

Modern Approaches to Leadership in Organisations

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Abstract

Leadership is one of an organisation's most important management tasks because the other functions would not work without it, so the organisation will have no function and be ineffective. Over the years, a lot of research has been done on leadership. The reason for those researches was that leadership is a very complex and mysterious poem, so it is an exciting subject. Those researches helped scientists discover many methods, models and approaches to leadership. Later, those methods, models and approaches to leadership were improved because organisations are in a rapidly changing business environment. In all organisations, leadership is a task which a leader performs. A leader uses leadership to convince his employees to reach the organisation's goals. A leader needs some characteristics and skills. Those characteristics and abilities include, for example, a strong desire for responsibility and completion of tasks, self-confidence, and others.

Keywords: leadership, leader, management models, leaders characteristics, organisation and importance management

INTRODUCTION

Leadership is one of the management tasks in an organisation because, without it, organisations would not function effectively (Dessler, 2004, p. 255-256). Various authors (Kovač, Mayer & Jesenko, 2004, p. 4) stated that leadership and organisation are as old as humanity. Due to its complexity, leadership remains the research subject of many researchers (Dessler, 2004, p. 255-256). In the rapidly changing business environment, organisations are paying more and more attention to finding an appropriate method, model or approach to leadership (Kovač et al., 2004, p. 4). Methods, models and approaches to leadership have been and are adapting to organisations in the modern environment.

Leadership is a very complex concept and is still difficult to define. Leadership is the basic definition of influencing others to achieve the organisation's goals (Yukl, 2002; Kovač et al., 2004; Rozman & Kovač,

2012). Potočan and Nedelko (2022, p. 153) define leadership as one of an organisation's four fundamental management functions. The essential components of leadership are: "leadership is a process, leadership involves influence, leadership occurs in a group, and leadership consists in achieving goals (Bolden, 2004, p. 5). In practice, different types and models of leadership appear.

An organisation is a place where leaders exercise leadership; therefore, an organisation can be defined as an entity (a company or institution, institute or state institution), as a structure that represents a set of elements that are composed and interconnected in a certain way, or as a process that describes the meaningful, connected and coordinated operation and functioning of a particular organisational structure with defined goals, the success and efficiency of which is monitored and measured (Sabadin, 1997).

Leadership models are unique forms of connection between different variables or have a special form of structure (Možina, 1994, p. 33). We know several leadership models, among which relate to the leader's characteristics (e.g., personality characteristics models).

A leader also needs specific characteristics in his leadership model that make his work easier or more effective. In practice, three types of leader characteristics are most often present: personality understanding and behavioural and emotional characteristics. In addition, a modern leader must recognise his weaknesses, have intuition and the ability to understand activities with the help of information technology and motivate his employees (Dimovski et al., 2003, p. 222). At the same time, a leader must also have appropriate knowledge of technological and technical requirements, which make the leadership function increasingly demanding (Dular, 2002, p. 14), as they must operate in a rapidly changing organisational environment. For this reason, a leader must continue to develop himself and his abilities to influence the development of his subordinates (Janković, 2012, p. 82).

Leadership is one factor determining whether an organisation will be successful. The most significant advantage of good leadership for an organisation is achieving goals by motivating employees to actively participate in implementing activities to help the organisation achieve the set goals (Možina et al., 2002, p. 499). With such an approach, effective leadership brings the organisation a competitive advantage in the market. Effective leadership helps maintain this competitive advantage and enables the organisation to differentiate itself from competitors, which is best reflected in communication with employees, customers, suppliers and other stakeholders (Nordström & Ridderstål in Hočevár, Jaklič & Zagoršek, 2003, p. 125–126).

