ОВЛАСТЯВАНЕ НА РАБОТЕЩИТЕ В СОЦИАЛНАТА СФЕРА В МАЛКИТЕ НАСЕЛЕНИ МЕСТА – ПРЕДИЗВИКАТЕЛСТВА И ВЪЗМОЖНОСТИ

EMPOWERMENT OF WORKERS IN THE SOCIAL SPHERE IN RURAL AREAS – CHALLENGES AND OPPORTUNITIES

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"Empowerment of workers in social sphere - challenges and opportunities"

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Университетско издателство „Св. Св. Кирил и Методий"

2021

"Empowerment of workers in social sphere - challenges and opportunities"

USING SPIDER-WEB-WEB DIAGRAMS TO IDENTIFY AND ADDRESS HUMANE LEADERSHIP TRAITS IN MANAGERS

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Abstract: The article describes how the Spider-web-web diagram method of presenting data was used to identify Humane Leadership traits of managers, focusing on the gaps between the managers' perceptions of themselves and their boss and employees' perception. The article concludes with suggestions of how this information can be utilized to improve managers' Humane Leadership skills and increase employee motivation.

Key words: Humane leadership, leadership traits, Spider-web-web diagrams

INTRODUCTION

The principal goal of practicing Humane leadership is to improve levels of trust and respect between managers, their bosses, and their employees. When the atmosphere in an organization and workplace is positive, employee motivation increases, as subsequently does the quality and quantity of employee production. In the course of the author's research study on Humane leadership and its influence on employee motivation, data was collected via questionnaires and displayed in Spider-web diagrams in order to identify managers' Humane leadership traits. By ranking the features in the model for human leadership in a Spider-web diagram, it will be possible to provide feedback to managers regarding how to improve Humane leadership skills.

EXPOSITION

Leadership is about influencing others to take action in order to lead people, raise their motivation and achieve the goals of the organization. Hence, as the researcher found, operational skills – the ability to turn a vision into reality – are at its core. The difference between different leadership approaches and models lies not so much in the what or even the why of leadership, but rather in the how – how leaders influence others to take action.

In order to show the scientific value of the Humane Leadership model, this model was validated through the process of garnering empirical support. Through a series of questionnaires, the model has been examined by showing the connection between Humane Leadership and workplace motivation. The Humane leadership theory holds that an executive manager who does everything to meet the task, without considering the personal treatment of each employee, sends a message to his subordinates that they are less important to him than the work itself. Such a manager is weak in human relations and can benefit from improving his Humane leadership skills. The literature describes a number of traits that are essential for successful leadership, and many of the ideas presented in the literature were integrated into the Afik model of Humane leadership.

Visionary - "Vision has long been a quality and characteristic defining leadership" (Coers, 2018, 1). Has a vision. He perceives what will happen in the future, is able to think a few steps ahead, and bases his actions on that knowledge. He understands processes and what their potential outcomes might be. He is very skillful at analyzing situations, and is constantly taking account and assessing processes and outcomes in order to plan for the future and prepare follow-up plans (Bass & Avolio, 1994; Adizes, 2012; Covey, 2014).

Action Taker - takes calculated risks. He is flexible and adapts to changing situations, prepares for crises, and is very decisive. This kind of a leader is a change-maker who takes

initiatives and seeks creative solutions (Wanasika, 2009, 7; Rowe, 2001, 3; Hitt & Ireland, 2005) call the Action Taking leader a Strategic Leader: "strategic leadership as a person's ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization. This second definition seems to capture several characteristics: future orientation, cognitive ability, ability to focus on the big picture, interpersonal relations, propensity to act and risk taking". (Hitt & Ireland, 2005 in Wanasika, 2009, 7)

Sets Clear Goals - focuses on what is relevant. He is able to differentiate between what is significant to the process, and what is extraneous, and sets clear operational goals, and he "is cognitively complex enough to hold both short term and long term goals simultaneously" (Rowe, 2001, in Wanasika, 2009, 7).

