

LEADERSHIP COMPETENCE AND CHALLENGES IN THE COMMUNICATION PROCESS

Dr Slobodan T. Ristić

University of Belgrade - Faculty of organizational sciences, Belgrade

Dr Dobrivoje Mihailović

University of Belgrade - Faculty of organizational sciences, Belgrade

Dr Zoran P. Čekerevac

“Union” University Belgrade, Faculty of industrial management, Belgrade

Dr Evelin Vatovec Krmac

University of Ljubljana, Faculty of Maritime Studies and Transportation

Mr Sc. Smajo Salketić

University of Sarajevo, Faculty of traffic and communication, Sarajevo

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Correspondence author address:

dr Zoran Čekerevac

Akadska 20

11080 Beograd-Zemun

Srbija

PAK 200281

Abstract: *The paper considers business communication process, and specially the barriers in communications. Here are presented some models of development of leadership skills. Special attention is paid to David Kolb's polar dimensions of learning, and to the U.S. Army postulated eleven principles that can help officers to become leaders, be leaders, know and work. Barriers in communication are analyzed through a processing and an analysis of 24 question poll results. In the paper, based on the statistically verified hypotheses, it is concluded that the obtained results confirm that individual characteristics of business people and their organizational status impact the quality and effectiveness of communications they establish.*

Key words: *leadership, communication process, Kolb's model, Scheffé's method.*

INTRODUCTION

Constant polemic discussions between theorists “leaders are born” and “leaders are made”, or the question: “Can leadership be learned?” seem not to exist any more. There is a generally accepted standpoint in contemporary practice that the effective leadership is one of the keys of corporative success; therefore, there is an increasing need for leadership abilities and skills. There is an entire business nowadays in developed countries called “development of leadership” based on the understanding that leadership skills, their motivation and abilities can be developed and improved.

The official statistical data from the end of the 20th century and the beginning of the 21st century show that the rate of failure among top managers in corporations of world's leading economy is almost 50 per cent and that failure is attributed to a lack of leadership skills not to operative or technical skills of an individual. The strategic studies that exist for about 25 years have shown that the biggest cause of stress at workplace is incompetent managing. These and other relevant data indicate the conclusion that the effective leadership is the primary factor of organizational success, because of which nowadays more and more

attention is paid to leadership and leadership skills. Earlier practice according to which only the most ambitious and promising managers were taking the leadership training courses twice or three times during their career, now has changed and this type of training is being organized presently a lot more often and for the managers of all levels in a hierarchical structure.

According to its phenomenological status and neurophysiologic origin skills are at a turn of abilities and experiences, partly inherited, and partly learned. Because of that, it is difficult to systemize according to forms, because they are treated at the same time as knowledge and as disposition.

In available literature it is almost impossible to find examples of classification of person's skills. This is the consequence of extreme complexity and uncertainty of this phenomenon. After all, some classifications are possible. If we apply the established model that exists for skills typology then we could put all the skills into four groups:

- Intellectual skills
- Sensory skills
- Motor skills and
- Sensor-motor skills

To consider individual causes of organizational behavior the most important are intellectual skills although that kind of skills is very rarely seen in literature. Those could be cognitive skills related to a human intellect and the power of thinking and judging, but those skills are almost always seen as abilities. (Cekerevac & Ristic, 2006) Within the context of organizational behavior, intellectual skills often can be divided into managers, leadership, negotiation, communication, sales, social skills, etc.

Many experts believe that communication is a key process that underlies all aspects of organizational operations. (LS, 2002) (Meesala, 2007) (Binneman, 2010) (Artley & Stroh,

2011) . Well-known management theorist Chester Barnard, wrote: "The structure, extent and scope of the organization almost entirely is determined by its communication techniques" (Barnard, 1938) Perhaps the best way to define communications is to consider the remark by Buchanan and Huczynski, the organizational specialists: "Our communication depends, to a large extent, on how we perceive those around us, their motives and their intentions, and how we perceive or interpret the communication we receive from them." (O'Connor Leggett, 2011)

Contemporary trends in development of leadership skills have two main directions:

- Multiplication of methods of developing leadership skills and
- Emphasis on the importance of emotional leadership characteristics.

Observing the principles of the development of leadership skills, there are numerous models and methods of their improvement. One of the most accepted models of development of those skills is the model proposed by David Witten and Kim Cameron. According to them, development of leadership skills is a process that is cyclically carried out in five phases, namely:

- Evaluation of knowledge and skills,
- Collection of knowledge about effective practices for improving knowledge and skills,
- Case studies,
- Practicing the newly acquired knowledge and skills to cases, and
- Application of learned knowledge and skills in personal work environment.

MODELS OF DEVELOPMENT OF LEADERSHIP SKILLS

Development of leadership skills are related to each activity that enhances leadership potential and the effects and effectiveness of the organization. Development of leadership skills expands to the development of leadership abilities, knowledge and attitudes of individuals.

The starting point of development is that people differ in general and specific skills, skills that can grow and expand, and those that are related to the effective performance of leadership functions. Different personality characteristics may enhance or diminish the effectiveness of leadership, and require appropriate programs for developing leadership skills, with the assumption that everyone is able to develop leadership effectiveness, with an appropriate concentration, practice and motivation.

Development of leadership skills and their practical application depends on the following variables:

- Individual characteristics of participants;
- The quality and nature of leadership development programs;
- Support of behavioral changes that the supervisor gives to a certain (potential) leader.