Leadership is going only for one of management's tasks because leadership doesn't include all management dimensions. It only contains elements connected with worker motivation to reach organisational goals. So, we can say that leadership is a part of management. They both try to motivate individuals in a way that helps them achieve their goals. Still, management is focusing on a systematic analytic approach and leadership to reach specific goals with the help of motivation and inspiration, which includes searching for synergy effect by connecting individuals (Kovač, Mayer in Jesenko, 2004). Tracy (1999, str. 7) states that leadership has enormously impacted people compared to other factors in some decades. On the other side, Keith Davis means that leadership is the ability to convince people that they will strive to reach goals under pressure. It is a human factor that connects people and motivates them to achieve goals (Management study guide, 2023).

As part of the research, we set two hypotheses related to the concept of leadership and its benefits for the organisation, namely H1: Leadership is one of the most essential functions in a modern organisation

and H2: Leadership in an organisation is no different from leadership in a company or other institution. We conducted a quantitative survey on a sample of 347 respondents. The survey was conducted using the Ika web application, and the data was analysed using SPSS.

LEADERSHIP TYPES

As we have already mentioned, leadership is a leader's influence on his employees to achieve the organisation's goals. It also represents one of the fundamental functions of the organisation. It is carried out by the leader, regardless of gender, age, interests, and the like. The leadership itself, which the leader carries out, stems from the very design of the organisation's policy, which means that this leadership is following its vision and values. Leadership directs and connects the interests of employees and other participants in the organisation while encouraging them to contribute to its efficient and successful operation with harmony and synergy (Tavčar, 2009, p. 451).

There are several types of leadership, which can be divided into two groups - one group is classical, and the other is modern leadership styles. Classical leadership styles are based on the characteristics of the leader in the organisation, while modern leadership styles are based on the organisational culture of the organisation.

Classical leadership styles include democratic, autocratic, and permissive ("laissez-faire") leadership. Modern leadership styles include transactional, transformational, charismatic, and visionary leadership. The democratic leadership style is a leadership style in which the leader consists of his employees in the decision-making process. That means that the focus of the leader's power is transferred to his entire team, of which the leader is a part. A leader who uses this leadership style considers the interests and well-being of his employees in his work, entrusts and delegates tasks to them, encourages them and does not keep information for himself but shares it with his employees. The autocratic leadership style is one in which he makes most of the decisions and does not let subordinates influence his decision-making process. Such a leader is strict, gives precise instructions for performing tasks, expects unconditional respect and compliance with his instructions, and is wholly focused on the tasks, which means that he neglects the well-being of his employees and gives them only the information that is necessary for performing the work, and keeps the rest for himself. A permissive leadership style or "laissez-faire" is a leadership style in which the leader observes the events in the team more than he leads and directs them only when necessary. Employees have complete trust and autonomy from the leader in decisions (Mullins, 2016; Potočan & Nedelko, 2022). Another term for permissive leadership is "laissez-faire", which comes from the French language and means: "Let it do its thing" (Iqba, 2021, p. 669).

In addition to these methods, more modern leadership methods have also developed and are increasingly being used in organisations. Transformational leadership is similar to charismatic leadership, in which the leader can inspire and motivate his employees to do more than they usually would, despite obstacles, and thus make personal sacrifices. However, transformational leadership differs from charismatic leadership in that it is transformational leadership. The leader is distinguished by a unique ability to introduce innovations and changes by recognising the needs and concerns of followers, providing meaning, encouraging employees to look at old problems in a new way, and acting as role models for new values and behaviours. Transactional leadership is leadership where the leader explains the role and requirements of his employees, introduces structure, provides appropriate rewards, and tries to be considerate of the social needs of employees and tries to satisfy them. Leaders should be able to meet their employees' needs, thus improving their organisation's productivity. Charismatic leadership is

leadership where the leader can inspire and motivate his subordinates to do more than usual and, therefore, devote more time to the organisation than to his family or other activities. Subordinates are willing to put aside their interests for the good of the team, department or organisation (Darf & Marcic, 2013, p. 473-474). Visionary leadership is leadership where the leader appears to be a visionary, but only on the condition that he has set his goals and acts according to his desires and values. Also, such a leader is honest with himself and his employees, knows how to show the way to his employees, gives reasons why they should do the way they should and gives them the necessary energy with his example (Račnik, 2010, p. 39).

