

Competence of a leader - a manager in an organization

Halina Sobocka-Szczapa

Department of Economics

Social Academy of Sciences

Sienkiewicza str. 9, 91-511 Łódź

Poland

e-mail: hszczapa@spoleczna.pl

Abstract The functioning of modern market economy systems, as well as the business entities operating in them, is increasingly dependent on the quality of human resources that is used in human capital management processes. No less significance in this context is the satisfaction of employees who, while implementing their career paths, actively participate in the implementation of tasks set by managers. This view is reflected in the economic reality, especially when in the management processes we are dealing with increasing competition on the labour market, as well as in the direction of managing the processes for innovation and modernity. The behaviour of managers and leaders in the organization as well as the competences of the management staff are of considerable importance with regard to the above. These managers are a key component determining the quality of human capital, which is especially important in the knowledge-based economy era, in which the success of the company is derived not only from the competencies of the employees, but also the atmosphere of work, which is created by the manager/leader. Therefore, the aim of this paper is to indicate the most important competencies of managers who are treated in the organization as leaders at the same time. The research hypothesis that is being tested in this paper is the following: a good manager in the organization is also a leader, influencing the team of employees who are subject to her or him, directing them to achieve the organization's goals.

1 Introduction

Changes in business companies are ubiquitous, but they have never been so intense - in the sense of extent, intensity and frequency - as they are nowadays. The unprecedented technical and technological development and civilizational leap that has been ours for the past few decades have resulted in changes in working conditions, entertainment and the principles of social interaction not over generations, but in just a few years.

In the face of dynamic economic changes, as well as the evolution of organizational systems, there is a need to be interested in effective human resource management. Innovative approach to human resources management, because it can promote higher efficiency of the entire organization and rapid implementation of changes. The companies managed in this way focus on the development and independence of employees, and the ability to manage is considered to be an increasingly valuable component of competence (Kubik 2008). That is why the competencies of managers are particularly important for the proper functioning of each organization, because it is them who are responsible for the quality of work and the functioning of the organization (Kowalczyk 2014).

The aim of this paper is to indicate the most important competences of managers who are also treated in the organization as leaders. The research hypothesis this paper aims at testing is the following: a good manager in the organization is also a leader. She or he influences the team of employees who are subject to her or him and directes them to achieve the goals and targets of the organization.

2 The concept of competence

In general, Majewski (2012) states that the term competence comes from the Latin "commonia" and means responsibility and usefulness (see Majewski 2012). Mansfield defines competence as "a set of characteristics of a person deciding that he achieves good or above-average effects in his work" (Armstrong 2007). Woodruffe states that competences "refer to a series of behaviours that have to be selected in order to perform tasks and a mission in a competent manner in a competent manner" (Woodruffe 1993). Boyatzis defines competence as "potential existing in a human being, leading to such behaviour, which contributes to meeting the requirements of a given position, within the parameters of the organization's environment, which in turn gives the desired results" (Boyatzis 1982). However, Filipowicz states that competences are "dispositions in terms of knowledge, skills and attitudes allowing to carry out professional tasks at an appropriate level" (Filipowicz 2014). Feliniak recognizes that competences are the result of a "long-term knowledge gathering process" (Feliniak 2005). They are therefore improved throughout the life of the individual and affect the quality of work in organizations. Oleksyn defines the competences of employees, as those which "(...) shape and develop enterprises, products and technologies, build

the company's brand and its products, influence the interest of customers or production capacity" (Oleksyn 2018). In this context, competences strengthen the position of the organization on the market.

Simultaneously, apart from the definitions of competences, as separate employee capacities (McLagan 1990), which enable the unit to perform complex tasks, competences can also be understood as "a range of organizational rights that have been formally assigned to a specific job position" (Kawka and Listwan 2010).

