

# “The profile of Lithuanian manager”

AUTHORS	Nerijus Pacesa Povilas Zakarevicius Pranas Zukauskas
ARTICLE INFO	Nerijus Pacesa, Povilas Zakarevicius and Pranas Zukauskas (2011). The profile of Lithuanian manager. <i>Problems and Perspectives in Management</i> , 9(1)
RELEASED ON	Tuesday, 22 March 2011
JOURNAL	"Problems and Perspectives in Management"
FOUNDER	LLC “Consulting Publishing Company “Business Perspectives”



NUMBER OF REFERENCES

0



NUMBER OF FIGURES

0



NUMBER OF TABLES

0

© The author(s) 2024. This publication is an open access article.

Nerijus Pacesa (Lithuania), Povilas Zakarevicius (Lithuania), Pranas Zukauskas (Lithuania)

## The profile of Lithuanian manager

### Abstract

This article examines the purpose to identify the factors that make significant impact on the managers work efficiency and career development. This purpose leads to many characteristics to be analyzed on different aspects of competencies, values and experience that affects personal success. Searching for the combination of all these characteristics that managers use to acquire and develop, the quantitative research was made in order to define the profile of senior manager in Lithuania. The results that are found after the research shows the way managers use to define their personal priorities for the development, career planning, and leadership, personal and organizational success. In general, it shows that professional or so-called “hard” skills still are predominant versus leadership or “soft” skills seeking for personal success on the top management level in Lithuania. The research has covered different sectors; companies and positions and probably the findings could vary in relation with different positions in different sectors. That could be the subject for new research seeking to identify differences in values depending on the position’s level. Some limitations could be produced because of expert evaluation of quantitative findings. Expertise technique was used and presented evaluation could have some limited results. Some results from the practical point of view show value differences that are typical for transition economies. Managers consider professional competences to be more important than personal traits because, during the period of economic transformations and intensive development, performance success depends more on organizational, technological and financial factors and less on socio psychological factors.

It is the first paper that examines value orientation impact to the senior manager’s work effectiveness in Lithuania.

**Keywords:** manager, skills, professional competence.

**JEL Classification:** M10, M12.

### Introduction

The importance of management efficiency on company productivity is obvious. The increase of this importance is even more obvious in modern society when economic process globalisation and internationalization, and rapid changes make a greater impact on organization performance. Management efficiency is even more important in Lithuania, where economic transition and market economy development processes are still progress. The greater part of the success of these processes is predetermined by the managers’ performance quality.

Management efficiency issues have been investigated less than other managers’ performance organizational problems. Some instants were analyzed by J. Thompson (1998), D. Torrington, L. Hall (1998), R. Siehl (1992), G. Dessler (1999) and other; whereas in Lithuania, A. Sakalas (1998) and A. Seilius (2001) elaborated on some aspects.

Management efficiency depends on managers’ professionalism, competency and experience. On the other hand, it depends on their value orientation and their approach to their work organization, career, subordinates, personal traits, etc.

Research on managers’ value orientation and approach has been carried out in various countries. As the findings are quite different, one country research data is almost inapplicable in another country. Unfortunately, this type of research has not been car-

ried out in the Lithuanian organization before. Therefore, the research, which findings have been used in writing this article, was timely and relevant.

The aims of the research were as follows:

1. Clarify which values managers consider to be important in their subordinate performance.
2. Define which personal and professional traits managers consider significant in their performance.
3. Describe the factors that managers consider to determine the professional career.
4. Carry out managers’ time consumption analysis and make the ranking of the time management tools.

### 1. Theoretical aspects of managers’ value orientation and competence

**1.1. Managers’ value orientation.** A modern manager has to perform an important mission and needs to create ethical, moral and positive environment for employees to work effectively and to avoid ethical and unethical behavior ambiguities. The manager must know the factors that make an impact on personal human behavior and organization performance. These factors are values, attitudes, personality, skills, motivation, perception, and learning. M. Rokeach (1973), one of the value research main pioneers, described the value as a long-term conviction when “specific behavior or a way of existence is more personally and socially acceptable than the opposite behavior or the way of existence”. Values define the criteria for moral judgements, intercourse with people, devotion to personal and organization aims, and ensure management continuity and consistency. Values are the main organization ideas and

statements that are formulated by leaders, who reflect such values as swiftness and ambition, desire to lead and influence, honesty and integrity, self-confidence, intellect and thorough knowledge of the sphere of responsibility (Robbins, 2003).

Values are the main perception and understanding of an organization. They define the way to success. Values are the basis of entrepreneurial organization; they define employees' performance direction. Values, which are acknowledged by employees, motivate them. Prospering organizations rely upon a powerful tool – a system of values and beliefs (Kouzes, Posner and Barry 2003). The development of a value system depends on managers' initiative, their value orientation and perception of values as an important element of employees' integration. According to Caldwell (2003), such managers have to comply to ten major leader's traits: *creation of a vision, entrepreneurship, integrity and honesty, learning from others, openness to new ideas, inclination to risk, adaptability and flexibility, creativity, experimentation and power exercise*.

Managers become the main people in organizations when changes are initiated, new possibilities and innovative processes are disclosed. Such leaders are usually distinguished by the qualities of courage and "gift of eloquence", belief in people, lifelong learning and improvement, ability to manage in uncertain and indefinite situations and clear organization vision. Modern leaders are able to ensure their followers' trust in them by high level of involvement and delegation. According to P. Smith (2002), delegating managers have got the following groups of characteristics:

1. *Management style*. It supports open dialogue, encourages subordinates involvement in decision-making process, builds a team with common goals, and motivates employees to gain knowledge and to cooperate.
2. *Delegation and involvement*. It aims to develop processes that enable sharing of power with subordinates and assigning tasks, greater self-involvement and encouraging team members to work independently.
3. *Recognition and feedback*. It encourages trust of team members, develops team members feeling of exclusivity, acknowledges and motivates change followers in informal ways.
4. *Interpersonal empathy*. It keeps friendly relations with other people, uses humor and symbols, and develops personal and emotional competence.
5. *Communication*. It ensures skills to manage interdependence, sets broad contact network, develops reliable communication network encompassing manager, peers and subordinates.