Development of leadership skills associated with the overall development of leadership potential including the motivation for progress, high developed desire for achievement, openness to new experiences and skills, however, self-control and other qualities. Basic features of development programs are the integration of a range of development experiences, assessment of key development needs and evaluation of achieved goals. According to David Kolb key concepts in leadership development are:

- Learning from the experience that can be implemented through: concrete experience, observation and reflective practice, the formation of abstract concepts, test new situations (Fig.1);
- Self-efficacy: confidence in their own individual possibilities to achieve desired goals;
- Creating a vision: developing and defining a clear picture of future situation or effect of which is tending to.

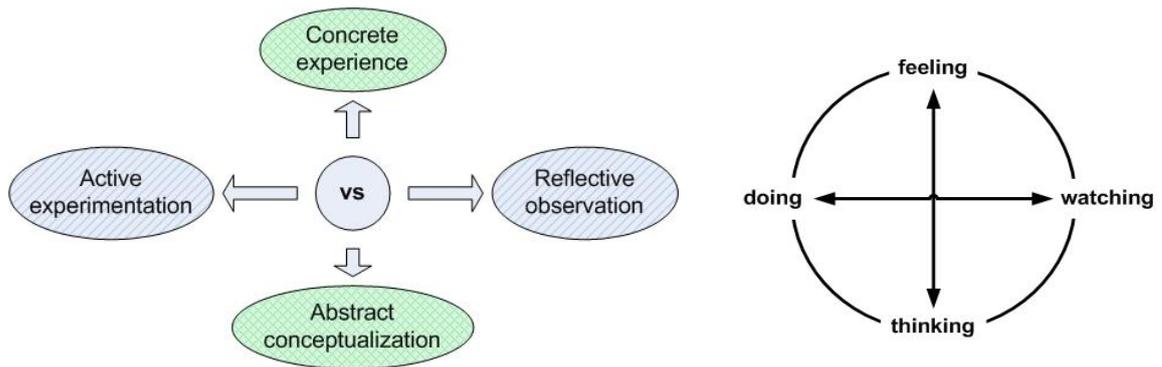


Fig. 1 Kolb's polar dimensions of Learning (left - Killian, 2009) (right - Anon, 2006)

Planning succession in a strategic sense requires vision designing of the organization, with the following three dimensions that are critical to establish an effective program of succession:

- The necessary skills and knowledge;
- Perception of the role and level of leadership, and
- Self-efficacy.

For the purpose of developing leadership skills of the command staff, the U.S. Army postulated eleven principles that can help officers to become leaders and be leaders, know and work. (US FM 6-22, 2006) Within these principles some of them are important for this analysis:

- Be competent.
- Search liability and accept responsibility for your decisions.
- Give an example.
- Meet your people and take care of their welfare;
- Share the information with your people.
- Make sure that tasks are understood, supervised and carried out.

For the application of each of these principles it is necessary to establish good communication with subordinates, which implies good communication skills of leaders.

This model, developed for the U.S. Navy officer corps, had numerous attempts at civilian applications needs business world. The model of development of leadership potential of US Navy is particularly popular in large international corporations. The principle of "be, know, do" was used in McKinsey & Company. In this world famous group the effectiveness of this model developing leadership potential was being questioned in their own terms of HR management. (Dcamp, 2003)

Table 1 The principles of leadership based on the model "**Be-Know-Do**"

BE	professional	Loyal to the organization, selflessly serves it, responsible,
	a professional with the correct character	honest, integrative, bold, clear, creative
KNOW	the four factors of leadership	The follower, leader, communication, the situation
	yourself	strengths and weaknesses of character, level of knowledge and skills
	human nature	needs, emotions and ways of stress dealing situations
	your work	coordination, supervision, evaluation
	your organization	morale and team development of the spirit in the organization, training, mentoring, counseling
DO	focus	goal setting, troubleshooting, decision making
	implement	
	motivate	

Understanding leadership in their own organization can be beneficial for the development of leadership competencies and communication with the people. The goal of this effort is to look at the way the working environment stimulates the expression of leadership and how and why it discourages the development of the same. This primarily reflects the explicit rewards, recognition and promotion, but in many subtle ways - through training programs, social patterns, values, communication systems and so on.

COMMUNICATION PROCESS

There are a variety of definitions of the term communication, and one of them is that communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. (Webster, 2011) Communication is also "any

act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur through spoken or other modes." (ASHA, 1992)

The communication process begins when one party (individual, group or entire organization) has an idea which it wants to transfer to another. Sender's task is to transform an idea into such a form that can be sent to the recipient and that the recipient will understand. (Cekerevac & Ristic, 2006) This is called the **encoding process** - translating ideas into a form, such as written or spoken language, which the recipient can recognize (beside speech, coding covers letters and gestures, intonation, body language, facial expressions and any other resources that can be used to express something). A person encodes information when choosing words to talk with someone personally, or to write a letter. The encoding may be affected by:

- the situation in which a person is (whether he is angry, hungry);
- person's previous relationship with someone with whom he communicates (hostile, friendly); as well as
- person's understanding of what is the best way to send a message (conciliatory, authoritative).