Realistic – "a realistic leader is characterized by untenable and selfish morality, which is neither lasting nor certain" (Brzezińska, 2020, 180). doesn't live in a fairy-tale world, his "goals arise about what is desirable, possible, and necessary out of necessities, not desires and dreams" (Rowe, 2001, 3). He operates rationally, makes logical choices, and explains his decisions and actions. He never uses the excuse, "Because I want to…". He justifies everything he does.

Provides Clear Instructions - has good communication skills. He is assertive, very available, and gives clear and precise instructions. Hoch (2014) call the leader that provides clear instructions the Pragmatic Leader. The "pragmatic leader provides clear instructions about the team procedures and ways of working; may lead to uncertainty about the correct direction the team may take" (Crespo-Gonzalez & Quintero, 2020, 33; Hoch, 2014)

Perseverance - very focused and disciplined, is "better at overcoming obstacles and have the capacity to work with distant objects in view" (Kirkpatick & Locke, 1991, 51). He adheres to the mission and is passionate about seeing projects through to the end (Bass, Stogdill & Bass, 2008)

Persuasive Negotiator - has powerful coaxing skills. He seeks out-of-the-box solutions, and knows how to bring people around to his viewpoint. He believes in fair play. "This leader understands the other side's story, is open to persuasion, uses reciprocity to build trust, matches appeals to the other side's circumstances, seeks agreements that feel fair to both sides, recognizes how people process information through stories as well as analysis" (Lax & Sebenius, 1986 in Foster, Mansbridge & Martin, 2015, 74).

Role Model - a positive motivator. He is inspiring and very professional, and treats his subordinates with respect. A leader that "use role modeling to influence others", "with a socialized power motive uses power as a means to achieve desired goals, or a vision. Its use is expressed as the ability to develop networks and coalitions, gain cooperation from others, resolve conflicts in a constructive manner" (Kirkpatick & Locke, 1991, 53; McClelland, 1965; Bass & Avolio, 1994; Fiedler, 1967).

Kindness – "The relationship between kindness and leadership is a topic of fundamental importance for the organization well-being" (Haskins, Thomas & Johri, 2018). Baker & O'Malley, (2008) "Have advocated that leading with kindness is effective in both optimizing organization performance and building high commitment workplace cultures and is a moral duty" (Baker & O'Malley, 2008 in Caldwell, 2017, 2). This leader loves and cares for his staff. He develops relationships with his employees' families, loves his subordinates, and helps them solve their problems. He believes that caring for others inspires them to follow him as a leader, and he stands up for the people he leads.

Honesty and Integrity – "are virtues in all individuals, but have special significance for leaders. Without these qualities, leadership is undermined. Integrity is the correspondence between word and deed and honesty refers to being truthful or non-deceitful. The two form the foundation of a trusting relationship between leader and followers" (Kirkpatick & Locke, 1991,

53). He is loyal to superiors and subordinates alike. He is loyal to the organization, adhering to the organization's policies, nurturing the organization's culture, and doesn't abuse his position of authority or power. He does not use force or fear tactics, or practice cheap populism to achieve his goals. He is honest, reliable, accountable, and stable, maintaining a calm demeanor and never plays the blame game (Smith & Harrison, 1986).

The Wandering Around Listener - listens patiently. He listens to both sides when there is a disagreement or conflict, and puts his own ego aside when contemplating a solution. Listeners "are effective information gatherers because they are good listeners and encourage subordinates to express their opinions. They stay in contact with the rest of the organization by, in Tom Peters' terms, "wandering around". Leaders actively seek information from outside the organization. Good leaders also disseminate information widely so that followers will understand the reasons for decisions that are made and how their work fits into the organization's goals." (Kirkpatick & Locke, 1991, 57; Peters, 1987).