6. *Vision*. It aims to have a vision, fosters values, defines inspiring and significant goals.

This model is designated to managers who aim at subordinates development and involvement into decision-making. In his analysis, P. Smith (2002) demonstrates that the weak managers' point is recognition of subordinates, feedback and interpersonal sensitiveness. It discloses the truth that managers' involvement in the development of the value system is not limited by initiation and formulation of the main value statements. The greatest manager's job is to ensure the transfer and transformation of the values from individual to organizational level. Only then, one can hope that intermediate (instrumental) values singled out by M. Rokeach (1973) will become terminal and will build a basis for long-term aspirations and decisions.

**1.2. Managers' competence structure.** Management competences are directly linked with managers' attitude to values. Acquiring and development of competences are inseparable from organizational dominating attitude to learning and knowledge management. Competences like values are quite easily formulated at a personal level. However, it is very difficult to move them to organizational level, where they become the object of transfer and division. R. Thorpe (2001) proposes to divide the competences into three groups:

- ◆ *basic competences* are formulated from organization vision, strategy, and values. Based on these competences, employees try to achieve organizational goals in their everyday work;
- ◆ *functional competences* are defined for exact employee position under relevant functions and spheres of responsibility;
- ◆ *management competences* are related to and formulated under organizational values and vision. Based on these competences, managers choose an appropriate management style.

Management competence classification is rather broad. S. Widdett and S. Hollyford (2003) suggest dividing them into *technical*, *social* and *conceptual* competences; the total of these makes the background of manager's performance content. All mentioned group competences and their quality depend on two factors: learning and experience. If technical competence development is carried out at personal level and its transfer is not complicated, social and conceptual competence development is related to organization value system, learning and competence transfer culture. One can hardly hope for social competence development in an organization, where teamwork is rather scarce; whereas, conceptual competence development is very hard to imagine in an organization

with no strong focus on goals and where planning and analysis are of short-term nature.

The analysis of managers' competence models and typologies discloses quite a few points of view of different authors. Goleman, Boyatzis and McKee (2001) emphasise 10 important manager's competences. These competences are grouped into three groups or competence clusters: *leadership competences*, *competences to achieve goals*, and *people management competences*. Pedler, Burgoyne and Boydell (2003) offer to classify managers' competences according to management level. According to Goleman (2001), available skills and capabilities are not sufficient for successful management – these are only minimal initial requirements. A good manager differs from mediocre one by personal qualities. It is necessary to point out how the skills of every area affect performance outcomes and how the skills of different areas come into action, i.e., how these skills support one another. Moreover, it can be stated that in order to achieve good results, manifold competence is necessary. (Boyatzis, Goleman and Rhee, 2000).

**1.3. Managers' value and competence impact on management.** Personal and organization performance planning is an inherent manager's competence that directly determines the success of performance. In his research on successful and effective managers' performance, F. Luthans (1988) defined that managers are bound to distinguish activities that the author summarises as four areas of performance: *communication*, *traditional management*, *human resource management* and *networking*. Generalization of quantitative research findings showed that managers devote most of the time (about 32%) to

general management, a little bit less (29%) to everyday internal communication; whereas, for human resource management and external relations 20 and 19 per cent accordingly. Meanwhile, it was found out that relation keeping and internal communication had the greatest impact on the success of performance; whereas, performance efficiency was predetermined by greater attention to internal communication and human resource management. The research findings disclosed that only 10 per cent of performance priorities coincided in analyzing success and efficiency assumptions. Nevertheless, the author remarks that good managers manage to balance their attention on all four areas of performance.

Earlier attempt to systematize manager's performance by classifying management styles based attention to employees and tasks belongs to Blake and Mouton (1964). This model (Figure 1) clearly reflects management success vector, which is confirmed in real modern management – team management based on profound attention to both employees and performance organization. In the authors' suggested model, the terms *task behavior* and *relationship behavior* are used to define the same phenomena that are defined as the terms *consideration* and *initiating structure* in the theory of random management.

Later on, the two-dimension model was improved by adding the third dimension – efficiency. In his model "3-D Management Style Theory", Reddin (1967) discloses the correlation between management style and environment that determines "the degree of efficiency – non efficiency". The three-dimension leader efficiency model gave rise to *Theory of Situational Management*.