LEADERSHIP MODELS

In addition to the different types of leadership defined, we also know different models. Models are usually related to the leader's characteristics and the organisation in which they work. Still, some models have been developed based on various theories, such as the contingency model e. We will focus on three models we believe are essential and often used in practice.

The first model is called the two-university model. This model defines two methods that a leader can use in their leadership. The first method refers to caring for employees, and the second to caring for tasks. An emphasis on the position of employees, working conditions, and cooperation characterises the first method. In this method, the leader seeks appropriate ways to make work as easy as possible and satisfaction with achievements. The legitimate power of the leader is very low here. In this method of leadership, the leader carries out activities such as praising employees, being friendly and approachable, helping individuals with personal problems and creating a favourable atmosphere. The second method is active planning, organising, supervising and coordinating. The leader's activities in this method are setting work standards, precisely defining work tasks, planning joint work, and encouraging employees to follow specific procedures. The leader must use both methods (Možina et al., 2002, p. 520).

The second model is called the network leadership model. This model consists of five leadership types: helplessness, atmosphere, tasks, in the middle of the road and teamwork. In this model, the leader is partly focused on production and partly on employees, regardless of the chosen type of leadership. Helplessness is when the leader is helpless and unsuccessful because he avoids responsibility and is afraid to give orders. Atmosphere is when the leader is focused on employees but neglects tasks. That means that the atmosphere is pleasant, but productivity is lower. However, tasks are different from the atmosphere because the leader neglects the wishes and needs of employees and focuses more on tasks. In the middle of the road is a type of leadership where the leader focuses on tasks and employees, which is often called a balanced leader. Many believe this is the best way to lead because they form a whole from all extremes. Teamwork is a type of leadership where leaders create a team of employees. In this team, employees trust each other and are connected. Such leadership produces desired results (Možina, 2002, p. 520).

The third model is called the Hersey-Blanchard situational leadership model. This model was named after two researchers, Hersey and Blanchard. Their research on employees relied mainly on their ability and commitment to work. Based on this research, they defined the four most appropriate leadership styles: directive, instructive, encouraging and delegated (Blanchard, Zigarmi & Zigarmi, 1995). The directive leadership style is where the leader gives the necessary instructions and has precise control over the execution of tasks. The instructive leadership style is when the leader gives precise instructions, supervises the implementation, explains his decisions to the employee, listens to his suggestions, and

encourages him to progress. The encouraging leadership style is where the leader does not give orders, as in directive and instructive leadership, but mainly supervises the work, listens to the employee and helps him make key decisions. In the delegation method, the leader does not command, control, or assist in making decisions but transfers all responsibility to the employee (Blanchard et al., 1995).

TYPES OF LEADERS

In addition to the division into classical and modern leadership styles, there is also a division into more or less effective and fundamental types of leaders. Less effective types of leaders are the following: missionary, compromiser, timid and autocrat (Rozman & Kovač, 2012, p. 384). A missionary is a leader who is highly focused on relations with employees and lowly focused on work in situations where work needs to be done quickly and with quality, which is why this type is less effective. A compromiser is a leader who can focus highly on work or employee relations, depending on the current situation. He is characterised by being very busy, which is why it isn't easy to decide. Due to the significant influence of situational factors, he devotes a lot of time to reducing them and thus becomes ineffective. A timid is a type of leader who is lowly focused on both work and relations between employees. This type of leader is inadequate due to disorganisation, passivity or harmful behaviour. An autocrat is highly focused on work but neglects relationships between employees because he does not trust them, yet he still wants every task to be completed quickly (Nemec, 2005, p. 162).