The most important components of competence include knowledge, skills, character traits, motives, attitudes and values (Pocztowski 2008). According to some Authors, knowledge is currently the most important component of competence (Jeruszka 2006), because it is up to her to efficiently perform duties at work and the organization's activities. In addition, "professional knowledge should be sufficient, useful and up to date" (Oleksyn 2018) to implement complex organization goals. On the other hand, skills – "proficiency in using objects of work or managing and working with people" (Piwowarczyk 2000), as well as "talents necessary for effective performance of tasks" (Kossowska 2001). Oleksyn says that skills are "the ability to implement complex, well-organized behavior patterns in a smooth and flexible manner, ensuring achievement of a given goal or result" (Oleksyn 2018). Skills therefore allow to achieve the intended goals of the organization, therefore employees with different skills are perceived by superiors as the valuable capital of the organization.

In the literature on the subject, many competency classifications can be found. One of them is the division into technical, social and conceptual skills. Technical skills - these are the talents for using methods, tools and technologies in a given specialty. Social skills - is a talent for interacting with people, understanding and motivating. On the other hand, the ability to synchronize and unite all matters and activities of the organization is conceptual skills (Kossowska 2001).

However, you can also point to other typologies of competence. The most common division is the division into soft and hard competences. According to Woodruffe, soft (behavioural) competences "refer to those dimensions of behaviour that underlie competent action". This is "the way people behave in order to do their job well". Therefore, soft competences are related to the behaviour of the individual in the workplace. Woodruffe's hard competences, in turn, are defined as "work-related, referring to those areas of work in which a given person is competent". They therefore define "what people need to know to be able to do their job well" (Armstrong 2007).

Le Deist and Winterton (2005) divided their competences into cognitive, functional, social and meta-competences (see Le Deist and Winterton 2005). Cognitive (cognitive) competences include the ability to learn, memorize, understand, curiosity of the world, an innovative view. Functional competences are responsible for the proper functioning of the unit, profession or work at a given position and are necessary for efficient work. The most important competencies are social competences that relate to establishing contacts with people and maintaining them (empathy, cooperation with others, common goals, conflict resolution). Finally, meta-competence is the ability to learn, reflect and deal with situations of uncertainty.

Ordinarily, he shares the competences of Pocztowski, who proposes a division into basic and distinctive competences. Basic competences are crucial for the proper performance of work (knowledge and skills). On the other hand, distinguishing competences are the competencies that distinguish an efficient employee (motives, attitudes and values) (Pocztowski 2008).

The widest classification of competences was presented in the publication of Jeruszka (2006). She shared competence for objective and subjective, professional and non-professional, specific and transferable, personal and social. T. Majewski also proposes many divisions of competence. It distinguishes general, team and position (special) competences, core competences, as especially important for the organization (courage, honesty) and professional, social and conceptual, which should also have management (Majewski 2012).

In addition, competencies can be analysed at the individual, group and organizational levels (Jeruszka 2006), and they are usually analysed on the basis of the results achieved (Nogalski and Niewiadomski 2014). At present, due to the pursuit of knowledge economy assumptions, the organizations measure employees' competences through many documents as well as diversified instruments (Majewski 2012; or Kowalczyk 2014). Proper assessment of competences is of fundamental importance both during recruitment and assessment and professional development of employees. However, it is also important to determine the type of competencies required for a given job position.

3 Manager as the leader in the organization and competences

Managers in the organization should ensure the acquisition of new skills for employees, delegate them subsequent tasks and roles, make them more valuable for the company. The new philosophy of managing human teams, based on the assumptions that employees are treated as the most valuable capital of the company, affects the fact that for the achievement of the company's successes, the common interests of the employee and the employer are necessary. The employee should be directed, but in a new, different way - by working with him, discussing problems encountered in the professional way, setting common goals, creating a climate of support and mutual understanding (Bjerke 2004). To this end, a new style of leadership is used, in which an employee becomes a partner rather than a subordinate, and the order is replaced by leadership, i.e. a management process in which the

personal qualities of the leader favor the recognition of his superiority through team members, which is the result of the quality of his competence and for various responsibilities. In this case, the superior shares power, delegates powers, creates a climate for discussion, stimulates inventiveness and encourages employees to implement improvements, as well as special attention to the importance of effective motivating and harmonious cooperation. In this way, he tries to bring employees closer together, improve the communication system, and efficiently solve various conflicts (Koźmiński and Piotrowski 2006; Mączyński and Sułkowski 2017; Dzimińska et al. 2018). Such changes are a reflection of the reorientation of the value system, which also determines the transformation of management models (Żukowski 2008), increasing the organization's chances of survival and success.