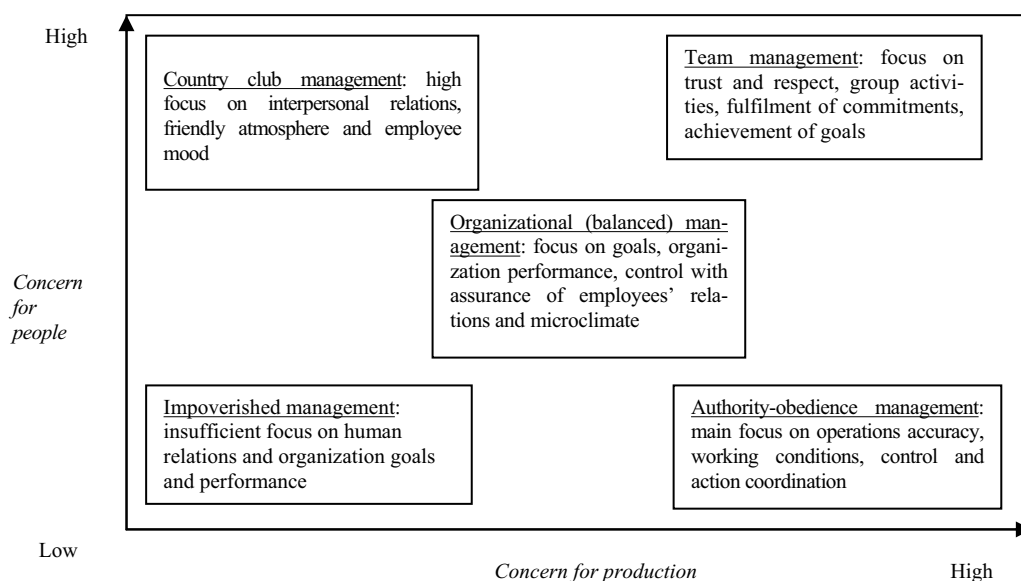


Fig. 1. Adapted from Blake and Mouton's (1966) management grid

As Hersey and Blanchard (1982) state, situational management is based on correlation of certain variables: how much manager's behavior is directive (task behavior) and how often employees receive socio-emotional support from their manager (relationship behavior) as well as what employees preparation (maturity) is to perform a certain task or function or to achieve a certain goal. The model emphasizes leader's behavior and relationship with the subordinates. Bell shape curve in the model is called a *prescriptive curve* because it shows which management style has to be applied with a certain level of group maturity. The authors distinguish four levels of employees' maturity: (M1) – low, (M2) – low to moderate, (M3) – moderate to high and (M4) – high. *Maturity* in situational management is defined as employees' ability and willingness to accept responsibility for their behavior. All four styles of management – *telling*, *selling*, *participating*, *delegating* – is a combination of behavior focused on task and relationship.

1. High Task/Low Relationship Behavior – “telling” leadership style is characterized by one-way communication in which the leader defines the roles of participant(s) and tells them what, how, when, and where to do various tasks.
2. High Task/High Relationship Behavior – “selling” style where most of the direction is still provided by the leader, who attempts through two-way communication and emotional support to get the participant(s) to buy into decisions that have to be made.
3. High Relationship/Low Task Behavior – “participating” style the leader and the participant(s) now share in decision-making through two-way communication and much facilitating behavior from the leader since the participant(s) have the ability and knowledge to do the task.
4. Low Relationship/Low Task Behavior – is labeled “delegating” because the style involves letting participant(s) “run their own show”. The leader delegates since the participant(s) are high in maturity, being both willing and able to take responsibility for directing their own behavior.

The appropriate style is chosen according to the group maturity: *telling* is recommended to low maturity group, while *selling* is better for low to moderate group, etc.

Modern manager's competences and their continuous development determine the successful management function. Competence development oversteps traditionally perceived learning borders

and is focused on *internal* and *external* learning. *External learning* is understood as acquisition of skills and knowledge by buying professional services from training and consultancy institutions. *Internal learning* is organizational knowledge development and transfer function aimed to capitalise it and turn into the basis of competitive advantage. This learning is continuous through insight, perception, intuition, active and emotional comprehension, rituals, events, etc. However, the outcomes of this learning are real after the acquired knowledge is systematized and disseminated among organization members, and applied in direct activities.

**1.4. Managers' value and competence impact on professional success.** Manager's career success depends on value and competence background, which, one can say, comprises the manager's intellectual capital. In modern literature analyzing leadership problems much attention is paid to the development of manager's emotional intellect. Emotional intellect (emotional competence) is an ability to recognize and understand people, recognize the shades of their emotional behavior and use this information as a source of adaptation to environment and influence on other people. Emotional intellect helps managers to improve themselves as personalities and experts: the easier the recognition and comprehension of other people's feelings expressed and hidden emotions, the faster and simpler understanding of how other people feel.

“Egon Zehnder International” Company carried out the research by interrogating 515 top managers. Managers with high emotional skills reached good findings more often than the ones whose intellect coefficient (or rational intellect) (IQ) was higher. 74% emotionally skilled managers worked more successfully and only 24% – unsuccessfully. The analysis encompasses managers from Latin America, Germany and Japan. The findings in all three cultures were almost identical.

Goleman (2001) distinguishes the major emotional competence areas (Table 1). Their development determines the level emotional intellect and management performance success.

Table 1. Emotional competence areas

	Knowledge about self	Knowledge about others
Recognition	Self-recognition (Emotional consciousness)	Self-management (Internal relation management)
Management	Interpersonal recognition (Emotion management)	Relation management (External relation management)

Notes: Golehman's (2001) matrix of emotional competence areas.

The research shows that even two thirds of leader's traits are developed and are related to emotional intellect – ability to understand and manage oneself and perceive other people without trying to reform or change them.

After the research of 300 top managers representing fifteen international companies it was found out that in six emotional ability areas, the best findings were higher than moderate. Those areas were influence, team leadership, organization knowledge, positive approach to oneself, and the focus on achievements and leadership (Spencer, 1997).

In present rapidly changing business context, more and more authors focus their attention on the phenomenon of transformational leadership as a basis for successful organization change management. Warrick (2002), when summarising the competences of transformational leadership, highlights the following groups: *skills in leading* competences, *skills in championing change* competences, and *skills in transforming organizations* competences. The main focus of such managers is put on clear vision, readiness to change and be changed, and ability to improve and develop organization performance and achievements.

Kouzes and Posner (2003) focus their attention on leader's competence development based on fundamental things like *character counts*, *individual act*, *organization culture*, *system based on trust*, *golden rule: DWYSYWD (Do What You Say You Will Do)*, and *make a difference*. The role of a manager-leader is based on collaboration. Leadership is the main aspect of both, organization and personal change. Thus, manager's personal traits, ability to motivate and initiate personal changes, create the atmosphere of trust and collaboration, demonstrate the performance focus and model by personal example, and ability to implement qualitative change in organization development can lead to both, personal and organization career altitudes.

