

Leadership Skills Formation in Workgroup of the First Level Managers in Manufacturing Companies

The article discusses specific aspects of leadership of the first level manager (FLM) in workgroup together with issues of his development as a leader. Leaders work is more effective when their skills correspond with management level. Importance of leadership skills for the first level manager indicates that learned skills are the most important for effective leadership. Applying R. L. Katz (1955) three-skills approach a survey was made in two manufacturing companies on specific skills of the first level managers-leaders and formation of leadership competence through skills and dynamics of skills. It can be highlighted that comparison of discrepancies in evaluations of the first level manager's skills and dynamics of skills shows in what groups the first level managers are leaders, and in what they are not.

Keywords: the first level managers, leaders, leadership, skills, workgroups.

Straipsnyje aptariama žemiausiojo lygmens vadovo lyderystės specifika darbo grupėje bei jo kaip lyderio formavimo klausimai. Lyderiai dirba veiksmingiau, kai jų įgūdžiai atitinka valdymo lygį. Žemiausiojo lygmens vadovo lyderio įgūdžių reikšmė nurodo, kad veiksmingai lyderystei pasiekti svarbiausi yra išmokti įgūdžiai. Panaudojus R. L. Katz (1955) trejų įgūdžių modelį atliktas tyrimas apie dviejų gamybos įmonių žemiausiojo lygmens vadovui lyderiui darbo grupėje būdingus bruožus ir jų formavimą per įgūdžius bei įgūdžių kaitą. Galima teigti, kad palyginus žemiausiojo lygmens vadovo įgūdžių ir įgūdžių kaitos įverčių skirtumus galima nuspręsti, kuriose grupėse žemiausiojo lygmens vadovai yra lyderiai, o kuriose ne.

Raktiniai žodžiai: žemiausiojo lygio vadovai, lyderiai, lyderystė, įgūdžiai, darbo grupės.

Introduction

Ongoing scientific discussions are trying to incorporate wider approach towards leadership and emphasise especial importance of leadership, necessity and possibilities of its development. *Leadership* is usually

analysed in the context of a group and particularly *workgroup*. It is emphasised that a group should have a goal and strive for its implementation (Chmiel, 2005).

There is an opinion that one becomes a manager by order of his / her organisation. Whereas nobody can be appointed

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into position of a leader – people become leaders because of their personal skills and abilities. Leaders are the persons that influence behaviour of other members of the group (Chmiel, 2005). Managers-practitioners maintain that the most important aspect of their work – to make others to work well. Referring to R. Winston (2005) it could be stated that manager's (as well as everyone's) ability to make use of experience, perception, objects and events makes the most important foundation for learning and development. Therefore, a leader should be able to see the prospect of progress (Meneghetti, 2004). More and more often a focus is made on leaders at all level of organization (Bristow et al., 2005).

Therefore, requirements for the first level managers (FLM) are changing along with development of organizations. The best situation is when the first level manager is also a *leader* at the same time. The first level manager-leader has grounds to make better and more productive decisions both on his own future and the future of the organization. Properly working first level managers-leaders must show direction of activities to their subordinates, foster relationships based on mutual trust, develop their own and their subordinates' skills in *work group*. Such formation and representation of the first level managers' leadership competence allow them for ensuring successful integration into professional life in long-term prospect.

Professional qualities of a manager in the context of entrepreneurship and leadership were analysed by R. E. Boyatzis (1982), A. Pearson (1984), W. Ben- nis, J. O'Toole (1992), M. Homer (2001), B. Martinkus, B. Neverauskas, A. Sakalas (2002), S. C. S. Robins (2003), N. Petkevičiūtė, Kaminskytė (2003), A. Seilius et al. (2004), M. Berard (2005), G. Yukl

(2006), P. G. Northouse (2009), etc. These researchers most often refer to skills when analysing and assessing professional qualities of employees.

Numerous research works show that managers' leadership potential is still insufficient in our organizations and this often becomes a serious hindrance in further development of organizations. Therefore, this is an issue that requires more detail research – how the first level manager-leader is formed and represented and what characteristic *skills* they should have, which would be identified and recognised by direct supervisor (mid-level manager) and subordinates.

Problem: how to identify and form leadership skills in workgroup of the first level managers.

The object of the research – leadership skills formation in workgroup of the first level managers.

The goal (aim) of the research – to identify characteristic skills of the first level managers that determine representation of their leadership efficiency among members of workgroup.

The following **objectives were** set to achieve the aim of the research:

- To analyse research literature on formation and representation of FLM leadership efficiency.
- To conduct a survey on build-up of FLM leadership skills and their dynamics.
- To identify skills characteristic to FLM-leader and their representation among members of workgroup.

The applied research methods: comparative analysis of research literature; quantitative analysis – questionnaire survey. The data gathered in the survey was processed by *Excel* spreadsheet and *Statistical Package for Social Sciences* SPSS 15.0.

