

LITERATURE REVIEW

*Technical, behavioral and attitudinal competences of leaders/managers: practical applications based on literature exploratory study

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ABSTRACT

Goal: The objective of the present work is to investigate what is found in the national and international databases about the managers/leaders characteristics, besides the identification of how those professionals have reached their positions/roles within their organizations.

Design / Methodology / Approach: The method used in this research consisted of exploratory research in scientific bases in order to reach an effective literature review, covering the available works on the topic.

Results: As main results obtained, there is the fact that professionals are not effectively developed especially in terms of behavioral skills, as well as the use of the 70 20 10 methods as the most appropriate for adult training, responsible for the three pillars that integrates learning: Work-based learning, interpersonal relationship learning and formal development learning.

Limitations of the investigation: The work is restricted to bibliographic research.

Practical implications: The main conclusion is that individual's different personal and professional experiences as well as the influence of the environment, contribute to their training and should be considered in development methodologies, such as the example of the 70 20 10 model.

Originality/Value: The work presents the 70 20 10 model to confirm that learning, especially for adults, needs means that go beyond the traditional ones for an effective development of professionals in organizations.

Keywords: Leader. Managers. Exploratory research. Leadership development. 70 20 10. Model.

1. INTRODUCTION

Studies laid on the issue "leadership" are relevant, especially in organizational contexts. In this regard, it is important to emphasize a point left outstanding, considering organization environments, macro-environmental agendas, and even the pressures inherent in the day-to-day of organizations keep this phenomenon under constant review.

To Swensen et al. (2016), leader's performance influences directly the success of organizations. Put into correlation, the success of leaders is due to organizational design in which the institution was formed.

Moreover, according to Vandergoot et al. (2020), conditions such as globalization and the

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progress of technology are crucial for competition in the workplace, requiring organizations to constantly assess their strategies to achieve competitive advantage to survive in the marketplace, attending the needs of a constantly changing labour market.

In that connection, as Ferreira et al. (2019) presented, organization's competitive advantage can be intensified when it has favorable resources and capabilities to positively deal with its threats and weaknesses, as they will be creating value and differentiating themselves from the competition.

Therefore, considering the ever-changing business climate and global uncertainty, there is an implicit need to deepen understanding among leadership or managers development as survival strategy for organizations. Feser et al. (2017) make an important contribution by indicating that leaders must be eligible to recognize the challenges ahead and be prepared to provide quick responses that meet the business needs.

Even though the theme of leadership is a theme that is recurrently mentioned, with particular regard to leadership characteristics and leadership styles, the literature remains underdeveloped when it comes to clarify the means for reaching the management position. It is also important to consider that even admitting the differences concerning technical and conceptual, for some researcher's leaders and managers are considered synonymous.

In this sense, it is thus important to develop complementary research aiming to respond the following question: What is found in the national and international databases about the managers/leaders features, besides the identification of how those professionals reached their positions/roles within their organizations?

Thus, this study aimed to develop exploratory research on a scientific basis in order to verify leaders/managers technical, behavioral and emotional characteristics and its journey to achieve positions focused on People Management.

To provide answers to the questions raised above and meet the proposed goals, this work is segmented by 4 sections. The first, already set out, includes a general introduction, the second propose an observation on the methodological aspects, the third embraces analyzes and discussions about the result of the exploratory research, for the fourth and final section will be presented the conclusions, limitations and suggestions for futures researches.

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As evidenced by Mahbobkhah (2019), many problems in social and economic systems have been created due to these fast changes in science and technology. Still according to the author, threats and opportunities, which require creative solutions, were also created by these changes.

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2. RESEARCH METHODOLOGY

To develop this work, the literature review has been chosen as a research method, as it involves an accurate search in the available databases in order to access all available works on a particular topic. As a result, the following bases were prioritized given that they it is also an international phenomenon: Web of Science (Thomson Reuters Scientific), Scopus (Elsevier) e Scielo.

According to Higgins et al. (2019), literature reviews have the function to gather evidences that meet eligible standards previously defined, also aiming to provide inputs that might help to answer a particular question around the research topic.

