Original article

The influence of leadership qualities on the functioning of groups responsible for state security

Marian Kopczewski [1]*, *Marcin Liberacki* [2]

[1] Faculty of Security Studies, Military University of Land Forces, Poland
marian.kopczewski@awl.edu.pl.pl

[2] Department of Science and Military Education of the Ministry of National Defense in Warsaw, Poland

mmliberacki@wp.pl

INFORMATIONS

ABSTRACT

In social reality no structures, groups or organizations exist in which there are no leaders. Virtually every formation has its own leader, which binds human resources, and whose behavior affects the implementation of tasks. The fact of having strong leadership supported by competencies and relevant characteristics of an individual is crucial for the functioning of groups responsible for security.

A competent leader should be able to express and evoke enthusiasm for common visions and goals, to take a leadership role regardless of occupational status, to direct subordinates' work, but at the same time, without exonerating them from the obligation to achieve results, to strive to set a positive example in any given situation. A leader should be able to convince subordinates with his or her decision and reconcile the management style with the appropriate approach.

Being aware of own positive and negative characteristics, he or she disciplines himself/herself and takes a lead. Due to the ability to communicate with subordinates and the environment, a leader makes people who come into contact with him/her understand the intentions of his/her messages and actions and feel confident that they understand the information.

* Corresponding author

KEYWORDS

1. Introduction

The changes occurring in the security environment require undertaking a series of measures aimed at adapting existing organizations to the emerging challenges and threats. One of the issues that play a significant role in the activity of many entities, including those responsible for ensuring the security of the state and its citizens, is to invest in well-prepared executives. This situation also occurs in uniformed services

groups, which over the last dozen or so years have undergone major changes. They refer not only to their character, morale, or approach to fulfilling tasks, but also to the development of a completely different perception of the role of an individual in achieving goals of an organization. In addition to hard skills, identified with a given occupation and position, the so-called soft competences come clearly into play. Their perceived growth is constantly creating new world trends. Today, no one needs to be convinced that it is necessary to possess and shape the qualities, which enable competent tasks performance so as to exercise leadership or managerial functions properly. They stem not only from the occupied position (formal approach), but also from possessing certain qualities by individuals occupying positions in the organizational hierarchy.

Thus, in organizations that deal with security (and not only), there are two main categories that concern exercising managerial functions. The first one refers to the occupied position and is lost along with disqualification from function. It is related to specific powers and possibilities of having subordinate human resources at disposal. It is essential for the proper performance of the professional role and is due to the position that individuals occupy in the hierarchy of the organization[1]. But in modern, well managed organizations it is not sufficient. In addition to the formal (authority) approach, the non-formal, personal aspect is also important. It is the opposite of formal (official) authority and it is recognized for its individual characteristics and values[2].

The development of science and technology has resulted in a variety of changes that affect many spheres of social life. Security organizations have also gone through this process, including current challenges faced and unprecedented levels of threats. As noted by the classicist Thorstein Veblen, *(…) institutions are changing and developing. Institutions must evolve with the changing circumstances, since they naturally react to the stimuli provided by a changing situation. Social institutions are in fact dominant modes of thinking that take account of given social conditions as well as individual functions of an individual and the community*[3]. Changes occurring in the social space have forced the state security system to reflect on the development in superiors of different groups, structures and organizations the qualities adequate for leaders and their ability to model subordinates' morale.

2. The concept of leadership

One deals with leadership in every institution and organization of a political, social and military nature. It is an important element of the efficient and effective management of human teams at the organizational and state level.

When analyzing theories and research results on leadership, it ts often stated that there are as many of them as the people who have attempted their formulation. However,

---

[1] *See: M. Liberacki,* Pelnienie zawodowych rol oficerskich przez absolwentow uczelni cywilnych. Studium socjologiczne*, Adam Marszalek Publishing House, Torun 2015, pp. 11-12.*

[2] Ibidem, *p. 12.*

[3] *T. Veblen*, Teoria klasy prozniaczej*, Warszawskie Wydawnictwo Literackie MUZA SA, Warsaw 2008, pp. 160–161.*

none of them is universal enough to be a generic term, suitable for all situations. From this point of view, leadership means the process of influencing group members by motivating them to implement measures in favor of the purposes of the group and coordinating these activities[4]. Sociology and political science treat it as one of the aspects of power[5]. *Leading* and *leadership* come from the old English word *lithan*, which means *go*. According to Merriam Webster dictionary, *leadership* means *guiding along the way while being ahead*[6]. In other words, *leadership* means *going first* and affect others through words or deeds. According to Leszek Kanarski, *leadership is a category that has turned from the synonym of management and command into a distinguishing feature of these actions, indicating their effectiveness and social efficiency. It is one of the most important skills, predispositions or qualities perceived and desirable in modern management and command*[7].