Representation of the first level manager leadership efficiency in work group

Some managers are able to process extremely much information and later they can organise their thoughts and focus on really important issues. Such managers find new ways to uniquely reveal abilities and skills of their workgroup members, to apply properly their strengths and to make benefit-generating decisions in every-day work situations. While others rush about from one idea to another, are not able to organise their thoughts thereby leaving their subordinates and observers in abeyance (Gardner, 2006a). Leadership – is ability of a manager to make impact on employees in such a way that they will enthusiastically and with trust work for benefit of the group striving for its objectives, i.e. a leader assumes responsibility for implementation of the group objectives and tasks, therefore is necessary to ensure continuous mutual trust and collaboration between both parties (Zaleznik, 1977; Appleby, 2003; Spitler, 2005; Stukaitė, Šilingienė, 2007). Leaders implement their ideas and are very relevant because they are always in the limelight (Pitersas, Votermenas, 1991; Waugh Jr., Streib 2006; Šilingienė, 2011). It also applies to the first level managers having evident skills of leadership.

First level managers (*FLM*) – are managers who directly manage employees performing particular decision-making tasks (heads of groups, production workshops, foremen, team heads, etc.). Objectives of the first level managers – are differentiated higher-level objectives (Zakarevičius, 2003; Seilius, 2004). Their (*FLM*) activity is defined as absolute

responsibility for implementation of set objectives, coordinating short-term tasks with direct supervisor, ensuring availability of all required means in required place and sustainable work (production, selling or services) process, arranging for formation of a group adequate for respective work task, properly distributing tasks to the group members. He is responsible for organisation of work and maintaining discipline in the group, takes care of development of the group members, provides required information in the course of task performance, identifies problems at initial stage and modifies work tasks, also controls compliance of performed work with the required quality standards. Efficient first level managers provide their subordinates with all necessary information about a task and inform to as large scope as possible about future results. Subordinates perform tasks better if they were involved into their formulation and decision making (Giedraitis, 2010; Giedraitis, Petkevičiūtė, 2011).

Speaking about the first level manager – leader much attention is paid to the degree of the first level manager's personal involvement into the work process, maintaining of self-esteem of employees, responsibility, based rather on trust than on obedience, ensuring good working conditions, improvement of inter-personal relations. Some authors (Appleby, 2003; Martins, 2007, 2009) maintain that the first level managers are assistants to mid-level managers. Role of assistant to manager is linear, as he shares certain (defined) responsibility with his direct supervisor. Often this position results in certain contradictions because it is difficult to clearly define accountability relations (Appleby, 2003).

Situation of each first level manager in organization is unique – because of

different number of subordinates, managed area, position in corporate structure, stage of company development, etc. It was noted that a work group: (direct supervisors-mid-level managers (*MLM*)), first level managers (*FLM*) and subordinates (*SUB*) – often lack compatibility and interaction required for productive performance because of disharmony of professional qualities (skills) of performers.

Striving for effective management of a sub-division, *direct manager (mid-level manager)* should know the first level managers very well, that's why perception of management and professional communication is extremely important. The process of self-perception of a subject and an object of management is not unambiguous. Direct supervisor of first level manager prefers to have the first level manager who would meet the established requirements, would keep loyalty for long time, as their turnover has negative impact both on performance of subordinate group and results of the company.

It is agreed that the first level managers are responsible for managing of *subordinate performers (SUB)* and for ensuring smooth process of production or service-rendering. They communicate necessary information to *subordinated performers (SUB)*, whilst by various means communicating information about the processes that take place in subdivisions of the company to their direct supervisors-mid-level managers (*MLM*), whose performance, behaviour and managerial skills applied under various circumstances, in turn, affect the first level manager's performance and work efficiency of the sub-division. Properly working first level managers-leaders show direction of activity to their subordinates, create relations on the basis of mutual trust, develop skills of their

subordinates. Managers setting ambitious goals to themselves also set the same goals to their subordinates (Dirks, 2000; Kouzes, Posner, 2003). It means that if subordinates (performers) develop trust in the first level manager, they willingly trust his actions.

The first level managers able to organize the *work* of subordinate *groups* create friendly environment and lead by example demonstrating respect, support to others and collaboration skills. By various authors (Seilius, 2004; Goleman, Boyatzis, McKee, 2007; Šimanskienė, Seilius, 2009), to achieve harmony in a group, managers should strive for acceptance of the group objectives by all its members, encouraging the group members to spend more time together. Leaders encourage others to join the group enthusiastically and to contribute to building of its identity.

According to N. Bristow et al. (2005) leadership is best described as a set of *skills*, which facilitates directing of activities of other people toward a common goal. Various authors (Bennis, Nanus, 2003; Seilius, 2004) maintain that leadership – is a complex of skills possessed by majority but used by minority. The approach that leadership skills can be acquired and learned prevails in many works of contemporary researchers.