The manager - the leader in the contemporary organization faces many challenges related to the change in the conditions of its functioning. We can include them:

- commissioning an increasingly broad spectrum of services through external institutions (outsourcing),
- increasing the number of tasks carried out in inter-faculty special teams,
- increasing diversity of social and cultural groups from which employees come from,
- moving in organizations from the assigned authority (position, function) to the authority achieved (knowledge, professionalism, experience),
- a new kind of loyalty - from the company to the projects,
- shifting from the company's capital to the company's reputation capital.

All this means that in today's organizations managers, in order to limit employee's stress, tension, reluctance and / or fear of change, must make a risky change in the organization, as well as overcome resistance of subordinates. Therefore, the manager of the new era - must be more than a leader or an ordinary manager. He must engage his whole personality in the work. It is crucial to research and understand the impact of change in organizations on the people who work in them because they are the most important resource. In practice, this means that the manager is required not only professional knowledge, professional competence, but also a completely empathetic commitment and intuition (Sztucki 2001). It must also trigger creative and flexible market-oriented activities, thus enabling verification of the organization's activities in terms of effectiveness and systematically improve their skills and implement innovations (Listwan 2008; Kietliński et al. 2004).

Each manager must have developed his style of managing people, taking into account their own competences, especially imagination and intuition, as well as the maturity of the employee to act independently. Management without imagination threatens failure, while using it leads to new methods of looking at reality (Armstrong 2006).

Everything, therefore, indicates that the contemporary manager is less and less acting as a manager/leader, as well as a traditionally understood leader. It is impossible for a manager not to treat his colleagues in a partner way, he is not characterized by initiative, invention, ingenuity, as well as fantasy in solving the problems of the organization. Thus, the social aspects of managerial functions are becoming more and more important, making him a man with a large amount of knowledge and a high level of intelligence, mainly emotional and social (Kuc and Żemigala 2016). In addition, due to the fact that the manager has a significant impact on the management process in the company, he should demonstrate relevant experience and knowledge, and present personality traits that are desirable in this position (Leśniewski 2016). The manager of tomorrow must also act according to the 3K model: communication, creativity, cohabitation. Communication is in fact the main condition for establishing correct relationships in the organization, ensures the flow of information (including feedback), is the starting point for everything that takes place in the company. Creativity - is the answer to current challenges, the ability to apply knowledge to solve new problems, creative and innovative approaches to issues. Cohabitation means cooperation, acting in a group. Managers who will quickly see the expectations changing in relation to them and understand their new role, will sooner and more easily find themselves in a modern reality and will gain the privilege of co-creation (Banaszek 2006). The proof of how the professional profile of a manager is changed is the indication of attributes, which are more and more often indicated in job advertisements (passion, emotional strength, good attitude towards others, willingness and ability to share power) (Kietliński et al. 2004).

Among the personality predispositions that are the key features of the manager, one can distinguish the following: self-confidence, good sense of value, decision-making ability, simplicity in expression, focus on self-fulfilment, independence, flexibility in thinking and acting, activity, energy and empathy (Kietliński et al. 2004). Managers, wanting to effectively fulfil their own managerial roles, must also have appropriate abilities such as: the ability to use professional knowledge in practice, efficiency, effectiveness and predispositions to make decisions. Therefore, they must have comprehensive skills that enable the company to work efficiently and achieve its goals (Kubik 2005). The manager must harmoniously implement the three most important functions of the company: company management, management of lower managers and management of employees and work (Zbichorski 1997). Therefore, the manager of the new era must be open to science, subsequent experiments, ready for changes and alternations (Żukowski 2006). The determinants of managers' work are, as a result, very diverse and they focus primarily on processes that take place in a specific organization (Kuc and Żemigala 2016). At the

same time, the manager's action cannot be limited only to fitting in to the changing reality, but also to creating such a reality. Therefore, the manager must be characterized by: i) increased awareness of his potential, the habit of encouraging others to provide feedback (feedback); ii) desire to acquire new knowledge; and iii) respect for other people's differences (Rachwał and Rachwał 2006). In addition, the manager of the new era should use so-called liberation management, i.e. creative. The creative manager creates the ability of the team to release the competences and commitment of each employee (Bjerke 2004). The main skills that must be mastered by any manager who aspires to determine the manager of the new era include: systemic thinking ability, ability to act in a multicultural environment and readiness for continuous learning (Kubik 2008).

