

Administration of managers

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Abstract: One of the hallmarks of entrepreneurship is having innovative ideas and implementing them. A professional is an innovator, has the ability to imagine and distinguish the future from the present. Introducing innovation is an activity that requires a lot of involvement of individuals. An innovator is able to imagine a better future, strive for it and be its harbinger. You have to completely lose yourself in the implementation of the idea and assume the responsibility that comes with it. The article presents the implications of a manager in administration

Keywords: Management, economy, law, quality

A bit of history

Specialists in the field of economics, management and finance deal with problems related to the state, its role, effectiveness of activities in the economy and society, and the burden on citizens in this respect. The model of the manager-generalist was created. An important novelty in relation to managers from previous periods was that knowledge, skills and even attitudes were shaped not only by experience, but also by learning. There has been a dynamic development of management science and administration science. There was a phenomenon called the managerial revolution, perceiving the increase in the rank and role of managers in social and economic development, having more and more power in organizations [7, p. 13]. Although there are many and very pessimistic assessments. Guy B. Peters estimates that "A

closer look at the managerial qualifications of public administration officials reveals that they are not particularly impressive - although usually larger than that of politicians" [8, p. 262].

The process of creating human resources for managers was not uniform, so it can be periodized. Professionalization of management initially covered individual branches of industry, and then other sectors of the economy. Opinions have emerged that individual managerial skills, such as personnel selection, motivating, and solving leadership problems, are achieved both through practical experience and through mastering management theory. The new social role of the emerging group of managers was noticed [5, p. 31]. They created progress, were leaders in almost all areas of socio-economic life. Managers were the elite of the time, and their influence in other areas was referred to as the "white collar revolution". This view later became one of the so-called technocratism.

The managerial doctrine is best known as developed by James Burnham as the "managerial revolution". He considers contemporary societies to be classless. Early capitalism was characterized by a sharp class divide, and the owner was also the manager. The third class emerged and took the leading role in managing many different areas of socio-economic life. It was made up of management specialists - managers - directors, engineers, supervisors, technicians, administrators. They also decided about other areas of life and influenced politics. They took over functions previously reserved for the owners, becoming the driving force of the modern state.

Burnham believed that the objective tendency was to expand the state sector. Management specialists were thus supposed to have power over the state that was their property and to have a uniform ideology.

There were also other types of technocratism, less extreme. An example is W. H. Smyth's "engineering" technocratism, which saw the sources of social progress in the instinct of engineers and scientists. The pluralistic version of technocratism in the version of C. W. Mills justified the joint power of the elites of economics, politics and the military and, at the same time, the power of the bourgeois oligarchy. According to Zbigniew Brzeziński, scientists play a leading role in politics (logocratic technocratism) [5, p. 31].

Managerism and the model of New Public Management

A very interesting concept has emerged that can be put into one developed model under the name of New Public Management.

The New Public Management Model includes proposals for changes to the governance system. David Osborn and Ted Gaebert introduce ten new principles that modern policymakers should guide in exercising power. This model is often criticized, but is undeniably a code of rational conduct for government employees.

The new rules of exercising power formulated by them can be reduced to several main directions of the evolution of clerical cadre at all levels.

First of all - think differently, think more economically and not according to the stereotype: more services - more taxes. In economics, the principle of rational action is known, which boils down to the mini-max rule: to achieve a given effect with a minimum of funds, or a maximum effect with a given expenditure of funds.

Second - to become more entrepreneurial, initiative; look for ways to improve the situation, act.

Third - to become more flexible; be able to take risks; not to strictly adhere to procedures, regulations, programs; meeting the needs of society is what matters, even if it goes a bit beyond the procedures.

Fourth - serve society; be guided by the interests of the whole and not by particular interests, act ethically.

The doctrine of new public management is contradictory. It removes the restrictions imposed on members of the administrative staff, assuming that they then make better use of their experience and knowledge in order to strengthen the efficiency of the organization. On the other hand, managers are considered opportunists who take advantage of information asymmetry.

Quality management is a process that must be initiated by the management of a public institution. The implementation of specific qualitative changes in the office is the basis for activities in this area. In accordance with the adopted resolution, the executive body appoints a quality representative, a team responsible for implementing changes. The tasks of the body initiating the changes include training employees, motivating and involving them in the change process [4, p. 154].