Already in 1955 R. L. Katz proposed Three-Skill approach stating that effective leadership depends on three basic groups of skills: *technical, communication and conceptual* (Northouse, 2009). All three dimensions of skills are important, but importance of each of them differs at different levels of management. Technical and communication skills are the most important at lower level of management, all three dimensions of skills are equally important at middle level, while

conceptual and communication skills are the most important for the top managers (Zakarevičius, 2003).

Summarising, it can be stated that representation of the first level manager can be analysed in work groups. Importance of the first level manager's skills indicates that learned skills are the most important for effective leadership. The first level managers-leaders work more effectively when their skills correlate with the levels of skills in a workgroup.

Survey of the first level managers' leadership skills

The survey aimed at statistical description of key attributes of the object, i.e. to evaluate build-up of leadership of the first level managers through skills and dynamics of skills in workgroup.

The methodology of the research.

To identify characteristic skills of the first level manager-leader that forms representation of his leadership among members of his workgroup, a survey was conducted in two large furniture manufacturing companies of the Western Lithuania region over the period from 1 February to 30 April, 2012.

The survey involved manufacturing companies (<http://www.stat.gov.lt/lt/>) that correspond to *criteria* of large enterprises. Names of the companies are not disclosed due to request of the heads of the companies.

The type of research – *quantitative, descriptive*. The method of the research – *a questionnaire survey*. Sample of the research – *non-probability sampling, quota sampling of groups*. In small-scale research the groups of survey participants are rather often formed partially applying the

accidental sampling method (Kardelis, 2007).

The instrument of the research – *a questionnaire survey*. Respondents of the survey – employees of furniture manufacturing companies A and AD, domiciled in Klaipėda county and owned by the same shareholder. During the survey members of different work groups (direct supervisor (mid-level manager) – MLM, first level manager – FLM, subordinate performers – SUB) were asked to complete questionnaires. 34 respondents participated in the survey: 2 direct supervisors (one MLM from each of manufacturing companies A and AD), 8 first level managers (4 FLM from each of manufacturing companies A and AD) and 24 subordinates (12 SUB from each of manufacturing companies A and AD). 34 completed questionnaires returned to the interviewer are suitable for further analysis.

In order to extend possibilities for evaluation of leadership skills of the first level manager, evaluation was made in work groups (direct supervisor (mid-level manager) – MLM, first level manager – FLM and subordinate performers – SUB). The survey included eight workgroups of the above mentioned composition. The most relevant instrument to evaluate *skills* of the first level managers' professional qualities is *Leadership measurement instrument* compiled by P. G. Northouse (2009). Using this instrument, the first level managers' skills are evaluated in terms of *technical, communication* (12 indicators), and *conceptual skills* (6 indicators that are not evaluated by subordinates).

The data gathered in the survey was processed by *Excel* spreadsheet and *Statistical Package for Social Sciences* SPSS 15.0.

The findings of the research

In Table 1 all skills are ranked by mean evaluations given by respondents. This is done on purpose – in order to avoid having more weight of certain evaluations given by more numerous group (when many respondents fall to one group (e.g. *SUB*)) against significant evaluations (e.g. *MLM*); thereby we shall have more accurate evaluation. The table shows mean evaluation, the highest and lowest values of evaluations given by the respondents and statistical deviation.

When evaluating the technical and communication skills, the highest mean evaluation was distributed between subordinates and the first level managers. In evaluation of conceptual skills, the first level managers demonstrated the highest statistical deviation (see Table 2).

When evaluating the dynamics of skills of the first level managers, the highest mean evaluation and the highest statistical deviation are attributed to direct supervisors (see Table 3).

The obtained results of the survey in production company A show that FLM evaluate their skills better than direct supervisor and other group member in the group A1 (Fig. 1). There is also discrepancy regarding dynamics of FLM skills in A1 group – evaluations of all respondents are different (Fig. 2). Therefore, it can be maintained that leadership means self-actualization for **FLM**, but not the method to achieve result in work group **A1**. Such discrepancy in evaluation values indicates incompatibility in work group A1.

When evaluating **FLM**, respondents' opinions in work group **A2** were distributed in different way (Fig. 3). As the figure

Table 1

Aggregate evaluation of FLM skills

Respondents	Mean evaluation	St. deviation
MLM	48.00	7.48
FLM	36.00	8.18
SUB	37.75	8.32

Table 2

Evaluation of FLM skills by respondents (*TV*; *FLM*; *SUB*) by position (*ANOVA test*)

FLM skills	Respondents	Mean evaluation	St. deviation	F	p value
Technical skills	TV	21.63	3.962	0.484	0.747
	FLM	22.00	4.036		
	SUB 1	23.50	2.449		
	SUB 2	21.75	4.062		
	SUB 3	21.38	1.996		
Communication skills	TV	21.13	3.482	1.043	0.399
	FLM	24.00	4.309		
	SUB 1	23.13	2.949		
	SUB 2	21.63	3.378		
	SUB 3	21.38	3.021		