## 2. Research methodology, survey design and data collection process

In order to define what are the main factors that effect manager work efficiency and career and what are the main characteristics of the profile of Lithuanian manager a quantitative research was executed taking two major stages. Task of the first stage of the research was to collect data from appropriate number of respondents, to summarize findings and interpret them. Task of the second stage of the re-

search was to ascertain the reasons of findings that were received during the first stage of research.

**Research stage one.** The project used the database of the sampling frame for the selection of a panel of respondents – a representative sample of senior managers and directors.

Consistent with the majority of perception of management studies, we have used survey method on the questionnaire to measure various beliefs dimensions of our structured questions. Our survey design for dimension and belief statements was adapted from the measures developed by Spanish Confederation of Managers and Executives (Confederación Española Directivos y Ejecutivos) made for the research in a few European countries. This research was made by the initiative of European Management Association.

The questionnaire was translated into Lithuanian and after filling in retranslated for linguistic accuracy. A pre-test on seven respondents from the university was conducted to check for any ambiguities or inconsistencies. All received suggestions were discussed, and subsequently a final version of the questionnaire was prepared without any significant change. There were 18 core questions to be completed in the questionnaire.

The survey was issued in email or hard copy format.

The sample size of 500 was determined, so long as this sample is able to achieve response rates that can achieve a target number of respondents per country. Our sample population was selected with the help of the Lithuanian Confederation of Industrialists and the Faculty of Economics and Management of Vytautas Magnus University in Kaunas.

Questionnaire was distributed to the prospective 500 respondents and 379 questionnaires (75.8%) were obtained with 324 usable responses accounting for 64.8% response rate.

The sample was stratified to ensure that the respondents were drawn from:

- ◆ middle and senior managers: those with significant financial and/or employee responsibilities;
- ◆ all sectors: including public and private;
- ◆ all sizes of organization;
- ◆ all management functions;
- ◆ all regions across country.

The general characteristics of our sample are presented in Table 2.

Table 2. General sample characteristics

Total Sample Size - 324							
Age	%	Management position	%	Industry	%	Company size	
20-29	16	President of board / chairman	6	Banking/finance	5	# of employees	%
30-39	19	Managing director / chief executive	30	Industry/IT services	13	1-9	3
40-49	32	Director	30	Business services	3	10-49	14
50-59	24	Senior manager	1	Construction	12	50-250	36
60-69	9	Division / area manager	23	Education	5	Over 250	47
Over 70	0	Head of department	2	Manufacturing	39	Turnover, €M	%
Gender	%	Team leader / supervisor	1	Sales/marketing/ advertising	3	0-2	22
Female	69	Freelance / interim manager	5	Utilities	6	2-10	28
Male	31	Consultant	2	Transport	2	10-50	27
				Retail	4	Over 50	23
				Other	8		

**Research stage two.** During the second stage of our research, we tried to ascertain the reasons of findings that were received in the first stage of research. Expertise technique was used for this task. Nine skilled experts – seven representing management or economics professorate of three universities of Lithuania and two from management consulting companies were selected and presented their evaluation.

### 3. Results and findings

**3.1. Managers' approach to values of professional activities and life.** This research was threefold by using special criteria or values for every aspect.

The first aspect dealt with the most important managers' life values. To analyze them, the following

criteria were applied: friendship, democratic spirit, professional success, happiness, fairness, peace, social and professional recognition, tolerance, comfortable and exciting life, environmentalism and corporate social responsibility. The second and the third aspects were assigned to analyze the major values in playing manager's role and the values that the managers expect from their subordinates. For the analysis of these values the following criteria were set: ambition, helpfulness, professional capability, cooperation, courage, creativity, honesty, rationality, responsibility, loyalty, corporate social responsibility.

The findings of the research are depicted in Table 3.

Table 3. The findings of managers' approach to values of professional activities and life

Values most important in respondents' life		Values most important in respondents' management role	Values expected employees to exemplify	
Criteria	Frequency, %	Frequency, %	Frequency, %	Criteria
Friendship	25	11	25	Ambition
Democratic spirit	28	3	3	Helpfulness
Professional success	48	78	62	Professional capability
Happiness	22	47	38	Cooperation
Fairness	38	1	3	Courage
Peace	9	34	37	Creativity
Social recognition	22	32	24	Honesty
Professional recognition	16	14	34	Rationality
Tolerance	27	65	44	Responsibility
Comfortable life	31	15	10	Loyalty
Exciting life	27	0	20	Corporate social responsibility
Environmentalism and corporate social responsibility	7			

The most important life values according to respondents are professional success, fairness, and comfortable and exciting life. The respondents think that the least important values of life to them are environmentalism and corporate social responsibility, and peace. As the most important values in respondents' management role were indicated pro-

fessional capability, responsibility, cooperation and creativity. These values coincide with ones expected from employees to exemplify. The least important management role values are considered to be social responsibility, courage and helpfulness, and, strange as it seems, loyalty, which is assigned to subordinates.

In research stage two, with the help of experts, we tried to identify the main reasons of the results. While considering why managers identified these particular life values, the experts pointed out half a century of soviet occupation, work under planned economy that predetermined very low income and made the savings impossible which otherwise had made their family life better. Current salaries in Lithuania are still much lower than in other developed countries. According to experts, managers in some part envy their peers in western countries, where conditions are much better for creating the well-being. Therefore, comfortable as well as exciting life is marked as one of the values, and professional success can enable it. Environmentalism and corporate social responsibility are not very important values in the initial stage of capital accumulation. According to experts, peace is considered to be an unimportant value because, after the accession of Lithuania into the European Union, war is no longer a threat.