Rozman and Kovač (2012, p. 384) classify the following types of leaders as more effective: the facilitator, the linker, the bureaucrat and the benevolent autocrat. The facilitator is a leader who is highly focused on employee relations and less demanding in performing tasks when necessary. A leader who uses this type of leadership trusts his employees and is also effective. The linker is a highly focused leader on work tasks and employee relations. He also prioritises teamwork and knows how to motivate his employees, making him very effective in his work. The bureaucrat is a leader who is low in work orientation and relationships. He is characterised by respecting rules, procedures, control and employee awareness, which affects his effectiveness in the organisation. The benevolent autocrat is highly focused on work but neglects employee relations in situations where this is necessary. Such a leader is determined and knows what he wants, so he is also effective (Nemec, 2005, p. 162).

In addition to these two groups, there are also basic types of leaders. This group includes the following types of leadership: committed, connecting, reserved and diligent leader (Rozman & Kovač, 2012, p. 384). A committed leader is a leader who is highly oriented towards relationships and less towards tasks. Such a leader greatly emphasises interpersonal relationships in the group, is open by nature, and likes to socialise with other employees. This type of leadership is suitable for managing professional work in which employees know their job and, therefore, do not need to be guided much at work, but the leader can leave them more freedom at work (Kavčič, 1991, p. 223). A connecting leader is a leader who is highly oriented towards both work and relationships. A leader who uses this type of leadership likes to identify with his employees and is not bothered by their differences, as he wants to be connected to both individuals and the workgroup. Such a leader supports teamwork and integrates the needs of subordinates and the organisation (Reddin, 1979, p. 32). A restrained leader is a leader who is highly oriented towards both tasks and relationships between employees but to a lesser extent than a uniting leader. This type of leader is characterised by being conservative and uncommunicative. His task is to correct the mistakes of his employees and perform repetitive work that they perform according to established procedures, so he does not need much guidance at work. The last diligent leader is highly oriented towards tasks and less towards employee relationships. That means his results are essential, so

he is suitable for jobs with many instructions. He checks employees' abilities and achieves results by evaluating them (Kavčič, 1991, p. 223).

LEADERSHIP CHARACTERISTICS

A leader is a person who carries out leadership in an organisation. In their work, they use one of the types of leadership that we defined in the previous and this chapter. In addition to these types of leadership, leaders are also helped by leadership qualities such as values, beliefs, character, knowledge, ethics, skills, experiences and cultures (Dinibutun, 2020, p. 45). A leader has several tasks in an organisation, but their fundamental task is to ensure and direct their employees' work to be as satisfied as possible (Biloslavo & Kljajić-Dervić, 2016, p. 80). In addition, the leader is responsible for ensuring good interpersonal relations in the organisation and takes responsibility for the adopted goals (Možina et al., 2002, p. 500). A leader's other tasks are planning, supervising, organising, coordinating, motivating and delegating. Since the function of a leader in an organisation is very demanding, not everyone can take this position. A leader is expected always to radiate energy and be able to keep a level head. A leader is responsible in an organisation for inspiring and inspiring employees and guiding them with confidence on a productive path. To do this, he needs certain qualities to help him assign tasks to his employees and ensure they complete them successfully.

We know many types of characteristics of a leader in an organisation. In practice, the most common are the following: personality, social and emotional, which are the most well-known (Dimovski et al., 2003, p. 222). Personality traits of a leader were those characteristics whose research led to the first attempts to address and study the concept of leadership. Early researchers believed that if we studied the personality and intelligence of great leaders, we would encounter a combination of traits and abilities that make employees who perform this function excellent (Dessler, 2004, p. 256). The study itself is based on the following aspects: personality characteristics (knowledge, creativity, perseverance, independence and enthusiasm), physical attributes (attractiveness, height and weight) and social characteristics (patience, affection and consideration) (Nedelko, 2013, p. 32).