The implementation of qualitative changes supplements the administration of a public institution with management elements. The subject that watches over the changes becomes the manager. It can be a public administration body or a specialist with knowledge and experience in a given field. The second solution is supported by the postulate of professionalization of management, professionalism and separation of political functions from management.

An important aspect of managerial management is the qualitative management of human resources, which includes employment processes, training, motivation systems, evaluation

systems. Employment processes should be clear, open, and connected with a reliable assessment of competencies. Training should be carried out following a common training needs assessment. The training should be followed by an assessment of its effectiveness. Motivation and evaluation systems should be clearly defined in order to avoid conflicts and abuses.

Managerialism is not a fully implemented process even in countries adhering to NPM [9, p. 37].

In the approach to the role of the state in the economy, two approaches can be distinguished: statist and anti-statist.

The first trend goes back to the theory of J. M. Keynes and developed in the form of theories: neo-Keynesism and post-Keynesism. Anti-statists derive assumptions from the classical theory of economics and are represented by: neoconservatism, monetarism, the new classical school, the economics of the supply school, the new Austrian school, and the public choice theory.

Modern economic history has neither confirmed nor ultimately questioned the validity of one or the other position. The economy is a complex system of mutual interactions, connections and dynamic changes. So it is difficult to create one universal concept, find one optimal solution. The art becomes the ability to work out the right compromises between the public and private sectors, between the authorities and society, and between various interest groups. Elżbieta Hławicz-Pajdowska believes that the concept of corporatism is the closest to these requirements.

State intervention was dominant in the period before and after World War II, and contributed to the recovery of the German and British economies from the crises.

Anti-statism prevailed from the mid-seventies to the present day. There has been a reduction in the extent of state intervention in the economy and the undertaking of public sector reforms by many governments.

There were attempts to improve the effectiveness and efficiency of the state's operations in a different way. Traditional science of management was used and attempts were made to transfer the rules of management to the state sector. Several models have been created:

- new public management (model created by Ch. Hood),
- management (Ch. Pollita),
- entrepreneurial government (D. Osborne and T. Gaebler),
- market oriented public administration (Z. Lana and D. H. Rosenbloom).

The efforts to make the government "political, effective, efficient and serving its citizens" found expression in the collective concept of New Public Management. The

implementation of this model required changes on two levels: adaptation of institutions and personnel policy in the entire public sector to the new management system and changes in the power system itself.

The concept of New Public Management assumed:

- new approach to the recipient of public services (separation of the client from the service provider or contractor, realizing that society is the client);
- introducing a quasi-market mechanism (contracting services, regulating the process of providing services);
- generating savings and income, controlling results;
- new wage policy;
- separation of management processes from political activities ..

Public organizations were to evolve towards commercial enterprises. Their basic feature was to be self-reliance, understood very broadly, i.e. as independence: organizational, financial and self-performance. It was facilitated by the decentralization of the state.

An important factor is the "economy" of the organization - focusing on the result, not the means. The introduction of accounting was postulated.

In addition, the organization should:

- have clearly defined goals for their prosperity;
- be managed by appropriate managerial staff and using instruments used in private sector management, not administered.

The basic challenges that a public administration official in Poland must face in the near future include:

- comprehensive service,
- changing the mentality of the clerical staff and attitude towards the client,
- speed of action,
- continuous professional development,
- using new tools and technologies,
- increasing managerial skills, especially local government administration in terms of Poland's participation in the European Union.

Administration manager

The ongoing changes forced the appearance of the term "manager of public services" in public administration. It is a traditional and new profession. The skills it should possess are no different from those attributed to private sector managers. But he should also have new skills resulting from the specificity of the public service.

For a manager who thinks in terms of leadership, the most important thing is to:

- be faithful to your own beliefs,
- be a source of creative (and useful) ideas,
- think in terms of the present and the future,
- receive the most important opportunities and threats - both currently dominant and upcoming,
- effectively convey knowledge about activities that will contribute to the success of individual employees and the entire organization,
- monitor the organization to be able to notice and support positive behavior [10, p. 17].

To contribute to the success of the organization, managers can instinctively focus on:

- building an optimal business strategy,
- hiring the best employees,
- using the most complete knowledge,
- improvement of business processes,
- "bench press: performance from your organization,
- reacting to market requirements [10, p. 20].

