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## The influence of self-esteem on effective leadership style

Călin Mariana Floricica<sup>1</sup>, Sandu Mihaela Luminița<sup>2</sup>

<sup>1,2</sup> Ovidius University of Constanta, Faculty of Psychology and Educational Sciences

[mariana.calin@365.univ-ovidius.ro](mailto:mariana.calin@365.univ-ovidius.ro)<sup>1</sup>, [mihaela\\_naidin@yahoo.com](mailto:mihaela_naidin@yahoo.com)<sup>2</sup>

**Abstract.** An organization is the combination and use of resources - human, financial and material - to achieve goals. All organizations include in one form or another a set of their own goals, the distribution of power and authority, expectations about functions or duties, communication channels, and certain methods of ensuring that goals are achieved. The universal nature of organizations has made them the subject of both admiration and negative jokes or stories. On the one hand, some organizations are said to be "anointed," while in others people complain that they are treated like numbers, not individuals, or that they get lost in the big bureaucracy.

**Keywords.** Influence, self-esteem, leadership style, efficiency

### The organization

The organization represents a form of social reality, a "system of activity organized around an explicitly formulated finality, sufficiently differentiated functionally, containing a differentiated subsystem with functions of organization, leadership and coordination, involving a sufficiently large number of individuals" (C Zamfir, 1974).

Not every social-human activity and community is an organization, but only those in which participants have specific, systematically correlated responsibilities and pre-ordered tasks.

In its initial sense of social structure, through formal excellence, the organization represents what Cooley (1909) called a "secondary group", ie a set of people who pursue a specific purpose, identical or complementary, consisting of structures, operating according to rules which aim to adjust the ratios of the belonging elements".

Organizational ambivalence is a key issue for those in leadership positions who need to determine whether the organization they belong to is their "master" or "slave".

If the organization is seen as a "master", everything in the system is seen as a given, and people must adapt to the structure, policies, objectives, values and requirements established by the organization. The role of the manager is to keep the organization as something sacred and to make sure that everyone in the system conforms to the system they belong to.

The organization can also be seen as a "slave" or rather as a tool that managers have at their disposal to ensure the achievement of goals. If a certain combination of factors of production is ineffective in leading people to where they want to go, the most appropriate action is to change something in the organization.

History is full of examples of managers who have failed in their attempt to change the organization in such a way as to meet the demands of the existing situation.

In business, some companies such as Procter and Gamble or General Foods have created a new organizational form called the matrix organization, which has given them a competitive advantage. This

form created product or project teams that brought together employees from several departments. Each team member had two bosses - the product team leader and the department leader. This new form of organization allowed the team to have all the necessary resources to produce and launch a new product in a very short time, due to the fact that it eliminated the phase in which the product had to receive the approval of all departments before being launched on the market.

This is an example of managerial thinking that the organization is a tool that can be changed and used in a large number of ways to ensure the achievement of goals or the mission of the organization.

Zlate (1990) addresses several types of definitions of organizations:

a. Defining organizations in terms of goals, formal structures and in integrative terms:

a.1. Defining organizations in terms of goals is based on a more general idea present in sociology. It is about the fact that sociologists tend to associate and assign goals to any form of social organization. Here are some definitions:

o Organizations are social units (or human groups) set up and reconstituted intentionally to pursue specific objectives. (Etzioni, 1961)

o Organizations are structured to achieve a particular type of goal. (Parsons, 1964)

o Organizations have goals that are explicit, limited, and formal. (Udy, 1965)

From these definitions derive at least two essential characteristics of organizations: the presence of purpose (as a defining note); the presence of purposes that satisfy a series of requirements, ie to be collective, specific, explicit, limiting, official, etc.

The great advantage of defining organizations in terms of goals is that they are not provided with information about the specifics of the organization, the purpose being that which arises from the nature of the organization.

Depending on the degree of achievement of the goal, we can know what is the level of "health", efficiency or development of the organization. An organization that achieves its intended purpose at a maximum level can be considered mature, efficient, while another that achieves its goal at a minimum level or maybe not at all will be a sick organization with serious problems. Organizational success or failure is therefore directly proportional to the degree of completion of goals.

Defining organizations in terms of goals is associated with a number of limitations and disadvantages. First of all, we arrive at what we could call the personality of organizations as living, concrete beings, only these being able to elaborate their goals. Organizations as inventions and human creations cannot be "questioned" whether or not they have developed their own goals; but sometimes more important than the ends are the means by which they are actually translated. Purposes, as products of human consciousness can be inadequately or even incorrectly formulated; there is not always a concordance between the stated, confessed, made public and the real, authentic purposes. If the goal is the defining note of the organizations, the organizations should self-dissolve, disappear after the successful fulfillment of the explicit goals; reality shows that they continue to exist and persist even when goals are neglected or distorted.

a. The definition of organizations in terms of formal structures has its origins in Weber's conception of bureaucratic systems based on precise functions and rules, on strict authority, on rigid hierarchy. It is about the conscious structuring of the official relations between the members of the groups and the organizations. Sociologists and psychologists are oriented towards what is structured, roofed, formalized. Here are some definitions:

- Organizations are systems that refer to stable and explicit roles that tend towards a high degree of predictability and coordination in organizational behavior. (March, Simon, 1958)

- Organizations involve a systematic ordering of statutes and duties that define a hierarchical line. (Firth, 1964).

Emphasizing the role of consciously organized social relations, carried out according to certain rules and assuming various responsibilities, contributes to a finer differentiation of organizations from other forms of organization in which these aspects are not necessarily mandatory. There are organizations in which employees hold dispersed positions and act in a personal manner, which does not fit into organizational contexts. There are forms of organization, such as family, groups of friends, which have the characteristics set by Weber, but could hardly be included among organizations. Even if there is a hierarchical power in a family, it is qualitatively distinct from that of an organization.

b. Defining organizations in integrative terms seeks to overcome the difficulties created by previous ways of defining organizations that led to a certain dichotomization: goals themselves, unintegrated and unsubordinated to structures, were as inefficient as unguided and unoriented goal structures.

The ones so far show us that none of the proposed solutions for defining organizations is infallible. Silverman (1972), who analyzed them all, proposes a synthesis of them, outlining the distinctive features of organizations: "it does not seem that an ideal type of formal organization should emphasize at least three distinctive features, which contain the variable elements. previous discussions".

These are the following:

- Organizations appear at a determinable time; they are artifacts, consciously established for the fulfillment of objectives generally determined in time; they have rules, hierarchical lines, clear communication channels; they involve exceeding the goals in time, which makes the original objective of the organization to have a limited value to explain the current objectives and the nature of the interaction between the members.
- Organizations are characterized by a preparation of relationships considered as a given means for participants trying to coordinate and control them.
- Great importance must be given to the planned changes in social relations, to the "rules of the game" on which they are based.

### **Defining organizations in terms of human activities:**

1. Defining organizations in terms of human activities is one of the first formulated. As early as 1938, Barnard wrote: "Formal organization is a system of activities or forces of two or more consciously coordinated persons." Unfortunately, this approach was ignored for a long time and updated only in the 70s and 80s, when the dispute over the distinction between the notion of organization and organization was reactivated in sociology.

2. Who came first? The organization or organization? Of course, the organization was initially modeled on the organization, in fact it was only a correction or an extension of it, but eventually the relationships were reversed, the organization preceding the organization, it becoming an effect or a result of it.

Organization is the dependence of some of the elements of a whole (system). In the most general sense, the organization is the relation of some disparate elements and the establishment of such an ensemble that should behave as a functional whole and therefore possess the attributes of integrativity. The organization is based on the informational type links between the component elements, which gives the ensemble a relative uniformity and stability.