Inter-personal Skills and Emotional Stability - believes in teamwork. He collaborates with others to improve achievements, consults with others before making important decisions, is not afraid of strong colleagues, is open to others' opinions. He says what he means, and means what he says. And he "remain even-tempered … generally do not become angry or enraged … emotional stability is especially important when resolving interpersonal conflicts and when representing the organization … he retains emotional control and foster as trust and teamwork" (Kirkpatick & Locke, 1991, 55; Labich, 1988).

Delegates - delegates responsibilities. He has faith in subordinates to help reach goals, and shares the credit as well as the responsibility for results. "Delegating leadership style gives confidence as the manager recognizes and celebrates employee achievement, and inspires challenge and innovative ways to reach the goal" (Lynch, 2015 in Alčauskienė, Vitkienė & Grigaliūnienė, 2019). "It is stated that this style supports and allows a high degree of staff autonomy as employees are allowed to engage in planning and administration. In this case, the manager delegates responsibilities to employees to see how the job is progressing. This style is most appropriate when employees are competent and capable of performing tasks and willing and confident in their abilities and knowledge" (Wahab, 2017 in Alčauskienė, Vitkienė & Grigaliūnienė, 2019).

Lifelong Learner Professionalism – "puts the knowledge base into practice" (Garman et al., 2006, 219). seeks to grow and learn. He deliberately surrounds himself with people who are more knowledgeable than he is, and constantly strives for improved professionalism. "professionalism involves cultivating and managing working relationships with others. Effectiveness in delivering and receiving constructive feedback is a hallmark of professionalism. Maintaining networks with colleagues and participating in a professional association are also highly important activities" (Garman et al., 2006, 220)

Nurturer - challenges and nurtures staff. He is supportive, offers positive feedback, shows others how to improve, and gives people a second chance, all in an effort to improve achievements (Irby, Brown, Yang, 2009). "rewarding professional development, and valuing members of the organization" (Leonard & Jones, 2009, 26).

Accepts his Humaneness - acknowledges mistakes, and balances work and leisure time. "Participants addressed the important role that acceptance played in relation to their capacity to counsel with self-compassion. Accepting their humanness in all of its strengths and limitations, as well as accepting others" (Patsiopoulos & Buchanan, 2011, 303).

Positive Attitude - doesn't "lose it". He is not moody, and often smiles and has a positive attitude, even when facing difficulties. He is optimistic and trustful, instilling hope in his co-workers (Burns, 1978; Hurduzeu, 2015).

The list in the AFIK Model traits containing both task and relationship oriented. According to the AFIK Model, a Humane leader must develop the following operational skills:

visionary, clear goals, strategic action-taker, delegator, skillful communicator, and life-long learner. In addition, this type of leader has to possess several personal skills such as humble, kindness, inter-personal skills, patient listener, nurturer, and be an inspirational role model.

Implementation of Humane Leadership Questionnaire

To gather data that would later be displayed in Spider-web diagrams, the researcher recruited 22 students from an MA organization consulting course he was teaching, and asked those students to distribute his questionnaire within their organizations. The questionnaire, written in Hebrew, was distributed within 22 Israeli organizations in both the Jewish and Arab sectors. The organizations were selected from the fields of : hotels, hi-tech, schools, industry and so on.

Each questionnaire was answered by 20 managers (referred to as "leader"), each manager's superior (referred to as "boss") and on average 10 of the manager's employees ("subordinates"). All in all, 489 questionnaires were returned. The response rate was 98.5% of the sample included 22 leaders, 22 bosses and 440 subordinates. Five subordinate questionnaires had incomplete personal data, and therefore were not included in the demographic description. However, their ratings of Humane Leadership traits were included.

The respondents – both male and female – were predominately academics between 30-50 years of age and came from a variety of fields: education, hospitals and hospitality, banks and municipalities, industry and high-tech, private businesses and non-profit organizations.

