

## THEORETICAL ANALYSIS OF THE FORMATION OF LEADERSHIP COMPETENCE IN MANAGERIAL PERSONNEL

**Turakhuaeva Rano Rustam qizi\***

\*Senior Teacher,  
Department of Psychology And Professional Culture,  
MIA Academy, Uzbekistan  
Email id: rano.dba@gmail.com

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### ABSTRACT

*Today, the training and retraining of leading personnel for public service is of great importance. After all, one of the masses that make up the country's development are civil servants. It is important to develop the competencies of leaders who are in leadership positions and are preparing for leadership positions.*

*This article presents a theoretical analysis of leadership competence, which is given special attention in the training of many civil servants, and also explores the stages of formation of leadership competence in young leaders.*

**KEYWORDS:** *Leader, Competence, Leader, Charisma, Dilettante, Professional, Mentoring.*

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### INTRODUCTION

Civil service personnel occupy a special place in the development of every country in the world community. In this regard, each country pays special attention to high-level training and retraining of its personnel. In this regard, special attention is being paid to the training, retraining and qualification of management personnel in the public service in Uzbekistan. In this regard, the Decree No. PF-5843 of the President of the Republic of Uzbekistan dated October 3, 2019 "On measures to fundamentally improve the personnel policy and state civil service system in the Republic of Uzbekistan"<sup>1</sup> defined the priorities for further improvement and reform of the state civil service. In accordance with this Decree, it provides for the introduction of the "career model" of the state civil service, which provides for the gradual transition from the ranks of the service career through the regular improvement of personnel qualifications, the classification of state civil servants and the awarding of qualification ranks (levels) to them. Accordingly, one of the priority tasks is to study advanced foreign experience, improve this field based on modern approaches and bring it to a new level.

As defined above, the practice of advanced foreign countries in developing the competencies of civil servants was analyzed.

In particular, on the basis of studying the qualifications of civil servants in South Korea, the UAE and developed countries such as Singapore, Germany, and the USA, it was studied that the competences of civil servants in these foreign countries are divided into two types. First of all, it is divided into general competencies of civil servants (Core competencies) and types of competences according to the ministries and agencies in which the civil servant works.

When studying the competencies of general civil servants, they can find a similar competency "Leadership".

Problem-solving competence includes the ability to provide and receive feedback constructively. It is divided into the following indicators:

1. Tends to support people when they show independence of thought and draw conclusions.
2. Attempts to record proper behavior and behavior of employees.
3. Helps and supports people in undertaking tasks and goals that require hard work.
4. Usually uses an informal interview style with employees of all job levels.
5. Gives employees a lot of freedom to challenge themselves in challenging tasks and develop different skills.
6. Employs an open door policy when coaching is needed or referrals are needed.

Indeed, the President of the Republic of Uzbekistan, Shavkat Mirziyoev, in his speech at the joint meeting of the chambers of the Oliy Majlis: "The main task is to form a new structure of leaders and officials who have high professional skills and modern thinking, who are well-thought-out, who can make the right decisions in all aspects, and who will achieve the set goals", and set specific tasks for all educational institutions operating in this direction and the leaders in this field.

In the current rapidly developing period, the tendency to base competences in the development of leadership skills is gaining priority. Leadership competence has a special place among these competencies. Because ancient philosophers Herodotus and Plutarch paid special attention to leaders and described them as "leaders who create history". In fact, leaders are the ones who reform the rules of society through state policy. Today, the development of leadership competencies occupies a special place in the process of training young leaders.

There are various social psychological theories of leadership development, one of which is the "Environmental" theory, which states that the main driving force for leadership is the place, circumstances, and cultural environment in which a person lives. A person's place of birth, his school, higher education institutions, and his place of work greatly contribute to the development of leadership competence.

During the growth period of a person, not only his internal emotions or motivation form the leader's leadership competence, but also the surrounding environment and interaction with the people around him contribute to leadership training. According to the "Environment" theory<sup>2</sup>, leadership is not innate and this competence can be developed at any age. For this, the leader is required to constantly work on his knowledge and skills. As a proof of this theory, we can cite an example of measures taken by the Youth Union to appoint captains in schools and to develop leadership competencies in them from school age.

Another theory aimed at developing leadership competence is Trait Theory. Gordon Allport, one of the founders of Trait Theory, "emphasizes that not only socio-psychological, but also biological aspects have a great influence on personality development"<sup>3</sup>. According to him, a person's leadership competence depends not only on his work on himself or internal motivation, but also on his innate, biological and etymological genetic program, temperament, intelligence, charisma, and especially on his divine destiny. In his work, he suggested that charisma is a distinguishing characteristic of a leader, and that this potential can only be innate and cannot be artificially formed.

According to Nikolaus Enkelman, charisma is the ability to attract and retain the attention of others. According to our interpretation, charisma is divine light, strength, the ability to gather

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people around and positively influence them. According to the supporters of this theory, L. Bernard, V. Binham, O. Ted, S. Kilbourn, a person's leadership competence is innate and depends on the following 4 types of personal-psychological characteristics<sup>4</sup>. These are: innate intellectual potential, responsibility, innate faith, confidence, and activity that represents a fierce spirit. Intellectual means the ability of a leader to think strategically, the ability to see every issue in advance, the ability to control his emotions, and the conceptual thinking aimed at seeing the positive characteristics of each person and directing them for the development of the organization. In terms of responsibility, the leader's sense of personal responsibility for each issue is important, and the characteristic of a leader is to increase the sense of responsibility in those around him. The ability to correctly communicate the level of importance of the issue is required to approach each job responsibly. It has been noted that self-confidence instills a sense of confidence in others and increases the ability to influence them. At this point, it is worth noting that the basis of self-confidence is the ability to make an adequate assessment of oneself, so it is important for a leader to know his strengths and weaknesses and act based on these abilities. In addition to the above-mentioned characteristics, we can say that another characteristic of true leadership is the ability to overcome the "ambivalence" in decision-making that is characteristic of a person.