Therefore, we can define organization as a form of human activity, a conscious activity, directed and directed towards the realization of specific forms of social life, such as

organizations. And if organization is a form of human activity, it means that the organization as a product of organization is also a form of human activity.

The organization represents a specific type of human activity, ie that social-human activity that has a high degree of organization and institutionalization.

An organization represents the rational coordination of the activities of a number of people to achieve common, explicit goals or objectives, through the division of work and activity and through a hierarchy of authority and responsibility (Schein, 1971).

Organizations mean the collective action of pursuing a common mission, a disguised way of saying that a bunch of people gather under a distinctive sign... to produce a certain product or service (Mintzberg, 1989).

Zlate (1990) defines the organization as: a social-human activity that involves the spontaneous or directed, voluntary association of a large number of individuals who have well-defined statuses and roles, determined or not, in order to achieve a goal, a goal, of an objective.

Livian considers that the "organizational phenomenon" consists of seven statements:

- The organization is a space where there is a division of labor.
- The organization is a space for collective coordination.
- The division of labor and coordination are necessary to lead the actions.
- The action is voluntary and involves choices, decision-making, negotiation or various arrangements.
- Action involves creating rules and controlling their application.
- In all the above elements there is a certain duration.
- The organization, in order to be a place of action, is the bearer of a set of representations, of accumulated knowledge; it involves "collective cognitive devices" that support members' actions and allow them to learn on an ongoing basis.

#### **Defining organizations in terms of controlled performance:**

Lately, it is not the achievement of goals that is the maximum point of interest of the organizations, but their performance achievement. Huczynski and Buchanan (1991) advance the following ideas:

- Organizations are maximally concerned with achieving performance.
- Of great importance is not the performance itself, but its levels, which are related to the standards set by the organization.
- The need for performance determines the need for their control; performance cannot be left to chance but must be oriented and directed so as to lead to the satisfaction of people's personal and organizational needs.
- Performance control involves performing operations such as: setting standards, measuring performance against standards, making decisions to raise, lower or correct deviations from standards, planned allocation of functions or division of labor, etc.
- The need to control performance leads to the establishment of authority relations in the organization and distinguishes organizations from other human communities.

The two authors formulate the following definition: Organizations are social arrangements for controlling the performance of collective goals.

#### **The concept of leadership:**

One of the most important aspects in the study of organizations refers to their management, especially to their efficient management. Therefore, the strategic factor in the process of streamlining organizations is leadership. Leadership is thus considered the key, strategic factor in the process of structuring and streamlining organizations. And it is no

coincidence that the success of 21st century organizations will largely depend on the search, discovery and efficient use of “talented leaders”, respectively those imaginative, curious, persevering, hardworking, idea-centered, multi-talented people. qualified, able to encourage diversity, attention to environmental challenges, with the permanent availability to turn the vision into reality. Moreover, anticipating profound changes at the social and organizational level, the characteristics of the late twentieth and early twenty-first century, W.Bennis (1972) noted since the 1980s that "the role of the leader has become infinitely more complex, he is now the center of a multicolored set of tensions and roles. He leads a complex organization; its task is to coordinate, negotiate, motivate, and integrate ”.

“Leadership definitions vary depending on the emphasis on the leader's abilities, personality traits, influence relationships, cognitive orientation / emotional orientation, individual orientation / group orientation, Ego emphasis / emphasis on collective interests. Also, the definitions vary in the way they are, by their measure, descriptive or normative and in the relative emphasis on behavioral styles ”(Den Hartog, Koopman, 2001, p. 166).

We define leadership as a dynamic process of organization and coordination by a group, in a certain period of time and a specific organizational context, to other groups of members of the organization, in order to achieve very precise tasks or goals. In addition, effective leadership requires the ability of management to integrate and coordinate all resources, human and technical, to achieve the desired results.

Leadership, according to P. P. Neveanu (1978), is a process of command and control performed in a social system (group, organization) by an individual or a subgroup with status and role, formal or informal, appropriate. According to C. Barnard, leadership refers to "the behavioral quality of individuals through which they guide their people or activities in an organized effort."

H. Laswell and A. Kaplan state that leadership "refers to both formal and affective putting ... Where the latter is present, but too little emotional power is exercised, we are talking about formalist authority and not leadership." .

M. Vlăsceanu (1993) offers some points regarding the specifics of the management activity. Therefore, it defines leadership as the process of organizing, coordinating and influencing by a group of people, in a certain period of time and in a specific organizational context, other groups of members of the organization, in order to perform certain tasks. and specific objectives. The process is dynamic and must be understood as involving the responsibility of management to integrate and coordinate all resources (human, technical) to obtain results. This definition has some important implications.

First, leadership is not necessarily limited to one person. On the contrary, especially in the conditions of modern leadership, there is a group of leaders responsible for different sectors of activity and with different groups of people. Usually, in an organization we can differentiate at least three levels of leadership:

- The central level to which corresponds the function of strategic management of the organization;
- The intermediate level which includes three categories of functions: development and communication, intermediate management, administration;
- The basic level which corresponds to the function of direct supervision and control of works at the lower levels of the hierarchy.

Secondly, leadership is a dynamic process, influenced by a multitude of factors: organizational climate, characteristics of technology and the group or people to perform certain tasks, changes that may occur in the way tasks are performed. In other words, any driving activity is determined by the specific situation the driver is facing.

Thirdly, the dynamism of the leadership process also takes into account the fact that the sacrament of leadership is to turn the potential into reality. This means that a leader is expected to act or adapt passively to what has already happened. The dynamism of the act of leadership presupposes the orientation towards cause, and not towards effect, it presupposes activism, initiative, capacity for foresight, and not inertia or passivity.

And finally, fourthly, the definition refers to emphasizing the importance of the human factor. No leader can do it alone. Effective leadership means precisely its ability to integrate and coordinate the efforts of all members of the organization to achieve the desired results.

Leadership is a dynamic process that involves activism and the ability to predict, an orientation towards cause, not effect. Under these conditions, the leader must be the factor of change, progress, innovation. Moreover, management is often influenced by the specific situation faced by the leader, respectively by a certain organizational climate, and by certain characteristics of the groups and members of the organization. This involves adapting the leadership style to the concrete conditions in the organization, which generates the postulate of the non-existence of a universal, uniquely effective leadership style.

Leadership is not only a technical problem of the organization by specifying goals and means, complete and timely information, optimizing decisions and ensuring control, but also a problem of psychosocial interaction, in which the leader's influence on people in the organization based on authority is particularly important. , its prestige and central position, and also the participation both in the management and in the activity of all the persons involved.

Leadership is a process in which tactics are subordinated to strategies. It is necessary to take into account factors such as: tasks, level of organization, climate, interpersonal and group relationships, communication networks, etc.

Closely related to the concept of leadership is the leader. Gustave le Bon (1990) does not talk about leaders, leadership, but about leaders, leaders of crowds.

In human crowds, the leader plays a considerable role. His will is the nucleus around which opinions are formed and identified. "This crowd is a herd that could not be without a master. The leader was first a leader moved by the idea that he had become an apostle "(Gustave Le Bon,).

The leader must be the factor of change, progress, innovation. Moreover, the management is often influenced by the specific situation faced by the leader, respectively by a certain organizational climate, and by certain characteristics of the groups and members of the organization. This implies the adaptation of the leadership style to the concrete conditions in the organization, in fact which generates the postulate of the non-existence of a universal, uniquely effective leadership style.

In 1972, W Bennis noted that the "role" of the leader became infinitely more complex, and he was now the center of a particularly multicolored set of pressures and roles. "He leads a complex organization; His task is to coordinate, negotiate, motivate and integrate. Naturally, he must have the science and competence to produce the circumstances in which the most capable people can realize their skills, coordinate their efforts, and remain committed to organizational goals "(1972, 323).