As such, the respondents came from a range of workplace environments and different organizational cultures. Some worked in offices or shared open spaces, while others worked in the field or on production lines. Some worked on their own, others with co-workers or with the public. Some of the organizations belonged to the public sector, while others to the private sector. And, some organizations, obviously, were richer and more prestigious than others.

Every participant received the same questionnaire, but the focus of the questions was different, depending on the respondent's position in the organization. Managers answered the questions about themselves, with regard to their Humane leadership traits. The bosses and subordinates answered questions with regard to the managers. The purpose of this stage of the research was to identify any gaps between the managers' perceptions of themselves, and the other respondents' perceptions of the managers – in terms of grades assigned to specific Humane leadership traits.

The researcher initially chose eight traits that best represent humane leaders and distinguish them from other leaders. Using these traits the researcher created a leadership assessment questionnaire, in which the extent in which leaders performed each trait was rated on a Likert scale from 1 to 10 (1=low; 10=high).

Performance Ratings of Humane Leadership Traits

The data presented is the result of calculating the average rating of each trait within each professional group: leaders (22), bosses (22) and subordinates (445). The ratings are on a scale from 1 to 10: 1 = the lowest rating; 10 = the highest rating.

The traits are listed from 1-12 according to their degree of importance as emerged from the responses to the Humane Leadership Key Traits questionnaire (Table 1).

The differences between the leaders and the subordinates are in parentheses on the left; the differences between the leaders and their bosses are in parentheses on the right.

The averages presented in the Performance Ratings chart confirm and enhance the trend, which emerged from the Spider-web Diagrams **– there is a gap between the subordinates' ratings of their leaders' performance and the ratings given by the leaders and their bosses.**

As expected, the differences between the leaders' ratings and those of the bosses are smaller in comparison with the differences between the leaders' ratings and those of the subordinates. However, three traits - balances work and leisure time, delegates authority to

subordinates, and makes decisions quickly - clearly stand out. Because the ratings of these three traits by the subordinates, on the one hand, and the bosses, on the other, are not significantly lower, the differences between the leaders' ratings and those of the subordinates are smaller than the others (less than 1.0) and the differences between the leaders' ratings and those of the bosses are very small. Delegates authority to subordinates and makes decisions quickly can be considered operational skills, meaning they focus on getting the task done rather than personal skills, which focus on developing subordinates.

Table 1 Humane Leadership Traits (HLT)
Performance Ratings According to Respondents' Groups

	Humane Leadership Traits	Subordinates (440)	Leaders (22)	Bosses (22)
1.	Set personal example – role model	7.6 (1.5)	9.1	8.6 (0.5)
2.	good inter-personal communication	7.9 (1.1)	9.0	8.9 (0.1)
3.	constantly improve achievements	7.8 (1.2)	9.0	8.9 (0.1)
4.	gives credit and positive feedback	7.6 (1.3)	8.9	8.7 (0.3)
5.	vision and inspiration	7.9 (1.1)	9.0	9.0 (0)
6.	balances work and leisure time	7.6 (0.6)	8.2	8.6 (0.4)
7.	teaches subordinates	7.6 (1.6)	9.2	9.2 (0)
8.	Focus on what is important	7.6 (1.4)	9.0	9.0 (0)
9.	Loves his subordinates	7.6 (0.9)	8.5	9.1 (0.6)
10.	initiates and leads change without hesitation	7.5 (1.0)	8.5	8.5 (0)
11.	delegates authority to subordinates	7.3 (1.5)	8.8	8.7 (0.1)
12.	takes risks when necessary	7.5 (0.8)	8.3	8.5 (0.2)
Average		7.6 (1.2)	8.8	8.8 (0.2)

As for "balances work and leisure", its low rating by the leaders could derive from the fact that the leaders take pride in being workaholics. It appears that leaders don't place any importance on maintaining a balance between work and leisure time. These are task oriented managers that give high priority to their work, and their employees is also less important to them. These managers fail to understand that in the end, this disregard will damage their employees' motivation.

