



GUIDE FOR MANAGEMENT AND SOFT SKILLS



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1. ADVANCED COMMUNICATION SKILLS

Paul. J. Meyer said that *communication is the key to personal and career success.*

What successful communication entails:

- active listening
- respect for someone else's map of the world / perception
- concise and clear presentation of opinions and views
- accepting and providing quality feedback
- showing respect to the person you are communicating with
- understanding

1.1 NLP COMMUNICATION MODEL

Human communication begins with the concept that the sender wants to send to the receiver. The sender turns the concept into a message, which they can send through various communication channels – verbal, non-verbal, written, oral, etc. The receiver receives the message and decodes (perceives) it, depending on their attitudes, emotions, mental programs, cultural climate, personal experiences, beliefs, values, gender, but also their current physical and emotional state. All of the above can affect the different interpretation of the received message, which the recipient then provides feedback on.

It is often assumed that a lack of verbal response means a lack of feedback. However, we are always communicating and giving feedback, even when we say nothing.

Since the world view of each person depends on a large number of factors, which are necessary for decoding the received information, it is completely subjective. It is therefore important to understand that in communication, we do not respond to what a person has said, thought or wanted, but we respond to our perception of what we have heard. For this reason, misunderstanding and misinterpretation of the communicated message often occur in communication.

If you want to communicate successfully with others, you must first rethink your perception and understanding of the sent message. An open mind, tolerance, empathy and a desire to understand Someone else's world view can help you with this.

1.2. MAKE A GOOD IMPRESSION WITH YOUR NON-VERBAL COMMUNICATION

According to research by Albert Mehrabian, **7%** of communication refers to **verbal** communication and **93%** to **non-verbal**, of which 55% to body language and 38% to the tone of voice.

- Positive and negative body language

Each person has their own characteristic body posture that they most often assume. That is why you can recognize someone from a distance, even before you see their face. Body posture says a lot about a person's personality. A person who usually stands upright probably has a different temperament than a person who slouches, with their shoulders hunched. In addition to body posture, we distinguish between positive and negative body language.

Positive body language refers to:

- relaxed attitude
- hands down and fingers spread out
- good eye contact
- nodding and tilting the head
- smiling
- leaning forward

Negative body language refers to:

- frowning eyebrows
- arms crossed
- clenched or intertwined fingers
- hand close to mouth
- finger twisting or fidgeting

1.3. THE DISTANCE BETWEEN YOU AND THE OTHER PERSON

- Intimate distance

Distance up to half a meter from our body. It is the distance at which we can touch other people, and they can touch us. We use it in communication with people who are very close to us and in situations that express closeness.

On the other hand, when someone enters our intimate space without our permission, we feel threatened, embarrassed and angry. In situations where we cannot avoid it (in an elevator or tram), we usually stiffen and look away.

Intimate distance is up to half a meter from our body.

- Personal distance

Distance between half a meter to 1.2 meters. At that distance, people can shake hands. Their contact is still very close, but less personal than is the case with intimate distance. It is used by close friends and couples when in public. If a person of the opposite sex approaches you at that distance at a party, you will probably start to feel uncomfortable.

Personal distance is between half a meter to 1.2 meters.

- Social distance

We apply it in everyday social and business meetings. Acquaintances, colleagues at work, sellers and buyers use the shorter range of that distance (up to 2 meters).

Social distance is from 1.2 to 3.5 meters.

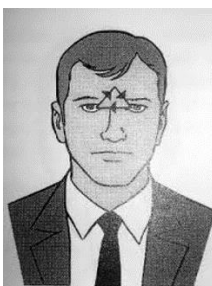
If in such situations someone comes closer to us than 1.2 meters, we will start to feel uncomfortable.

1.4. THE WAY YOU LOOK AT ANOTHER PERSON

As a rule, we distinguish three types of gazes:

- the business gaze

The business gaze is focused on the eyes.



Picture 1: Business gaze

- the social gaze

This gaze is focused on the triangle that is made up by the eyes and mouth and shows that the conversation is casual.



Picture 2: Social gaze

- the intimate gaze

The intimate gaze wanders from the eyes to the chest and in male-female relationships can be a sign of seduction.



Picture 3: Intimate gaze

1.5. WHAT TO AVOID IN COMMUNICATION

Just as there are things that help us create rapport, there are also things that make it difficult to create a relationship of understanding and trust. Below are some of the most common mistakes we make in communication.

- Not watching and not listening

In today's age of advanced information technology, it is easy to forget to watch and actively listen to the other person. If you look at a computer or mobile phone during communication and only listen with one ear or, worse, do not listen at all to what the other person is telling you, the person is likely to interpret this as a lack of interest or respect.

- Sharing unsolicited tips

We often have the best intention of helping the other person by sharing our experience with them or offering them concrete advice. Before you do that, check whether the person needs your advice and is interested in what you have to say about the topic or just wants to be heard.

- Expressing constant disagreement

Of course, it is okay to express disagreement when you disagree with the other person's views and suggestions. But if you constantly express disagreement, you will find it difficult to create successful communication with the other person. If you disagree about something, first try to find at least a few things you agree on to establish a rapport.

- Diagnosing and labeling

Diagnosing and labeling mainly refer to communication in which you classify a person into a group, or attribute a trait to them without accepting the bigger picture and with a lack of tolerance. Often these are sentences that begin with: “You are...” For example: “You are intolerant”, “You are incompetent”, etc. When you address someone in this way, the person has no choice but to either agree with you and feel bad or reciprocate aggressively.

1.6. THE FOUR HORSEMEN OF THE APOCALYPSE IN COMMUNICATON

Dr John Gottman’s research found that not all negativities in communication are equally strong. Four of them are strong predictors of relationship destruction. Although the research was conducted on married couples, it is equally applicable in the business context. If you notice any of these signs in communication, try to react as soon as possible.

1) Criticism

Unlike constructive criticism in which you tell a person what bothers you and how they can fix it, criticism is focused on the person. For example: “You are incompetent”, “You are lazy”, “You don’t know that”, etc.

2) Contempt

Contempt often carries with it a complete lack of respect for the other person, and it can be manifested verbally and non-verbally. In both cases, the person you are dealing with will feel unimportant, irrelevant and hurt.

3) Defensiveness

In relationships, sometimes if you feel anger, guilt, or do not know how to stand up for yourself, you may take a passive-aggressive defensive stance.

4) Stonewalling

This problem is manifested by the cessation of communication, on one or both sides. It is more often a form of non-verbal than verbal communication, and often involves defensiveness and contempt.