According to the most important values in respondents' management role and the ones expected from employees to exemplify, the experts outline that the most important managers' and subordinates' traits are assigned to them. Many researchers confirm it. The respondents' decision to include corporate social responsibility, courage and helpfulness among the least important values in the sphere of management role, the experts support by previous conclusion on

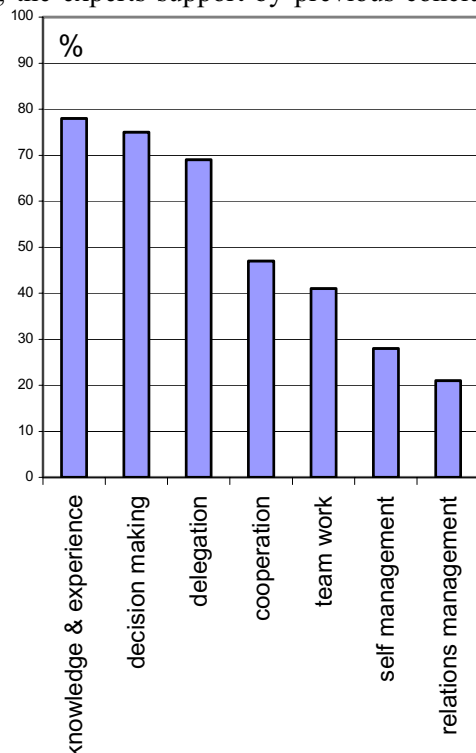


Fig. 2. Leader's attitudes towards professional skills

The analysis findings show that managers consider professional competences more important: from 7 analyzed professional traits 5 are considered

the least important life values because these values correlate. There was no common opinion of experts why loyalty was considered to be an unimportant value. Nevertheless, they think that it might be the result of the fact that most respondents understood the value of organization loyalty in the wrong way.

**3.2. Managers' approach to personal and professional competences.** The research of managers' approach to necessary competences was based on the classical assumption of a competence taking into account the fact that there are basically two groups of managers' competences – professional and personal traits. Professional traits encompass professional knowledge and skills that are necessary to fulfil management function. Personal competences – manager's character traits and personal abilities – determine performance efficiency and results.

To define managers' approach to professional competence, their approach to professional knowledge and experience, decision-making abilities, use of peer strengths, team member improvement, communication skills, self-control and making relationships were analyzed. From the personal competence point of view, managers' approach to the criteria of ambition, creativity, responsibility, integrity, courage, honesty and rationality were analyzed. The findings of respondents' approach to professional and personal competences are depicted in Figures 2 and 3.

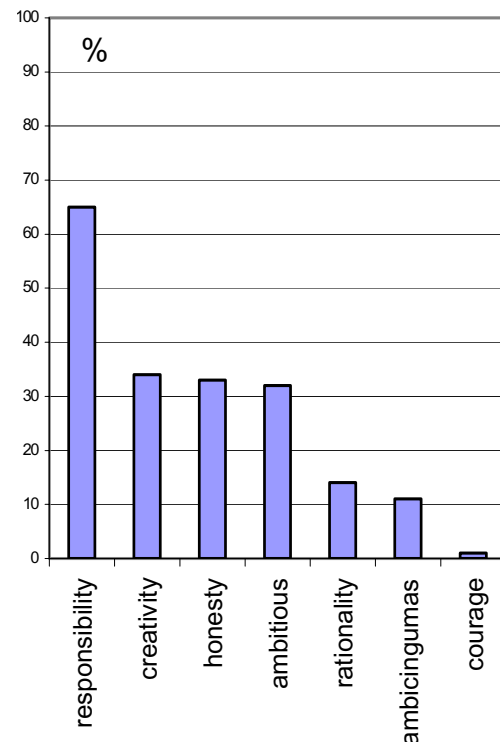


Fig.3. Leader's attitudes towards personal characteristics

red rather important (40 per cent and more); whereas from 7 personal traits only 1 is considered important.



According to managers', the most important professional competences are professional knowledge and experience, decision-making ability and the use of peers' competences. Less important traits are self-control and making relationships.

The most important personal traits are responsibility, creativity, integrity and honesty. Responsibility seems to be the most obvious trait – its importance exceeds almost twice such traits as creativity, integrity and honesty.

According to experts who evaluated the analysis results, the Lithuanian senior managers considered professional traits more important than personal ones because, in the period of economic transformations and intensive development, performance success depends more on organizational, technological and financial factors than on socio-psychological ones. As organizational and financial factors affect managers' professional qualities while socio-psychological factor impacts personal traits, professional competences are prioritized.

**3.3. Managers' approach to professional career and its determining factors.** This research was carried out under many aspects. Firstly, managers' education and professional experience characteristics were defined. 97% of respondents had a university degree. 30% from them had post graduate qualification. Every other manager had technical qualification, and 33% – management qualification. Table 3 discloses the respondents' professional experience level.

