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## INTRODUCTION

The aim of this training course is to provide a psychological, sociological and legal toolkit for managerial competence in a multicultural organisational environment.

Such phenomena as leadership, teamwork and management are familiar to everyone. Scientists of different fields: philosophers, psychologists, sociologists, lawyers and many others, study these phenomena, look for regularities of their emergence and development. Practitioners in the fields of politics, education and governance are incorporating the findings of scholars and their accumulated experience into their work.

It would seem that everything is already known about the phenomena of leadership, command and management. However, this is not the case. The world is changing rapidly and makes adjustments to the requirements of any human activity. Leaders are the first to embrace innovations. They will implement these innovations in their managerial activities.

The global community has developed and proposed the inclusion of a number of universal competences in the learning process of the younger generation. Mastering these competences will help you to integrate into the complexly organised modern world.

The course “Leadership and Team Management” focuses on the formation of four competences (Tabl. 1). Ten indicators as indicators of mastering the respective competence are the basis for the development of this training textbook.

*Table 1*

**Universal competences in the course**

Competences	Indicators
UC-3. Is able to organise and lead a team, developing a team strategy to achieve the goal.	UC-3.1. Develop team objectives and work plan in line with project objectives, define work strategy, monitor their implementation.
	UC-3.2. Formation of team composition, definition of functional and role criteria for the selection of participants.
	UC-3.3. Developing rules for teamwork and ways to motivate team members.
	UC-3.4. Choosing the way and style of leading a team at different stages of its development.
UC-4. Is able to use modern communication technologies, including in foreign language(s), for academic and professional interaction.	UC-4.3. Choosing psychological ways of influencing and resisting influence in academic and professional interactions.
UC-5. Is able to analyse and take into account the diversity of cultures in intercultural interaction.	UC-5.1. Identification of possible intercultural tensions in professional interaction.
	UC-5.2. Choosing how to behave in a multicultural team in a conflict situation, taking into account the requirements of counter-terrorism legislation.
UC-6. Is able to identify and implement priorities for his / her own work and how to improve it on the basis of self-assessment.	UC-6.1. Using self-improvement techniques to develop leadership skills.
	UC-6.2. Choosing your own professional priorities.
	UC-6.3. Building a career trajectory in line with self-assessment and labour market requirements.

# 1. LEADERS AND HOW THEY ARE REVEALED IN PROFESSIONAL LIFE

As a result of studying this material, you will learn:

- role and place of the leader in the organisation;
- types of informal leaders in the organisation;
- how leadership helps an organisation thrive in an unstable environment;
- how an organisational leadership culture is created and maintained;
- what stages internal leadership goes through;
- what different career paths lead to leadership.

**Keywords:** leader, manager, informal leader, career.

## 1.1. Management and leadership

Modern construction is the coordinated work of a large number of people. A construction site needs specialists with various qualifications. These include manual workers, specialists working with construction equipment and machinery, foremen, managers and architects. Therefore, in modern construction education there are different levels of vocational training and different specialisations.

Building Information Modeling (BIM) has emerged as a result of the spread of information and digital technology in construction. It implies modelling of all information about a building project, i.e. geometric shapes, costs, processes and changes related to the project functioning at all stages of its life cycle. The creation of information models involves teams of highly qualified professionals. They must have a good understanding of building and digital technology, and be able to work together. The government allocates a large budget and several years of training to teach such specialists. A master's degree expands your career opportunities and makes management positions of different levels available to you.

Everyone has their own career path. You can move quickly up the career ladder in one organisation, or you can move from one organisation to another. Also, you can change positions and responsibilities, or you can stay in the same position and gain professional experience. Most students dream of working their way up to the top. The highest position may be called differently in different companies, e.g. director, general director, rector. For middle managers, the term "manager" is more commonly used. Top executives are called "top managers". The key figure in an organisation is often called a "leader".

Do you know why? Why only some managers can be called leaders? What is the difference and where is the border between a manager and a leader? And why is this course called "Leadership and Team Management" and not "Management and Team Management?"