Table 3

Evaluation of dynamics of FLM skills (t test)

FLM skills	Respondents	Mean evaluation	St. deviation	t	p value
Technical skills	TV	5.00	3.21	0.076	0.940
	SUB	4.92	2.48		
Communication skills	TV	4.63	2.72	0.127	0.900
	SUB	4.48	2.84		
Conceptual skills	TV	1.50	3.21	-	-

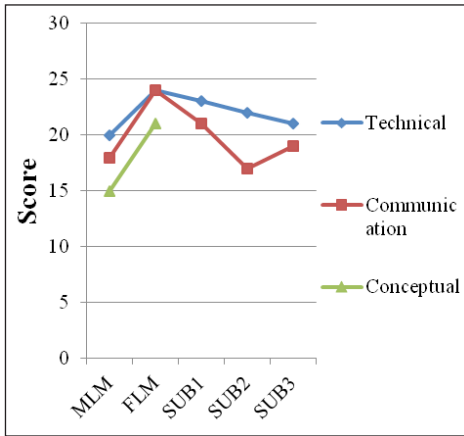


Fig. 1. Evaluation of FLM skills in work group A1

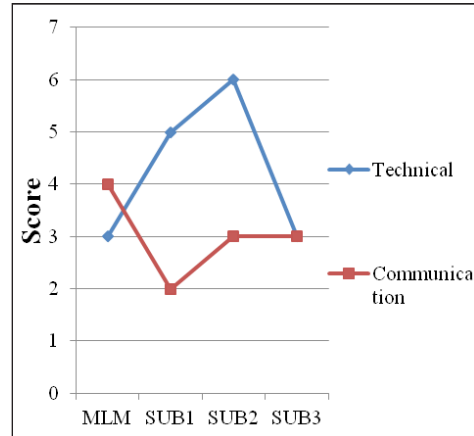


Fig. 2. Evaluation of dynamics of FLM skills in work group A1

shows, members of workgroup (SUB and MLM) evaluate FLM better than he evaluates himself. Particularly good results in group A2 are observed in terms of dynamics of FLM technical skills (Fig. 4); and this aspect was evaluated by all members of the group in the same way. It shows that FLM is an evident leader of the group in work group A2 (Fig. 5). Different evaluation of communication skills can be explained as a response of subordinates to strict requirements for task performance. The obtained results of evaluation indicate certain type of the group.

The results of the survey presented in figure 5 show that FLM in work group A3 evaluates his skills better than is evaluated

by his direct supervisor (MLM) and other group members (SUB). There is no consensus on dynamics of FLM skills in workgroup A3, as evaluation scores given by all respondents differ (Fig. 6.). Such discrepancy in evaluation scores indicates incompatibility of the group.

The results of the survey presented in figure 7 show that in workgroup A4, the group members evaluate FLM better than he evaluates himself. Dynamics of FLM technical and communication skills was evaluated by all members of the group similarly in workgroup A4 (Fig. 8.). It shows that this FLM is a leader of group A4. The obtained evaluation results also indicate certain type of the group.