Concept

For a time, the commonly translated English term "manager" as manager. In the period of opening up to the market economy and stronger ties of the Polish economy and science with Western countries, the term manager instead of manager is more and more often used. In Poland, a manager is associated with a person of small initiative, who in fact has a rather limited right to act compared to managers in Western countries [7. P. 16].

In the vertical structure of the organization, managers are divided into levels according to their rank in the hierarchy of the organization [2, p. 355].

According to standard definitions, a person is a manager if he is responsible for other people and for their work. He is primarily responsible to the organization he runs. Another definition indicates that a manager determines importance, another says that it is determined by his rank and pay.

The manager is responsible for the collective result and therefore must have the right to deploy, move and guide other people working in the collective. He also has his own professional standards, but they do not determine his actions, this is determined by the goals of the organization [2, p. 355].

A manager's position can only be defined by his function and the contribution that is expected of him.

Each manager has formal authority over some organizational unit, which is a source of status that allows the development of a variety of interpersonal relationships. These relationships enable access to interpersonal relationships and access to information that enables the manager to make decisions [3, p. 188].

Henry Mintzberg is convinced that the manager, contrary to appearances, is not a prudent, systematic planner, he usually works very quickly, trying to counter the workload, his actions are characterized by short duration and considerable differentiation. He is strongly action-oriented and dislikes thought-provoking and systematic tasks. Mintzberg also disagrees with the statement that an effective manager does not have any regular duties to fulfill. Working in a managerial position requires the fulfillment of many regular duties including rituals, ceremonies, negotiation and information processing. Managers rarely read documents and do not use complicated information management systems. They prefer word of mouth, phone calls, and meetings to documents.

The power of leaders comes, to varying degrees, from several aspects:

1. The authority of the position - resulting from the role played, the work performed or the status held and the authority of the supervisor who has specific resources, budget, control and decision-making powers.
2. Specialist knowledge - a person's competences, in-depth knowledge and specialized, often unique skills and abilities.
3. Information - access to knowledge, data and information, often exclusive or privileged, which increases the influence and power of a given individual, both personally and professionally.
4. Relations - the so-called delegated power, based on maintained alliances and contacts with persons with power and influence, ready to provide political or financial support,
5. Commitments - people care about what they have created, what is their property, and the resulting "territorial" commitment gives them power.

6. Integrity of character - Reliability, honesty, and personal and professional credibility ensure "moral authority", which means that a person is identified as having moral superiority in a specific decision or event.
7. Personality strengths - resulting from the unique presentation, style and manner of influencing, interacting or dominating others. It is associated with charisma, vitality, dynamism and temperament [12, p. 28].

Roles and tasks of managers

The classical school exhibits activities or functions performed by the manager, i.e. planning, organizing, motivating and controlling. For the sociological school, the head is seen primarily as a leader with specific personality traits and mainly acting as a decision-maker, while his work is seen as a decision-making process [7, p. 20].

The work of a manager can be described in terms of "roles", that is, by means of internally structured sets of identifying behaviors. Henry Mintzberg distinguishes 10 different roles, grouping them into 3 interpersonal roles, 3 information roles and 4 decision-making roles. Interpersonal roles are:

- a) representative - including the performance of ceremonial duties,
- b) leader - dealing with staff - in terms of employment, training, motivating,
- c) liaison - establishing contacts outside the vertical business hierarchy,

Among the information roles, he distinguishes:

- a) observer - searching for data, information, ideas from the environment,
- b) information collector - providing certain proprietary information to employees who would otherwise not have access to it, but also assistance in communication between subordinates,
- c) ombudsman - sending messages outside the organizational unit.

Mintzberg also distinguishes 4 decision-making roles:

- a) entrepreneurs - looking for the possibility of introducing improvements in the unit in order to adapt them to the changing environmental conditions,
- b) a problem solver - relieving tensions, resolving conflicts, supporting weak points,

c) resource distribution - deciding who, when, how, how much and what resources will be received,

d) negotiator - spending time on various negotiations, only the manager has the right to dispose of the organisation's resources in real time and has the information of the management center, which is needed in important negotiations [3, p. 188].

John Adair's leadership model is based on three key functions:

- performing the task,
- maintaining the team,
- meeting the needs of individuals [12, p. 52].

According to P. F. Drucker: a manager has two specific tasks. Nobody else in the company meets these. And whoever carries them on himself works as a manager "[2, p. 365]. It is to create a real whole, greater than the sum of its parts, and to harmonize the requirements of the closest and long-term perspective in each decision and in each action. It does many things that are not management.