Looking at the definition of leadership, it should be emphasized that the term has no unambiguous definition (the subject of leadership was reflected in many items of the subject literature (Ciekankowski 2011; Kwiatkowski and Michalak 2010; Kuraszko 2014; Piasecki 2006; Karaszewski 2008; Koźmiński and Piotrowski 2006; Griffin 2004; Aftyka 2014; or Neil 2009). In a broad sense, leadership can be understood as the ability to influence individuals or groups to achieve specific effects. In this context, leadership is basically the same as the manager's concept. Leadership, similar to the manager's actions, is based primarily on the authority of the person, as well as on the authority that others voluntarily accept. Leadership is setting the direction, working out the vision of the future of the organization, as well as giving people the direction of action. Leadership is also motivating and inspiring, triggering energy in people. Leadership is necessary to create change. Therefore, in this approach, every good manager is the leader.

Four leadership paradigms (Avery 2016) can be distinguished in the literature on the subject. The first of them indicated the support of the leader's dominance on such features as respect and / or power. The leader's vision was not necessary in this case because the involvement of the group members was due to fear or respect. This paradigm functioned in the period from antiquity to the 1970s. The second paradigm, known as transactional, functioned much shorter, since only from the mid-1970s to the mid-1980s. The leader in this concept influenced the members of the group by means of personal contacts and took into account their opinions and feelings. Negotiations appeared at that time, which enabled the group members to receive rewards, enter into contracts and implement other expectations. Also, in this case the leader's vision was not necessary. Its necessity appeared only in the visionary paradigm of leadership, which was observed from the mid-1980s to 2000. In this case, the leader is the group's inspirator, and the group's commitment is shared vision, leadership charisma and individualized approach to people in the group. The vision for the leader is the most important and the group members can contribute to it. Finally, after 2000, we are dealing with an organic paradigm in which the leader together with the group's members interpret its surroundings. At the same time, leaders can be chosen from among the group rather than being nominated. The group's commitment is to support values and processes common to the group, while the vision emerges in the group and is an important element of the organization's culture.

Changes in the role of the leader, associated with global social, political and regulatory changes, therefore influence changes in business priorities. The paradox is being perceived more and more strongly in organizations, which is expressed in the increasingly difficult access to employees with appropriate skills. This is despite the relatively large supply of labour force. Companies that employ specialists to respond quickly to changing market needs must now compete against each other on a global scale for employees with unique competencies (Liderzy 2015). The dynamic development of technology means that the market needs more and more substantive skills, although undoubtedly still the company's social competences (cooperation skills, initiative and effectiveness of its leaders) have a huge impact on the company's success and competitiveness. At the same time, the need to develop leaders evokes changing expectations of employees. The speed of their operation and leadership in the conditions of uncertainty is important, which generates an increase in the demand for competences such as flexibility, readiness to change, the ability to effectively operate in a dynamically changing situation. These attributes are rated as one of the most important for leaders. These changes are also a determinant of modifying the culture of the organization so that it fosters the development of leadership attitudes at all levels of management. This means, on the one hand, the need to update existing competency models, and on the other - to create conditions for the development of employees' potential.

Regardless of the changes, it is important that the leader's behaviour is most effective when he simultaneously applies the following approaches:

- task-oriented style,
- style oriented to social relations,
- a participative style.

Let us look at individual competences, broken down into managers and leaders (see Table 1 that follows).

It becomes apparent from Table 1 that the manager focuses primarily on technical and operational matters, on planning and implementing changes, on performing procedures so that the company operates in an appropriate manner. However, its social features are also important.