Table 4. Characteristics of respondents' professional experience

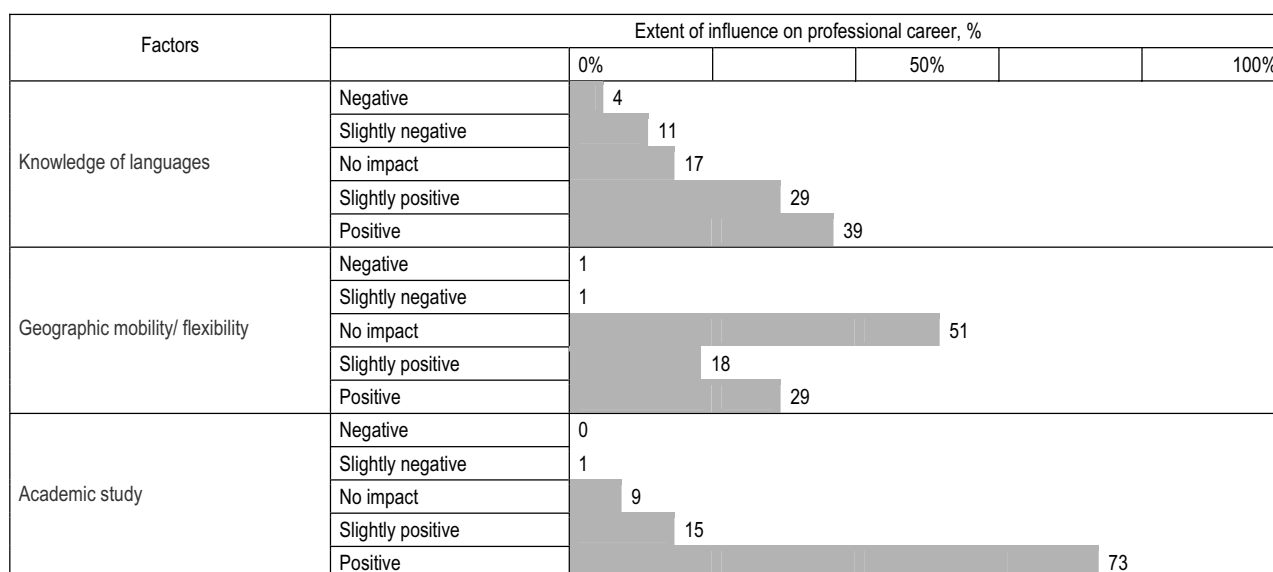
Characteristics of experience	Number of years				
	< 5	5-10	10-20	20-30	> 30
Years of professional experience	14	17	23	30	16
Years of management experience	26	20	33	14	6
Years worked within present company	33	27	22	13	5

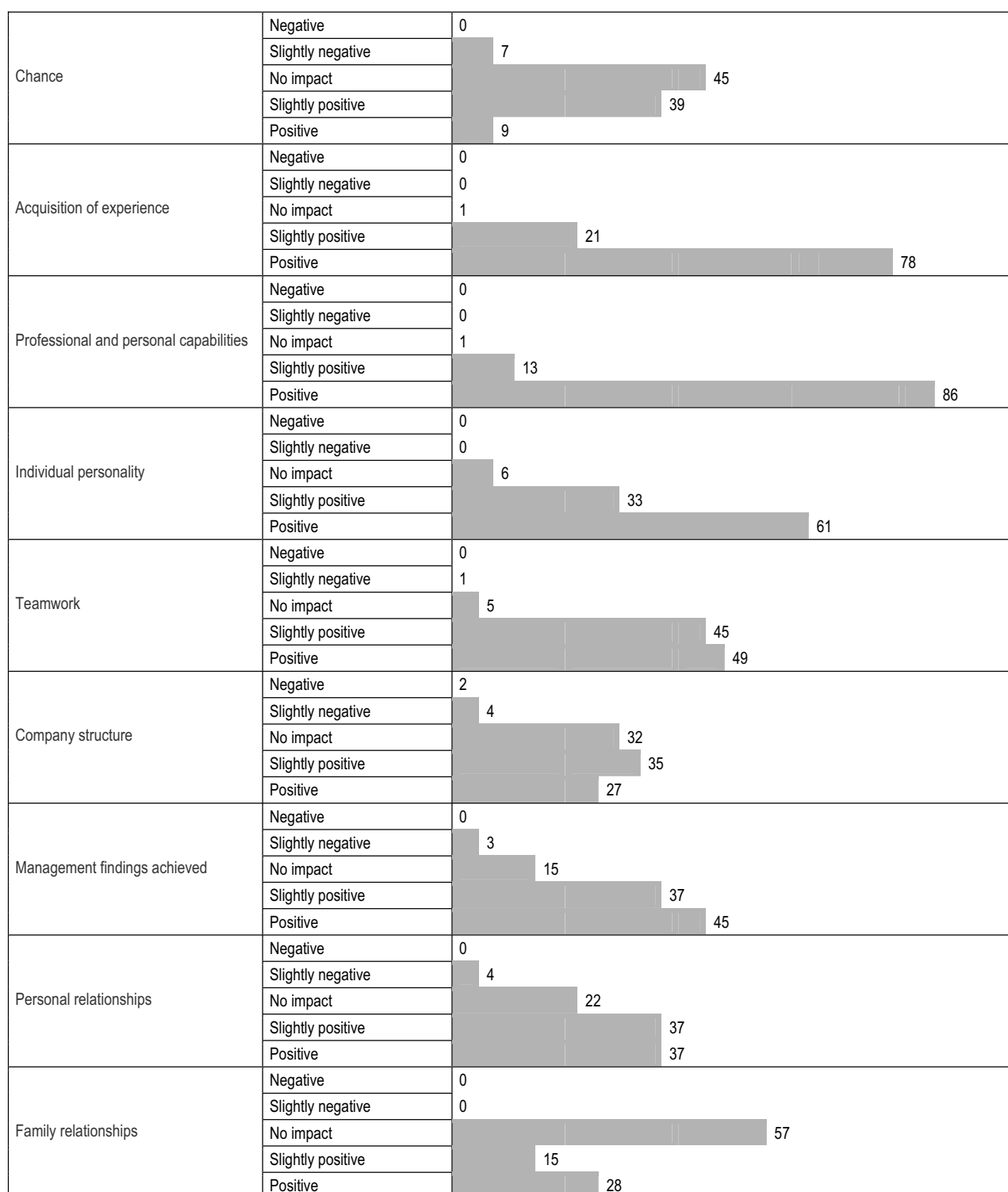
According to the number of companies in which respondents worked during their career, managers were fairly stable and loyal. To 19% current working place was the only one, 57% changed 2-3 working, 20% – 4-6, and 5% – 7-8. There were no respondents who changed more than 9 working places.

Asked to evaluate their level of satisfaction with their professional career as a whole within the range of 5 points, the most of the respondents expressed their satisfaction with professional career. 21% of respondents evaluated their satisfaction by 5 points (the highest evaluation), 4 – 45%, 3 – 22%, 2 – 12%, and 1 – 0%.

In order to identify the major factors of professional career, the respondents were asked to indicate what had influenced their promotion the most. 57% of respondents in the majority of instances were responsible for their own career management and development themselves, but only 5% managed their professional career at every point in time. Another 16% of respondents only managed their career to a certain extent; for 17% of them professional career evolved in accordance to organizational requirements, and for 5% of respondents professional career was determined by chance events.

Furthermore, the influence of different factors on professional career success was analyzed. The findings of this analysis are demonstrated in Figure 4. Personal and professional capabilities, acquisition of experience and academic study had the greatest influence on career success. According to the most of respondents, their career was not influenced by geographic mobility, chance, and family relationship. Some factors (e.g., knowledge of languages), influence on respondents, was distributed quite evenly; therefore, we can conclude that their impact on career was not essential.





**Fig. 4. Extent of separate factor influence on professional career development**

In research stage two, the experts interpreted the findings of stage one. According to experts, it should be noted that the majority of managers are satisfied with the status of their professional career. 66% of respondents evaluated their career satisfaction by five or four points within the scale of five. On the one hand, it contradicts the generally accepted Maslow's Concept of a Hierarchy of Needs (Megginson, 1992). On the other hand, to some extent, it goes against respondents' approach to the

main life values – they consider professional success and comfortable as well exciting life to be the most important values.

Only 5% of respondents manage their professional career at every point in time, though 57% say that in the majority of instances they themselves were responsible for their own career management and development. This contradiction of statements shows that managers have not yet learned career-

planning methods and even have not perceived them fully. This is quite a reserve for the activities of consultancy institutions dealing with managers' training and management consultations.

As experts note, factors that impact career success are of logical significance. They identified only one factor – knowledge of languages that was relatively important to career success. It is quite difficult to explain this result, nevertheless, it is quite possible that it was predetermined by the condition that most of respondents work in big companies. There are a lot of employees there, they can hire translators and experts who ensure the communication with foreign partners. Then, managers can survive with poorer knowledge of foreign languages. However, as the time goes by, this situation must change.

**3.4. Managers' mobility and time management rationality.** Managers' time management was analyzed under three aspects:

1. Typical day division into compound parts.
2. Performance element weighed significance within a day.
3. Professional mobility (business trip) analysis.

The findings of the research disclosed that a typical manager splits the day as follows: working time – 9,1 h; time to work and back – 0,9 h; time with the family – 3,5 h; sports, leisure time – 1,8 h; remaining time (with sleep) – 7,9 h; other – 0,8 h.

The findings enable to state that top and senior managers split their time under objectively accepted criteria: working time is very close to the rated one (in Lithuania – 8 h.), sufficient time is allocated to family, sports, leisure and sleep.

Statistical data on manager's split of activities during the day is disclosed in Table 5.

Table 5. Duration of activity elements within a working day

Elements of activities	Time split %			
	Up to 30 min.	30-60 min.	1-3 h.	3-6 h.
Project management	12	31	45	12
Administration	12	28	54	6
Telephone talks, e-mail	19	51	30	0
Meeting peers	5	45	48	2
Meeting management people	28	49	23	0
Meeting customers	42	30	23	5
Official skill improvement	46	30	20	4
Informal learning	49	33	17	1
Planning, strategic thinking	16	32	46	6

Data shows that most part of the working day managers assign to project management, planning and strategic thinking, meeting peers and team members. Also,

some time is allotted to operational management – administration, telephone talks, meeting management people. Considerably less time is devoted to skill improvement and meeting customers and partners.

The data on professional mobility (business trips) analysis is presented in Table 6.

Table 6. Managers' business trips

Place of business trip	Managers' business trips of different duration, %				
	None	1-2 days	3-6 days	1-2 weeks	More than 2 weeks
Lithuanian towns	12	67	14	5	2
EU countries	41	10	35	12	2
Other countries	54	6	19	18	3

It is obvious that managers' professional mobility is quite high. 88 % of managers go on local business trips of longer or shorter duration. 59 % of managers go on business trips to the European Union countries and 46 % – to other countries. Quite a few managers (about 17 %) go to the EU countries for a longer period of time (1-2 or more weeks).

Experts agree that the Lithuanian top and senior managers manage their time quite rationally. After analyzing the division of time for different activity elements, the experts stated that too much of managers' time was allocated for operational administration and too little time for professional skills improvement. On the other hand, the experts emphasized that the same type of time management was in other countries too. The main reasons are twofold: (1) inadequate split of operational administration functions among managers of different hierarchical levels; and (2) managers' critical approach to their skill improvement.

## Conclusions

Manager's work quality and management efficiency are important factors for organization productivity. The quality and efficiency depend on manager's competence, professionalism and experience. On the other hand, it also depends on manager's focus on values, approach to work organization, career and relationship with subordinates. Therefore, the research on manager's approach to value orientation, competence, career and time management is relevant and significant.

The research findings disclose that the Lithuanian managers consider professional success, fairness and comfortable as well exciting life to be the most important life values, while the least important are environmentalism, corporate social responsibility and peace. As the most important values of management role, the respondents indicated professional

capability, responsibility, cooperation and creativity. The least important values of management role turned to be corporate social responsibility, courage and helpfulness. This value orientation is based on the fact that the majority of managers have not created their family well-being yet that will correspond with the managers' well-being in western countries, while professional success enables to reach this stage of life.

According to managers, the most important professional competences are professional knowledge and experience, ability to make decisions and application of peers' traits. Less important competences are self-control and establishment of relations. The important personal traits are considered responsibility, creativity, integrity and honesty. Responsibility is identified as the most significant trait. Moreover, managers consider professional competences to be more important than personal traits because, during the period of economic transformations and intensive development, performance success depends more on organizational, technological and financial factors and less on socio-psychological factors. As organizational and financial factors affect managers' professional competences and socio-psychological

factors impact personal traits, the emphasis is put on professional competences.