Some experts in this subject interpret the concept of leadership very broadly. This includes almost all supervisory and administrative activities. Gary A. Yukl, defining his views on management, uses the term leadership - in the sense of formal management applied in the organization[8]. Nonetheless, a great many researchers on this issue narrow the leadership to group processes that rely on the leader's influence on the people around him/her, co-workers or subordinates. According to this view, leadership is the kind of sovereignty (authority), which, based on the leader's personal qualities, leads to the voluntary recognition of his/her authority. There is also the common understanding of leadership that once was understood as dominance in an informal group, managing or commanding with a position held in a formal structure.

James A. F. Stoner defines *executive leadership as the process of managing and influencing the activities of members of a group that are related to its tasks*[9]. The above-mentioned definition of leadership allows for the following conclusions:

- it is closely related to other people - subordinates or followers;

- it should be identified with the unequal distribution of power between a leader and group members. The group members are not entirely deprived of it and can shape the group's activities in different manners. But usually a leader holds most of the power;

- it is the ability to use various forms of power to exert influence on the conduct of the followers in a variety of ways;

4   W. Wosinska, Psychologia zycia spolecznego, Gdanskie Wydawnictwo Psychologiczne, Gdansk 2004, p. 283.

5   [online]. [available: 15.06.2017]. Available on the Internet: http://www.bankier.pl/wiado-mosc/Przelozony-czy-przywodca-1659872.html.

6   [online]. [available: 15.06.2016]. Available on the Internet: https://www.merriam-webster.com/dictionary/leader.

7   L. Kanarski, R. Peksa, A.Cz. Zak, *Przywodztwo wojskowe, tradycje-teoria-praktyka*, DSW MON, Warsaw 1998, p.46.

8   G. Yukl, *Leaderships in organizations,* Pearson Education, New Jersey 2010, p. 20 and next.

9   James A. F. Stoner, R. Edward Freeman, Daniel R. Gilbert, Jr. *Kierowanie*, PWE, Warsaw 2001, p. 453.

    − it is the combination of the above, being in strong relation to the values[10].

In his book '*A manager in the 21st century' (Kierownik w XXI wieku)*, the author defines a leader as a member of a group that, among other things, through his/her own initiative, greater knowledge or courage can impress others, who can integrate the group's activity[11]. In turn, Janusz Sztumski states that this term *means a person who has such ability to influence people that they are inclined to follow him/her even without coercion, responding with their behavior to his/her call and the arguments contained therein, or due to the special love of this person, they sometimes pass into the state of adoration, which is expressed in a specific worship for him/her*[12].

The reasons for which people fulfill themselves as leaders may be related to various factors. These include knowledge, skills and qualifications. Personal authority (informal) and formal authority (official) are involved with the exercise of this professional role (of a leader)[13]. Potentially, every member of the team can assume a leadership. Each structure has its own formal (elected) and informal leaders. It is an informal guide that emerges with his/her skills when they are most needed. If a group is to perform a specific task for which certain skills are required, there will always be someone who has developed them to the extent that is enough to achieve the intended objective. Then other members of the group who do not have such abilities are subjected to the influence of the leader who has these skills.

To encourage people and convince them of his/her vision, a leader must know his followers and speak their language. People must have a strong feeling that leaders understand their needs, while taking care of their wellbeing. Only by knowing their aspirations, visions, values, a leader can get their full support. In addition, a leader should be able to motivate subordinates through personal example, effective direct communication and trust-based approach.

3. Leadership styles

Occupational psychologists have noted many ways of managing people, known as management styles. One of the best-known leadership styles was proposed by Kurt Lewin who distinguished autocratic, democratic and laissez-faire styles[14].

An autocratic leader makes his/her own decisions without taking care of the employees' opinions. He/She maintains strict control over the task execution and allocates them arbitrarily. This leads initially to a high level of performance that exists only when the

---

[10] Ibidem.

[11] K. Pajak, A. Zduniak, *Kierownik w XXI wieku,* Dom Wydawniczy ELIPSA, Warsaw - Poznan 2003, p. 17.

[12] J. Sztumski, *Psychospoleczne aspekty prowadzenia i podazania,* [in:] „Zeszyt Naukowy Katedry Socjologii i Psychologii", No. 21*, ed. by J. Sztumski, Gornoslaska Wyzsza Szkola Handlowa im. Wojciecha Korfantego, Katowice 2003, p. 11.*

[13] M. Liberacki, *Pelnienie zawodowych rol oficerskich..,* pp. 11-12.