#### **General management functions:**

Stăiculescu A. (2002) said that any leader is involved in the following activities: planning objectives, making decisions, organizing creditworthiness, motivating it and, last but not least, controlling the activity. All these activities take the form of the general functions of the management:

- The planning function involves coordinating the activities of the organization in order to meet the objectives to be achieved. Planning sets the general policy and organizational objectives or goals, both long-term and short-term. In addition, at this stage the operational boards are established as well as the medals for achieving the objectives.
- The decision-making process involves the succession of three phases:
  - o o analysis and formulation of the problem by clearly defining it;
  - o o development and analysis of alternative courses of action. The theoretical alternatives and the five-way paths by which the same result can be reached are compared.
  - o o the implementation of the decision is the action that necessarily requires a plan that includes on the one hand the procedures and means to be used, as well as a draft communication of the decisions of those involved, and on the other hand the means of participation people to achieve it.
- The function of the organization consists in determining the ways in which the goals established in the planning can be achieved. It involves the development of formal structures that facilitate the coordination and integration of resources. The organization involves two stages. First of all, the establishment of the functional units of the organization (departments, sections, services) and the delegation of the responsibilities incumbent on each of them. Secondly, the specificity of the relations to be established between the functional units, namely the relations of authority between people and departments, channels of responsibility and accountability, channels of communication and the degree of decentralization.
- The motivating function of the members of the organization presupposes the capacity of the management to create an optimal motivational climate through which the needs of the individual can be integrated in the needs of the organization and through which the individual satisfies his own goals working for the goals of the organization. To do this, management must find the channels of communication with the most appropriate people and, implicitly, use participatory leadership practices.
- The management control function refers to the need to ensure in an organization the compliance of the results obtained with the initial goals (objectives) proposed. If performed effectively, this feature provides management with ongoing feedback on how goals are being achieved over a period of time.

### **The characteristics of a successful leader**

Thousands of leadership studies have been conducted over time, and despite the remarkable interest in this topic, the definition of leadership remains ambiguous and complex, and the correlations between leadership style and organizational performance remain quite controversial. Leadership is the ability to influence other people in order to achieve organizational goals. Two broad categories of leaders exercise this type of influence. First of all, it is about the formal leader, who exercises influence in terms of authority, based on his position in the hierarchy of the organization. Secondly, it is about the informal leader, who exerts the influence due to the prestige, of the status conferred by a particular competence, independent of the hierarchical position within the organization. Both types of influence can stimulate performance in the organization, and especially in cases where the formal leader also exerts his influence as an informal leader (the power given by the authority of the position is complemented by the power given by his professional or relational competence). Another important distinction is that between leader and manager:

The manager is the occupant of the main position in an organizational hierarchy, depending on the existence of the organization. He is a component of the system, he cannot

exist outside the organization, without its hierarchical structure and in the absence of subordinates, his power being legitimate only inside the company.

However, the leader has much broader prerogatives, being able to be the manager of a company, but also being able to work outside a formal framework, leading political, cultural or religious movements. Leadership means a person's ability to lead in relation to the innate, natural and spontaneous aspects of the act of management, while management refers to the administrative act, to the formal, institutional aspects of the act of management. Obviously, management also requires the ability to work with people (essential for the leader), but in this case the goal is functional, this ability being a way to achieve organizational goals. If the manager subordinates his actions to the mission and objectives of the company or institution (without which he would not exist), the leader pursues rather individual goals, personal visions. Very often, they coincide with the organizational ones, being the case of a successful manager-leader. However, all these differentiations and nuances are not essential in the management practice and in the analysis of the organizational performance. Given the organizational context, it is quite clear who is considered the manager of a company or institution, and if the manager also has leadership qualities, this is visible in the company's performance and the climate it creates.

As a result of studies conducted in recent decades, it is considered that the following traits can be considered as characteristic of a leader's psychosocial profile: energy, dynamism, activism, initiative, self-confidence, strong self-control, extraversion, emotional intelligence. To these can be added a series of skills, such as: professional competence, verbal fluency, interpersonal skills. Although over time the idea has emerged that there is no ideal type of personality (including behavioral characteristics) for a boss (manager, leader) to meet both the requirements of production and employees, and those of the concrete situation, there is still a consensus on some elements that can be associated with performance in management, these elements being represented by the features explained above.

Most specialists, especially from the field of practical activity (not research), attribute the following qualities to the leader:

- o Vitality and physical endurance. Enthusiasm in work, passion.
- o Intelligence and proactivity - the effective ability to solve problems, to create strategies, to set priorities, to think rationally and intuitively, to act anticipatively.
- o Willingness to accept responsibilities - the impulse to take the initiative in a social situation, to step forward when no one is willing to do so.
- o Professional component - to have knowledge, skills, experience related to work tasks.
- o Ability to work with people - the ability to effectively manage relationships with subordinates, to understand sensitivities and motivations, and to make them work for the benefit of the organization.
- o The need to achieve - the need to work to accomplish something valuable, and to be recognized for its achievements.

To these could be added: courage, determination, firmness, ability to inspire, persuasion, self-confidence, ascendancy (dominance), adaptability, ability to lead through the flexible use of different leadership styles.

The characteristics of the leaders, besides being identified by psychological tests, were also studied by reporting to the behaviors in group situations, observed directly, and by following the evolution of these subjects in the long term the analyzed characteristics were classified into six groups (Stogdill, 1974):

**Physical characteristics.** Age, waist, weight, physical appearance are among the main physical characteristics that have been explored.

**Social characteristics.** Many studies have focused on education, social position, mobility of leaders.

**Intelligence.** There was a tendency to check whether there is a relationship between the role of leader and the intellectual capacity of the individual, after which the leader would have better judgment, a remarkable decision-making capacity, a large volume of knowledge or a special facility of expression.

**Personality traits.** Traits such as self-confidence, active spirit, character integrity, the need to dominate were often associated with a leader.

**Load-related characteristics.** A leader can be defined as an individual who demonstrates great motivation, a strong need for achievement, and a remarkable sense of responsibility and initiative.

**Social and interpersonal skills.** A leader actively participates in many activities, is related to a wide variety of individuals, and demonstrates outstanding cooperative skills.

Research results have shown that, in general, a leader is characterized by a very high motivation, a strong need for achievement / development, and a remarkable sense of responsibility and initiative.

In terms of social and interpersonal skills, it has been observed that leaders actively participate in many activities, are in contact with a wide variety of individuals and demonstrate remarkable skills of cooperation. Regarding the organizational behavior of leaders, it is considered that a successful leader adopts an effective behavioral style, which incites, mobilizes individuals or groups to achieve organizational goals, equally promoting better productivity and employee satisfaction. Many experts believe that such behavior can be learned and internalized, ensuring the success of people who do not have special psychological qualities or qualities. Research conducted at the University of Ohio, USA, conducted by Rlapg Stogdill, was the first to show that, in real situations, the leader's behavior varies according to two dimensions: structural dimension (task) and relational dimension (relationship, human factor).

Task-oriented leadership knowledge (structural dimension):

The leader emphasizes the definition and distribution of tasks to be performed, the establishment of a level of formal communication in the group and the definition of the group's directions of activity, putting in the background the human factor, the one who does the work. Main goal: achieving the objectives / accomplishing the tasks. Sometimes these leaders tend to be autocratic, which will lead to emotional, energetic tasks on the part of subordinates (Figure 1).