The word "manager" usually refers to someone who is involved in managing processes and personnel at a particular level of an organisation. Managers are to get things done, to ensure that their unit runs efficiently. The manager is a part of the organisational structure.

The word "leader" is used to refer to a wide range of relationships. It is anyone whose opinion is listened to, whose ideas and suggestions are supported. It may be a boy who is obeyed by other children. It may be a politician or a preacher who calls people to action. So the concept of a leader is broader than that of a manager. A leader is a part and parcel of social relations.

What is the place of a manager and a leader in the structure of an organisation?

Every organisation exists on two planes: formal and informal. Each plane entails a specific type of people's relationships: formal and informal. Relationships of the first type are formal and functional; those of the second type are psychological and emotional. A manager is a representative of the system of formal relations. A leader is a phenomenon of the system of informal relationships. This is the main difference between the manager and the leader.

Management is the process of deciding what to do, and then realising it through the effective use of resources. Resources can comprise people, finance, work systems and technology. Managers allocate these resources to planned activities and ensure that these activities are carried out as planned. This is how they achieve predetermined objectives and get outcomes.

Leading means inspiring, influencing and guiding. It includes developing and communicating a vision for the future, motivating people and attracting attention on a permanent basis.

In organisational psychology and sociology there has long been a debate about the relationship between the concepts of management and leadership. Some researchers consider them synonymous, others regard management as a subset of leadership, while others praise leadership and demonise management.

A manager and a leader in an organisation can easily be distinguished by formal attributes.

A manager is a position. The functions of the manager are clearly defined and enshrined in specific documents. He or she is given appropriate powers of authority and has the right to apply sanctions (both positive and negative). A leader is a role. A person is not by all means hired as a leader. They perform such a role willingly and according to their capabilities. They realise their own potential of power, can resort to sanctions, though they are informal in nature.

The manager is appointed by superiors. The manager may be an “outsider”, coming from another organisation. The leader is promoted from amongst the people around him, equal or close in status. He or she is considered to be “one of us”.

Managers manage not only people but also their other resources — finances, equipment, knowledge, information, time and also they organise themselves. They are given authority over those who work in their unit and are accountable to management for achieving goals. A leader manages only himself or herself and their followers. He or she has no formal authority and no responsibility to management.

A manager is often given a position irrespective of their subordinates’ wishes. The manager does not need the respect of subordinates to achieve the objectives set. Managers themselves need to be subordinated. But you cannot become a leader if those around you do not perceive you as one. A person becomes a leader when one gets followers.

As we can see, a manager and a leader are very different. So why is there a question about the distinction between management and leadership in an organisation?

Management and leadership have a lot in common as regards organisations.

Firstly, a manager and a leader are a means of coordinating, organising and managing people in an organisation.

Secondly, managers and leaders implement processes of social influence. They communicate the leadership ideology and the culture of the organisation to others inside it. The manager does this through formal channels and the leader does this through informal channels.

Thirdly, management and leadership are built on the subordination of relationships. In management it is quite clear and enshrined in job descriptions. In leadership, the subordination is less pronounced and occurs on a voluntary basis.

Therefore, a leader can be appointed to the position of manager and a manager can become a leader in order to increase the impact. But if the manager is not the leader for his team, an informal leader occurs within the team. The informal leader often appears when the manager is weak or rigid. Not always his goals coincide with those of the manager. In this case the informal leader becomes the anti-leader.

## 1.2. Types of informal leaders

There is always one manager in a team. However, a team needs several leaders and rank-and-file employees can show leader skills, too. But how?

Let's go back to the fact that leadership is a phenomenon of informal relationships. These relationships can be of different types.

The first type of relationship is predominantly business and related to the task at hand. These are the so-called *business informal relationships*. They are not determined by the position, but by the personal characteristics of the employees. For example, one person proposes a new way of solving a problem, while the other criticises the proposal. One finds and brings in additional resources, while the other checks the quality of the work done and points out mistakes.

