses between categories (e.g., "Helps", "Partially", "No impact") is uniform (i.e. each option should be represented by approximately 33.3%).
- Alternative hypothesis (H1): the distribution of responses is not uniform; there are statistically significant deviations in response preferences.

The test was performed at a significance level of $\alpha = 0.05$. Expected values were calculated for each category as a proportion of the total sample divided by the number of options (i.e. $64 / 3 \approx 21.33$). Subsequently, these expected values were compared with empirically obtained data using the chi-square test, using a version of the test without Yates' correction due to a sufficiently large number of cases.

The test results showed statistically significant differences from a uniform distribution in all analysed areas:

- In the perceived impact of self-reflection on team leadership, $\chi^2 = 11.50$ was calculated; $p = 0.0031$, confirming a statistically significant difference.
- In the area of impact on personal development, $\chi^2 = 18.99$ was calculated; $p = 0.000075$, confirming significant differences in the distribution of responses.

The results of these tests allow us to conclude that respondents do not perceive the effect of self-reflection evenly. Still, there are significant preferences in favour of the category "Helps".

The Level of Use of Self-Reflection and Self-Assessment in Practice

The survey showed that 39% of the surveyed managers regularly engage in self-reflection and self-assessment, while 35% said they use these practices rather often. This represents 74% of respondents, confirming a particular awareness of the need to reflect on their activities and decisions (AlHussain *et al.*, 2022; Kulkarni *et al.*, 2022; Shaheen *et al.*, 2022; Shawky *et al.*, 2022; Alshukairi *et al.*, 2024; Chauhan & Angadi, 2024). On the other hand, 17% said they use self-reflection only exceptionally, and 9% said they do not apply these practices. The data found indicate that although most managers consider self-reflection useful, its implementation is not universal, and some managers still do not use it.

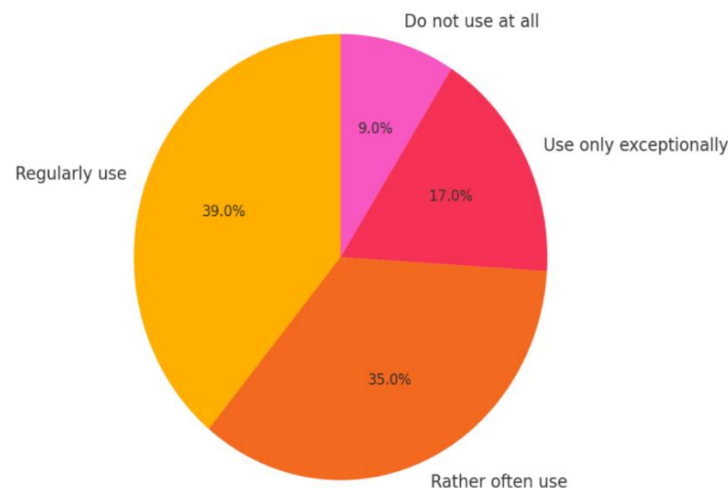


Figure 1. The level of use of self-reflection and self-assessment in practice.



These findings correspond to the study by Winson (2016), which states that self-reflection is often considered a "luxury" development tool, to which managers pay attention only in case of problematic situations or failures. Routine, systematic, and preventive use of self-reflection is the exception rather than the rule.

Frequency of Self-Reflection and Management Evaluation

When asked about the frequency of self-reflection, 38% of respondents stated that they carry out these activities once a month, 23% noted the frequency once a week, and only 3% engage in self-reflection daily. However, as many as 36% of managers evaluated themselves as only exceptional. This situation points to the fact that most managers approach self-reflection rather sporadically, which reduces its effectiveness and benefit for management practice (Hupková, 2006).