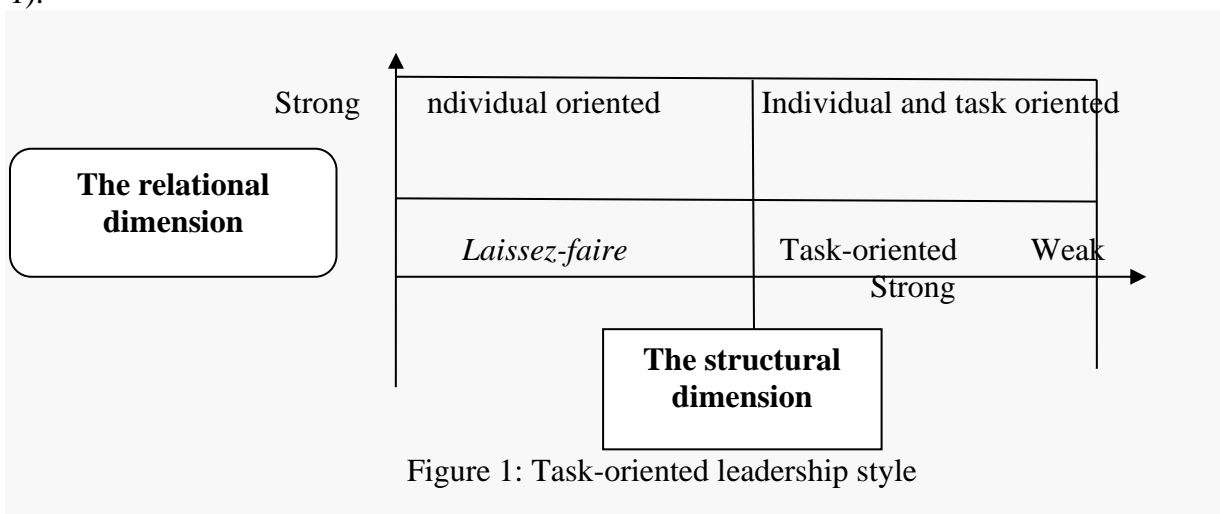


Figure 1: Task-oriented leadership style

Employee-oriented leadership style (relational dimension):

The leader emphasizes behaviors that create a work environment in which trust, mutual respect, friendship and support occupy an important place. Focuses on group interactions and the needs of each member taken separately, understands the individual needs of subordinates, recognizes differences between group members and their abilities, avoids judging them and is ready to help / guide them in solving tasks. It cares about the safety and comfort of employees. It promotes the establishment of interpersonal relationships, is interested in the needs of employees and their job satisfaction and makes time to listen to them. It seeks to motivate its subordinates as well as possible.

Last but not least, an essential aspect of leaders' behavior and performance is social intelligence. If in the past leaders were seen as having only the role of leading, controlling and planning the smooth running of the organization, today their role is to motivate and inspire others, to stimulate positive attitudes in the workplace and to make sense employee contribution. Thus, some experts believe that the art of leadership is a form of social intelligence, which consists in recognizing the feelings of others and the ability to make quick connections with them.

### **Research objectives**

Setting research objectives is very important in order to identify certain issues that arise within the institutions, but especially at the management level. This paper aims to analyze the leadership styles of each leader, to identify the functional and sixfunctional personality factors in this group of leaders and the characteristics that individualize it from other employees.

The research was based on a number of well-established objectives. The main objectives of this research are:

- Identify the structures and characteristics of the leader in the organization to which he belongs.
- Determining and analyzing the common characteristics that leaders have with each other.

### **Research hypotheses**

Based on the previously studied materials, we formulated the following research hypotheses:

- "It is assumed that leaders with high self-esteem correlate positively with effective leadership style."
- "It is assumed that leaders with a dominant motivational affiliation positively correlate with an effective leadership style."

### **Sample presentation**

The study was conducted on a representative sample within an institution in Constanța County, in urban areas, totaling 30 subjects, aged between 30 and 50 years, all interviewees having management positions. Each interdicted person has a certain degree of seniority as seen in the figure below (Figure 2).

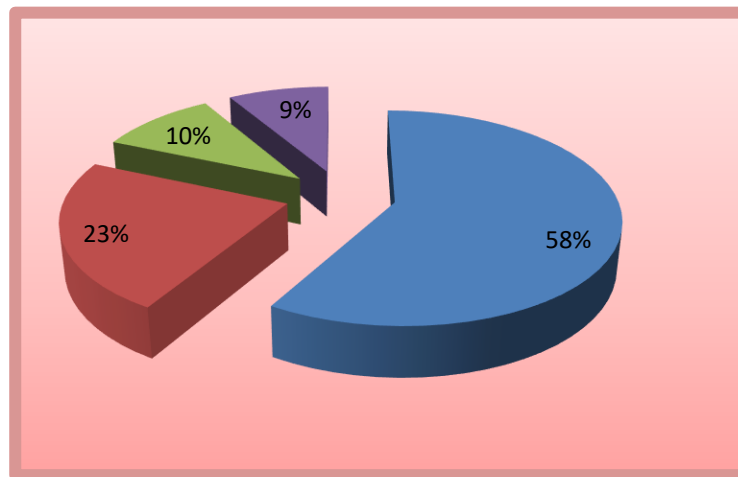


Figure 2: Sample structure according to years of activity (1-3 years; 4-10 years; 11-20 years;> 20 years)

In the sample, the distribution was only for males, because, within that institution, we could not find any representative sample, for females, to make a comparison between the sexes.

#### **Methods and tools used**

In order to obtain an assessment of the performance they are capable of, candidates will generally have to pass a test. If they are already employees of the unit that organizes the test, the evaluation will be done in accordance with the observations made by the direct heads on the forms that belong to the file of the respective position. They even have the obligation to constantly monitor and note the results of subordinates' work, the punctuality of their presentation at work, the precision and skill they show in performing their duties, the presence at work, the attitude towards colleagues, and many other things that will contribute to the creation of an overview of the quality of the professional performance of the individuals concerned. At the same time, leaders will need to be constantly tested to measure their effectiveness.

Of course, such data are not available to interested parties when it comes to candidates under examination or those on probation. In order to form an opinion, employers or examiners will have to use data obtained indirectly from graduation diplomas, qualification certificates, letters of recommendation, from the information contained in the job application or examination or from the CV. But also these tests can be used by the current employees of the company, in connection with the service they have received during its activity until that moment.

In this paper, in order to be able to evaluate as correctly and as accurately as possible the personality of the leader, we used a series of well-established methods and techniques, in order to obtain the most valid results. It is obvious that each psychological test assumes a certain margin of error. This is not well-known, as practice shows us that there is a balance between the percentage of negative errors and that of positive errors, even if apparently positive errors could not harm the subject.

The following will be presented the tests used in this paper: personality tests combined with certain tests of performance, ability or professional aptitude in order to obtain a complete and reliable profile of the leader's personality, and on the other hand it is verified in to what degree will it correspond as a man and as a labor power. This test highlights the compatibility of the tested individual to his professional aspiration based on the results obtained.

Opinions about the characteristic features of personality and personality in themselves were confronted in the field of experiments developed with elaborate thoroughness. Evaluation based on a factorial analysis of established and passed samples of randomly selected subjects eventually became a standard for psychological testing.

#### **a. Own leadership questionnaire**

The first test applied was the one developed by me (ANNEX 1), ie the leadership questionnaire through which I consider measuring the efficiency / inefficiency of the leader in the organization he belongs to, what aspects favor him and what not, how much he has cohesion with his subordinates, how good he is as a leader, etc.

It is known that a first aspect that must be taken into account when we intend to build a psychological evaluation questionnaire is to define the psychological premises from which we start. Therefore, personality can be analyzed in terms of personality traits, and implicitly, in this case, we will analyze the personality of the leader (as can be seen from theory), the dominants that appear in the whole group, but also dimensions of the socio climate. -professional.