Having been encoded, the message is ready to be transmitted using a **medium** (word, image, activity such as gestures, mimic, intonation), over one or several **communication channels**, to reach the desired receiver, and using pathways through which information travels. Telephone lines, radio and television signals, fiber-optic cables, and even the airwaves that carry vibrations of our voices are potential communication channels. However, the

manner of sending a communication depends on the encoding method. Visual information – such as images and written words – may be sent via regular mail, courier delivery, sent by a rapid delivery service, or using a growingly popular method such as a modem and PC, fax or satellite. Oral information can be transmitted over telephone lines, radio and television waves, and of course, in an old-fashioned manner, in person. Whichever channel used, the goal is always the same: to send the encoded message accurately to the desired receiver.

Once a message is received, the **process of decoding** begins - converting the message back to the sender's original form. This can involve many different sub-processes, such as comprehending spoken or written words, interpreting facial expressions and similar. To the extent that the receiver has accurately decoded a sender's message, the ideas understood will be those the sender intended to transmit. Message reception and decoding is much more complex than hearing a message. **To hear** something, one simply needs to receive the auditory stimuli, while **listening** implies message perception and interpretation. To be more than just hearing, listening must be **empathic**. Empathy is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner. (Webster, 2011). Empathy is also the ability to understand the idea or concept from the speaker's point of view, or to put it more simply, by listening to someone, we not only try to understand the speaker's words but their feelings as well. Unfortunately, many people only hear and not listen.

Once a message has been finally decoded, the process of communication can continue if the receiver sends a new message to the sender. This phase of the process is called **Feedback** – knowledge of the impact of messages on receivers. Receiving feedback allows the sender to determine whether their messages have been correctly understood. Concurrently, the feedback may convince the receiver that their opinion matters to the sender. Once

received, feedback can trigger another idea from the sender, and thus initiate another cycle of information transmission. Feedback is crucial for the regular communication flow.

The factors that distort the clarity of messages are called a **Noise**. The noise may occur in any phase of communication process. For example, poorly encoded messages (unclearly written) or poorly decoded (incomprehensible), or the presence of static along the communication channels (receiver's attention is diverted from the main message), may result in less effective communication.

Communication Barriers

Barriers - Potential obstacles to effective communication arise on several levels, from individual to organizational. (Williams, 2011) The factors affecting the smooth flow of messages are numerous, and they are:

1. words,
2. people,
3. organizational structure.

Words are symbols used by a person to express their ideas. However, a person's choice of words, manner in which these are used and meaning attributed to them can cause numerous problems. Essentially it is a semantic issue arising out of the meaning of the words used. The one and the same word can mean different things to different people. For example, the word "effectiveness" can mean something good and noble to a manager, while the word "effectiveness" may mean a loss of numerous members, or more work for the same salary to the Union leader.

Although **people** may be the greatest value of an organization, at the same time they represent a great risk to effective communication. Age, character, race, sex, education, origin and many other differences influence the things someone says or hears. (Evans, Hearn, Uhlemann, & Ivey, 2011) Apart from these individual differences that make message

transmission more difficult, there is one other barrier called **Filtering** (person hears what they want to hear). Filtering is a result of person's individual needs and interests directing their listening. (Krizan, Merrier, Logan, & Williams, 2008) Insecure employees, more than the secure ones, misrepresent their messages directed to their senior management. Employees striving to achieve success misrepresent their upward messages more often than the employees already deeming themselves as successful. Therefore, the apprehension and anxiety of subordinates affect the accuracy of the upward communication. Additionally, people striving for success and climbing the ladder of hierarchy distort their messages in order to tell bosses what they want to hear.

The last category of barriers to effective communication arises out of the very **organizational structure**. Sometimes it happens that the organizational structure itself and relations among the people are not clearly defined. In these situations it is unclear who is superior and who subordinate, or who is in charge of specific activities, or these situations lack the actual explanations on the stipulated communication channels, or they result in misunderstanding of the goals, or in lack of information about the people it is necessary to cooperate with in the event of specific problems. Other issues may arise, and all of them are consequence of a vague organizational structure.

To sum up, the communication may be improved by better choice of symbols, emphatic listening, repeating, ensuring a feedback, and a clearly defined organizational structure. Many authors list their ten tips on efficient communication (King, 2007) (Mangad, 2011) (Mackin, 2009), but it should be ensured that all participants in communication take care of the following:

1. People trust the name;
2. Become a master in praising other people;
3. Man learns to speak by speaking;

4. No need to be afraid of the jitters;
5. Body posture leaves the first impression, and eyes, voice and competence the second;
6. Everything is maintained on respect;
7. The number of words is not the decisive factor, but saying them effectively;
8. The secret of success lies in the secret of inner peace;
9. Practice every day;
10. Practice until you master it.

The most important thing is to bear in mind that communication is a skill that is learned during the entire life and no one can say they have mastered all its elements.

Research Hypotheses

The research has been carried out based on the general and individual hypotheses.

General hypothesis:

Individual characteristics of business people and their status within the organization impact the quality and effectiveness of communication they establish.

Individual hypotheses:

1. Age of respondents does not have a great impact on the manner of communication of business people
2. Education level influences a tendency to plan messages to be sent to your collocutor.
3. Respondents having different level of education are significantly different among themselves in terms of their tendency to use a language comprehensible to their listeners.
4. Employees having the education level inadequate for their position pay more attention to non-verbal signals and symbols.
5. Type of work impacts communication planning.