In the past, there have been many studies on personality traits, including those conducted by Ralph Stogdill. Based on his 163 studies, he found that the following characteristics characterise a leader: a strong desire for responsibility and completion of tasks, strength and perseverance in achieving goals, risk-taking and originality in solving problems, effort and assertion in social situations, self-confidence and a sense of personal identity, willingness to accept the consequences of decisions and actions, willingness to absorb interpersonal stress, tolerance of frustration and delays, ability to influence the behaviour of other employees, and ability to structure social interactions. From his summaries, we can conclude that a leader should also possess the following characteristics or skills: adaptability to the situation, creativity, ambition, business knowledge, good stress tolerance, energy, a sense of people, and the like (Dessler, 2004, p. 256-257). Social or behavioural characteristics distinguish and emphasise the attributes of successful and unsuccessful leaders. Based on their study, researchers have determined what managers do more or less successfully, how they assign tasks to employees, when and where they communicate, etc. Unlike personality traits, behaviour can be learned and observed (Možina et al., 2002, p. 518).

From research conducted in the field of behavioural traits, we can conclude that the following characteristics are the most well-known: desire for dominance, need for achievement, willingness to take personal responsibility for decisions, exposure to and prioritisation of risky choices and projects,

interest in concrete decisions, tendency to think about the future, and a strong desire to be one's boss, to be free and independent. In practice, the problem arose that no leaders had such traits, so the characteristics above were classified into six groups that describe the typical way of behaving and acting of a professional leader. These groups are dedicated and determined, obsessed with opportunity, tolerance for risk, ambiguity and uncertainty, creativity, self-confidence and ability to adapt, motivation to control and master the situation, and leadership. In addition to these six groups, we also know of traits that cannot be learned, as they are personal. These traits are positive energy, health, creativity, innovation, etc. We also know the characteristics that a leader must eliminate as soon as possible, as they repel readily available opportunities. These characteristics are perfectionism, "macho" behaviour, narcissism, belief in one's invulnerability, and the like (Rebernik, Duh, Belak, Lipičnik, Mulej, Polajnar, Andrejčič, Jurše, Repovž, Hauc, Lesjak, Natek, Korošec, Pivka, Debbaut, Deschoolmeester, Pavlin, Vahčič & Garantini, 1997).

The last group is emotional characteristics. Emotionally mature leaders perceive and understand their emotions and can express and regulate them. A leader needs to understand not only their own emotions but also the emotions of their employees. Nowadays, the expression of emotions is of primary importance in social interactions because by choosing the way of communication, an individual influences the development of relationships (Brezovšek & Kukovič, 2014, p. 41–42; Zsolnai, 2015, p. 2–4). Within the framework of emotional characteristics, specific skills have been developed that an emotionally competent leader must possess. These competencies are: awareness of one's own emotions even in more complex situations, awareness that the nature of relationships is defined by emotions and reciprocity, adaptation and regulation of one's own emotions under challenging circumstances, ability to recognise and distinguish the emotions of others, decency of empathetic empathy for the emotional states of others, understanding that internal emotional states can differ from those expressed and that the expression of emotions can affect another individual, ability of emotional self-efficacy, which means that an individual accepts their own emotional experiences that are in line with their own beliefs and the ability to connect emotions under specific social roles (Saarnij, 2000, p. 77). However, it is suitable for a leader first to acknowledge the legitimacy of their emotions and realise that emotions enrich organisational life and guide the decisions of all individuals. Only then will they be able to respect and consider their employees' emotions. Understanding employees' emotions can contribute to high-quality relationships between managers and employees, who feel understood, meaningful, and valued in the organisation (Kanjuo-Mrčela & Vračko, 2007, p. 463–464).

CONDUCTING THE RESEARCH

We conducted a quantitative survey to examine the state of leadership in modern organisations. Before conducting the survey, we examined extensive literature in the field, with the help of which we presented theoretical foundations and later prepared questions for the survey. We designed the questionnaire based on other researchers' collected literature and research. Those questions were very good for our survey because they were used before, and our survey's validity improved. We designed a survey questionnaire with 18 closed-ended questions, ten of which were thematic questions to examine the state of leadership in modern organisations and eight demographic questions with which we wanted to collect data on where our respondents come from, where they are employed, what kind of work they do, etc. We designed the survey questionnaire in the Ika web application and published the link to the survey on social media. Our primary survey base was employees, so we tried to become many of them for our

survey. We analysed the data obtained using the SPSS program, thus verifying the set hypothesis. 347 respondents completed our survey. We set two research hypotheses.

