



Leadership development program for middle size automotive company reflecting Industry 4.0 people needs

A Master's Thesis submitted for the degree of "Master of Business Administration"

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Affidavit

I, KORNEL KOMLOSI, ING., hereby declare

- that I am the sole author of the present Master's Thesis, "LEADERSHIP DEVELOPMENT PROGRAM FOR MIDDLE SIZE AUTOMOTIVE COMPANY REFLECTING INDUSTRY 4.0 PEOPLE NEEDS", 102 pages, bound, and that I have not used any source or tool other than those referenced or any other illicit aid or tool, and
- 2. that I have not prior to this date submitted this Master's Thesis as an examination paper in any form in Austria or abroad.

Vienna, 24.09.2018

Signature

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Abstract

In recent years organizational, economic and technological changes shaped the concept of management and leadership beyond recognition. Globalization created a more competitive environment and need for leaner, more flexible and adaptable business. Response and solution to this situation might be trough the implementation of Industry 4.0. For this it is necessary to have managers ready to take this role on themselves. As consequence, required management and leadership skillsets changed radically. The purpose of this thesis was to explore the current situation with two managerial levels in plant Hella Trencin. Specifically, to identify the weaknesses of managers and all management and leadership areas, which should be further developed. The main objective of the thesis was to provide customized solution for an improvement and further development of both managerial levels. Survey analysis clearly showed, that the greatest need for management development, on both levels, was in the area of performance management skills, motivation, empowerment and feedback. Suggested methods for improvement were: immediate start of building feedback culture with high frequency feedback sessions, implementation of job rotation and addition of customized extension modules to the existing development program. Since the survey results on the preferred way of learning were inconclusive, the author suggested additional survey focused on this topic and employee motivation specifically. Finally, current trends in leadership development are constantly changing and evolving. Therefore, continuous search and implementation of new leadership development methods is necessary.

Key words: leadership, management development, education, Industry 4.0, questionnaire survey

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1 Introduction

In recent years, needs of management development have become a major interest amongst both, management practitioners as well as theorists. Management development is understood as a long-time process of improving managerial and leadership skills. This thesis focuses on the development of managerial and leadership skills as a whole package, as well as separate topics.

This chapter defines main aims of the master thesis together with its hypotheses. The focus is also accentuated on the outline of the main research problem and its definition.

1.1 Motivation, Research problem definition

Nowadays, it has been witnessed major changes in the industry development as well as in its trends. This is especially valid for the development of automotive industry. Automotive business grown enormously in Europe in the last decade, mainly in Central and Eastern Europe. Professor Lešinský says that in 3 days has been produced the same number of cars as was in whole year 1920 (Lešinský 2016). This growth was mainly driven by implementation and improvement in areas such as automation, robotization, deployment of sensors and embedded actuators, cyber physical systems, deploying devices communicating with each other and networks of microcomputers - Internet of things, digitization of factories, working with large volumes of data (Big Data). All these areas are covered by one term 'Industry 4.0', which was used by German government to name the common phenomenon, which they presented in 2013.

"'Industry 4.0'(I4.0) is a national strategic initiative from the German government through the Ministry of Education and Research and the Ministry for Economic Affairs and Energy. It aims to drive digital manufacturing forward by increasing digitization and the interconnection of products, value chains and business models. It also aims to support research, the networking of industry partners and standardization." (Klitou et al. 2017).

Univ. Prof. Dr. Wilfried Sihn defines I4.0 as: "Industry 4.0 is the integration of stateof-the-art technologies (ICT, robotics, sensor technology...) into physical products and processes to increase customer benefits." (Sihn 2017: 24). As a result, the automotive industry is facing a major challenge in today's competitive environment: keeping pace with the latest technology development, including implementation of I4.0. As in all areas and aspects of industry, people resources are behind implementation of I4.0. A lot of literature devoted to I4.0 deals with technical aspects of its implementation. These include all assumptions and necessary conditions, that must be met before the implementation starts.

Interestingly, only a small part of the specialized literature deals with HR aspects of I4.0 implementation. These include assumptions and demands on people who should realize such task. Human is still the only aspect who can bring the energy and move the power of thoughts into the whole system.

Therefore, even though the majority deals with the technology, people should not be left out. This is the case especially for managers and leaders who realize this challenging transformation. The systematic implementing of new technology in the corporate or the plant requires well-coordinated, trained and already established team. In the automotive industry, it takes from 3 to 4 years to get a proper level of knowledge for independent team work necessary for implementation of innovative technology. Retaining and motivating people, who should be able to implement the latest innovative technologies within the organization on a long-term basis is becoming increasingly difficult, especially in the Central European region (Herwig 2013: 69).

Nowadays, the problem is moving from the issue 'how to implement I4.0 as soon as possible' to the issue 'how to keep people, who have the competence and the potential of doing so'. Keeping experienced employees inside any company is possible only by experienced leaders, motivators and managers. Such managers need to know, how to deal with stress, how to go through difficult situations and how to maintain a work-life balance. Managers and managerial teams face the challenge to not only build teams, but also keep people motivated and well-working.

However, this is not an easy task and it defines the main motive behind this thesis: how to develop and find appropriate trainings and ways of education for managers and managerial teams to become leaders, who are well prepared to face the challenges and successfully handle implementation of I4.0. Plant of Hella Trencin was used as a model example. Author analyzed particular managerial teams in this plant and suggested solutions for development program as a part of implementation of I4.0.

1.2 Outline of the main research problem

Thesis focuses on the education of employees and leadership development program in mid-size Automotive company. This education and development program start from the top management level (L1). The idea behind, is to create one integrated and effectively working L1 team to set good collaboration of all leaders. This team would progressively become a standard model for all management levels and the rest of the employees, white and blue collars.

The research analyzes the biggest needs and the most important areas for the development of managerial teams in the plant. Research independently analyzes needs of Top management (L1) and middle management (L2) level. The result should show, which needs are either common or different for both managerial levels and their correlation. The result of survey should indicate the way of future education and development setting for managers. The result should also indicate the areas of interest and where attention should be especially paid to. Based on these findings, the author would be able to suggest a comprehensive concept of solution and development program in the plant.

The expected output of this concept would be to build feedback culture, as a part of company culture within the plant. The structure of the whole education should be aimed to get real leaders, who are able to work with their teams and develop them.

1.3 Hypotheses of the Research

As already mentioned, the author as a member of the Top Management, decided to analyze mid-size automotive company Hella Trencin. He has long-time experience, skills and knowledge with regards to development of leadership in automotive companies. Based on this, the author defines three hypotheses forming essential structure of Master Thesis research.

1. The greatest need for management development will be in performance management skills and providing feedback.

Unfortunately, the processes of management development are in Hella Trencin implemented more formally than in practice. One of the reasons could be often changes within managerial team in the plant. Current managerial team seems to be stabilized, but the working period of individual managers is relatively short (see subchapter 3.1).

To conclude, the biggest need would be to educate managers in these areas. The importance of these areas is reasonable, if the company is led by motivated and skilled employees capable to understand strategy and goals of company, the successful results of specific aims should be obvious.

2. The areas for management development will be similar for both management levels of Hella.

The relative correlation of survey results should be very similar for both managerial teams. This should be especially the case in the areas, which need improvement and further development. This assumption mainly comes from the observation of current managerial teams in plant and from the knowledge of basic principles of behavior within the company culture.

3.Hella managers will strongly prefer practical "on the job" way of learning.

The author assumes, that managers would not prefer a theoretical education such as courses and lessons. On contrary, they would strongly prefer practical form of education "learning by doing" such as rotation, shadowing, couching and solving real model situations.

1.4 Aim and Structure of the Thesis

This subchapter briefly summarizes the structure of the master thesis and its main aims defined by author. This master thesis is divided into theoretical and practical part. In the first theoretical part, especially in the second chapter, the author focuses on theoretical knowledge gained from the experience of several experts in the field. This chapter consists of studying existing literature and current trends in management, leadership and development in general. Used resources were bibliographical resources and studies, that provide research, suggestions and statistics about leadership development. Information collected is further applied into practical parts of the master thesis.

The practical part of the master thesis starts in chapter three called Research problem scope and methodology used. This chapter assessed current situation in the plant and reflects history of Hella Trencin. Moreover, the author here shortly summarizes hypotheses of master thesis, objective of the research and the methods of creating questionnaire survey. Further, he describes the questions used in the questionnaire survey and particular clusters studied. These are Leader's Feedback Quality, Management Communication, People Development and Coaching, Target-setting, Motivation, Work Organization, Leader's personality Maturity. The chapter also describes the process of data collection and survey implementation.

The work continues with chapter four, where author analyses results of the empiric research performed by questionnaire survey within the plant. Firstly, the author analyses demographic data obtained from the survey. Secondly, he analyses survey results itself. Author focuses on the evaluation of L1 and L2 management leadership behavior from two perspectives; the perspective of self-evaluation and the perspective of direct reports evaluation. Afterwards, he focuses on the differences and similarities between the two.

The aim of the chapter five is to deeply analyse outcomes and findings common for L1 and L2 managerial groups. Afterwards, to define steps for improvement of the current situation and to propose general solution for common management education and development program. Consequently, the author suggests a time plan for development of specific areas and new effective concept for education and leadership development of top and middle management in Hella Trencin.

In here author defines two main aims of the master thesis.

1. Prepare, plan and execute empirical research via a questionnaire method to identify strengths and development areas of managers in the selected company based on 2 points of view: Self-perception and Perception of direct reports.

2. Identify and specify the most important areas for development of managers (especially in relation to the future business needs of the company-implementation of I4.0) and propose the plan of action for their development.

2 Theoretical Research

Many of the organizations have qualified leaders and managers. It is many times thought, that these employees were born with managerial and leader "superpowers". In fact, this is not true and behind of a good manager or leader, there is the ability to manage or lead and work hard on continuous education and self-development. The economy, in the near future, is going to face I4.0 revolution. This change will bring mainly digital transformation, what leads to a different view on the employees - their education and development. Successful implementation of I4.0 is conditioned by high performing employees, who will have to work in teams and be long-term motivated. These top employees will be involved in the company, only if there are great leaders, who develop and motivate them and transfer the vision and challenge in the form I4.0. To handle this challenge, it is necessary to develop actual leaders and managers, who will be able to manage it. (Shamin et al 2016)

As Anne Loehr said: "Leadership development and management development matter because the necessary skills can be taught to anyone and mastered by anyone who is willing to develop herself consistently and be disciplined about it." (Loehr, 2018).

In many management publications, authors meet different definitions of leadership and management development. Carbery, Garavan and McCarthy describe management development as: "*Management development as it focuses on the manager getting to grips with the process or 'hard' aspects of managing such as planning, execution, prioritization and control processes.*" (Carbery et al. 2012: 368).

On the other hand, the leadership development is described as:

"Leader development focuses on the development of a leader or manager's selfawareness and understanding of self as a leader. Leadership development focuses on the social dimensions of leadership and includes such issues as interpersonal awareness and skills, team development processes and the processes involved in gaining commitment for vision and strategy." (Carbery et al. 2012: 376).

Constable and McCormick say, that the development of leaders and managers has grown in importance since two major reports in UK in 20th century, which seemed to show a relationship between productivity or organizational success and educational achievement of managers and leaders (Constable McCormick 1987). Since those times, the world had changed. As Jung and Sosik say, today's managers and leaders must face workforce diversity, geopolitical alterations, technology innovation, threats to the environment, shifts in the economic prowess of nations, collaborative business practices and much more (Jung & Sosik 2018: 2).

These changes are occurring at an accelerated pace due to I4.0, along with cultural, political changes, globalization and the information age in which people live today. This is one of the reasons, why employee development is also directed from the technical skills, to essential skills. Skills like communication, Intelligent quotient, Emotional quotient, coaching, mentoring, giving a feedback emotional growth, etc. (Jung & Sosik 2018: 2).

Identifying this situation and developing a managerial and leadership potential of people, has become a strategic initiative in today's most successful global organizations, where also Plant Hella Trencin wants to belong (Jung & Sosik 2018: 3). The opinion of Jung and Sosik is, that companies that support and develop leadership at all levels, are more productive and profitable. In their publication, they describe, that companies must promote creativity and innovation, garner trust and commitment from employees and must be strategically positioned to respond well to changes in the market (Jung & Sosik 2018: 5).

However, there are not many companies, which move their people forward. This information is based on a study from July 2014 by Chartered Management Institute, where only 23% of organizations ranked as good, or very good in terms of whether employees are trained in management and leadership before, or within three months of, taking on a management role. Further, the study indicated, that only about 13% of managers in declining organizations say training of staff immediately after a promotion is good, or very good, compared to almost 30% of growing organizations (Taggart 2014: 10).

In recent times, where the unemployment rate in Slovakia is under 5,88% and interesting and qualified candidates are usually employed, it is necessary to retain highly performing people (UPSVAR 2018). In a current situation, not only in the automotive business, people replacement is not an option, how to deal with an employee disatissfaction, demotivation, or last, but not least termination from the employee. To prevent this from happening, it is important to satisfy their needs.

The outputs of the study by Deloitte University from 2014 showed, that the top two most commonly reasons for employee turnover, are problems with management and a lack of opportunities for professional development. It also revealed, that two-thirds of employees believe, that managers are responsible for providing them with further development opportunities (Maier 2017).

The survey by Towers Watson showed, that only 33% of managers appear to be successful at conducting employee career development planning (Lipman 2013).

One of the Gallup's survey results also shows, that only 2 in 10 employees strongly agree, that their performance is managed in a way, that motivates them to do great work (Comaford 2018).

Harvard Business **Review** (**HBR**) study from July 2012 based on analysis of international databases of over 1,200 young high achievers concluded, that many of the best employees, are **not** receiving the career development support they desire. Based on these results, it is visible, that Development planning should be something a manager takes a real personal interest in (Lipman 2013).

As Lipman says:

"It helps builds loyalty, and loyalty increases productivity. Good talented people naturally want to advance and appreciate meaningful support in the process. As the HBR study showed, capable ambitious young employees want training, mentoring and coaching. People want to gain skills. They want to become more versatile and valuable to an organization." (Lipman 2013).

Outputs of the Gallup's survey estimates the cost of weak management and lost productivity to represent \$960 billion, up to \$1.2 trillion per year on the account of employees in the USA, who are not engaged (Comaford 2018).

Considering these studies, it is obvious, that management and leadership development should become an inherent part of every educational program in the organization. Perception of the current situation related to the leadership development, is in this case, based on academic results and empiric research, what is further described in chapter 5.

2.1 The history of management and leadership development

Handy had written in his publication in 1987, that the history of management development is long and its importance with leader development cannot be underestimated (Handy 1987).

Each of the management theories, that evolved during the past, has brought a different point of view on the employee development and improved it to a higher level. Different forms of leadership have existed for centuries, but people did not consider them as a scientific discipline. Until 1930's, when were already existing methods connected to the leadership development area.

In these years, social scientists decided to examine leadership. Through these studies, it was determined, that leadership is something what people do and therefore became an idea, that there is a possibility people can learn to lead (Clark 2004). The author partly agrees with this idea to extent, that every individual can learn certain skills and create habit on a certain type of behaviour, but there must exist some predisposition to become a good leader, as described in following theory.

The opposite opinion of this idea presents a Great Man theory and trait theories from the beginnings of Leadership. Great man theory of leadership believes, that only certain men are born to lead and when the crises comes, these men get out of the line to take their natural place (Coggins 2016).

This theory was also related to trait theory. As Dr. Coggins wrote in his publication: "*Trait theory proposes that only men with the in-born characteristics for leadership will be successful leaders. The search was for the right combination of characteristics that would lead to effective leading of organizations.*" (Coggins 2016).

New model of Participative Leadership has been proposed by a number of scholars, including Dr. Rensis Likert in 1967 and Gary Yukl in 1971. Likert is best known for the Likert Scale, which was used also in the survey in this master thesis. In this thesis several questions are included into the survey, which focuses on relationship between employees on different management levels, what is considered to be a key activity, not only in the standard company management, but also in transfer to I4.0. The paper and electronic form of the survey in original Slovak language can be found in appendices B and C. The English translation of survey questions can be found in tables 5 and 7. The theory based on the quality of relationships between the leader and followers, was

discussed by many scientists back in 1975. This theory is called Leader-Member Exchange Theory, based on social exchange theory. The well-known theory is also a situational theory, where leaders choose the leadership style based on the maturity, or developmental level of the follower (Coggins 2016).

In the survey, questions dedicated to motivation are included, which creates one whole cluster. The idea of including motivation questions was inspired by Transformational Leadership theory, which was first described by James McGregor Burns in 1980's and then explained by Bernard Bass. Its research popularity lasted until 2011 and it is described as it refers to the process, where an individual collaborates with others and creates a connection, that raises the level of motivation and engagement in both the leader and the followers (Coggins 2016).

The author, in addition to the historical and commonly used methods, has the ambition to look at the new emerging methods of leadership trends, that could be helpful. Authentic leadership is one of the newest proposed styles. It was first created by Dr. Bruce Avolio and Fred Luthans. The definition is:

"Authentic Leadership a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster great self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on part of leaders working with followers, fostering self-development." (Luthans & Avolio cited by Coggins 2016).

2.2 Actual trends in Leadership development

As written in the text above, the situation in the automotive business is rapidly changing and one of the major common denominators of these changes is I4.0. This is a new trend in the industry and it is necessary to look at the current trends in the education and in the leadership development. The way, how we look at the employee is different from the past. The leadership methods have been moved forward and current trends in Management and leadership development are designed and discussed by several authors.

Attention is focused on human capital – empathy, individuality, life-work balance, communication, motivation and much more.

MJ Impastato, from H2H Systems, wrote for Forbes in the beginning of the year 2018, that: "*Leaders and companies will recognize the long-term benefit of focusing on human capital development*." (Impastato 2018).

Brent Gleeson says: "In today's more volatile, uncertain and ambiguous business battlefield, decentralized controls and leadership through networks of people at all levels is imperative for success." (Gleeson 2017).

Raelin in his publication from 2004 says, that management and executive education is a huge business, with an estimated \$50 billion spent per year on leadership development (Raelin 2004). Raelin states that:

"Increasing dissatisfaction with traditional approaches to Leadership and Management development, along with an expanded marketplace, changing business challenges and advances in leadership theory, development and practice have led to a diversification in the range of programmes and initiatives on offer." (Raelin 2004).

There has been an increasing demand for postgraduate, short course or executive education. People want greater modularization, flexibility, work-based learning, more informal and personalized development (such as mentoring, coaching, action learning and team facilitation). Employers clearly place great value on work-based learning as job rotation, placements or assignments, but most of it stays as a plan and is not brought to action (Bolden 2010: 2). Bolden has also proposed to give managers and leaders the opportunity of reflection. He believes, the key to successful management and leadership development is achieving a balance between action and reflection, knowledge sharing and harmonization between the needs of the employee and organization (Bolden 2010: 6). This also indicates, how important is focusing on new trends, to manage the implementation of I4.0.

Authors Burgoyne, Hirsh and Williams conclude:

"...the evidence on how management and leadership works is that it works in different ways in different situations. The practical implication of this is that to get the benefit of management and leadership development requires the design of appropriate approaches for specific situations rather than the adoption of a universal model of best practice..." (Burgoyne et al. 2004).

Trends in leadership development are constantly changing and in the adapted table Changing trends in leadership development by Jackson and West, few of these changes are outlined (see table 1). Also, the number of holistic programs applicable to managers and leaders at all levels, is continuously increasing as well as personalised learning and customization of development methods addressed to employee's needs, which are described in the subchapter below.

Key Trends	From	То	
Type of provision	 Prescribed course Standardized Theoretical/academic 	 Intervention/development program Customized Applied/based on real-life challenges 	
Time-frame	One-offDiscrete start & end points	ContinualAn ongoing development 'journey'	
Format	 Didactic: lectures & presentations Abstract/conceptual 	 Participatory: interactive activities & group work Experiential/reflective 	
Location	• Classroom-based • Off-site	Blended (variety of methods)Work-based as well as off-site	
Focus	Development of individualsGeneric	 Development of individuals & groups Vocational/for a specific purpose 	
Role of provider	• Supplier • Expert	Partner, collaborator & coachCo-designer/facilitator	
Nature of support	 Limited Primarily concerned with accreditation Theoretical/academic 	 Extensive – relationship management Primarily concerned with client experience Coaching/mentoring 	

Table 1: Changing trends in leadership development (West & Jackson 2002)

2.3 Leadership development methods

As mentioned several times before, the automotive business is changing in a fast pace and leaders and managers are facing new and many times unknown challenges. This knowledge leads to designing new leadership development methods and redesigning the used ones. In author's opinion, selection of the right method is a key element to success and is conditioned by many factors, for example, what kind of skills need to be developed, taking look at employee's personality, current environment, time plan of development, etc.

The number of development methods is large but, in this thesis, the six most commonly used are described.

2.3.1 Coaching

As already stated in the introduction to the theoretical chapter, there has existed different leadership methods for centuries. Coaching as one of these methods exits in its original form since 1880. In this thesis, this method is considered as a key one. As author observes, it as a technique, which provides very good results. Coaching as a method of leadership development is by Parsloe:

"...a process that enables learning and development to occur and thus performance to improve. To be a successful a Coach requires a knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place." (Parsloe 1999: 8).

Business coaching has appeared as one of the leadership methods in 1880's and since then, it has become a most popular model of development in the corporate world. Many organizations consider not including coaching in their development program as a mistake, where the progress cannot be in the correct direction (Morrison 2010).

Not only organizations, but also employees see progress. The Ken Blanchard company's survey showed, that 80% of people, who received coaching, reported increased self-confidence (Blanchard & Miller 2013: 232).

Institute of Coaching prepared a list of benefits of coaching in organizations, which consists of:

- Empowers and encourages individuals to take responsibility of their action,
- Increases employee engagement,
- Improves performance,
- Identify and develop high potential employees,
- Helps identify organizational and individual strengths and development opportunities,

- Support motivation of individuals,
- Demonstrates organizational commitment to human resource development (Institute of Coaching 2010).

The benefits of coaching are undeniable. Journal of Positive Psychology prepared a test, in aim to highlight the effectiveness of coaching within an organizational context, where the results were published in 2014. A question was addressed, whether coaching influences five categories: performance, well-being, coping, work attitudes and goaldirected self-regulation. The results show, that coaching has significant positive effects on all outcomes. These findings indicate, that coaching is an effective development model in organizations (Theeboom et al. 2013).

In the other research a relatively new technique was used - Social Networking Analysis and it was used to measure network members closeness to the coached ones. In this test, 20 leaders received 8 coaching sessions over a 16-20 weeks period. Individual self-report measures a goal achieving, as well as 360 feedbacks on transformational leadership, which was taken into consideration. The results of the test showed increase in goal attainment and transformational leadership at those, who were coached (O'Connor & Cavanagh 2013).

2.3.2 Team-building

As mentioned above, a stable and good working team is an important element for implementing such huge changes, defined as I4.0. This is the reason, the author dedicated this part of theory as the method described as a team-building. One of the frequently used methods of leadership trough different areas, is a team-building. A team refers to a group of employees, who work towards a common objective. One of the definitions of a team-building says, that team-building in the organizations is a process of enabling a company team to achieve specific goals. Romando says: "*Team building rarely occurs by itself. Team building requires bringing together dissimilar personalities and working in harmony.*" (Romando 2005).

From the author's experiences in automotive business resulting, that a good working team is an essential motivator for people – team members. It socializes and reduces the difference between work life and personal life. This is also analyzed by Patrick Lencioni in a publication The Five Dysfunctions of a Team. He has observed, that it

is not finance, strategy or technology, but it is teamwork, that is the ultimate advantage. The reason is, that it is very powerful and rare (Lencioni 2002). Opinions in this leadership method are subject to a large diversity. In Salas publication, Shandler and Egans, are holding opinion, that any group of people can transform itself into a high performing team, by applying a team building (Salas cited by Khandedwal & Sarasat 2015: 91).

The research work by Jagannath University from 2015 studied the impact of team Building Exercises on the team effectiveness. Major finding of this research indicates, that team building exercises have positive impact on team effectiveness, which is described in International Journal of Marketing and Human Resource Management – volume 6, issue 3 (Khandedwal & Sarasat 2015: 85). The main goals of team-building, are to improve productivity and motivation.

As Glenn Llopis wrote for Forbes magazine: "Whether in the workplace, professional sports, or a local community, team building requires a keen understanding of people, their strengths and what gets them excited to work with others." (Llopis 2012). Building educational culture in the company requires the know-how to build long-lasting teams, which brings effectiveness. It requires the ability, how to lead many people at the right place and at the right time. Building a team also requires from its leader to be critical to himself and to communicate with others (Llopis 2012).

2.3.3 Case study solving

The case study method was developed in 1910 in USA and now has been propagated for the last decade trough the world. This method is providing opportunities to teacher and also to the one, who is taught, because it improves managerial understanding and competence trough the simulation of real situations.

One of the many definitions of the case study method is by P.V. Young. It describes the method as: "*Case study is a method of exploring and analysing the life of a social unit, be that unit a person a family, institution, group or even an entire community.*" (Young 1966).

The case method is widely used by universities and organizations, mainly because of developing skills in the area of strategic management (Mustafa 2008: 3).

Mustafa in his publication describes three types of case study based on the amount of studied cases:

- Single case study,
- Deviant case study,
- Comparative/Multiple case study.

Further, there are distinguished other types of case study:

- Informational,
- Appraisal,
- Historical,
- Project,
- Live and experimental or functional (Mustafa 2008: 3).

Every existing method in management and leadership development program has many advantages and disadvantages. The important benefit of case study method is definitely development of logical thinking. The other important benefit of this method is, that case study analysis is the excercise of identifying, diagnosing and recommending. This method does not offer the answer, what might be frustrating for some types of people, but it improves their skills in the process of designing action plans, making decisions and participating in the team (Mustafa 2008: 12).

These benefits were also described in the Geoff Easton book from 1982, where he named six major skills developed trough this method. The mentioned skills are: creative skills, communicative, social, self-analysis, application and analytical skills (Geoff Easton 1982).

There also exists some disadvantages of the case study method, which are mostly attributed to lack of objectivity, error in selection of cases, overconfidence, problem in data collection, costs in time and money, use of sampling methods, etc. This method is very often unorganized. There are no specified controls of researcher or way of data collection, which can cause distorted outputs. The expenses are high not only in money, but also in time. That is the reason, this method is usually chosen in the areas of small industry or for educational purposes, where the research takes approximately 2 years, with sample limit around 50-100 (Mustafa 2008: 23).

Eric Patton and S. Appelbaum in the case for case studies in management research from 2003 state, that: "Case studies represent an important research track in organizational science, not only as a method of generating hypotheses for quantitative studies, but for generating and testing theory." (Appelbaum & Paton 2003).

2.3.4 Classroom education

The oldest method of the learning, is considered to be a Lecture. Lectures usually take place in a classroom-format and today, this method is considered as the traditional one with many disadvantages. The biggest advantage of the classroom training is the ability to get a huge amount of information to lot of people in a short time, as found in the article from 2001 on HR.com (HR team 2001).

It has been said to be the least effective of all traditional training methods. When this method is perceived as a passive form of classroom education, where the lecturer is the center of the listener's attention without an intervention, this statement is supported by the Harvard professor Eric Mazur. He found, by a simple test, that 60% of students choose practicing as the best method of getting experiences and knowledge, while lectures in classroom was choosen by less than 1% of the audience (Lambert 2012).

The main reason is probably, that in many cases, lectures do not contain any form of interaction from the trainer to the trainee. Different studies show, that people only retain 20% of what they are taught in a classroom training (HR team 2001).

As other development methods mentioned in this thesis, this one has some disadvantages, which are:

- Psychologically, this method is acceptable, because individuals are not alike. Teacher delivers the same lecture to students without recognizing the individual differences.
- Learning is an active process, thus study should encourage to actively participate in the class room, instead of just listening to the teacher.
- The usage of the language in the lecture, is above the standard of the students. They are not able to get a full advantage of the lecture.
- Lectures are often forgotten by the students soon after learning. It is retained, if activities are experienced.

• Attention level is not the same, while students listening to the lecture (Farooq 2012).

This method is, dispite of these findings, most frequently used form inside of the educational institutions and organizations. If this form of development is implemented right away, it can bring the benefits, which are most likely:

- In this classroom method, a large amount of topics can be covered in a single class period,
- Usage of this method excludes the using of any equipment,
- Learning material is not required,
- Student's listening skills development,
- Logical arrangement of the material in order to present it orally,
- Helps to learn the language (Farooq 2012).

As Harward and Taylor say, the classroom size continues to shrink and the role of the Trainer/Teacher is changing from a facilitator of a large audience, to a personal coach or mentor. Trainers must move beyond traditional facilitation skills to storytelling and coaching skills, to personalize the learning experience. People do not want a repetition of facts and information from required pre-work. People want stories, that make the content connected to them. Employees want to be in the center of the story and the training experience, what is also proved by Eric Mazur from Harvard University (Harward & Taylor 2017).

2.3.5 Job rotation

In standard automotive TIER 1 supplier companies, very similar organizational structures exist, which are set in a way, that the whole management in the whole supply chain is optimized and effective. The problem is, that employee replacement is very rare to transfer employee from the same level, from different department to the replacing position (non-technical positions, only managerial). This process is usually replaced by hiring a new candidate. In the author's opinion, this is an unused space and its change requires 2 important steps: willingness to do it and readiness. This led the author to focus on the job rotations from two reasons. First, the company can use this exchange in some situations. Secondly, this method develops leadership skills in individual people.

I4.0 needs to develop capabilities across different dimensions in the organizations and the job rotation as a development method suite for the current situation. Job rotation definition is described as: "*A job design technique used by the organizations in which employee's assigned jobs are rotated throughout their employment in an organization*." (Trivikram 2017).

As seen in many studies, the job rotation as one of the methods in management and leadership development, that has been accepted as an effective method of developing skills and providing motivation.

Job rotation makes people more connected in different areas (Weerd-NederHof et al. 2002: 322). In comparison with other learning forms, rotation develops knowledge, skills and competencies on higher level, because of practicing right on the job, which leads to higher employee motivation and performance (Ortega 2001: 1362).

Rotations are also an excellent form of leadership development, because they raise awareness. From the financial site, the hard costs towards the organization are minimal, which makes rotations an inexpensive way to build strong leadership (Falcone 2016). This hypothesis is controverted by Association for Talent development. This learning method helps the managers and leaders to recognize the knowledge and skills of their employees, connects employees, what may help in providing feedback for them (Coker 2016).

The job rotation method is divided into two different rotation processes. First one is described as a Task rotation and it is used to describe the process of workers with high physical demands, or highly repetitive tasks. Employees are rotating from highly physically demanding tasks, or from repetitive tasks to the other ones. This type of job rotation is also meant to reduce boredom, fatigue (Trivikram 2017).

Second process is described as a Department, or Position job rotation. This form is described as an employee's movement within the organization to a different job position, or a different department. The main goal is, to enhance the employee's development through exposure to a new set of knowledge (Trivikram 2017).

Using job rotation as one of the methods of leadership development brings many advantages. One of the most expected are low costs. This expectation is invalidated by Association for Talent Development, which states the average cost to train employees is 1 252 dollars and the average time to train is 33,5 hours (Blakely-Gray 2017).

One of the studies indicates, that rotating employees through several tasks is beneficial to their satisfaction, only if it contains knowledge enlargement, rather than just task enlargement (Campion et al. 1994).

It was also found, that knowledge enlargement lead to higher satisfaction, reduced perceptions of mental underload and increased likelihood of error detection. M. Frazer et. al. found, that some of the job rotations have positive consequences in terms of reducing muscle strain and tension, but not all job rotation led to positive outcomes in employee well-being (Frazer et al. 2010).

Job rotation from one position/department to another one brings benefits to both, organization and employee, but both also incur some costs. As written above, people involved in job rotation gain new knowledge and skills, what is also leading to a salary growth and promotion. These employees have more positive job attitude, than nonrotating ones (Frazer et al. 2010).

The benefits of rotation by Campion, Cheraskin and Stevens were clustered into four categories: career affect benefits, stimulating work benefits, personal development benefits and organizational integration benefits (Campion et al. 1994: 1537).

"For some industries and posititions, job rotation is not realistic. This is especially true in highly skilled positions where emploees need years of training to do their jobs." (Blakely-Gray 2017).

Job rotation, as a development method is expected to bring a change into employees monotonous work life and motivated them, but it also needs to be motivating for people, because as a method by itself, it is not very popular in employees view. It requires lot of work both of managers and individuals. Managers need to explain the benefits of the job rotation and individuals need to gain courage to work in another department, or on another tasks, which can lead to stress and loses its purpose.

2.3.6 Feedback

What is a feedback and how this method expanded in an employee development is documented by many academic researchers and development specialists. One of the many feedback definitions by Bartol and Martin is: *"Feedback is the receiver's response to the interpreted message."* (Bartol & Martin 1997).

Feedback can lead people to great performance, the only condition is to do it right way. Batista wrote in his article that to become more effective at work, people need to understand their impact on others. He believes that direct feedback is the most efficient way for people to gather this information and learn from it to perform better. (Batista 2013). Judy Willis – neurologist and educator thinks, that people who want to give and receive honest feedback need to feel safe and reliable. People cannot avoid confrontation or cannot be offered only comfort, but in her opinion, it is necessary to read people – their emotions (Batista 2013).

Feedback is the essential part of the educational development. If company includes it to the company culture, it becomes the right desired workplace for high performing employees, because that can develop their skills and move them in their career paths forward. Smither and London say, that a strong feedback culture is one, where employees use formal and informal feedback to improve their job performance (London & Smither 2002: 84).

It is necessary for organization to ensure, that employee's performance improvements following feedback are recognized and rewarded, because that motivates them and makes them feel engaged to organizations (London & Smither 2002: 84).

As well as other areas of leadership development continuous to evolve, also the feedback method still develops. In this thesis, the focus is on current trends in feedback use and selection of right method for company and employee needs.

Organizations will continue to perform better, when a healthy communication between supervisor and employee is on the regular basis. This conversation creates mutuallyhealthy communication, openness, transparency and trust (Lopus 2018).

A 2009 Gallup study shows, that 98 percent of employees fail to be engaged, when managers give little, or no feedback (Maier 2017).

Increasingly, managers and leaders recognize the power of employee feedback in framing their broader business decisions. Historically, it took three or six months for insights from employee feedback surveys to reach a business, but the technology has made it faster and easier to collect, understand and act on people data. Now, managers are demanding access to employee feedback in real time (Elzinga 2018).

Rising retirement ages and longer life expectancy means, that by 2020, there will be five generations working alongside each other. Managers will need to become comfortable with managing significantly older and younger, than they are, which will require them to further improve their people-management skills (Ayliffe 2014).

There are dozens of existing models of feedback that organizations can adapt and build on. After many years of developing some of them, the case studies by universities and organizations showed, that many of these methods should not be used anymore from many reasons. As an example, Sandwich feedback model can be used. The problem is, that this model is deeply flawed. The formula is so obvious, that after you use it with the employees once or twice, they can see what is coming (Cohn 2017).

In the present, many companies are developing their own feedbacks suited right on their people needs and their further development. This way is many times recommended more, than mixing the existing models. One of the best known and popular feedback model is the Situation-Behaviour-Impact (SBI) framework, which is very similar to McKinsey model. Another common model is Stop-Keep-Start (SKS). The most common used feedback frameworks are described below in the text (Cohn 2017).

Developed by The Center for Creative Leadership, the SBI Feedback Tool outlines a simple process, that you can use to give feedback:

- Identify the situation,
- Describe the behaviour,
- Explain its impact (Manktelow et al. 2014).

Stop-Keep-Start model is an abbreviation for what to stop, keep and start - doing. Begin your feedback by addressing the following questions:

What should the person stop doing?

What should the person keep doing?

What should the person start doing? (Delong 2011).

The SKS method is action-focused and reassuring from this reason is commonly used as the first in the beginning of the building feedback culture. The SKS approach is very similar to the Stanford approach (Saberr 2017).

A method released by Stanford called "I like; I wish; what if ...?" In this approach, your feedback starts with the sentence with either I like, I wish or with a suggestion phrased as What if (Quercus 2017).

This simple framework gets team members in the habit of communicating positively, which leads to more productivity and less conflict and this framework can be actually leveraged in daily communication (Kothari 2013).

Theoretical part of this thesis looked at growing importance of management and leadership development today, it is undeniable, that despite technological advances, it is the people, managers and leaders and their quality, that are one of the key success factors in success or failure of the organizations. The focus of leadership development is shifting, from some time ago, where in management development the importance was placed on more skills like planning and organizing. Today, the focus is placed on quality of communication, empowerment of people, motivation etc. This requires especially in technical/engineering environment - continuous leadership development with variety of ways, how to approach it. The author looked at some of the practices, that are these days used for leadership development and described them with their benefits and negatives.

In the following practical part of this thesis, the above is applied to the real organization. There will be collected and analyzed data on some of the key area of leadership qualities, as evaluated by their subordinates and then proposing a plan for a specific group of leaders, a concept of their leadership development plan and recommendations for potential areas of culture change in selected organization.

3 Research problem scope and methodology used

Hella Trencin was selected as a pilot plant for the research described in this chapter. The author will be looking at the history of Hella Trencin plant analysis and explain the genesis of management team formation. In the next steps, he will look at the way of how the research was written, which methods were used and detailed definition of quantitative method. Further on, the author will analyze, how the clusters and individual questions were created.

3.1 Hella Trencin – History, Growth and description of the current situation in plant

Hella is a global, family-owned company, quoted on the stock market and being one of the top 40 automotive parts suppliers in the world. Hella develops and manufactures lighting technology and electronic products for the automobile industry, having one of the largest retail organizations for vehicle parts and accessories in Europe. (Hella Group 2018)

Hella has achieved the sales of 7,06 billion Euros in fiscal year 2017/2018 (Table 2). At present Hella group hires approximately 41 000 people around the world. With more than 7000 employees in research and development (R&D), Hella is nowadays considered to be one of the most important innovation drivers in the market.

	FY 2017-18	FY 2016-17	Change
Sales (in € million)	7,060	6,585	+ 7%
EBITDA adjusted (in € million)	1024	946	+8%
EBIT adjusted (in € million)	581	534	+9%
Earnings for the period (in € million)	390	343	+ 14 %
R&D expenditure (in € million)	692	636	+ 8 %
Number of employees	41,648	37,639	+ 10%

Table 2: Business development of Hella group (Hella Slovakia Signal Lighting Annual Report 2018)

Hella Trencin was established in year 2015 by relocation of the production lines from several plants in Europe. As a result of this evolution, the management structure of the company grew very spontaneously. Since the beginning of its establishment, the plant

has been growing from 150 people to more than 800 and it has been a continuing trend for the next 2 years. This situation forced the management to make constant changes in the organizational structure. Some people have been moved from Hella's internal subsidiaries and the other employees have been hired from the outside companies. Since Hella Trencin has been established, 12 changes have been made on the top management position, therefore the team could not be functionally stabilized and wellworking. This process caused, that relatively diversified group of managers was in the plant, which brought a range of benefits as diversity of corporate culture, know-how. The disadvantage of this situation was a dissimilar group of management team, even of the company is defining the values and visions. It is very difficult to keep the managing style at the unified consistent level.

Hella Trencin is a production company manufacturing interior and exterior car lightings. At present, plant in Trencin hires 802 employees, of which 632 work as blue collars. Blue collars work as direct (504) and indirect (128) production operators. White collars (170) work on technical, administration and managing positions. The survey was aimed on the internal employees of Hella Trencin (561). Management of Hella made a decision, not to include external employees (241) to the research, due to high fluctuation. Finance and controlling, which is outsourced from the Hella Banovce, have not been involved to the survey, to ensure a transparent result of survey of Hella Trencin.

Organizational structure of the company is divided into 7 departments, with Managing Director-General Manager (GM) on the top. Department manager (L1) is on the head of each department. Department of Operations consists of Production department, Logistics department and Project management department. All these 3 departments, together with department of Quality are further managed through the middle management level (L2). Finance and controlling are also managed through the L2. Each L2 manager manages subsection of his department, consisting of engineers, specialists and administrative assistants. The rest 3 mentioned departments are further structured for managing the blue collars except of the Project the management department. This is done through lower level of management (supervisors, shift-leaders, team-leaders). Departments of Human Resources (HR), Operations Excellence (OPEX) and Purchasing are managed by L1 managers, where each of the

L1 managers directs the whole department without L2 level. The chart of the organization with numbers of people is displayed on organizational chart (see table 3).

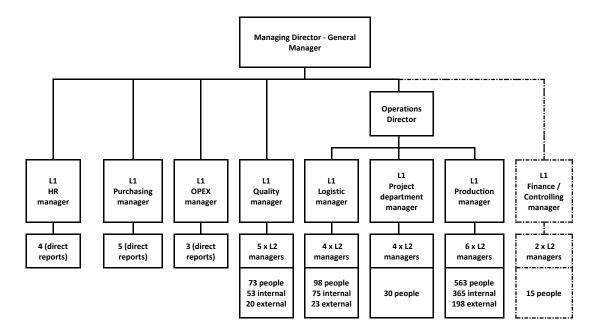


Table 3: Organizational chart (Hella Slovakia Signal Lighting s.r.o. - internal documentation 2018)

Due to already mentioned tremendous growing pace of the plant in Trencin and new business opportunities, the way people work together needs to be changed both internally and externally. With number of new business projects opening, the knowledge and skill development cannot keep up with the before mentioned pace, so corporate culture needs changes, too. Without the changes, launch and implementation of I4.0 could be jeopardized and the company cannot continue to grow. Especially the level of team cooperation and emotional maturity does not reflect this growth. Many of the current leaders were hired in the times when HELLA Trencin was a small production unit. What is emphasized and needed from HELLA's leaders now in comparison to just a few months ago, has dramatically changed. There is a demand for skills and capabilities such as leading larger teams, switching from leading individual contributors to being a leader of managers, intensified need of high-quality feedback skills, strategic thinking and vision communication, being able to build and manage teams effectively, shifting focus on people development much more than focusing on operational day-to-day achievements.

There is an urgent need in Hella to assess what are the most critical developmental needs for the current leaders and to build a development program in order to make the growth of its operations sustainable. So, the objectives of this research were, to analyze the development needs and prepare conceptual development plan based on the identified needs. With this evidence, it was decided to gather as much relevant data as possible, based on which it could be decided how to begin and what the next steps for improvement of the mentioned situation should be.

At present, development activities in the Hella Trencin plant have been proceeding for different management levels. Some of them are part of the global corporate programs and others are internal activities of the plant in Trencin. As a part of the corporate programs for L1 management, a program LEAD Compass is currently running, which is a part of the LEAD (Learn, Engage, Accelerate, Drive) Program Family. The length of the program is 6 months with annual frequency.

Content and targets of this program are:

- Explore participant's potential and support personal development,
- Reflect and strengthen participant's skills to increase business impact and effectiveness,
- More able deal with challenging situations,
- Motivating and coaching itself & others,
- Achieving self potential.

The program consists of several modules, from which every module takes a different place - different plant and the participants work on a real project within the Hella company. People work in teams and the outcome of this project is a study, that focuses on a specific situation and its results are applicable for Hella plants worldwide.

However, this program meets the needs of the plant in Trencin just partially. The main part for its improvement is, that there is a limit of one person from a plant per fiscal year and sometimes it happens, that there is no place for Trencin employees, because of limit 30 people within the European plants. Participants of this development program are selected by comparison of their year evaluation and only the best performers have a chance to succeed.

Similar international corporate program, named LEAD Summer School, which is also part of the LEAD program Family, also runs for L2 and for white collars, however, it has the same disadvantage as the mentioned LEAD Compass program. This program enables to become a part of it only for 1 or 2 people per plant. Currently, a new program - Global Leadership Academy (GLA) has been designed, where two programs for L2 managers occur: Leadership Basics (for managers < 3years experience) and Leadership Fresh-ups (for managers > 3years experience). These programs have the same disadvantages, as those mentioned above. These programs have not been launched yet.

In addition to the "inaccessible" programs, there are running trainings for managers at L1 and L2 levels in the areas as leadership, motivation, communication, etc. These educational methods are planned by supervisors and technically arranged by HR department. These educational practices are missing the clear strategy, goals and concept of this educational system. They are designed and organized sporadically, as a reaction on the existing problems, or sudden needs for development of some problematic areas.

3.2 The method selection

Hella Trencin has been selected as a pilot plant for education and development program. In the beginning of the project, it was intended to use already existing data which are available in the Trencin plant. These data contain employee performance evaluation conducted on an annual basis, which are in line with corporate standards. The employee performance review consists of Self-Evaluation (SE) of the personality, evaluation of the personality by the supervisor, leader performance and employee performance evaluation. It has been decided that this source of data is not sufficient enough for further deeper analysis, because of the following reasons:

- Method, how the evaluation is processed: leaders are evaluated by their superiors/managers,
- impossibility to receive data of Self-Evaluation,
- applicability of the data for the master thesis in accordance with Hella policy.

Top management made a decision, that there was a need of collecting more data on the current 'state of leadership' based on employee feedback and leadership skills of their superiors. This request has become the essence of this thesis – collection of quantitative data based on employee feedback on leadership qualities. Furthermore, after a discussion on the top level, it was also decided to collect data on self-perception of current leaders - how well they believe they lead. This notion was used to create a *"burning platform for the leaders"* (Kotter 2018), in other words, should the difference between self-perception and perception of others be relatively big, this would also increase the desire for leaders to change.

It was decided to liaise a questionnaire survey mainly because of its relatively simple form of addressing to a large amount of people, which is a well-known method in the different companies (see subchapter 4.1). This method is anonymous, giving a great degree of objectivity.

It has been concluded, that apart from the above mentioned quantitative method, there will also be an elaborated qualitative management assessment for L1 Managers.

Top management made a decision to hire external company performing this kind of assessment. Representatives of the top management Hella Trencin specified the scope requirements for research followed by a test conducted by the L1 Managers.

Assessment has been agreed for all day assessment, within the framework of which the L1 managers should be assessed in the areas described below the result of the assessment will be available at least in the time of quantitative survey availability.

The two methods – quantitative and qualitative, will serve to obtain the necessary outputs for further processing by their combining, so the benefits of the synergy of both methods will be maximally used. Both selected methods will be further described (see subchapters 3.4 and 3.5).

Written above, Hella Trencin plant is growing at a high speed, so the annual sale of the plant is increasing in a fast pace. What is staying behind this growth, is the quality of the plant management. It means how the management is operating, communicating and developing teams on the L1 level or L2 level. This situation requires a fundamental change in the management processes not only because of the reason of plant Trencin growth, but also because of the stabilization of the processes, implementation of I4.0 principles and technologies. The purpose of starting the research is a radical change in this size, including human factor, where it is meant to change the way of managing, communicating and developing employees. It requires a serious data collection and a psychological approach which Hella plant Trencin needs in the present. This purpose can be met by the quantitative survey proposed above in the text and evaluation of the

survey results along with the assessment results, becoming the basis for further analysis in learning and development needs of management team in the Trencin plant.

This thesis and its empirical research aim to identify needs for management development based on employee feedback and assessment.

It will build on and suggest adaptations to currently piloted development program, based on the research findings.

3.3 Objectives of the research and Hypotheses

The main objective: Identification of management team development needs based on employee feedback on essential managerial and leadership skills. Propose management education and development program based on these needs.

Gaining the insight of employee preferences for method of development and education. Finding of education types for definition of mid-term, continuous education concept including mentioned preferences.

The hypotheses of this master thesis were described further in the subchapter 1.3. The research objectives of this thesis stem from the current business needs of Hella Trencin and hypotheses were defined by author as following:

- The greatest need for management development will be in the area of performance management skills and providing feedback.
- The areas for management development will be similar for both management levels of Hella.
- Hella managers will strongly prefer practical "on the job" way of learning.

3.4 Research Methodology - Quantified employee survey

Quantified employee survey by questionnaire method issued for evaluation of the current state in the company. Starting with the top management (L1), where all managers will be evaluating themselves – Self-Evaluation (L1SE). Continuously with middle management (L2), who will be evaluating their L1 supervisors (L1EbL2) and evaluating themselves (L2SE). This method will be used also for rest of the white-collar employees and the lowest positions as blue collars, who evaluated L2 managers as their supervisors (L2EbR).

There exists a lot of areas, as it is written in the theoretical part of the thesis (see chapter 2), where the improvement process of the actual situation in Trencin plant can be started. After discussion with research sponsor and GM of plant Hella Trencin, the following areas have been selected:

- Leader's Feedback Quality,
- Management Communication,
- People Development and Coaching,
- Target-setting,
- Motivation,
- Work Organization,
- Maturity of Leader's personality.

At this point, single clusters of questions which cover individual researched areas have been defined.

These clusters will be named after selected areas to keep it clear. The areas, in this case clusters, have been already chosen to provide maximum coverage of the whole studied area of the author's interest.

Leader's Feedback Quality cluster observes how the supervisor gives feedback to the subordinates. It is focused on the ability of the supervisor to give feedback, specifically on a form, how is the feedback provided. Whether the feedback is balanced and the stress between people is not generated. On the contrary, if there is an ability to build a trust between supervisor and subordinate and also to communicate the important and essential information. Least but not last, the question is whether the provided feedback helps people to reach the specified targets.

Management communication cluster studies the method, how the manager communicates in general. The focus is on clarity, intelligibility, if the manager incites people to cooperate and does not induce stress. At the same time, it is also researched, how effectively can manager hold the meetings, whether the suggestions and opinions of the employees are considered and if the right environment is created for open communication for the subordinates. Even that the qualitative site of the supervisor's feedback is a part of the Management communication the author emphasized it as important to observe this specific area separately in individual cluster.

People Development and Coaching, the next area – cluster observes what method is preferred by employees for their learning and development and if they are willing to rotate in different positions within their personal development. Next, this cluster is focusing on supervisor's support of this development method and also how they are supporting their employees in difficult situations, whether solving the work or personal problems.

Target-Setting area is engaged in research of target's clarity, intelligibility, measurability and reachability. There is also focus on manager's support with finding the right method to reach the set targets. This cluster is also dedicated to question if the subordinate understands how the targets are related to the company strategies and also if there is possibility for the employees to cooperate on their creation.

Motivation is next cluster of the research and it is focused on manager's interest of his subordinates, their work conditions, what is important for them and so if the employees are motivated the right way. It has been also researched, whether the supervisor creates a good atmosphere in the team, which incites creativity, innovation and if he is interested in the life balance of the subordinates.

Work Organization, in this cluster there is a focus on manager's and leader's overview of the area/department that is managed by them and what method is used to delegate the tasks to the subordinates. What is the preferred way of working and if than adequate space is provided for the employees accepting the decisions for which are these subordinates responsible.

Maturity of Leader's personality is the last area in which the ability of the leader to listen to the subordinate's opinion is studied, whether he is open to admit the mistake and to react professionally in the critical situations. What is further studied, is whether the leader is able to laugh at himself or even if he or she is a reliable person for the subordinates.

After designing these basic areas of the survey-clusters, 94 questions have been generated. In the context of generating questions, GM and HR Manager of Hella Trencin were also asked to answer questions about their strategy and needs. This material served as the basis for designing questions. The aim was to arrange a large return and representative sample. It was very important for this purpose to ensure, that as many people as possible fill in the questionnaire with answering all the questions.

Therefore, after the recommendations and last analysis, it was decided to choose approximately 5 questions for each cluster.

Some of the questions could not be uniquely assigned to a particular cluster because they had to be pre-defined or discarded. After the first loop of editing, the questions and selecting to the clusters have been made. The first revision of the questions was focused on correct formulation. The author used the questionnaire on a testing group consisting of 4 people (partner, L1 management, GM assistant and HR member), who reviewed the formulations, meaning and clarity. After first review and modification, 53 questions remained.

Since these questions were conceived for people evaluating their supervisor and themselves, it was important to create a self-assessment option for each individual question. In compiling this variation, it was necessary to discard another 11 questions because in this form, they were meaningless. Subsequently, in the discussion with the GM, it was proposed to exclude the next five questions and to include new three questions. At this stage, there were 40 questions ready for the final phase of the test phase.

In parallel, with question formulation a web interface for questionnaires was prepared for employees who have access to the computer (especially white collars). There was an attempted in preparation of the web-based version of the questionnaire, to implement platforms and graphical interfaces. This web variant of the questionnaire was tested on a sample of 3 people. The main focus was on the user interface and technical features. The feedback was aimed to be gained from the testing group, to be able to create most appropriate web variant with functionality corresponding the group's demands, to fill it fluently - intuitively without the need for extra interleaving, graphically simple. The main target was, to send filled out questionnaires automatically and export results to the format needed for further processing and analyzes in MS Excel.

The semi-final version of the questionnaire at that moment was consisting of 40 questions and the two questionnaire variants - the paper form and the web form approached to the test group consisting of 12 people. This test group got the opportunity to answer questions and write a feedback about the questionnaire. This feedback was divided into 2 sections – Content and Form.

In the content part of the questions, the test group focused on the time necessary to read and fill the enquiry, meaning of the individual questions and meaning of the whole questionnaire, clarity, grammatical correction and simplicity of instruction.

In the part of the visual form, graphical form was evaluated by the paper and web questionnaire, intuitive control of the web platform and functionality. The test group was invited to make any suggestions to the method and form, of how is the whole questionnaire process communicated.

After this final test and its resulted data collection, the assumption was confirmed, that the number of questions must be reduced, because the time necessary to fill the enquiry exceeds 25 minutes, where the employees lose attention and they tend to answer the questions quickly without reading or focusing. This information led the GM, HR manager and Supervisor of this thesis to exclude another 7 questions with the aim to keep the validity of the response on the top level.

After this decision, the rule of the minimum number of questions in the clusters was followed and set to 4 to max 6 questions, in which the above mentioned agreed on the total of 33 questions in the enquiry. Data from the Survey monkey show that surveys longer than 30 questions take respondents more time to answer (nearly 50%) than surveys shorter than 30 questions. (Chudoba 2018)

In addition, suggestions from the test groups were received, on how to improve enquiries in both forms and design them to be more intuitive. Further, major incentives to the introduction and instructions were received.

At this point, the final version of the questionnaire consisting of 33 questions have been prepared in two ways:

- I evaluate myself,
- I evaluate my supervisor.

Both forms are in the paper (see appendix B in its original Slovak language, English translation of survey questions as well as the corresponding clusters can be found in tables 5 and 7) and in the electronic online web version (see appendix C as well in its original Slovak language). Next visual advertisement is prepared - poster where a motivational announcement about research is, what is its purpose, when it will begin, what is the main goal. Similar information is also available on paper questionnaires and also in the introduction of the online web version.

After this announcement a meeting was organized for all employees of Hella Trencin plant where information was communicated and the space for questions and suggestions was given. People who have access to the personal computer, have received an e-mail notification with newsletter about the survey.

Data were obtained in the form of employee responses to questions related to the clusters mentioned above.

Expected results of the survey would be self-assessment and direct reports' assessment through the whole company, preferred learning methods and employee needs.

In the survey a 4 level Likert rating scale was used: agree and disagree. For the "strongly agree" answer, a value of 4 points was assigned and for the "strongly disagree" 1 point was assigned. The answer "agree" was assigned by 3 points and the answer "disagree" was assigned by 2 points. The point rating scale for each question was calculated as an average of each question's value evaluated by all respondents in the calculated group.

Evaluation of the individual clusters was calculated as an average of the individual questions ranked in particular clusters. In the evaluation of the survey results the difference of the values has been used, which was calculated as a standard subtraction of two values, which were compared.

3.5 Qualitative management survey

As mentioned before, areas in the qualitative part of the survey have been identified by the top management of Hella. Further, it was decided, that all the details concerning survey will be analyzed by an external company and final proposal will be evaluated and released repeatedly by the top management of Hella.

The external company was selected from 5 different companies providing same services. From these companies, Company For Business Excellence (FBE) Bratislava was selected, which is mainly oriented to cooperate with clients in developing their business strategies, human potential and corporate processes through interactive training programs, consulting, coaching, and project management.

The scope of interest with cooperation of external company defined by Hella Trencin:

• To identify who and how the team members are able to cooperate with each other,

- to identify the willingness and potential of team members to educate themselves in professional area soft-skills and psychology areas-hard-skills,
- to identify what kind of leadership, prevail in the Hella Trencin management.

Based on these areas defined by Hella top management, the external company has created specific kind of assessment and model situations, from which required information can be processed. The assessment was distinguished as follows:

- Cooperation within the team,
- managers potential and education of myself,
- what kind of leader I am.

The final results of the individual assessments of Hella's top management is confidential report and property of Hella, as well as individual managers. Top management of Hella requires to keep this report confidential, the results can be provided only to view in person. The qualitative management survey was based on the knowledge of O. Mikšík, Questionnaire SPARO (Mikšík 2004), The Nine Belbin Team Roles (Belbin 1993) and T. Leary, The Interpersonal Diagnosis of Personality (Leary 1957).

However, some of the general findings and trends will be further discussed in chapter 4 and chapter 5, utilizing the outcomes of qualitative research by FBE to complement the findings of quantitative research presented in this thesis.

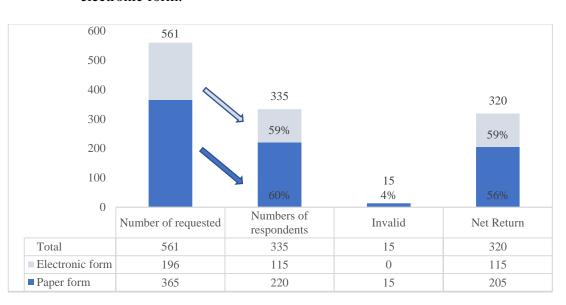
4 Results of questionnaire survey and Data Analysis for quantitative method

This chapter will obtain a basic data concluded from the complete survey. Further, it will be briefly analyzing demographic data and main focus will be placed on the results of the Self-Evaluation of L1 Hella managers, evaluation of L1 Hella managers by their subordinates (L2), Self-Evaluation of L2 managers and evaluation of L2 managers by their subordinates and finally, results will be compared separately.

4.1 Demographic data

As shown in the organization chart, Hella Trencin employs 800 people (see subchapter 3.1). From all the workers, 241 are working externally. External workers are not hired by Hella, but as services from external companies ordered by Hella. After the discussion with General Manger, decision was made, that only employees hired by Hella Trencin will be involved in the survey.

The questionnaire survey was created in two different variants:



paper form,electronic form.

Figure 1: Demographic data analysis

Note: Blue and grey colors represent percentage of participants per electronic or paper questionnaire form respectively; the numbers above columns represent number of participants per particular area.

Responders used both forms at the same period of time, depending on the access to the company intranet.

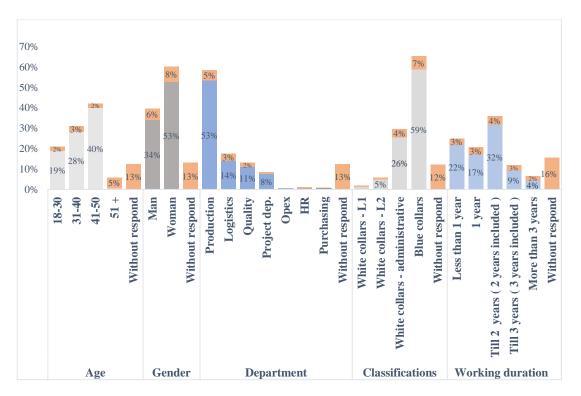
As shown in the Demographic data analysis, paper form was addressed to 365 respondents and electronic form was addressed to 196 respondents. The total number of questionnaires was addressed to 561 respondents hired by Hella.

Seeing from the graph, the overall return is 59 % for electronic form, 60% for paper form and net return is 59% for electronic form and 56% for paper form (see figure 1). In average is overall return 60% and net return 57%.

The questionnaire, which was considered as valid, had to be completely and correctly answered to ensure its consistency and transparency.

There were several reasons why all completed questionnaires were not considered as valid. For example, due to:

- missing answer for some questions,
- empty questionnaire,
- one person completed more than one questionnaire,



• more than one option was marked in the same question.

Figure 2: Optional questions analysis

Note: Orange color generally represents percentage of not answered questions; at the end of each area is a summary of all not answered questions within the area; other colors represent percentage of answered questions within particular areas.

In addition to the questions concerning the survey, the author also asked the respondents questions related to the demographics. The goal was to achieve maximum involvement of the employees, but also to guarantee maximum anonymity, therefore the questions concerning demography were listed as optional. The survey was still valid, even the questions related to the demographics have not been partially or completely answered. The questions asked, are related to: age, gender, department, classification and working duration. The graph shows a breakdown of the answers within the demographic survey (see figure 2). Columns are distinguished by colors and show percentage of answers and percentage of questions which have not been answered, marked orange in each category. At the end of each area, one column is marked orange 'without respond', which is summary of all questions, that have not been answered within the area.

It can be assumed, that the percentage distributed between 561 requested and 320 returned and valid questionnaires in each demographic category, will be similar. Concluding, that in the areas of gender, department, classification, working duration, respondents answered within 15% deviation from all 561-requested people, what can be also seen in the Optional questions analysis (see figure 2).

There are 3 categories in the areas 'age', with deviation of 10% within all requested 561 and the fourth category 'in the range from 51 +' shows deviation approx. 80%. There may be several reasons why. Firstly, the author could assume, that only few people respond to the questionnaire from this category, or they respond only obligatory questions, answering to ensure the validity of the questionnaire and they omit optional questions, which were placed at the end of survey (see appendix B). Secondly, they assume, that due to their age, optional questions have not been answered, because the questionnaire was quite long and at the end employees were too tired.

4.2 Analysis of Results

As mentioned earlier, this thesis distinguishes 3 different views on Leadership behavior of managers in Hella:

Firstly, what will be looked at, is the SE of Hella managers; how they evaluate their own leadership behavior in specific regards. Secondly, the author looks at the evaluation of management leadership behavior from the perspective of their direct reports (for example, in case of L1 managers, their direct reports are L2 managers).

Afterwards, he focuses on the difference between these two; difference between 'management SE' and 'management evaluation by direct reports'. This difference is called 'objectivity of the Self-Reflection' (SR). This is done for L1 and L2 managers separately. Finally, the leadership behavior between management levels L1 and L2 is compared.

The goal of this chapter is to look at the survey results from the 'big picture' perspective first. This is ensured by grouping questions that manifest the same type of leadership behavior into clusters. Investigating and evaluating all clusters separately and in the respect to each other. Referring to this, as to a cluster evaluation.

Afterwards, providing a deeper insight into the specific leadership behaviors. Similarly, to the cluster evaluation, the author ensures this by detailed analysis of all individual questions separately and in respect to each other as well.

For evaluation and comparison of individual areas and questions of survey and its percentage quantification, point scale was used. The value of 0 point was not applicable. The point scale was used as follows:

Values 1–4 points were assigned to each question as already mentioned. The minimum is a value of 1 point and maximum is value of 4 points. For the percentage evaluation, value 3 was calculated as 100%, because being in the range of 3 points (4 points maximum – 1 point minimum = 3 points).

4.2.1 L1 Managers

This subchapter studies L1 managers leadership behavior. As already mentioned in the introduction to the subchapter 4.2, the author focuses on three different views: 'L1 SE', 'L1 evaluated by L2 managers' (L1EbL2) and 'objectivity of L1 SR'. Start this subchapter with the 'big picture' cluster evaluation of L1 managers (A). Table 4 provides L1 cluster evaluation survey results. Following up with the deeper analysis of individual questions (B). Table 5 provides question evaluation survey results for L1 (For an easy orientation in the Table 5, only questions from L1SE point of view are listed. For example, for the question no.5, only L1SE question version 'My subordinates regard me as a trustworthy person' is listed, while L2ebL1 version 'I regard my superior as a trustworthy person', is in the missed-out table).

A) Cluster evaluation

At first, the **SE** of L1 managers from the cluster point of view was discussed. Table 4 shows, that L1 managers find their strongest leadership traits to be in 'Work organization' (cluster score 3,85) and 'Management communication' (cluster score 3,83). On the other hand, they feel the weakest in the area of 'People development and coaching', evaluating themselves only by 3,20. The SE performance between clusters fluctuates by 0,65 points, which represents 21,6%.

Cluster No. and Name	L1SE	L1EbL2	L1SR	
	Cluster	Cluster	Average difference	
	Average	Average	unterence	
1 - Leader's Feedback Quality	3.55	2.67	-0.88	
2 - Management Communication	3.83	2.71	-1.12	
3 - People Development and Coaching	3.20	2.57	-0.63	
4 - Target-setting	3.68	2.66	-1.02	
5 - Motivation	3.70	2.66	-1.04	
6 - Work Organization	3.85	2.69	-1.16	
7 - Maturity of Leader's Personality	3.72	2.71	-1.01	

Table 4: Cluster survey results for: Top management level self-evaluation (L1SE), Top management level evaluation by middle management level (L1EbL2) and Top management level self-reflection (L1SR)

Note: Green color represents the best performing clusters, red color the worst performing ones.

Secondly, the author focuses on the **evaluation** of L1 managers by their **direct reports** - L2 managers. From L2 point of view, L1 perform the best in area of 'Maturity of Leader's personality' (cluster No.7) and Management communication, both with score of 2,71 points. On the other hand, L2 see L1 weakest in area of 'People Development and Coaching' with 2,57 points. As one can see, the difference between the highest and least rated cluster (0,14 of point), that represents only 4,7%, which is almost negligible. These results clearly demonstrate, that the L1 performance between clusters is from the view of their subordinates L2 relatively balanced. This is in contrast with the L1 cluster SE which varied by 21,6%.

To complete the picture, this section focuses on the last angle of view: 'objectivity of the SR'. The SR is expressed by the difference between 'L1 evaluation by L2' and 'L1 SE:

$$L1SR = L1ebL2 - L1SE. \quad (1)$$

This means that the smaller point difference is, the better L1 SR is. As one can see, the smallest point difference is -0,63, therefore the best SR is achieved for the cluster No.3 'People Development and Coaching'. In contrary, the worst SR with -1,16 point difference is observed for cluster No.6 'Work Organization'. This result presents an interesting notion – L1 managers have the most objective view of their "qualities" in the area, in which they are worse from their subordinate's perspective. For design of the development program, this creates a very positive platform, since L1 managers should have a high desire for developing in the area, in which they are the weakest (People Development and Coaching). This fact is confirmed by result of qualitative method which is described in subchapter 3.5 and it says that 67% respondents chose formal-directive type of leadership in L1 management. Another thing to point out is, that the variation between scores of individual clusters is 0,53 of point, which is 17,6%. Final thing to observe is, that the L1SR values are always negative. This means, that L1 evaluated themselves better, then L2 see them in all the cluster areas studied.

B) Individual question evaluation

In this section, the author goes into deeper analysis of the L1 leadership behavior. This means, that he focuses on L1 performance, within all the questions investigated in this study.

At first, the author looks at L1SE performance. From Table 5, it is easy to see, that L1 managers see themselves the best in behaviors described by Questions 4 'When making important decisions, I consider opinions of my subordinates', 12 'I create a good atmosphere for my subordinates, allowing them to be creative and innovative', 16 'I create an environment in which my subordinates can talk openly about their opinions, with no consequences', 20 'The way I communicate with subordinates creates an environment for effective interdepartmental cooperation and communication', 27 'I can admit my mistakes and allow my subordinates to learn from them', 30 'The goals I set out for my subordinates are clear, comprehensible and measurable' and 32 'I give my subordinates enough room to make decisions in areas they are responsible for'. It is interesting to see, that these questions achieved maximum possible score of 4, i.e. for these questions, all L1 managers where the leadership behaviors and clearly thought they are lacking some qualities described by

questions no. 3 'As part of my development, I am willing to rotate to other positions as well' with 2,8 points and 22 'I prefer my development in the passive form - form of trainings and lectures' with 2,4 points. It should be noted here, that question 22 does not address exhibition of leadership behavior, but rather asks for preference on learning style (in line with the hypothesis of this thesis). The main difference between the best and the worst evaluated question represents 53%. This indicates, that L1SE within all the questions, is not as balanced as is it within the clusters, where the variation was 21,6% only.

Question No.	Cluster No.	Form of questions - L1SE	L1SE (Average)	L1EbL2 (Average)	L1SR (Average difference)	
1	1	I provide objective and balanced feedback to my subordinates; positive with an adequate support as well as negative focused on improvement of their performance.	3,40	2,56	-0,84	
2	6	I clearly delegate some of my tasks, responsibilities and competencies to my subordinates	3,80	2,70	-1,10	
3	3	As part of my development, I am willing to rotate to other positions as well	2,80	2,37	-0,43	
4	2	When making important decisions, I consider opinions of my subordinates.	4,00	2,85	-1,15	
5	7	My subordinates regard me as a trustworthy person	3,60	2,63	-0,97	
6	4	I enable my subordinates to engage actively in their performance plan	3,60	2,56	-1,04	
7	1	As a supervisor, I provide regular feedback, even outside of the annual performance dialogue (frequency).	3,80	2,81	-0,99	
8	3	I give my subordinates opportunities, support them and emphasis their education and professional development	3,80	2,67	-1,13	
9	7	I am willing to listen to others and to help them	3,80	2,63	-1,17	
10	5	I know what's important to my subordinates, I motivate them right	3,60	2,67	-0,93	
11	2	Tasks and priorities, I set for my subordinates makes it clear to distinguish what they should do and with what priority.	3,80	2,63	-1,17	
12	5	I create a good atmosphere for my subordinates, allowing them to be creative and innovative	4,00	2,78	-1,22	
13	7	In critical and stressful situations, I keep cool head and balance.	3,40	2,78	-0,62	
14	6	For my employees, I prefer the team organization rather than the individual one.	3,80	2,74	-1,06	
15	4	I believe that my subordinates understand how the goals are assigned to them related to the company strategy.	3,60	2,81	-0,79	
16	2	I create an environment in which my subordinates can talk openly about their opinions, with no consequences.	4,00	2,93	-1,07	
17	1	I actively ask for feedback from my subordinates, to ensure my personal development.		2,59	-0,81	
18	4	I think that the goals I set to my subordinates are challenging but achievable.	3,40	2,70	-0,70	
19	3	I support my subordinates in career growth despite the risk that I may lose them	3,20	2,54	-0,66	
20	2	The way I communicate with subordinates creates an environment for effective interdepartmental cooperation and communication.	4,00	2,48	-1,52	
21	7	I have no problem to laugh at myself	3,80	2,89	-0,91	
22	3	I prefer my development in the passive form - form of trainings and lectures	2,40	2,59	0,19	
23	5	I am interested in my subordinates and their working conditions and, if necessary, I am trying to improve them	3,60	2,37	-1,23	
24	1	I suppose that the feedback I provide to my subordinates is important for them, especially in the context of their performance - it helps them to achieve their goals.	3,60	2,70	-0,90	
25	4	If my subordinates fail to meet their goals, I help them find ways to reach them	3,80	2,48	-1,32	
26	2	As a supervisor, I inform my subordinates about company strategy and running.	3,80	2,67	-1,13	
27	7	I can admit my mistakes and allow my subordinates to learn from them	4,00	2,63	-1,37	
28	5	I care about personal life and life balance of my subordinates	3,60	2,81	-0,79	
29	2	Meetings I lead are effective and provide important information which my subordinates need.	3,40	2,70	-0,70	
30	4	The goals I set out for my subordinates are clear, comprehensible and measurable	4,00	2,74	-1,26	
31	3	I support my subordinates in difficult situations	3,80	2,67	-1,13	
32	6	I give my subordinates enough room to make decisions in areas they are responsible for.	4,00	2,74	-1,26	
33	6	As a superior, I have a very good overview of all the activities I cover, and I can look at them from higher perspective	3,80	2,56	-1,24	

Table 5: Individual questions survey results for: Top management level self-evaluation (L1SE), Top management level evaluation by middle management level (L1EbL2) and Top management level self-reflection (L1SR)

Note: Green color represents the best performing clusters, red color the worst performing ones

To get a deeper understanding of how L2 see their direct superiors - L1, the L1 performance within all the individual questions from L2 perspective are looked at. By doing so, the following results are to be found: The highest rated questions are No.16 'I can talk about my opinions openly and with no consequences', with the score of 2,93, No.21 'My superior has no problem to laugh at himself', with the score of 2,89 and No.4 'When making important decisions, my supervisor considers opinions of his subordinates', with the score of 2,85. The lowest rated questions are No.23 'My superior is interested in me and my working conditions and, if necessary, trying to improve them' and No.3 'As part of my development, I am willing to rotate to other positions as well', with the same score of 2,37 points. This is followed by questions No.20 'My superior communicates in a way which creates an environment for effective interdepartmental cooperation and communication' and No.25 'If I fail to meet my goals, my superior is helpful in finding ways to achieve them', with the same score of 2,48 points. The score difference between the highest and the lowest evaluated questions (0,56 of point) represents 18,6% in point scale. This is, when compared to the SE variation of 53%, a relatively small value.

Therefore, one can argue, that the L1ebL2 results are relatively balanced within all the questions. This is consistent with the trend observed for cluster evaluation, where the L1ebL2 shows much more balanced results, than L1SE.

Finally, the author looks at the third angle of view; 'objectivity of the SR'. The SR is again expressed by the difference between 'L1 evaluation by L2' and 'L1 SE' (see formula (1)). This is done for all investigated questions.

The questions with the best L1 SR (questions with the smallest score difference) are No.22 'I prefer my development in the passive form - form of trainings and lectures', with the score difference of 0,19, No.3 'As part of my superior's development, he is willing to rotate to other positions as well', with the score difference of -0,43 and No.13 'In critical and stressful situations, my superior maintains a cool head and balance sheet' with the score difference of -0,62.

The questions with the worst L1 SR are No.20 'My superior communicates in a way which creates an environment for effective interdepartmental cooperation and communication', with the score difference of -1,52, No.27 'My superior can admit his mistake and let us to learn from them', with the score difference of -1,37 and No.25

'If I fail to meet my goals, my superior is helpful in finding ways to achieve them', with the score difference of -1,32. The score gap between questions with the highest (No.20) and the smallest score difference (No.22) represents 44% in point scale.

This shows significant deviation in the L1SR within the 'evaluation between all the questions'. Also, it is important to note, that questions 3 and 20 have almost the lowest score in L1ebL2. However, No.3 is almost the best evaluated question, while No.20 the worst evaluated one.

To summarize this subchapter, L1 managers see themselves as strong leaders in areas of Work organization and Management Communication. They find themselves weak in area of People Development and Coaching. In a deeper perspective, L1 find themselves performing perfectly in creating a great work environment. This is meant by freedom of opinions, creativity, innovation, goal setting, decision making, as well as an effective interdepartmental cooperation. L1 also feels, that they can admit their mistakes easily and let everybody learn from them (questions 4, 12, 16, 20, 27, 30 and 32). On the other hand, L1 see themselves slightly unwilling to hear others and help them. Moreover, they do not prefer to rotate to other positions, as part of their development, as well as passive form of training (questions 3, 19 and 22).

At the same time, L2 see L1 as strong leaders in area of Personal maturity but find them weak in area of Coaching and Performance evaluation. When looking at the specific behaviors, L2 see their leaders as strong in hearing and respect opinions of others, when taking important decisions. Moreover, L2 feels like L1 has no problem to laugh at themselves (questions 4, 16 and 21). On the other hand, L2 finds L1 weak in supporting interdepartmental cooperation, goal meeting support and in improving the working conditions (questions 3, 20, 23 and 25).

Finally, when looking at the objectivity of L1 leaders in respect to their leadership qualities, it can be seen, that L1 are the closest in SE to their evaluation by L2, in area of People Development and Coaching. In contrary, their SR is the worst in area of Work organization. In the deeper perspective, L1 have the best SR, when evaluating their behaviors in critical and stressful situations (questions 3, 13 and 22). On contrary, L1 have the worst SR, when evaluating their support of interdepartmental cooperation and admitting their own mistakes (questions 20, 25 and 27). These findings have many

implications for the objectives of this thesis and will be further discussed in chapter Main findings, Implications (see chapter 5).

4.2.2 L2 Managers

This subchapter studies L2 managers leadership behavior. As previously, the author focuses on three different views: 'L2 SE', 'L2 evaluation by the rest of employees' (L2EbR) and 'objectivity of L2 SR'. He starts this subchapter with the 'big picture' cluster evaluation of L2 managers (A). Table 6 provides L2 cluster evaluation survey results, following up with the deeper analysis of individual questions (B). Table 7 provides question evaluation survey results for L2 (same as for L1, in the Table 7, only L2SE version of survey questions are listed).

A) Cluster evaluation

Table 6 shows, that L2 managers find their strongest leadership traits to be in 'Maturity of Leader's Personality' (cluster score 3,74) and similarly to L1, in 'Management communication' (cluster score 3,52). On the other hand, L2 feel the weakest in area of 'People development and coaching' (cluster score 3,32), which is the same trend as for L1 managers. The SE performance between clusters fluctuates by 0,42 point, which represents 14% in point scale.

Cluster No. and Name	L2SE	L2EbR	L2SR	
	Cluster Average	Cluster Average	Average difference	
1 - Leader's Feedback Quality	3.35	2.47	-0.88	
2 - Management Communication	3.52	2.54	-0.98	
3 - People Development and Coaching	3.32	2.55	-0.76	
4 - Target-setting	3.50	2.57	-0.93	
5 - Motivation	3.41	2.45	-0.96	
6 - Work Organization	3.42	2.53	-0.89	
7 - Maturity of Leader's Personality	3.74	2.52	-1.22	

Table 6: Cluster survey results for: Middle management level self-evaluation (L2SE), Middle management level evaluation by the rest of employees (L2EbR) and Middle management level self-reflection (L2SR)

Note: Green color represents the best performing clusters, red color the worst performing ones.

Secondly, the author focuses on the **evaluation** of L2 managers by **the rest of employees**. The rest of employees find L2 to perform the best in area of 'Target-

setting' (cluster No.4), with the score of 2,57 points. This is very important observation, since the motivation is crucial for keeping employees well performing and satisfied. On the other hand, they see L2 the weakest in area of 'Motivation' (cluster No.5), with 2,45 points. As one can see, the difference between the highest and lowest rated cluster (0,12 of point) represents only 4% in point scale which is, similarly to L1, almost negligible. These results demonstrate, that the L2 performance between clusters is relatively balanced from the point of view of the other employees. This is in a contrast with the L2 cluster SE, which varied by 14%.

To complete the picture, this section focuses on the last angle of view: 'objectivity of the SR'. The SR is expressed by the difference between 'L2 evaluation by the rest of employees' and 'L2 SE':

$$L2SR = L2ebR - L2SE. \quad (2)$$

This means, that the smaller point difference is, the better L2 SR is. As one can see, the smallest point difference of -0,76, and the best L2 SR, is similarly to L1 achieved for the cluster No.3 'People Development and Coaching'. In contrary, the worst SR with -1,22 point difference is observed for cluster No.7 'Maturity of Leader's Personality'. The variation between scores of individual clusters is therefore 0,46 of point, which is 15% in point scale. This is a similar result as 17,6% variation for L1 SR. Final thing to observe is, that the L2SR values are always negative, which is the same trend as for L1SR. This means, that L2 evaluated themselves better, then the rest of employees see them in all the areas studied.

B) Individual question evaluation

In this section the author goes into deeper analysis of L2 leadership behavior. This means, that he focuses on L2 performance within all the questions investigated in this study.

Firstly, the L2SE performance is looked at. From table 7, it is easy to see, that L2 managers see themselves the best in behaviors described by Questions 9 (I am willing to listen to others and to help them), with 3,96 points, 21 'I have no problem to laugh at myself', with 3,92 points and 31 'I support my subordinates in difficult situations', with 3,77 points. It is important to note, that in contrary to L1 managers, L2 SE average never reached the maximum score of 4 points. This implicates better SR result later. The leadership behaviors, where managers thought they are lacking some qualities,

were the same as for L1 managers, described by questions 3 'As part of my development, I am willing to rotate to other positions as well', with 2,92 points and 22 'I prefer my development in the passive form - form of trainings and lectures', with 3,0 points.

It should be noted again, that question 22 does not address exhibition of leadership behavior, but rather asks for preference on learning style. The worst evaluated question was no. 17 'I actively ask for feedback from my subordinates, to ensure my personal development', with 2,69 points. The point difference between the best and the worst evaluated question is 1,27, which represents 42% in the point scale. This indicates the same trend as for L1, where the result variations represented 53%. Therefore, the SE, within all the questions, is again not as balanced as is it within the clusters, where the variation was 14%.

Question No.	Cluster No.	Form of questions – L2SE	L2SE (Average)	L2EbR (Average)	L2SR (Average difference)
1	1	I provide objective and balanced feedback to my subordinates; positive with an adequate support as well as negative focused on improvement of their performance.	3.54	2.54	-1.00
2	6	I clearly delegate some of my tasks, responsibilities and competencies to my subordinates	3.31	2.56	-0.75
3	3	As part of my development, I am willing to rotate to other positions as well	2.92	2.85	-0.08
4	2	When making important decisions, I consider opinions of my subordinates.	3.69	2.48	-1.21
5	7	My subordinates regard me as a trustworthy person	3.50	2.49	-1.01
6	4	I enable my subordinates to engage actively in their performance plan	3.38	2.56	-0.83
7	1	As a supervisor, I provide regular feedback, even outside of the annual performance dialogue (frequency).	3.56	2.33	-1.24
8	3	I give my subordinates opportunities, support them and emphasis their education and professional development	3.46	2.41	-1.05
9	7	I am willing to listen to others and to help them	3.96	2.58	-1.38
10	5	I know what's important to my subordinates, I motivate them right	3.15	2.54	-0.61
11	2	Tasks and priorities, I set for my subordinates makes it clear to distinguish what they should do and with what priority.	3.58	2.76	-0.82
12	5	I create a good atmosphere for my subordinates, allowing them to be creative and innovative	3.58	2.43	-1.15
13	7	In critical and stressful situations, I keep cool head and balance.	3.58	2.51	-1.06
14	6	For my employees, I prefer the team organization rather than the individual one.	3.54	2.53	-1.01
15	4	I believe that my subordinates understand how the goals are assigned to them related to the company strategy.		2.59	-0.83
16	2	I create an environment in which my subordinates can talk openly about their opinions, with no consequences.		2.57	-1.16
17	1	I actively ask for feedback from my subordinates, to ensure my personal development.		2.49	-0.20
18	4	I think that the goals I set to my subordinates are challenging but achievable.		2.60	-0.94
19	3	I support my subordinates in career growth despite the risk that I may lose them		2.47	-0.96
20	2	The way I communicate with subordinates creates an environment for effective interdepartmental cooperation and communication.		2.49	-1.16
21	7	I have no problem to laugh at myself	3.92	2.55	-1.37
22	3	I prefer my development in the passive form - form of trainings and lectures	3.00	2.55	-0.46
23	5	I am interested in my subordinates and their working conditions and, if necessary, I am trying to improve them	3.62	2.56	-1.06
24	1	I suppose that the feedback I provide to my subordinates is important for them, especially in the context of their performance - it helps them to achieve their goals.	3.62	2.52	-1.10
25	4	If my subordinates fail to meet their goals, I help them find ways to reach them	3.65	2.46	-1.20
26	2	As a supervisor, I inform my subordinates about company strategy and running.	3.04	2.35	-0.69
27	7	I can admit my mistakes and allow my subordinates to learn from them	3.73	2.45	-1.28
28	5	I care about personal life and life balance of my subordinates	3.31	2.27	-1.04
29	2	Meetings I lead are effective and provide important information which my subordinates need.	3.42	2.58	-0.85
30	4	The goals I set out for my subordinates are clear, comprehensible and measurable	3.50	2.67	-0.83
31	3	I support my subordinates in difficult situations	3.77	2.50	-1.27
32	6	I give my subordinates enough room to make decisions in areas they are responsible for.	3.58	2.46	-1.11
33	6	As a superior, I have a very good overview of all the activities I cover, and I can look at them from higher perspective	3.27	2.57	-0.70

Table 7: Individual questions survey results for: Middle management level self-evaluation (L2SE), Middle management level evaluation by the rest of employees (L2EbR) and Middle management level self-reflection (L2SR)

Note: Green color represents the best performing clusters, red color the worst performing ones

To get a deeper understanding on how the rest of the employees see their superiors L2, the author looks at the L2 performance within all the individual questions from their report perspective. Doing so, he found the following results: The highest rated questions are No.3 'As part of my superior's development, he is willing to rotate to other positions as well', with the score of 2,85, No.11 'My supervisor set tasks and priorities clearly. Therefore, it is easy to distinguish what I should do and with what priority', with the score of 2,76 and No.30 'The goals set by my superior are clear, understandable and measurable', with the score of 2,67. The lowest rated questions are No.7 'My supervisor gives me a regular feedback, even outside of the annual performance dialogue (frequency)', with the score of 2,33, No.28 'My superior cares about my personal life and life balance', with score of 2,27 and No.26 'My supervisor, informs us sufficiently about company strategy and running', with score of 2,35 points. The score difference between the highest and the lowest evaluated questions (0,58 of point) represents 19% in the point scale. This is, similarly to L1, compared to the SE variation of 32%, a relatively small value. Therefore, one can argue, that the L2ebR results are relatively balanced within all the questions. This is also consistent with the trend observed for cluster evaluation, where the L2ebR shows much more balanced results than L2SE.

Finally, the evaluator looks at the third angle of view; 'objectivity of the SR'. The SR is again expressed by the difference between 'L2 SE' and 'L2 evaluation by the rest of the employees' (see formula (2)). This is done for all investigated questions. The questions with the best L2 SR (questions with the smallest score difference), are No.3 'As part of my development, I am willing to rotate to other positions as well', with the score difference of -0,08, No.17 'I actively ask for feedback from my subordinates, to ensure my personal development', with the score difference of -0,20 and No.22 'I prefer my development in the passive form - form of trainings and lectures', with the score difference of -0,46. The questions with the score difference of -1,38, No.21 'I have no problem to laugh at myself', with the score difference of -1,37 and No.27 'I can admit my mistakes and allow my subordinates to learn from them', with the score difference of -1,28. The score gap between questions with the highest and the smallest score difference represents 42% in the point scale. This shows significant deviation in the L2SR within the 'evaluation between all the questions'. Also, it is important to

note, that questions 3, is the best evaluated one – in L2SR. These results show the same trends as observed for L1SR.

To summarize this subchapter, L2 managers see themselves as strong leaders in areas of Maturity of Leader's Personality and Management Communication. On the other hand, L2 see themselves weak in area of People development and coaching. In the deeper perspective, L2 find themselves performing greatly in listening to their subordinates and supporting them, while being able to laugh at themselves (questions 9, 21 and 31). Moreover, L2 prefer their development in an active form and are not interested in rotation to another position. Finally, they are not asking for the feedback enough (questions 3, 22 and 17).

At the same time, the rest of employees see L2 as strong leaders in area of Target setting but find them weak in area of Motivation. When looking at the particular behaviors, the rest of employees see their leaders as strong in prioritizing and target setting (questions 3, 11 and 30). On the other hands, the rest finds L2 weak in sharing company strategy information, caring about their personal lives and providing the feedback frequently (questions 7, 26 and 28).

Finally, when looking at the objectivity of L2 leaders in respect to their leadership qualities, the author sees, that L2 are the closest in SE to their evaluation by the rest of employees in area of People Development and Coaching. In contrary, their SR is the worst in area of Maturity of Leader's Personality. In the deeper perspective, L2 have the best SR, when asking for feedback (question 17). On contrary, L2 have the worst SR, when listening and helping others, laughing at themselves and admitting their own mistakes (questions 9, 21 and 27).

These findings have many implications for the objectives of this thesis and will be further discussed in Chapter 5.

4.2.3 Differences and similarities between L1 and L2 Mangers

This subchapter focuses on the differences and similarities between L1 and L2 managers leadership behavior. The evaluator focuses mainly on the 'big picture' cluster evaluation analysis. This is done since L1 vs. L2 comparison is crucial for building management development plan, being more of a big picture topic. To improve weak areas of L1 and L2 managers efficiently, two types of development plans are needed. At first, general type of development plan should be built to improve areas in

which both, L1 and L2 lack some skills simultaneously. Secondly, targeted types of development plans should be built separately for L1 and L2 in areas, in which they need to improve their performance independently. As previously, this subchapter focuses on three different views: 'management SE', 'management evaluation by direct subordinates' and 'objectivity of management SR'. For every view, the author focuses on similarities and afterwards on differences between L1 and L2 management levels. Table 8 provides complete comparison of L1 and L2 cluster evaluation survey results.

	Self-Evaluation			Evaluation by direct reports			Self-Reflection		
Cluster No. and Name	L1SE	L2SE	Difference (L1SE- L2SE)	L1EbL2	L2EbR	Difference (L1EbL2- L2ebR)	L1SR (L1ebL2- L1SE)	L2SR (L2ebR- L2SE)	Difference (L1SR- L2SR)
	Cluster Average	Cluster Average	Custer Average difference	Cluster Average	Cluster Average	Cluster Average difference	Average difference	Average difference	Cluster Average difference
1 - Leader's Feedback Quality	3.55	3.35	0.20	2.67	2.47	0.20	-0.88	-0.88	0.00
2 - Management Communication	3.83	3.52	0.31	2.71	2.54	0.17	-1.12	-0.98	-0.14
3 - People Development and Coaching	3.20	3.32	-0.12	2.57	2.55	0.01	-0.63	-0.76	0.13
4 - Target-setting	3.68	3.50	0.18	2.66	2.57	0.08	-1.02	-0.93	-0.10
5 - Motivation	3.70	3.41	0.29	2.66	2.45	0.21	-1.04	-0.96	-0.08
6 - Work Organization	3.85	3.42	0.43	2.69	2.53	0.16	-1.16	-0.89	-0.27
7 - Maturity of Leader's Personality	3.72	3.74	-0.02	2.71	2.52	0.19	-1.01	-1.22	0.21
Total Average	3.65	3.47	0.18	2.67	2.52	0.15	-0.98	-0.95	-0.03

Table 8: Cluster survey results comparison for Top management level and Middle management level in categories of: 'self-evaluation' (SE), 'evaluation by direct reports' and 'self-reflection' (SR)

Note: Colored cell formatting visualizes cluster performance from the best (green color) through average (white color) to the worst evaluated cluster (red color) in individual categories. Total average represents the average performance for all clusters in individual category

To start up the analysis, the comparison between L1 and L2 SE is looked at. Table 8 shows similarities and differences between the two. When looking at the similarities, one can see that both; L1 and L2 managers self-evaluate themselves well in the areas of 'Management communication' and 'Maturity of leader's personality'. On the other hand, they both find themselves the weakest in the areas of 'Leader's feedback quality' and 'People development and coaching'. When looking at the differences between these management levels; it is clear, that L1 see themselves performing well in 'Work organization' while L2 in 'Target setting'. On the other hand, in contrary to L1, L2 managers evaluate themselves poorly in area of 'Motivation'. When focusing on the general comparison and on the point differences between L1 and L2 SE; one can see, that in average, L1 managers self-evaluate themselves better than L2 by 0,18 of point (6% in point scale). The area in which L1 self-evaluate themselves much higher, than

L2 is 'Work organization' with point difference of 0,43 (14% in point scale). In contrary, the area in which L2 self-evaluate themselves higher, than L1 is 'People development and coaching' with point difference of 0,12 (4% in point scale). Finally, both L1 and L2 self-evaluate themselves by the same amount of points in area of 'Maturity of Leader's personality'.

In here, the author looks at the comparison between L1 and L2 evaluations by their direct reports. Table 8 shows similarities and differences between the two. When he looks at the similarities, one can see that direct reports evaluate both; L1 and L2 managers well in area of 'Management communication'. On the other hand, direct reports find them both weak in area of 'Motivation'. When the author looks at the differences between L1 and L2 management levels; it is clear, that direct reports see L1 performing well in 'Work organization' and 'Maturity of leader's personality' while they see L2 performing well in areas of 'People development and coaching' and 'Target setting'. It is important to note, that in these 'well performing' areas for L2 (People development and coaching, Target setting), are L1 evaluated poorly. On the other hand, direct reports evaluate L2 poorly in area of 'Leader's feedback quality'. When he focuses on the general comparison and on point differences between the L1 and L2 evaluations by direct reports; one can see, that in average direct reports evaluate L1 managers better than L2 by 0,15 of point (5% in point scale). Moreover, there is no area in which direct reports evaluate L2 better than L1. This is an important observation, since this is similar result to the one the author has for SE analysis. This finding means, that L1 self-evaluate themselves better, then L2 because they are better (means – direct reports see them performing better).

Furthermore, this implicates, that L1 have been picked well for their position (means – better performing people have been promoted/hired for L1 position). Finally, this gives L2 an opportunity to learn from L1, by the shadowing techniques. Using these techniques, L1 would spend some time with L2 manager, trying to 'shadowing' him – observing him within real work and provide him a feedback about their management and leadership behavior. The area in which direct reports evaluate L1 much higher than L2 are 'Leader's feedback quality' and 'Motivation' with point difference of 0.21 (7% in point scale). On the other hand, interestingly, direct reports see both, L1 and L2 performing the same in area of 'People development and coaching'.

Finally, the author looks at the comparison between L1 and L2 SRs. Table 8 shows, that L1 self-evaluate themselves well in areas in which L2 find them strong (clusters: 2, 6 and 7). Furthermore, L1 self-evaluate themselves performing average, or insufficiently in areas, in which L2 see them being average, or weak (clusters: 1, 3, 4 and 5). Similar trend can be observed for L2 managers, who self-evaluate themselves well in almost all areas, in which the rest of employees find them strong (clusters: 2, 6 and 7) and L2 self-evaluate themselves performing average, or insufficiently in almost all areas, in which the rest of employees see them average or weak (clusters: 1 and 5). This implicates important observation, that both; L1 and L2 identify management performance areas, in which they are strong and areas in which they need to improve properly. Furthermore, when focusing on the general comparison and on differences between L1 and L2 SR; one can clearly see, that L1 and L2 managers have in average the same level of SR (Total cluster average for L1SR (L1ebL2-L1SE) is of -0,98; Total cluster average for L2SR (L2ebR-L2SE) is -0.95). This result also implicates, that both L1 and L2 over-estimate their management skills by 32%. Furthermore, this means, that L2 points out insufficient management skills of L1 (when compare to L1SE), while they lack the same amount of qualities by themselves. To evaluate point differences between L1 and L2 deeper, it was noted, that the area in which L1 selfreflect themselves much better, than L2 is 'Maturity of leader's personality' with point difference of 0,21 (7% in point scale). This corresponds well with 'more mature' L1 leadership level. In contrary, L2 self-reflect themselves better, then L1 in area of 'Work organization' with point difference of 0,27 (9% in point scale). Finally, L1 and L2 have the same level of SR in area of 'Leader's feedback quality'.

To sum up this subchapter, one can note, that L1 and L2 managers should have the same general development plan in areas, in which they find themselves the weakest and in which their direct reports find them the weakest. These areas are 'Leader's feedback quality' and the area of 'Motivation'. In addition, there should exist two individual development plans. First would be L1 development plan focused mainly on 'People development and coaching' and 'Target setting'. Second would be L2 development plan focused mainly on 'Maturity of leader's Personality'. In here, the author would also like to point out interesting findings resulting from this subchapter. First finding would be, that L1 self-evaluates themselves better than L2. However, based on the survey results, this is legitim, because direct reports see L1 performing

better than L2. This also implicates, that better performing people have been promoted/hired for L1 position. Second finding would be, that both; L1 and L2 can identify areas, in which they are strong and in which they need to improve properly. On the other hand, both levels have the same level of SR and self-evaluate themselves much better, than their direct reports see them. This could signal low feedback culture in company. Final thing to point out is, that the findings support hypotheses defined in subchapter Hypotheses of the Research (see chapter 1.3) well, what will be discussed further in Conclusion (see chapter 6).

5 Main Findings, Implications

This chapter focuses mainly on the outcomes and implications resulting from the survey performed in Hella Trencin. At first, findings which are common for L1 and L2 managers were analyzed. Based on these, general solution for common management education and development program was proposed. Consequently, findings which are different for L1 and L2 managers were analyzed. Based on these, the author proposes additional individual management education and development programs.

The survey results clearly indicate, that L1 and L2 managers perform the best in area of Management communication. This can be seen from the management evaluation performed by direct subordinates (see chapter 4). Hella management can build on this area and use it for the development of other areas, which are not strong enough. Such areas, with significant space for improvement, are very similar for L1 and L2 managers. Therefore, the author analyzes these collectively and propose common solution and program of development to improve and strengthen them. Areas that should be improved can be separated in two groups. The first group consists of areas implicated by SR cluster analysis; however, these do not represent any cluster particularly. The second group consists of three areas implicated by the quantitative survey analysis. These areas represent individual clusters: Leader's feedback quality, Motivation and People development and coaching. Both groups were analyzed in detail together with suggestion for improvements in the last part of this chapter.

5.1 Self-reflection and feedback quality of L1&L2 managers

SR for those in leadership roles goes back thousands of years to the ancient philosophers and teachers. Reflecting helps to develop skills and review effectiveness. It is a way of assessing ourselves, way of working and studying. Reflecting and composing a piece of self-reflective writing is becoming an increasingly important element to any form of studying and learning. SR is important especially for managers and leaders, therefore the main focus is on the causes behind poor SR as well as on solutions for its improvement.

The author looks at the SR from two points of view. The first view is focusing on how managers evaluate themselves, when identifying their strengths and weaknesses in

particular areas. In general, L1 and L2 managers identify areas of their strengths and weaknesses well. This can be seen in Cluster survey results comparison (see table 8), where the well performing areas in 'SE' are the well performing areas in 'evaluation by direct reports' and vice versa. It can be stated, that the part of SR, which assesses is well developed. This finding is considered as a positive aspect, which can be further used and help to define preventive measures. However, for this part of SR, there is no need for a deep analysis so far (see chapter 4).

The second, more general, point of view, is how managers evaluate themselves on average in all areas together. Here we found out, that L1 and L2 managers evaluate themselves by one whole point (33%) better than their subordinates see them. This significant finding indicating fundamental lack of managerial skills in this area, will be analyzed in detail later in this work.

Finally, the author looks at areas with the worst SR. Such areas for L1 managers are Management Communication (cluster No.2) and Work Organization (Cluster No.6), while for L2 managers Management Communication (cluster No.2) and Maturity of Leader's Personality (cluster No.7). It is important to note, that such areas with low SR for L1 and L2 are simultaneously the best evaluated ones by direct subordinates. This means, that from subordinate point of view, these areas are not perceived as critically as from the SR point of view. Therefore, it makes sense to focus on the SR itself and find a proper way for improvement.

First, it is necessary to mention, that none of L1 and L2 managers have education in the field of HR, psychology, or other human sciences. In contrary, in both managerial teams prevail the education in technical field, such as engineering, mechatronic, natural sciences, or in few cases economics. This is probably the main reason behind the current status in Hella Trencin. Despite of the situation, plant in Trencin is still growing successfully, the volume of sales is increasing, and the profit is rising. However, this goes both ways, since this growth in size and profit can overshadow hidden issues, such as SR and influence maximum possible performance negatively. Furthermore, the problem with SR can be the main cause behind future issues in managerial teams and Hella Trencin itself. Such a situation cannot be without consequences for a long time and after the 'phase of inertia' could follow a regression, which would affect company indicators such as growth and profit. The SR, also called the element of modesty, is closely connected to healthy and functioning management. If it is developed enough, the ability to receive new challenges such as implementation of I4.0 is more efficient. These challenges are then handled well, even though the result is not desired. Furthermore, the emotional and psychological impact on ego is lower and it is easier to take necessary 'lessons learned', which can be applied to the future problems.

Development of the managers in areas of Maturity of Leader's Personality and Management Communication, is one of the strategic needs in Hella Trencin. It is tightly connected with the development and plant stabilization in upcoming season. The simple reason behind it, is that if the management communication and maturity of personality are not developed well and if managers are not skilled enough, then the way they communicate with subordinates could cause inefficient work environment. What would be unfavorable situation for strategic goal of implementation I4.0. Furthermore, employees could start seeking for a new job with better conditions. Nowadays, when unemployment is low, and fluctuation is high in automotive business, any company can afford this. Especially in automotive, where it is very difficult and expensive to train and develop new employees, which are independent and well-skilled. On average, in Hella Lighting business it takes from 3 to 4 years to be on required performance level. Therefore, it is more than necessary to keep and motivate every good employee and try to keep the fluctuation rate as low as possible. This all leads to the conclusion, that at first, it is necessary to focus on the management levels and improve their skills. These can be afterwards carried over to the subordinates.

Furthermore, when looking at the results of the qualitative method, which are confidential, the results for L1 managers show the space for SR improvement as well. The willingness to reflect strengths and weaknesses is the basis for managers. Working with SR is necessary, however, without investment in training and development ineffective. Managers must be willing to educate themselves. However, they also need to know, how to apply their skills as mentioned in qualitative method.

Most of the survey participants show motivation and willingness to learn mainly in the professional area. Likewise, most of them need to be trained to improve their SR, the ability to achieve goals and re-evaluate their approach and communication. It would be also reasonable to expect, that some of Hella managers would indicate signs of weak

SR such as: sensitivity to negative feedback, excuses on the working environment without willingness to perceive themselves in specific situation and so on. These could cause issues in management education as well.

The lack of feedback culture is closely connected to the problem with SR. Feedback culture is the one, where people continuously receive, interpret and use formal and informal feedback to improve their work performance. Missing feedback is one of the reasons behind poor SR. If managers do not receive feedback regularly, they do not have any reason to think about their performance and its consequences. Therefore, they constantly keep repeating the same behavior and mistakes. The effective way to improve SR, is to train managers to provide and receive quality feedback. However, results of the survey show, that management skills in providing quality feedback are not on the sufficient level and must be improved (see table 8). As one of the most frequently used excuses of managers for not providing feedback, is lack of time. It could be argued, that this might be the case for Hella managers, however this is more of a prioritization issue, than time. In addition, it is relevant to note, that most managers and subordinates are not comfortable with sharing feedback, even though it is at the core of personal and professional growth.

If managers have lack of feedback related knowledge, how important it is, or what does the correct feedback mean, they cannot use it properly. Based on the survey results, it could be suggested, that there is a noticeable lack of theoretical knowledge about the feedback in Hella Trencin. The author could question, how deep are feedback practices embedded in Hella culture. It seems, that subordinates do not receive feedback from their managers and managers do not receive feedback from their subordinates frequently enough. If a feedback would be given to subordinates by managers, then managers would realize, that feedback should be received from their subordinates as well.

Feedback orientation and culture influence, how feedback is received, interpreted and used over time is an important part of employee development. In a positive performance management cycle, the managers use the feedback to develop accurate performance and capability judgments, learn and apply behavior gained from the training and accomplish valued tasks. Therefore, L1 and L2 managers must be mainly developed and trained in the areas: how to use and work with feedback and how to

receive and ask for feedback, not only from the superiors and colleagues but also from the subordinates. Further development should be focused on how to objectively provide feedback and how to receive feedback in an appropriate form and not taking it personally. The author's opinion is that periodicity of feedback is also important, because irregular feedback might not be effective.

Hella has several tools concerning the feedback. However, based on the survey results, it could be suggested, that these tools are used more formally than personally. One of the tools providing feedback, is 'jour-fix' between L1 managers and GM. However, there is apparently missing feedback towards subordinates by managers and managers by subordinates in required quality. Hella Trencin and its values accentuate on open communication and people development. Nevertheless, these values are mostly applied in a formal manner.

Based on all these findings, several solutions for improvement are suggested to ensure readiness for I4.0 implementation and company growth in the right way. Suggestions for improvement of negative impact on the company should be applied as soon as possible. Therefore, the author will include also a strategic plan for implementation for each suggestion (see subchapter 5.4). Suggestions should help managers to perform better, continue to develop themselves and be aware of their strengths and weaknesses in area of SR and giving productive feedback.

5.2 Managers L1 - leadership development area

The previous chapter focuses and analyzes development of L1 and L2 managers in areas of SR and feedback quality. These areas are evaluated very similar for both management levels. Therefore, L1 and L2 managers are analyzed simultaneously.

However, the results show, that there are several areas, which should be improved for L1 specifically. The focus will be applied on L1 management level only in this chapter. One of the worst evaluated areas for L1, from the point of view of direct subordinates, are People development and Coaching (see subchapter 4.2.1). This area is part of quality leadership development and it is analyzed in detail later in this chapter. When looking at the individual questions evaluation, one can see, that this area performs the worst, however not significantly different from the others. Anyway, this result is a clear indicator, that leadership development for L1 managers belongs to one of the

most important strategic areas to focus. L1 managers should be a model example for L2 managers and for the rest of the employees on lower level.

As mentioned in chapter 2, development of leader's skills is different and more complicated, than development of managerial skills. Managers are mainly focusing on tasks and meeting their goals. On the other hand, leaders focus on people, which perform tasks and successfully achieve their goals. While developing, leaders should concentrate more on EQ rather than IQ development. In our case, development of leader's skills appear to be needed for L1 level.

One could suggest, that a strong tool for the development of leader's skills in Hella would be a mandatory rotation within different positions. Such a rotation is currently not implemented and used in Hella plants. To add, results of the survey clearly indicate, that L1 and L2 managers do not prefer such rotation as well. Despite of that, development progress via rotation should not be ignored. What will be suggested, is the improvement proposal itself, how to implement this method, especially on leader level L1, to ensure smooth achievements of strategic goals within implementation of I4.0.

Next area, with an obvious lack of skills would be the Target-setting (see table 8). Target- setting is a powerful process of thinking about an ideal future and motivating ourselves to turn these visions into reality. To go deeper into this topic, it is important to note, that the question 'If I fail to meet my goals, my superior is helpful in finding ways to achieve them', which belongs to the target-setting cluster, is one of the worst evaluated ones. This result clearly indicates, that support of L1 managers towards their direct reports is not sufficient enough in successfully setting and meeting L2 goals. This could also implicate, that L1 managers are not able to identify and meet their own goals as well. Such a serious situation can cause, that managers stop believing in themselves and in their potential. Moreover, this could mean, that management potential is not focused in right directions. The proper way out of this situation would be, that L1 managers get training and focus on target-setting process, especially regarding their direct reports. This would be analyzed deeper in the improvement proposal later in this work.

Motivation topic is closely connected to the target setting. Results of the survey clearly show, that motivation is rated similarly for both managerial levels. Development

program is to improve management motivation skills and should be implemented for both, L1 and L2 simultaneously.

Clear identification of gaps and weaknesses in Hella leadership ensures the potential of smooth growth. Therefore, the focus on finding the proper development program is more than necessary.

5.3 Managers L2 - management development area

Subchapter 5.2 focuses on L1 managers and development of their leadership skills. To continue in our analysis, this subchapter mainly focuses on the development of L2 managers, especially their managerial and leadership skills.

At first, it is important to note, that the area of People development and coaching, which is a part of leadership skills, is not evaluated well (from the point of view of direct subordinates) for both, L1 and L2 managers. The difference between L1 and L2 evaluation represents less than 1%. Therefore, the development program for leadership skills improvement should be implemented and shared for both managerial levels simultaneously.

Secondly, the results of the survey show, that clusters related to L2 managerial skills belong to their better evaluated areas. However, since the differences between clusters are very small, it was decided to align with strategic goals of Hella, such as working with the others efficiently in a spirit of partnership and ensure the sustainability, when building the development plan, which includes this area.

Finally, as mentioned in subchapter 5.2, managers mainly concentrate on tasks and meeting their goals. Most managers also tend to be leaders, but only in case they adequately carry out leadership responsibilities of management, such as developing good relationships, building trust environment, inspiring people and consequently creating and sharing new visions. However, to sum up, the most important managerial areas: motivation, empowerment, planning, tasking, controlling and so on.

Motivation of employee is a fundamental managerial skill. From the survey result, it is visible, that motivation of employees is not sufficient in Hella (see table 8). What is more, the worst evaluated question of all 'My superior cares about my personal life and life balance', belongs to the cluster of Motivation. The author concludes, that this result indicates lack of trust in the team and not well-built relationships between direct subordinates and L2 managers. This could be enhanced by low ability of L2 to listen

to their subordinates, which is indicated by poor self-reflection results of question no.9 'I am willing to listen to others and to help them'. One of the causes behind this situation could be, that currently only a few departments in Hella Trencin organize team buildings on regular basis.

Unfortunately, this practice is not standard in the whole company. It seems reasonable to assume, that more time managers spend with the subordinates, the more they get to know their problems and trust between each other increases. In general, motivation is the most powerful emotion, that employees bring to work every day. It helps to drive them in accomplishing their goals and participating fully on work related topics. Before managers start to create motivated employees, they should be trained in ways, how to do so properly. Currently, Hella Trencin does not perform any training related to motivation. There are several trainings for L2 managers, in which motivation is included. However, it is not as detailed, and topic focuses as L2 managers need. Therefore, it can be concluded, that managers do not have opportunity to improve their behavior due to lack of theoretical and practical knowledge in the area of motivation. This is quite serious situation, author's experiences show, that the employees do not leave the company, they leave managers.

The next managerial skill, which Hella managers seem to lack, is empowerment. Company cannot implement empowerment itself. This is a role of managers, who should create a proper environment, where empowerment can take place. To create good environment for empowerment, managers should know, what employees need and take into consideration visions and mission of the company. Empowerment impacts the engagement of the team, but it also impacts productivity. Functional empowerment can bring employee satisfaction, lower costs and improved process. To conclude, there are several weak management and leadership areas identified in this chapter, which should be further developed and improved to ensure quality managers and satisfied subordinates.

5.4 Suggestions of Solutions for Education and development of Hella Management

Previous subchapters focus mainly on the identification and analyses of weak spots within L1 and L2 managerial and leadership skills. To go deeper, this subchapter focuses on suggestions and recommendations for the improvement of such weak spots. As already mentioned in subchapter 3.1, current level of managerial and leadership education has a negative impact on the company growth. Therefore, it is necessary to implement several development activities (could be launched in parallel, with the current development program) and improve the development program itself.

Suggested span for the improved development program would be a mid-term concept, 3-4 years. This span would allow L1 and L2 management gradually transfer new skills to the rest of employees and into Hella culture itself (see figure 3). The program should be implemented immediately.

Proposal for such a development program may refer to the current external education and development program for L1 and L2 managers (see appendix A). Structure of the development program should create a space for the development of L1 and L2 managers, by applying leadership principles appropriate to all management levels. At the same time, it should ensure synergy of mutual developments. The areas of interest of the development program should be: Feedback culture, rotations as a major leadership development tool and further formal leadership development with an external company FBE. Based on the results of the qualitative method, manager's mindset is more set up for realization assigned tasks, than for the team cooperation. Currently, a good team cooperation is missing. One of the possibilities to change this situation can be a proper application of the feedback culture, external development and education program.

Such external trainings should be oriented mainly on motivation together with target setting, empowerment and building the trust within the team.

Building the Feedback culture

Regarding the implementation of the feedback culture, the author would suggest starting with an intense training, on how to receive and give a productive feedback. Furthermore, such training focusing on the feedback skills development should be performed on a regular basis and with high frequency.

Table below shows proposed feedback matrix (see table 9). As one can see, in this type of matrix, L1 managers provide feedback between each other, together with GM. Within one month, all L1 managers should receive and provide such feedback. One feedback session between two participants should be scheduled for either 20 or 40

minutes, depending on whether the feedbacks are provided from both sides or not. To sum up, this first feedback group would consist of 8 people (all L1 managers and GM).

Therefore, each participant would receive 8 feedbacks and provide 8 feedbacks per cycle. Within one month, 16 feedbacks would be given and received by one manager. As a result, L1 managers would come into the contact with feedback for 5.3 hours per month, while half of this time would be the feedback focused on their own performance. The author suggests applying such intense feedback sessions for 6 months and use of SKS method.

	Intensive Feedback Matrix for 1st Month									
	GM	Operations Director	Proj.Mng. Manager	Quality Manager	Production Manager	Logistics Manager	HR Manager	Purchasing Manager	OPEX Manager	
GM	N/A									
Operations Direktor		N/A								
Proj.Mng. Manager			N/A							
Quality Manager				N/A						
Production Manager					N/A					
Logistics Manager						N/A				
HR Manager							N/A			
Purchasing Manager								N/A		
OPEX Manager									N/A	

Table 9: Intensive feedback matrix for 1st month

Note: The red color represents, that none of managers can provide feedback to themselves- N/A; empty cells represent the process of providing feedback between each other

As already mentioned in subchapter 2.3.6, this method is simple and highly effective when developing the feedback culture. The same model should be applied for L2 managers, postponed by 6-9 months later (see figure 3). Matrix for feedback tracking should be created by L2 managers within each department. L1 managers should be involved as well, to transfer feedback skills gained during their development program. However, some of the L1 managers do not have direct L2 subordinates. Therefore, these L1 would be assigned to pre-picked L2 managers teams. After 6 months, each L2 feedback teams would be changed. This would allow L1 managers to control all L2 teams and receive/provide feedback from other departments, which would be afterwards integrated to the whole company. Once, the intense phase of providing and receiving feedback is finished, employee should get used to provide and receive feedback on regular basis. Therefore, feedback sessions frequency would be reduced

by approximately 50%. It was also expected, that after some time, managers would gain the knowledge about the right time to provide and ask for feedback and not take it as obligation.

The author further suggests implementation of SBI method. This method gives better opportunity to deeply analyze feedback considering behavior itself and could either extend or replace SKS method (see subchapter 2.3). Managers should be able to find suitable ways for combination of both methods in appropriate form.

Time plan (see figure 3) of the feedback implementation shows, that after intense integration phase follows stabilization phase and implementation of feedback to all levels.

Rotations as a major leadership development tool

As mentioned in the theoretical part of this thesis, rotation is the most effective tool for the leadership development (see subchapter 2.3.5). Therefore, the author suggests applying this tool in considerable measure, especially to Hella management. The development is perfectly suitable via rotation for the environment in Hella Trencin, considering development needs of the plant. The main reason is, that development via rotation would give managers a great opportunity to learn and detailly understand work organization and structure of other departments. Moreover, different leaders could see problems from different perspectives and bring new inputs for solutions. Based on this reasoning, it would be highly beneficial to find a proper way for mandatory rotation implementation. At first, identification of positions would be suggested, which should rotate the first, from technical as well as personal point of view. The proposal would be to rotate managerial positions first. Proposed rotations between departments would be: Production and Logistics, Production and Quality, Logistics and Quality, Project Management and Purchasing.

The author suggests starting pilot project first. The pilot project should have a clear specification for every proposed rotation: department, position and the main purpose of the rotation. Moreover, it would be necessary to identify competences and responsibilities, which should be exchanged between managers. If applied properly, rotation could help to meet current needs and explore possibilities of Hella Trencin. Moreover, it could have the optimal effect on the development of rotated managers.

However, the method of rotation also comes with certain risks. The survey pointed out, that managers expressed a disapproval with the rotations of different positions. These risks should be tranquillized and should be kept at acceptable levels. Such risks could be avoided by proper preparation of basic specifications and trail pilot phase. It is suggested to start 3-6-month trail pilot phase as shown Time plan for implementation of external education and development program (see figure 3). During this phase, suggestion of the author would be to evaluate and monitor pros and cons on bi-weekly basis. At the end of the phase, detailed evaluation of the whole period and its efficiency should be performed. Subsequently, the pilot should run additional 12 months, or the new one should start. Even the combination of both: trial phase and new pilot would be possible. Finally, what is suggested, is a proposal for the timeline of each rotation, short term or long term. It is not necessary to implement long term solution for each rotation. Obviously, with any further progress, Hella should implement lesson learned.

Similarly to the feedback implementation approach, the author suggests starting with the rotation of L1 managers. After 6-9 months period, rotation would be extended to L2 managers as well. He would also suggest the rotation of L2 managers within their own departments. Later on, the possibility of inter-departmental rotation for L2 managers could be implemented. Finally, it is proposed to implement rotation as a standard tool regularly used in Hella plant Trencin.

To sum up, every leader should understand the overall company organization in detail. Leaders usually understand their own department well, however, one could question their knowledge of other departments. Hella has a tier structure, which is standard also for other automotive companies. For this type of structure, responsibilities and competences are clearly defined by specific departments such as logistic, quality, purchasing, production etc... Therefore, it can be assumed, that developing leaders by rotation would be an effective method to not only improve leadership skills, but also to improve the ability to take the right business decisions.

Continuing and improving of Current formal leadership development in Hella plant Trencin

As already mentioned, there are two forms of education in Hella Trencin coming from the corporate HR. The first one is the official formal education Hella LEAD and Hella GLA. The second one is the education and development program of managers performed by external company FBE. External education and development program complete missing parts of the corporate education and development programs Hella LEAD and Hella GLA. Therefore, it offers good preparation and base for the setup of the whole mid-term education concept. External education unites terminology, concept and generally compare knowledge levels in the whole L1 and L2 management groups. It also provides theoretical base for the possibility to learn new information and develop in more difficult areas of leadership. Nevertheless, external education system as is structured now does not cover all areas, which are necessary for the proper management development in Hella Trencin.

However, there is a need to focus on these areas as well. Therefore, external education should in addition contain areas in which survey shows absence of skills or space for improvement. Such areas are: motivation, empowerment and feedback. These areas should be repeatedly analyzed in detail. Based on findings, specified activities should be implemented. Example of such activities would be case study exercises or activities related to developing and building teams. Such activities generally provide good results and success in most of development processes as described in subchapter Leadership development methods (see subchapter 2.3).

Proposal to complete current external education and development program:

Extension of module 4 - Motivation; original plan should be extended from 4 to 8 months (see figure 3). Extension would be mainly focused on areas of people, teams, atmosphere in teams, relationships within teams and managers and practical exercises itself.

Extension of current development program by the new module: Empowerment and Case study solving. Module would focus on leadership development together with feedback culture implementation. Individual part would be dedicated to case study exercises from automotive industry. This module would be integrated in between 5th and 6th module within the time-frame of 6 months (see figure 3). Author suggests organization of additional workshops to fully understand needs for the further development in this area.

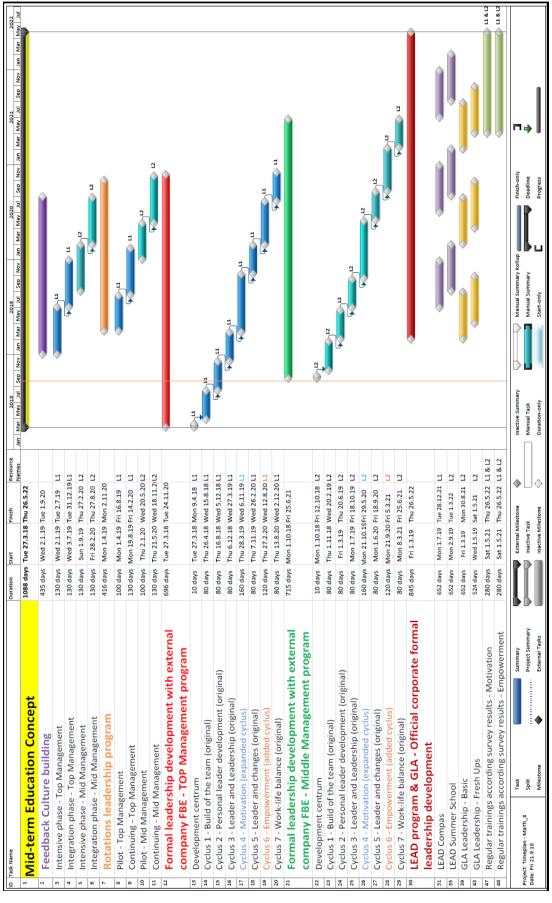


Figure 3: Time plan for implementation of external education and development program

The main responsibility for the successful implementation of proposed development program should lie on the HR manager and HR team in Hella Trencin. HR department should be responsible for the whole process and manage all the related activities. Therefore, HR should perform analyses, collect and process all the results and implement the development proposal itself. The expectation is, that HR would coordinate all the activities, which leads to the realization of the proposal. Such activities are communication with the external company FBE in order to temporarily interrupt ongoing external education as well as a request for addition of needed areas and activities. HR should, together with FBE, elaborate a plan how to include needs of the new development plan into the existing structure and prepare time plan for complete external training. At the same time, HR department takes responsibility for internal communication of activities within the plant and coordination of activities linked to them.

The author also suggests forwarding the already mentioned proposal to the central corporate education department and request its implementation into Hella LEAD and Hella GLA for Trencin enterprise. This would ensure, that the internal education would focus on poorly developed areas in Hella Trencin as well. Such request should come from HR department Hella Trencin, who should communicate and coordinate all the related activities with central HR department.

6 Conclusion

In this final chapter, the author summarized the aims and process of creating this master thesis and consequently achieved outcomes. Furthermore, the hypotheses that were defined at the beginning of the thesis were evaluated. These hypotheses served to determine the next steps of the research. Finally, at the end of this chapter, he described recommendations and other possible approaches to improve the researched area.

As a first step, the main aims of the master thesis were defined:

1. Prepare, plan and execute empirical research via questionaries' method to identify strengths and development areas of managers in the selected company based on 2 points of view: Self-perception and Perception of direct reports.

2. To identify and specify most important areas for development of managers (especially in relation to the future business needs of the company-implementation of I4.0) and propose plan of action for their development.

To fulfill these aims, the author gained theoretical knowledge by studying relevant literature related to the management development and education. Furthermore, he described company Hella Trencin, which was chosen as a model object for the research and defined the research problem and methodology. Consequently, the hypotheses that formed the basis of the thesis were defined. The following step was to collect data needed for the proper problem analysis. This was done by performing specialized questionnaire in Hella Trencin. Afterwards, the author analyzed collected data, summarized outcomes and controverted possible causalities. Finally, he provided solution designs for the management development and education in current situation in Hella Trencin. Therefore, one could claim, that all aims have been satisfied.

However, before any final general conclusion for the Hella Trencin plant, the hypotheses of this master thesis must be evaluated. The first of these hypotheses is focusing on the greatest need for management development: The greatest need for management development will be in performance management skills and providing feedback. Second one conceived the similarity of management development needs: The areas for management development will be similar for both management levels of Hella. Looking at the survey results analysis and its implications identified in chapter

5, one can conclude that findings correspond with the hypothesis number one. This is also evident from the areas in which it is necessary to improve and develop self-reflection: Management communication, work organization, maturity of Leader's Personality. These are affecting the management performance and feedback perception the most. On the other hand, hypothesis number two corresponds well with finding, that the survey results for L1 and L2 managers are almost the same. This means, that the same areas need to be developed and improved for both management levels simultaneously. The author of this thesis may state, that the correlation between first two hypotheses of the thesis and research findings are good and these hypotheses are considered fulfilled.

Third hypothesis assumed, that Hella managers would prefer practical education before classroom education: Hella managers will strongly prefer practical 'on the job' way of learning. The result of this hypothesis is not unequivocal. The reason is, that the question 'I prefer my development in the passive form - form of trainings and lectures' is very low-rated. On the other hand, the question 'As part of my development, I am willing to rotate to other positions as well' is very low-rated as well. These results show, that employees do not prefer practical neither theoretical learning. Assumption described in this hypothesis is not fulfilled and there remains a question, what form of education people in the Hella Trencin plant would prefer. These findings lead to other questions focused on education: "How much people in Hella Trencin want to develop themselves?" because the findings of the qualitative method show, that L1 managers have potential (67%) also willingness (78%) to develop further, or "What is their motivation to learn?". In this case, one could suggest preparing an individual survey focused on this specific area.

As written in chapter 5, both management levels in Hella Trencin have a considerable space for improvement in leadership, self-reflection and team work. That is the reason why the author suggested immediate start of building feedback culture with high repetition frequency of giving and receiving feedback. The main goal of this action is to start up an objective self-perception and self-reflection, that is very low-rated at both management levels. Moreover, high repetition feedback would also fasten the progress in leadership development. The reasoning behind is, that the feedback serves as a mirror and more often managers look into it, they realize their weak sides and they

improve faster. Another of the author's proposals is the implementation of job rotation. This method is considered to be a huge accelerator for leadership development, especially for the top managers. As written in the chapter 2, Coker (2016) says, that job rotation is a great opportunity to achieve experiences and different views on tasks, which were observed only from one side. Job rotation also brings better understanding and connection of contexts, which leads to better understanding of people and consequently to them better managing and leading. The author's recommendation is to continue in existing formal leadership development program. However, this program should be expanded and complemented as recommended in subchapter Suggestion of Solutions for educations and development of Hella Trencin (see subchapter 5.4). Moreover, the central corporate department for education should be contacted and official corporate educational systems Hella LEAD and Hella GLA should be complemented by extra modules, that the author suggested.

He is convinced, that only fast start up of proposed activities would help the company with both; developing management teams and retaining key employees for implementation of I4.0. As mentioned in chapter 2, statement by Maier (2017), most employees believe, that leaders are responsible for their development. In case it is missing, they tend to leave the company.

In this thesis, it is also proposed to continue in searching and implementing new methods of leadership development and education. This is necessary, since the current trends in leadership development are constantly changing and evolving (see table 1). The types of such methods and their possible implementation into education and development system should be analyzed in detail.

It is also recommended to create an additional employee survey focused on people motivation only. This would ensure deeper understanding on the educational form, which would employees prefer and consider to be the most effective. This suggested proposal is seen as basis for the Hella Trencin plant, to become internally well prepared for fast and effective implementation of I4.0. Hella plant Trencin was chosen as a pilot model plant for this research. Based on the findings, activities could be implicated for general corporate management practice in circumstances similar to this plant in Trencin (size, turnover, organization structure, fast growth, etc.).

Education and Development of leadership is very important area in every modern organization, which understands how necessary the high-quality human resources are. Real interest in long-term employee satisfaction can bring long-term stability and ability to face new challenges in competitive environment. Companies with these priorities will be able to implement the newest technologies and gradually implement I4.0.

Today's question is not 'whether to implement I4.0', but 'how to implement I4.0 the fastest and the most effective'. This type of attitude would help to ensure competitive advantage and continuous profitability to the company. Moreover, it would drive the whole region to successful transfer to I4.0 and transform regional automotive industry to an effective and powerful service.

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List of abbreviations

EBIT	Earnings Before Interest and Tax
EBITDA	Earnings Before Interest, Taxes, Depresiations and amortization
	charges
FBE	For Business Excellence
GLA	Global Leadership Academy
GM	Managing Director - General Manager
HBR	Harvard Business Review
HR	Human Resources
I4.0	Industry 4.0
L1	Top management level
L1EbL2	Top management level evaluated by middle management level
L1SE	Top management level Self-Evaluation
L1SR	Top management level Self-Reflection
L2	Middle management level
L2EbR	Middle management level Evaluated by the Rest
L2SE	Middle management level Self-Evaluation
L2SR	Middle management level Self-Reflection
LEAD	Learn, Engage, Accelerate, Drive
MS	Microsoft
OPEX	Operations Excellence
R&D	Research and development
SBI	Situation-Behavior-Impact
SE	Self-Evaluation
SKS	Stop-Keep-Start Earnings Before Interest and Tax
SR	Self-Reflection
UPSVAR	Office of Labour, Social Affairs and Family (Úrad práce, sociálnych
	vecí a rodiny)

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Appendix A: Executive Summary of current external development and education program for Top management

The whole program is aimed on the members of management team, to develop their leadership skills, as developing team cooperation and synergy of management for steering organization as one unit. Especially for these areas: Development of the leadership characteristics, building up the middle management, developing conscious cooperation of management for long term building of wished company culture.

From the view of developing form is the program designed that uses two lines of development:

- Group development in a form of common trainings modules and consecutive workshops
- Individual development in a form of manager coaching one-to-one members

The whole program is divided into 6 cycles. The structure of each cycle is designed to take 4 months and consists of common training module, 2 individual coaching's and common workshop.



Firstly, the assessment for managers will take place in a time frame of a whole day (8 to 10 hours). Detailed map of individual assumptions, strong and developing sections and complex psychological profile of participants will be created, which will be used as an admission for work with participants during the whole program. Output of this will be a report, which includes:

- Analysis of personality of the participant according to observed criteria and competitions
- Recommendation for amplification of specific and strong features of participant
- Recommendation for amplification of specific weak features

• Shift of the suitable participants for a specific position and the role in organization

Various cycles are designed in duration of 2 days with consecutive terms:

- Building of the team on strong foundations 5 reasons non-effectiveness of management team
- 2. Personal development of the leader personality and motivation of leader, what are the mine scopes and where can I develop
- 3. Leader and leadership manager style, the stand of the leader for team and coworkers
- 4. Leader and development development and motivation of people, ability of the leader to ablaze coworkers
- 5. Leader and change daily and system changes, how to settle with them and lead the team
- 6. Leader and balance tendency of vital balance, for long term performance of a leader

Afterwards, individual coaching of the team members in duration of 90-120 minutes, which bind on each development module, then implementation to practice in form of 1-day workshop to anchor learned skills.

Following with systematic development of the L2 management is scheduled after the thematic cycle 2 (after 6 to 9 months from the start of the development of learning for L1 management).

This is just a concept - executive summary of detailed plan and descriptions of all particular modules. These details are an ownership of Hella and they are available upon request by the author, or in Hella Trencin plant.

Appendix B: Questionnaire survey - paper form

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Attivne si od svojich podriadených pýtam spátnú vázbu na seba pre svoj osobný rozvoj. Attivne si od svojich podriadených v kariémom raktorá ke dosishnutetné ciele. Podriadených v kariémom raktorá ke dosishnutetné ciele. S podriadených v kariémom raktorá ke dosishnutetné ciele. S podriadených v kariémom raktorá ke dosishnutetné ciele. S podriadených v kariémom raktorá ke kola ja cikh možkem pristik soulicitacijem skól svoji cozoj v pasivnej forma v propiek tomi ka kola ja cikh pracovné podmenky a v pripade potreby sa ich snažím zlepškovať. Zaujimam so o svojich podriadených alkom - v podobe školení a prednášůk. Zaujimam sa o svojich podriadených alkom - v podobe školení a prednášůk. Venn azto, že spátna vázby, kori dávam svojich podriadených i strategi s poločnosti a choke celé firmy. Venn azto, že spátna vázby, kori dávam svojich podriadených o strategi i spoločnosti a choke celé firmy. Venn azto, že spátna dost v kori ke kori ka nej. Zaujimam sa o sovojich podriadených o strategi i spoločnosti a choke celé firmy. Ven adriadený dostatočne - poskytu didenéch. Kon adriadený dostatočne - poskytu didenéch. Kon adriadeným neti ke ka strategi spoločnosti a choke stal store sú zodovech. Kon adriadeným neti ke ka strategi spoločnosti a choke stal store sú zodovech. Kon adriadeným neti ke ka strategi spoločnosti a choke celé firmy. Vene svelinen stelektivne - poskluh stuktach. <	16 Vytváram prostredie kde moji podri	adení môžu o svojich názoroch a postojoch hovoriť otvorene a bez následkov.				
Mysfirn si, że svojim podriadeným stanovujem náročné ale dosiahnuteňe čele. Podporujem stoř, svervjaram prostredne pre elektivnou spoluprácu a komunikáciu medzi oddeleniami. Foreidne problém zasmať sa aj sám na sebe. Preferujem stoř svoji rozvoj v pasivnej formev podobe školeni a prednášok. Preferujem stoř svoji rozvoj v pasivnej formev podobe školeni a prednášok. Preferujem stoř svoji rozvoj v pasivnej formev podobe školeni a prednášok. Preferujem stoř svoji rozvoj v pasivnej formev podobe školeni a prednášok. Zavjimam sa o svojich podriadených ako aj pre nich odvištit v kontexete ich výkonnosť. Ako nadriadeným ledarivých stořa je pre nich odvištit v kontexete ich výkonnosť. Ako nadriadeným nedari v pinení ch cieľov, som im nápomocný s hadaním spôsobov ako ich dosiahnuť. Ako nadriadeným nedari v pinení ch cieľov, som im nápomocný s hadaním spôsobov ako ich dosiahnuť. Ako nadriadeným nedari v pinení ch cieľov, som im nápomocný s hadaním spôsobov ako ich dosiahnuť. Ako nadriadeným nedari v podriadených o strategli spoločnosti a chode celej firmy. Podrový toré vediem sú efektivne - poskytujú doležité informáčie, ktoré anej) Podrový toré vediem sú efektivne - poskytujú doležité informáčie, ktoré azotnekujích. Rot nadriadeným dostatočne a jaším s v naplnení ch cieľov a vich rozvoji. Podrov state so sopin podriadených o strategli spoločnosti a chode celej firmy. Porady, ttoré vediem sú efektivne	17 Aktívne si od svojich podriadených j	ýtam spätnú väzbu na seba pre svoj osobný rozvoj.				
Podporujem svojich podriadených v karlénom raste aj napriek tomu, že riskujem, že o nich môžem prísť. S podriadeným i kominalkujem natý že vytvánan prostredie pre efektivnu spoluprácu a komunikaciu medzi oddeleniami. Finedian zasmi sť sa j sám a seka. Preferujem skór svoji rozvoj v pasívnej forme - v podobe školení a prednášok. Zajlímam sa o svojich podriadených ako aj oci ch prárode potreby sa ich snažím zlepšovať. Za mojim podriadeným edariv pinetici h cieľov, smi in nápomocný stok sa nich skoh svoji nodriadeným edari v kontexete ich výkonnosti - pomáha im v naplnení ich cieľov a vich rozvoji. At sa mojim podriadeným edariv podriadených o strategil spoločnosti a chode celej firmy. Viem sť prizatočne a jasne niformujem svojich podriadených. So rady, ktoré edelem sú efektívne - poskytujú doležité informácie, ktoré ka i zodpovední. Postady dostatočne a jasne stokom doležité informácie, ktoré scastrešujem a som schopný pozerať sa na es nadhladeným. Viem stylene svojih podriadeným dostatočný prestor na prijímanie coshodení podriadený podriadeným dostatočném ja stakaciách. Postvitulem svojim podriadeným dostatočný prestor na prijímanie coshodponý pozerať sa na ne s nadhladom. At o nadriadeným nektívne j ktoré zastrešujem a som schopný pozerať sa na ne s nadhladom. Dostojí jetkové dodelenie. Ostober ktoré jetkové dodelenie. Postoví jetkové dodelenie. Postadení podri destvíne - poskych atkivách, ktoré szastre	18 Myslím si, že svojím podriadeným s	anovujem náročné ale dosiahnuteľné ciele.				
Spodriadenymi komunikujem tak, že vytváram prostredle pre efektívnu spoluprácu a komunikáciu medzi oddeleniami. Nemán problém zasmíti sa aj sán ma sebe. Nemán za os svojich podriadených ako aj o ich pracovné podmienky a v pripade potreby sa ich snažím izlepšovať. Mam za to, že spätnaj čana spinnej forme – v podobe školení a prednášok. Zaujímam sa o svojich podriadených ako aj o ich pracovné podmienky a v pripade potreby sa ich snažím izlepšovať. Mam za to, že späťna vizba, ktorú dávam svojim podriadených je pre nich dóležitá v kontexte ich výkonnosti - pomáha im v naplnení ich cielov a v ich rozvoji. Man za to, že späťna vizba, ktorú dávam svojim podriadeným poučít sa z nej. Zaujímam sa o sosobný života lífe balance svojich podriadených. Zaujímam sa o sosobný života lífe balance svojich podriadených. Zelujímam sa o sosobný života lífe balance svojich podriadených. Zelujímam sa o sosobný života lífe balance svojich podriadených. Zelektívne - poskytujem svojim podriadeným kúl ktoré za rektív Podporujem svojich ľudí v (ažkých situáciách. Podporujem svojich ľudí v (ažkých situáciách. Podporujem svojich ľudí v (ažkých situáciách. Podefene, a ktorom pracujem Podefene, ak ktorom pracujem Podefene, ak ktorom pracujem Jistu sojich podriadených ktoré zastrečujem a som schopný pozerať sa na cs nadhladom. Dodefene, ak ktorom pracujem	19 Podporujem svojich podriadených v	kariérnom raste aj napriek tomu, že riskujem, že o nich môžem prísť.			-	
Nemám problém zasmiał sa a j sám na sebe. Preferujem skór svoj rozvoj v pasivnej forme - v podobe školeni a prednásók. Preferujem skór svoj rozvoj v pasivnej forme - v podobe školeni a prednások. Mam za o svojich podriadeným nedarí v plnení ich cieľov, som im nápomocný s hladaním spôsobov ako ich doslahnuť. Ako nadriadeným nedarí v plnení ich cieľov, som im nápomocný s hladaním spôsobov ako ich doslahnuť. Ako nadriadeným nedarí v plnení ich cieľov, som im nápomocný s hladaním spôsobov ako ich doslahnuť. Ako nadriadeným podriadeným podriadených o stratěgii spoločnosti a chode celej firmy. Zaujímam sa o sosobný života lie labance svojich podriadených. Podporujem svojim podriadeným poučít sa z nej. Podporujem svojim podriadeným podriadených. Podporujem svojim podriadeným podriadeních. Podporujem svojim podriadeným dostrok pritivitach, ktoré zastréšujem a som schopný pozerať sa na ne s nadhľadom. Jos stratorom pratok Podporujem svojim podriadeným dostrok pritivach, ktoré zastréšujem a som schopný pozerať sa na ne s nadhľadom. Jos stratov podriadeným dostrok pritivach stratikach, ktoré zastréšujem a som schopný pozerať sa na ne s nadhľadom. Jos stratovu podriadeným dostrok pritev	20 S podriadenými komunikujem tak, ž	e vytváram prostredie pre efektívnu spoluprácu a komunikáciu medzi oddeleniami.				
Preferujem skór svoj rozvoj v pasivnej forme - v podobe školeni a prednášok. Zaujimam sa o svojich podriadeným nedarív planeních a prednášok. Za sa mojim podriadeným nedarív planeních cieľov, som im nápomocný s hladaním spôsobov ako ki klosnish urí. Ak sa mojim podriadeným nedarív planeních cieľov, som im nápomocný s hladaním spôsobov ako ki klosnish urí. Ak sa mojim podriadeným nedarív planeních cieľov, som im nápomocný s hladaním spôsobov ako ki klosnishuť. Ak sa mojim podriadeným poučíť sa z nej. Zvim si priznať chybu a dovolím aj svojich podriadených. Devady, ktoré vedlemi sú rejektívne - poskytujú dohčíti hľom árcík, ktoré moji podriadení potrebujú. Cele, ktoré stanovujem svojim podriadených. Podporujem svojim podriadených strukcik, ktoré moji podriadení potrebujú. Postov ko statových strukcik, ktoré moji podriadení potrebujú. Postov ko statov ko strukcik ktoré ktoré moji podriadeník. Postov ko statov ko strukcik ktoré ktoré moji podriadeník. Postov ko statov ko strukcik ktoré ktoré moji podriadeník. Postov ko statov ko strukcik ktoré ktoré moji podriadeník. Postov ko statov ko strukcik ktoré ktoré moji podriadeník struk struk ktoré struk ktoré strukové stru	21 Nemám problém zasmiať sa aj sám	la sebe.				
Zaujímam sa o svojich podriadených ako aj o ich pracovné podmienky a v pripade potreby sa ich snažím zlepšovať. Mam za to, že spátná vázba, ktorú dávam svojich podriadeným je pre nich doležitá v kontexte ich výkonnosti - pomáha im v naplnení ich cieľov a v ich trozvoji. Ma an za to, že spátná vázba, ktorú dávam svojich podriadeným podriadeným podriadených podriadených podriadených podriadených podriadených Alo sa andinaje vojim podriadeným poučíť sa z vje) Ne andinadeným podriadeným podriadených Alo sa dovolní aj svojim podriadeným poučíť sa z vje) Ne andinadeným podriadeným podriadených Vietná k chybu a dovolní aj svojim podriadeným poučíť sa z vje) Ne andinadeným podriadených Vietná k torok statovým sú jasné, z rozumiteľné a merateľné. Ne nadriadený modriadeným dostatočný priestor na prijímanie rozhodnutí v oblastiach, za ktoré sú zodpovední. Podporujem svojím podriadeným dostatočný priestor na prijímanie rozhodnutí v oblastich, za ktoré sú zodpovední. No nadriadený márken Oddenne, na ktorom pracujem. Mole pracovie zaradenie: I (head of department) Jistiva / Dispo Jispo Jispo Jistiva v kondinátení jistiváciách. Oddelenie, m ktorom Jistové oddelenie Jistové oddelenie Jistové sú zodpovední. Jistiva v konto Jistové oddelenie, m ktorom Jistové sú zodpovední. Jistové sú zodpovední. Jistiva v Dispo Jistové sú zodpovední.	22 Preferujem skôr svoj rozvoj v pasívi	ej forme – v podobe školení a prednášok.				
Mam za to, že spätná vázba, ktorú dávam svojim podriadeným je pre nich dóležitá v kontexte ich vykonnosti - pomáha im v naplnení ich cieľov a v ich rozvoji. Ak sa mojim podriadeným nedarity pitentich cieľov, som im nápomocný s hladaním spôsobov ako ich dosiahnuť. Ak sa mojim podriadeným podriadených o stratégii spoločnosti a chode celej firmy. Veren ši priznať chybu a dovolím aj svojim podriadeným podriadených oučiť sa z nej. Zaujímam sa o osobný život a lífe balance svojich podriadených. Porady, ktoré vediem sú efektívne - poskytujú dóležité informácie, ktoré moji podriadeným podriadeným podriadených. Porady, ktoré stanovujem svojim podriadeným sú jasné, zroumiteľné a merateľné. Podrorujem svojim podriadeným sú jasné, zroumiteľné a merateľné. Poskytujam sojim podriadeným sú jasné, zroumiteľné a merateľné. Ako nadriadený mám veľmi dobný prehlad o všetkých aktivitách, ktoré zastrešujem a som schopný pozerať sa na ne s nadhľadom. Oddelne, na ktorom pracujem Oddelné na ktorom pracujem Oddelné na ktorom pracujem Oddelné na ktorom pracujem Jistika / Dispo Jistové oddelenie Mani oddelenie Ktoré oddelenie Jistové oddelenie Jistové oddelenie Ktoró Jistové oddelenie Jistové oddelenie Jistové oddelenie	23 Zaujímam sa o svojich podriadenýci	ako aj o ich pracovné podmienky a v prípade potreby sa ich snažím zlepšovať.				
Ak sa mojim podriadeným nedarí v plnení ich cieľov, som im nápomocný s hladaním spôsobov ako ich dosiahnuť. Ako nadriadený dostatočne a jasme informujem svojich podriadených o stratěgii spoločnosti a chode celej firmy. Velm si priznať chybu a dovolím aj svojich podriadených. Valim sa so osobhy u ad ovolím aj svojich podriadených. Porady, ktoré vediem sú efektivne - poskytujú dóležité informácie, ktoré moji podriadení potrebujú. Porady, ktoré valim svojim podriadených. Porady, ktoré stanovujem sú jasné, zrozumiteľné a merateľné. Poskytujem svojim podriadeným dostatočný priestor na prijimanie rozhodmút v oblastiach, za ktoré sú zodpovední. Ato nadriadený mám veľmi dobrý prestor na prijimanie rozhodmút vobozerať sa na ne s nadhľadom. Oddelenie Moje pracovné zastrešujem a som schopný pozerať sa na ne s nadhľadom. Ostové dodelenie U (teamleader) Jektové oddelenie U (teamleader) Ktolí pracovnící (priamy/nepriamy)	24 Mam za to, že spätná väzba, ktorú c	ávam svojim podriadeným je pre nich dôležitá v kontexte ich výkonnosti - pomáha im v naplnení ich cieľov a v ich rozvoji.				
Ako nadriadený dostatočne a jasne informujem svojich podriadených o stratégii spoločnosti a chode celej firmy. Viem si priznať chybu a dovolim ja svojich podriadených. Zaujim ma sa o osobný život a file balance svojich podriadených. Zelaj ktořé stanovujem svojim podriadeným sú jasné, zrozumteľné a merateľné. Podporujem svojim podriadeným sú jasné, zrozumteľné a merateľné. Podporujem svojim podriadeným sú jasné, zrozumteľné a merateľné. Poskytujem svojim podriadeným sú jasné, zrozumteľné a merateľné. Poskytujem svojim podriadeným sú jasné, zrozumteľné a merateľné. Poskytujem svojim podriadeným dostaročný priestor na prijímanie cozhodnutí v oblastiach, ktoré zastrešujem a som schopný pozerať sa na res nadhľadom. Ako nadriadený mám veľmi dobrý prelado ovšetkých aktivitách, ktoré zastrešujem a som schopný pozerať sa na res nadhľadom. Oddetenie na ktorom pracujem: Obs Otadelenie na ktorom pracujem: Otadelenie Ustra / Dispo Otadelenie Michní pracovnící (priamy/nepriamy) Ku Administratívní pracovnící (priamy/nepriamy) Koblenie	25 Ak sa mojim podriadeným nedarí v j	Jihení ich cieľov, som im nápomocný s hľadaním spôsobov ako ich dosiahnuť.				
Viem si priznať chybu a dovolím j svojim podriadeným poučiť sa z nej. Zaujimam sa o osobný života life balance svojich podriadených. Zalo na ktoré katenov jem svojim podriadeným sú jasné, zrozumiteľné a merateľné. Podporujem svojim podriadeným sú jasné, zrozumiteľné a merateľné. Podskytujem svojim podriadeným dostatočný priestor na prijímanie rozhodnuť v oblastiach, za ktoré sú zodpovední. Podskytujem svojim podriadeným dostatočný priestor na prijímanie rozhodnuť v oblastiach, za ktoré sú zodpovední. Podskytujem svojim podriadeným dostatočný priestor na prijímanie rozhodnuť v oblastiach, za ktoré sú zodpovední. Poto nadriadený mám veľmi dobrý preliad o všetkých aktivitách, ktoré zastrešujem a som schopný pozerať sa na ne s nadhľadom. Jod cletnie, na ktorom prazujem jistíva / Dispo jektové oddelenie EX – Manintstratívni pracovnící (priamy/nepriamy) Betne nákupu sonálne oddelenie	26 Ako nadriadený dostatočne a jasne	nformujem svojich podriadených o stratégii spoločnosti a chode celej firmy.				
Zaujimam sa o osobný život a life balance svojich podriadených. Porady, ktoré vediem sú efektivne - poskytujú doležité informácie, ktoré moji podriadení potrebujú. Ciele, ktoré stanovujem svojim podriadeným sú jasné, zrozumiteľné a merateľné. Doskytujem svojim podriadeným dostadožný prestor na prijímanie rozhodnutí v oblastiach, za ktoré sú zodpovední. Ako nadriadeným dostryžen ktivitách, ktoré zastrešujem a som schopný pozerať sa na ne s nadhľadom. Jddelenie, na ktorom pracujem Jistika / Dispo Jistika / Dispo Jistika / Dispo Lita Virobní pracovnící (priamy/nepriamy) Sonálne oddelenie Virobní pracovnící (priamy/nepriamy)	27 Viem si priznať chybu a dovolím aj s	vojim podriadeným poučiť sa z nej.		_		
Porady, ktoré vediem sú efektívne - poskytujú dôležité informácie, ktoré moji podriadení potrebujú. Ciele, ktoré stanovujem svojim podriadeným sú jasné, zrozumiteľné a merateľné. Podporujem svojim podriadeným sú jasné, zrozumiteľné a merateľné. Poskytujem svojim podriadeným sú jasné, zrozumiteľné a merateľné. Ako nadriadený mán veľmi dobrý pritektor na prijímanie rozhodnutí v oblastiach, za ktoré sú zodpovední. Joledenie, na ktorom pracujem: oba jístika / Dispo jístika / Dispo lita Mole Joriscovnící (priamy/nepriamy) Kal Virobní pracovnící (priamy/nepriamy) Koholí ne nákupu Sonálne oddelenie	28 Zaujímam sa o osobný život a life bâ	iance svojich podriadených.		_		
Ciele, ktoré stanovujem svojim podriadeným sú jasné, zrozumiteľné a merateľné. Podporujem svojich ľudí v tážkých struáciách. Poskytujem svojim podriadeným dostatočný priestor na prijimanie rozhodnutív oblastich, za ktoré sú zodpovední. Ako nadriadený mám veľmi dobrý prelistor na prijimanie rozhodnutív oblastich, za ktoré sú zodpovední. Joddelenie, na ktorom pracujem. Jost	29 Porady, ktoré vediem sú efektívne -	poskytujú dôležité informácie, ktoré moji podriadení potrebujú.				
Podporujem svojich ľudí v fažkých situáciách. Poskytujem svojim podriadeným dostatočný priestor na prijimanie rozhodnutí v oblastiach, za ktoré sú zodpovední. Ako nadriadený mám veľmi dobrý prelsta ovšetkých aktivitách, ktoré zastrešujem a som schopný pozerať sa na ne s nadhľadom. Oddelenie, na ktorom pracujem: oba jistika / Dispo jektové oddelenie La Moje pracovné (priamy/nepriamy) jektové oddelenie K Administratívni pracovnící (priamy/nepriamy) Sonálne oddelenie	30 Ciele, ktoré stanovujem svojim podi	iadeným sú jasné, zrozumiteľné a merateľné.				
Poskytujem svojim podriadeným dostatočný priestor na prijímanie rozhodnutí v oblastiach, za ktoré sú zodpovední. Ako nadriadený mám veľmi dobrý preklad o všetkých aktivitách, ktoré zastrešujem a som schopný pozerať sa na ne s nadhľadom. Oddelenie, na ktorom pracujem: Moje pracovné zaradenie: Ota a L1 (head of department) jistika / Dispo L2 (teamleader) jektové oddelenie Výrobní pracovníci (priamy/nepriamy) EX Administratívni pracovníci (priamy/nepriamy) sonálne oddelenie L3 (zmenovi koordinátori)	31 Podporujem svojich ľudí v ťažkých s	tuáciách.		_		
ktoré zastreš ujem a som schopný pozerať sa na ne s nadhľadom. zaradenie:) my/nepriamy) cí	32 Poskytujem svojim podriadeným dc	statočný priestor na prijímanie rozhodnutí v oblastiach, za ktoré sú zodpovední.				
Moje pracovné zaradenie: Moje pracovné zaradenie: Moje pracovné zaradenie: IL1 (head of department) L12 (teamleader) L2 (teamleader) L3 (zmenoví koordinátori) Výrobní pracovníci (priamy/nepriamy) Reine nákupu nákupu	33 Ako nadriadený mám veľmi dobrý p	ehľad o všetkých aktivitách, ktoré zastrešujem a som schopný pozerať sa na ne s nadhľadom.				
a L1 (head of department) L1 ilka/Dispo L2 (teamleader) L2 tové oddelenie L3 (zmenoví koordinátori) L3 (zmenoví koordinátori) a Wýrobní pracovníci (priamy/nepriamy) L3 (zmenovíci (priamy/nepriamy) enie nákupu Administratívni pracovníci (priamy/nepriamy) L3 (zmenovníci (priamy/nepriamy)	Oddelenie, na ktorom pracujem:	zaradenie:				
ika / Dispo ktové oddelenie a enie nákupu nálne oddelenie	Výroba		×			
ktové oddelenie a lenie nákupu nálne oddelenie	Logistika / Dispo	L2 (teamleader)				
a lenie nákupu nálne oddelenie	Projektové oddelenie	L3 (zmenoví koordinátori)				
lenie nákupu nálne oddelenie	Kvalita	Výrobní pracovníci (priamy/nepriamy)				
Oddelenie nákupu Personálne oddelenie	OPEX	Administrativni pracovnici				
Personálne oddelenie	Oddelenie nákupu					
	Personálne oddelenie					

Appendix C: Questionnaire survey - electronic form (instruction, example of questions, last page of survey)

