

## MANAGERIAL AND LEGAL PECULIARITIES OF LEADERSHIP DEVELOPMENT IN A STATUTORY INSTITUTION

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**Abstract.** *In an ever-evolving and more innovative world, it is important for institutions to take a leading position among other institutions in a constantly competitive market and in their search for adaptability in an innovative society. Research has shown that the development of leadership in an institution helps to implement changes more effectively, reduce stress at work, improve employee job satisfaction, employee willingness to improve, and reduce staff turnover. Leadership development in statutory institutions is one of the most important components of an effective institution. Their development requires continuous self-improvement, knowledge of the latest technologies, strategic and systemic thinking, innovative and critical approach and other elements. The general definition of leadership development is analysed in the scientific literature, but not enough attention is paid to the specific leadership development of statutory institutions, therefore, both theoretically and practically, this object of research is a rather rare phenomenon. Therefore, it is important to note that there is still no consensus among the authors, what are the factors that determine the effectiveness of a leader in an organization, what training tools are most appropriate for leadership development, what should be the theoretical model of leadership development and how it can be applied in a particular institution? Given that the needs listed above are not specifically defined, it is necessary to conduct a thorough and consistent theoretical analysis of leadership development in order to answer the essential question raised in the article - whether statutory institutions have a well-formed leadership development model, attention to the formation of goals and values, thinking, behaviour and attitude, what directions of leadership development exist at the theoretical and practical level in statutory institutions. In the context of sustainable development this research topic highlights the necessity to investigate managerial and legal peculiarities of leadership development in statutory institutions. Sustainable approach toward decision-making and social responsibility become crucial under the uncertainty of current management environment.*

**Keywords:** *competence, education, leaders, leadership development model, statutory institution.*

## Introduction

In today's world, for many people in the word leadership is like a path that leads to a self-realization in professional activities and personal life. At all times, a leader is one of the most important parts of both private and public sector institution. It would probably be difficult to find a head of the institution who does not care about the future of the institution, the objectives pursued, the place of the institution in a constantly competitive market and the ability to adapt in an innovative society. Often the question arises what exactly determines the success of one or another institution, why some of them achieve very high results, while others suffer great failures and take a long time to rebound. The research has shown (Askeland, Espedal, Jelstad Løvaas, Sirris 2020, pp. 139-158; Kjellström, Stålné, Törnblom 2020, pp. 434-460; McCauley, Palus 2020, pp. 374-387) that the development of leadership in an institution helps to implement changes more effectively, reduce stress at work, improve employees' job satisfaction, employees' willingness to improve, and reduce staff turnover (Erskine & Georgiou, 2017, pp. 28-40; Lovelace, Manz, & Alves 2007). Leadership is one of the most important components determining a successful operation and development of the institution; also it is often identified as the main driving force of transformation. Leadership is especially important in statutory institutions that ensure public security, sustainable development of the state, whose well-being of officials and job satisfaction clearly affect the sense of security of every resident of the state. So, what exactly is that leadership and who can become leaders in statutory institutions.

While examining various sources of literature, it was noticed that many scientists depict the leader as a thinker, a person of extraordinary behaviour, who quickly adapts to innovations (Ruškus & Žurauskaitė 2014). Johnson notes the importance of group management and communication in leadership activities, which is manifested in spirit, morally, economically – politically. The leader of the institution teaches, learns himself and always shows initiative in order to develop and evolve (Leliūgienė & Mačiulskaitė 2013). Over time, the development of society gained a very strong acceleration. Many people are not always able to adapt to innovation, changing environmental conditions and use them in their work. The heads of the institution are not an exception as well. As V. Šilingienė states, the managers of institutions are not always aware of the conditions that facilitate the work of employees, namely due to rapidly changing environmental conditions (Šilingienė 2011). This lack of knowledge is determined by several aspects, firstly the manager himself must be interested in his employees, the team around him, secondly the true manager - leader never stands still and is interested in all innovations that are relevant to his position and environment and thirdly the leader should not only improve himself, but to pass on the acquired knowledge to the team, and even better to motivate them to raise their qualifications for themselves.