Manager:

- sets goals
- organizes,
- motivates and informs
- carries out the measurement task
- develops people.

It has a specific tool in the form of information. On the basis of it, he makes decisions. Between obtaining information and making a decision in the manager's mind, there is a thought process that can lead to: identifying opportunities and threats and building thought models. The manager identifies a situation in which he needs to make a decision. He "does not manipulate" people, but motivates them, guides them and organizes them to perform their tasks. The manager is particularly distinguished by his educational function. He teaches his subordinate employees, suggests reading, inspires them to learn about new solutions. He corrects the mistakes made. It helps in putting theory into practice. It helps to understand issues that are difficult for other officials.

It works by making decisions, sometimes they are routine, but they can also be about the future. In general, it takes a lot of weight to make decisions in management. The decisions that really count are strategic and should never be made in problem-solving mode. The important and difficult task is not to find the right answer, but the right question. The correct answer to

the wrong question is worse than useless, but it is dangerous. It is also about the effectiveness of the actions taken on its basis. Management is not about knowledge for itself, but about achievements.

Noel Tichy, an American scientist, created the concept of "the engine of leadership". This model was based on the assumption that leaders are necessary as the driving force of collective activity. Leaders are committed, focused, and are units of great energy. Mobilizing people is a key aspect of the leadership role.

In the early 1970s, Paul Hersey and Kenneth Blanchard developed the concept of situational leadership. This model was based on the assumption that the functional maturity of team members is the main determinant of the management style and center of gravity that leaders should take.

Functional maturity tells you to what extent people are:

- competent to effectively perform the tasks entrusted to them,
- confident to be able to meet the challenges associated with a specific task,
- committed and motivated to fulfill their tasks [12, p. 53].

John Adair developed and promoted the concept of action-oriented leadership. He created an extensive system of managers' tasks.

Responsibilities for the implementation of the task:

- a) identifying the goals and vision for the group, goal and direction of activities,
- b) identifying the resources of the organization, people, processes, systems and tools,
- c) creating a plan for the implementation of the task (results, activities, schedule, strategy and tactics),

- d) determining responsibility, rules of accounting, goals and means,
- e) setting standards, quality, time and reporting,
- f) control and maintenance of an appropriate level of performance,
- g) monitoring and maintaining overall performance as planned,
- h) reporting on the progress towards achieving the group's goal,
- i) review, reassess, adapt the plan, methods and goals to new situations, if necessary.

The manager's responsibilities regarding the management of the group (team):

- a) establishing, agreeing and communicating performance and behavior standards,
- b) establishing the style, culture and approach of the group to action,
- c) monitoring and maintaining discipline, ethics, integrity and focus on goals,
- d) anticipating and resolving conflicts and misunderstandings,
- e) assessment and modification of the group composition, if necessary,

- f) developing teamwork, cooperation, improving team morale,
- g) strengthening the maturity and capabilities of the group in order to gradually increase its autonomy and responsibility,
- h) supporting the team in achieving its goals - motivating the group and ensuring a collective sense of purpose,
- i) defining, developing and harmonizing the team, designing roles in the group,
- j) enabling, facilitating and ensuring effective internal and external communication of the group,
- k) identifying the training needs of the group,
- l) providing the group with feedback on the progress of activities, searching, collecting and consulting opinions and information on activities.

Manager's responsibilities regarding employee management:

- a) understanding team members as individuals - personality, skills, needs, goals and concerns,
- b) helping and supporting people - plans, problems, challenges, ups and downs,
- c) identifying and agreeing appropriate individual responsibilities and tasks,
- d) expressing recognition and praise for individuals - this confirms efforts and good work,
- (e) awarding individuals additional responsibility, promotion and status, as appropriate,
- f) identification, development and use of the potential of every human being,
- g) training and development of individual team members,
- h) developing individual autonomy and responsibility [3, p. 185].

Qualifications

Reich Chancellor Otto Bismarck said: "It is quite easy to find a candidate for minister of education; all that is required for this position is a long gray beard. It is different with a good cook; it must be an all-round genius "[6, p. 173].

In the science of management, there are three basic skills necessary for the profession of manager: technical, interpersonal and conceptual. Sometimes there are also diagnostic and analytical ones [6, p. 173]. In the case of public service managers, the most important are the conceptual abilities, consisting in the ability to synthetically approach the whole organization, its internal structure and connections between the elements of this structure and the place of the organization in the environment. The correct location of the organization in the economic and social space allows for the formulation of this mission.