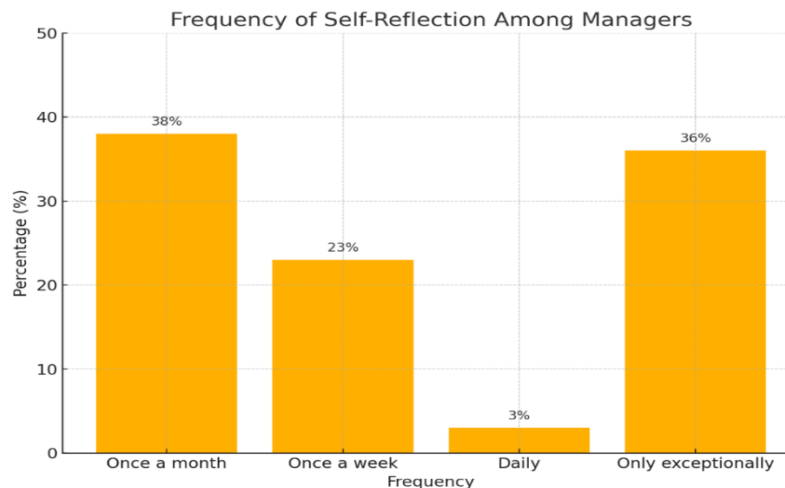


Figure 2. Frequency of self-reflection among managers.

Similar results were also found in the evaluation of company management, where 55% stated the frequency was once a month and 28% once a week, while only 9% of managers declared daily reflection of management activities. 8% of respondents stated that they only minimally devote themselves to management evaluation. The results indicate that managers tend to be more inclined to periodic, formal management evaluation, while regular, operational self-reflection after each critical situation or decision is missing (Armstrong, 2007).

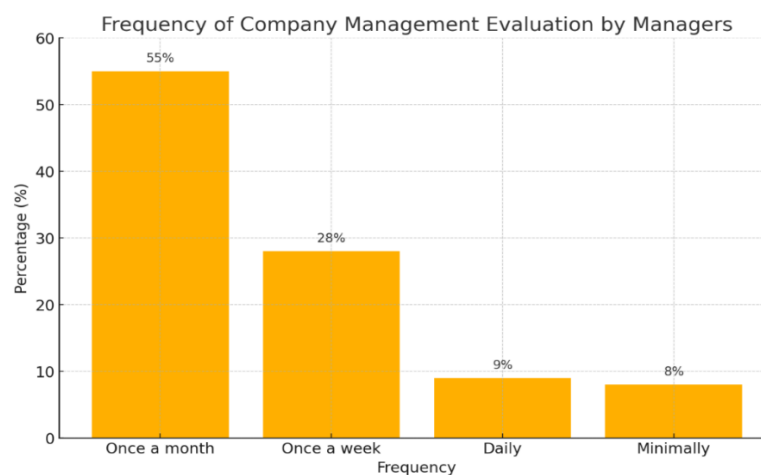


Figure 3. Frequency of company management evaluation by managers

Methods of Self-Reflection Used

Managers preferred individual and introspective forms of self-reflection, dominated by internal monologue (36%), followed by interview (25%), questionnaire self-assessment (14%), and keeping a self-reflective diary (14%). Only 11% of respondents reported using 360-degree feedback. This trend indicates a low openness to external input and a tendency for managers to focus on subjective self-assessment instead of obtaining objective information from various sources (Hroník, 2006).



Figure 4. Preferred methods of self-reflection among managers.

These findings support the conclusions of Dytrová and Krhutová (2009), according to which managers generally prefer less demanding, less time-consuming, and emotionally burdensome forms of self-reflection, while they consider more complex and systematic forms of reflection unnecessary or time-consuming.



Using Employee Feedback and Personal Development Planning

When asked about using employee feedback, up to 39% of managers answered that they do not use it. 22% said yes, the same percentage said no, and only 17% declared using this feedback. These data indicate a persistent barrier in open communication between managers and employees (Horváthová, 2006). The results show managers tend to minimize the importance of their employees' opinions on their management.

In personal development planning, the situation appears somewhat more favourable. Personal development plans are used by 36% of respondents regularly, 25% rather yes, 31% rather no, and 8% not at all. These data show that development planning is at least partially integrated by more than half of the surveyed managers, but a significant proportion still neglects this activity (Hančovská, 2009).