[14] K. Lewin, R. Lippitt, R. K. White, *Patterns of aggressive behaviour in experimentally created "social climates",* [in:] M. Gold (Ed.), The complete social scientist: a Kurt Lewin reader, Washington, DC: American Psychological Association 1999/1939, pp. 227-250.

leader is present or otherwise exerts strict control. This is accompanied by suppressed hostility towards the leader and tensions between the members of the group[15].

A democratic leader discusses both the general objectives and the content of particular tasks, leaving the members an opportunity for taking the initiative, particularly as regards the way the tasks are to be carried out. He/She assigns them according to the mutually agreed preferences of individuals and their talents. This group develops a creative approach to tasks and continues to work in the absence of a leader. Interpersonal hostility does not exist or is minimized[16].

A leader laissez - faire also called the laissez-faire model (the formulation comes from the French and means *let do*, it is also called *permissive*) does not explain objectives to the group and rarely intervenes in the course of tasks implementation, sometimes serving as a source of technical information. This is, in essence, a style without a leader, despite his physical presence. It often leads to chaos and conflicts, without focusing on the task being fulfilled[17].

The authors of the book *Management* (*Kierowanie*) presented another classification of styles. James R. F. Stoner, R. Edward Freeman and Daniel R. Gilbert, Jr. point out that there are two main types of management styles, i.e. *task-oriented style and people-oriented style*[18]. In the first case, a leader draws more attention to the task performance than the employees' personal satisfaction. He/She exercises close supervision of the subordinate team so that they achieve the goals set. In the second case, a leader does not control his/her subordinates strictly, and his/her attention is focused on motivating them to work. He/She has every confidence in the subordinates and often allows them to co-decide when shaping a final decision[19].

The approach to leadership styles that are dependent on employee attitudes or performance has developed a concept of the so-called *management grid* (Figure 1).

In the diagram the authors present a range of management behaviors based on the various possible combinations of task-oriented style and people-oriented style. The following elements can be distinguished within it:

- management according to the style 1.1, which means lean management, with little care for people and tasks. This style is sometimes called *laissez-faire* because a leader does not fulfill his/her role;

- club management 1.9, which is characterized by great concern for employees and low interest in production;

- authoritarian management 9.1 (autocratic or task-based), characterized by great concern for production and efficiency, but low for employees;

---

[15] Ibidem.

[16] Ibidem.

[17] Ibidem.

[18] James A. F. Stoner, R. Edward Freeman, Daniel R. Gilbert Jr., p. 457.

[19] Ibidem.

- balanced management 5.5, characterized by taking average care of both employees and production;

- team or democratic management 9.9, which stands out against the background of the above presented ones. Its primary characteristic is great concern both for the production as well as employees' morale and satisfaction. The occurrence of this category is contrary to the frequent assumption that leaders must have either one or the other orientation[20].
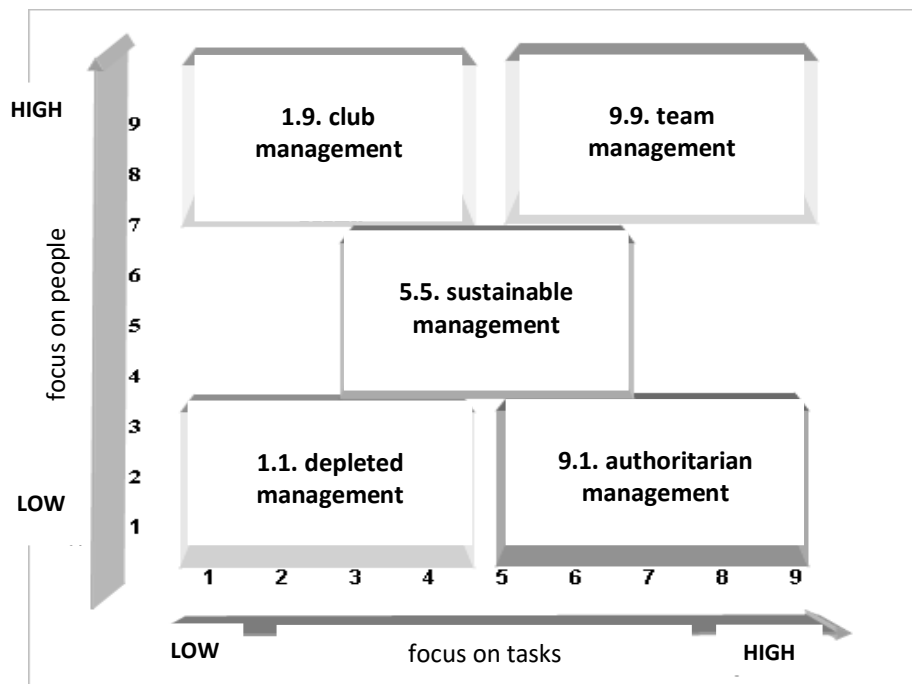