To guide this research the following theoretical question was defined: "What is included in the national and international academic bases around the characteristics of leaders/managers themes, beyond identifying how these professionals reached their positions/roles within their organizations?"

approach. It is important to mention that introduction of the digital aspect in Industry 4.0 training aims to optimize knowledge transfer and improve training participants' learning.

3. CRITICAL REVIEW OF LITERATURE AND CORRELATION WITH THE RESEARCH OBJECTIVES

Literature review was performed using the main goal proposed by the research which is to identify what the academic literature discusses around the characteristics of leaders/managers themes, beyond identifying how these professionals reached their positions/roles within their organizations.

It is fundamental to point out that several authors reinforce the influence of the leader in the organization success or failure. According to Rowe (2002), companies need to be led by strategic leaders to succeed in their business, so that they will effectively control, which allows the development of strategic leaders who will act as a source to maximize return on investment.

Professionals who occupy leadership positions, says Mahbobkhah (2019), have the power/capacity to achieve organizational results through the influence they exert on the group's performance. However, according to the author, power is considered a neutral force and, depending on the context, can be perceived as positive or negative. As a result, manager's role is essential for a better understanding of the situation and for directing the team towards success.

Furthermore, leaders may erroneously associate that they are doing a good job just because they are succeeding in reaching their goals. However, according to Albuquerque et al. (2022), he may be ignoring that his employees are working simply out of obligation and thereby weakening the relationship between them and future organizational success.

In addition, according to Maurer et al. (2017) favorable organizational results can be achieved by improving organizational systems, as well as the development of knowledge and skills of professionals in leadership positions, strengthening the role and impact of the leader/manager on the organizational development and consequently, on its success or failure.

However, existing leadership programs still do not, for the most part, meet organizational needs, even in the face of evidences, as presented by Vandergoot et al. (2020), that investing in training managers is a matter of survival for organizations.

Most of the programs propose to deliver off-the-shelf products without an in-depth assessment of their customers' profile and true development needs. Besides that, it is also focused exclusively on classroom training, not inserting the trainee in the professional environment, as well as without much space for exchanging knowledge and experiences among professionals.

When presenting the process of building the leader's identity, Lanka et al. (2020), signal the importance of behavioral influence for the formation of the leader's future identity. Since it is through lived experience that these professionals identify models to be followed, as well as which models they wish to refute in this self-construction.

Those evidences are not exclusively recent phenomena, taking into consideration what had

already been presented by Dixon (1993), about the leader/manager development process, when presenting that the development of management must be done in contact, also in the confrontation with problems and challenges of a professional day to day, only then would the internal changes in the constitution of this professional materialize.

Thus, leaders' development programs need to propose interaction with those professionals with have more extensive background. Cacioppe (1998) organized studies pointing out the importance and influence of more experienced leaders transmitting their knowledge and sharing their experiences with those training in this management position.

In Addition, it is necessary to raise the interdependency between behavioral influence and leader development, according to Day "leadership development can be thought of as an integration strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives" (Day, 2000, p. 586).

Therefore, in parallel with all exposed points, the most effective leaders look for ways to nurture their employees' curiosity to encourage learning and discovery (Gino, 2018). As it had already been found by Conger (1993), considering the ongoing economical advances, new requirements are made and will be made to new leaders, once the extent of the changes that are occurring nowadays will require not just more leaderships, but new form of leadership (Conger, 1993).

In this context, it is relevant to consider that the training process cannot disregard all the experience lived by the professional throughout his life and trajectories. Once again addressing the need for development programs to be built and accomplished involving the workplace of the leader/manager to be trained.

Alves and André (2018) confirm the importance of seeking a methodology that privileges the development of leaders/managers valuing different ways of learning such as the use of initiatives that involves immersion at work, the known on -the-job training in line with the interaction between people, as well as development through traditional classroom theories and methods.