Doubt can be a constant companion for a young leader, because there are always cases of hesitation due to the fact that the correctness of the decisions made and their impact on the internal socio-psychological environment cannot be predicted in advance, or due to insufficient experience. According to this theory, in 1940, K. Baird developed a list of 79 characteristics that a leader should have.

Also, effective leadership depends on the "maturity" of the individual according to the "Life Path" theory presented in the book "Managing Behavior in the Organization" by P. Hersey and K. Blanchard. Accordingly, an important factor for the development of leadership competence is life experience. According to this theory, leadership competence is not only the abundance of knowledge, but also the ability to establish positive relationships with people and ensure the sustainability of these relationships. Based on this theory, the leader's experience is important in the development of leadership competence. After all, the mistakes made during life and activity in some sense help the person to make the right decisions and ensure the stability of the positive social-psychological environment in the team.

Another theory about leadership is the theory of "Person-state". This theory generalizes the previous theories to a certain extent, and in the formation of leadership competence, both the environment and individual psychological characteristics of the person, as well as his life experience, are taken into account. R. Stogdill and S. Shartle emphasize that the concepts of "status", "interconnection", "consciousness" and "behavior" can be used to express the concept of a leader<sup>5</sup>. A leader should demonstrate his position in society, his reputation, the ability to communicate with people, not only to establish a single authority, but also to act together with those around him. Here, it is meant that a person should make decisions based on his mind, form an image worthy of the level he holds, and be able to behave in accordance with this image.

Based on the above-mentioned theories, we believe that it is necessary to apply a multi-level approach to the formation of leadership competence in our leaders today. The first stage is cognitive, that is, it involves the development of the knowledge level of our leaders. In order to increase knowledge, it is necessary to form the ability to correctly divide daily tasks, which tasks are considered important and which tasks are necessary. Daily reading of new literature for 20-

30 minutes during the allocated time and connecting the received new information to real life will greatly contribute to the development of the level of knowledge. In addition to the development of the level of knowledge, the young leader develops the ability to formulate short-, medium- and long-term goals and strive towards the set goal. During intellectual development, the young leader also develops self-discipline skills, because constant reading of books, setting goals for himself changes his character, learns to control his inner emotions.

The leader begins to notice his own shortcomings and strives to improve. It is natural that the leader is not aware of his individual shortcomings in some cases. These shortcomings may not be known in everyday life, but in some situations in a leadership position, these shortcomings may manifest themselves negatively to those around them. This is one of the reasons why leaders often postpone the solution of some issues. Because the issue of delay is the lost time and opportunities, it is called anti-leadership in psychology.

In the second stage, the young leader's ability to cooperate is focused on development. In most organizations, we can observe that the formation of new values between the younger generation and older generations causes conflicts between them. Therefore, it is important to develop the ability to cooperate in young leaders. As it is known from the psychology of personality, the period of curiosity and non-recognition of rules is the most developed at the age of 20-28. At this time, there are cases of encountering some difficulties in working with the older generation for young people who have assumed the responsibility of leadership. We all know that in every organization there are specialists who can approach various issues professionally and provide solutions that are right for the organization than a young leader. That's why it is good for a young leader to be able to cooperate with such specialists in the interests of his organization, because they act as internal consultants. That is why there is a mentoring service in developed foreign countries, which in the East is called the master-disciple tradition. In the above-mentioned "Life Path" theory, it is stated that life experience is important in the development of leadership competence, and for a young leader, the presence of a mentor with great life experience will be a great help in forming his leadership competence.

In the third stage, the development of management experience allows the formation of leadership competence in a young leader. Leadership competence can be formed by developing skills such as accurate and precise goal setting, timely and quality performance of assigned tasks, and provision of a performance control system in management experience. The problem of formation of leadership competence is also widely covered in the science of management acmeology, according to which 4 forms of management experience can be distinguished. The first is "dilettantism," in which the leader fails to adequately demonstrate his or her managerial skills. the leader unknowingly or as a result of some external influences begins to transfer the management used by others to his management. In this case, the leader's creative approach to his problems is lost, and even his self-confidence may decrease.

The second form is the so-called "stiff" form, in which the leader is accustomed to performing only daily tasks, avoiding tasks aimed at expanding his abilities.

The third form is called "Innovative", and such a leader is considered a leader who quickly realizes changes and seeks to find opportunities in different situations. Such a leader is always eager for new things, but sometimes he can make mistakes in predicting that these new things will not meet the requirements of the internal environment of the organization.

The fourth form is called "Professional", such a leader always has a systematic approach to management. . Of course, it is natural for a leader to have the above-mentioned forms in the

process of developing management experience at some point in time, but a young leader should determine which form of management experience is suitable for him and try to develop it further. Based on the above points, it can be concluded that as an effective approach to the formation of leadership competence in leaders, increasing the level of knowledge of the leader will give more results, because by developing knowledge, the possibility of using the method of self-education, which is widely used in psychology, will expand. As the level of knowledge increases, the manager's management experience, skills of cooperation with the subordinate leaders develop further, he begins to move in accordance with the news and the rapidly changing era. Also, the formation of leadership in a person is a great work, dedication, enthusiasm, a strong desire to master the unknown, loyalty and endless patriotism.

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