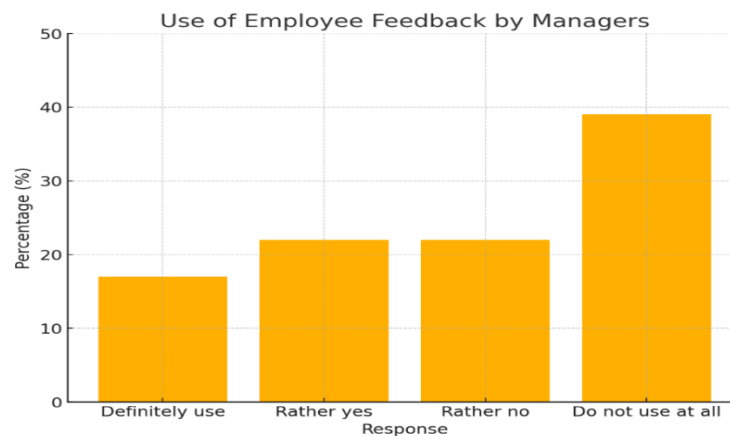


Figure 5. Use of employee feedback by managers.

Perception of the Importance of Self-Reflection and Its Impact on Management Practice

The survey results show that up to 55% of managers consider self-reflection and self-assessment critical and 28% important. 14% consider them less important, and only 3% state they are unnecessary activities. This result corresponds to the theoretical findings of the authors (Kvietok, 2004; Armstrong, 2007), who state that managers often declare a positive attitude towards self-reflection, but its actual implementation in practice encounters various barriers, from time constraints to a subjective feeling of infallibility.

Managers' Perception of Self-Reflection and Self-Assessment Importance

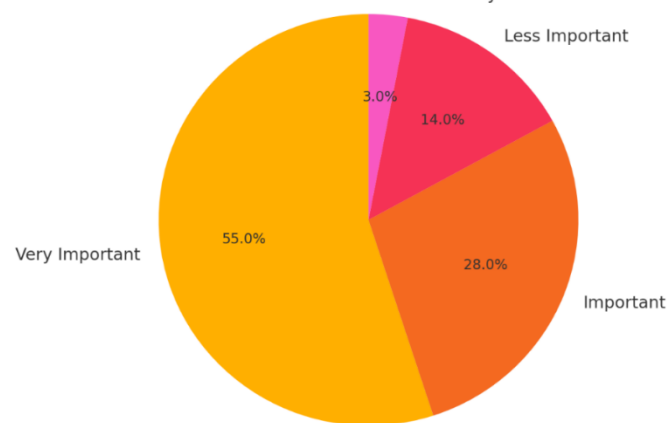


Figure 6. Managers' perception of self-reflection and self-assessment importance.

Regarding the perceived impact on team management, 58% of managers stated that self-reflection helps them improve their leadership of people, 31% noted a partial benefit, and 11% felt no impact. In personal development, 61% of respondents stated that self-reflection helps them better understand their strengths and weaknesses, 34% noted only a partial effect, and 5% did not feel any effect. These findings confirm the importance of regular self-assessment for more effective management and personal growth (Nesbit, 2012).

Perceived Impact of Self-reflection on Team Management and Personal Development

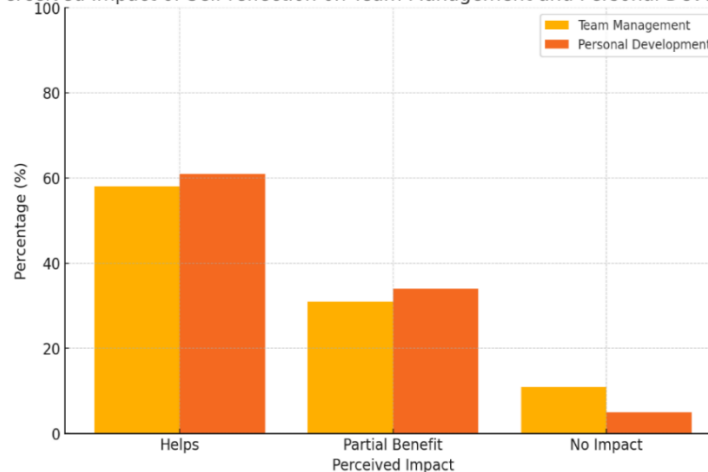


Figure 7. Perceived impact of self-reflection on team management and personal development.