These relationships between employees cannot be called formal. They are not related to job responsibilities, so they are informal. However, they arise due to the specificity of the tasks to be performed and are defined by the business approach.

The other type of informal relations is predominantly emotional. It is related not to the work process but to various forms of interpersonal communication between team members. Work colleagues sometimes communicate with each other outside of work and discuss all sorts of everyday problems. In this case we are talking about a system of informal emotional relationships.

Two types of these relationships correspond to two main leadership roles: the role of a business leader and the role of an emotional leader. Business leadership, in turn, is subdivided into two other types: business leadership and information leadership.

A business leader is figuratively called "the hands of the group". Such a leader can organise the business, establish the necessary business relationships, guarantee success. The information leader is figuratively called the "brain of the group". They are the people who everyone comes to with questions, because they are erudite, they can explain everything and they can help one find the information one wants. The emotional leader is figuratively called the "heart of the group". This is the person to whom others can turn for sympathy.

All three leaders can be found in a group at the same time. They make up the basic leadership structure. Each leader starts to play a leader role depending on the situation, while the others, if we can say so, wait for their turn.

The complexity and multiplicity of relationships in the organisation creates the conditions for a more complex leadership structure. Different situations happen in the life of a team and this can produce so called situational leaders. They are people who can lead a team at some point in time. These situational leadership roles include the following:

- organisational leader performs the function of group integration;
- leader-promoter sets the tone for solving group problems;
- emotional state generator leader is analogous to the emotional leader role, this role is played in situations of complex emotional upheaval caused by internal and external events;
- erudite leader as a type of intellectual leadership;
- leader of emotional attraction as a friend of all and who is the preferred member of the group in different situations;
- mastermind leader who shows himself of herself as a specialist in a particular activity.

If the working group is large, it can be made up of several micro-groups. Each of these groups has its own leaders. They can have a significant impact on the life of the group, on the atmosphere within it. This is evident when one group or another takes in a dominant position.

So, leadership is a process of psychological influence of one person on others. Leadership is based on the principles of free communication, mutual understanding and voluntary submission. And if a person gains followers and supporters, he becomes a leader for them.

Let's return to the thesis that the manager in the team is only one, but there can be many leaders. Now you have seen how complex the leadership structure in an organisation can be. But the question arises as to how the manager performs their function when there are so many people in the unit influencing the subordinates. Should the leaders be taken into account when organising the work?

In an ideal situation the manager and the leader are one and the same person. When an employee is appointed a manager, it is desirable that he or she becomes a leader, usually in a few months. If this does not happen, management can replace this person with someone who can become a leader, or leave the situation as it is. And then the manager has to build a system to manage not only the ordinary employees, but also the leaders.

What kind of leadership is expected of a manager? And why should this person be a leader?

In order to increase the effectiveness of the group, the manager must become its business leader. It is not necessary to be an emotional leader. However, being too low in the emotional relations system can have a negative impact on business interaction.

So, what is the difference between a manager-leader and a simple manager? Most importantly, a leader does not command, order or "press" employees to achieve a goal, but rather leads people to problem solution:

- this person is able to perceive the common needs and problems of the team;
- they are able to take on a share of work that cannot be taken on by other members of the team;
- he or she is capable of being a co-organiser;
- this person is sensitive and perceptive to people: able to listen and harken, willing to stand up for a subordinate, able to empathise;
- he or she is able to express the common ground of the group members;
- this person involves people in activities, without giving direct orders or directives;
- he or she is confident that most problems can be solved, and inspire confidence in the managers.

Not surprisingly, it is a pleasure to work with such a person. And the team achieves its goals quicker and shows greater efficiency. This is why the title of this training course begins with the word "leadership" rather than "management".

What can a manager do once having failed to become a leader for the subordinates? This person has to learn how to cooperate with employees who occupy some kind of leadership position in the team. For the good of the organisation, it is better to have them as allies rather than opposers.

If a manager has established a friendly contact with an informal leader, he or she helps to carry out the leadership process and address the issues that are facing the group. Quite often managers lead the management process without recognising or knowing the leader. And the leader turns into an anti-leader. The main sign of anti-leadership is an attempt to change the purpose of the group.