Fig. 1. The Robert Blake Managerial Grid

Source: J. A. F. Stoner, R. E. Freeman, D. R. Gilbert, Jr. Kierowanie,
Warsaw, 2001, p. 462

The authors of the managerial grid believe that *team or democratic management* is the most effective management style. When choosing the leadership style the account should be taken of certain characteristics of a situation such as the style preferred in an organization, a particular working group, the essence of its tasks, the time pressure and environmental factors, which may influence the attitudes of the organization's members to the leader.

4. Selected concepts of leadership

The first attempt to understand the essence of leadership was to strive to select the qualities of leaders and then their respective features. Attempts were made to establish

---

[20] Ibidem, pp. 461- 462.

significant qualities that would distinguish a leader from a group member. During the search for measurable leadership qualities, the following categories were compared:

- the characteristics of those who have become leaders with those who are not;

- the characteristics of effective leaders with those who are ineffective[21].

Studies on characteristics that distinguish leaders from those who failed to become leaders have not led to the discovery of any common traits that enable clear distinction between them. Leaders as a whole were more likely to be slightly taller, more brilliant and confident. However, it cannot be explicitly stated that each of the leaders had such distinctive features. Napoleon who was a man of average growth is an excellent example. Current research shows that people who become leaders do not have any universal characteristics that distinguish them from those who are not leaders.

Attempts to compare effective and ineffective leaders also have not resulted in the identification of qualities of effective leadership. Most studies in this field prove that effective leadership does not depend on a specific set of traits, but on the extent to which the characteristics of a leader correspond to a given situation or community.

Another concept of leadership was presented by Fred Edward Fiedler, who assumed that managers find it more difficult to change the management style, which worked well for them. Most managers do not have enough flexibility and the attempts to adjust their style to a difficult-to-predict situation are ineffective or useless. Since styles are not flexible and no style is universal in all situations, the group's high effectiveness can be achieved by the adjustment of the manager to the situation, or vice versa. According to Fred Edward Fiedler, the performance of leaders depends on two factors: the level of control and influence, and the primary motivation of leaders (i.e. whether he/she wants to accomplish tasks or rather establish good relationships with subordinates). In his opinion, there are no ideal leaders, only leaders acting in different conditions[22].

The concept of transformation is another leadership-related point of view. The model of leadership identified with it - often called charismatic - is based on the assumption that it is a continuous exchange between a leader and other participants in the organization. It places a great emphasis not on the consent or submission of the followers, but on their commitment to tasks. Under this concept, a transformational leader is a charismatic visionary who sets ambitious goals and is able to inspire others to realize them. The charismatic leader's subordinates get more support from him/her thereby they work longer, recognize the importance of their work and become more confident. With regard to an organization, the concept of transformational leadership assumes such the influence of a leader on subordinates, so that they want to cross the barriers of their own interests and act for its benefit, as well as in favor of other employees of a given

---

[21] Ibidem, *p. 455.*

[22] F. E. Fiedler, *The Contingency Model and the Dynamics of the Leadership Process,* [in:] L. Berkowitz (Ed.), *Advances in Experimental Social Psychology,* Vol. 11, Academic Press, New York, San Francisco, London 1978, pp. 59-112; For more see: S. Tokarski, *Kierownik w organizacji*, Difin, Warsaw 2006, p. 252; W. Kiezun*, Sprawne zarzadzanie organizacja,* Szkola Glowna Handlowa, Warsaw 1997, pp. 167-169.

structure. At the same time, it is such an influence on the attitude of subordinates that they give up their interests and focus on self-improvement and self-development[23].

5. The essence and content of the term morale

The importance of the level of morale has been known for thousands of years, and it primarily concerned the functioning of soldiers above all during combat operations. Chinese martial artists, among others Sun Tzu and Sun Pin, were initiators of this issue. Even contemporary great commanders attached great importance to it. Dwight D. Eisenhower wrote that morale is the most important element of victory in war[24]. History provides plenty of examples of lost battles, skirmishes or wars, which was due to improper morale of soldiers who could not exploit their advantage on the battlefield.