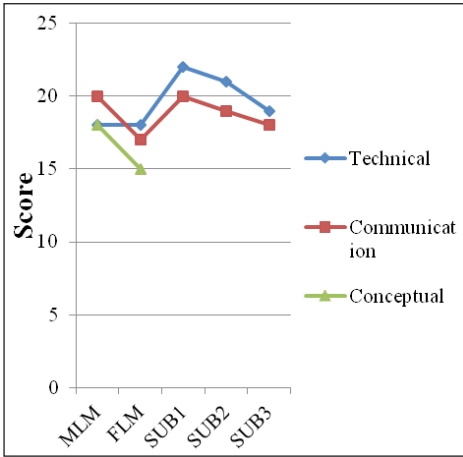


Fig. 3. Evaluation of FLM skills in work group A2

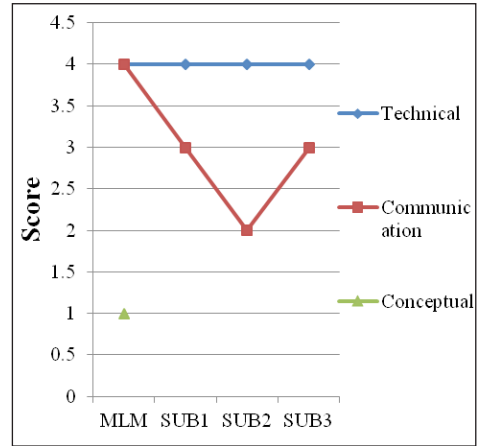


Fig. 4. Evaluation of dynamics of FLM skills in work group A2

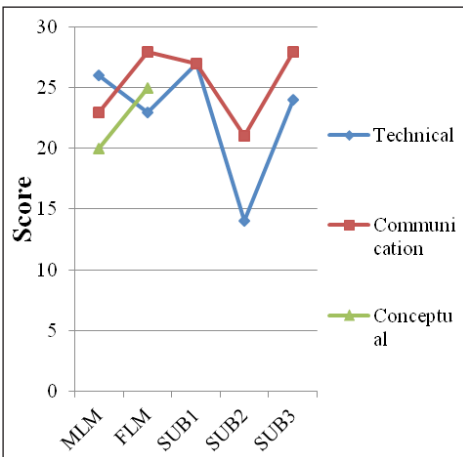


Fig. 5. Evaluation of FLM skills in work group A3

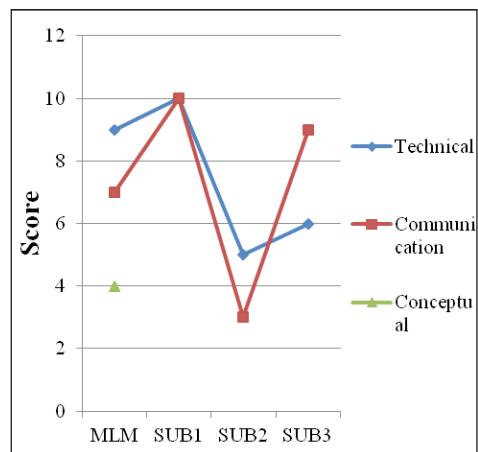


Fig. 6. Evaluation of dynamics of FLM skills in work group A3

The results of the survey in manufacturing company AD show (Fig. 9) that performed evaluation of FLM communication skills in work group AD1 leads to conclusion that performance of this FLM is rather focused on relations with the group members (subordinates) than to results. Whereas, evaluation of FLM technical skills showed that direct supervisors and subordinates gave higher evaluations

to FLM, than FLM gave to himself in workgroup AD1. Evaluation of the dynamics of FLM skills, (Fig. 10) show incompatibility in AD1 group (very high discrepancy in evaluations given by MLM and SUB).

The results of the survey presented in figure 11 show that in workgroup AD2, FLM evaluates his skills better than is evaluated by direct supervisor (MLM)

and other group members (*SUB*). There is no consensus on *dynamics* of **FLM skills** in workgroup **AD2** (Fig. 12) – evaluation scores given by all respondents differ. Such discrepancy in scores shows incompatibility of this workgroup and potential misunderstandings during task performance.

The results of the survey presented in fig. 13 show that in workgroup **AD3**, **FLM** was similarly evaluated (in terms

of technical and communication skills) by all members of the group. Particular aspect of results of **FLM** evaluation in this workgroup **AD3** is that communication skills were given higher evaluation than technical skills (Fig. 13). It shows that referring to these results of evaluation, **FLM** acts as a leader of workgroup **AD3**. In workgroup **AD3**, all members of the group gave different evaluation of the *dynamics* of **FLM** technical and communication