Like the definition of leadership, there is no single definition of leadership as a competence. This is thought to be influenced by the fact that competence is viewed from two angles. First of all, leadership is attributed to the structure of managerial competencies, which includes not only the need to lead people, but also is attributed to various other management functions. It is here that the successful management of the institution and the competence of leadership are revealed. Second, it is associated with individual's career goals (Adomaitienė & Zubrickienė 2015). Savanevičienė et al. attribute leadership to strategic competencies of the individual, which are described as universal and independent of the field of activity (Savanevičienė, Stukaitė & Šilingienė

2008). It is noticeable in the literature that the authors distinguish four groups that are necessary for a successful long-term career - leadership, strategic thinking, purposefulness and cooperation (Šilingienė 2011). The emphasis is that finding the right leaders is not an easy job. For many institutions, this is one of the top priorities, since finding the right leader allows the institution's activities to develop without disruption. Many companies face considerable challenges in discovering true leaders in the new generation who are able to think globally, adapt quickly and innovate within the institution, think flexibly, inspire not only themselves but also others, and are motivated by their actions and speeches (Adamonienė & Ruibytė 2010; Martinkėnienė 2014).

At present, competence is often dealt with in terms of statutory institutions and the requirements for their employees. The competences they possess often determine quality of activities and the results of work. The positions of employees in statutory institutions are complex and multifaceted. Changing conditions affect the development of employees' competences. An employee who is able to adapt to constantly increasing requirements, changing tasks and constantly developing his competencies can achieve higher career opportunities (Šiugždinienė 2016; Petrauskiene 2020; Gudelytė 2015). Civil service is very important in every country because citizens of the state have rights that need to be protected and obligations that need to be monitored to comply with them. The more competent the law enforcement entity of the country is, the better the image of the state, and citizens are more likely to trust the state. The importance of the competence requirements for police officers in foreign countries is the same as in the analysed country. This is because each country strives for social wellbeing, harmony, and equality. An institution with a strong leader at the forefront can achieve more quickly and efficiently not only the goals set out, but also much more. A determined and self-confident leader has a strong team of followers who not only learn from their leader, but also teach each other, thus forming a strong and irresistible team.

The issues addressed in this paper are interdisciplinary and require a systematic approach, so this study focuses on the managerial and legal aspects of leadership to summarize the concepts of leadership development in a statutory institution. The research methods used imply an opportunity for the leaders of the institution to understand more clearly the goals set, to assess own capabilities and aspirations, to develop strategic activities that will improve his qualities, abilities, and competencies as a leader, thereby making him even stronger in the eyes of followers. Based on the results obtained, proposals were made for the development of the leaders of the statutory institution at the theoretical and practical level.

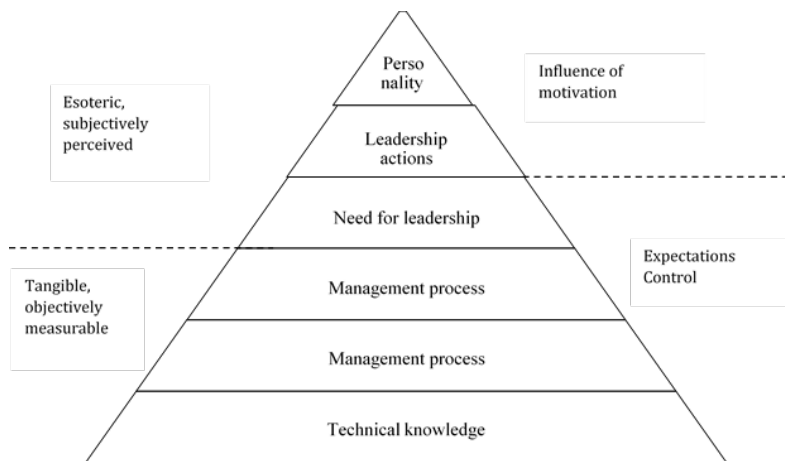
## **Research Context and Literature Review**