Because the differences between the trait ratings were so small, the researcher sought yet another way to look at the data. Hence, a comparison was conducted between the degree of importance attributed to each trait in the Humane Leadership Key Traits Questionnaire with the levels of performance as perceived by each respondents' group.

- The highest score each group received was 1.
- If more than one trait received the same rating, both traits received the same score.
- Because more than one trait received the same score, the levels of performance are not listed from 1 to 12.
- To eliminate distractors, the ratings and percentages have been deleted, leaving only the scores.

Table 2 Humane Leadership Traits Priorities

Humane Leadership Key Traits	Subordinates (445)	Leaders (22)	Bosses (22)
	Mean	Mean	Mean
Set personal example - role model	3	1	6
Good inter-personal communication	1	3	4
Constantly improves achievements	2	3	4
Gives credit and positive feedback	3	4	5
Vision and inspiration	1	3	3
Balances between work and leisure time	3	8	6
Focus on what is important	3	1	1
Loves his subordinates	3	3	3
Delegates authority to subordinates	3	6	2
Takes risks when it necessary	4	6	7
Teaches his subordinates	5	5	5
Initiates and lead changes without hesitation	4	7	7

As shown in Table 2, according to the findings that emerged from the Humane Leadership Key Trait Questionnaire, role model is the most important trait of a Humane Leader. However, in practice, role modelling is not perceived as the most prevalent trait of the leaders – not by the subordinates, not by the bosses.

What stands out is that in the eyes of the subordinates, there is no significant difference between the traits. Two traits – good inter-personal communication and source of vision and inspiration tie for first place, one trait – strives to improve achievements – is in second place and six traits are in the third place – among them role model.

Another interesting fact is that the trait "teaches subordinates" is #5 in terms of importance, at the bottom of the subordinate's list and #5 on the leaders' list and #5 on the boss' list. According to this result, teaching subordinates does not appear to be a very strong Humane Leadership trait.

Finally, while the leaders perceive "balance work' and "leisure time" as their weakest traits, neither the subordinates nor the bosses sympathize with this approach. The employees and their bosses do not appreciate manager who does not know how to divide his time between work and home. All his efforts to advance in different directions will be lost causes, and that is unfortunate.

When the researcher began the Study, his intention was to systematically consolidate and validate the key traits of Humane Leadership, which emerged during his Preliminary Study. He began by identifying 12 key traits, and then proceeded to examine to what extent these traits are actually exhibited and/or applied by organization leaders. Spider-web diagrams were used to identify trends of manager/employee/boss perceptions about Humane leadership traits among managers (leaders) in different professional fields.

Test Retest Reliability

Test-Retest reliability refers to the research tool ability to be consistent over time. Having good test re-test reliability signifies the internal validity of a test and ensures that the measurements obtained in one sitting are both representative and stable over time (Davidshofer, C.O. & Murphey, K.R., 2005). In order to examine the test-retest reliability of the 'Parameter of the human leader' questionnaire, 30 respondents were asked to fill it out again, a week after they have filled it up for the first time.

To calculate the reliability, we compare whether the respondent responded with the same answer in both measurements for each attribute. Table 3 presents the frequencies and percentage of identical answers.

Table 3 Frequency and Percentage of Test-Retest Reliability

|	**N**	**%**
Sets a personal example	30	100.0%
Delegates authority to subordinates	29	96.7%
Good interpersonal communication	28	93.3%
Teaches the subordinates	30	100.0%
Takes risks when necessary	30	100.0%
Maintains a balance between work and leisure	29	96.7%
Focuses on what is important, and not what is insignificant	29	96.7%
Gives credit and positive feedback	30	100.0%
Prepares for crises	29	96.7%
Ensures in collaboration with people that achievement levels will constantly improve	30	100.0%
Shows assertiveness, firm and resolute	26	86.7%
A source of vision and inspiration	29	96.7%
Improves the professional levels of subordinates	29	96.7%
Shows care and fondness for his subordinates	23	76.7%
Not afraid of employees and confronts them when necessary	25	83.3%
Implements organizational culture	28	93.3%
Makes decisions quickly	29	96.7%
Punishes hard for unsatisfactory actions	30	100.0%
Initiates and leads changes without hesitation	26	86.7%
Adhering to and following the principles and procedures of the organization	28	93.3%