Table 1. Competencies of managers and leaders

Manager	Leader
Professional knowledge	Charisma
Taking the initiative	Vision
Setting goals	High ethical and moral standards
Planning	Being a source of inspiration and motivation for others
Leading change	Care for the development of others
Implementation of innovations	Cooperation and teamwork, building relationships
The pursuit of self-development	Leading change
Striving to deliver results	Effective and frequent communication
Caring for the development of others	Communicating the group with the outside world
Collaboration and team work, building relationships, effective and frequent communication	Analysing and solving problems
Analysing and solving problems	Promoting innovation
Being a source of inspiration and motivation for others	Being a source of inspiration and motivation for others

Source: Adapted from Folkman (2019); Giles (2019); and Grabka (2014)

On the other hand, an effective leader mainly sets the direction for which the company is to take the course, unites people around the set goals, motivates employees to greater effort and extracts their passion and skills. Charisma and vision are important features of good leadership. These features cannot be purchased, although it is not impossible. Most often, the best leaders are people who have the right, natural predispositions. Therefore, the key to leadership is relationship with people and the ability to look at the enterprise and its surroundings from a broader perspective. Leadership - it's rather inspiring, and the manager mainly assigns tasks to the employee and settles them from them. The leader indicates the direction, without specifying in detail the technical aspects of achieving the set goals. It should be emphasized, however, that in both cases personality traits are also important, which in principle do not differentiate between the two categories (Kotter 2005).

4 Conclusions

In today's organizations where people and their skills decide about the company's competitiveness, the role of manager and leader is key, because it is these people that influence the level of employees' commitment to achieving goals. At the same time, managing the organization and acting in a successful manner requires that the organization is managed and supervised in a systematic and transparent manner. It is primarily about creating conditions in which people are involved in achieving goals and using their abilities for the good of the organization.

In order to achieve such an effect, one should concentrate on establishing the direction of development and its goals, as well as on building employees' awareness. This is due to effective communication, motivating employees, as well as the atmosphere of trust and cooperation, while recognizing the employees' contribution. Ideally, innovation, creativity, employees' readiness to develop, responsibility and free sharing of knowledge are also appreciated. Therefore, it is important for the management staff to be characterized by a wide variety of competencies that enable achieving the cohesion of the company's goals with the goals of individual employees. Every individual is an individual collection of features and needs, and each organization is a unique, purposeful social group. The necessity of combining economic goals with the cultural objectives of each organization means that the activities of the manager and the leader should be identical and result from the same competences, which, moreover, results from the presented considerations. Both the manager and the leader should be characterized by the ability to cooperate with subordinates who expect them to support, exemplify, appreciate and respect. They should also notice the ideas, inventions and abilities inherent in each employee and motivate them accordingly.

At the same time, in order to positively motivate an employee, the manager / leader should not use the way of issuing commands in a direct way. In this case a more beneficial method is to bring about a situation in which the employee will want to perform the job himself (internal motivation), because a conscious employee, who feels his worth is able to do a lot more for the organization, will look for better solutions himself. In addition, an employee who believes in himself will not be afraid of taking on new challenges. His inner motivation will

encourage him to take on more difficult tasks. Therefore, it is worth creating conditions for development and self-realization for employees. In this context, companies should explore and create competence development programs based on a new leadership model and a modern manager model so that their duties contribute to increasing the competitiveness of the organization. This is particularly important due to the current division of competences into the competences of the manager and the leader, which is actually difficult to speak about. Regardless of the fact that the managers usually think about how to achieve the goal, and what is more important for the leader is what needs to be done, their competences are very similar or even in some cases the same.