However, there are many managers who, once a leader is identified, try to get rid of him or her in one way or another. This is done in various ways, I think you are well aware of. Sometimes a dangerous rival is promoted to another department or organisation. Sometimes they are "let down".

For a certain category of managers, it is quite common at the very outset to select employees who, however they want to, cannot be expected to show any leadership in the future. This only makes the interests of the company lose out, but the manager feels at ease. He or she has a reason to criticise the subordinates for their inability to work, passivity, lack of professionalism and other faults.

### **1.3. Leadership and organisational development**

All processes in any organisation begin to run more actively when a leader is at the helm. No one knows where leaders come from. But by now no one doubts that leadership is the key element in business. Total Quality Management will soon be replaced by Total Quality Leadership.

Leadership is required for all system components. Three types of leaders are needed for an organisation to succeed in a changing environment:

- leader-boss of a company or organisation;
- leaders-managers who implement the company's policies in situ;
- leaders-activists among the grassroots of the organisation, who keep the “fire in the bonfire” and keep it going while the managers are not around.

Japanese management experts believe that the most significant leadership is that of the top management. If the head of the company prefers not to take risks and act, but to watch from the sidelines, local leaders are unlikely to move the company forward no matter how much they try. But the opposite is also true. The absence of leaders in the field leads to a gap between the intentions of the head of the organisation and the reality of the situation in situ.

Only a multi-level leadership system can inspire the whole company from the top down and continuously improve the management process. It is no coincidence that leadership is one of the eight principles underpinning the ISO 9000 series of standards (Draft International Standard ISO / DIS 9000:2000 (E)).

Why are leaders so important in an unstable environment? To be successful in an era of change, an organisation must constantly seek out new ways, products, technologies and master them. This requires employees to change, to go beyond their usual behaviour, out of their “comfort zone”. Of course, such changes meet resistance at all levels of the organisation.

Resistance can be overcome with power. The manager has it and the leader has it. The manager's power is based on the position, on the system of administrative punishments and rewards. It requires many resources to exercise. The power of the leader is based on faith and reason. The acceptance of the leader's ideas makes people stronger. They get answers to their painful questions and get rid of insoluble doubts. This lowers the threshold of resistance. This is why the leader is a key figure in an organisation operating under uncertainty. In the most effective organisations, key positions are assigned to managers with strong leadership skills. This supports a high level of innovative organisational culture. If a manager does not have leadership skills, his or her organisation will not be effective in today's environment.

### **1.4. Organisational support for leadership**

If leaders are so important to an organisation, does the organisation make an effort to create leadership? Or is it an inherently spontaneous process? If the organisational culture is focused on supporting leadership, the process of identifying and developing leaders is manageable.

It involves at least five aspects:

1. Identifying individuals with leadership skills and bringing them into leadership positions.

There are several ways to identify leadership capabilities. These include candidate's background studies, evaluation of work experience, testing and other psychological methods.

The criteria for leadership qualities are:

- 1) continuous self-improvement;
- 2) orientation towards serving others;
- 3) radiating positive energy, benevolence;
- 4) faith in others;
- 5) rational distribution of time and efforts;
- 6) inner self-confidence, optimism, fresh viewpoint;
- 7) self-criticism, tolerance, recognition of the others' merits;
- 8) care for physical health, intellectual and spiritual development.

2. Leadership development is the purposeful formation and deepening of relevant qualities and skills.

Special activities help a person to “become a leader”, to gain the recognition of the group or the team. These include:

1) development of personal motivation, self-confidence, readiness to make decisions and take responsibility, belief in achieving goals, enthusiasm;

2) development of individual leadership qualities. These qualities incorporate professional competence, decency, mental flexibility, planning and goal-setting skills;

3) ensuring social competence of the leader. It is based on friendliness in relations with group members, the ability to make remarks, give advice and support others;

4) acquiring the skill of quick and correct assessment of the situation, one’s own strengths and the capabilities of the group.