1.7. CREATE A RELATIONSHIP OF UNDERSTANDING AND TRUST IN COMMUNICATION

If you want to be successful at communication, try to coordinate your communication with the other person. When you succeed, you can say that you have established a rapport with the person.

Rapport is a harmonious relationship between two people who communicate smoothly and strive to understand each other's differences.

The word rapport comes from the French verb rapporter, which literally means to bring something back. In a figurative sense, this would mean that what one person sends, the other person gives back. For example, in communicating with someone, you may notice that you share common values, beliefs, knowledge, views, and interests, and that communication is mutually enjoyable and simple.

If you want to increase the probability of rapport, try to find the thing that connects you to the other person, but also to harmonize your:

- posture,
- movements,
- gestures,
- facial expressions,
- the words you utter,
- the tone of your voice.

1.8. HOW TO ACTIVELY LISTEN TO OTHERS?

The first step to successful communication is active listening.

Active listening involves:

- watching the person speak
- paying attention and listening using facial expressions and body language,

- thinking about what the person is saying,
- expressing empathy and compassion,
- trying to understand the other person's position,
- asking questions and occasionally interpreting what you hear to make sure you understand the communication message
- trying to help the person clarify what they are talking about

There are two basic elements of active listening:

- paraphrasing

Paraphrasing means repeating in your own words what the speaker has said (the content of their speech).

Examples of good paraphrasing are: The person says - "Sometimes, the shift leader can make me angry." Paraphrasing would sound like this: "So, the shift manager sometimes makes you angry."

- Reflecting

Reflecting means recognizing a person's feelings and letting them know that you see how they are feeling.

Here is an example of good reflection. The person: "When James didn't do the task on time again yesterday, I wanted to scream." Reflection would sound like: "So, you're mad at James."

1.9. COMMUNICATION STRUCTURE

- WHY?

In the introductory part, give reasons why the audience should listen to you. Give a reason for the presentation, its usefulness and usability. The purpose is to motivate the audience to listen to what follows.

- WHAT?

In the introductory part, give reasons why the audience should listen to you. Give a reason for the presentation, its usefulness and usability. The purpose is to motivate the audience to listen to what follows.

- HOW?

Describe the application of what you have presented in practice.

Demonstrate how to apply the presented information, which may include demonstrating a product or technique.

- WHAT IF?

Leave room for audience questions or give an example of what could go wrong and how to fix it. In this section you describe the broader application and implications of what you have presented.

1.9. LEARN TO SPEAK THE “LANGUAGE” OF OTHERS

The development of our senses largely depends on our life experience, social interactions, but also genetic predispositions. The way we like to receive information and communicate depends on which sense is better developed.

We can easily use this assumption in communication with others by learning to speak the “language” that a person understands best.

Representational systems or modalities constitute different ways of communicating with people depending on the development of their senses.

There are the main four representational systems:

- Visual
- Auditory
- Kinesthetic
- Auditory-digital

	Posture / physiology	Breathing	Voice	Other features
Visual type	They sit and stand upright, Head held high	From the upper part of the lungs	High, often nasal	They remember by looking, they go through information quickly, images and appearance are important to them
Auditory type	Head tilted to the side, eyes moves side by side	From the middle of the lungs	Melodic, Rhythmic, Clear diction	They remember by listening, learn step by step, they like music, telephone conversations, noise bothers them, good listeners
Kinesthetic type	Looking down, Leaning forward slightly	From the diaphragm	Deep, slow tempo, Long pauses in speech	They remember by doing and experiencing things, they respond to physical rewards and touch, slower at making decisions because they need to experience things
Auditory- digital type	Upright, stiff, Often touching their chin with their hand	From the middle of the lungs	Monotonous, Always the same tonality, robotic	They tend to talk to themselves, They use a lot of “nonspecific” predicates, long sentences, it is important to them that

				things “make sense” and that they are “logical”
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Table 1: Distinguish between different representational systems

1.10. AGGRESSIVE COMMUNICATION

Aggressive communication means advocating for your rights and expressing your thoughts, feelings and beliefs in an inadequate way, which most often endangers the rights of the other person. Its goal is to establish control over the other person demonstrate power, or achieve victory.

Aggressive communication style includes:

- demanding and ordering
- accusations and looking for culprits
- failure to admit your own mistakes
- criticizing, not listening
- loud and aggressive gestures.

1.11. PASSIVE COMMUNICATION

Passive communication means the inability to express your thoughts, beliefs, and feelings in an assertive way. People who use passive means of expression, as a rule, do not want to get into conflicts, and may show insecurity in communication. They often give up on their needs to avoid conflict and preserve the relationship. The result of passive behaviour is often accompanied by a loss of respect of other people.

1.12. PASSIVE- AGGRESSIVE COMMUNICATION

Passive-aggressive communication means indirect aggression. It is characterized by sarcastic and ironic remarks, playing the victim, and deliberately causing a feeling of guilt or pity in the other person in order to achieve the desired goals.

1.13. ASSERTIVENESS

Characteristics of assertive behaviour:

- we respect others, but we also ask for respect
- we speak clearly, concretely and directly and listen actively
- we express our feelings and expectations by looking people in the eye
- we express criticism in a positive way
- we are willing to praise others when they do something well
- we take responsibility for our words and deeds
- we are ready to apologize when we make a mistake
- we assume a positive and open body posture
- we manage our emotions and adapt our voice to the situation

1.14. MAGIC FORMULA OF ASSERTIVE COMMUNICATION

It is magic because it allows you to say what you think, fight for yourself, and preserve the relationship at the same time.

When you _____ *(give a specific description of the behaviour, without labelling),* **I feel** _____ *(express your feelings clearly),* **because** _____ *(clarify why this behaviour causes you to feel this way), and I would like* _____ *(give a clear example of what you want).*

Example: A person is late for a meeting for the third time.
When you are late for a meeting, I feel angry, because my time is important to me, and I would like you to come on time next time.

1.15. SAY „NO“ AND SET BOUNDARIES

If, as a leader, you feel that you are taking on too many responsibilities and tasks, and that it is difficult for you to set boundaries for the people you lead, your superiors or stakeholders, here is a strategy that can help you do so.

- **Buy some time**

If you are not able to give a negative answer immediately, even though you would like to, or you would not like to say “yes” under pressure, you can say: “I need to think about it and let you know. I do not have my diary at hand, I will contact you after checking my obligations. I need to take a look at my financial situation and only then will I make a decision. I need to first see what my responsibilities are at that time.”