In the private sector, the goals of the organization are clearly and precisely defined, they are measurable, they boil down to one goal - profit maximization. Managers of private enterprises therefore have a relatively easy task. On the other hand, public sector organizations are characterized by a multitude of goals and priorities, sometimes defined imprecisely and unclearly by politicians. The task of public service managers is to translate them into a clearly defined mission and build an action strategy on this basis.

Interdisciplinary skills are also important. They consist in skillful dealing with people, building an understanding, and appropriate motivation. Private sector managers use them to build a good team of employees, use and stimulate their creativity so that the team works efficiently and effectively. In the public sector, managers encounter a variety of connections, personal relationships and pressure groups. The ability to cooperate with everyone and to work out common compromises create new requirements in terms of interpersonal skills.

Technical skills, i.e. knowledge of procedures and regulations related to a given position, are relatively the easiest barrier to overcome. Public sector executives tend to have excellent knowledge of the "rules of the game" or acquire them quickly and easily.

Sometimes the following competences are mentioned: technical, conceptual and interpersonal [7, p. 23]. By conceptual competences we mean the ability to embrace abstract or general ideas and use them in specific situations, the ability to perceive the complexity of an organization and see it as a whole, and to assess and use opportunities.

So far, the main emphasis has been placed on substantive competences related to knowledge and skills, they are adapted to the functions and roles performed by managers, they are called rational intelligence. The concept of W. Stern and E. Claperde indicates that "intelligence is the ability to overcome difficulties in new situations" [11, p. 169].

Leader managers who are distinguished by high emotional intelligence, usually:

- generate positive emotions in relationships with others,
- sense and perceive important issues constituting the background of given interactions,
- they reliably create an atmosphere of good will,
- build correct relationships by acting consciously, with empathy and consistently,
- they make an impact thanks to personal and professional honesty,
- lead to the achievement of goals thanks to the ability to engage others for their benefit

[12, p. 36].

A high EQ does not choke or choke emotions, nor does it mean that they are "soft" and lack what Noel Tichy calls "the blade."

Such persons:

- have clearly defined principles and values to which they are faithful,
- they show great self-discipline in their judgments and decisions,
- are exceptionally consistent and honest,
- they question and question certain matters, but in an atmosphere of inquiring into their essence, wishing that the situation would serve progress and had educational significance,
- they are creatively rough to provoke a new (different) way of thinking and acting,
- engage in critical disputes, seek dialogue to agree on a common understanding of specific problems and commitments before making a decision.

A leader with a high EQ is someone who honestly, skillfully and with greater acuteness than others perceives:

- sensitive, urgent or important issues that need to be dealt with and must not be ignored,
- areas of potential conflict that must be carefully "brought to the surface" and resolved,
- not very obvious connections that suggest some possibilities or potential,
- gaps in communication and in relationships that must either be avoided neatly or effectively filled,
- veiling, subtle implied interactions, which - provided that they are delicately developed and expanded - can turn into winning connections or relationships.

Leaders with a high EQ, having the necessary will, strength and the ability to focus, give organizations the pace, determination, audacity and energy to overcome the barriers of conventional wisdom, add key value to the company and its employees, and achieve set goals.

The following elements are required of a candidate for a manager: knowledge, skills and personality traits. He must have interdisciplinary knowledge in the field of economics, law, organization and technology, decision-making skills as a process of recognizing, formulating and solving problems. An important feature is the ability to combine the efforts of various entities, the ability to attract people to cooperate and lead them.

There is a widespread opinion that the "art", knowledge and skills of public policy making are less and less regarded as necessary qualifications for the performance of their professional duties. Marek Dębicki believes that this view is unjustified. They belong to the catalog of professional skills of high officials.

But this type of competence alone is not enough, modern managers must also have personal and social competences, which make up the so-called emotional intelligence, which consists in "the ability to recognize our own feelings and the feelings of others, the ability to motivate and manage the emotions of both our own and those with whom we have some bonds.

The theory of emotional intelligence was created in 1992 by two American psychologists Peter Salovey and John Goleman. Emotional intelligence comprises five core personal and social competences:

- "Self Awareness": knowing what we are feeling at a given moment and using those feelings to guide our decision-making process; realistic assessment of our abilities and well-founded faith in our own abilities.

