Evaluation of Managerial Potential in Academic Environment

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Abstract: - Psychological and psychosocial qualities that are part of a profile manager, it helps to know people in subordination to and manifest towards them differently, depending on the way of being of each. Identification of early academic managerial potential is a very important measure for both the professional environment and for efficient vocational guidance.

Key-Words: - leadership, personality, managerial potential, academic environment, psychology, geography

1 Introduction

In the last century, representatives of psychological institutes active in the field of leadership states that different leadership styles are effective in different organizational circumstances (Muller and Turner, 2007, as cited Trivellas and Drimoussis, 2013). There is also a distinction between general notion of competence which should be defined as a concept that represents a dimension of behavior developed by an individual and and supported by high performance, while the competence, seen as a personal trait could be interpreted the amount of skills that meet certain external standards generally accepted (Ahadzie, Proverbs, and Olomolaiye, 2008; Cheng, Dainty and Moore, 2005; Tett, Guterman, Bleier, and Murphy, 2000 as cited Trivellas and Drimoussis, 2013).

In another sense Northouse’s (2007, as cited Rutkauskas and Stasytyte, 2013) defines leadership as a process whereby an individual influences a group to achieve a common goal. Leadership functions must be expressed stochastically, as the environment in which they are made, in the sense that there are more opportunities to exercise control still some way to success is more probable than others. For the perception and the management of these processes is necessary to use ideas and techniques for stochastic optimization (Rutkauskas and Stasytyte, 2013).

In terms of perception leader, a study conducted in Croatia by Zekan, Peronja and Russo (2012) and using as target population the students, show that they recognize most of the leaders in the fields of sport and politics. It shows that a small number of women may be perceived as a leader, in this top on this list mostly of them being from another country. The authors concluded that because of the special dynamics of political life in Croatia few politicians can be considered leaders. The main causes of this phenomenon is that young people are not interested in politics or that there are no genuine leaders among Croatian politicians. The solution of the authors is to help students understand what skills and leadership abilities are needed for managers and then to succeed to recognize their own in the personal and professional lives.

In Romania, Ielics and Runcan (2012) highlights the discriminatory position, in which the female manager still is, a fact confirmed by the "Human Development Index" which places our country in a statistics of 2010, on the 56th place from 175 countries. Based on these facts the authors attempt to reduce the effects of gender discrimination in the labor market, and identify solutions to increase the role of women in business management and social
policies. Authors arguments are emphasized by the personality profiles made by the them and that does not justify the existence of discriminatory attitudes when it comes to promoting women in leadership positions. Compared to male managers, female managers have certain advantages from the perspective of perseverance, ambition, loyalty, diplomacy, persuasion, intuition, prudence and empathy.

In the same educational context Stukalina (2013) carried out a research regarding the management in the educational context from Latvia and how strategic decisions are taken. It is analyzed a strategy for the implementation of the strategic management concepts in the modern educational institutions, in order to support effective use of resources to support increasing the quality of education in the development of these institutions. By developing these strategies, managers from education must take into account the dynamics of external and internal factors that can influence the choice of strategies and techniques used in the strategic plan. It is used the SWOT analysis. The researcher concludes that a successful organization in educational field depends largely on its ability to process information that supports strategic decisions.

An interesting qualitative research on developing leadership skills is carried out by the Mozhgan, Parivash, Nadergholi and Jowkar (2011) in Iran. The strategy involves a combination through triangulation of some research strategies: interview, focus group and biographical method. Results show that there are several factors that influence the development of leadership skills, namely:

1. Individual factors (emotional intelligence, self-efficacy, self-esteem and extraversion)
2. The experience of students and involvement in educational activities (student-faculty relations, relations between students, the position of each student in the group)
3. The educational environment

The results shall provide to practitioners from the counseling centers, administrations, faculties departments and within the management team, information regarding the best ways of training future leaders of the XXI century.

Referring to the global financial crisis from 2008, 2009 and trying to capture its influence on leadership styles in Turkey, Ozsahin, Zehir and Acar (2011) demonstrates that the desire of continuous improvement, openness to new, mediates the effects of task-oriented leadership, and the behaviors-relation-oriented leadership in the firm performance.

A study presented by the Nordin (2011) evaluated the relationship between emotional intelligence, organizational involvement and their influence on organizational behavior and organizational preparedness for change. The study involved 169 people employed at the University MARA (UiTM) in Malaysia. The results confirm the relationship between variables, thereby being highlighted the urgent need to understand the behavior on attitudes to work if desired effort for change to become effective. General regression model was considered valid explaining about 44.1% of the variance adjusted organizational readiness for change. Statistical results showed that emotional intelligence has contributed largely to explain the availability of organizational change.

In another study Nordin (2012) evaluated the relationship between emotional intelligence, transformational and transactional leadership behavior and organizational involvement. The study demonstrates the presence of positive correlation, but not significant, between emotional intelligence, leadership behavior and organizational involvement. The results indicate that emotional intelligence and leadership behavior are possible predictors of organizational involvement.

The impact of the manager personality and leadership style is evident not only in quality but also in terms of labor job satisfaction. Mihalcea (2013) assess the relationship between different components of job satisfaction and personality profile of people in leadership positions, the efficiency of some coaching strategies applied to individuals in top management by analyzing the satisfaction level of their subordinates and identify the specific personality traits of the leaders that generate work satisfaction in their subordinates. Confirming the existing results from the literature, Iliescu et al. (2007, as cited Mihalcea 2013), according to which the specific traits of transformational leader are: a high level of dominance, activism, sociability and openness to experience, the author shows that job satisfaction is linked mainly with independence, dominance and achievements through conformism for people in leadership positions. In addition to these aspects it is identified a leader's personality profile that generates satisfaction at work among subordinates. The specific personality traits for such a profile are: tolerance, flexibility, creativity and achievements through independence.