As managers indicate, professional career is positively impacted by personal and professional capabilities, acquisition of experience and academic study. Most managers think that geographic mobility, chance, and family relationship have had no impact on them. The ranking of factors that affect career is logical because the Lithuanian managers' evaluation almost coincides with the managers' evaluation of some other countries.

Managers evaluate time management, as an important characteristic of management efficiency, rather rationally. The day time is split under common criteria: working time is close to regulated rate (in Lithuanian – 8 hours); enough time is allocated to family, sport, leisure and sleep. The most part of the working day managers spend on project management, planning and strategic thinking, meeting peers and team members. Also, quite a lot of time is assigned for operational management – administration, telephone talks and meeting with management people. Considerably less time is devoted to professional skill improvement. And, this is likely the only negative aspect of time management.

## References

1. Blake, R., Mouton, S. (1966). Managerial facades. *Advanced Management Journal*, July.
2. Boyatzis R.E. (1982). The competent manager: a model for effective performance, Chichester, John Wiley & Sons.
3. Boyatzis, R.E., Goleman, D., and Rhee, K. (2000). Clustering competence in emotional intelligence: insights from the emotional competence inventory (ECI), *Handbook of Emotional Intelligence*, San Francisco: Jossey-Bass.
4. Caldwell, R. (2003). Change leaders and change managers: different or complementary?, *Leadership and Organization Development Journal*, 24/25.
5. Dessler G. (1999) Essentials of human resource management, Prentice Hall.
6. Finegan, J.E. (2000). The impact of person and organizational values on organizational commitment, *Journal of Occupational and Organizational Psychology*, Vol. 73, Issue 2.
7. Goleman, D. (2001). Emocinis intelektas, Presvika.
8. Goleman, D., Boyatzis, R., McKee, A. (2001). Primal leadership: realizing the power of emotional intelligence.
9. Hersey P., Blanchard K. (1982). Management of organizational behavior. – New Jersey.
10. Hofstede, G. (1990). The cultural relativity of organizational practices and theories, In DC Wilson and RH Rosenfeld (eds): *Managing Organizations, Text, Readings and Cases*. McGraw – Hill: London.
11. Hofstede, G., Neuijen, B., Ohayiv, D.D., Sanders, G. (1990). Measuring organizational cultures: a qualitative and quantitative study across twenty cases, Cornell University.
12. Kouzes, J.M., Posner, B.Z. (2003). Iššūkis vadybai, "Smaltijos" leidykla, Kaunas.
13. Kouzes, James. M., Posner, Barry Z. (2003). Credibility: how leaders gain and lose it, why people demand it, San Francisco: Jossey-Bass.
14. Luthans, F. (1988). Successful vs. effective real managers, *Academy of Management Executive*, 2 (2), pp. 127-132.
15. McClelland D.C. (1973). Testing for competence rather than for intelligence, *American Psychologist*, 28, pp. 1-14.
16. McLagan P.A. (1980, December). Competency models, *Training and Development Journal*, pp. 22-26.
17. Megginson, L.C., Mosley, D.C. and Pietri, P.H.Jr. (1992). Management: concepts and applications, New York: Harper Collins Publishers.
18. Moorhead G., Griffin, R. (1992). Organizational behaviour, Managing People and Organizations, Houghton Mifflin Company.
19. Pataki E. G. (2002). Competencies, Report of the competencies workgroup, September, New York.
20. Pedler M., Burgoyne J.G. & Boydell T. (2003). A managers guide to leadership, McGraw-Hill. Maidenhead.
21. Petres, T., Waterman, R.H. (1982). In search of excellence: lessons from America's best-run companies, Harper & Row: London.
22. Porter, M., E. Steers, R.M., Mowday R., Boulian, P. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians, *Journal of applied Psychology*.

23. Reddin, W.J. (1967). The 3-D management style theory: a typology based on task and relationships orientations, *Training and Development Journal*, 21, pp. 8-17.
24. Robbins, S.P. (2003). Organizational behaviour, Upper Saddle River, New Jersey: Prentice Hall, p. 258.
25. Robbins, S.P. (1993). Organizational behavior, concepts, controversies and applications, Upper Saddle River, NJ: Prentice Hall.
26. Rokeach, M. (1973). The nature of human values, New York: Free Press.
27. Rothwell W. (1994). Effective succession planning: ensuring leadership continuity and building talent from within, New York, AMACOM.
28. Rothwell W.J., Lindholm J.E. (1999). Competency identification, modeling and assessment in the USA, *International Journal of Training and Development*, p. 90.
29. Sakalas A. (1998). Personalo vadyba, Margi raštai.
30. Seilius A. (2001). Vadovavimas sprendimų priėmimo procesui, KU.
31. Siehl R. (1992). Managing human resources, West Publishing.
32. Smith, P. (2002). A performance-based approach to knowledge management, *Journal of Knowledge Management Practice*, March.
33. Spencer L.M., Spencer S.M. (1993). Competence at work, John Wiley & Sons, Inc.
34. Tannenbaum S., Ykul G. (1992). Training and development in work organizations, *Annual Review of Psychology*, 43, pp. 399-441.
35. Thompson J. (1998). Human resource management, Prentice Hall.
36. Thorpe, R. (2001). Alternative theory of management education.
37. Torrington D., Hall L. (1998). Human resource management, Prentice Hall.
38. Walsh T.S., Linton D.J. (2001). The competence pyramid: a framework for identifying and analysing firm and industry competence, *Technology Analysis & Strategic Management*, Vol. 13, No. 2, pp. 165-177.
39. Warrick, D. (2002). What makes a good leader? *The Denver Business Journal*, November.
40. Widdett S., Hollyforde S. (2003). The competencies handbook, Chartered Institute of Personnel and Development.