Processing of Poll Results and Analysis of Results Obtained

Descriptive Statistics mean the statistical methods used for the collection, classification and analysis of statistical data. It is aimed at describing the observed phenomenon or process in measurement domain.

Analysis of the results obtained by the poll will be presented using the variance analysis. *Variance* is the arithmetic mean of the square of X values deviation from their arithmetic mean.

$$S^2 = \frac{1}{N} \sum_{i=1}^N (X_i - \bar{x})^2$$

Positive value of the variance root represents the **Standard Deviation** ($S = +\sqrt{S^2}$).

This statistical technique is used for the analysis of statistical significance of differences between respondents of different age. In statistics, a result is called statistically significant if it is unlikely to have occurred by chance. The significance level is usually denoted by the symbol α (*alpha*).

In here presented research statistical significance is expressed in units of " σ " (*sigma*), the standard deviation of a normal distribution. A statistical significance of " $n\sigma$ " can be converted into a value of α via use of the function Φ which is the cumulative distribution function of the standard normal distribution $\alpha = 1 - \Phi(n)$. The term significance level is used to refer to a pre-chosen probability and the term "p-value" is used to indicate a probability that one calculates after a given study. Popular levels of significance are 10% (0.1), 5% (0.05), 1% (0.01), 0.5% (0.005), and 0.1% (0.001).

The p-value, calculated probability, is defined as the estimated probability of rejecting the null hypothesis of the study question when that hypothesis is true. If test of significance gives a p-value lower than the α -level, the null hypothesis is thus rejected. Such results are informally referred to as "statistically significant". (Anon., 2011)

The cumulative distribution function of a random variable X can be defined in terms of its probability density function f as $F(x) = P(X \leq x) = \sum_{X \leq x} P(x)$

A random variable X has density f .

The poll consisted of 24 questions, shown in Table 2, the respondents were asked. This Table also shows a part of results obtained by the analysis of statistical significance for the following four groups, namely:

1. The statistical significance of difference between respondents of different age;
2. The statistical significance of difference between respondents of different level of qualification;
3. The statistical significance of differences with respect to whether the job suits the qualifications; and
4. The statistical significance of differences with respect to workplace.

Table 2 Statistical significance of differences

	The statistical significance of difference between respondents of different age			The statistical significance of difference between respondents of different level of qualification			The statistical significance of differences with respect to whether the job suits qualifications			The statistical significance of differences with respect to workplace		
	F	" σ " (Sigma)	df	F	" σ " (Sigma)	df	F	" σ " (Sigma)	df	F	" σ " (Sigma)	df
Communication is an integral part of my job	2.156	0.118	2	0.004	0.996	2	0.379	0.768	2	2.358	0.096	2
I use different forms of communication	2.734	0.067	2	3.661	0.027	2	8.540	0.000	2	6.877	0.001	2
I plan my messages	2.654	0.072	2	12.167	0.000	2	6.869	0.000	2	6.382	0.002	2
Spontaneous communication is better than the official one	1.882	0.154	2	0.023	0.977	2	1.466	0.224	3	5.622	0.004	2
I find it hard to express my feelings	1.442	0.238	2	0.072	0.931	2	2.418	0.067	3	3.348	0.037	2
I react on the first ball	1.484	0.229	2	4.415	0.013	2	5.777	0.001	3	5.814	0.003	2
Priority of communication lies in the choice of group	1.477	0.23	2	1.535	0.217	2	5.102	0.002	3	0.597	0.551	2
It is all right to interrupt my collocutor if I have something to add	0.164	0.849	2	1.283	0.279	2	4.291	0.006	3	0.605	0.547	2
Sad news should be delivered immediately	1.412	0.245	2	4.684	0.010	2	2.718	0.045	3	5.929	0.003	2
Language which a listener comprehends	0.525	0.592	2	5.874	0.003	2	2.201	0.088	3	1.445	0.237	2
When I do not understand something, I ask	0.542	0.582	2	1.493	0.227	2	0.802	0.494	3	8.071	0.000	2
Different point of view	7.065	0.001	2	7.886	0.000	2	1.760	0.155	3	0.685	0.505	2
The same communication style	2.863	0.059	2	0.338	0.713	2	3.735	0.012	3	2.165	0.117	2
I find it hard to express my feelings	2.412	0.092	2	1.434	0.240	2	1.700	0.167	3	3.391	0.035	2
Even when I what someone wants to say I wait for them to say and then answer	1.088	0.338	2	3.334	0.037	2	10.074	0.000	3	0.018	0.982	2
When I give instructions, I ask for a feedback	9.548	0	2	0.412	0.663	2	0.445	0.721	3	1.521	0.22	2
Individuals with a problem in communication	1.795	0.168	2	2.793	0.063	2	3.604	0.014	3	6.44	0.002	2
I address the responsible person	3.344	0.037	2	0.075	0.928	2	0.372	0.773	3	0.888	0.413	2
I take written communication seriously	0.07	0.933	2	3.354	0.036	2	3.332	0.02	3	1.189	0.306	2
I focus my concentration on details	2.496	0.084	2	2.191	0.114	2	1.949	0.122	3	0.765	0.466	2
I use humor in communication	2.608	0.076	2	0.439	0.645	2	1.393	0.245	3	0.072	0.931	2
I also pay attention to non-verbal speech	0.263	0.769	2	1.470	0.232	2	5.220	0.002	3	1.497	0.226	2
I pay attention that non-verbal signals are consistent with the verbal ones	0.390	0.678	2	1.885	0.154	2	3.041	0.029	3	1.366	0.257	2
I look straight in the eye	1.391	0.25	2	2.236	0.109	2	1.07	0.362	3	0.718	0.488	2