3. Integration of the leader’s individual aims with the organisational goals, representation and protection of the interests of individual members of the group and the team.

4. Combination of formal and informal leadership in activities.

5. Organisational integration of leaders, building a system of connections and relations, elimination of destructive leadership.

### 1.5. Career path and leadership

If you are studying for a master’s degree, you are already thinking about your career. A career is a concept that lies at the intersection of the external and internal worlds. In order to build a career, one has to constantly relate one’s capabilities and priorities to reality and modify one’s own trajectory. Every organisation has different conditions and opportunities for career development. There are three main career paths: a business career, a horizontal career, a vertical career.

**A business career** is based on the accumulation of knowledge and skills. These careers are usually made by workers who focus on the work process itself. They prefer individual activities and have a good knowledge of the product or production process. As their professionalism increases, so does their influence, authority in the team and informal power. Experts can promote or block important decisions concerning the production of goods or services. These workers eventually become business leaders.

**A horizontal career** is when an employee changes roles within the organisation, or moves from one industry to another. For example, a production manager wants to become a head of quality management. An employee in marketing moves to the finance department. This career path is often chosen by employees with high leadership potential. They are interested in different aspects of the organisation and try their hand at different areas of work. If management notices this type of employee in time and places him or her in the leadership development program, the organisation will have a very effective mid-level manager.

**A vertical career** is a move up the job ladder, up the qualification ladder, and up the salary ladder. A vertical career is the path to management, but not necessarily the path to leadership.

**A hidden (centripetal) career** is the most unobvious career for those around. It implies movement towards the core — to executive positions. This opportunity is offered to employees who have extensive business connections or close personal contacts with management outside the organisation.

The movement towards the core is expressed by bringing the employee closer to the management of the organisation. He or she is invited to meetings and negotiations not available to others and is given access to informal sources of information. This is the leader who is not a manager. He or she has a low position but at the same time plays a decisive role in the company. He or she gets involved in issues that are important for the organisation, runs errands of special importance, and influences other employees. Such people are also quick to get into a leadership development program and can rise to higher levels if they want to.



## 1.6. The individual leader's path

Nowadays, any manager is automatically seen as the leader of a team, a group, or a unit. Meanwhile, seniors do not take into account that managers may not have pronounced leadership qualities. Therefore, in practice, some managers are not sufficiently successful leaders. But the opposite is also true. There are leaders who are not effective enough as managers.

Studies on organisational leadership apply the terms “leader” and “manager” as synonyms. But they also emphasise that a manager without charisma is an administrative manager or a manager-coordinator. He or she should not qualify for front-line positions in the enterprise.

When a person participates in a leadership development programme, he or she is subject to adaptation and change. He or she can reach such a level of personal integrity in which the qualities of a leader and a manager are in harmony.

Modern researchers believe that everyone has leadership potential. The question is how it can be developed and to what limits. It depends on the competencies and scale of leadership. Individual leader growth can occur in several stages.

**Internal leadership.** This is the basic stage of leadership competence development. A person has to be able to manage oneself first and foremost, being prepared to motivate oneself and set oneself up for work, to take responsibility for one's actions and keep the situation under control.

**Situational leadership (micro-leadership).** It occurs when a person assumes a leader role in a specific situation. He or she has temporary responsibility for what happens. More often than not, such leadership arises out of necessity rather than out of a person's desire. For example, in an extreme situation, the context itself dictates the need for leader skills. And the person asks himself or herself the question, “If not me, then who?”. When the situation changes, however, the person gets rid of the leadership role and returns to daily activities.

**Team or tactical leadership (macro-leadership).** The leader constantly guides the team and is its mastermind. He or she has taken the initiative for a long period of time while being responsible for the team and its members. He or she usually sets tactical goals and strives to achieve them.

**Systemic or strategic leadership (meta-leadership).** A leader is in charge of the entire system. He or she is a leader of leaders. In other words, he or she heads the bosses-leaders. He or she sets strategic goals, impose company's vision, defines far-reaching plans and development perspectives. He or she does not even motivate, but inspires.