References

- Aftyka W (2014) Przywództwo w organizacji, In: Harasim W (ed.) Człowiek i organizacja – dylematy współczesnego zarządzania, Wyższa Szkoła Promocji, Warszawa, pp. 111-121
- Armstrong M (2006) Zarządzanie zasobami ludzkimi, 1st edn. (Oficyna Ekonomiczna, Warszawa, 2006), 14 p.
- Armstrong M (2007) Zarządzanie zasobami ludzkimi, 13th edn. (Wolters Kluwer Polska Sp. z o.o., Kraków, 2007), 25 p.
- Avery CG, Przywództwo w organizacji, 1st edn (PWE, Warszawa, 2016), 328 p.
- Banaszek S, Menedżerowie w strukturze społecznej, 1st edn (WSKiZ, Poznań, 2006), 32 p.
- Bjerke B, Kultura a style przywództwa, 1st edn (Oficyna Ekonomiczna, Kraków: 12, 2004), 32 p.
- Boyatzis R (1982) The Competent Manager, 1st edn. (John Wiley & Sons, New York, 1982), 328 p.
- Ciekanowski Z (2011) Motywowanie poprzez przywództwo. Nauki Humanistyczne i Społeczne na Rzecz Bezpieczeństwa
- Dzimińska M, Fijałkowska J, Sułkowski Ł (2018) Trust-based quality culture conceptual model for higher education institutions. Sustainability 10(8):2599. doi: 10.3390/su10082599
- Feliniak U (2005) Kapitał ludzki w procesie zarządzania wiedzą – doświadczenia europejskich organizacji. In: Pochtowski A (ed.) Praca i zarządzanie kapitałem ludzkim w perspektywie europejskiej, Oficyna Ekonomiczna, Kraków, pp. 1-20
- Filipowicz G, Zarządzanie kompetencjami. Perspektywa firmowa i osobista, 1st edn. (Wolters Kluwer SA, Warszawa, 2014), 46 p.
- Folkman Z (2019) Better leaders, better results. www.zengerfolkman.com Accessed 23 March 2019
- Giles S (2019) Oto zdaniem liderów z całego świata, najważniejsze kompetencje przywódcze, Harvard Business Review Polska. <https://www.hbrp.pl/b/oto-zdaniem-liderow-z-calego-swiata-najwazniejsze-kompetencje-przywocze/P18TDuICHt> Accessed 23 March 2019
- Grabka G (2014) Przywództwo – rola lidera w organizacji. Jakość – Magazyn TÜV Rheinland Polska. https://www.tuv.com/pl/poland/o_nas/baza_wiedzy/artykuly_prasowe/ludzie/przyw_dztwo__rola_lidera_w_or_ganizacji/przywodztwo_rola_lidera_w_organizacji.html Accessed 29 March 2019
- Griffin RW, Podstawy zarządzania organizacjami, 1st edn.. (PWN, Warszawa, 2004), 743 p.
- Jeruszka U, Kompetencje, Aspekty teoretyczne i praktyczne, 1st edn. (Difin SA, Warszawa, 2006), 53 p.
- Karaszewski R, Przywództwo w środowisku globalnego biznesu, 1st edn. (TNOiK, Toruń, 2008), p.
- Kawka T, Listwan T (2010) Dobór pracowników, In: Listwan T (ed.) Zarządzanie kadrami, 1st edn., C. H. Beck, Warszawa, 111 p.
- Kietliński K, Martinez-Reyes V, Oleksyn T, Etyka w biznesie i zarządzaniu, 1st edn. (Oficyna Ekonomiczna, Kraków, 2004), 17 p.
- Kossowska M, Ocena i rozwój umiejętności pracowniczych, 1st edn. (AKADE, Kraków, 2001), 50 p.
- Kotter JP (2005) Co właściwie robią przywódcy. Harvard Business Review Polska No. 28. <https://www.hbrp.pl/a/co-wlasciwie-robia-przywoccy> Accessed 29 March 2019
- Kowalczyk E, Człowiek organizacja kariera. Siła psychologii stosowanej, 1st edn. (Difin SA, Warszawa, 2014), 230 p.