Leadership in recent days has become increasingly apparent in various life situations. Analysing the works of various academics (Northouse 2009; Hersey & Blanchard 1988; Ruškus & Žurauskaitė 2014) it was noted that there is no unified and specific definition of leadership. Each of them interprets this definition in his own way, analysing it through various prisms. To better understand the role of leadership in an institution, it is necessary to analyse and go deeper into the concepts of leadership. According to American professor R. M. Stogdill, there are almost as many definitions of leadership as there are people trying to define it (Stogdill 1984). This author shows a clear lack of unity in the concept of leadership, which means that each author defines

leadership in his own way, but not infrequently creating a specific definition – he considers the definitions already created by colleagues. It follows that although the authors define leadership in their own way, using their own interpretations, there are many similarities in all definitions. Another author R. Židžiūnas, supported by research of other scholars, states that it is impossible to provide an exact definition of leadership (Židžiūnas 2012; Blaskova et al. 2017; Pūraitė et al. 2020). According to this author, all definitions of leadership are patterned, advisory in nature since we cannot use the same definition in different situations. Each of them must be viewed through an individual prism and evaluated, since there are no two identical situations and individuals. Therefore, in the opinion of R. Židžiūnas, we can only refer to the definitions as guidance, but in each situation, we must analyse all the circumstances and the persons present as individuals. N.A. Zulkifly, I. A. Ismail and S. Asimiran (2023) analyze two leadership concepts: collegial and distributed leadership. P. N. Aung and P. Hallinger (2023) analyze important aspect of sustainability in leadership, indicating that sustainability leadership has the potential to create a positive effect on a balanced set of performance indicators, as well as contributing to institutional and societal resilience in the longer term.

*Concept of leaders in education.* Leadership, in the context of modern society, is important not only for the career of an employee or his institution, but in all spheres, communities and countries. Institutions need leaders who can unite, inspire, and encourage the collective. Leaders who could serve as examples to which one would like to align. Leadership is not an easy process, as it cannot be limited to the distribution of works and the acceptance of merits. Therefore, it must be acknowledged that leadership and taking a leadership position is a constant self-education. Education is a social phenomenon that forms a person as a personality, precisely when he interacts with the surrounding environment, humanity, and its cultural values in communication (Aramavičiūtė 2016; Ruibytė 2013).

The education of leaders is always necessary, as this has a significant impact on the quality of the institution and the management of the state as a whole. Emphasis is placed on the fact that institutions that pay sufficient attention to the training of staff, the education of leaders, the quality of the institution's governance is better. Although it is not safe to say that all institutions are satisfied with their management methodology, in those institutions where the head is influential, competent, the activities of the institution are much more operational, transparent and of a high quality. Training and education is an important prerequisite for effective public administration, it is important to note that results are delivered in the long term, this process does not produce valuable results quickly, it takes time (Masiulis & Sudnickas 2008).



**Figure 1. Pyramid of leadership education**  
(Source: Masiulis & Sudnickas (2008))

Each target audience needs to develop educational strategies and methodologies that meet their specific needs. The content of the education programme may vary depending on the target group, and competent, specially adapted institutions should play a key role in this process. Leaders must be educated with a clear understanding of the cause of education. Every leader must be tolerant, independently searching for possible solutions to problems.

The model of leadership education is perfectly revealed by the scientists Masiulis and Sudnickas, who, according to the researcher Starmer, present a pyramid of leadership education (1 figure). The pyramid vividly reveals that the higher the follower climbs to the top of the pyramid, the more he acquires the qualities characteristic of the leader. Each level of the pyramid is immensely important and interconnected, and therefore cannot be compensated by another

At the top of the pyramid of leadership education, the personality of the leader is distinguished, which allows followers to be loyal and willing to move towards common goals. The leader himself, as a personality, exerts a great influence on followers, so not only professional, but also individual – personality education is required. It is not enough to be just a good specialist in your field, it is necessary to develop communication skills, humility, understanding, the ability to sympathize. It is very important to be a person first, because it is this that fascinates followers, gives them a sense of trust and security (Masiulis & Sudnickas, 2008). At the same time, as A.J. Kezar (2023) indicates, the most important competences necessary for contemporary leader are thinking globally, appreciating cultural diversity, developing technological savvy, building strategic alliances, demonstrating integrity.