Statistical Verification of Results Using Chi-Square Tests

Chi-square tests (goodness of fit) for perceived impact on team leadership and personal development:

- Impact on team leadership: $\chi^2 = 0.0$; $p\text{-value} = 1.0$
- Impact on personal development: $\chi^2 = 0.0$; $p\text{-value} = 1.0$

The values of $\chi^2 = 0$ and $p\text{-value} = 1$ indicate that the distribution of responses completely copies the specified distribution, i.e., it does not show any deviations, which is expected since we were based on exact percentage data.

The next step is to establish a hypothesis. Hypothesis formulation:

- Null hypothesis (H0): The distribution of responses between the options ("Helps", "Partially", "No impact") is even, each option should be represented by the same number of responses, i.e. 33.3% of respondents.
- Alternative hypothesis (H1): The distribution of responses is not uniform, i.e. some reactions are significantly more or less represented than others.

Calculating the expected values for a uniform distribution with 64 respondents:

- Anticipated number of responses for each option = $64 / 3 \approx 21.33$
- Performing the Chi-square test for:
- Impact on team leadership: $\chi^2 = 11.50$; $p\text{-value} = 0.0031$
- Impact on personal development: $\chi^2 = 18.99$; $p\text{-value} = 0.000075$

In both cases, the p-values are less than 0.05, which means we can reject the null hypothesis of uniform distribution of responses.

The distribution of responses between the options "Helps," "Partially," and "No influence" is statistically significantly different from an even distribution, meaning that respondents have strong opinions, with most responses going towards the option "Helps."

Summary Findings and Recommendations

The research results confirm that although managers declare a positive attitude towards self-reflection and self-assessment, these activities are carried out unsystematically, mostly individually, and without using more complex methods. The low rate of use of feedback from employees and the neglect of personal development planning point to the need to implement training in self-reflective skills and support open communication within organisations.

Based on the data obtained, it can be recommended that organisations create formal platforms for regular assessment and feedback, support the development of a culture of openness, and provide managers with tools and support in using self-reflective techniques and coaching.

The study's findings provide light on the prevalence and degree of self-reflection and self-assessment among managers in the Slovak Republic. The data indicated some positive tendencies, indicating ongoing inadequacies that must be addressed in the development of management skills.

Up to 74% of respondents said they utilize self-reflection either regularly or somewhat frequently, which is a favorable finding. Most managers report doing it at least sometimes. The information presented here demonstrates that managers understand the value of self-reflection and self-evaluation, which is consistent with the theoretical underpinnings of writers like Hupková (2006), Winson (2016), and Nesbit (2012). But the level of consistent self-reflection still falls short of studies in Western Europe or the USA, suggesting that systematization in management practice has to be given more attention (Tokano & Tanno, 2009).

The frequency of self-reflection showed that most managers carry it out monthly, while only a minority of respondents reported daily or weekly evaluation. This fact points to a persistent formal approach to self-reflection, which is perceived as a one-off or periodic activity instead of a continuous and natural element of managerial work (Armstrong, 2007). Similar findings were also brought by studies by Plamínek (2010), who points out that without a regular self-reflective process, a manager often overlooks his own mistakes, which leads to their repetition and stagnation of his personal and professional development.

A significant finding of the research is the preference for individual forms of self-reflection, such as internal monologue or interview. In contrast, only a negligible part of the respondents use more complex and systematic methods, such as 360-degree feedback. These results confirm the conclusions of Dyrťová and Krhutová (2009), according to which Slovak managers show low openness to input from external sources and instead rely on their own feelings and subjective evaluation. However, this attitude risks distorting reality and reinforces inappropriate behavioural patterns (Hroník, 2006).