- Koźmiński A, Piotrowski W (ed.) Zarządzanie. Teoria i praktyka, 1st edn. (PWN, Warszawa, 2006), 78 p.
- Kubik K, Kultura menedżerska, 1st edn. (WWSE, Warszawa, 2008), 76 p.
- Kubik K, Menedżer w przedsiębiorstwie przyszłości, 1st edn. (Dom Organizatora TNOiK, Toruń, 2005), 28 p.
- Kuc B, Żemigala M, Menedżer nowych czasów. Najlepsze metody i narzędzia zarządzania, 1st edn. (One Press, Gliwice, 2016), 169 p.
- Kuraszko I, Etyka przywództwa, 1st edn. (Difin, Warszawa, 2014), 120 p.
- Kwiatkowski S, Michalak J, Przywództwo edukacyjne w teorii i praktyce, 1st edn. (Fundacja Rozwoju Systemu Edukacji, Warszawa, 2010), 130 p.
- Le Deist, FD, Winterton J (2005). What is competence? *Human resource development international* 8(1):27-46. doi:10.1080/1367886042000338227
- Leśniewski MA (2016), Menedżer w procesie zarządzania przez cele w systemie konkurencyjności przedsiębiorstw. *Menadżer* 8(2):77-88
- Liderzy (2015) Liderzy na dziś – Liderzy na jutro. Jakie kompetencje przywódcze mają członkowie zarządów i rad nadzorczych? Co ma znaczenie w zarządzaniu organizacją dzisiaj i w przyszłości. Raport z badania kompetencji menedżerów – kobiet i mężczyzn – w kontekście zmieniających się potrzeb biznesowych, Deloitte, Warszawa, 9 p.
- Listwan T, Kształtowanie kadry menedżerskiej firmy, 1st edn. (Liderzy Kadry, Wrocław, 2008), 20 p.
- Majewski T, Zarządzanie kompetencjami, 1st edn. (Akademia Obrony Narodowej, Warszawa, 2012), 20 p.
- Mączyński J, Sułkowski Ł (2017) A Seven Nations Study of Leadership Attributes. *Polish Psychological Bulletin* 48(2):307-314.
- McLagan P (1990) Flexible Job Models: a Productivity Strategy for the Information Age, In: *Productivity in Organizations*, J. P. Cambell and R. J. Cambell & Associates, San Francisco, 374 p.
- Neil T (ed.) Przywództwo według Johna Adaira, 1st edn. (Wydawnictwo Wolters Kluwer Polska, Kraków, 2009), 87 p.
- Nogalski B, Niewiadomski P (2014) Metodyka oceny pracowników wykonawczych w elastycznym zakładzie wytwórczym - koncepcja i zastosowanie, In: Stor M, Listwan T (ed.) *Sukces w zarządzaniu kadrami. Różnorodność w zarządzaniu kapitałem ludzkimi – podejścia, metody, narzędzia. Problemy zarządczo - ekonomiczne*, Prace naukowe Uniwersytetu Ekonomicznego we Wrocławiu No. 349, Uniwersytet Ekonomiczny we Wrocławiu, Wrocław, 258 p.
- Oleksyn T, Zarządzanie kompetencjami. Teoria i praktyka, 1st edn. (Wolters Kluwer Polska S. A., Warszawa, 2018), 385 p.
- Piasecki AK (ed.) Model przywództwa, 1st edn. (Profesja, Kraków, 2006), 120 p.
- Piowarczyk J, Szkolenie pracowników, In: Szałkowski A (ed.) *Wprowadzenie do zarządzania personelem*, 1st edn. (Akademia Ekonomiczna w Krakowie, Kraków, 2000), 115 p.
- Pocztowski A (2008) Zarządzanie zasobami ludzkimi. Strategie – procesy – metody, PWE Warszawa, pp. 117 – 118.
- Rachwał MM, Rachwał T (2006) Wartości moralne podstawą prawdziwego sukcesu menedżera, In: Ziolo, T, Rachwał T (ed.) *Rola przedsiębiorczości w podnoszeniu konkurencyjności społeczeństwa i gospodarki*, Wydawnictwo Nowa Era, Warszawa, pp. 56-72.
- Sztucki T, Marketing przedsiębiorcy i menedżera, 1st edn. (Placet, Warszawa, 2001), 215 p.
- Woodruffe C (1993) *Assessment Centres: Identifying and Developing Competences*, 4th edn. (Institute of Personnel Management, London, 1993), 356 p.
- Zbichorski Z (1997) Rewolucja menedżerska. *Ekonomika i Organizacja Przedsiębiorstwa* 11:7
- Żukowski P, Podstawy nauk o zarządzaniu, 1st edn. (Oficyna Wydawnicza Politechniki Rzeszowskiej, Rzeszów, 2006), 65 p.
- Żukowski P, Podstawy naukowej organizacji pracy z wybranymi problemami zarządzania, 1st edn. (WSZiA, Opole, 2008), 11 p.