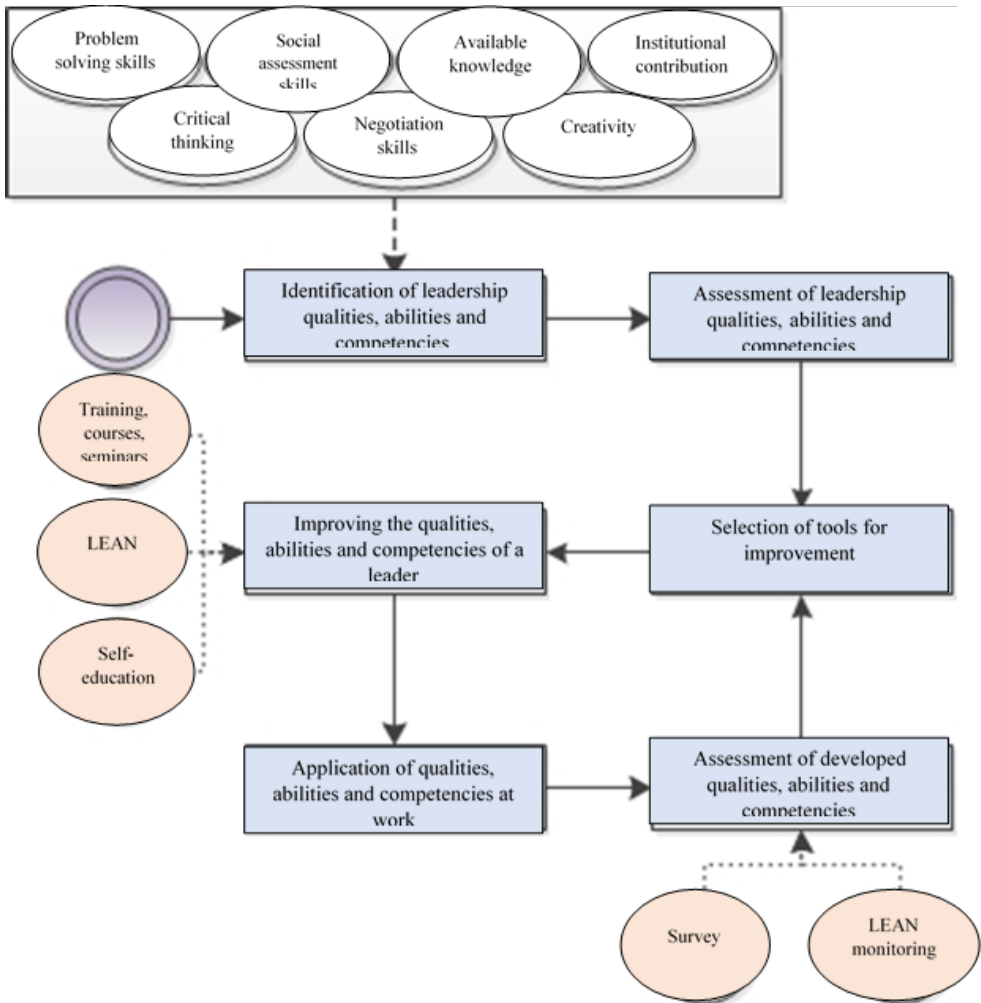
*Features of the statutory leader in the institution.* Civil servants, unlike ordinary citizens, first have certain duties, and only later certain rights, which are defined by the state laws (Navickienė 2010). In Lithuania, this is clearly stated in the fourth chapter of the law on civil service of the Republic of Lithuania, which distinguishes the duties and rights of civil servants (Law on Civil Service, 2019). The researcher V. Turcey states that every civil servant should have a clear understanding of his duties, and one of the

main ones is to do his job, obeying the instructions of managers and using service information correctly (Turcey 1996). To better clarify the specifics of the statutory service and to identify the elements of the legal status of statutory and non-statutory civil servants working in the police. which have and make a direct impact on the effectiveness of police activities, two job descriptions of statutory and two non-statutory civil servants have been chosen.