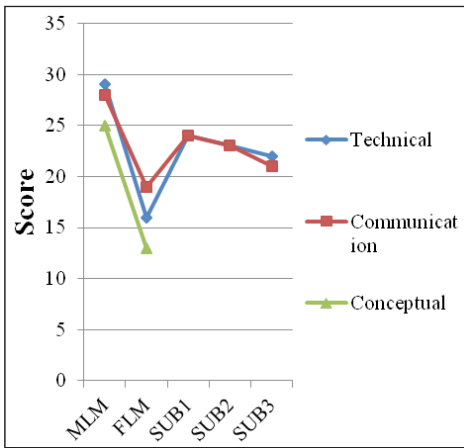


Fig. 7. Evaluation of FLM skills in work group A4

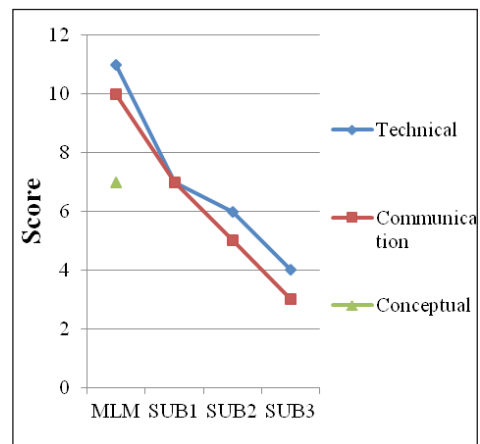


Fig. 8. Evaluation of dynamics of FLM skills in work group A4

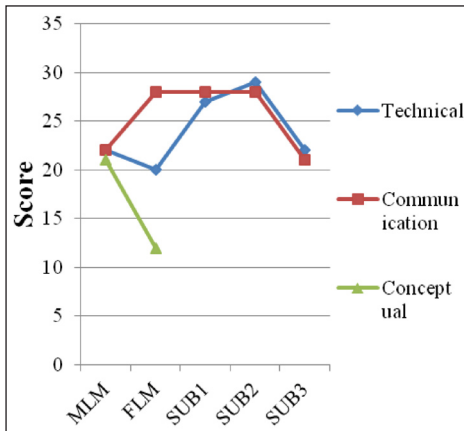


Fig. 9. Evaluation of FLM skills in work group AD1

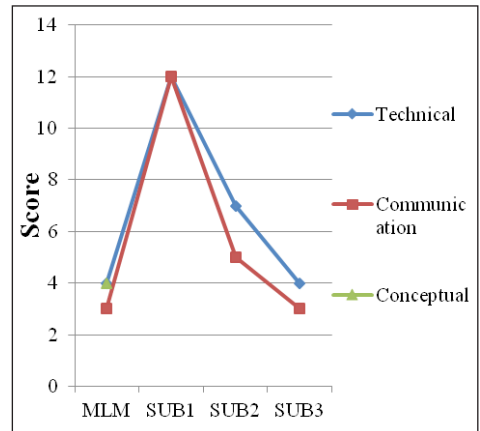


Fig. 10. Evaluation of dynamics of FLM skills in work group AD1

skills (Fig. 14). Different evaluation of the dynamics of the skills can be explained as a response of subordinates to strict requirements for task performance. It should be assumed that this group performs in a proper manner and there is compatibility among members of the group.

Results of the survey in workgroup AD4 show that evaluation of FLM skills allows for concluding that FLM performance is focused on self-actualization, but not to the company results, because members of workgroup AD4 evaluate FLM differently than he evaluates himself (Fig. 15). Referring to evaluation of dynamics of FLM skills in AD4 (Fig. 16), we can see incompatibility in workgroup AD4 (very high discrepancy in evaluations given by MLM and SUB).

Summarising the results of the research, it should be maintained that the conducted survey allowed for identification of potential leaders among FLM. It was realised that FLM should have stronger communication skills, which indicate an opportunity to take higher position in corporate structure and is the main motivation factor.

The evaluation results obtained in manufacturing company A, in groups A2, A3 and A4, indicate certain type of groups (Fig. 3, 4, 5, 6, 7, 8) and referring to small discrepancies in scores, FLM in these groups can aspire to the leader's position. Whereas in group A1, FLM performance raises some concerns and requires further analysis of suitability of this FLM in this position (Fig. 1 and Fig. 2).

In manufacturing company AD, FLM with distinct qualities of leader was identified only in one workgroup (i.e. FLM in workgroup AD3 (Fig. 13, 14)) of the surveyed four ones. Here, FLM communication skills were evaluated better by all respondents than technical skills, therefore he can aspire to higher position in management chart. Such FLM should be attributed to company's reserve pool. In groups AD1, AD2 and AD4, evaluation of FLM skills and dynamics of skills leads to conclusion that FLM performance is focused on self-actualization, but not to the company results (Fig. 9, 10, 11, 12, 15, 16). Therefore, such discrepancy in evaluation scores shows incompatibility of this