- **Say “NO” clearly**

Do not say, “It’s going to be hard”, or “I don’t have much time”. The other person may interpret this as a “yes”.

- **Do not justify, apologize, and explain too much**

This will make the situation even more difficult. There is also the possibility that because of your justifications, the person may misunderstand your “no” for a “yes”, or think that you have changed your mind. It is enough to simply say, “I’m sorry” with a brief explanation.

- **Offer another solution if it exists and if it suits you**

In many situations, your rejection can hurt people. If you offer an alternative, you will show them that you understand their situation and that you are not ignoring their needs.

- **Do not transfer responsibility to others**

You should avoid statements like, “You know I’d love to do this to you, but my boss has given me so much to do.” The decision is yours, and you should take responsibility for it.

1.16. HOW TO COMMUNICATE WITH AN ANGRY PERSON

- **Take a deep breath**

Perform one of the relaxation techniques. Use positive self-talk (“I can control the situation, I’ve done it before.”). Don’t speak too loudly.

- **Listen carefully**

Maintain eye contact, but do not smile. Make sure that your body language reflects calmness and confidence.

- **Make sure you understand what the other person is saying and why they are saying it**

Ask what you do not understand. With your tone of voice, show that you are aware of their negative feelings: “I see that this situation made you angry...”

- **Say what you think and how you feel**

“Maybe we see things differently, I personally see it this way...” Calmly clarify your position. If you are at fault, apologize and offer a solution.

- **If the aggression continues, repeat your opinion – in a calm tone, decisively and clearly**

“It’s clear to me that Mary’s behavior made you angry, but I can’t agree with you in the following part...” Show how bad you feel. “It bothers me that you’re speaking so loudly.”

- **If the aggression continues, warn of the consequences**

“Mary, if you continue to accuse me, I will be forced to end the conversation.”

“I suggest we postpone the meeting until later, when we can talk more calmly.”

2. STRATEGIC THINKING AND MOTIVATION

2.1. SET GOALS AND PLAN STEPS TO REALIZE THEM

There are many criteria you should meet if you want to maximize your goals. Here we will use the acronyms SMART, PURE and CLEAR as criteria, as they are easy to remember, and they offer everything in their definition that you need to set goals correctly.

S	<p>SPECIFIC</p> <p>Poorly set goal: I want to be more productive.</p> <p>Well-set goal: I want to write five instead of three reports a day from Monday to Friday.</p>
M	<p>MEASURABLE</p> <p>Poorly set goal: I want to be in shape.</p> <p>Well-set goal: I want to be able to do 100 squats in 5 minutes in 3 months.</p>
A	<p>ACHIEVABLE</p> <p>Your goals should be within your capabilities. For example, your goal cannot be to become an amazing singer if you are not musical.</p>
R	<p>REALISTIC</p> <p>Your goals should be within your capabilities, but also within the time and resources you possess.</p> <p>For example, you cannot set a goal that you want to translate 20 pages of a book from Croatian into English on your own and do it well in 20 minutes.</p>
T	<p>TIMED</p> <p>If goals do not have a deadline, you usually postpone them and do not achieve them. You need to clearly define the timeframe.</p> <p>Example: I want to translate 20 pages of a book by December 30, 2022.</p>

P	<p>POSITIVELY STATED</p> <p>Positively stated goals would be goals focused on something positive, expressed in positive words, and saying what needs to be removed, reduced, cut, etc.</p> <p>Poorly set goal: We need to cut costs by 10% within 20 days.</p> <p>Well-set goal: We need to increase productivity by 5% within 20 days.</p>
U	<p>UNDERSTOOD</p> <p>Goals should be understandable to you, but also to the people you set them for. If the goal is difficult to understand, you will find it difficult to achieve it.</p>
R	<p>RELEVANT</p> <p>The goal should be in line with your values or, in the case of a company, in line with the company's values.</p>
E	<p>ETHICAL</p> <p>Goals should follow certain moral principles. The definition of morality in the broadest sense is a set of unwritten rules, customs, habits and norms that are accepted in the life of a social community.</p>

C	<p>CHALLENGING</p> <p>Goals should be moderately difficult. If our goals are too easy, we lose motivation, but the same is also true if they are too demanding.</p>
L	<p>LEGAL</p> <p>Your goals should be in line with the legal framework of the country in which you live.</p>
E	<p>ENVIRONMENTALLY SOUND</p>

	<p>Your goals should not intentionally harm you, other people, the community, or the environment.</p> <p>For example, if a person’s goal is to trample over others in order to thrive, this criterion is not met.</p> <p>Also, if the effort required to achieve the goal is not equivalent to the expected results, it may be necessary to change the goal.</p>
A	<p>APPROPRIATE</p> <p>The suitability of a goal means that it is appropriate at a particular point in time, for a particular person in the current situation.</p>
R	<p>RECORDED</p> <p>If you do not write down your goals, they are just ideas in your head.</p>

Table 2: SMART, PURE, CLEAR goals

2.2. BECOME AWARE OF YOUR VALUES

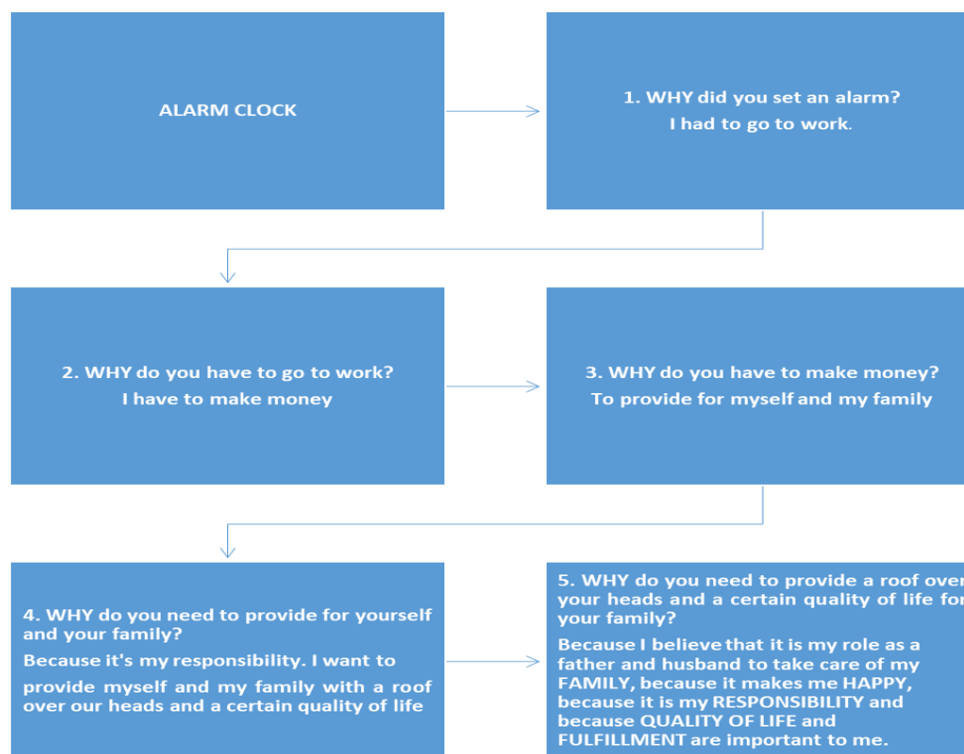
Below are a few examples which show that you may not be living your life in line with your values.

- Someone did something you disagreed with, but you did not say anything, and you did not feel good afterwards.
- You set your own goals but did not achieve them because you did not use your time in line with your own priorities.

Another way to assess whether you are living your life in line with your own values is your sense of satisfaction with life or a particular area of life. When you are not satisfied with any specific area of life, you can be sure that you are doing something in that area that is at odds with your values.

Values underlie all motivation and are responsible for everything we do.

If you want to define your own values, remember the things that really matter to you. This does not apply to objects such as valuables or similar.



Graphic 1: Example 'What gets you out of the bed?'

2.3. MOTIVATE YOURSELF

Motivation is the desire to do something. This is the difference between waking up at dawn and dragging yourself around the apartment all day. A key element of motivation is setting and achieving goals.

The main difference between intrinsic and extrinsic motivation lies in the reasons which drive you to take action.

Intrinsic motivation

Intrinsic motivation is defined as motivation for a certain activity which stems more from inner satisfaction than from the consequences of that activity, results or rewards. It is resistant to:

- external influences,

- longer lasting,
- it is more under your control.

Extrinsic motivation

Unlike intrinsic motivation, which is based on your values, extrinsic motivation is driven by external stimuli. In other words, it is controlled by an external source.

Some forms of extrinsic motivation:

- money
- awards (such as Employee of the Month)
- benefit packages
- bonuses
- organized activities

How to motivate yourself when it is hard

- Force yourself to start – Tell yourself: “I will only work for 5 minutes and then I can stop.” Motivation often comes only after we start doing something. You do not have to be particularly inspired to get going.
- Make a plan and break it down into small steps that are not too difficult.
- Remember your ultimate goal when you lose motivation, visualize an image of what will happen if you succeed.
- It also helps some people to visualize an image of what will happen if they fail.
- Reward yourself every time you take a small step towards meeting a goal.
- Prepare in advance for the moments when you will feel discouraged and disappointed, and make a strategy for how to deal with it.
- During the process of achieving goals, focus on the journey (experience) and try to enjoy each step, no matter how difficult it may be. Imagination is sometimes more important than knowledge.
- Get the support of positive people who will support you when you do not have the strength.

2.4. ENTER THE FLOW

Imagine a state of complete focus and concentration. You are so immersed in the task before you that you are unaware of the time or space that surround you. You are self-confident and it seems to you that success is at your fingertips. Nothing can stop you from achieving your desired goal. You are spontaneously overwhelmed by joy and enthusiasm. You do not remember the last time you ate or drank, but that does not seem to matter at this point. What you are doing is reward in itself. The steps you are taking spontaneously fit together like a work of art, and create a perfect mosaic of activities, which lead you to achieve the best possible performance.

According to the well-known Hungarian psychologist Mihaly Csikszentmihalyi, the state described above, that in which we feel best and achieve the best results, is called “flow”.

2.5. UNDERSTAND WHAT MOTIVATES YOU AND OTHERS

Metaprograms are the keys that reveal how a person processes information in their mind. They are used out of habit, and they are not questioned, regardless of whether they are good for us or not. They depend on the context, so we can have different metaprograms in our business and private lives. We also call them perceptual filters. They give us information about what the person pays attention to. For example, some are focused on the ultimate goal, others more on relationships with people.

- VALUES

The Values metaprogram tells us what our values are in a particular context, whether business or private values. This metaprogram tells us how important it is to reconcile values with another person, both in ordinary conversations and in negotiations or presentations.

- METAPROGRAM: MOTIVATION DIRECTION

The “carrot or stick” motivation has been known in psychology for a long time. This phrase actually refers to a combination of rewards and punishments to achieve the desired behaviour.

“AWAY FROM”:

These are people who:

- are motivated to solve problems,
- like crisis situations
- in their speech they will be oriented towards spotting problems and solving them

The words you will often hear problem-oriented words, such as: get rid of something, prevent, remove, move, fix, etc.

“TOWARDS”:

These are people who: are motivated to see opportunities, do not like crisis situations so much, prefer to plan, often ignore potential problems that might come their way, are focused on the future, on achieving goals, talk about what they want, not what they do not want.

The words you will often hear: achievement, reaching, realization, vision, future, etc.

- METAPROGRAM: WAY OF THINKING

PROCEDURES:

People with this filter love efficiency and productivity gained from following the rules and performing activities with clearly defined steps.

The words you will often hear: “I have to”, “I need”, etc.

OPTIONS:

People with this filter prefer freedom and different possibilities in performing tasks.

Usually these are people who write procedures because they are excellent at writing, but they rarely follow them. They like to try different ways in which jobs can be done. They are good at activities that take advantage of their strengths.

- METAPROGRAM: SOURCE OF MOTIVATION

INTERNAL SOURCE

- People with an internal source mostly rely on their own criteria and assessments.
- They may have trouble accepting other people's opinions, or other people's opinions may be irrelevant to them.
- they will be guided more by their internal perception and values when evaluating their work and motivation

EXTERNAL SOURCE

- People with an external source need someone else's opinion and feedback to be motivated.
- They base their decisions more on external sources – feedback.
- It is difficult for them to start and keep going with an activity without support and feedback.

- METAPROGRAM: COMPARISON MODE

SAMENESS

A person with this metaprogram will look for something that is similar or equal to previous experiences when something new is happening. They will pay attention to things that are similar or identical. They will most likely prefer to work on similar tasks and will not like too many changes.

DIFFERENCE

A person who thinks this way generally prefers diversity. They like to try different things, love diversity in their work, and are motivated by change.