Article 2 (7) of the Civil service law states that a statutory civil servant is a civil servant whose service is governed by a statutory statute or the law of the diplomatic service of the Republic of Lithuania, which lays down the conditions for admission to the civil service, performance of the service, wages, social guarantees, dismissal, liability, and other conditions relating to the characteristics of the service (Law on Civil Service, 2020). In the police system there are various posts: public security officer, pre-trial investigator; economic crime investigator, organised crime investigator, forensic investigator etc. The distinction between positions is most clearly revealed by the description of the post, which is drawn up individually for each post. The work analyses the job description of the senior investigator of the Economic Crime Investigation board of the Criminal police and the job description of the chief of the Forensic investigation division. The job descriptions of statutory civil servants in both areas are united by the fact that they contain six sections that systematize the rights and duties of the officer. The job descriptions refer to the characteristic of the post, its purpose, activity field, special requirements necessary for the performance of specific duties, the functions of the officer and his subordination (Criminal, 2015; 2012).

Theoretical model of leader education in statutory institutions. The education of leaders in institutions is inevitable and necessary both in the short and long term since it affects the quality of management of the entire institution and even the entire state. It should be noted that institutions that pay sufficient attention to the training of their staff are better at managing the institution. Training and education are an important condition for effective administration, it is important to note that results are not quickly visible. Effective and true indicators can be seen only after a long-term investment in yourself or an employee. Education, as such, consists of many elements and we cannot say that it is enough for self-improvement in some one area. It is very important to consider what positions we hold, what field we work in. For each target group, it is necessary to develop educational strategies, methodologies that exactly meet their needs. Even the topics of the education programme are not always the same; they may vary depending on which target audience will be educated. When educating a successful leader, it is important to understand that leaders must be educated in understanding the cause and influence of education. It is necessary to consider all the factors around us and prepare the leader for tomorrow, not today, precisely because of the ever-changing society and innovation.

Self-development guidelines, according to the author, consist of four main elements: success, encouragement, motivation and self-belief. All these elements are interconnected and form a model of successful education.



**Figure 2. Theoretical model of competence and education of leaders**  
 (Source: Authors' own research results)

Success - when experiencing success in his work activities the employee becomes motivated to achieve even higher goals, the pursuit of which requires self-education and improvement with a lot of effort. Constantly "feeding" oneself with useful information and improving knowledge leads to self-belief. As self-esteem, confidence in one's own strength, decisions made, works done grow, better knowledge of one's own field emerges. When a competent, self-educating specialist realises his faith in himself in works, this does not go unnoticed, and all this leads to encouragement. Encouragement can take many forms: praise, actions, material aspects, it is also important that encouragement can come not only from the leader's side, but also from co-workers, family members or strangers, which brings complete success and encourages you not to stop, but to move on and improve. Continuous self-education and raising of competencies will bring unconditional success when we do that responsibly, consistently, ensuring, discovering new, even more interesting goals (Aramavičiūtė 2016).



In a constantly changing society, the training of leaders is one of the most important factors for the success of statutory institutions, and it is therefore particularly important to have leaders in institutions and to focus on their education. To form properly a model of leader's education, the qualities, abilities and competencies of the current leader are distinguished. These three parts are the most important factors determining the effectiveness of leadership throughout the institution and therefore require special attention. In the formation of the model of leader's education (2 figure.) the development of leader's qualities is analysed through the prism of knowledge how to lead in education.

The developed theoretical model shows that the heads of statutory institutions, in order to become the real leaders of the institution and achieve all the goals set and universal recognition among other institutions, must perform many functions and constantly improve, develop competencies, keep learning and develop their communication skills with followers. Every leader who seeks change first must answer the most honest questions about what he wants to achieve, what he will do to achieve it, how he will do it and what will be the result of it all. The best way to avoid self-deception is a feedback from the employees around you, which helps you to look at yourself in the eyes of employees. The model above drawn up by the authors reveals the importance of encouragement, which is also a feedback.