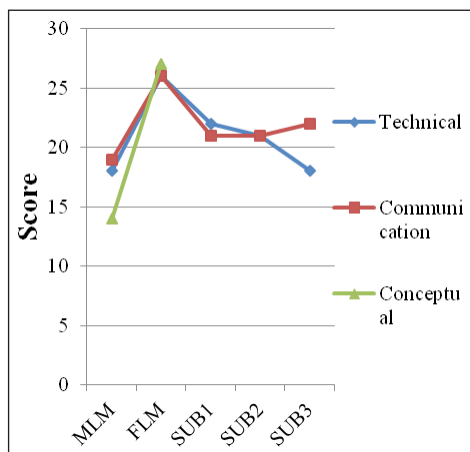


Fig. 11. Evaluation of FLM skills in work group AD2

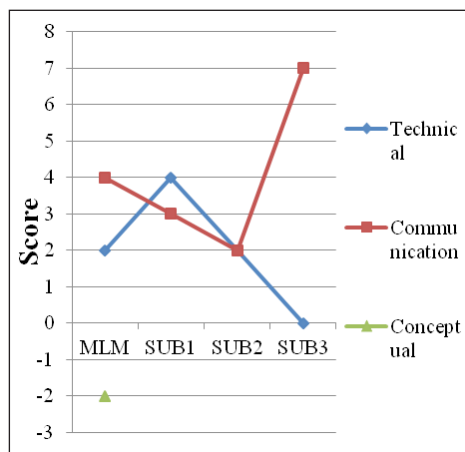


Fig. 12. Evaluation of dynamics of FLM skills in work group AD2

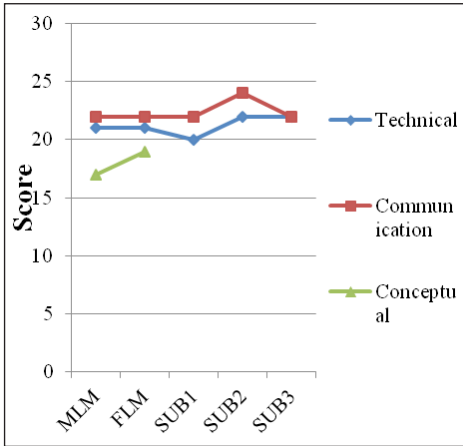


Fig. 13. Evaluation of FLM skills in work group AD3

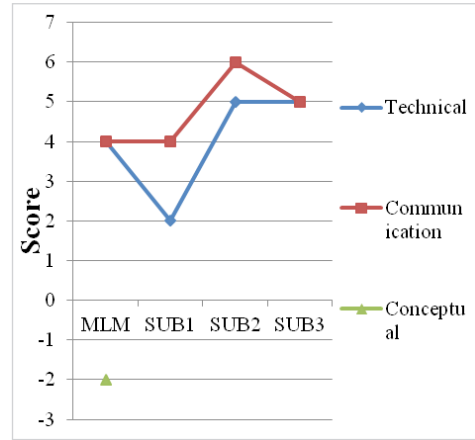


Fig. 14. Evaluation of dynamics of FLM skills in work group AD3

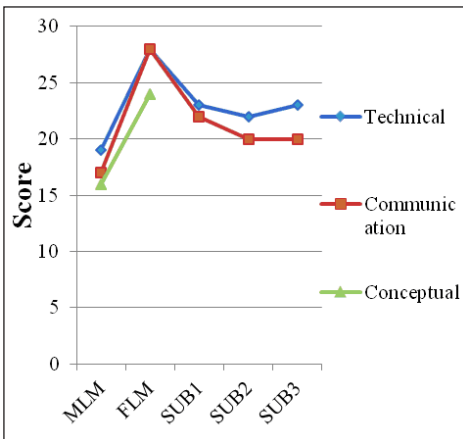


Fig. 15. Evaluation of FLM skills in work group AD4

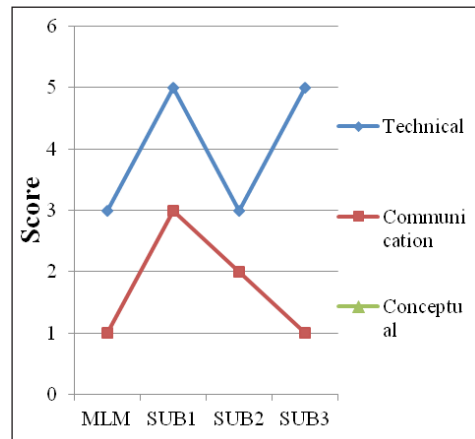


Fig. 16. Evaluation of dynamics of FLM skills in work group AD4

workgroup and potential misunderstandings during task performance.

The results of this survey reveal representation of FLM leadership competence and formation of FLM leader, having performed evaluation of FLM through skills and dynamics of the skills in three domains (technical, communication and conceptual).

Conclusions

Importance of the first level manager's skills indicates that learned skills are the most important ones to achieve effective leadership.

First level managers-leaders work more effectively when their skills correspondingly correlate with skills of the members of workgroup.

The conducted quantitative survey on FLM leadership skills in two furniture manufacturing companies allowed for identification of peculiarities in different workgroups during the evaluation process and revealed some elements of FLM leadership in some of them.

The survey allowed for identification of the following FLM leadership skills: technical, communication and conceptual. Comparison of discrepancies in scores among workgroups allows to discerning between the workgroups where FLM leadership skills serve as advantage and the ones where FLM leadership skills are poorer.

The performed empiric research showed that recognition of the first level

manager as a leader among his group members is determined by skills characteristic to his management level and compatibility of skills among members of workgroup. Therefore, it can be concluded that comparison of discrepancies in evaluation scores of the first level manager skills and dynamics of skills allows to define in which workgroups the first level managers demonstrate leadership skills, and in which groups FLM leadership skills are poorer or very poor.

The proposed methods can be used as a tool for selection of managers to higher managerial position or for motivation of FLM in various companies by sector (production and services) and by size (where workgroups are formed).