Table 3 Post hoc analyses (Scheffé's method)

Legend: ++ Suits fully; +- Mainly suits; -- Does not suit EXJ – Executive jobs DMJ – Direct managerial jobs MHMJ – Middle and high managerial jobs

Dependent variable	Age		AS1-AS2 (I-J)	"σ" (sigma)	Level of qualifications		AS1-AS2 (I-J)	"σ" (sigma)	Qualifications match the job		AS1-AS2 (I-J)	"σ" (sigma)	Workplace		AS1-AS2 (I-J)	"σ" (sigma)
	(I)	(J)			(I)	(J)			(I)	(J)			(I)	(J)		
Communication is an integral part of my job	< 30	< 50	0.2	0.413	Middle	Higher	0	0.998	++	+-	0	0.979	EXJ	DMJ	0.31	0.097
		> 50	0.38	0.118		University	0	0.997		--	0	0.994		MHMJ	0	0.951
	< 50	> 50	0.18	0.469	Higher	University	0	1	+-	--	-0.11	0.962	DMJ	MHMJ	-0.26	0.409
I use different forms of communication	< 30	< 50	0.14	0.759	Middle	Higher	0.16	0.742	++	+-	-0.25	0.426	EXJ	DMJ	0.52	0.019
		> 50	0.52	0.093		University	0.44	0.028		--	-1.19	0		MHMJ	0.61	0.014
	< 50	> 50	0.37	0.144	Higher	University	0.28	0.401	+-	--	-0.94	0.004	DMJ	MHMJ	0	0.93
I plan my messages	< 30	< 50	-0.35	0.158	Middle	Higher	0.29	0.298	++	+-	0	0.992	EXJ	DMJ	0	0.947
		> 50	0	0.972		University	0.73	0		--	-1.02	0		MHMJ	0.68	0.003
	< 50	> 50	0.3	0.244	Higher	University	0.44	0.068	+-	--	-0.97	0.001	DMJ	MHMJ	0.73	0.008
Spontaneous communication is better than the official one	< 30	< 50	-0.19	0.518	Middle	Higher	0	0.979	++	+-	0.11	0.859	EXJ	DMJ	-0.3	0.143
		> 50	-0.38	0.155		University	0	0.991		--	0	0.98		MHMJ	-0.53	0.01
	< 50	> 50	-0.2	0.462	Higher	University	0	0.995	+-	--	0	1	DMJ	MHMJ	-0.23	0.538
I find it hard to express my feelings	< 30	< 50	0.21	0.506	Middle	Higher	0	0.932	++	+-	0.14	0.809	EXJ	DMJ	0.39	0.067
		> 50	0.36	0.24		University	0	0.995		--	-0.1	0.979		MHMJ	0.3	0.292
	< 50	> 50	0.16	0.656	Higher	University	0	0.958	+-	--	-0.24	0.797	DMJ	MHMJ	0	0.921
I react on the first ball	< 30	< 50	0.2	0.619	Middle	Higher	0.57	0.024	++	+-	0	1	EXJ	DMJ	0.24	0.445
		> 50	0.42	0.231		University	0.34	0.119		--	-0.85	0.014		MHMJ	0.72	0.004
	< 50	> 50	0.22	0.521	Higher	University	-0.22	0.571	+-	--	-0.86	0.018	DMJ	MHMJ	0.48	0.169
Priority of communication lies in the choice of group	< 30	< 50	0	0.99	Middle	Higher	-0.14	0.555	++	+-	0.14	0.55	EXJ	DMJ	0	0.905
		> 50	0.22	0.367		University	0	0.683		--	-0.5	0.024		MHMJ	-0.15	0.566
	< 50	> 50	0.2	0.267	Higher	University	0.23	0.22	+-	--	-0.65	0.002	DMJ	MHMJ	0	0.85
It is all right to interrupt my collocutor if I have something to add	< 30	< 50	0	0.958	Middle	Higher	-0.27	0.303	++	+-	0.3	0.164	EXJ	DMJ	0.14	0.686
		> 50	0	0.981		University	-0.13	0.634		--	0.49	0.163		MHMJ	0	0.892
	< 50	> 50	0	0.861	Higher	University	0.14	0.746	+-	--	0.19	0.862	DMJ	MHMJ	-0.23	0.579
Sad news should be delivered immediately	< 30	< 50	0.26	0.436	Middle	Higher	0.59	0.016	++	+-	0.32	0.255	EXJ	DMJ	0.15	0.715
		> 50	0.4	0.258		University	0	0.988		--	-0.37	0.567		MHMJ	0.73	0.003
	< 50	> 50	0.14	0.762	Higher	University	-0.57	0.027	+-	--	-0.69	0.086	DMJ	MHMJ	0.58	0.073
Language which a listener comprehends	< 30	< 50	0	0.947	Middle	Higher	-0.32	0.034	++	+-	-0.22	0.155	EXJ	DMJ	0	0.871
		> 50	0.14	0.631		University	0.11	0.553		--	-0.14	0.861		MHMJ	-0.19	0.34
	< 50	> 50	0.1	0.689	Higher	University	0.43	0.003	+-	--	0	0.966	DMJ	MHMJ	-0.25	0.266
When I do not understand something, I ask	< 30	< 50	0	0.785	Middle	Higher	-0.13	0.635	++	+-	0	0.947	EXJ	DMJ	0.44	0.002
		> 50	0.17	0.583		University	0.11	0.617		--	-0.22	0.654		MHMJ	0.36	0.037
	< 50	> 50	0	0.842	Higher	University	0.24	0.237	+-	--	-0.16	0.856	DMJ	MHMJ	0	0.902
Different point of view	< 30	< 50	0.12	0.803	Middle	Higher	0	0.998	++	+-	-0.16	0.745	EXJ	DMJ	-0.1	0.836
		> 50	0.7	0.005		University	0.54	0.001		--	0.16	0.923		MHMJ	0.17	0.692
	< 50	> 50	0.59	0.003	Higher	University	0.55	0.015	+-	--	0.32	0.622	DMJ	MHMJ	0.27	0.506