As can be seen, agreement rates ranged from 76.7% to 100%, with rates of above 95% in 14 out of the 20 attributes. The average rate of agreement is 94.5%, which is a considerable high range of agreement.

Displaying Data in Spider-web Diagrams

Spider-web diagrams (Tague, 2005, 437) are two dimensional graphs used to provide a visual picture of research findings. This type of diagram is effective when there are three or more quantitative variables being measured. Each variable is assigned an axis, with all the axes spreading out from a central point, like spokes on a bicycle wheel. Spider-web diagrams are also referred to as radar charts, star charts, and polar charts. Scores are marked at equal intervals along each "spoke", with "zero" being in the centre, and numbers 1 to 10, for example, moving towards the end of each spoke.

Spider-web diagrams can be used to monitor quality improvement of performance (Basu, R., 2004, 131), and specifically in the case of this study, the scores received for various Humane leadership traits. This type of graphs is also useful for repeated scoring of particular variables. For example, if a boss wants to improve his manager's Humane leadership traits, a questionnaire can be submitted and the scores entered into a spider-web diagram, and then the process can be repeated three to six months later, after intervention takes place to induce change. The two spider-web diagrams are an easy means of presenting the differences in scores recorded on the two different dates. The visual representation of numerical scores is an excellent tool for laymen who don't easily understand statistical findings. "It is somewhat easier to see patterns in the data if the observations are arranged in some non-arbitrary order, and if the variables are assigned to the rays of the star in some meaningful order" (Friendly, M. 1991).

For the purpose of understanding Humane leadership traits in managers, Spider-web diagrams were used during the researcher's study to compare scores for twelve dimensions/traits. Respondents rated the twelve traits in a questionnaire.
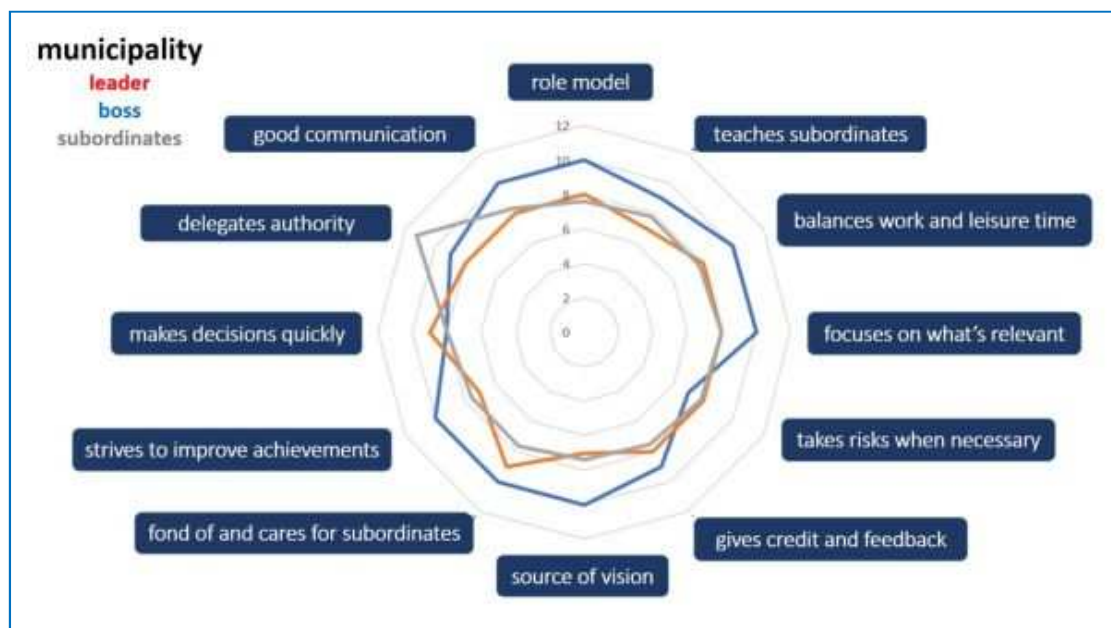
Fig. 1 Humane Leadership Municipality Spider-web Diagram *(N=489)*