In view of the above, it seems necessary to provide the reader with the understanding of the term *morale*. Its essence is the spiritual and emotional individual or group condition associated with a function or task, fulfilling the condition of an incentive factor in pursuit of a common goal - as an expression of the state defense policy[25]. In turn, in their considerations on martial arts, Sun Tzu and Sun Pin emphasized the importance of the morale of soldiers and referred to it as *chi*. It was the inalienable foundation of courage and vitality, which was driven by will. Sun Tzu claimed that when soldiers are trained, rested, well fed, dressed and equipped, when they are spiritually uplifted, then they fight fiercely. Otherwise they will certainly be defeated. Sun Pin paid much attention to strengthening *chi*, pointing out to the commanders the reasons for its intensification. This *chi* must be strengthened, otherwise the soldiers become lazy, it is difficult to command them and they cannot concentrate on pursuing the set objective[26]. Miroslaw Jan Dyrda presented an interesting proposal in the context of defining *morale*. According to him, it is expressed in the relations between the inner condition of each soldier and the external goal - the task. The internal state should be understood as the attitude of the soldier to himself, to other soldiers, to the sub-unit, unit, or to the society. The objectives and tasks are derived from the functions of the army. Thus, the essence of morale lies in identifying with one's own state, in the goals of war, the culture of the military environment, the characteristics of the soldiers' personalities and material conditions, and is expressed in the readiness to: defend the independence and sovereignty of the country, perform tasks and orders of commanders[27]. Therefore, in the author's opinion, the notion of *morale* should be understood in terms of the system of internalized ethical values, ways of assessing the closer and further social environment, personality traits

---

[23] L. Kanarski, R. Peksa, A.Cz. Zak, *Przywodztwo wojskowe, tradycje-teoria-praktyka,* DSW MON, Warsaw 1998, p.63.

[24] D. D. Eisenhower, *Krucjata w Europie,* Biblioteka Wiedzy Wojskowej, Warsaw 1959, pp. 289–290.

[25] M. Kalinski (2000), *Rola przywodcy wojskowego w ksztaltowaniu morale podwladnych,* [in:] „Zeszyty Naukowe Akademii Obrony Narodowej", No 4 (41), p. 163.

[26] Sun Tzu, Sun Pin, *Sztuka wojny*, Onepress, Gliwice 2004, p.41, 209.

[27] M. J. Dyrda, *Morale – ukryta sila armii (teoria – historia – praktyka),* Egros, Warsaw 1998, pp. 39–42.

and skills acquired in the upbringing, education and training process to ensure the implementation of regulatory functions of behavior[28]. Individual and group factors are determinants of morale. The individual dimension is related to the soldier's personal goals, the perception of the role he/she has to play, self-reliance, self-esteem and aspirations, hence individual needs. In the case of group factors, it is about identifying with the group. Group relations are formed during direct interpersonal contacts. Positive ones are the source of integrity, the basis of mutual support and the creation of the spirit of colleagues[29].

By analyzing the above definitions referring to the term *morale*, it should be noted that leaders and commanders at all levels of management should be aware of its tremendous importance in the managed structure. Every good leader tries to instill subordination, trust and respect. It builds the team *spirit*, i.e. the willingness to undertake tasks. A team of high morale has a common goal to achieve and acts as an integrated whole. Subordinates are characterized by courage, initiative and dynamism in action. They feel responsible for common goals, they are disciplined, and the task execution is the most important for them.

6. Personality features of a leader

The issue of personality is important but often underestimated, especially in the context of the proper selection of an individual to perform his or her occupational role and function or the position held. This is particularly crucial in organizations and structures that, by virtue of their specifics, are engaged in ensuring the security of the state. These are such important issues that the representatives are provided with relevant legal mechanisms and instruments, including direct coercive measures, that allow for proper fulfillment of professional roles.

The leader's personality traits that effectively influence subordinates are defined in a variety of ways. Therefore, there are some opinions indicating that it is a skill of decisive action, courage, persistence and determination. Other views tend to evidence that it is intelligence associated with innate predispositions of taking a lead and organizational skills.

In addition to the search for common mechanisms underlying personality, the basis of its functioning takes an important place in the studies on personality. It often becomes a kind of gauge, based on which it is attempted to determine the differences between individuals and groups. There is a wide range of definitions of this term available in literature. In this elaboration, the authors present a number of definitions, which, according to their completely subjective approach, precisely define the term *personality*. According to Joy Paul Guilford, it is a unique set of features of an individual. A feature is the main element of the personality structure. Joy Paul Guilford describes personality as a distinctive, relatively persistent manner of behavior that differentiates an individual

---

[28]   M. Koska, M. Liberacki, *Morale podwladnych*, [in:] „Kwartalnik Bellona", No. 1/2007 (649), p. 155.

