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The title of the dissertation: The study of leadership competencies in non-governmental organizations

SUMMARY

The main aim of the work was to examine leadership competences in non-governmental organizations, including finding a way to measure them, developing an original method and applying it in practice. On the basis of the independently created method of evaluating "Leader 360°" (thirty key leadership competences adopted by me as specific for non-governmental organizations), I examined how organizations perceive leadership competencies of the leaders of ten non-governmental organizations and how their competencies are assessed by co-workers and volunteers. In designing the method, I followed the guidelines for the study of leadership competences described mainly in management sciences. My dissertation is interdisciplinary because it draws on the achievements of political science, management, sociology and social psychology.

When I started research, I reached for literature, looking for answers to questions that bothered me. What is the role of modern non-governmental organizations? Who is heading the non-governmental organization: manager or leader? What is the role of the leader in contemporary non-governmental organizations? Which competences can we describe as leadership? What are the characteristics of selected leadership competences? Which leadership competences are crucial for non-governmental organizations? How can we examine leadership competences? What is the difference between the study of leadership competences in politics and business and non-governmental organization? How can you transfer researched methods from management sciences to social sciences? How should the leadership competence matrix be built? Which leadership competences are at the highest level in non-governmental organizations? Which leadership competences are at a low level in non-governmental organizations? What are the differences in the self-assessment of leaders and the assessment of associates of individual leadership competences? To what extent do the competences of a leader determine the management of a non-governmental organization? To what extent do non-governmental organizations use methods for measuring competences? What are the benefits for them from

researching leadership competences?

The study assumed the use of triangulation, and thus a combination of quantitative and qualitative methods. Among the techniques of collecting materials were: quantitative methods and qualitative methods (including: an observation, a narrative interview, a biographical interview, a document analysis, a text analysis, participation in the daily life of respondents, etc.).

The dissertation contains seven chapters: the first three are theoretical, the fourth chapter is a methodological chapter, and the last three chapters discuss the results of empirical research. In the theoretical part, I discussed problems related to three phenomena caused by the title of work: non-governmental organizations, leadership and competences. On this basis, I accepted the author's competence matrix for empirical research. It determined the structure of the empirical part of the work and the area and methods of research.

The first chapter concerns non-governmental organizations. The starting point is the concept of a non-governmental organization, taking into account diversity in terminology, and thus the use of various acronyms. The question of the relation of the notion of non-governmental organizations to the concept of the third sector is also included. The types of non-governmental organizations and their characteristics have also been indicated. Problems of non-governmental organizations in the context of civil society and the political system were discussed. The reasons for the development of civic awareness and competence were identified, but barriers were also shown. The functions of non-governmental organizations in socio-political and economic life are discussed. Next, the current trend of developing the idea of the social economy was highlighted, the issue of social entrepreneurship was identified, the appreciation of which is to guarantee the development and stability of the functioning of the third sector in the future. An explanation of the definition of a social economy entity and a social enterprise was also made. It also indicates the functions of social or socio-economic entities in the areas of life like: social, economic and political.

The second chapter is devoted to the issue of leadership. A compilation of the definition of leadership was prepared indicating their heterogeneity. Nine important and most characteristic periods in the study of the development of the concept of leadership were discussed. Multidimensionality and multifacetedness of the leadership phenomenon were also discussed. The pluralism of the types of leadership was also pointed out, exemplification of leadership and direction styles was carried out and the analysis of the differences between leadership, power and

management was reviewed. An analysis of the perception of leadership through the prism of charisma and personality traits was also prepared. Due to the nature of the work, attention was paid to the issue of the leader's effectiveness, as well as showing the possibilities of learning leadership. Six schools of leadership research were presented as a starting point for teaching leadership competences.

The third chapter discusses the concept of competence, the history of scientific interest in competences, and the types of competences. Leadership competences were also characterized and selected competence models were presented. One of the key aspects discussed in this chapter are the methods of studying and assessing competences. The purposefulness of competence testing was demonstrated and the aspects related to conducting this process were discussed. The diversity of competence assessment methods was also presented, with particular emphasis on multi-source evaluations. The evaluation techniques and the differences between the test methods were indicated. A review of the competency assessment tools available on the market was also carried out.

Chapter four is methodological. Based on the research conducted on non-governmental organizations, leadership and competences, I have developed an original method of evaluating leadership competences in non-governmental organizations. In this chapter I present the assumptions, functions and purpose of the method. I also discuss the structure of the 360 ° Leader model, presenting and characterizing 30 key leadership competencies of non-governmental organizations leaders. In the first group of competences, I take into account knowledge in the areas of: organization management, human resources management, finance, law as well as internal and external communication. In the second group, including leadership skills, I have explicated such competences as: motivating, conflict resolution, strategic thinking, organizing, sharing leadership and empowerment, delegating tasks, team building, building partnerships, communicating, developing people's potential, risk management, time management and designation goals, readiness for change, shaping a common vision, assertiveness. In the third group of competences I distinguished and characterized key leadership attitudes such as: tendency (readiness) for empathy and sensitivity, cooperation, optimistic attitude, manifestation of initiative, proactivity, inclination to motivate others, determination in achieving goals, self-development, willingness to bear responsibility and inclination to mindfulness.

In the fourth chapter, I also present the principles of sample selection and characterize the

researched non-governmental organizations, taking into account such aspects as: the headquarters, duration, number of teams and subassemblies (general meeting, management), genesis, missions and visions of the organization. I also analyzed the main areas of their activity, the synthesis of statutory objectives and the most important activities undertaken in 2016-2018. I also prepared a list of cooperation between the surveyed entities and other non-governmental organizations, enterprises and institutions. I paid attention to membership in partnerships and networks, as well as communication within and outside the organization. Finally, I reviewed the types of activities carried out by the organization and their revenues for the past three years. In this chapter I have also prepared the characteristics of groups of interlocutors. The most extensive characteristics of leaders include aspects such as place of residence, age, education and current profession. The motivation to become a leader of a non-governmental organization as well as previous managerial and leadership experience are also important issues. I also analyzed how the leaders have developed their leadership competences. The methodological chapter also contains a description of the research process in which I presented the course of each stage.

The fifth, sixth and seventh chapter summarize the results of the research and subject them to a detailed analysis. The research of leadership competencies in non-governmental organizations was carried out using the multi-source analysis method using the 360 ° leader tool. Therefore, semi-structured interviews were conducted among leaders who made self-assessments as well as among those included in the three groups from the closest circle of leaders. The closest associates, employees and volunteers during their interviews evaluated the leadership competencies of their leaders. The key to the planned research was to characterize the leadership competencies of the surveyed leaders of non-governmental organizations in terms of knowledge, skills and attitudes. The comparison of the results enabled the analysis and definition of development levels of each competency included in the 360 ° Leader model. Thanks to the combination of research results, I have identified the strongest and weakest links in the proposed leadership competence matrix. I also paid particular attention to discrepancies in the assessments of particular groups of selected competences and I showed general trends in the assessment by individual groups of interlocutors.

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