They react well to change and may often change jobs or positions within the organization.

- METAPROGRAM: WORK ORIENTATION

TASKS ORIENTATION

Task-oriented people will tend to do the task first, and only then socialize and take care of relationships.

They only feel good when they do all the tasks they were supposed to do.

PEOPLE ORIENTATION

People-oriented people will pay attention to people and relationships first, even if that means having to put off the task for another day or stay overtime.

Such people have plans, tasks and goals, but they do not stick to them so strictly.

- METAPROGRAM: CONVINCER MODE

AUTOMATIC

People with an automatic convincer filter make decisions automatically, whether it is a purchase or making a business decision. The first impression is very important when dealing with them because you are unlikely to get a second chance.

NUMBER OF EXAMPLES

People with this filter like to hear arguments several times in different ways or look at several options before making a decision. If you want to convince them of something, you need to follow it.

PERIOD OF TIME

People with this filter need to feel that they have enough time to make a decision.

How much time this is depends solely on their inner perception of time. They often use sentences like, “Give me some time to think.” The only way you can convince people like this is to really “give them time”.

CONSISTENT-PERMANENT

People with this filter are never convinced enough in the quality of their decision. After a long time, when they do make a decision, they might reconsider again. If you want to try it, be prepared to invest a lot of effort and even more time.

2.6. PROCRASTINATION

Procrastination = Trouble persuading yourself to do the things you should do or would like to do.

When you procrastinate, instead of working on important, meaningful tasks, you find yourself performing trivial activities.

How to stop procrastination?

- Personal vision
- To-do today
- Habit list
- Meeting with myself.

3. CHANGE AND STRESS MANAGEMENT

3.1. MANAGE YOUR EMOTIONS

As a rule, emotions appear as reactions to important events. When activated, they create feelings, challenge your body to action and expression.

During important life events, your mind (cognitive processes) and your body (biological processes) are activated in order to adapt to the situation. Life brings many challenges, stress, and problems that you need to solve. **Emotions exist as responses to challenges, stress and problems, and help you establish your position in relation to the environment.** Of course, provided you know how to manage them.

What are not emotions:

- Emotions are not sensations
- Emotions are not behaviours that arise from them
- Emotions are not evaluations and judgments about emotions

3.2. LEARN HOW EMOTIONS ARISE

There are several theories about whether we can manage our emotions 100% or whether some things are still biologically predetermined and out of our control. Two basic theories are predominant.

Biological theory – claims that emotions arise from biological influences such as neural pathways in the limbic system of the brain.

Cognitive theory – claims that emotions arise from the assessment of the personal significance of the event that causes the emotion.

Since we do not have much influence on biological settings, in this manual we will deal with a predominantly cognitive perspective, that is, those things which you have more influence over.

According to the cognitive behavioral approach, if you want to manage emotions, you need to be aware of your thoughts and behaviors. The cognitive triangle is a diagram that shows the causality and connections between these three processes.

For example, by changing negative thoughts, you can directly influence a change in emotions. On the other hand, by changing your behavior (e.g. running), you can change your line of thought and your emotions. Also, some positive emotions can motivate positive behaviors and activate positive thinking.

Here is a simple exercise you can do to track your emotions. Ask yourself following questions:

- What am I feeling (sensation)?
- What emotion is that?
- What am I thinking?
- What do I have the need to do?
- What do I want to do?
- What did I do?
- What else can I do differently?

3.3. CREATE THE EMOTIONS YOU WANT WITH THE ANCHORING TECHNIQUE

Before the anchoring process itself, we will define what anchors are. Anchors are stimuli that can be visual (images, colors), auditory (sounds), olfactory (smells), gustatory (flavors) or kinesthetic (physical sensations, posture and body movements).

Anchors are used in everyday life consciously and unconsciously. A variety of pleasant experiences or memories can be anchors:

- your favorite song
- the scent of a special perfume
- a specific touch
- the taste of the food you love
- an image

- the presence of a person you love
- remembering a certain event, etc.

Simple anchoring

The simple anchoring technique is very similar to classic Pavlov conditioning. The technique is applied in several stages.

- Defining the state you want to anchor. For example, the feeling of self-confidence.
- Invoking the state you want to anchor. Remembering a moment when you were in the desired state in the past.
- Selecting the anchors to connect to the desired state.
- Checking the functioning of the desired anchor in different situations.

The course of the exercise

- Select the state you want to anchor. For example, a feeling of courage. Remember a situation when you were brave in the past. In your mind, go to

that situation, see what you saw then, hear what you heard then, feel what you felt then. Be sure to invoke only the desired state, not any additional state that is paired with that state.

Note: if you cannot remember a situation when you were brave, you can imagine how you would feel if you were brave. You can sit or put your body into the position of a brave person as you imagine it, lift your shoulders and try to act out a sense of courage. Chances are, you have seen people in your life who are brave. Imitate that model.

- Once you have summoned the state, try to amplify it from within as much as you can.
- When you feel that the state is nearing its peak, remember an image, sound or word that could remind you of that state when you need it.

As you feel courage, try to keep the image, sound, or word you have chosen in your mind, or make a specific movement that will later remind you of the desired state.

- Break state. Count to 10 or look at the items in the room.
- Anchor yourself. Summon the desired word, image, sentence, music, or make the movement you selected in step 3 and notice whether the anchor invokes the desired condition. If the process failed at first, you can repeat it.

If you have managed to “anchor” the desired state, repeat the anchor several times to make sure it works. After that, use them in situations when you need it.

3.4. MASTER YOUR THOUGHTS WITH MINDFULNESS TECHNIQUES

The average person has 12,000 to 60,000 thoughts a day, of which: 80% are negative, and 95% repetitive.

From an evolutionary point of view, our brains are not made to help you be happy, but to help you survive!

Mindfulness is a technique of focusing attention again and again on what is happening to us at the moment, but in a specific way – without struggling with reality. The basic premise of mindfulness is acceptance.

It helps reduce stress and anxiety, alleviate anger and resentment, and, ultimately, increase your quality of life. Mindfulness assumes that there are “two minds”: the mind that observes and the mind that thinks.

Below are selected mindfulness exercises divided into two groups:

Mindfulness on the Go – you can include these exercises among your daily routine activities.

You can start practicing mindfulness while doing any activity.

Choose a pleasant activity that you do every day, such as having breakfast, taking a shower, walking to work, playing with a partner or child, holding a team meeting with team members, and so on.