The average rate response for each trait was calculated and displayed for each group completing the questionnaires. The researcher first calculated the averages of each respondent's ratings, and then an overall average. For example, the averages are as follows: The highest was the leader - 8.9, then the leader's boss – 7.1, then the leader's peers – 6 and finally the leader's subordinates – 5.5. Total Average is 6.9.

The analysis of this sample questionnaire clearly shows a significant gap between the way the leader sees himself (8.9) and how he is seen by others (7.1; 6; 5.5). The biggest

discrepancy is between the leader's self-perception and how his subordinates see him (8.9 vs. 5.5). This analysis identifies the Humane Leadership traits the leader employs well, and those, which require improvement.

All the data from the questionnaires was integrated onto a table and after that on a Spider-web diagram. Different colours were used for each type of responder, so you can clearly see what the manager thinks of himself in relation to the 12 qualities of human leadership, what his manager thinks about him, and what the employees/subordinates below him think about him.

This is a sample Spider-web diagram of how each type of respondent views their organization's manager differently. In this diagram, the green line shows that the leaders on average rated themselves much higher in Humane leadership traits than their subordinates rated them – as shown by the blue line. For the purpose of the sample, 12 traits were addressed.

For the purpose of his study, the researcher applied data collected from bosses, managers, and subordinates in three different fields of employment: municipalities, hotels, and high-tech companies. The researched wanted to find out if the phenomenon of leaders and bosses giving leaders higher scores than the subordinates gave them occurred in all areas of society.

After submitting the Humane leader questionnaire to groups from each fields of employment, the researcher created a Spider-web Diagram for each leader in order to demonstrate the different perceptions of his/her performance as a Humane Leader (in total 22 diagrams). Each diagram consisted of the leader's rating of his/her performance of each trait, the leader's boss' ratings and the average of the subordinates' ratings. The Spider-web Diagram in Figure 3 represents the scores provided by respondents working in a high-tech company, and further demonstrates the power of this tool. It shows significant gaps between how the leader sees his performance and how it is perceived by his boss and subordinates. While the boss thinks highly of the leader – and in most cases even rated him higher than he rated himself – the subordinates aren't happy and don't cut him much slack. What's more, the leader is convinced that he is a good role model with excellent inter-personal communication skills and in both instances his boss and subordinate think otherwise. Once again, the question is "Why?". With regard to the leader being a source of vision, the subordinates rated the leader higher than he rated himself. What can be concluded without a doubt is that there is definitely good cause to sit down and have a conversation.

The Spider-web Diagram proved to be a useful tool for sharing different perceptions within an organization. In particular, it's an effective icebreaker when discussing challenging topics such as differences of opinions, demands vs. expectations, and miscommunications.

With regard to the question: Which Humane Leadership traits do organization managers practice? While the Spider-web Diagrams did not identify any outstanding traits specifically characteristic to managers, they did highlight one clear consistent trend. In general, the managers gave themselves - and the bosses similarly gave the managers – higher scores than the workers gave him for most of the traits. It can be concluded from this phenomenon that there is a gap between how the managers perceive their leadership traits and how their subordinates perceive them. This gap must be addressed in order to improve the manager's performance and his Humane Leadership traits.