In conclusion a good manager is one who manifests desire of self-improvement in terms of work and his style of leadership. Armstrong (2011, p. 39),
recommends several attitudes necessary for this purpose:
- selecting the best partners;
- manager must be a strong motivating factor; manager must know how to build a team;
- manager must be a leader, not just a manager;
- manager must improve its communication skills;
- manager must be a good manager of the time;
- manager must have a constantly desire for self-improvement.

2 Methodology

2.1 Objective
Identifying the level and the differences of the dominance, sociability, empathy, self-control, tolerance, intellectual efficiency, psychological intuition, flexibility, managerial potential, creative temperament and leadership for two categories of students, who are part of different departments of study: psychology and geography.

2.2. Hypothesis
There are significant differences in the level of dominance, sociability, empathy, self-control, tolerance, intellectual efficiency, psychological intuition, flexibility, managerial potential, creative temperament and leadership among psychology and geography students.

2.3. Population
People who took part in the research were selected from "Dimitrie Cantemir" University, Targu Mures. Their total number was 80, 41 of them from psychology and 39 from geography. Age range was between 19-26, 34 males and 46 females.

Table 1. The experimental design

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization</td>
<td>Psychology</td>
</tr>
<tr>
<td>Dominance</td>
<td>a</td>
</tr>
<tr>
<td>Sociability</td>
<td>b</td>
</tr>
<tr>
<td>Empathy</td>
<td>c</td>
</tr>
<tr>
<td>Self-control</td>
<td>d</td>
</tr>
<tr>
<td>Tolerance</td>
<td>e</td>
</tr>
<tr>
<td>Intellectual efficiency</td>
<td>f</td>
</tr>
<tr>
<td>Psychological intuition</td>
<td>g</td>
</tr>
<tr>
<td>Flexibility</td>
<td>h</td>
</tr>
<tr>
<td>Managerial potential</td>
<td>i</td>
</tr>
<tr>
<td>Creative</td>
<td>j</td>
</tr>
</tbody>
</table>
temperament
Leadership \( k \) \( k' \)

The instrument used in research, for measuring the dependent variables, was California Personality Inventory (CPI), 260 items version.

2.4. Results
For highlighting the differences between the two groups, we used the independent samples T test. Independent samples T test is used to calculate whether the two sets of scores averages differ significantly between them. The statistical significance, indicates that the two samples differs enough to believe that the difference is not due to random factors arising from sampling (Howitt and Cramer, 2010). T test was calculated using IBM SPSS Statistics 20 (Table 2).

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>T value</th>
<th>Significance (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominance</td>
<td>1.173</td>
<td>.248</td>
</tr>
<tr>
<td>Sociability</td>
<td>1.126</td>
<td>.267</td>
</tr>
<tr>
<td>Empathy</td>
<td>2.066</td>
<td>.046</td>
</tr>
<tr>
<td>Self-control</td>
<td>1.693</td>
<td>.186</td>
</tr>
<tr>
<td>Tolerance</td>
<td>1.258</td>
<td>.216</td>
</tr>
<tr>
<td>Intellectual efficiency</td>
<td>1.755</td>
<td>.087</td>
</tr>
<tr>
<td>Psychological Intuition</td>
<td>2.099</td>
<td>.042</td>
</tr>
<tr>
<td>Flexibility</td>
<td>3.342</td>
<td>.002</td>
</tr>
<tr>
<td>Manager potential</td>
<td>1.583</td>
<td>.122</td>
</tr>
<tr>
<td>Creative temperament</td>
<td>2.732</td>
<td>.009</td>
</tr>
<tr>
<td>Leadership</td>
<td>.625</td>
<td>.536</td>
</tr>
</tbody>
</table>

It can be noticed that there are significant differences between the two groups in terms of empathy (t=2.066, p<0.05), psychological intuition (t=2.099, p<0.05), flexibility (t=3.242; p<0.01) and creative temperament (t=2.732; p<0.01). In terms of dominance, sociability, self-control, tolerance, intellectual efficiency, managerial and leadership potential there were no significant differences between the two groups of subjects.

4 Conclusion
The specific hypothesis formulated above is only partially confirmed. Only four of the analyzed personality factors, considered important for the personality profile of manager, significantly vary in the case of the students in the two backgrounds. For sure, the differences noticed refer also to the vocational character of the two groups. The future psychologists need a superior development of these components oriented in order to perform their profession. Thus, as for the vocational perspective is concerned, one may notice a type of optimum orientation towards the most appropriate profession for the students in Psychology. As for the personality profile of the future manager is concerned one can debate upon fulfilling a double conditioning. On the one hand, it refers to abilities and their level of development and on the other hand, one should talk about the conditions in which this potential can be fully developed. The correct identification of the personality features necessary to a manager, from the period of academic formation, thus becomes a necessity. The educational formation from this point of view will necessary contain personal development programs adapted to the individual specific and specialization belonging. The psychological counselling centers, functioning inside universities, must provide a proper job orientation, and organize and coordinate such activities for students.

In future research we aim to tackle the issue of personality traits of the manager form the perspective of creating new predictive patterns for those who aim to occupy a leading position in the selected domains (Human Resources Manager, Tourism Manager etc).

References:


