IZBOR, STVARANJE I RAZVOJ MENADŽERA

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doi: 10.5937/Oditor2103105D

Originalni naučni rad

UDK: 005.966

005.336:005-051

Apstrakt

Selekcija osoba koje će baviti poslovima menadžmenta je od presudnog značaja za uspešno poslovanje svake organizacije. Ovaj proces podrazumeva uvažavanje svih relevantnih sposobnosti koje treba da poseduju kandidati, karakterne osobine, stavovi i uvažavanje autoriteta kandidata od strane grupe kojom treba da upravlja. Razlog sprovođenja adekvatnog postupka selekcije menadžera su brojna saznanja da upravljačkih problema ima puno, ali da je veoma mali broj dovoljno efikasnih upravljača.

Cilj ovog rada je da ukaže na karakteristike koje treba identifikovati prilikom selekcije menadžera radi ostvarivanja uspešnih poslovnih rezultata.

Ključne reči: preduzeće, menadžeri, selekcija.

JEL: M12, M19.

Uvod

Efikasnost i efektivnost organizacionih sistema u velikoj meri zavise od menadžera koji upravljaju istim.

Dobar menadžer treba da poznaje rad sa ljudima (pojedinci, male i velike grupe), organizaciju sistema kojim upravlja i tehnološke procese u

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organizacionom sistemu kojim upravlja. Takođe, potrebe prakse, zahtevi vremena i savremeni trendovi zahtevaju od menadžera posedovanje i primenu finansijskih, pravnih, opšteekonomskih i drugih aspekata upravljanja. Obim i intenzitet upravljačkih zahteva produkuju da menadžer mora imati adekvatan tim ljudi kako bi uspeo da izvrši zadatke, ostvari rezultate i dostigne ciljeve koje pred njega postavlja osnivač ili vlasnik preduzeća.

Obavljajući poslove u okviru svog radnog mesta menadžer rešava ljudske, organizacione i stručne probleme, s time da su stručni i organizacioni problemi takođe problemi ljudske prirode.

Od menadžera se zahteva mnogo, ali on je ipak samo čovek koji svojim stilom rada i tehnikama koje primenjuje u radu treba ostaviti maksimalnu sinergiju svog znanja i energije i znanja i energije svojih saradnika.

Od njega se zahteva da razume misiju i strategiju za dostizanje misije organizacije i da uspešno sprovodi strategiju, kroz izvršenje zadataka, ostvarenje rezultata i dostizanje ciljeva.

Posao menadžera

Tejlor je još govorio da je najvažniji faktor veštine rukovođenja odnos između poslodavca i radnika i to u cilju postizanja da radnici rade što bolje, što jeftinije i da im je radno vreme što više iskorišćeno.

Menadžer generiše ideje, motiviše zaposljene i donosi poslovne i druge odluke.

Tri osnovne funkcije menadžmenta(Hortense, 2021):

- upravljanje i rukovođenje poslovanjem;
- upravljanje i rukovođenje rukovodiocima i
- upravljanje i rukovođenje radnicima i radom.

Elementi funkcije rukovođenja su:

- planiranje, u smislu planiranja budućnosti (stanja, ponašanja, redosled akcija),
- organizovanje u smislu pripremanja,
- naređivanje (komandovanje),
- koordiniranje i
- kontrolisanje.

Peter Drucker⁵ u razmatranju rada rukovodioca insistira na formiranju osoblja, komunikacijama i motivisanju a ističe da rukovodilac obavlja sledeće operacije:

- postavlja ciljeve,
- organizuje,
- motiviše i komunicira,
- meri i ocenjuje postignute rezultate,
- razvija ljude.

Druker insistira na “kvantitativnom aspektu rukovođenja”, traži od rukovodioca da ciljeve definišu u brojkama i merljivim veličinama, da stvore instrumente za merenje postignutih rezultata i da rezultate mere i ocenjuju zajedno s članovima kolektiva (Andrejić i dr., 2021).

Elementi funkcije rukovođenja primereni našim uslovima su: planiranje, priprema, obaveštavanje i dogovaranje, koordiniranje, analiza i ocena rezultata (kontrola), uzdizanje kadrova (vaspitni rad).

Među mnogobrojnim ulogama menadžera na svim organizacijskim nivoima najčešće se navode sledeće funkcije menadžera (Sokolov i dr. 2019):

- planiranje, organizovanje i kontrole,
- postavljanje ciljeva, planiranje, organizovanje, vođenje, i kontrola
- donošenje odluka, organizovanje, izgradnja kolektiva, planiranje, kontrolisanje, komuniciranje i usmeravanje.

Bez obzira na hijerarhijski nivo u organizaciji menadžeri svih nivoa obavljaju slične poslove. Razlika postoji u obimu pojedinih vrsta poslova koje obavljaju menadžeri pojedinih nivoa.

Menadžeri različitih nivoa menadžmenta, se razlikuju (Stanković i Milenković, 2018):

- po količini vremena koje troše za obavljanje pojedinih menadžerskih funkcija (planiranje, organizovanje, vođenje i kontrola);
- po ciljevima koje utvrđuju na pojedinim nivoima menadžmenta;
- po odlukama koje donose (rutinske i nerutinske odluke);
- po složenosti (strukturnosti) problemima koje rešavaju, učestalosti odluka koje donose i obimu angažovanja u iniciranju i sprovođenju promena;

⁵ Peter Drucker. The Practice of Management”, W.Heinemann, London,1955

- orjentisanost u delovanju (interna; kombinacija interne i eksterne orjentisanosti).

Uspešan rad menadžera zahteva vladanje određenim tehnikama i veštinama rukovođenja, koje se stiču kroz formalno obrazovanje, edukaciju kroz čitv radni vek i kroz operativnu praksu: intervjuisanje, podučavanje, izdavanje naloga, vođenje sastanaka, javno govorništvo, pisanje izveštaja, brzo čitanje, korišćenje brojčanih podataka, tehnika rešavanja problema, donošenje odluka, metoda izučavanja slučajeva, planiranje organizacije, metode više matematike, statistike i operacionih istraživanja koje tretiraju kvantitativni aspekt rukovođenja i omogućavaju donošenje odluka na bazi činjenica a ne na osnovu subjektivnog osećaja i iskustva. Ove etode omogućavaju da se procene verovatni rezultati jedne odluke.

Od rukovodioca se zahteva:

- da definiše politiku organizacije koju stvara;
- da od grupe ljudi stvara i stvori organizaciju koja može da funkcioniše i realizuje zadatke;
- da nađe način da od članova radnog izvuče maksimum;

Ponašanje rukovodioca zavisi od ličnosti rukovodioca i njegovog znanja, vaspitanja, samostalnosti i odgovornosti, vrste posla i karaktera zadataka, ličnosti, znanja, vaspitanja, samostalnosti i odgovornosti ljudi sa kojima se rukovodi.

Svojstva rukovodioca i njegov lik

L.Urwick u svom radu pod nazivom "16 questions about training and selection of managers" smatra da rukovodioca treba da odlikuju hrabrost, snaga volje, elastičnost u postupanju sa ljudima i znanje, odnosno: odlučnost i hrabrost, izvanredna energija i snaga volje, elastičnost, osećaj mere i takt, stručno znanje i široki vidici, odanost radnoj grupi, užoj i široj organizaciji, poštenje, postojanost karaktera i duboka vera u ljude(Austin & Williams, 2021).

Tabela 1. Svojstva idealnog rukovodioca (za potrebe privrede) rangirana prema redosledu kako su ga definisali rukovodioci raznih zemalja.

	SAD	Belgija	Severna Francuska	Istočna Francuska
Nervna i fizička energija	1	8	9	9
Doslednost, odvažnost	2	5	1	1
Oduševljenje	3	3	5	5
Razumevanje ljudi	4	6	4	4
Integritet	5	2	2	5
Majstorstvo u tehnikama	6	10	8	7
Čvrstoća karaktera	7	7	7	8
Inteligencija	8	4	5	2
Pedagoški smisao	9	9	10	10
Ulivanje poverenja	10	1	3	3

Izvor: Cambrea et al., 2021

U potrazi za takvim načinom ponašanja kojim bi se stimulisao učinak razrađena je psihologija rukovođenja koja obuhvata: izbor rukovodioca i razvoj njegovih harizmatičkih osobina.

Analizirajući veliki broj uspešnih rukovodioca, došlo se do saznanja da rukovodioci trebaju, pored ostalih, da poseduju i sledeće karakteristike (Nadoveza & Pešić, 2020):

- Poznavanje ljudi zasnovano na iskustvu koje podrazumeva shvatanje njihove složenosti i celovitosti i intuitivna obdarenost da osete za koji posao se ko može najuspešnije koristiti na poslovima unutar grupe. Polazne pretpostavke za poznavanje ljudi su sposobnost uživanja i snaga predavanja koja je usmerena na praktična pitanja.
- Sugestivnost odnosno sposobnost da se lična volja prenese na druge i da se drugi podstaknu na aktivnost. Polazne pretpostavke za ovu sposobnost jesu unutrašnja sigurnost, lična ubeđenost u cilj, samodisciplina i jaka volja.

Navedene sposobnosti se razvijaju kod rukovodioca putem školovanja za rukovodioca.

Iz navedenog se može zaključiti da treba vršiti selekciju ljudi koji se biraju za rukovodioce i sistemski ih školovati uz maksimalno uvažavanje osobina selekcijom izabranih kandidata.

Nakon drugog svetskog rata, pod rukovodstvom Hansa Blasha u “Institutu za primenjenu psihologiju - IAP” vršeno je obrazovanje rukovodećih kadrova gde se insistiralo na unapređivanju i stimulisanju ličnosti rukovodioca (Wang et al., 2019).

Prema Blashu, da bi se postigao psihološki cilj kurseva za rukovodioce, u toku struktuiranja kursa i u toku samog kursa, glavne osobine rukovodioca i važne dodatne osobine rukovodioca se moraju didaktički i na drugi način uzeti i različito tretirati.

Glavne osobine rukovodioca su (Avakumović i dr., 2021):

- inicijativa, radišnost, samoinicijativnost,
- prirodno samopouzdanje a bez nekog prenatlažavanja vlastite važnosti,
- svest o odgovornosti,
- sklonost poduzetništvu i sklonost riziku za “dobru stvar”,
- sposobnost sagledavanja ličnih grešaka i njihovog ispravljanja,
- stvarni autoritet umesto autokratskog ponašanja,
- solidarnost i povezanost u poslu,
- lični integritet ličnosti na radnom mestu i izvan njega,
- lična zrelost.

Važne dodatne osobine rukovodioca su: poznavanje svoje struke i dotične branše, školovanje mišljenja, snaga uma, kritika, pregled nad metodama sticanja uvida i ovladavanje njima, radna disciplina, doslednost, tačnost i pouzdanost.

Posle prvog Švajcarskog kursa za rukovođenje preduzećem, održanog 1954. godine, nastaje novo razdoblje u rukovođenju nazvano “određivanje ciljeva” (Gorges & Holz-Rau, 2021).

Pod uticajem američke teorije sledi se geslo “ciklus rukovođenja” a to je orijentacija, donošenje odluke, realizacija (Lukichev & Romanovich, 2016).

Pretpostavke o ciljevima postaju uočljivije pa se lakše mogu i kontrolisati.

Svako rukovođenje pretpostavlja postojanje nekog cilja. Ostvarenje toga cilja zahteva što potpuniju pretpostavku o njegovoj vrsti i karakteru. Određivanje

ciljeva mora se vršiti uz neprekidno razmatranje raspoloživih resursa i mogućnosti, uticaja okruženja i procenu razvojnih mogućnosti (Spanellis et al., 2021.).

Utvrdjivanje (postavljanje) ciljeva, kako bi njihova realizacija uspela, zahteva postojanje razrađene koncepcije.

Odvija se u nekoliko faza(Damnjanović i dr., 2020):

- Fazu formiranja mišljenja u kojoj se vrši ocena položaja i ocena tendencija razvoja;
- Fazu formiranja htijenja (težnji) u kojoj se vrši izbor iz ranije razmatranih mogućnosti i donosi se odluka;
- **Fazu ostvarivanja cilja (realizacije)** kroz formulisanje zadataka, praćenje ostvarivanja zadataka i procenu postignutih rezultata.”

Poželjne osobine rukovodioca

Svaka profesija pa i profesija rukovođenja traži specifičnu nadarenost i specifične crte karaktera. Rukovodioca osim opštjeljudskih kvaliteta (inteligencija, energija, kreativnost, volja i čvrst karakter) trebaju krasiti i posebni kvaliteti koji se odnose na sposobnost pravilnog izbora i razvoja kadrova te poznavanje ljudi i njihovih problema, pravilno procenjivanje njihovih prednosti i nedostataka i pravilno korištenje njihovih sposobnosti.

Različiti autori u svojim istraživanjima navode različite klasifikacije osobina i različite osobine koje su poželjne za rukovodioca(Simić, 2020).

Od menadžera se zahteva da, pored efikasnog i efektivnog realizovanja, međžerskih zadataka poseduje i liderske sklonosti odnosno da uživa veliki lični autoritet i moć i da je u stanju da uspešno obavlja sve funkcije i procese menadžmenta (planiranje, organizovanje, kadrovi, vođenje, kontrola, koordinacija, dodela zadataka).

Osim navedenog od rukovodioca se zahteva da može da probleme brzo uočava, sagledava široko i duboko, a pri tome brzo, brzo dijagnostikuje i odvaja bitno od nebitnog i da se kroz organizacioni sistem kreće efikasno.

Bitne osobine ličnosti na koje treba obratiti pažnju prilikom izbora rukovodioca jesu: temperament, interesi, karakter i sposobnosti a one se u izvesnoj meri mogu utvrditi na osnovu određenih kvalitativnih i kvantitativnih pokazatelja. Takođe, treba voditi računa i o znanjima koja poseduje rukovodioc, o njegovom dotadašnjem misaonom i radnom angažovanju u svim

fazama životnog ciklusa sistema (stabilna stanja sistema, krizne situacije i stanja,...), ponašanju i javnom (društvenom) delovanju (Mihajlović i dr., 2018).

Da bi izbor bio adekvatan vrlo je važno da rukovodilac poseduje određena svojstva: razvijen intelekt, široka opšta kultura, dobra profesionalna i idejno-politička priprema, dobra usklađenost karaktera i temperamenta, umešnost pažljivog odnosa prema zahtevima i žalbama saradnika, umešnost vođenja organizacije (grupe) i učenja od nje.

Lični kvalitet rukovodioca mnogo i direktno utiče na motivaciju i zadovoljstvo ljudi u grupi i na karakter odnosa među članovima grupe.

Danas su istraživanja usmerena u dva pravca:

- 1) Istraživanju ličnih osobina, socijalnog porekla i pozadine kao i celovitih ličnosti u traganju za time kako stvoriti dobrog rukovodioca i
- 2) Analiza poslova rukovodioca (zasnovana na tome šta rukovodioci rade i šta bi trebalo da rade).

Ličnost rukovodioca predstavlja kompleks različitih kvaliteta koji obuhvataju:

- moralne osobine: visoko razvijena socijalna svest i socijalno osećanje; smisao za ekonomiju; odlučnost; preduzimljivost; osećanje odgovornosti;
- intelektualne sposobnosti: metodičnost u mišljenju i radu; objektivnost; realizam i praktičan smisao; sposobnost ubeđivanja;
- fizičke osobine: telesno i duševno zdravlje; vitalnost; izdržljivost; lep izgled;
- znanje i iskustvo: opšte obrazovanje i stručno obrazovanje i rad na poslovima rukovodioca odnosno školama za rukovodioce, minuli rad na obrazovanju i vaspitanju rukovodilaca ili sličnim.

Različiti autori u svojim istraživanjima navode različite klasifikacije osobina i različite osobine koje su poželjne za rukovodioca .

Kod razmatranja osobina rukovodioca treba uočiti neke urođene imanentna svojstva ličnosti i svojstva koja se stiču vaspitanjem i obrazovanjem.

S obzirom da je rukovodioc i radna snaga nužno je poznavati i određene poželjne karakteristike radne snage uopšte.

Takođe, sve osobine rukovodioca možemo klasifikovati na (Halabi et al., 2019)

- opšte - koje su poželjne za svakog rukovodioca, bez obzira na statusnu poziciju u organizaciji i vrstu posla kojim se bavi organizacija kojom rukovodi i
- posebne - koje su uslovljene specifičnos posla kojima se bavi organizacija.
- Statusna pozicija rukovodioca određuje dozvoljena odstupanja poželjnih vrednosti pojedinih opštih karakteristika - osobina rukovodioca.

Svaka ličnost je ukupnost sklonosti, emocionalnosti i motiva iz kojih se u određenim uslovima razvijaju određeni atributi ličnosti (Chernobai et al., 2021):

- iz sklonosti se razvijaju sposobnosti,
- iz emocionalnosti se razvija temperament,
- iz motiva se razvijaju ambicije.

To znači da se od rukovodioca, kao radne snage zahteva da hoće, može, zna i ume sa velikim žarom da radi.

Da bi se dobile poželjne osobine aktivnog rukovodioca neophodno je kultivisanje urođenih imanentnih obeležja čoveka i adekvatno obrazovanje i vaspitanje.

Postoje različite vrste klasifikacija poželjnih osobina radne snage. Fajol je insistirao na zdravlju, inteligenciji, moralu, opštem obrazovanju, stručnom obrazovanju i iskustvu.

Postoji klasifikacija poželjnih osobina radne snage na:

- lične karakteristike (zdravlje, inteligencija, vrednoća, veština - spretnost, preduzimljivost, disciplinovanost);
- radne karakteristike radne snage (stav prema psolu, stručno obrazovanje, iskustvo);
- karakteristike civilizovanosti radne snage (opšte obrazovanje, stav prema kolektivu, stav prema čoveku, stav prema društvu)

Klasifikacija poželjnih osobina ličnosti rukovodioca (zahteva) se može izvršiti, prema vrstama poslova koje obavlja rukovodioc, na (Davila et al., 2009; Pavličević i Radenović, 2020):

- osobine poželjne za donošenje odluka (inteligencija, analitički duh, sposobnost predviđanja, odlučnost, optimizam, prihvatanje odgovornosti, doslednost, samokritičnost);
- za delegiranje (sposobnost procenjivanja ljudi, sposobnost planiranja, sposobnost uočavanja funkcionisanja organizacije, položajni autoritet);
- za komuniciranje (opšta kultura, komunikativnost, veština izražavanja, lični autoritet, civilizovanost);
- za koordinisanje (sposobnost uočavanja funkcionisanja celine, veze delova unutar celine, potcelina u celini i veza celine sa višom celinom; sposobnost uočavanja kretanja i tendencija, iskustvo u radu s ljudima, integrativne sposobnosti, iskustvo u struci);
- za kontrolisanje (poznavanje prirode i zahteva kontrole, tehnološka disciplinovanost, smisao za red, osećanje mere i poznavanje kriterijuma za dopuštena odstupanja);
- za uzdizanje kadrova (radne navike, ekspeditivnost, stručni autoritet, skromnost, umerenost, psihička uravnoteženost, sposobnost podučavanja, nesebičnost, društvenopolitičko obrazovanje);
- za stimulisanje (inicijativnost, industrijska psihologija, kolaborativnost);
- za intervenisanje (objektivnost pri izboru prinuda, određivanju obaveza, postavljanju zahteva i traženju obzira)

Javljanje potrebe za pobrojanim zahtevima je promenljivo u vremenu i zvisi od slučaja do slučaja. S obzirom da sve navedene zahteve nemože nijedan rukovodioc da zadovolji, od svakog rukovodioca se zahteva da se neprekidno informiše, analizira situaciju, donosi odluke, sgaledava trendove i kontinuirano se osposobljava.

Iz većine analiza mogu se izvući sledeće osobine koje je poželjno da budu zastupljene kod rukovodioca (Spenceley, Snyman & Eagles, 2021):

- da je više orijentisan prema društvu i prema grupi a manje prema samom sebi i ličnim preokupacijama, da je dinamičan i mobilan ;
- da je širokog interesovanja, postojanih i usklađenih interesa;
- da teži ka kolektivizmu i humanosti, otvorenost, učtivost i skromnost;
- da je svestan značaja svog rada i njegovog doprinosa radu grupe;

- da prihvata dužnost rukovodioca, da je dobrovoljno izvršava i da se emotivno za nju vezuje;
- sistematičnost, upornost da se savladaju teškoće, inicijativnost za pronalaženje novih načina u rešavanju zadataka;
- odanost timu (radnoj grupi), široj i užoj organizaciji;
- posmatračke sposobnosti, fleksibilna misao, sposobnost predstavljanja, upoređivanja, zaključivanja i uopštavanja;
- treba da je hrabar, spreman da se susretne s opasnošću i nelagodnošću i prihvati odgovornost za donetu odluku i preduzetu akciju;
- intelektualne sposobnosti, sposobnost pamćenja i posmatranja;
- sposobnost da okuplja ljude oko sebe i gradi tim (sposobnost za timski rad);
- sposobnost brzog uspostavljanja dobrih uzajamnih odnosa sa drugim ljudima;
- sposobnost dobrog komuniciranja sa ljudima;
- sposobnost nametanja svojih predloga i rešenja drugima;
- sposobnost shvatanja načina na koji se složeni projekti realizuju;
- sposobnost procenjivanja ličnosti kroz ustanovljavanje dominantne konfiguracije njihovih potreba;
- visok stepen frustracione tolerancije i emocionalne stabilnosti;
- visok stepen elastičnosti i adaptibilnosti;
- spremnost da preuzme odgovornost i rizik;
- visok nivo aspiracija;
- veliko iskustvo u rešavanju sličnih problema;
- moć u pridobijanju ljudi da dobrovoljno sarađuju;
- povoljne biofiziološke osobine (zdravlje, radna kondicija, starosna dob, antropološke crte, ..);
- da poseduje određene harizmatičke osobine:
 - sposobnost da proceni na kojim poslovima se ko može najuspešnije koristiti unutar grupe, zasnovana na uživanju u situaciju i predočavanju stanja;
 - sugestivnost odnosno sposobnost ubeđivanja i pregovaranja, da se lična volja prenese na druge i da se drugi podstaknu na dobrovoljnu saradnju i aktivnost, zasnovana na unutrašnjoj sigurnosti, ličnoj ubeđenosti u cilj, samodisciplini i jakoj volji;
 - da je po prirodi optimista.

Od rukovodioca se traži da bude i lider i menadžer odnosno da uživa veliki lični autoritet i moć i da je u stanju da uspešno obavlja sve funkcije i procese

menadžmenta (planiranje, organizovanje, kadrovi, vođenje, kontrola, koordinacija, dodela zadataka).

Osim navedenog od rukovodioca se zahteva da može da probleme brzo uočava, sagledava široko i duboko a pri tome brzo, brzo dijagnosticira i odvaja bitno od nebitnog i da se kroz sistem kreće efikasno.

Poželjni stavovi rukovodioca

Poželjni stavovi koje treba posedovati (odnosno usvojiti kao svoje) rukovodilac (u odnosu na sebe, ostale pojedince, projektnu grupu i posao koji realizuje projektna grupa) mogu se različito klasifikovati, s obzirom na objekat stava i usvojeni kriterijum klasifikacije.

Neki opšti stavovi koji moraju biti sastavni deo ličnosti rukovodioca i koji su neophodna polazna osnova za uspešan rad jesu sledeći: čovek je krajnja mera svih vrednosti; ponašanje rukovodioca ima presudan značaj na stav prema radu i ponašanju, ostalih za projekat značajnih ljudi, tokom svih faza u “životnom ciklusu projekta”; za uspeh projekta vrlo je bitan kvalitetan izbor, obrazovanje i razvoj; tim koji realizuje složeni zadatak - projekat nije samo ekonomska ili vojna već i društvena jedinica; kad god je moguće treba saslušati i druge; poštovanje i uvažavanje sagovornika; treba verovati ljudima i njihovoj odgovornosti ali i proveravati jer ljudi idu linijom manjeg otpora, skloni su opuštanju i greškama; rukovodilac ne sme biti sužet i ne treba se svetiti se ljudima; rukovodilac treba ličnim primerom pokazati drugima kako se radi (“pokaži - pa traži” odnosno “pokaži i traži”, kad god je moguće i opravdano); rukovodilac nesme previše isticati sebe u prvi plan već treba da vodi i gradi tim i da omogućiti i ostalima da dođu do izražaja i iskažu svoje vrednosti; rukovodilac treba obavljati poslove preko drugih ljudi a eksponirati se samo kad zaista mora; za značajne odluke koje su usaglašene verbalnim komunikacijama potrebno je pismenim putem (tajno izjašnjavanje) tražiti njihovu potvrdu; pojedinac uključen u složen poduhvat koji realizuje grupa ljudi ili organizacija mora znati odnos njegovog zadatka prema celini ili barem višem nivou agregacije; kvalitet svakog proizvoda i proizvodnost proizvođača tog proizvoda zavise od rukovodećih (upravljačkih) struktura; rukovodioc treba da odlučuje o svemu što nije propisano i o dopuštenim odstupanjima od onoga što je propisano ali u granicama odstupanja koja su njemu dopuštena (granice traženja centara moći); rukovodioc održava red u grupi a nema reda bez redara i redara bez ovlašćenja; uspešnost rada rukovodioca zavisi od njegovih sposobnosti da koristi manevarski prostor između krajnosti;

rukovodioc pretvara propise u akciju, reči u dela, teoriju u praksu. Svaka transformacija ima svoje gubitke i mogućnost provođenja u više varijanti; rukovodioc treba da stvara tim i da vodi ljude a ne da ih goni; onaj rukovodilac koji koristi naučna dostignuća nema većih dilema u rukovođenju, ako se ne koristi nauka dilema se rešava korištenjem rizika; posedovanje sposobnosti ne daje rezultate ukoliko nije praćeno odgovarajućim stavovima koji predstavljaju motivacionu komponentu zalaganja;

Zaključak

U radu su prikazani koji su to faktori od kojih zavisi izbor menadžera, a svakako i koje se mehanizmi mogu koristiti pri izboru i davanju adekvatnih znanja menadžmentu.

Od rukovodioca se zahtevaju znanja koja su potrebna svakom rukovodiocu (menadžeru), ali i znanja koja su specifična za vođenje i organizaciju timskog rada.

U teoriji i praksi upravljanja prisutni su brojni različiti pristupi klasifikaciji znanja koja treba da poseduje rukovodilac. Rukovodioc treba da poseduje određena tehnička, humanistička i konceptijska znanja. Tehnička znanja su znanja koja omogućavaju obavljanje određenih poslova korištenjem određenih metoda, tehnika, postupaka i instrumenata. Obuhvataju razna inženjerska, metodološka i uskostrukovna znanja. Konceptijska znanja omogućavaju razumevanje timskog rada i prirode problema koji se rešava kao celine koja funkcioniše u promenljivom okruženju. Ova znanja omogućavaju da se sagleda okruženje u kojem sistem funkcioniše, da se ustanovi odnos između celine i delova i da se pojedini delovi i funkcije međusobno povežu u skladnu celinu koja će ciljno da funkcioniše. Konceptualna znanja omogućavaju sagledavanje budućnosti i daju odgovor na pitanje šta treba raditi. Humanistička znanja se odnose na poznavanje ljudi i njihove prirode, ponašanja pojedinaca, interakcija unutar grupe kao i odnosa između grupa.

U svom radu rukovodioc mora da poznaje vrste mišljenja i škole organizacije, primenjuje poznate (i da istražuje nove) principe organizacije, razne sisteme, metode i stilove rukovođenja i da ih uspešno kombinuje radi efikasnog izvršenja zadatka.

Pored znanja, veština i navika neophodnih za rukovođenje uopšte neophodno je i posedovanje znanja, veština i navika koje su potrebne za upravljanje specifičnim oblas ljudske delatnosti.

Ova znanja o znanjima, veštinama i navikama moraju biti, u potrebnom obimu i na adekvatan način formalno i sadržajno selektovani, klasifikovani i prezentovani.

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CHOOSING, CREATING AND DEVELOPING MANAGERS

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Abstract

Selection of people who will deal with management is crucial for the successful operation of any organization. This process involves respecting all relevant skills that candidates should possess, character traits, attitudes, and respect for the authority of the candidate by the group he or she should manage. The reason for conducting an adequate managerial selection procedure is the numerous findings that there are many management problems, but that there are very few sufficiently efficient managers.

The aim of this paper is to point out the characteristics that need to be identified during the selection of managers in order to achieve successful business results.

Key words: company, managers, selection.

Introduction

Efficiency and effectiveness of organizational systems largely depend on managers who manage them.

A good manager should know how to work with people (individuals, small and large groups), the organization of the system he manages and the technological processes in the organizational system he manages. Also, the need of practice, time requirements and modern trends require managers to possess and apply financial, legal, general economic and other aspects of management. The scope and intensity of management requirements produce that the manager must have an adequate team of people in order to be able to perform tasks, achieve results and achieve the goals set before him by the founder or owner of the company.

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By performing tasks within his workplace, the manager solves human, organizational and professional problems, with the proviso that professional and organizational problems are also problems of human nature.

A lot is required from a manager, but he is still just a man who, with his style of work and the techniques he applies in his work, should achieve maximum synergy between his knowledge and energy and the knowledge and energy of his associates.

He is required to understand the mission and strategy for achieving the mission of the organization and to successfully implement the strategy, through the execution of tasks, achieving results and achieving goals.

The job of a manager

Taylor also said that the most important factor in management skills is the relationship between the employer and the workers, in order to achieve that workers work as well as possible, as cheaply as possible, and that their working hours are used as much as possible.

The manager generates ideas, motivates employees and makes business and other decisions.

Three basic functions of management (Hortense, 2021):

- business management and administration;
- management and leadership of managers and
- management and leadership of workers and work.

Elements of the leadership function are:

- planning, in terms of future planning (conditions, behaviors, sequence of actions),
- organizing in terms of preparation,
- ordering (commanding),
- coordination and
- controlling.

In considering the work of the manager Peter Drucker (1955) insists on staff formation, communication and motivation and points out that the manager performs the following operations:

- sets goals,
- organizes,
- motivates and communicates,

- measures and evaluates the achieved results,
- develops people.

Drucker insists on “quantitative aspect of leadership”, asks managers to define goals in numbers and measurable quantities, to create instruments for measuring results, measure and evaluate results together with team members (Andrejić et al., 2021).

Elements of the management function appropriate to our conditions are: planning, preparation, information and negotiation, coordination, analysis and evaluation of results (control), staff development (educational work).

Among the many roles of managers at all organizational levels, the following managerial functions are most often mentioned (Sokolov et al. 2019):

- planning, organizing and controlling,
- goal setting, planning, organizing, leading, and controlling,
- decision making, organizing, team building, planning, controlling, communicating and directing.

Regardless of the hierarchical level in the organization, managers at all levels perform similar tasks. There is a difference in the scope of certain types of work performed by managers at certain levels.

Managers of different levels of management differ (Stanković and Milenković, 2018):

- by the amount of time they spend performing certain managerial functions (planning, organizing, leading and controlling);
- by goals set at individual levels of management;
- by decisions they make (routine and non-routine decisions);
- by complexity (structure) of problems they solve, the frequency of decisions they make and the scope of engagement in initiating and implementing changes;
- Orientation in action (internal; a combination of internal and external orientation).

Successful managerial work requires mastery of certain management techniques and skills, which are acquired through formal education, education throughout life and through operational practice: interviewing, teaching, issuing orders, conducting meetings, public speaking, writing reports, speed reading, use of numerical data , problem-solving techniques, decision-making, case study methods, organizational planning, higher mathematics methods, statistics and operational research that treat

the quantitative aspect of management and enable decision-making based on facts rather than subjective feeling and experience. These methods make it possible to assess the probable results of a decision.

It is required from the manager:

- to define the policy of the organization it creates;
- to create an organization from a group of people that can function and realize tasks;
- to find a way to get the most out of working members;

Behavior of the leader depends on the personality of the leader and his knowledge, upbringing, independence and responsibility, type of work and character of tasks, personality, knowledge, upbringing, independence and responsibility of the people he is managed with.

Traits of a manager and his character

L. Urwick in his work entitled "16 questions about training and selection of managers" believes that the leader should be characterized by courage, willpower, resilience in dealing with people and knowledge, which is: determination and courage, extraordinary energy and willpower, resilience, a sense of proportion and tact, expertise and broad perspectives, loyalty to the working group, the narrower and wider organization, honesty, perseverance of character and deep faith in people (Austin & Williams, 2021).

Table 1. Properties of the ideal leader (for the needs of the economy) ranked according to the order as defined by the leaders of various countries (Cambrea et al., 2021).

	USA	Belgium	North France	East France
Neural and physical energy	1	8	9	9
Consistency, audacity	2	5	1	1
Delight	3	3	5	5
Understanding people	4	6	4	4
Integrity	5	2	2	5
Mastery in techniques	6	10	8	7
Strength of character	7	7	7	8
Intelligence	8	4	5	2
Pedagogical sense	9	9	10	10
Instilling confidence	10	1	3	3

In the search for such a way of behavior that would stimulate performance, the psychology of leadership has been developed, which includes: the choice of a leader and the development of his charismatic qualities.

Analyzing a large number of successful managers, it was found that managers should, among others, have the following characteristics (Nadoveza & Pešić, 2020):

- Knowledge of people based on experience, which includes understanding their complexity and integrity and intuitive talent to feel which job can be used most successfully in group jobs. The starting points for knowing people are the ability to live and the power of presentation that is focused on practical issues.
- Suggestiveness, i.e. the ability to transfer personal will to others and to encourage others to take action. The initial prerequisites for this ability are inner security, personal conviction in the goal, self-discipline and strong will.

These skills are developed in managers through training for managers.

From the above, it can be concluded that it is necessary to select people who are elected managers and systematically educate them with maximum respect for the characteristics of the selection of chosen candidates.

After World War II, under leadership of Hans Blash, the ‘Institute for Applied Psychology – IAP’ educated executives, where they insisted on improving and stimulating the personality of the leader (Wang et al., 2019).

According to Blash, in order to achieve the psychological goal of courses for managers, during the structuring of the course and the course itself, the main features of the manager and important additional features of the manager must be taken didactically and in another way and treated differently.

Main characteristics of a manager are (Avakumović et al., 2021):

- initiative, diligence, self-initiative,
- natural self-confidence without overemphasizing one's own importance,
- awareness of responsibility,
- propensity for entrepreneurship and risk appetite for the “good thing”,
- ability to perceive personal mistakes and correct them,
- real authority instead of autocratic behavior,
- solidarity and connection in business,

- personal integrity of the person at work and outside it,
- personal maturity.

Important additional qualities of a manager are: knowledge of his profession and branch, training of opinions, strength of mind, criticism, review of methods of gaining insight and mastering them, work discipline, consistency, accuracy and reliability.

After the first Swiss course in business management, held in 1954, a new period in management called "goal setting" (Gorges & Holz-Rau, 2021).

Under the influence of American theory, the motto “cycle of leadership” is followed, which is orientation, decision-making, realization (Lukichev & Romanovich, 2016).

Assumptions about goals become more noticeable and easier to control.

Every leadership presupposes the existence of some goal. Achieving that goal requires as complete an assumption as possible about its type and character. Setting a goal must be done with continuous consideration of available resources and opportunities, environmental impacts, and assessment of development opportunities (Spanellis et al., 2021).

Determining (setting) goals, in order for their realization to succeed, requires the existence of an elaborated concept.

It takes place in several phases (Damnjanović et al., 2020):

- The phase of forming an opinion in which the assessment of the position and the assessment of development tendencies is performed;
- The phase of forming the will (aspiration) in which the choice is made from the previously discussed possibilities and a decision is made;
- **The phase of achieving the goal (realization)** through the formulation of tasks, monitoring the achievement of tasks and evaluation of the achieved results.”

Desirable qualities of a manager

Every profession, even the profession of leadership, requires specific talent and specific character traits. In addition to general human qualities (intelligence, energy, creativity, will and strong character), the manager should be adorned with special qualities related to the ability to properly select and develop staff and know people and their problems, properly assess their strengths and weaknesses and use their abilities.

Different authors state different classifications of traits and different traits that are desirable for a manager in their research (Simić, 2020).

Managers are required to, in addition to efficient and effective implementation of managerial tasks, have leadership inclinations, i.e. to enjoy great personal authority and power and to be able to successfully perform all management functions and processes (planning, organizing, personnel, leadership, control, coordination, assignment of tasks).

In addition to the above, the manager is required to be able to quickly notice problems, see broadly and deeply, and at the same time quickly diagnose and separate the important from the irrelevant and to move efficiently through the organizational system.

Important personality traits that should be taken into account when choosing a manager are: temperament, interests, character and abilities, and they can be determined to some extent on the basis of certain qualitative and quantitative indicators. Also, one should take into account the knowledge possessed by the manager, his previous thinking and work engagement in all phases of the system life cycle (stable states of the system, crisis situations and states, ...), behavior and public (social) action (Mihajlović et al., 2018).

In order for the choice to be adequate, it is very important that the leader has certain qualities: developed intellect, broad general culture, good professional and ideological-political preparation, good coordination of character and temperament, skill of careful attitude to requests and complaints of associates, ability to lead an organization (group) and learn from her.

The personal quality of the leader greatly and directly affects the motivation and satisfaction of the people in the group and the character of the relationship among the members of the group.

Today, research is focused in two directions:

- 1) Exploring personal characteristics, social background as well as whole personalities in the search for how to create a good leader and
- 2) Analysis of the work of managers (based on what managers do and what they should do).

The personality of the manager is a complex of different qualities that include:

- moral qualities: highly developed social consciousness and social feeling; sense of economy; determination; entrepreneurship; sense of responsibility;
- intellectual abilities: methodical thinking and work; objectivity; realism and practical meaning; ability to persuade;
- physical characteristics: physical and mental health; vitality; endurance; nice look;
- knowledge and experience: general education and vocational education and work in managerial positions, ie schools for managers, past work in education and upbringing of managers or similar.

Different authors cite different classifications of traits in their research and different traits that are desirable for a manager.

When considering the characteristics of a manager, one should notice some innate immanent personality traits and traits that are acquired through upbringing and education.

Since the manager is also the workforce, it is necessary to know certain desirable characteristics of the workforce in general.

Also, all the qualities of a manager can be classified to (Halabi et al., 2019):

- General - which are desirable for every manager, regardless of the status position in the organization and the type of work that the organization he manages is engaged in and
- Special - which are conditioned by the specifics of the work that the organization is engaged in.
- The status position of the manager determines the allowed deviations of the desired values of certain general characteristics - the characteristics of the manager.

Each personality is a totality of inclinations, emotions and motives from which certain personality attributes develop under certain conditions (Chernobai et al., 2021):

- abilities develop out of inclinations,
- temperament develops from emotionality,
- ambitions develop from motives.

This means that the manager, as a workforce, is required to want, can, knows and knows how to work with great zeal.

In order to obtain the desirable characteristics of an active leader, it is necessary to cultivate innate human immanent characteristics and adequate education and upbringing.

There are different types of classifications of desirable labor traits. Fajol insisted on health, intelligence, morals, general education, vocational education and experience.

There is a classification of desirable labor force characteristics into:

- personal characteristics (health, intelligence, values, skills - dexterity, entrepreneurship, discipline);
- work characteristics of the workforce (attitude towards work, professional education, experience);
- characteristics of the civility of the workforce (general education, attitude towards the collective, attitude towards man, attitude towards society)

The classification of desirable personality traits of a manager (request) can be performed, according to the types of work performed by the manager, on (Davila et al., 2009; Pavličević and Radenović, 2020):

- traits desirable for decision making (intelligence, analytical spirit, predictability, determination, optimism, acceptance of responsibility, consistency, self-criticism);
- for delegation (ability to assess people, ability to plan, ability to notice the functioning of the organization, positional authority);
- for communication (general culture, communicativeness, expression skills, personal authority, civilization);
- for coordination (ability to notice the functioning of the whole, connection of parts within the whole, subunit as a whole and connection of the whole with the higher whole; ability to notice movements and tendencies, experience in working with people, integrative abilities, professional experience);
- for control (knowledge of the nature and requirements of control, technological discipline, sense of order, sense of proportion and knowledge of the criteria for tolerances);

- for staff development (work habits, expediency, professional authority, modesty, moderation, mental balance, ability to teach, selflessness, socio-political education);
- for stimulation (initiative, industrial psychology, collaboration);
- to intervene (objectivity in choosing coercion, setting responsibilities, making demands and seeking consideration)

Reporting the need for these requirements is variable over time and varies from case to case. Since all the above requirements cannot be met by any manager, each manager is required to be constantly informed, analyze the situation, make decisions, watch trends and continuously train.

From most analyzes, the following traits can be derived that are desirable to be represented in management (Spenceley, Snyman & Eagles, 2021):

- to be more oriented towards society and the group and less towards himself and personal preoccupations, to be dynamic and mobile;
- that there is a wide interest, constant and coordinated interests;
- to strive for collectivism and humanity, openness, courtesy and modesty;
- to be aware of the importance of their work and its contribution to the work of the group;
- to accept the duty of a manager, to perform it voluntarily and to be emotionally attached to it;
- systematic, persistent in overcoming difficulties, initiative to find new ways of solving tasks;
- loyalty to the team (working group), wider and narrower organization;
- observational abilities, flexible thinking, ability to present, compare, conclude and generalize;
- should be brave, ready to face danger and discomfort and accept responsibility for the decision made and the action taken;
- intellectual abilities, ability to remember and observe;
- ability to gather people around and build a team (ability to work in a team);
- ability to quickly establish good relationships with other people;
- ability to communicate well with people;
- ability to impose their proposals and solutions on others;
- ability to understand the way complex projects are implemented;
- ability to assess personalities through establishing the dominant configuration of their needs;
- high degree of frustrating tolerance and emotional stability; • high degree of elasticity and adaptability;
- willingness to take responsibility and risk;

- high level of aspiration;
- extensive experience in solving similar problems;
- the power to persuade people to cooperate voluntarily;
- favorable biophysiological characteristics (health, working condition, age, anthropological features, ..);
- to possess certain charismatic qualities:
 - ability to assess which jobs can be used most successfully within the group, based on empathy and presentation of the situation;
 - suggestibility, i.e. the ability to persuade and negotiate, to transfer personal will to others and to encourage others to voluntary cooperation and activity, based on internal security, personal belief in the goal, self-discipline and strong will;
 - to be optimistic by nature.

The manager is required to be both a leader and a manager, i.e. to enjoy great personal authority and power and to be able to successfully perform all functions and processes of management (planning, organizing, personnel, leading, controlling, coordinating, assigning tasks).

In addition to the above, the manager is required to be able to quickly notice problems, see broadly and deeply, and at the same time quickly, quickly diagnose and separate the important from the irrelevant and to move through the system efficiently.

Desirable attitudes of managers

Desirable attitudes that should be possessed (i.e. adopted as one's own) by the manager (in relation to himself, other individuals, the project group and the work performed by the project group) can be classified differently, depending on the object of attitude and adopted classification criteria.

Some general attitudes that must be an integral part of the personality of the leader and which are a necessary starting point for successful work are the following: man is the ultimate measure of all values; the behavior of the manager is crucial to the attitude towards work and behavior of other important people for the project, during all phases in the "project life cycle"; quality choice, education and development are very important for the success of the project; a team that realizes a complex task - the project is not only an economic or military but also a social unit; others should be heard whenever possible; respect and appreciation of interlocutors; people should be trusted and their responsibilities, but also checked because people follow the line of

least resistance, they are prone to relaxation and mistakes; the leader must not be vain and should not take revenge on people; the manager should show others by personal example how it is done (“show - then ask” or “show and ask”, whenever possible and justified); the leader must not put himself too much in the foreground, but should lead and build the team and enable others to come to the fore and express their values; the manager should perform tasks through other people and expose himself only when he really has to; for significant decisions that are harmonized with verbal communications, it is necessary to request their confirmation in writing (secret declaration); an individual involved in a complex undertaking carried out by a group of people or an organization must know the relationship of his task to the whole or at least to a higher level of aggregation; the quality of each product and the productivity of the manufacturer of that product depend on the management structures; the manager should decide on everything that is not prescribed and on the allowed deviations from what is prescribed, but within the limits of deviations that are allowed to him (limits of searching for centers of power); the leader maintains order in the group and there is no order without a caretaker or a caretaker without authorization; the success of the manager's work depends on his ability to use the room for maneuver between extremes; the manager turns regulations into action, words into deeds, theory into practice. Each transformation has its losses and the possibility of implementation in several variants; the leader should create a team and lead people and not chase them; the manager who uses scientific achievements has no major dilemmas in management, if science is not used, the dilemma is solved by using risk; possession of abilities does not give results if it is not accompanied by appropriate attitudes that are a motivational component of commitment;

Conclusion

The paper presents the factors on which the choice of manager depends, and certainly which mechanisms can be used in the selection and provision of adequate knowledge to management.

The manager is required to have the knowledge that every manager needs, but also the knowledge that is specific to leading and organizing teamwork.

In the theory and practice of management, there are many different approaches to the classification of knowledge that should be possessed by the manager. The manager should possess certain technical, humanistic and conceptual

knowledge. Technical knowledge is knowledge that enables the performance of certain tasks using certain methods, techniques, procedures and instruments. They include various engineering, methodological and narrow professional knowledge. Conceptual knowledge enables an understanding of teamwork and the nature of the problem to be solved as a whole that operates in a changing environment. This knowledge enables us to understand the environment in which the system operates, to establish the relationship between the whole and the parts, and to connect the individual parts and functions into a harmonious whole that will function purposefully. Conceptual knowledge enables foresight and provides an answer to the question of what needs to be done. Humanistic knowledge refers to the knowledge of people and their nature, the behavior of individuals, interactions within a group as well as relationships between groups.

In his work, the manager must know the types of opinions and schools of the organization, apply known (and explore new) principles of organization, various systems, methods and styles of leadership and successfully combine them to effectively perform the task.

In addition to the knowledge, skills and habits necessary for management in general, it is also necessary to have the knowledge, skills and habits needed to manage specific areas of human activity.

This knowledge about knowledge, skills and habits must be, to the necessary extent and in an adequate way, formally and content-wise selected, classified and presented.

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Datum prijema (Date received): 26.07.2021.

Datum prihvatanja (Date accepted): 22.10.2021.