At the basis of the conception of the questionnaire were a series of hypotheses that I stated above. The concept of the questionnaire has its starting point in the works of some authors who approached the problem of leadership analysis, authors we can mention: D. Kats and R. Kahn, Stogdill, McCall and Lombardo, M. Zlate, F. Sîntion, M. Vlăsceanu, Z. Bogathy, etc.

The theme of this questionnaire refers to leadership, to its development, as a trait acquired, conditioned, fruitful during many years of work. But the most important thing is the fact that it differentiates the efficient and the inefficient leaders, in order to be able to measure to each one what personality factors characterize them.

The questionnaire, through the items we developed, outlines the presence or absence of leadership, as a feature, a stable feature of the personality of the leader of the organization, by describing moods, measurable by a scale with frequency responses.

The questions used aim at describing some moods, some situations that the leader went through, certain reactionary attitudes that the leader had during the work, the urbanization of which he is part. In establishing the items, the following aspects related to communication were taken into account: good mood; the bio-physical energy of the tested persons; communicative nature; fatigue; indecision (soul bitterness); rest and relaxation; fear and shyness; self-control; lucidity and concentration; happiness; self-confidence; peace of mind and contentment; unimportant worries and thoughts; psychological balance; emotional turmoil; inventiveness; envy; stress resistance; degree of relaxation; seriousness.

Therefore, in the elaboration of the leadership questionnaire, a lot was taken into account its general characteristics, the way in which the leader integrates in the organization of which he is part.

The questionnaire consists of an introductory part, ie certain information on the test instruction, followed by the 30 questions on the above mentioned aspects. The structure of the test is linear. The questions have a list of answers classified by frequency degrees, in the form of a frequency table from a) to e), on an intensity scale: never, rarely, sometimes, frequently, always. Scores are given from 1 to 5. The questionnaire has no time limit and covers an age of about 30-50 years.

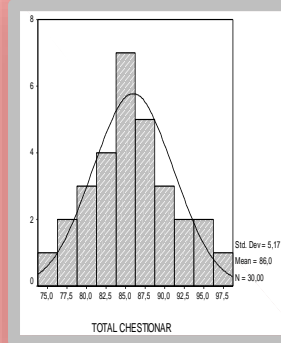
The first step in validating the test was testing. The test was performed on a number of 30 leaders, men, who came from good social backgrounds, aged between 30-50 years.

Variables used:

RV: represented by the intensity of the driving state;

VI: represented by the age of the study participants (their experience, level of culture), depending on which the degree of leadership varies.

After entering the data in SPSS, we had to calculate certain data, such as making histograms on each question separately but also on the whole (Figure 3).



**Figure 3: Test histogram**

As initial statistical triggers we calculated the mean as an indicator of the central trend, the standard deviation as an indicator of group homogeneity and the standard error of the mean (ANNEX 4). The result was a community average of 90.1333 and a standard deviation of 3.9259. The standard error of the average is 0.7168, so with a probability of 99%, ie  $p = 0.001$ , the population average is between 61.80 and 65.46.

$$89.63 - 2.58 * 0.71 = 61.8055$$

$$89.63 + 2.58 * 0.71 = 65.4691$$

What is achieved concretely, following the application of this test, is the raw score (raw score) and it expresses the correct number of items, the time required to complete this task, the number of errors, etc.

An important role in identifying the internal consistency coefficient is played by the Alpha Crombach coefficient. This coefficient results from the distribution curves on each question and on the total answer to the questionnaire.

With the help of this leadership questionnaire, we were able to identify the degree of integration within the group, the relationships that exist, the connections that have been created, etc.

People who are above average: have a high degree of leadership, are the kind of people who always keep their leadership skills, are receptive people, are willing to compromise, but not to the detriment of the organization and, moreover, have the ability to motivate people . Others appreciate them for their cordiality and availability, as well as for the respect they show for others. If they have to make a decision, proceed wisely, their strong point of honesty in making decisions. These people are able to express clearly and explicitly express their wishes. They do not shy away from responsibilities. They have the ability to think strategically and evaluate situations correctly.

People who are around average and shortly after average do not like to be left alone in making decisions, they feel the need to always be in touch with their bosses. They like to do services to those around them, but not with too much effort. He has reservations about those in charge, having some discomfort in communicating with them. They have more of an abundance of collaborators, do not trust their own strengths and prefer to be a subordinate than a

connoisseur. They should demand more in their own strengths, in their countries of character that they can succeed with little will.

People who are far below average do not have much power to work either as a subordinate or in management. They want to get everything ready, without doing anything in return, they easily lose their mental balance and become angry and irascible quite quickly. They should be more restrained and control their emotions until it is too late. They must learn to show more self-confidence, but also to control their temper. These people who fall here should be more diplomatic.

With the help of the retesting method (ANNEX 6), we can demonstrate the validity and fidelity of the elaborated questionnaire. Here, too, we made the histogram on the total retest responses (Figure 4):

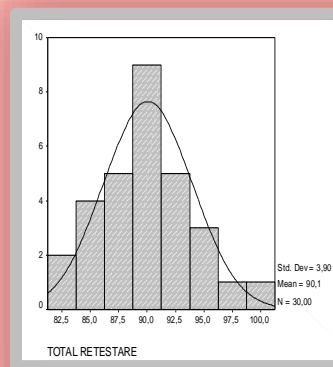


Figure 4: Retest histogram

Until we prove the validity of our sociability questionnaire, the test remains a mere hypothesis. Therefore, a test whose validity has not been established is a simple hypothesis and not a working tool itself.

Validity, in Legendre's view, is "the ability of an instrument to really measure what it needs to measure, after the use it wants to make." In the same vein, of the classical theory of the psychological test, Lienert (1967, p. 255) considers that the validity of a test gives the degree of accuracy with which this test actually measures that personality characteristic or that way of behaving that it must measure. or pretend to measure it.

The leadership questionnaire is valid because: the sample was randomly drawn; with the help of the questionnaire a real phenomenon is measured (leadership); there is a problem of parallelism between the previous results, in testing, and those obtained in retesting, which results in the test-retest method. The Alpha Crombach coefficient on the two parts of the questionnaire was made using the "split-half" method and was 0.92 and 0.94, respectively.

Therefore, the validity of this questionnaire is determined by the set of quantitative and qualitative procedures aimed at ensuring validity.

Fidelity is the statistical quality that makes the subjects obtain relatively constant results in successive tests performed with the same psychodiagnostic test. The fidelity of the test ultimately indicates whether the results obtained with its help are really characteristic of those people or are the effect of external or even accidental factors.

In our situation, the questionnaire is faithful because: we applied the questionnaire after two weeks from the first application, therefore it proves the stability over time of the test results

obtained by the same people; has a homogeneous appearance because halves of the test were obtained with almost equal value in psychometric aspect.

In order to make as significant a distinction as possible between effective and inefficient leaders, and to discover favorable and unfavorable personality factors, employees had to give them a raw grade, on a scale of 1 to 10 for each. leader in part, to differentiate them as accurately as possible.

In order to be able to measure the leadership style of leaders, because this is the goal of our test, we had to see which of all our subjects have a different leadership style than the others. That is, we wanted to find out what percentage of all the leaders of this organization have an authoritarian, democratic and consultative leadership style.

#### **b) Rosenberg scale:**

The next test I applied is the so-called Rosenberg Scale, which measures self-esteem. Self-esteem is the opinion you have about yourself. It means constantly needing the approval of others, validating all actions through others. It means what is called the mirror effect. I love what I see in your eyes. It is based on your attitude towards: your value as a person, the work you do / the service you have, what you have achieved so far, what you think others think about you, your purpose in life, your place in the world, your potential for success, your strengths and weaknesses, your social status and how you relate to others, your independence / autonomy or your ability to stand on your own two feet.