Dependent variable	Age		AS1-AS2 (I-J)	"σ" (sigma)	Level of qualifications		AS1-AS2 (I-J)	"σ" (sigma)	Qualifications match the job		AS1-AS2 (I-J)	"σ" (sigma)	Workplace		AS1-AS2 (I-J)	"σ" (sigma)
	(I)	(J)			(I)	(J)			(I)	(J)			(I)	(J)		
The same communication style	< 30	< 50	0.43	0.061	Middle	Higher	0	0.977	++	+-	-0.45	0.024	EXJ	DMJ	-0.35	0.139
		> 50	0.38	0.235		University	0.13	0.716		--	0.1	0.981		MHMJ	0	0.985
	< 50	> 50	0	0.953	Higher	University	0	0.912	+-	--	0.55	0.171	DMJ	MHMJ	0.38	0.271
I find it hard to express my feelings	< 30	< 50	0.22	0.539	Middle	Higher	0.36	0.247	++	+-	0	0.969	EXJ	DMJ	0	0.93
		> 50	0.53	0.097		University	0.14	0.701		--	0	0.999		MHMJ	0.54	0.053
	< 50	> 50	0.31	0.291	Higher	University	-0.21	0.621	+-	--	0	0.999	DMJ	MHMJ	0.61	0.066
Even when I what someone wants to say I wait for them to say and then answer	< 30	< 50	0	0.998	Middle	Higher	0.21	0.465	++	+-	0	1	EXJ	DMJ	0	0.983
		> 50	0.22	0.543		University	0.34	0.039		--	-0.54	0.07		MHMJ	0	0.997
	< 50	< 30	0	0.998	Higher	University	0.14	0.729	+-	--	-0.55	0.076	DMJ	MHMJ	0	0.997
When I give instructions, I ask for a feedback	< 30	< 50	-0.47	0.036	Middle	Higher	0.13	0.805	++	+-	-0.13	0.857	EXJ	DMJ	0.26	0.341
		> 50	0.24	0.552		University	0	0.945		--	0.12	0.97		MHMJ	-0.12	0.829
	< 50	> 50	0.7	0	Higher	University	-0.18	0.664	+-	--	0.25	0.801	DMJ	MHMJ	-0.38	0.277
Individuals with a problem in communication	< 30	< 50	0.26	0.322	Middle	Higher	0	0.998	++	+-	0.22	0.443	EXJ	DMJ	-0.54	0.005
		> 50	0.38	0.186		University	-0.32	0.087		--	0.7	0.022		MHMJ	-0.37	0.129
	< 50	> 50	0.13	0.753	Higher	University	-0.31	0.249	+-	--	0.48	0.236	DMJ	MHMJ	0.16	0.76
I address the responsible person	< 30	< 50	0	0.991	Middle	Higher	0	0.995	++	+-	0	0.931	EXJ	DMJ	0	0.958
		> 50	0.31	0.116		University	0	0.929		--	0	0.984		MHMJ	0.16	0.481
	< 50	> 50	0.3	0.048	Higher	University	0	0.979	+-	--	0	1	DMJ	MHMJ	0.2	0.466
I take written communication seriously	< 30	< 50	0	0.985	Middle	Higher	0	0.769	++	+-	-0.23	0.072	EXJ	DMJ	0	0.772
		> 50	0	0.935		University	0.23	0.037		--	0.11	0.902		MHMJ	0.17	0.334
	< 50	> 50	0	0.961	Higher	University	0.15	0.426	+-	--	0.33	0.152	DMJ	MHMJ	0.1	0.772
I focus my concentration on details	< 30	< 50	0.24	0.17	Middle	Higher	0	0.974	++	+-	-0.21	0.245	EXJ	DMJ	-0.12	0.586
		> 50	0.32	0.108		University	0.21	0.133		--	-0.22	0.616		MHMJ	0	0.905
	< 50	> 50	0	0.778	Higher	University	0.18	0.4	+-	--	0	1	DMJ	MHMJ	0.19	0.521
I use humor in communication	< 30	< 50	0.27	0.138	Middle	Higher	0.13	0.647	++	+-	-0.11	0.774	EXJ	DMJ	0	0.996
		> 50	0.34	0.108		University	0	0.961		--	0.13	0.901		MHMJ	0	0.931
	< 50	> 50	0	0.835	Higher	University	0	0.787	+-	--	0.25	0.602	DMJ	MHMJ	0	0.968
I also pay attention to non-verbal speech	< 30	< 50	0.1	0.824	Middle	Higher	-0.13	0.737	++	+-	0	1	EXJ	DMJ	0	0.95
		> 50	0.14	0.793		University	0.15	0.53		--	0.81	0.003		MHMJ	-0.28	0.282
	< 50	> 50	0	0.977	Higher	University	0.29	0.26	+-	--	0.81	0.004	DMJ	MHMJ	-0.33	0.287
I pay attention that non-verbal signals are consistent with the verbal ones	< 30	< 50	-0.12	0.681	Middle	Higher	0.21	0.365	++	+-	0	0.976	EXJ	DMJ	0	0.764
		> 50	0	0.894		University	0.21	0.216		--	0.43	0.141		MHMJ	-0.24	0.279
	< 50	> 50	0	0.954	Higher	University	0	1	+-	--	0.48	0.091	DMJ	MHMJ	-0.15	0.722
I look straight in the eye	< 30	< 50	0	0.87	Middle	Higher	0	0.956	++	+-	0.14	0.536	EXJ	DMJ	0	0.958
		> 50	0.13	0.671		University	0.2	0.123		--	0	1		MHMJ	0.15	0.489