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GAMYBOS ĮMONIŲ ŽEMIAUSIOJO LYGMENS VADOVŲ LYDERYSTĖS ĮGŪDŽIŲ FORMAVIMAS DARBO GRUPĖJE

S a n t r a u k a

Šiuo metu mokslinėse diskusijose atsiranda dar platesnė lyderystės raiškos prieiga ir pabrėžiama ypatinga lyderystės svarba, jos ugdymo būtinumas ir galimybės. Vis dažniau dėmesys fokusuojamas į lyderius visuose organizacijos lygiuose (Bristow ir kt., 2005). Straipsnyje nagrinėjama *problema*: kaip identifikuoti ir formuoti žemiausiojo lygmens vadovų lyderystės įgūdžius darbo grupėje. Tyrimo *tikslas* – nustatyti žemiausiojo lygmens vadovui lyderiui būdingus įgūdžius, kurie formuoja jo lyderystės efektyvumą tarp darbo grupės narių. Tikslui pasiekti suformuluoti šie *uždaviniai*: išanalizuoti mokslinę literatūrą apie ŽLV lyderystės formavimą ir raišką; atlikti tyrimą apie ŽLV lyderystės įgūdžių formavimąsi ir jų kaitą; nustatyti ŽLV lyderiui būdingus įgūdžius ir jų raišką tarp darbo grupės narių. Parinkti *mokslinio tyrimo metodai*: mokslinės literatūros lyginamoji analizė; kiekybinis tyrimas – anketinė apklausa; tyrimo duomenys apdoroti *Excel*

skaičiuokle ir statistikos programų paketu SPSS 15.0 (*angl. Statistical Package for Social Sciences*).

Straipsnyje aptariama lyderystės specifika gamybos įmonėse bei žemiausiojo lygmens vadovo lyderystės raiška darbo grupėje. Išnagrinėjus mokslinę literatūrą, nustatyta, kad organizacijų vystymosi kontekste keičiasi ir reikalavimai žemiausiojo lygmens vadovams (ŽLV). Daugumos mokslininkų tyrėjų (Gardner, 2006; Northouse, 2009; Martins, 2007, 2009; ir kt.) teigimu, žemiausiojo lygmens vadovo lyderystės raiška tiksliausiai gali būti nagrinėjama darbo grupėse. Pastebėta, kad darbo grupėje – (tiesioginis vadovas (TV), žemiausiojo lygmens vadovas ir pavaldiniai (PAV) – dažnai nėra produktyviai veiklai būtino suderinamumo ir sąveikos dėl veikėjų dalykinių charakteristikų (įgūdžių) disharmonijos. Žemiausiojo lygmens vadovo lyderystės įgūdžių reikšmė nurodo, kad veiksmingai lyderystei pasiek-

ti svarbiausi yra išmokti įgūdžiai. Žemiausiojo lygmens vadovai lyderiai dirba veiksmingiau, kai jų įgūdžiai atitinkamai dera su darbo grupės narių įgūdžiais. Geriausia, kai žemiausiojo lygmens vadovas pripažįstamas lyderiu, turinčiu reikiamų žinių ir įgūdžių, kas užtikrina veiksmingą komunikaciją, adekvatų realybės suvokimą ir geresnius bei produktyvesnius sprendimus dėl savo, darbo grupės ir organizacijos ateities. Tam pasiekti turi būti skiriamas pakankamas dėmesys žemiausiojo lygmens vadovo dalykinėms savybėms – įgūdžiams, kurie atitiktų vidinės ir išorinės aplinkos pokyčius. Itin svarbu nustatyti įgūdžius, pagal kuriuos pavaldiniai atpažįsta, įvardija ir pripažįsta ŽLV lyderiu.

Todėl siekiant praplėsti žemiausiojo lygmens vadovo lyderio įgūdžių vertinimo galimybes, tikslinga vertinimą atlikti jo darbo artimiausioje grupėje (tiesioginis vadovas, žemiausiojo lygmens vadovas ir pavaldiniai). Šio tyrimo rezultatų analizė atlikta pagal dviejų baldų gamybos įmonių, veikiančių vakarų Lietuvoje, žemiausiojo lygmens vadovui

lyderiui būdingus įgūdžius (techninius, bendravimo ir koncepcinius) ir įgūdžių kaitą. Panaudojus R. L. Katz (1955) trejų įgūdžių modelį atliktas kiekybinis tyrimas apie ŽLV lyderystės įgūdžius, leido nustatyti įvairių darbo grupių ypatumus vertinimo procese ir atskleisti ŽLV lyderystės užuomazgas kai kuriose iš jų.

Empirinio tyrimo duomenys parodė, kad tarp grupės narių žemiausiojo lygmens vadovui lyderio pripažinimą lemia lyderiui būdingi įgūdžiai šiam lygmeniui ir įgūdžių suderinamumas tarp darbo grupės narių. Todėl galima teigti, kad palyginus žemiausiojo lygmens vadovo įgūdžių ir įgūdžių kaitos įverčių skirtumus galima nuspręsti, kuriose darbo grupėse žemiausiojo lygmens vadovai pasireiškia kaip lyderiai, o kuriose ŽLV lyderystės įgūdžiai menkesni arba visai menki. Todėl siūlomą metodiką galima naudoti kai norima parinkti vadovus aukštesnei valdymo pozicijai arba motyvuojant ŽLV įvairiose įmonėse pagal tipą (gamybos ir paslaugų) ir pagal dydį (kur yra darbo grupės).