The appearance of an increasing number of publications dealing with the topic of safety in all areas of social and private life, proves the importance of the subject for itself, "self-control" or "self-sufficiency".

#### **c. Questionnaire "Motivational Dominants" (Constantin Ticu):**

The third questionnaire I applied was the Motivational Dominant.

Motivation is a "fundamental concept in psychology and, in general, in the human sciences, expressing the fact that the basis of human behavior is always a set of motives - needs, tendencies, affections, interests, intentions, ideals - that support the achievement of certain actions, facts, attitudes".

The listed mobiles represent internal conditions, interposed between the stimuli of the environment and the reactions of the organism, mediating, demanding, maintaining one behavior or another. Motivation is continuously restructured and adjusted, in accordance with the mental function it serves, including in its composition a multitude of physiological, psychological and socio-cultural variables. Given these, motivation appears as an integrative and explanatory factor of the most varied psychosocial phenomena: statuses and roles, aspirations and performances, interpersonal relationships, various group phenomena (cohesion, conformity, authority, influence, prestige, etc.).

#### **Analysis and interpretation of results**

**Testing hypothesis number 1: The first hypothesis we wanted to prove was the number 1 hypothesis: "It is assumed that leaders with high self-esteem correlate positively with effective leadership style".**

##### **Start indices:**

To test the above hypothesis, it was necessary to apply two tests: the Rosenberg Scale, which measures self-esteem, and the self-test of leadership, which measures how effective leaders are in an organization. As I said before, self-esteem refers to the opinion that people

have about themselves. High self-esteem influences performance, those who possess it are less sensitive to criticism, set high goals and are willing to put in a lot of effort to achieve goals.

**Hypothesis verification:**

Using the statistical data, the answers to the Rosenberg Scale were interpreted (ANNEX 10), to see the normal or not distribution of the Gaussian curve (Figure 5.1). Once the distribution has been obtained, the calculation of the Kolmogorov-Smirnov formula must be be considered (Table 1.).

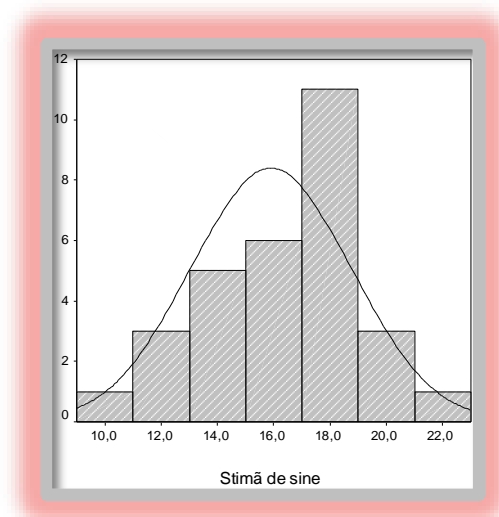


Figure 5. Distribution of answers on the Rosenberg Scale

Due to the normal distribution on the Rosenberg Scale, which measures the degree of self-esteem of each leader, we could observe that each person falls into a fairly good value; although there are small exceptions. The personalities of leaders with high self-esteem are less vulnerable to criticism, they are self-controlled, self-confident, full of energy to further develop their self-esteem. The personality of leaders with less self-esteem are people who may not have been able to develop their self-esteem qualities so well in their youth. But that doesn't mean that if they get a low score on the Rosenberg Scale, they can't have leadership qualities. They are also charismatic people, efficient in the work they intend to accomplish, they are good leaders, good in everything they set out to do.

Table 1: Calculation of the distribution of answers on the Rosenberg Scale

		Stimă de sine
N		30
Normal Parameters <sup>a,b</sup>	Mean	15,9000
	Std. Deviation	2,8448
Most Extreme Differences	Absolute	,150
	Positive	,097
	Negative	-,150
Kolmogorov-Smirnov Z		,824
Asymp. Sig. (2-tailed)		,505

a. Test distribution is Normal.  
b. Calculated from data.

In this case, given that we demonstrated that we are dealing with a normal distribution, we used the statistical t test to know the mean and standard deviation of the sample (Tables 2 and 3).

Table 2: Calculation of mean, standard deviation and standard error of the Rosenberg Scale

	N	Mean	Std. Deviation	Std. Error Mean
TOTAL	30	15,9000	2,8448	,5194

Table 3: Difference between the mean population and the lower and upper limit of the Rosenberg scale sample

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TOTAL	30,613	29	,000	15,9000	14,8377	16,9623

The first table includes the descriptive statistics of the tested variable (N = 30, mean = 15.90, standard deviation = 2.8448, standard mean error = 0.5194).

The second table includes the results of the statistical test: t = 30.613, df = 29, p = 0.00, the difference from the population average (15.9000) and the lower (14.8377) and upper (16.9623) confidence interval limits for population average estimated by the research sample.

Conclusion of the test: the average of the research sample does not differ significantly from the population average.

Then, the next step was to apply my own leadership questionnaire to the same sample of subjects, in order to follow the distribution of the answers here as well (Gauss's curve: Figure 6).

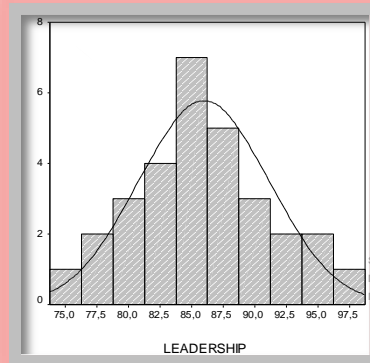


Figure 6: Distribution of answers to the leadership test

Although in the figure above we can observe the fact that a normal distribution resulted, to be sure of this, you need to calculate the Kolmogorov-Smirnov formula (Table 4).

Table 4: Calculation of the distribution of answers to one's own leadership test

One-Sample Kolmogorov-Smirnov Test		
N		TOTAL2
		30
Normal Parameters <sup>a,b</sup>	Mean	85,9667
	Std. Deviation	5,1694
Most Extreme Differences	Absolute	,108
	Positive	,108
	Negative	-,092
Kolmogorov-Smirnov Z		,589
Asymp. Sig. (2-tailed)		,879
a. Test distribution is Normal.		
b. Calculated from data.		

In this case, given that we are also dealing with a normal distribution, we again used the t test to identify the mean, standard deviation and standard error of the mean (Tables 9 and 10).

This table (Table 4) includes the descriptive statistics of the tested variable (N = 30, mean = 90.0667, standard deviation = 3.9034, standard mean error = 0.7127).

Table 5: Calculation of the mean, standard deviation and standard error of the mean in the leadership test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
TOTAL2	30	85.9667	5.1694	,9438

The second table (Table 5) includes the results of the statistical test:  $t = 126.380$ ,  $df = 29$ ,  $p = 0.00$ , the difference from the population average (90.0667) and the lower (88.6091) and upper (91.5242) limits of the the confidence interval for the mean population estimated by the research sample.

Table 6: Difference between population average and lower and upper limit of the sample in the leadership test

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TOTAL2	91.085	29	.000	85.9667	84.0364	87.8970

Conclusion of the test: the average of the research sample does not differ significantly from the population average.

**a) First calculation method: chi-square ( $\chi^2$ )**

In the following we will use the chi-square test to assess whether there is a significant difference between the two tests used: self-esteem (Rosenberg Scale) and driving style (self-test), ie to see if self-esteem is a factor of favorable or unfavorable personality in this leadership. In other words, the chi-square test is the usual statistical test that analyzes the tables of association or contingency based on two nominal categorical variables.

In order to see which of the respondents show a high self-esteem and which show a low self-esteem, we did it with the help of statistics, measuring the frequency of the answers of each subject on the Rosenberg Scale. And that is why the following data were obtained: of all the surveyed leaders, subjects with values between 16 and 22, ie 60% of them, have a high self-esteem and subjects with values between 9 and 15, ie 40% of they have low self-esteem. Therefore, we have seen the predominance of self-esteem in this organization of leaders.