Self-regulation: managing our emotions so that instead of making it difficult for us to complete the current task, it is facilitated by: conscientiousness and the ability to postpone the reward in order to pursue the achievement of the set goal; quick recovery from emotional troubles.

Motivation: following your greatest preferences in setting goals and pursuing them, taking the initiative and striving to improve, and continuing in efforts despite failures, failures and failures.

Empathy: sensing other people's feelings, being able to see the situation from their point of view, creating and maintaining rapport with them.

Social skills: good control of emotions in dealing with others and accurate recognition of social situations and networks, non-collision contact with others and using these skills to lead, negotiate and mitigate disputes, cooperation and teamwork [11, p. 170].

Self-awareness consists of:

- emotional awareness
- correct self-esteem
- self-confidence.

Emotional awareness allows you to get to know your emotions, perceive the relationships that exist between their feelings and what they think, do and say, they are able to assess the impact of these feelings on their own behavior and are aware of their abilities and skills.

Self-regulation is about dealing with impulses and unpleasant feelings. It consists of:

- self-control
- trustworthy
- scrupulousness
- adaptability
- innovativeness.

Self-control is the ability to control violent emotions and impulses, and reliance on ethical behavior that inspires confidence and makes people with these competencies reliable.

Conscientiousness characterizes people who are honest, honest, consistent and open, accepting full responsibility for their actions. Adaptability, or flexibility, is about adapting to change. Innovation is openness to innovative ideas, the ability to search for new solutions and ideas and their implementation. Motivation is emotional tendencies that lead to or facilitate reaching new goals. They consist of four competences:

- the pursuit of achievements
- engagement
- initiative
- optimism.

Social competences are made up of two groups: empathy and social skills. Empathy is about being aware of the feelings, needs and anxieties of others and adopting their point of view and respecting differences in approach to reality. It consists of the following competences:

- understanding others
- improvement of others
- service setting
- promoting diversity
- political awareness [11, p. 172].

Its basic tool is language, but it is not about the art of reading and writing. Managers need to know the language, understand what words are and what they mean. They must learn to respect the language. The manager must understand the sense of the old definition of rhetoric as "an art that awakens in the human heart a love of true knowledge" [2, p. 370].

Jim Collins and his research team found that so-called fifth-degree leaders tend to work consistently and carefully over long periods of time, achieving a flywheel effect and an increasing pace at which their businesses are transformed. Collins distinguished a somewhat surprising trait of leaders in the form of readiness to face brutal, acceptable facts [12, p. 58].

The basic competences of "reflective" leaders are:

- the ability to reduce all matters to a thorough simplicity, which is easier to deal with,
- strong, clear sense of the direction to be taken,
- the ability to identify real priorities for joint activities,
- a firm determination to be fully committed to achieving these priorities,
- insight that allows you to ask yourself questions that ignite the necessary changes and transformations,
- high awareness and discernment in the possibilities of mobilizing people and pushing them in the required direction.

A managerial management system is associated with high efficiency and innovation.

The distinctive features of this system are:

- great diligence in the selection of personnel,
- openness to environmental factors,
- application of various management methods and techniques adapted to the situation,
- using flexible organizational structures,
- creating profit and cost centers,
- careful measurement of work effects and combining roles with specific remuneration

[7, p. 18].

The specific competences of social skills are:

- influencing others
- agreement
- mitigation of conflicts
- conduction
- catalyzing changes
- creating a bond
- cooperation
- team skills.

We divide personal and social competences into:

- independent - each of them contributes in a unique way to the quality of work,
- mutual dependencies - each of them results to some extent from several others, and between some there are strong mutual relations,
- hierarchical - the abilities included in emotional intelligence build up on top of each other. For example, self-awareness is crucial for self-regulation and empathy; self-regulation and self-awareness contribute to the ability to motivate oneself, and all four contribute to social skills,
- necessary but not sufficient - having an emotional capacity does not guarantee that you will develop related competences, such as the ability to cooperate or lead, or that you will demonstrate them,
- specific - although all skills are very useful in all professions and positions, different professions and positions require different skills.

The higher the level of the service hierarchy in a given organization, the more important personal and social competences become.