Try to be present in the moment for as long as possible.

Notice when your attention wanders.

Mindfulness exercises – exercises that require you to set aside time to practice mindfulness.

- **Counting objects in the room**

In 1 minute, try to count as many items in the room as possible.

- **The thought-counting exercise**

Take a plastic cup in one hand and a handful of beans in the other hand. Close your eyes and try to clear your head of thoughts. For each thought that passes through your mind, let one bean fall into the cup. Try to have as few beans in the cup as possible in a chosen time period.

- **The clouds exercise**

Imagine the sky (it can be blue or black). Imagine traveling through the sky, with your thoughts passing like clouds. Do not try to stop them, let them pass unhindered. If you do not like the image of the sky, imagine any static image that you enjoy and let your thoughts pass.

3.5. MASTER STRESS MANAGEMENT SKILLS

Stress is a specific reaction of your body to every event which represents a positive or negative challenge for you. Such events are called stressors.

Your body's response to a positive challenge is positive stress or eustress, while your reaction to a negative challenge is negative stress or distress.

Positive stress works by raising adrenaline levels, increasing productivity, having a positive effect on creativity and efficiency, raising energy levels and improving concentration. Examples of positive stress are working on an interesting project, meeting deadlines, solving a demanding problem, etc.

Negative stress manifests itself at different levels.

Physical signs: palpitations, high blood pressure, sweating, headache, sleep disorders, skin rash, twitching and tics, nausea, frequent colds, stiffness or pain in the neck, shoulders and lower back.

Emotional signs: irritability and restlessness, depression, fear, low self-esteem, envy, loss of interest in work, worry, frustration, anxiety.

Mental signs: forgetfulness, losing the train of thought or mental blocks, indecision, resistance to change, decreased sense of humor, reduced productivity, desire to escape from everything, impaired concentration, lack of new ideas, lethargy, boredom.

Behavioral changes: changes in eating habits, drinking alcohol, restlessness, increased smoking, teeth grinding or nail biting, loss of interest in sex, excessive or inadequate sleep, crying, shouting, swearing, throwing things, less contact with friends, aggressive driving.

The first step of stress management is to become aware of your signs of stress. Many people are not even aware that some situations cause them stress, until they get sick. Do not let that happen to you and do the following exercise.

3.6. BODY SCANNING

Stress management begins with relaxing the body. When you are stressed, your body is stiff. You may not be aware of this, but if you suffer from neck and back pain, jaw pain or tension headaches, you are more likely to unknowingly contract different body muscles during the day.

The course of the exercise

- Sit comfortably in a chair and place your feet on the floor, approximately 15 cm apart, parallel to each other. Close your eyes and, in your mind, pay attention to every part of the body, from your feet to your scalp. Every time you notice tension in any part of the body, inhale into that part of the body and as you exhale, imagine it relaxing. Scan in the following order:
- Pay attention to your feet. If there is any tension in them, just gently direct your attention there, and relax them.
- Pay attention to your calves. If there is any tension in them, just gently direct your attention there, and relax them.

- Pay attention to your lower leg muscles. If there is any tension in them, just gently direct your attention there, and relax them.
- Then continue with the following body parts in the same way:
- Thighs, quadriceps, hamstrings, buttocks, stomach, and when you get to the spine, in your mind go vertebra by vertebra, from top to bottom, and pay attention to what happens to the back muscles on both sides, then the chest area and shoulders, pay attention to the upper arms, forearms, hands, fingers, neck muscles, the area around the ears, nape of the neck, the area around the eyes, jaw, the area around the lips and scalp.
- For starters, use this exercise for at least 5 minutes every day. Over time, try to make it as short as possible and apply it whenever you need it.

3.7. BREATHING TECHNIQUES

When we are anxious, we tend to breathe thoracically, with quick and shallow breaths. This way of breathing additionally unsettles us and exacerbates our panic and anxiety by affecting the exchange of oxygen and carbon dioxide.

Abdominal breathing

You can use abdominal breathing when you want to relax or rest. Abdominal breathing also helps the respiratory system to function more efficiently, helps reduce pain, but also corrects posture. You can start applying it for 5 to 10 minutes 3 to 4 times a day. When you start with abdominal breathing, it may seem complicated, and you may feel tired, but over time it should become more natural and simpler.

Steps:

- Lie on your back with your knees slightly bent and your head on a pillow. You can put a pillow under your knees for support. Another option is to sit upright with both feet on the ground.
- Place one hand on the upper chest and the other hand below your ribs to feel your diaphragm move.

- Inhale slowly through your nose, feeling your stomach filling up with air and moving your hand from the inside out.
- While inhaling, keep your other hand (the one on your chest) as still as possible.
- Exhale slowly through your mouth and notice the hand on your abdomen coming down as the air comes out of your abdomen. At the time of exhalation, purse your lips as in the previous pursed lip breathing exercise and exhale slowly through your lips.

The 3-0.5-6-0.5 breathing technique

This breathing technique can not only help you relax, but also improve your focus and reaction time. In this exercise, we use the previously described abdominal breathing. Such breathing has a positive effect on HRV (heart rate variability), and thus strengthens the autonomic nervous system and increases the body's resistance to the negative effects of stress.

Steps:

- Sit comfortably in a chair.
- Inhale and exhale naturally a few times at a pace that suits you.
- Deepen your breath and inhale and exhale a few times from the abdomen, but in doing so, use your nostrils for both when you inhale and exhale.
- Imagine that there is a straw in your nose, and that you are breathing in through the straw very slowly, smoothly and without hindrance.
- Do not hold or force your breath.
- Start counting so that each time you inhale, this lasts 3 seconds, hold the air for 0.5 seconds (just enough to make a smooth transition) and each time you exhale, this lasts 6 seconds.
- Wait 0.5 seconds before inhaling again.
- In this way, 1 full cycle of inhaling and exhaling should last 10 seconds.

For this exercise, it is recommended that you use a free app to measure the accuracy of each time you inhale and exhale.

3.8. LEARN TO MANAGE YOUR INNER SELF-TALK

Often, when we are having a bad day, we are prone to melodramatic predictions and feel that everything is beyond our control. That, of course, is not true.

- Do not take responsibility for outcomes beyond your control.
- Make sure the description of the event or situation in your head is not negative.
- Applaud your own success.
- Be careful to be as close to reality as possible in positive self-talk

3.9. HOW TO LEAD TEAM IN ACCORDANCE WITH ITS DEVELOPMENT STAGE

STAGE 1: FORMING

The orientation stage in which a group of individuals is not yet connected. Everyone is involved in the process of getting to know the views and ways of functioning of other individuals in order to participate in the process of forming the basic rules of action.