To see which of the surveyed leaders in that organization have an effective leadership style and which have an inefficient leadership style, here too we used statistical data, measuring the frequency of each subject's responses to the leadership test (own test). The following statistical data were obtained: from all the surveyed leaders, subjects with values between 92 and 110, ie 67% of them, show an efficient leadership style and subjects with values below 90, ie 33% of them, show of a less efficient driving style. Therefore, we have seen the predominance of efficient and inefficient leadership style.

Next, we need to demonstrate what percentage of those who show high self-esteem adopt an effective leadership style.

As I said above, 60% of leaders have a high leadership style. Of these, 60% need to see who has an effective leadership style and who has an inefficient leadership style. With the help of statistical data, we used the calculation formula for chi-square. We considered evaluating the level of self-esteem on two value categories: low self-esteem and high self-esteem, and how these people relate within the group: effective leaders and inefficient leaders (Figure 6).

There is a significant difference between the observed and expected frequencies of leaders in terms of self-esteem for the two types of leadership. Using the calculation formula for chi square, we obtained a result of  $\chi^2 = 9.21$ , for  $n = 1$ ;  $p < 0.001$ .

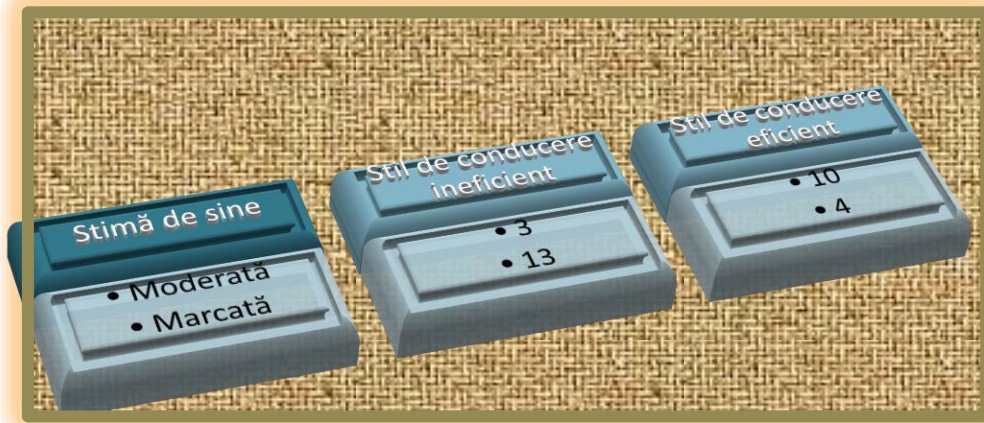


Figure 6: Frequencies obtained between self-esteem and leadership style

Following these calculations, we considered that the results obtained are significant, which indicates that leaders with high self-esteem adopt an effective leadership style. Thus, we can conclude by saying that self-esteem is a favorable personality factor in this organization. Therefore, based on the considerations presented, we can conclude that the hypothesis is verified.

Therefore, in this organization we are dealing with a close link between the leadership quality of the leader and self-esteem. Due to a certain leadership style and self-esteem that the leader exercises over other people in the organization, they gave rise to new coordinates of the managerial process.

#### **The second calculation method: the correlation coefficient**

In order to be as truthful as possible in proving the hypothesis, we used another calculation method, that of calculating the correlation coefficient between self-esteem and leadership.

There are two formulas for calculating the correlation coefficient: the Pearson correlation coefficient and the Spearman correlation coefficient. The Pearson correlation ( $r$ ) evaluates the degree of association between two variables measured on an interval / ratio scale. This refers to the intensity and direction of concomitant variation of the values of one variable in relation to the other, according to a linear type model. If the values of one variable follow, in the direct sense, ascending, or vice versa, decreasing, the values of the other variable, then the two variables correlate with each other. The range of variation of the Pearson correlation coefficient ( $r$ ) is between  $r = -1$  (negative perfect correlation) and  $r = +1$  (positive perfect correlation). The absence of any link (correlations) between the variables translates to  $r = 0$ . The rank correlation test (Spearman) is the equivalent for ordinal data to the Pearson correlation test. Its result varies over the same range of values ( $-1 / +1$ ) and is interpreted similarly to the result of the Pearson test.

We used the Pearson correlation coefficient to demonstrate this hypothesis because we are dealing with a symmetrical distribution between self-esteem and efficient / inefficient leadership style (Table 7).

Table 7: Correlation between efficient-inefficient leadership style and self-esteem

Correlations			
		Stimã de sine	Stil de conducere
Stimã de sine	Pearson Correlation	1,000	,726
	Sig. (2-tailed)	,	,004
	N	30	30
Stil de conducere	Pearson Correlation	,726	1,000
	Sig. (2-tailed)	,004	,
	N	30	30

Therefore we are dealing with a positive correlation  $r = 0.726$ , between leadership style and self-esteem; that is, when self-esteem increases, it increases with effective leadership style.

Effective leaders are expected to accept critical thinking, new perspectives on attitudes and behaviors that promise a closer relationship between people, a fuller satisfaction of needs, as well as better autonomy. Leaders, who until recently imposed their decisions authoritatively, and in most cases, arbitrarily, now show self-control, self-sufficiency, critical self-reflection.

The behavior marked by self-esteem has as a consequence, the concretization of the attitudes of leadership, of self-determination, and, at the same time, social emancipation. This efficient leader is the emancipated leader, confident in his abilities, he becomes not only aware but also eager to assert his desires, goals, but also his rights. At the same time, he begins to assume responsibilities towards the organization he belongs to, to exercise his leadership in his environment. These responsibilities that we were talking about, the leader will take into account in each of his actions in order to reach the goal he set for himself.

The less efficient leader is quite inhibited and tense at work, sometimes anxious, unable to hide certain feelings and feelings, he snorts quite often and is very out of control. Therefore, we made a graph in which we clearly stated what are the functional / dysfunctional attitudes of the leader's personality, regarding the personality factor: SELF-ESTEEM (Figure 7):

**Atitudini funcționale a personalității liderului:**

- de cele mai multe ori angajații sunt mulțumiți de deciziile pe care le adoptă (rețin cu ușurință noile informații, cunoștințe);
- își propune să atingă anumite obiective și perseverează până reușește;
- angajații și ceilalți lideri din organizație îl consideră o persoană capabilă și eficientă;
- capacitatea conducătorului de a face față realităților vieții de organizație, de a primi loviturile fără a-și forma un complex de persecuție, de a trăi echilibrat atât victoriile, cât și înfrângerile, de a nu acționa în condiții de tensiune și frustrare (delegarea autorității).

**Atitudini disfuncționale a personalității liderului:**

- își pierde calmul destul de repede, asumându-și cât mai puține responsabilități cu puțință;
- evitarea asumării de riscuri, concretizată mai ales în fuga de autoritate;
- persoanele din jurul liderului au tendința de a nu-i acorda încredere în mod spontan;
- deseori acești lideri prezintă anumite stări de agitație și tensiune nervoasă, dar fără un motiv precis;
- prezintă dificultăți în organizarea anumitor activități atât individuale cât și de grup;

Figure 7: Favoring / disfavoring characteristics of the leader's personality (SELF-ESTEEM)

**Testing hypothesis number 2:**

The second hypothesis we want to prove, we stated it as follows: "It is assumed that leaders with high motivational dominance correlate positively with an effective leadership style".

**Start indices:**

To verify the above hypothesis, it was necessary to apply two tests: one that measures motivational dominance (C. Ticu, 2004), and the own test of leadership, which measures how effective leaders are in an organization. This questionnaire researches and highlights certain needs that favor the organization of leaders (Figure 8) and especially focuses on motivation.