[29]   M. J. Dyrda, p. 62.

from others[30]. In turn, Raymond Bernard Cattell believes that *personality* is a complex and varied structure of features with motivation that is heavily dependent on the subset of the so-called dynamic features. A feature is the most important concept, something that is derived from the observed behavior in order to clarify the regularity or coherence of this behavior. In this scientist's view the distinction between surface and source characteristics is essential. Surface ones representing a bundle of explicit, i.e. external, variables appear to coincide. According to Raymond Bernard Cattell, if a certain number of behavioral phenomena occur together, it can be considered a variable. Source features are represented by basic variables that affect multiple surface manifestations. Source features are identified only by means of factor analysis and are more important than surface characteristics. Surface features are the product of the interaction of source features and in general they can be expected to be less constant than the factors. For Raymond Bernard Cattell, source features are the most useful for explaining behavior[31].

In uniformed organizations, with a specific hierarchy, the basis of the authority of a commander, manager or chief is the taken service position and the rank held that is shown on the elements of the group member's uniform. Nevertheless, each superior through personal example and the way of conduct gains respect and loyalty of subordinates. They trust the supervisor, who often becomes an unquestioned authority. A leader, manager or other superiors builds their authority through competence, reliability, honesty, diligence, ability to lead a team, the way of being or the accuracy of decisions taken.

The authors take a closer look at some of the key characteristics of a supervisor. The first analyzed category is competence, which is one of the factors identified with a profession, including a soldier, a firefighter or an officer. Despite its universality, this term did not come up with a definitive definition. This term is derived from the Latin word *competentia* and means (...) *the scope of powers* (...) *to deal with specific matters and make decisions concerning them*[32]. According to the Universal Dictionary of Polish, the competences are as follows:

- the scope of someone's knowledge, skills;

- the scope of powers, authorizations, the scope of activity of an institution, the scope of matters subject to a specific authority[33].

According to Maria Dudzikova, competence is defined as the ability to do something, which is dependent on the knowledge of skills and abilities falling within its scope and

---

[30] Cf. S. Siek, *Wybrane metody badania osobowosci,* Warsaw 1993, p. 18.

[31] R. B. Cattell, *Personality: A systematic theoretical and factual study,* McGraw-Hill Book Company, New York 1950, p. 2-3; See.: C. S. Hall, G. Lindzey, *Teorie osobowosci,* Warsaw 1990, pp. 486-488; Z. Chlewinski, *Wprowadzenie do teorii osobowosci* H. J. Eysencka, [in:] „Roczniki Filozoficzne" T. 11 (4), 1963, pp. 50-51.

[32] M. Banko (ed.), *Wielki slownik wyrazow obcych,* PWN, Wydawnictwo Naukowe PWN, Warsaw 2005, p. 655.

[33] S. Orbisz (ed.), *Uniwersalny slownik jezyka polskiego PWN*, Wydawnictwo PWN, Warsaw 2006, p. 186.

the conviction of the possibility to use that ability[34]. Competence is a kind of disposition necessary for a person to perform, in this case, professional and service tasks. Nevertheless, it refers to the own qualities that, to a greater or lesser degree, the security structures managers have.

Diligence is another discussed feature. It means performing his/her duties by a leader as seriously as he/she requires that from subordinates. A good manager, a chief or a commander shares his/her difficulties with subordinates, not requesting them more than he/she would take on himself/herself. If a leader has any special privileges, they result only from the fact that he/she has a greater responsibility[35].

General appearance and decisiveness belong to the next category that is important from the point of view of professionalism and winning the authority by superiors. The superior's way of being should, in a certain sense in the positive aspect, be respectful, and his/her behavior, way of conduct and appearance are essential as well. A good leader must create the impression of a strong and energetic personality, whose confidence in action and decision-making is unquestionable. The tone of the voice without any signs of hesitation, uncertainty and lack of control is important. Even in the most difficult situations, a leader must keep a cool head, not letting anybody know that he/she may have different feelings, even a sense of fear. Lack of control over own behavior is a guarantee of loss of authority and increased anxiety among subordinates, which may have an impact on tasks performance. In addition it should be remembered that such difficulties are most likely to occur in situations with high levels of danger and significant limitations.

The ability to make decisions and bear their consequences is a very important issue, particularly with regard to occupations and uniformed groups identified with national security. Key decisions are made and communicated to subordinates in the form of an order, which on the one hand indicates subordinate actions to be taken, and on the other hand constitutes a circumstance related to the responsibility of the commander for its release. Often, especially in emergency situations, a commander or a chief is forced to make immediate decisions without often having a full spectrum of information. In light of the above, it seems indispensable to be aware that not every decision taken by a superior may be appropriate. This applies to the assumption that even the most relevant task analysis, when non-excluding unknown or failing to take into account key elements, may not be accurate. Nevertheless, the ability of explaining what subordinates are about to accomplish is of great importance in the context of assigning tasks. In order to ensure that actions fully comply with the supervisor's intentions, a clear message should be made as to the objective pursued[36].