Our first hypothesis, H1, was that management is one of the most essential functions in a modern organisation. Fayol (1916) mentioned the six most crucial organisational functions in his books. Still, he believed management is the most important because it makes other functions work. We tested H1 by comparing the six most essential functions in organisations: management function, financial function, technical function, commercial function, accounting function and security function. Using the SPSS software package, we obtained the following results using the average method (Table 1), based on which we can conclude that the management function has the highest average (4.70). On this basis, we can confirm the set H, but at the same time, from the collected and analysed results, we find that there are no significant differences between the individual functions.

Table 1: Average of the six core functions in an organisation

	Valid answers	Missing answers	Average
Guidance function (enables all five functions mentioned above to operate)	346	1	4.70
Financial function (providing financial resources)	347	0	4.62
Technical function (production, services)	347	0	4.50
Commercial function (purchasing, sales)	346	1	4.49
Accounting function (providing data on the organisation's business condition and future trends)	347	0	4.37
Security function (protection of property and personnel from theft, floods, accidents at work)	346	1	4.21

Our second hypothesis, H2, was that leadership in an organisation is no different from leadership in a company or other institution. In the beginning, we wrote that we could describe the organisation in various ways, so we used for our survey a definition where we represented the organisation as an entity. That means an organisation is not only an organisation but also a company or an institution. So, for testing H2, we compared leadership in an organisation, company or institution, and for our analysis, we unified all three terms and put them in one group named organisation. Company CNVOS did the same thing in its survey because they wanted to see their worker's opinions about the organisation (CNVOS, WY). We also had other options for respondents as students work and work in their own companies, but we didn't combine them because they are not the same. Using the paired t-test method, we compared this group in pairs according to a leader's abilities and characteristics, understanding the definition of a leader and the tasks of a leader. With those criteria, we can see how leadership is performed in those three places. Based on the analysis performed, we obtained the results presented in Table 2, which shows the mean values, and Table 3, which shows the paired t-test results.

Table 2: Mean values of four pairs of t-tests

		Average	Number	Standard deviation	Standard error of the mean
Couple 1	I am employed in:	2.01	301	1,490	0.086
	abilities	35.0299	301	3.67638	0.21190
Couple 2	I am employed in:	2.02	299	1,493	0.086
	properties	54.5686	299	6.05216	0.35001
Couple 3	I am employed in:	2.02	300	1,489	0.086

	definition	16.6633	300	2.62799	0.15173
Couple 4	I am employed in:	2.02	300	1,489	0.086
	Leader	17.3200	300	3.89549	0.22491

To test the proposed H2, after performing the t-test, we checked the P-values, which indicate whether the mean values are the same or different. In our case, the P-value for all four pairs was 0.000, less than 0.005 or alpha. Based on these results, we can confirm our H2 and claim that leadership in an organisation does not differ from leadership in a company or other institution.

Table 3: Results of the paired t-test I am employed by abilities, characteristics, definitions and leaders

		Couples differences					t	Degrees of freedom	P-value
		Average	Standard deviation	Standard error of the mean	95% confidence interval				
					Low	Tall			
Couple 1	I am employed in: - skills	-33.01661	4.05500	0.23373	-33.47656	-32.55666	-141,262	300	0.000
Couple 2	I am employed in: - properties	-57.04682	6.75589	0.39070	-57.81571	-56.27794	-146,011	298	0.000
Couple 3	I am employed in: - definition	-14.64000	3.08254	0.17797	-14.99023	-14.28977	-82.261	299	0.000
Couple 4	I am employed in: - about the manager	-15.29667	4.14962	0.23958	-15.76814	-14.82519	-63,848	299	0.000

SUGGESTIONS FOR IMPROVEMENTS

Our research has led to specific findings, based on which we have formulated proposals for improving the situation. Throughout the entire article, we talk about leadership and the leader. Even though a lot is written and researched about leadership, very little is known about it in organisations, as employees are not sufficiently familiar with it. At the same time, we have found that leadership cannot be developed in many organisations because they do not recognise it as a key factor for their success or adapt it to the given circumstances.