### Summary

1. The manager is a part of the formal job relations and the leader is a part of the informal relations. They may have the same goal, but the means of achieving the goal are different.
2. Managers should be leaders. Leaders are often, but not always, managers. There is always one manager in a group.
3. The leadership system in an organisation is very extensive. Anyone can become a leader if they aspire to.
4. Leadership is the engine of organisational development. It is vital in the face of uncertainty.
5. Effective organisations create programmes to support and develop leadership. Different career paths will bring you to different leadership.
6. A leader's individual growth depends on his or her ambition and self-esteem.

### Think about and answer these questions

1. What is the similarity and difference between a manager and a leader? List the main features.
2. What types of informal leaders do exist in the organisation? Name and describe the main and situational leadership roles.
3. Discover the individual leader's path in the organisation and career opportunities.

## 2. MANAGER'S PROFESSIONAL SOFT SKILLS

As a result of studying this material, you will learn:

- a manager deals with two worlds, each with its own laws;
- the soft skills of a manager are time and self-management (thought and speech processes, emotional state), team building and conflict management, influence and motivation;
- a manager's professional skills are the result of training and coaching;
- the psychological requirements of a manager are among the professional requirements;
- power as social and psychological phenomenon is subject to different laws;
- power has many visible and invisible sources;
- psychological dominance and subordination have different types;
- power and influence are inseparable, but not equivalent.

**Keywords:** soft skills, hard skills, power, psychological dominance, subordination, influence.

### 2.1. Developing the manager's professional skills

The manager deals with two worlds, each with its own laws.

The subject world is the world of "hard" structures. This area of the manager's work includes production, finance, information technology, and engineering.

The manager, working with "rigid" structures, seeks answers to the questions: "How", "In what way" to solve this or that technical problem.

The human world is a world of soft structures in all their human manifestations.

The manager, working with soft structures, is looking for answers to the main question of the staff: "Why should they do something?".

These two worlds have always been present in the manager's work, but at different times either the subject world or the world of people took the lead.

Production was central to the period of classical industry. "Hard" technical skills were the manager's main asset. There was simply no need for "soft" skills, although they were certainly used.

The financial era demanded an executive with a new type of "hard" skills — financial.

The customer and their purchasing power became central to the period of post-classical capitalism. "Soft" interpersonal skills became the most sought-after professional competencies of the manager.

The end of the twentieth century was a period of affirmation of the systems approach. The development of information systems, processing millions of numbers, allows the manager to quickly find the right combinations of factors and make decisions, based on the proposed machine options of the optimal solution.

However, as before, the roots of many problems lie in the sphere of human relations.

The emergence of new approaches does not eliminate old ones. Today it is common to talk about technical leaders (hard skills predominate) and social leaders (soft skills predominate). Both leaders are in widespread demand.

So, let's focus on the soft skills of a leader. Let's clarify two points.

First, what is meant by the word "skill"?

Second, what is the difference between soft skills and hard skills?

A skill is developed through training and coaching. It is a skill which is optimal for a particular activity and is brought to automatism. A skill does not require conscious control and special effort of will to perform.

"Hard" skills are characterised by the following attributes:

- have a clear prescription;
- are easy to follow;
- easy to maintain the same skill level among different people.

Soft skills are characterised by the following attributes:

- do not have a clear prescription, they are listed as categories;
- performance is standardised by results;
- job success is poorly predictable and strongly influenced by the individual's personality.

Soft skills are the domain of psychology.

**Management requirements.** Every occupation involves different kinds of requirements.

The list of requirements for some occupations includes only professional knowledge and skills. Psychological requirements may be included “invisibly”, they are not prescribed and are not formally imposed. When assessing the professionalism of job applicants, a functional analysis of a person's work is used. The functions and assessment criteria are clearly spelled out.

The list of professional requirements for a manager includes psychological requirements for both the personality of the manager himself and his interpersonal interaction skills.