The results processed showed that the age of respondents does not seriously affect the communication of business people.

Based on the results obtained (Table 2 and 3), it can be noticed that a statistically significant difference between the respondents aged up to 30 and over 50 years and aged up to 50 and over 50 exists in terms of their reactions in situations where the points of view of the other speaker differ from their own. People over the age of 50 tend to avoid getting angry or upset when other people have points of view different than theirs. Additionally, a statistically significant difference exists at level 0.01 between respondents aged up to 50 and over 50 years in terms of asking for a feedback from the people they have given instructions. People between the age of 30 and 50 less tend to ask for feedback when they have given instructions.

Further variance analysis of the results obtained shows statistically significant differences between the respondents with secondary and university education in terms of planning the messages to be delivered to other collocutors. University-educated respondents have greater tendency to plan their messages. This relation could have been assumed since it shows that university-educated people are better prepared for communication and more complex communication that they carry out.

When compared to the education of respondents, the answers show a statistically significant difference in terms of their tendency to get upset in the situations when their points of view are different from the listener's. Respondents with secondary education get upset more often than the university-educated ones when such difference exists.

By the analysis of this information, another statistically significant difference between the indicators obtained may be noticed. It can be noted that there is a significant difference between the respondents with higher and university education in terms of their tendency to use a language their listeners understand, namely "in favor of" the university-educated respondents. They try harder than other groups to use a language of their listeners.

In addition to the above results, those related to the relevance of actual education, i.e. education of respondents according to their school documentation, were also analyzed. According to the data obtained for this group, respondents whose education is not adequate for the job they carry out differ from those whose education is adequate for their job in terms of the use of different information means. The respondents, where these differences exist, use different means of communication more rarely than their colleagues. This group of business people probably works at more simple and less responsible positions.

People on inadequate job positions show another statistically significant difference in comparison to their “more adapted” colleagues, namely the position that communication skills are a priority in selecting the members of groups and work teams. Non-verbal speech also shows to be linked to the adequate occupation. Employees whose education is not adequate for their position pay more attention to non-verbal signals and symbols.

The fourth group of statistical data is related to a position and type of work and their repercussions on the manner of communication of thus classified respondents. The type of work appears to be a significant predictor in communication planning. People in the position of an immediate manager plan their communication the least, while people carrying out the tasks of a medium-level or high-level manager do so most frequently. Immediate managers most often react immediately, promptly, and find it hard to deliver news. Respondents carrying out executive operations believe that there are more people with communication problems in the organization than believed by the people in positions of immediate managers. Immediate executives plan their communication very seldom. Executives communicate without any plan and impulsively, and they do the same when delivering either bad or sad news to their listeners.

Statistically significant differences at 0.01 level of significance exist between the executives and managers in terms of perception of the existence of communication difficulties

with other people. Executives believe that their colleagues and co-workers in the organization show such difficulties more often, while managers perceive these difficulties in lesser scope.

CONCLUSION

The information obtained by comprehensive statistical processing has confirmed the expectations in terms of correlations although such correlations are not “strong”. Scarcity of obtained correlations in terms of the proof of their statistical significance depends not only on the sample scope, but also on the sparse answers in the corpus of dependent variables.

Despite the scarcity of results, all the individual hypotheses have been confirmed by the results of research. Individual characteristics of business people and their position within the organization, such as their age, years of service, professional qualifications, position in the management system, tendency towards a potential fluctuation, belonging to a sector, have proved to be significant correlations (positive or negative) in the manner of their communication in terms of the quality and effectiveness of communication established.

Based on the statistically verified hypotheses of the specific general level, it may be concluded that the obtained results also confirm the general hypothesis, i.e. that individual characteristics of business people and their organizational status impact the quality and effectiveness of communications they establish. Thereby the objective of entire research was successfully fulfilled.

