

Leadership dimension of manager's work

Professor Stefan Slavik
University of Economics in Bratislava
Slovak republic

1. The Allegory of Leadership in Modern Management
2. Rebirth from a Specialist to a Leader
3. Leadership Professionalism

Introduction

There is an increased **demand** for leaders or managers with excellent leadership skills.

Causes: the changes in the environment in the area where managers perform.

The solution to this complicated and changeable environment, which is full of conflicting concerns: **to strengthen the leadership dimension of management**, enabling it to find simplicity in complexity and the right direction in dynamics.

Leadership competencies are closely connected to their holders.

How to cultivate and develop leadership skills not only in potential managers, but also in current executive managers.

1. The Allegory of Leadership in Modern Management

Leadership concepts have been developed from simple and predetermined attributes of leaders to the description of leadership activities and factors that can influence them. The concepts have reached the level of examining the quality of relations between leaders and followers.

The allegory of leadership has been constantly expanded by more or less connected approaches.

Leadership does not develop only as a theoretical image of reality, but it contains gradation also on the level of a concrete person.

Complex leadership characteristics will have an eclectic character, but with a pragmatic idea of eloquent description.

1. The Allegory of Leadership in Modern Management

The question is: **What does a leader do?** He or she:

- **inspires** - visionary
- **influences** - shepherd
- **persuades** - teacher
- **encourages** - propagandist
- **motivates** - sponsor
- **attracts** - protector
- **unifies** – politician

Style of leadership – a frequent confusion with the attributes of leaders or with the activities which leaders do.

Leadership style has its own content - the way of leadership performance.

The key question is: "**How does a leader realize leadership activities?**"

2. Rebirth from a Specialist to a Leader

Specialist	Manager and leader
Focus of interest	
Perfect understanding of data and evidences. Acquiring knowledge. Respecting special norms and tenets, right doing things.	Acts intuitively and with a feel for uncompleted data, acts and goes forward. Goes for results tenaciously, tries for a shortcut.
Knowledge	
Focusing in well-defined discipline, respecting an opinion of other experts, clear and ultimate solutions.	Focusing to an industry, activities and links. Respects an opinion of a senior. Searches how and where it can be get.
Source of information	
Sufficient amount of information for the right decision making, developing knowledge and experiences.	Makes decision on the base of ambiguous and insufficient information. Looks for new knowledge and skills how to find new way ahead.

2. Rebirth from a Specialist to a Leader

Specialist	Manager and leader
Identity and responsibility	
A feel of commitment and responsibility for individual clients, acts like an individual and takes personal responsibility.	A feel of commitment and responsibility for group and organization. Acts with and through groups, teams, and larger assemblies. Takes personal and organization responsibility.
Relations	
Maintains distance and avoids extensive emotional engagement, engages in serious discussions, lectures, argues professionally.	Maintains distance and emotional engagement in necessary extent. Considers feelings of people, exercises patience, arouses to feelings of propinquity. Listens and gives the clear direction.

3. Leadership Professionalism

Leadership – **an absence** in organizational norms, directives, codes (formulas) and regulations, non-formalizableness and individualism.

The right conditions: self-reflection; conscious personal development; influenced by good mentors, teachers, or parents; profound life experiences; or other factors.

Leadership can be learned by **practising**. Leaders have become effective due to permanent learning, which is individually and practically oriented.

It is not possible to rely only on born leaders, extensive education, or on luck. Leadership professionalism focuses on a systematic preparation of **the right candidates** who show **elementary leadership attributes and abilities which they can develop**. Due to the development of these abilities, they lead groups with work results above standard levels.

3. Leadership Professionalism

Education and training of leadership

Leadership training: behavior role-modeling (demonstration and role play), discussion about case studies, business games and simulation.

Experience learning: an irrecoverable impact. Its quality is influenced by the size of appeal, variation of tasks, and the quality of the feedback.

So-called **development activities:** multi-source feedback, work rotation, action learning, mentoring, coaching, outdoor programs, and personal development programs.

Self-preparation: without a coach or instructor, literature study, video program watching, listening to sound records, and using interactive computer programs.

Conclusion

Descriptive education about leadership makes sense in conditions of expanding knowledge about this phenomenon. This education should also understand the importance of leadership itself.

There is a way how to get from the essence and forms of leadership to its real application. This way is **a combination of various approaches** where leadership skills training will dominate and their verification and development in everyday and even critical situations.

This training is done under personal feedback and the feedback of various people, such as employees, tutors, coaches, or other external observers.