For many years psychologists have been trying to find universal psychological requirements that are acceptable to managers at all levels and work in all conditions. This is indeed a difficult task. If one were to consolidate into a single list all the requirements that various authors impose on a manager, their list would amount to hundreds of items.

Modern production is multi-leveled. Each level has its own psychological requirements. It is customary to distinguish between line managers, middle managers and top managers. Each of these levels has its own specific requirements.

Managers work in different environments: stable or uncertain, rapidly changing. Accordingly, the lists of requirements will be different.

Nevertheless, a list of universal requirements has been compiled. This is the basis on which other highly specialised soft skills can be built.

## **2.2. Manager's soft skills is a priority for the XXI century**

Self-management is built through constant self-awareness and self-knowledge. Self-management is the management of thought processes, speech processes and emotional state:

1. Goal setting and goal attainment: has mastered goal-setting techniques.
2. Interpersonal communication: has the ability to interact interpersonally at different levels, taking into account cultural, religious and other differences.
3. Conflict management: has the ability to resolve conflict situations, and recognises permanently conflicted people.
4. Creativity: is able to develop and implement non-standard approaches to problem solving.
5. Team building: knows the stages of team building, knows how to manage a team at different stages of its development.
6. Oratory skills: has mastery of persuasive techniques, is able to recognise and resist the influence of others.
7. Time management: is able to combine hourly and event time, organise own and employees' work within the designated time.
8. Motivation of employees: is skilled in various motivation strategies, is able to identify the leading motivating factor of an employee.

**Managing under uncertainty and instability.** Situations of uncertainty, instability and rapid change place high demands on a person's personality and mental functions. By analysing the lists of requirements of different authors, something common to all can be highlighted. Thinking, interpersonal interaction and personality are particularly demanding.

Thinking is the foundation on which a person's whole personality is built. To understand how a person thinks means to understand how he or she “sees” (represents, reflects) the world around him or her, himself or herself and his or her place in this world, how knowledge about the world and himself or herself is used by a person to manage his or her own behaviour. This is why people judge each other,

first and foremost, by the level of mental development. Thinking is the deepest quality in which a person manifests himself most holistically, brightly. It is where the ceiling of human capabilities is reflected.

**Thinking features.** One side of thinking refers to its operational-technical component. It answers the questions: “How I think”, “How I do”. It is the sphere of formal logic. The features of a manager’s thinking are characterised by abilities, skills, actions and qualities.

Mental actions (skills):

1. Information gathering: the ability to gather different information from multiple sources.
2. Concept formation: the ability to create models based on the information collected, to link disparate information, to identify the big picture, to uncover cause and effect relationships.
3. Conceptual flexibility: the ability to identify and evaluate options in planning and decision-making, keep several options in mind, and compare advantages and disadvantages.

Thinking qualities:

1. Breadth of thinking: the ability to cover the whole issue (process) without leaving out the necessary details at the same time.
2. Quick thinking: the ability of a person to quickly grasp a new situation, to think through it and make the right decision.
3. Criticality of thought: a person’s ability to assess his own and others’ ideas objectively, to check thoroughly and comprehensively all the provisions and conclusions put forward.
4. Depth of thought: the ability to penetrate into the essence of complex issues.
5. Independence of thought: the ability of a person to come up with new tasks and find ways to solve them without resorting to the help of others.

There is something more in thinking than the possession of various techniques, skills and rules. This is a personal aspect, differences in the semantic side of thinking — “Why do I think?”, “Why do I do?”. As practice shows, different people solve the same problem, arriving at the same answer using the same tools in different ways, finding different meanings in them, showing different attitudes to the problem being solved and to other people.