## **Findings**

The theoretical study of leadership competence education allows us to make assumptions for the study, which aims to study leadership qualities, abilities, and competencies in the institution and to adapt the appropriate educational tools to improve them by choosing an assessment method based on the Likert scale. Using the developed model of leadership qualities, abilities, and competencies, after analysing the results of the study, it is possible to adapt the educational model in order to develop a genuine leader in the institution, which has a positive impact on the activities of the institution as a whole.

The analysis of the survey revealed qualities, abilities, and competencies most necessary for leaders. Following features distinguished as the most necessary: knowledge of the field and ability to lead; the most necessary abilities are knowing how to encourage people and ability to model strategic activities; and the most necessary competencies are: ability to communicate clearly the desired information and awareness and resolution of business problems. Based on the obtained study results and the analyzed sources of scientific literature, a model of leadership development improvement is proposed (3 figure).

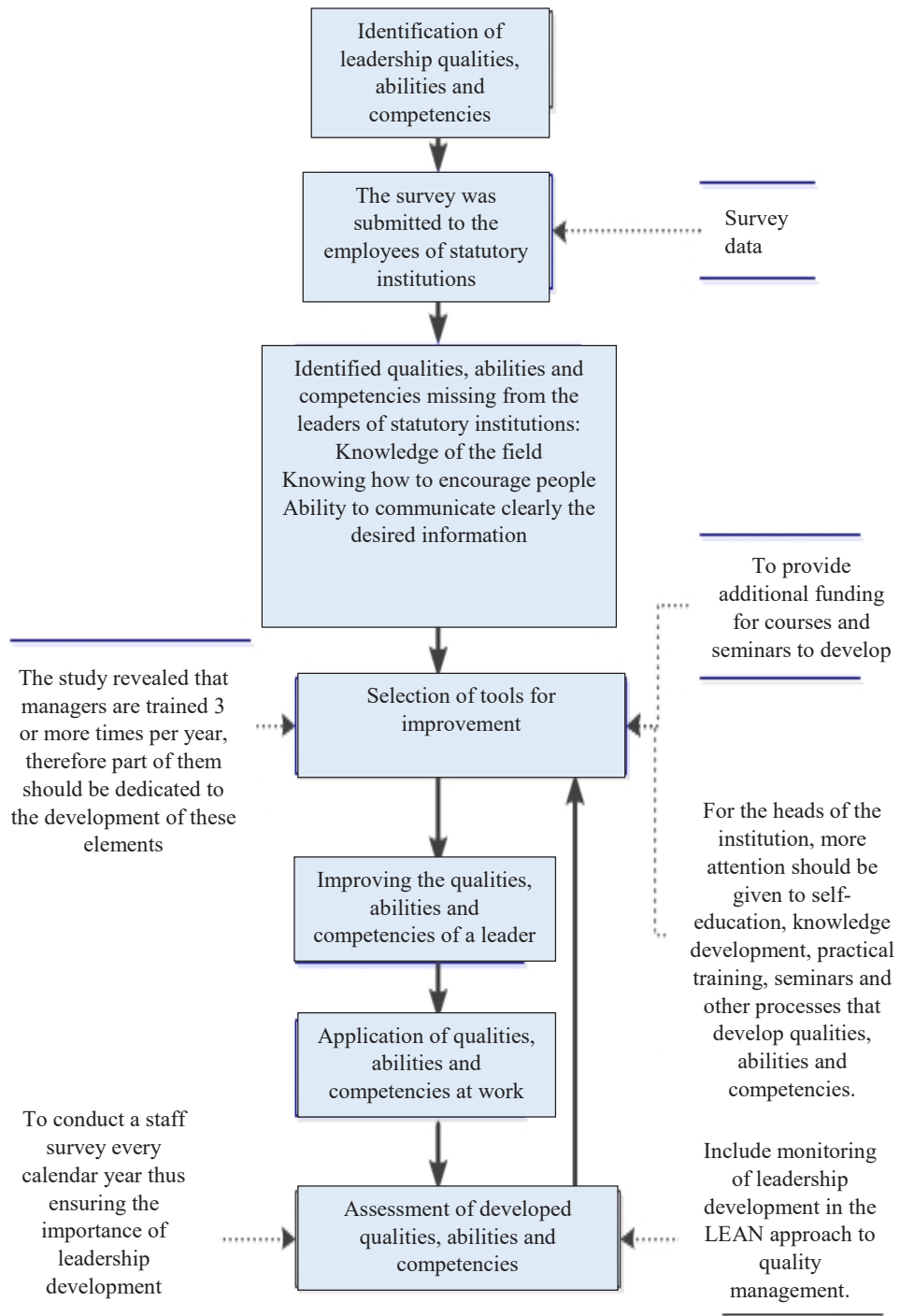
The aim of the model presented is to identify and develop those qualities, abilities, and competences of the leader of the institution he's most lacking. Based on the assessment of the qualities, abilities and competencies set for the leader of the institution, selection of educational tools and their proper application would lead to the education of a competent leader of the institution.