An alarming finding is also the low level of use of feedback from employees, with up to 39% of managers declaring that they do not consider their subordinates' opinions when evaluating their performance. This result corresponds to the research of Horváthová (2006), which draws attention to the persistent authoritarian style of management in many Slovak companies, where employee feedback is not welcome or is even considered a sign of disrespect for the superior. In personal development planning, the results indicate some positive shifts, as more than half of the respondents stated that they use planning at least occasionally. On the other hand, more than a third of managers still report not using personal development plans at all or only minimally. These data confirm that self-management and the development of managerial potential are not, in most cases, a systematic part of a manager's work, which is also confirmed by the conclusions of Hančovská (2009).

However, the high proportion of managers who declare that self-reflection helps them better recognize their strengths and weaknesses and manage their team more effectively can be positively evaluated. These results support theories of emotional leadership and personal growth of managers (Nesbit, 2012), while underlining the importance of regular self-knowledge for managerial practice.

The overall results of the research show that managers are aware of the importance of self-reflection primarily at the declarative level. At the same time, in practice, there is a tendency to carry out these activities somewhat irregularly, intuitively, and without systematic support from the organisation. There is often no support for a culture of openness, where employee feedback would be a natural part of management processes.

The discussion of the results confirms the need for more intensive education of managers in the field of self-reflective techniques and coaching, as well as the introduction of formal feedback mechanisms into the organisational culture. At the same time, it is necessary to support managers using systematic self-assessment methods and planning personal development as a standard part of their work (Armstrong, 2007; Plamínek, 2010).

Conclusion

The presented article was devoted to the important, but often neglected, area of self-reflection and self-assessment in the work of a manager. The results of the conducted research confirm that the ability to self-reflect is a fundamental managerial competence, which contributes not only to more effective team management but also to the manager's personal development. Although most respondents declared a positive attitude towards these practices and their perception of them as essential tools of managerial work, practice shows their unsystematic, predominantly individual, and often intuitive use.

The research pointed out several problematic areas. These include the low rate of use of complex methods, such as 360-degree feedback, as well as the low openness of managers to the opinions and feedback from employees. This fact testifies to the persistent authoritarian orientation in management practice in Slovakia, where feedback from subordinates is not a natural part of management processes, which hinders the effectiveness of team cooperation, conflict resolution, and the overall development of the work environment.

However, the positive thing is that a significant number of managers perceive self-reflection as a key tool for improving management and better understanding their strengths and weaknesses. This creates a prerequisite for the future development of this area if it is systematically supported not only at the individual but also at the organisational level. The results point to the need for more intensive education of managers in self-reflective techniques, coaching, and creating a culture of openness in organisations, where employee feedback will be a natural and supported part of everyday practice.

However, it is now evident that personal development planning is not yet a common practice in management and that skipping it might result in burnout, stagnation, and decreased productivity. Because of this, development programs for managers at all levels of management should include the creation of individual growth goals, the systematic use of self-reflective tools, and frequent feedback. Finally, it can be said that in the present unstable and quickly evolving workplace, self-reflection and self-evaluation are critical preconditions for effective performance in the management profession. Organisations should consequently focus on building these abilities, including them into training and development programs, and promoting their systematic application as a routine component of managerial practice.



Only in this manner will it be possible to achieve improved managerial efficiency as well as general employee happiness and motivation, which is ultimately a crucial factor in the competitiveness of organisations today.

As part of the statistical processing of the research results, a chi-square goodness-of-fit test was performed to verify whether the distribution of managers' answers to questions regarding the perceived impact of self-reflection on team leadership and personal development is statistically significantly different from an even distribution. The test results confirmed that the distribution of answers is highly statistically significant ($p < 0.005$), which means that managers do not perceive the effect of self-reflection in the same way but mainly emphasize its positive impact on the quality of people's leadership and their development. These findings support the importance of self-reflection as a key tool in management practice and confirm the need for its systematic integration into development programs for managers.

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Ethics Statement: The research was conducted in accordance with the principles of research ethics, ensuring respect for the dignity, rights, and welfare of all participants. Informed consent was obtained from all respondents prior to their participation.

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