This methodology, known as the 70:20:10 model, would be, according to the same authors, focused on the corporate world and on adult needs, aiming at the optimization of learning at work, as it is a method that intends to unite theory and practice in the same proposal, according to Figure 1:

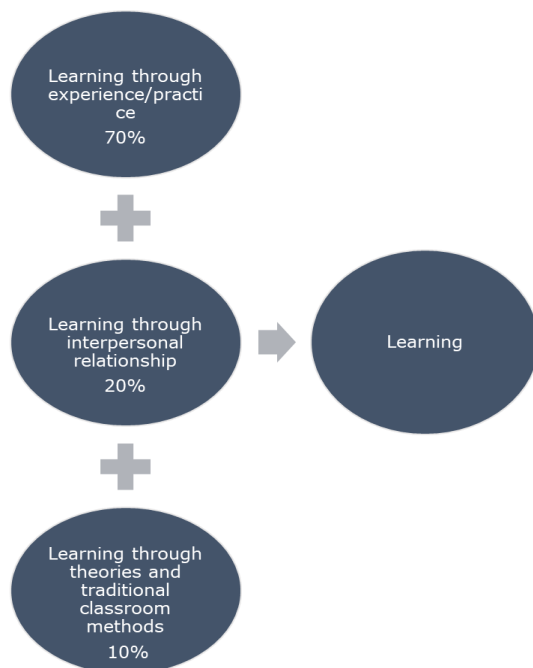


Figure 1- 70 20 10 Learning Model
Source: The authors themselves

Complementing this, in the same way that evidence was presented concerning the need to improve development programs, it is a fact that the very concept of leadership has also changed a lot over the years, as presented by Bianchi et al. (2017):

“In the middle of the last century, at the center was the leader, who exercised a directive stance on the behavior of those being led. From being individual and leader-centered, leadership also began to consider the group of people involved in the process of influence. Words such as objectives, goals and results, used in the concepts, refer to the importance of aligning the relationship with organizational guidelines” (Bianchi et al., 2017, p.48).

Lastly, is noted that the concept of leadership has gained complexity, as indicated by the aforementioned authors in Table 1:

Table 1- Syntheses of Leadership thinking

Complexity level and scope of the leadership concept	Leadership concept	Leadership models
Basic	* Leadership role is authority based	* The trait theory of leadership * The behavioral leadership theory
Intermediate	* Leadership implies an influential process among individuals * Leadership implies an influential process among individuals	* The leader-member Exchange theory
Advanced	* Leadership is a quality of a social system that includes interdependence among individuals * It may also involve influencing roles and influences processes depending on the situation	Includes all of the elements listed below: * Developments of individual skills * Building relationships * Empowerment * Cooperation * Labour mobility across borders

Source: Adapted from Bianchi et al. (2017)

As a result, the concepts became more complex and brought greater possibilities of actions aimed at training and development of leaders/managers, in order to avoid, for example, as brought by Bharwani et al. (2017), the recurring cases of professionals, showing excellent technical skills, being promoted to management positions and thus bringing evidence of an unprepared profile or not compatible with what is expected of a manager.

Technical careers are essential for organizations, as well as management positions, but profile assessments must happen before the occupation of the position. According to the same authors mentioned above, professionals who can be considered potential leaders/managers, should be evaluated, supported, developed and trained, preferably before taking up the position, through a leadership from the bottom up including continued development.

4. MAIN CONCLUSIONS, CONSTRAINTS AND SUGGESTIONS FOR FURTHER RESEARCHES

As the main conclusions of the study, it can be highlighted what Schoemaker et al. (2018) discuss about uncertain economic and organizational scenarios, probably not being able to reproduce the strategies and business models already used.

It may be considered as an essential skill, based on this dynamic scenario of constant changes, the individual ability to manage organizations in the VUCA world, according to Antonacopoulou (2018) it is about recognizing a volatile, intricate and ambiguous context which also requires a VUCA learning approach “Recognising Volatility, Uncertainty, Complexity and Ambiguity (VUCA) as the conditions that mirror the rhythm of the 21st Century is one thing. Developing new ways of knowing and acting in order to address these conditions is another matter altogether” (Antonacopoulou, 2018, p.1).

Complementing this, according to Hopkins and Meyer (2019), what organizations would

lack is understanding that the learning experience must change from the simple acquisition of knowledge to skill building, behavior and mindset change.

Therefore, those are known as soft skills; that require time to be developed/improved, so, those who believe that they can be worked on suddenly and with a short-term result do not achieve success due to a newly identified need.