Leadership style. Since no one is clearly saying what they think and everyone is waiting to see who the team members are, you as a leader need to help team members get to know each other and encourage them to engage in informal discussions. In addition, at this stage, team members are not yet open enough to ask questions clearly and seek answers, so you need to use a directive leadership style, which means ensuring clear and structured expectations. This is the stage where it would be desirable to create the vision, mission and values of the team. Furthermore, through the group process of creating a vision, mission, values and group norms, team members can start feeling more comfortable and get to know each other.

Roles and responsibilities. The roles of individuals are not clear. They keep their opinion private and do not want to express it publicly.

Reaction to leadership within the team. Members are testing the waters, that is, they are waiting to see what the leader will do and observing from a distance.

STAGE 2: STORMING

This stage of the group's life cycle is marked by conflict and can be uncomfortable.

Members negotiate with each other in an attempt to understand what they want from the group process individually and as a group. Individuals reveal their personal goals, and when differences related to those goals are discovered, hostilities are likely to break out.

Leadership style. As a leader, you need to guide the group, help team members focus on goals and expectations, manage the process, generate ideas, and clarify decisions. Most importantly, invite all team members to resolve conflicts openly and constructively. You need to be able to bear the frustration and dissatisfaction of the group with a dose of self-confidence and security. Here, group members question whether you, as a leader, really have the capacity to lead the group.

Roles and responsibilities. If there are certain roles and responsibilities at the beginning, they are re-examined here, and they become clearer. Members compete for individual roles and for power. If it becomes clear at this stage that the roles are not set properly, they should be redefined. This development stage is ideal for performing Belbin's team roles exercise.

Reaction to leadership within the team: Team members test the leader. Factions and cliques appear. They resist power, and opposing sides are often formed.

STAGE 3: NORMING

In this stage, the group has developed ways of working that lead to closer and friendlier relationships. The group is dealing with who will do what and how it will be done.

Leadership style. You as a leader should primarily act as a facilitator, provide support, help build consensus, and provide feedback. This stage is usually short, but as a leader, you need to clarify group norms, values, and roles as much as necessary.

Roles and responsibilities. The roles are clear and accepted. There is open discussion about how the group will accomplish the task and meet the goals.

Reaction to leadership within the team: The leader has the support of the members. Leadership is divided within the group.

STAGE 4: PERFORMING – EFFECTIVE TEAM ACTION

In this stage, the team has fully matured – it has developed an effective structure and is engaged in achieving goals. In the area of personal relationships, interdependence emerges. Members are equally satisfied whether they work alone, in subgroups or as part of a larger whole.

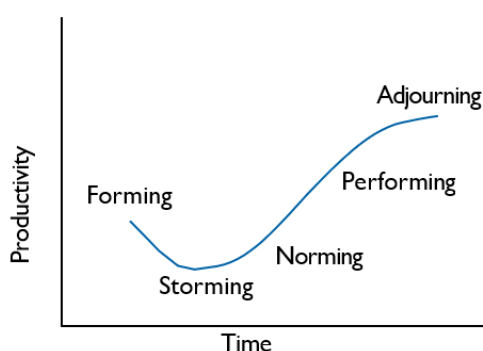
Leadership style. As a leader, you need to encourage the team process, but also delegate tasks and goals. In addition, you need to monitor in case the group regresses to another, earlier stage, and react in time.

Roles and responsibilities. Group members are autonomous, independent of the assigned leader. Everyone has a responsibility to initiate a team process or discussion whenever necessary.

Reaction to leadership within the team. Discussions are open, disagreement does not result in fear or feelings of rejection. Members feel a high level of support. Leaders provide support and guidance.

STAGE 5: ADJOURNING

At this stage, the team falls apart, either because the task around which it was formed has been completed or because some members have left the team. Before adjourning, it is possible that team members will look back on the period they have spent together and prepare to continue life outside the team.



Productivity in the development stages of the team – The team is least productive at the storming stage, and the most productive at the performing stage

Picture 4:: Productivity in the development stages of the team

Can a team regress to an earlier stage of development?

In business training sessions, after we present the idea of development stages to team members and their leader, a question which is often asked is: “Can the team regress to a development stage or stay in one stage?” The answer to both questions is – yes.

If there is any major change in the team, whether it is a change of leadership or a replacement of more than 25% of the team members, the team may go through all the development stages again. This can also happen if the purpose or goal around which the team is gathered changes. This can often be confusing to the leader.

For example, a new leader joins a team that is in the performing stage, and suddenly conflicts arise, and there is a drop in team productivity. If the leader and management do not understand the developmental stages, they may conclude that the previous leader was better or that the new leader is not up to the task.

3.10. MANAGE CHANGE IN THE TEAM

Changes are part of the everyday business experience, and we cannot avoid them, but we can learn how to deal with them instead. Even Charles Darwin said long ago that it is not the smartest who survive, but those most adaptable to change. We can easily apply this premise in managing a team or organization.

If you want to avoid resistance and problems when implementing changes, try to structure the change process well.

Phase 1 – Research/preparation for change

Answer the following questions before the change:

- What is it that you want to change / what is your vision of change?
- Why do you want to make a change?
- Who are the main drivers of change?
- When is the best time to introduce change?

- What is the best way to introduce it?
- Where is it necessary and where is it not necessary to make a change?

Once you have answered the above questions, go through your vision once again. Involve key change agents in the process, and ask them what they think of your vision. The success of change depends on the people. Involving employees in change planning will contribute to their satisfaction. Next, perform an analysis of the existing situation.

Analyse what knowledge, competence, and skills your people need to be ready to implement change. If you find that they do not have enough knowledge and skills, include mentoring or education in the process of introducing changes.

Analyse what your people's beliefs and expectations are if you are making a change, and whether the changes are in line with the values of team members and the organization. If the changes do not match the values of the team or organization members, you have a big problem. Try redefining the change.

If the change directly affects the your target group, ask them what they think about it before you implement it. If you plan to invest a lot of resources in change, organize focus groups or conduct surveys or questionnaires with the help of experts.

If the change directly affects other stakeholders important for implementation process of your targets, ask them indirectly or directly for their opinion so that you do not have problems later, in the implementation process.