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LEADERSHIP COMPETENCE AND CHALLENGES IN THE COMMUNICATION PROCESS

S. R.

University of Belgrade - Faculty of organizational sciences, Belgrade

D. M.

University of Belgrade - Faculty of organizational sciences, Belgrade

Z. Č.

“Union” University Belgrade, Faculty of industrial management, Belgrade

E. V. K.

University of Ljubljana, Faculty of Maritime Studies and Transportation

S. S.

University of Sarajevo, Faculty of traffic and communication, Sarajevo

Prevod naslova rada:

LIDERSKE KOMPETENCIJE I IZAZOVI U PROCESU KOMUNIKACIJE

SAŽETAK:

U radu se razmatra proces poslovne komunikacije, a posebno prepreke u komunikaciji. U uvodnom delu rada govori se o problemima koji nastaju zbog nekompetentnosti i/ili nedovoljne obučenosti menadžmenta. Posebno su naglašene intelektualne veštine. U kontekstu organizacionog ponašanja, intelektualne sposobnosti često se mogu podeliti na menadžerske veštine, liderske veštine, kao i veštine pregovaranja, komunikacije, prodaje, itd. U radu se ističe da značaj komunikacionih veština i činjenica da se te veštine mogu steći i učenjem. Zatim su predstavljeni neki modeli razvoja liderskih veština. Posebna pažnja je posvećena Dejvid Kolbovom konceptu učenja, kao i modelu američke vojske od jedanaest principa. Ovaj pristup „Be-Know-Do“ primenjuju i mnoge velike kompanije.

U odeljku Proces komunikacije objašnjen je sistem prenošenja informacije sa govornika na slušaoca. Navedene su i osnovne prepreke dobrom razumevanju učesnika u komunikaciji, kao

i napomene koje bi svakom učesniku u komunikaciji trebalo da budu na umu tokom komunikacije.

U okviru pripreme istraživanja, autori su postavili generalnu hipotezu:

Individulane osobine poslovnih ljudi i njihov organizacioni status utiču na kvalitet i efikasnost komunikacija koje oni uspostavljaju.

Pored nje postavili su i pet posebnih hipoteza:

- 1. Starost ispitanika ne pokazaje veliki uticaj na način komuniciranja poslovnih ljudi;*
- 2. Visina školske sprema utiče na sklonost ka planiranju poruka koje će sopštiti sagovornicima;*
- 3. Ispitanici sa različitim nivoima školske sprema međusobno se značajno razlikuju u pogledu nastojanja da koriste jezik koji njihovi slušaoci razumeju;*
- 4. Radnici čija sprema nije u skladu sa njihovim radnim mestom više obraćaju pažnju na neverbalne signale i simbole.*
- 5. Vrsta posla utiče na planiranje komunikacije.*

Prepreke u komunikaciji su analizirane kroz obradu i analizu rezultata ankete u kojoj su bila postavljena 24 pitanja. Dobijeni rezultati u opsežnom postupku statističke obrade potvrdili su očekivanja u smislu korelacionih veza, mada te korelacione veze nisu „čvrste”.

Obrađeni rezultati su pokazali da starost ispitanika nije pokazala veći uticaj na način komuniciranja poslovnih ljudi. Ipak, postoji statistički značajna razlika između pojedinih grupa ispitanika u pogledu reagovanja na situacije u kojima se gledišta sagovornika razlikuju od njihovih. Osobe starije od 50 godina izbegavaju da se ljute ili uzbuđuju kada su gledišta drugih ljudi različita od njihovih. Takođe, statistički je značajna razlika između ispitanika u pogledu traženja povratne informacije. Osobe između 30 i 50 godina su najmanje sklone tome da traže povratnu informaciju kada daju uputstva.

Analiza varijanse dobijenih podataka pokazuje statistički značajne razlike između ispitanika koji imaju srednju i visoku školsku spremu u pogledu planiranja poruka koje će sopštiti sagovornicima. Veću sklonost ka planiranju imaju oni sa visokom stručnom spremom.

Analize su pokazale i da se ispitanici čija sprema nije adekvatna poslu koji obavljaju razlikuju od onih čija je sprema adekvatna poslu u pogledu korišćenja raznovrsnih informacionih sredstava. Oni ispitanici koji imaju takve razlike ređe koriste raznovrsna komunikaciona sredstva.

Vrsta posla se javlja značajnim prediktorom u planiranju komunikacija. Osobe koje se nalaze na položaju neposrednog rukovodioca najmanje planiraju svoju komunikaciju. Neposredni rukovodioci najčešće i reaguju odmah, i teže tome da odmah saopšte vest.

Sve posebne hipoteze su potvrđene rezultatima istraživanja. Individualne osobine poslovnih ljudi i njihov položaj u organizaciji, kao što su njihova starost, dužina radnog staža, stručna kvalifikacija, položaj u sistemu rukovođenja, tendencija ka potencijalnoj fluktuaciji i sektorska pripadnost pokazale su se kao značajni korelati njihovog načina komuniciranja u smislu kvaliteta i efikasnosti uspostavljenih komunikacija. Na osnovu statistički verifikovanih hipoteza posebnog nivoa opštosti može se zaključiti da dobijeni rezultati potvrđuju i generalnu hipotezu, tj. da individualne osobine poslovnih ljudi i njihov organizacioni status utiču na kvalitet i efikasnost komunikacija koje oni uspostavljaju. Time je i celokupno istraživanje uspešno privedeno svome cilju.

Ključne reči: liderstvo, process komunikacije, Kolbov model, Scheffé metod.