Acting over almost 15 years in Human Resources areas, working with development and monitoring leaders, the author indicates that for the most part, organizations first promote the professional to the position of leadership/management, only then consider developing required skills. As mentioned before, such mindset can lead to chaos, for the professional's career and for the future of the area and even of the organization. In fact, Street and Orlando (2006) points out the lack of attitudes, skills, as well as, the lack of training in leadership as the main factors for inhibition of the business world.

Another fact experienced by the author is the accomplishment of formal assessments of professionals, regarding the technical and behavioral skills for the position, with a promotion immediately after the announcement of the result. Action that clearly prevents these individuals from carefully taking care of their technical and behavioral development before actually being promoted given that the movement occurs and they are already demanded by large technical deliveries in their area and, contradictorily, are also already being demanded, in terms of people management, as if they were a professional already experienced in the position.

Vandergoot et al. (2020) reinforces that the skills necessary for managers/leaders, especially soft skills, are not easily developed in classrooms, through courses, training or readings, that is, they cannot be achieved with generalized training, what still happens in business circles.

Still according to Vandergoot, the individual's personal and professional experience, as well as the influence of the environment, contribute to their training or improvement, especially in behavioral skills. In this way, 70:20:10 model has been presented as a possible solution for the arduous task of developing a leader/manager.

As Mariotti and Zauhy (2020) reinforced, this model differentiates the forms of learning according to 3 approaches, 70% as a result of experiences and learning through immersion and practices inherent to the work environment, 20% as coming from interpersonal relationships and only 10% from formal means of development.

Even Day (2000) complements by exposing some means of learning that would meet the 70 20 10 model, however, still not mentioning such nomenclature. As examples of means of learning through practice in the work environment, these include carrying out tasks, working on projects, solving specific problems and informal conversations with other professionals. As example of another means of learning, through interpersonal relationships, there are 360-degree feedback, networking, coaching, and mentoring. Lastly courses, workshops, seminars, congresses, technical certifications and lectures as examples of learning through formal means of development, according to Figure 2:

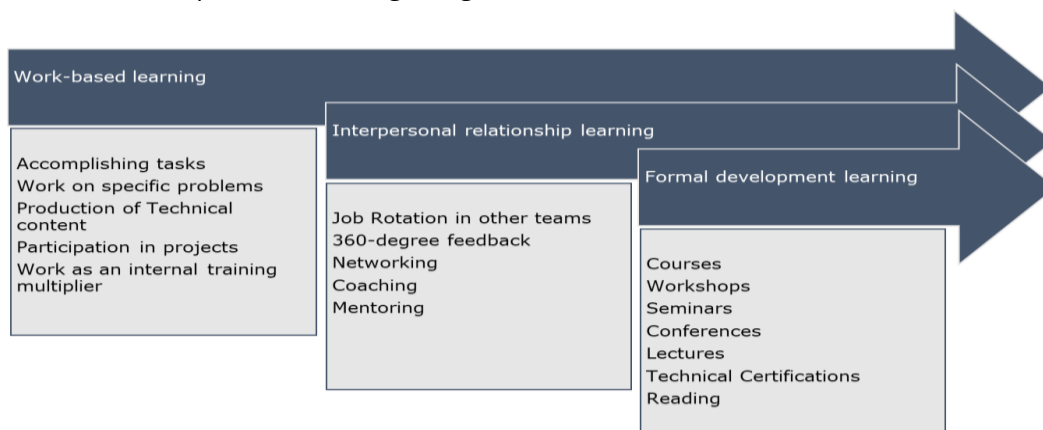


Figure 2- Means of learning according 70 20 10 Model

Source: The authors themselves

Therefore, the model outlined above confirms the concept that, if there is an interest in an effective development for the employee and consequently for the institution in which he is inserted, learning needs means that go far beyond just traditional formats. It is possible to conclude that skills are developed/improved more forcefully in the professional's own work environment.

As limitations of the study, it can be considered that the data is restricted to bibliographical research, which can be seen as an opportunity for future studies.

Thus, as suggestion for further studies, there is an expansion of the databases consulted, in addition to investigation and field study by conducting research with different companies, varied sizes and areas of activities, in order to obtain new inputs.

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