---

[34] Zob. M. Dudzikowa, *Kompetencje autokreacyjne – czy i jak sa mozliwe do nabycia w toku studiow pedagogicznych?*, [in:] *Ewolucja tozsamosci pedagogiki*, (ed.), H. Kwiatkowska Polskie Towarzystwo Pedagogiczne, Warsaw 1994., p. 205.

[35] M. Koska, M. Liberacki, p. 158.

[36] See: M. Koska, M. Liberacki, p. 158.

Justice and honesty are the next attributes of a good leader, who does not favors anyone, fairly assigning tasks to subordinates. It is not permissible when the same persons are constantly performing the most difficult and dangerous tasks. A good leader has the right knowledge, which he can convey, and at the same time utilizes it to enforce tasks execution. After well-performed tasks, a leader must remember to give gratitude to his/her subordinates, expressing his/her appreciation and personal interest[37].

The next commander's feature is professionalism. He/She should be an expert and his/her relation to the profession should not be limited to holding a position. A good leader is always involved, knows his/her tasks as well as the subordinates' ones, advantages and disadvantages of the service, clearly defines goals, does not hesitate in communicating unpopular decisions and, importantly, knows himself/herself. Only the knowledge of own limitations and weaknesses causes that his/her decisions make it possible to accomplish the task.

The personal qualities of a leader and the level of his/her education are essential factors for serving in leadership roles and shaping the morale of subordinates. This multiplicity of personal components, which a good leader should have, is not a closed and final list.

Conclusions

In fact, there are no structures, groups or organizations in which there are no leaders, thus it is difficult to agree with the statement that a formation has no leader and constitutes only an internally separated set of individuals. Nevertheless, it is the most desirable situation when the leadership in a group is strong and visible, backed up by competences and relevant characteristics of an individual.

A competent leader should be able to express and evoke enthusiasm for common visions and goals, to take a leadership role regardless of occupational status, to direct subordinates' work, but at the same time, without exonerating them from the obligation to achieve results, to strive to set a positive example in any given situation. A leader should be able to convince subordinates with his or her decision and reconcile the management style with the appropriate approach. He/She must be able to take care of those subordinates who need it, while simultaneously maintaining decisiveness, objectivity and assertiveness.

Being aware of own weaknesses and strengths, opportunities and limitations, he/she controls own behavior, holds himself/herself under discipline and leads others. Owing to his/her ability to communicate with subordinates and the environment, people who come into contact with a leader understand intentions of messages and actions and are certain that they understand the information.

Acknowledgement

---

[37] Ibidem.

Conflict of interests

The author declared no conflict of interests.

Author contributions

All authors contributed to the interpretation of results and writing of the paper. All authors read and approved the final manuscript.

Ethical statement

The research complies with all national and international ethical requirements.

ORCID

Marian Kopczewski https://orcid.org/0000-0002-0402-0477

Marcin Liberacki - The author declared that he has no ORCID ID's

References

1. Banko M. (ed.), *Wielki slownik wyrazow obcych PWN*, Wydawnictwo Naukowe PWN, Warszawa 2005.

2. Cattell R. B*., Personality: A systematic theoretical and factual study*, McGraw-Hill Book Company, New York 1950.

3. Chlewinski Z. (1963), *Wprowadzenie do teorii osobowosci H. J. Eysencka*, [in:] "Roczniki Filozoficzne", No. 4, pp. 81-91.

4. Dudzikowa M., *Kompetencje autokreacyjne – czy i jak sa mozliwe do nabycia w toku studiow pedagogicznych?*, [in:] *Ewolucja tozsamosci pedagogiki*, H. Kwiatkowska (ed.), Polskie Towarzystwo Pedagogiczne, Warszawa 1994.

5. Dyrda M. J., *Morale - ukryta sila armii*, Wydawca Agencja Wydawnicza Egros, Warszawa 1998.

6. Eisenhower D. D., *Krucjata w Europie*, Biblioteka Wiedzy Wojskowe, Warszawa 1959.

7. Fiedler F. E., *The Contingency Model and the Dynamics of the Leadership Process,* In Berkowitz L. (Ed.), *Advances in Experimental Social Psychology*, Vol. 11, Academic Press, New York, San Francisco, London 1978.