Our first suggestion is to use the EFQM model, which is widely used worldwide but is less recognised and used in Slovenia. This model originated in 1988 when fourteen CEOs of influential European organisations joined and founded the European Foundation for Excellence in Business or EFQM. Three years later, the model was created. The interesting thing about this model is that it was designed by numerous experts from both practice and academia. It is already used by over ten thousand organisations across Europe and around the world. The EFQM model takes a holistic approach to analysis and encourages improvements in all areas of an organisation's operations. At the same time, this model

allows for measuring progress and establishes the possibility of comparison with other organisations and the transfer of good practices in the public and private sectors (Kern-Pipan, 2010, p. 51–55). Every organisation's members contribute to their business excellence, regardless of their department. Every organisation has a vision to reach its clients, customers and workers. So organisations and others (customers, clients, etc.) must contribute and improve work achievements. We can put The EFQM model in all organisations, no matter what the organisation does, because this model includes all business factors. So with this model, we make opportunities and conditions for constant improvement (Hertiš, 2010, str.1). With this model, organisations want to reach that they take advantage of competition. Using this model, organisations must constantly look for improvement because new ideas and learning give us results that represent a better organisation's business performance (Castilla in Ruiz, 2008, str. 135).

Our second suggestion is to conduct various types of training, workshops and seminars to make employees and managers more aware of leadership, as not much is being done in this direction. That would be a good opportunity for both to see how much they know about leadership, to improve their skills, and to learn new approaches. If they had more knowledge and practical competencies and did not view leadership narrowly, as if leadership is only for managers, the attitude towards leadership on the part of other employees would also change. A leader can be any person in an organisation, regardless of gender, age, orientation, etc. However, to be a good leader, they need certain qualities, to know their tasks and carry them out successfully, and to have the skills they will use to work in the organisation. Constant changes in the environment in which the organisation is located affect the development and modification of the methods and skills. Therefore, those who perform this function well are also aware of this and try to adapt to it. Such a leader views leadership as a process in which he wants to determine the characteristics and abilities of his employees and direct and motivate them or prepare them to do the job as well as possible (Laznik, 2018, p. 78–82). For such people who are involved in leadership or are interested in leadership to be as many as possible, they also need some form of education. There are two forms of education: formal and informal. Formal education is a form of education where learning takes place through mentoring or on-the-job training. Mentoring is one of the forms of formal education where a younger staff member is assigned an experienced mentor who advises them, answers their questions and tries to guide them. On-the-job training is a process where people are equipped with the knowledge and experience they need for successful development. Another form of education is informal. In informal education, learning occurs through work experience, trial and error. It is one of the best ways of education to develop leadership skills (Hočevár, Jaklič & Zagoršek, 2003, p. 190, 198).

Education improves work in the entire organisation on all levels and motivates workers in a way that their education understands, such as a work improvement method and new promotion opportunities (Currie, 1997). We can represent education goals to a new worker. That worker won't be as effective as other workers in the beginning because he doesn't know all aspects and working processes of his organisation (Sedej, 1997).

CONCLUSION

Throughout the article, we wanted to present the concept of leadership and other concepts related to it. At the same time, the goal was to highlight leadership as something essential for an organisation. We also supported all of this with the results of our research.