Peculiarities of interpersonal interaction:

1. Interpersonal communication: the ability to ask questions, summarise and retell in your own words what you hear in order to understand ideas, concepts and feelings of the interlocutor, the ability to see events and problems through the interlocutor’s eyes.
2. Managing interactions: the ability to engage others, to create teams whose members understand the value of goals and feel valued and empowered.
3. Influencing others: the ability to use reasoning, modelling the future, appealing to the interests of others to generate support for their ideas, strategies.
4. Conveying ideas: the ability to communicate a clear and engaging message, to make the interlocutor understand the message, and to use persuasive techniques effectively.
5. Proactive attitude: the ability to allocate tasks in a team, to implement plans and ideas, to take responsibility for situations to the fullest extent.
6. Developmental orientation: the ability to train people, to help them understand their strengths and weaknesses, to find resources for learning.

Personality traits:

1. Self-confidence: has his own views on problems when necessary; does not hesitate to make decisions; mobilises himself and others to implement decisions; infects others with confidence in success.
2. Pursuit of excellence: has high internal standards of performance; sets ambitious but achievable goals; improves his or her effectiveness; compares what he or she has achieved with the goals he or she has set.

You will notice that the most numerous requirements are for thinking. The fewest relate to a person’s personality traits. Recall that at the beginning of the twentieth century, these personality trait lists numbered many dozens of qualities.

### 2.3. Power as a social and psychological phenomenon

In a system of interpersonal relationships, the person who falls into the role of official leader for a group of people is entitled to power and certain authority.

On the one hand, power is a social phenomenon. As a social phenomenon, power is subject to objective laws and does not depend on human perceptions. Power is universal and permeates all kinds of activities, all spheres of social relations. Power binds people and social groups, directing their actions both to realise power and to oppose it.

Power as a social phenomenon is realised through various forms: leadership, management, coordination, organisation, control, domination. It is legitimised power.

On the other hand, power is a psychological phenomenon. As a psychological phenomenon, power is subject to different laws. It is a person's ability to influence the behavior of others, to change the course of events, to overcome resistance and to make people do things that they themselves would not do.

Power has different sources and there are many of them. It is customary to distinguish between visible and invisible sources.

Visible sources most often include the power of position, expertise, personality and dependency.

Among the most significant types of invisible power are the power of the holder of resources, social connections and information. It is impossible to estimate the importance and power of this or that power outside the context of the situation.

Let us briefly touch upon the characteristics of the sources of power.

#### Visible sources of power

**The power of position** (status) is the most obvious kind of power. A person's position gives him or her the right to control certain functions or tasks and to make decisions accordingly. The power of position implies that a manager may not only allow subordinates to do something, but also prevent something from happening. Tendencies towards reinforcing forbidding functions, suppressing initiative and innovation are supported by authoritarian leadership styles. It is most pronounced in established organisations that are not directly involved in competition.

**Expert** (knowledge) **power** is among the most legitimate and acceptable forms of power to many people. This power exists as long as the people around them recognise the superiority of the person as a specialist. Experts can exert influence on their official superiors, delay decisions of higher authorities on the basis of their knowledge. It is customary to distinguish between two types of knowledge: technical knowledge (how to make a product) and process knowledge (how to organised production, how to manage).

**Personal power** is a person's ability to do more than other types of power allow. A person's power is the result of certain psychological characteristics. Such a personality is called a charismatic personality. Leaders most often manage their subordinates by getting them to agree with the arguments they bring to the table. A charismatic personality acts differently: he or she inspires great goals and dreams of the people around them, awakening them from their lethargic sleep of stability, charging them with energy and confidence, becoming a role model. In terms of modern psychological concepts, charisma is not an innate quality of a person, but its acquisition is not possible for everyone.

Among the most important qualities that make a person charismatic are optimism (perceiving the future as a challenge to oneself), the ability to set great goals and the willingness to solve them vigorously with confidence in success; and, most importantly, the great reserve of energy to turn what one has planned into reality. You cannot succeed without the help and support of people; people need to be motivated, persuaded, encouraged and enchanted by the reality of their visions.

The power of the individual manifests itself vividly in extreme periods, when the leader is hoped for as a deliverer.

**The power of dependency** is the power of those on whom seemingly nothing depends. Staff resistance to change is a major restraining force. The power of one employee may be limited, but the power of the collective is always significant. This type of power is manifested, for example, in strikes, sabotage.

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