By analysing data obtained from the survey respondents, it is possible to check the possibilities of application of the model of leadership development in a statutory institution. Summarizing the results of the survey responses it can be seen that it is



important for respondents that the leader conducts self-analysis, sets clear goals, sets an action plan, and shares the results with his followers. These aspects, in the theoretical model of leadership competencies and education, are among the priority for leaders' self-development. As a result, the importance of self-development is also emphasized in the proposed model of leadership development, which identifies qualities, abilities, and competencies. After examining them in a statutory institution, appropriate educational measures can be applied to improve them.

A review of the results showed that the need for each competence remains similar for the overall survey population. It is worth mentioning that respondents who noted that they did not consider their direct manager a leader, named ability to clearly communicate the desired information as the most important competence. As with the two aspects discussed above, it can be understood that it is this competence that they expect most from their current manager. The abilities, qualities, and competencies that the employees of the statutory institution lack the most from their direct managers were also clarified. It was identified that they lack the knowledge in their field, the knowing how to encourage people and the ability to clearly communicate the desired information.



**Figure 3. Model of leadership development improvement  
(Source: Authors' own research results)**

Regarding that, the heads of the statutory institution could give more attention to development of these elements. The analysis of the results leads to the need to use the proposed model of leadership development improvement, which, after assessing the missing elements, will help to select the means to develop them. Based on the results of the ongoing in-service training, it is recommended to devote part of them to the development of the identified qualities, abilities, and competencies of leaders. It is also proposed that the heads of the institution analysed should pay more attention to self-development, knowledge development, practical training, seminars, and other processes that develop qualities, abilities and competences.

## **Conclusions**

After analyzing the sources of scientific literature, it became clear that there is no unified and specific definition of leadership. Summarizing the analyzed literature, it can be stated that leadership is a process in which an influence is used in order to affect particular persons to achieve common goals of the institution. Each leader is individual with his innate and acquired qualities, peculiar thinking and exceptional ability to use his influence. For this reason, the discussed scientific literature does not distinguish one optimal style of leadership that could be called universal. Summarizing the sources examined and the results of the study, the article presents a proposed model of leadership development improvement in a statutory institution.

After reviewing the legal and managerial features of leadership education in the institution, it was found out that statutory civil servants have exclusive rights and duties that are aimed at protecting the rights and freedoms of individuals, therefore they are stricter, more detailed, imperative than those of non-statutory employees of the institution. The rights and obligations of non-statutory civil servants are abstract. Their severity becomes apparent only with the protection of documents, the use of registers and the non-disclosure of data to other persons.

Analysis of the obtained data revealed which qualities, abilities and competencies were mostly indicated as the most needed by the respondents who do not consider their direct manager as a leader in the statutory institution. They noted the knowledge of the field, knowing how to encourage people and ability to communicate clearly the desired information. It can be stated that it is these elements that would convert their direct managers into the leaders in the circle of followers, in the statutory institution. Based on the results obtained, more attention should be given to the education and development of these qualities, abilities and competences through the proposed model of leadership development improvement.

Taking into account examined qualities, abilities and competencies required for a leader, the following educational measures are recommended: personal development, deepening of professional knowledge independently and during seminars, development of knowledge on human psychology, development of emotional intelligence, self-analysis and self-criticism, strengthening of subject skills, purposeful communication. With responsible and constant development of qualities, abilities and competencies, one can expect successful leadership education in the statutory institution.

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