As we have written throughout this article, leadership can be a process or a function in an organisation. It is one of the most researched management areas yet it remains mysterious and complex. At the same time, it is also one of the most essential functions in an organisation; for many, being a leader represents a challenge. This function represents a central part of leadership in an organisation (Potočan & Nedelko, 2022, p. 153). We often hear a lot about leadership and use it all the time, but we rarely think about it (Schermerhorn & Bachrach, 2020, p. 283). As we mentioned at the beginning, leadership is also a challenging process, as it requires a lot from both the leader and his followers and a lot of understanding of situations and personal insight (Schermerhorn & Bachrach, 2020, p. 283).

Today, organisations are becoming increasingly complex, which forces leaders to focus on new leadership approaches. Due to various crises, organisations have had to abandon the old leadership system, which was no longer compelling enough, and look for new, more modern ways of leading. Methods, models, and approaches have changed or have only been supplemented over time. Today, leaders combine different ways of leading, each with its purpose and at its own time. Those leaders who succeed in this become good leaders (Laznik, 2018, p. 78–82).

In a modern organisation, if a leader wants to be good, he must have multidisciplinary skills, certain qualities, characteristics, abilities, and knowledge. As mentioned, rapid changes in the organisation's environment significantly affect leadership and its characteristics because the proportions and intensity of individual leader characteristics are very complicated (Mayer, Kovač & Jesenko, 2004, p. 55). A leader must have developed certain qualities and abilities to help him. Characteristics are part of all leadership theories, so we need to understand the leadership theory that is most relevant to leaders in organisations and which characteristics provide a positive impact. These characteristics include the following groups: personality, behavioural, emotional, and similar (Muller & Turner, 2010, p. 437). The first characteristic that appeared was personality. These characteristics refer to the leader's personality itself. Among these, we can include the following characteristics: communicativeness, honesty, and the like (Ivanko, 2019, p. 374–393). Personality characteristics are based on the assumption that personality, social and physical characteristics determine a leader. Their shortcoming is that they overemphasise physical and personality characteristics. Physical characteristics are unrelated to successful leadership and only indicate a leader's ability (Možina et al., 2002, p. 517). After a specific time, it became clear that personality characteristics would not be enough, so behavioural characteristics of a leader began to emerge.

Behavioural characteristics distinguish and emphasise the characteristics of both successful and unsuccessful leaders. In comparison to personality characteristics, behaviour can be observed and studied. In this way, individuals can be trained to become more successful in leadership. The last type of characteristics, so emotional characteristics, are the most widespread of the remaining two types or have recently gained the most importance. The importance of emotional qualities in a leader is to understand the parallel relationship of leadership of the leader in the organisation (Muller & Turner, 2010, p. 437). After all, the study of emotional intelligence and its qualities influences the development of leadership qualities. Research has shown that emotions are key in motivating employees and affecting overall success. Therefore, a leader who manages to manage his and his employees' emotions effectively can achieve the highest level of leadership (Ivanko, 2019, p. 374–393).

In addition to the leader in an organisation, we can also observe his employees or subordinates. Employees help their leader to achieve goals and are a kind of the face of the organisation because, without them, the organisation would not exist, and the leader would not be able to perform his function.

Thus, within the scope of his function, the leader appears in the organisation in several roles or tasks. Questions often arise about the main task of a leader in an organisation. Many leaders have different opinions on this. Some believe that it is necessary to ensure the successful implementation of tasks, others claim that it is essential to create good relations in the organisation, and others believe that their main task is to accept full responsibility for the adopted goals. The atmosphere or situation among employees in an organisation is essential because the organisation's success largely depends on this. In an organisation, motivation for work and cooperation can prevail among employees, or disunity, opposition and tension can prevail among them, negatively impacting task implementation (Možina et al., 2002, p. 499–500). In addition to leadership, a leader in an organisation also performs tasks such as motivating, planning, supervising, organising, etc. The functions of a leader are focused on a group of people or their employees (Schmitz, 2012, p. 19).

The leader tries to motivate, encourage, etc., his employees through his tasks. He relies on his ability to create strong relationships with employees and inspire them to perform optimally to achieve the corporate vision (Jabbar & Hussein, 2017, p. 99; Rosari, 2019, p. 18).

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