CONCLUSIONS

Analysis of the Humane Leadership Traits Questionnaire data in the Spider-web diagrams led to three key conclusions. First, there is a significant gap between how the leaders and their bosses see their performance and how it is perceived by the subordinates. Second, the researcher could not identify any meaningful difference between the performance of different traits in general and task-oriented traits vs. people-oriented traits, in particular. Third, there is

no correlation between the degree of importance of each trait and the level which it is practiced in reality.

One might say that the subordinates' ratings of their leaders' performance reflect reality. On average, the leaders are perceived to perform somewhere between 7.3-7.9 with varying standards of deviation. This makes sense.

An interesting question rise from the data is: Why do the leaders rate themselves with the score they would like to be at and not at their real score? Are they really so arrogant and self-centred? For the most part, the leaders are probably sincere, hardworking managers, who more than anything want to do a good job. Their ratings are not so much an expression of their actual performance, but more their desire – how they would like to see themselves, the kind of leaders they hope to be.

As for the high ratings given by the bosses, this finding also raises a question: Why did almost all the bosses rate the leaders so highly? Particularly when the subordinates see them in a different light, and even when the leaders gave themselves lower ratings? One possible answer may be that the leaders were chosen by the bosses, and they – the "big bosses" – don't want to be seen as wrong.

RECOMMENDATIONS

The idea was that this model of using questionnaires and a Spider-web diagram could be used in the long term, in a wide range of work places, to analyse manager/employee relationships. Research conducted to date using the Afik model of Humane leadership has proven that the model is an effective means of identifying Humane traits in leaders, for the purpose of enhancing leadership skills. By displaying data collected in Spider-web diagrams, the information collected using the Afik model becomes much easier to understand and work with.

Bosses and CEOs of large companies and organizations can apply the Spider-web diagram method for analysing Humane leadership traits of their managers. Using the Humane Leadership questionnaire, data can be collected and recorded in Spider-web diagrams. Every trait that receives a low score of 6 or less should be addressed. Also, whenever there is a significant difference in the scores of traits for the way the manager perceives himself and the way his subordinates view him, those traits should also be addressed. More often than not, the grades managers give themselves for various traits are higher than the grades their employees give them.

This tool can serve as the basis for discussions between bosses and managers in an effort to identify which Humane leadership traits a manager needs to work on and refine. It is hoped that further research in the field will lead to the development of tools that can help managers improve their Humane leadership traits and thus improve employee motivation and production. This research is innovative - in the literature there is no research about the connection between Humane leadership and Motivation.

In the field of Social Work, specifically, mapping Humane leadership traits on Spider-web diagrams can be particularly useful when working to improve working relationships between social workers and their supervisors, and social workers working together on projects or teams. The ability to view as a group how managers, bosses and subordinates perceive the managers (leaders), adds a concrete and practical aspect to theoretical discussions on how to improve Humane leadership skills in managers. Other goals can then be pursued, in an effort to improve subordinate motivation and performance.

• Humane leadership organizational strategies can be applied by the team leader to implement recommendations and plans, fostering continued, cooperative teamwork involving a variety of professionals,

• The Humane leadership model can be used to help leaders and managers increase motivation among social workers by providing the social workers with a sense that their superiors care about them, and by responding to their requests, complaints, and suggestions.

• A leader with refined Humane leadership skills will give social workers the confidence to cope with crises through emphasizing goals and providing positive feedback and encouragement.

• A Humane leader applying the principles of transformational leadership will help his team adapt to changes in the populations they deal with, the regulations they adhere to, and the tools they work with.

When data is collected at regular intervals in any organization, findings can be organized, analysed and discussed according to the underlying theme of gaps – operational leadership vs. relationship leadership, leaders vs. followers and employee motivation – boss vs. other workplace factors. Using a Spider-web diagram to display the findings is a method of highlighting Humane leadership traits that need to be addressed, in a way that is easy for all parties to view and understand.

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