If your team, target groups and other relevant stakeholders disagree with the change, it may mean either that the change is not a good idea, or that you need to structure it more clearly and present the benefits to each listed group. In that case, you know you have a potential problem right at the beginning. At the beginning, present the change in general terms (not in too much detail) in the form of a vision, so that you can later shape it and turn it into clear goals.

Phase 2 – Define a clear goal for change and make a plan

When you are sure that there are more benefits from introducing change than potential difficulties, the next step is to clearly define the **goal of the change**. Take advantage of the goal setting model we described earlier, with SMART, PURE, and CLEAR goal setting rules.

Once you have clearly defined the goal of the change, write down the **main drivers of change**. Note: The drivers of change you have defined in the vision may differ from those written in this step because it is now clearer to you what exactly you plan to do.

Involve key drivers of change in the process of setting short-term and long-term goals, which stem from the main goal of the change, as well as in planning key steps. Be especially careful in extremely uncertain situations. In that case, you may cause a counter-effect, that is, people can get upset.

Define the necessary steps for change, and be careful not to overdo the number of changes you make at once. Plan for changes in stages. Furthermore, do not forget that, according to Pareto's principle, 80% of the achieved results are achieved with 20% of quality time invested. The other 20% takes much longer.

If you overwhelm people with too many changes at once, know that you will encounter resistance, which will take you time to overcome. In the end, it will take you the same amount of time to implement change as if you had done it slowly. Sometimes less is – more.

Phase 3 – Change implementation

The change implementation phase begins with **unfreezing**. The goal is to unfreeze the situation as it is, that is, to make people aware of the need for change. This phase is successfully carried out when the forces that drive change become stronger than the forces that provide resistance. You can unfreeze by introducing the team to the reasons for introducing change through meetings, workshops, internal media (intranet or other means of internal and sectoral share of information), presentations, or internal training.

Only when you are sure that there are more forces that support change than those that do not want it, the implementation phase begins.

The main drivers of change, along with you as the leader, should be ambassadors of change and advocate for change, both through their communication as well as through behaviour. In doing so, you need to successfully live the following roles with them.

Sponsor – You need to be willing to persevere in encouraging others to take action to support change.

Role Model – You need to demonstrate the behaviours and attitudes you promote. Employees look at the alignment of what you say as a leader with how you act.

Decision Maker – In times of change, you need to make consistent decisions that support change.

Activist – You need to motivate and inspire people to change, and promote commitment and inclusion through your actions, as well as praise those who do things that encourage change.

Communicator – You need to provide continuous feedback, communicate changes in a timely manner, be transparent and consistent, and encourage people to listen to what you say instead of being influenced by rumours.

Responsible Person – You need to solve problems as they arise until you achieve the desired change. You must not allow the *status quo* to be maintained.

Stages of change

Stage 1 – Shock and denial

If a team member is in a state of shock or denial, they may respond with “fight”, “freeze”, or “flight” behaviour. For example, they might seemingly ignore the change, and act as if nothing has happened. As a leader, you need to recognize that stage in time. It is very likely that a person is experiencing cognitive dissonance at this stage, and needs strong guidance and support to move on.

It is time for a directive approach. Be persistent and consistent in communicating key messages, and give clear instructions. The clearer your communication, the easier it is to implement, the easier it will be for the person to follow it. Talk to the person, have a constructive dialogue – ask questions and give honest and constructive feedback.

Stage 2 – Frustration and depression

Frustration manifests differently in different people. Some get angry, some assign blame, and some pretend to be victims. You may also notice that they demonstrate lower levels of energy and motivation at this stage, which most often results in changes in productivity and efficiency. A person at the frustration stage should be able to openly express their frustrations, and as a leader you should listen to them, but not encourage their negative thinking.

A person at this stage may have trouble making decisions. This is the time when you need to support them. Continue with clear and structured communication and giving honest feedback. Let them know how present you are, and show them by example how to cope with change more easily. Invite them to start experimenting with new ways of behaving or working through workshops or directly in the workplace.

If a person is depressed, try to motivate them by example and with your own enthusiasm. A person at the depression stage needs an external source of motivation.

Stage 3 – Experiment

At this stage, the person begins to show curiosity and interest in change. They ask questions, ask for information and use the opportunity to learn and master new skills. Allow them to master the knowledge and skills they need to successfully get through change.

This is an ideal time for coaching. Encourage people to experiment, and use questions to encourage them to find their own way of functioning with the new changes. Give them positive feedback for each success and do not judge them if they do not do something right at first. This is the ideal time to collaborate and share ideas with team members. Have a policy of open dialogue and answering questions so that the person does not return to the frustration stage.

Stage 4 – Decision and integration

At this stage, members have a little more confidence, and are willing to take some of the responsibility for change. They begin to be constructive and suggest creative ideas on how to facilitate adaptation to change. Productivity starts to grow, they start collaborating with each other, and asking for your feedback.

The ideal way to lead at this stage is to delegate and mentor. Celebrate their successes, empower them to try new approaches and methods. Ask them for their feedback on your leadership style.

As a leader, be aware that you are going through the Kübler-Ross curve of change, too, and you also need support. Seek support from your superiors, friends, partner, or any person who will empower you when you lose motivation and enthusiasm.

In leading others, focus on those who are at the stage of depression, and try to motivate them for proactive work on change. Organize meetings to harness the power of the group to influence those who resist change or are depressed. Sometimes it helps, sometimes it does not.

There are always those who do not want to share their thoughts during team meetings. If feasible, put them in pairs or groups with those who have accepted the change to work together on a specific task. They may not understand the purpose of the change, they may feel threatened, or simply refuse to participate. Whatever you do, do not ignore them. Do everything in your power to help them. We all go through a stage of depression – even you. The key is just how fast we go through it and to not get stuck at it.

Try to empower, energize and motivate those who have accepted change in meetings to continue cooperating in the process of introducing change.

Despite all your efforts, resistance can occur in the process of implementing change. If people find it too difficult or do not have the capacity to cope with change, they resist it. They can resist actively or passively.

Once you have successfully implemented a change, you need to measure its success somehow. Criteria for assessing the success of change are business results, but also the satisfaction of team, target groups and stakeholders, and how the change has affected the organizational climate.

When conducting an analysis, try to separate the effects of introducing changes from external factors, if at all possible. If you notice the negative effects of change, this is the time when you can revise certain aspects of the change, and fix them. In today's dynamic environment, change is constantly happening, and the organization needs to be as quick as possible to respond to



change because only then will it maintain competitiveness. This applies to small subjects, and increasingly to large ones, too.



LITERATURE

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