Motivation is a "set of forces, internal and external energies that initiate and direct human behavior toward a particular goal" (Dolan, 1996). It also represents "the internal process that influences the direction, persistence and vigor of goal-oriented behavior" (Smith and Sarson, 1982). In the organization, the motivations depend to a large extent on the life experience of the individual, on the social learning and on the social and ideological contexts in which he evolves.

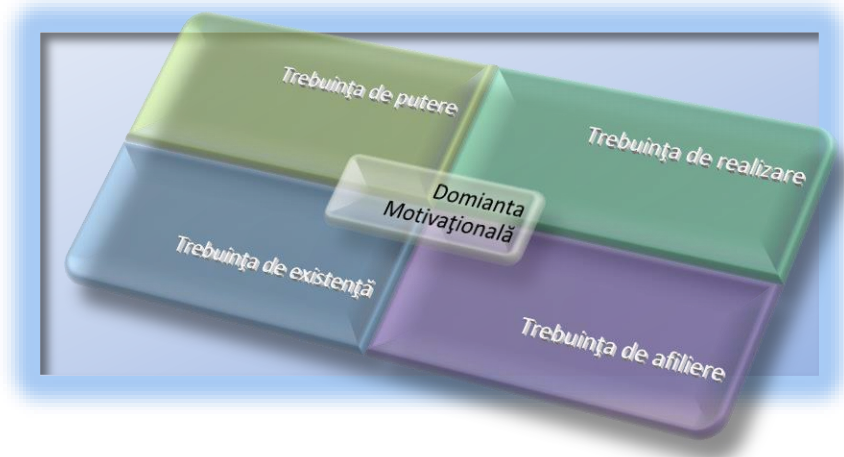


Figure 8: Factors that determine motivational dominance

I wanted to use a motivational dominance test (DM) to be able to know how motivated leaders are in an organization, what their interest is in order to satisfy the work in the organization and at the same time, to see how motivated they are in the work. in order to perform the tasks. At the same time, with this questionnaire I wanted to find out the leader's concern for the needs of the organization, how much he wants to mobilize his subordinates, or to manipulate them in personal interest, how much he enjoys working with subordinates in in order to maintain a harmonious relationship.

**Hypothesis verification:**

The test was applied to the same group of subjects, and the score obtained for each factor of the questionnaire was taken into account: management factor, expertise factor, relational factor, subsistence factor, to see which of these factors is more predominant (Figure 9).



Figure 9: Dominance of factors in the organization of leaders

- 1: Leadership (power requirements) 165.1;
- 2: Expertise (implementation needs) 174.5;
- 3: Relationship (affiliation needs) 177.7;
- 4: Subsistence (subsistence needs) 162.8.

From this graph we can easily figure out what is the factor that dominates this group of leaders: that is, the need for affiliation, for relationships. Therefore, most leaders in this group prioritize the desire to establish and manifest friendly relations with both newcomers and people who are part of this organization, especially with their subordinates. They also like to work with pleasure in a pleasant team, with understanding people, in harmonious relationships.

At the same time, at a short distance from the factor that dominates this organization, it is the factor of expertise, ie the need to achieve. This need indicates the tendency or rather the desire for leaders to excel in the activities in which they engage, to be considered as experts in everything they undertake, ie true professionals. They do not like to be like the "shadow man", but to be one of the people who influence the decisions that are made, for the performance of the organization.

To a lesser extent, the need for power and existence are part of it. Although the need for affiliation came out in the first place, this does not mean that these leaders do not have the ability to lead their subordinates. On the contrary, with a real tact and involvement, the leaders stimulate the subordinates, mobilize them for success, in order to bring in the organization the satisfaction and the desire to win.

In the following we will use the chi-square test to assess whether there is a significant difference between the two tests used: motivational dominance (affiliation) and leadership style (own test). In other words, the chi-square test is the usual statistical test that analyzes the tables of association or contingency based on two nominal categorical variables.

To see which of the leaders exercises a high affiliation motivational dominance, we did it with the help of statistics, measuring the frequency of each subject's answers to the test related to motivational dominance. We questioned both effective and inefficient leaders. The following data were obtained: of all the leaders, those who are weakly affiliated represent a percentage of 43% and those who are highly affiliated represent a percentage of 57%; that is, 14 of all leaders are weakly affiliated and 16 are highly affiliated. Therefore, we saw the predominance of motivational dominance in this organization of leaders.

#### **First calculation method: chi-square ( $\chi^2$ )**

Next we need to demonstrate what percentage of effective and inefficient leaders have a high motivational dominance. To prove it I used the calculation formula for chi-square. We considered the evaluation of the level of motivational dominance on two value categories: motivational dominant of high and low affiliation, and the way in which these people relate within the group: efficient leaders and inefficient leaders (Figure 10).

There is a significant difference between observed and expected frequencies for leaders in terms of motivational dominance for the two types of leadership. Using the calculation formula for chi-square we obtained a result  $\chi^2 = 7.42$ , for  $n = 1$ ;  $p < 0.001$ .

Following these calculations, we considered that the results obtained are significant, which indicates that leaders with high motivational dominance adopt an effective leadership style.



Figure 10: Frequencies obtained between driving style and motivational dominance

Therefore, in order to understand motivation, managers must first understand the reasons why individuals behave in a certain way and why they have certain reactions in threatening situations or through which they try to influence. Motivation is an internal process, not an imperative that can be imposed from the outside. Leaders need to understand motivational strategies, how they succeed or fail based on how they manage to influence employees' internal motivations. High school students must be constantly concerned with how they can motivate (influence) people to work better, starting from the idea that a manager can take measures that will have an effect on the quantity and quality of employee performance.

**The second calculation method: the correlation coefficient**

In order to be as truthful as possible in proving the hypothesis, we used another calculation method, that of calculating the correlation coefficient between motivational dominance and leadership style.

There are two formulas for calculating the correlation coefficient: the Pearson correlation coefficient and the Spearman correlation coefficient. The Pearson correlation ( $r$ ) evaluates the degree of association between two variables measured on an interval / ratio scale. The rank correlation test (Spearman) is the equivalent for ordinal data to the Pearson correlation test. Its result varies over the same range of values (-1 / + 1) and is interpreted similarly to the result of the Pearson test.

We used the Pearson correlation coefficient to demonstrate this hypothesis because we are dealing with a symmetrical distribution between self-esteem and efficient / inefficient leadership style (Table 8).

**Table 8: Correlation between motivational dominance and efficient / inefficient leadership**

Correlations			
		LIDER	TOTAL
LIDER	Pearson Correlation	1,000	,924
	Sig. (2-tailed)	,	,008
	N	30	30
TOTAL	Pearson Correlation	,924	1,000
	Sig. (2-tailed)	,008	,
	N	30	30

Therefore we are dealing with a positive correlation  $r = 0.924$ , between dominant motivational and leadership style; that is, when the dominant motivational increases, it increases with effective leadership style.

The power to change one's behavior belongs to the person whose behavior the leadership is trying to change; motivation is therefore a process that takes place inside a person. The manager's problem is to find a strategy to get in touch with the employee's inner state, causing him to be motivated, to act under the impulse of his own feelings. Although managers often wonder how they can motivate someone, they are not the ones who motivate their subordinates. People are motivated or demotivated depending on their inner state. In trying managers to influence this inner state, the most appropriate approach is to try to influence people's motivation.

In order to function and be viable in a competitive world, organizations must motivate their people to do the following: join the organization and stay in it; to perform the tasks for which they were employed; to adopt a creative, spontaneous and innovative behavior.

Based on the considerations presented, we can conclude that the hypothesis is verified.

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