It is impossible to imagine a manager who is not distinguished by self-awareness. It is the basic tool for managing life, it is the ability to be aware of oneself, the environment, interpersonal relations in a certain form and on a certain level, and the ability to act consistently. It is shaped by:

- awareness of your own emotional state;
- scrupulous self-evaluation;
- self-confidence [1, p. 9].

Managers with a high degree of emotional awareness follow external signals and understand the impact these signals have on themselves and their professional achievements. They operate in accordance with their own guiding values, often intuitively sensing the best course of action. They can be spontaneous and honest. They are able to talk openly about their emotions and identify what is an obstacle on the way to success. This means the elimination of bad emotions: frustration, despair, misdirected aggression, insecurity, loneliness, aversion, emptiness and powerlessness.

These types of bosses know their own limits and strengths and can be self-ironic. They show the ability to understand that some things should be improved in themselves, to a large extent accept the reprimands directed at them, accept constructive criticism and opinions of other people. They know when to ask for help and cooperation and what to focus on. They do not force excuses.

They can use their strengths. Self-confident leaders are able to assess the difficult tasks they face. They often have a good appearance, as well as self-confidence or even courage. They know that excessive caution prevents success [1, p. 12].

Self-management consists of:

- directing your own emotions,
- clarity,
- the ability to adapt,
- result orientation,
- initiative,
- optimism.

Managers have the ability to self-control, they know how to manage signals that are a source of anxiety, they know how to control them and how to transform them. They can direct them towards constructive goals. They are able to remain calm and clear of mind in situations of increased stress or during a crisis, as well as the ability to resist the most difficult trials. They

easily analyze the complexities, ambiguities and uncertainties of a situation. They are resistant to stress.

Knowing how to get out of frustration, or how to use it, is a source of success. There is a solution for everything. A positive moral attitude is constructive: the problem will pass through commitment. A manager must be convinced that he can change his life for the better by starting immediately, just changing the perception of reality, taking on new tasks or discovering new spiritual values. If some tools do not work, you just need to learn how to use others. Each problem brings with it unpleasant emotions. It is essential to locate ailments. You should also accept your own helplessness, because in this way we become stronger.

There are a thousand ways to interpret and optimize problems. The key to success is pinpointing your goals and then taking effective and vigorous steps to make progress in your daily life. You can never become impotent when you get a negative answer. It cannot be believed that success depends on recommendation, having a wealthy family or perhaps a happy childhood. Keep in mind that many have great positions, but few implement them. No problem lasts forever, each of them will die sooner or later.

You cannot manage a company without taking into account morality and openness to others in relation to feelings, beliefs, actions, goals and mission. Leaders create an atmosphere of correctness and respect for everyone: clients, colleagues and superiors.

Managers who adapt easily, are able to cope with many requirements, without losing concentration and energy, and are able to find themselves in the ambiguities of organizational life. They have a winner mentality. They never lose sight of their mission and vision. They can be flexible in the face of new challenges. These are people who never stop learning. They follow change with innovation.

The manager is also an animator, he motivates others to give as much as possible. To animate (from Latin animare - to animate) that is to activate the soul to express vitality, to appreciate the value of each person's talent for the good of a family, professional or community group. Animation facilitates participation in a more active and creative life on the part of groups and individuals, which broadens the opportunities for communication, exchange, friendship, cooperation, development, support, as well as participation in the community and inclusion in social life.

One of the hallmarks of entrepreneurship is having innovative ideas and implementing them. A professional is an innovator, has the ability to imagine and distinguish the future from the present. Introducing innovation is an activity that requires a lot of involvement of individuals. An innovator is able to imagine a better future, strive for it and be its harbinger.

You have to completely lose yourself in the implementation of the idea and assume the responsibility that comes with it. The manager turns dreams into reality. A true innovator is original, he can understand emerging needs.

A good manager is also an advisor. He also plays the role of a mediator who tries to move minds, emotions and values, leads to the identification of destructive and self-destructive elements and initiates their development.

P.F. Drucker argues that to become an effective manager-manager, you need to develop five habits of mind:

1. This type of manager knows where his time is running out. Works systematically on time management under his control.
2. focuses on the outside world of the organization, focuses its efforts on results rather than work itself. It begins with the question of what results are expected of me rather than work to be done.
3. Builds on advantages - on their strength, on the strength of superiors, colleagues and subordinates, and on the advantages of a given situation, that is, on what who can do. It does not build on weaknesses. They don't start their actions with things they can't do.
4. Focuses on several main areas [5, p. 57].

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