8. Hall C. S., Lindzey G., *Teorie osobowosci*, PWN, Warszawa 1990.

9. Kalinski M. (2000), *Rola przywodcy wojskowego w ksztaltowaniu morale podwladnych*, [in:] "Zeszyty Naukowe Akademii Obrony Narodowej", No. 4 (41) pp.162 - 176.

10. Kanarski L., Peksa R.,. Zak A.Cz, *Przywodztwo wojskowe, tradycje-teoria-praktyka*, DSW MON, Warszawa 1998.

11. Kiezun W., *Sprawne zarzadzanie organizacja*, Szkola Glowna Handlowa, Warszawa 1997.

12. Kopalinski W., *Slownik wyrazow obcych i zwrotow obcojezycznych*, Wiedza Powszechna, Warszawa 1989.

13. Koska M., Liberacki M., *Morale podwladnych*, [in:] "Kwartalnik Bellona", No. 1/2007 (649), pp. 154-159.

14. Lewin K., Lippitt R., White R. K., *Patterns of aggressive behaviour in experimentally created "social climates"*, in Gold M. (Ed.), *The complete social scientist: a Kurt Lewin reader*, Washington, DC: American Psychological Association 1999/1939.

15. Liberacki M., *Pelnienie zawodowych rol oficerskich przez absolwentow uczelni cywilnych. Studium socjologiczne*, Wydawnictwo Adam Marszalek, Torun 2015.

16. [online]. [available: 14.10.2017]. Available on the Internet: http://www.bankier.pl/wiadomosc/Przelozony-czy-przywodca-1659872.html

17. [online]. [available: 15.10.2017]. Available on the Internet: https://www.merriam-webster.com/dictionary/leader

18. Orbisz S. (ed.), *Uniwersalny slownik jezyka polskiego PWN*, Wydawnictwo PWN, Warszawa 2006.

19. Pajak K, Zduniak A., *Kierownik w XXI wieku*, Wyd. Dom Wydawniczy ELIPSA, Warszawa - Poznan 2003.

20. Siek S., *Wybrane metody badania osobowosci*, Wydawnictwa Akademii Teologii Katolickiej, Warszawa 1993.

21. Stoner James A. F., Freeman R. Edward, Gilbert Daniel R., Jr. *Kierowanie*, PWE, Warszawa 2001 r.

22. Sun Tzu, Sun Pin, *Sztuka wojny*, Onepress, Gliwice 2004.

23. Sztumski J., *Psychospoleczne aspekty prowadzenia i podazania*, [in:] "Zeszyt Naukowy Katedry Socjologii i Psychologii" No. 21, (ed.) J. Sztumski, Gornoslaska Wyzsza Szkola Handlowa im. Wojciecha Korfantego, Katowice 2003.

24. Tokarski S., *Kierownik w organizacji*, Difin, Warszawa 2006.

25. *Vademecum dydaktyczno – wychowawcze No. 3*, Wojsko i wychowanie oddzial edukacji obywatelskiej Departamentu Spoleczno – Wychowawczego MON, Warszawa 1999.

26. Veblen T., *Teoria klasy prozniaczej*, Warszawskie Wydawnictwo Literackie MUZA SA, Warszawa 2008.

27. Wosinska W., *Psychologia zycia spolecznego*, Gdanskie Wydawnictwo Psychologiczne, Gdansk 2004.

28. Yukl G., *Leaderships in organizations*, Pearson Education, New Jersey 2010.

Biographical notes

Marian Kopczewski – Professor Phd., graduate of several military higher education institutions. In the military he held prestigious command and didactic posts, finishing his service as a colonel on the position of the Chair of the Department - professor at WSOWOPL in Koszalin. He is a scientist and didactic worker at the Military University of Land Forces in Wroclaw. At present, his scientific work focuses on the analysis and evaluation of the use of information systems in management and teaching as well as national and internal security systems, including European and Euro-Atlantic political and military integration processes. He is the author and co-author of over 500 different domestic and international publications, including a dozen monographic publications, thematically related to national and internal security.

Marcin Liberacki – Col, DSc., graduate of the Military Academy of Communication in Zegrze, the National Defense University and the University of Wroclaw where he received his doctoral degree. In addition, he developed his professional and didactic skills and techniques on training courses and postgraduate studies. During his military career, he held command and staff posts in command and communications units, the Territorial Defense Forces and the General Staff of the Polish Armed Forces. Currently he works as Deputy Director of the Department of Science and Military Education of the Ministry of National Defense. His areas of interest include the issues of functioning and transformation of higher education and uniformed public services in the aspects of the state security and defense. He is the author of several publications and monographs, among others, from the field of defense and security as well as management and sociology. Organizer of international and national conferences on security and defense aspects.

How to cite this paper