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ASSESSMENT OF KAZAKHSTANI MANAGER'S COMPETENCIES THROUGH THE FLOW-PROMOTING LEADERSHIP MODEL

Abstract

The significance of contemporary managers' leadership competencies is steadily growing. After over thirty years of economic and social transition, Kazakhstani managers' leadership skills and styles remain a fragmentarily examined topic by local and international scholars. Despite the first leadership competencies models appearing 50 years ago, researchers still actively debate their pros and cons and strive to design the frameworks for managers' and companies' prosperity. This article explores Kazakhstani women and men managers' competencies in flow-promoting leadership initially proposed by M. Csikszentmihalyi. The quantitative research method was grounded on a comprehensive competencies assessment through the involvement of local managers in a virtual business simulation (N=508; 51% women, 49% men). The findings demonstrated that Kazakhstani women and men almost equally practiced flow-promoting leadership: among 29 competencies, gender specificity has been detected only in 8. In compliance with the research results, women were slightly better in communication, delegating, giving feedback, stakeholder management, and strategic thinking. In contrast, men were assessed somewhat higher for active listening, prioritizing, and time management. The theoretical significance of the present study is two-fold: first, it implies the initial massive investigation on leadership and gender in Kazakhstan; second, the findings contribute to the existing flow-promoting leadership concept with the new gender-related knowledge. The practical contribution of the gained results lies in the opportunity for managers to analyze and ameliorate their potential of leading people and processes in organizations.

Key words: leadership competency model, gender, enterprises, management skills, conceptual model.

Introduction

Contemporary management needs new approaches to properly meet global stretch challenges. In 2024, Kazakhstan occupied 76th place in the World Economic Forum ranking by the Global Gender Gap Index which was 14 positions lower compared to 2023 [1]. The loss of the earlier rank is engendered by the insufficient women's involvement in leading and management posts.

The development of the Kazakhstani workforce as the basis for achieving strategic goals has been outlined in several government programs, national plans, and concepts. The economic goals of the Kazakhstan 2050 Strategy [2] can be attained through the effective utilization of the country's gender potential. Within the framework of the state course for social and economic modernization, the Kazakhstan 2050 Strategy should apply gender potential as the key competitive advantage.

Creating conditions for gender parity and women's empowerment has been identified as one of the United Nations Sustainable Development Goals (SDGs). Within the SDGs agenda, the objectives are

to ensure women's multilateral and de facto participation and to create equal leadership perspectives at all levels of decision-making in social, political, and economic life [3].

The underutilized gender leadership potential is associated with a stagnating women's contribution of 40% to the Gross Domestic Product of Kazakhstan and rather slow progress in occupying high leadership posts. Nonetheless, recent research in Kazakhstani large businesses revealed that women's presence on directors' boards led to higher social and environmental performance [4], women represent only 13.4% of top managers in large enterprises, 13% of legal entity heads, and around 9% of agricultural farm owners [5].

Despite leadership competencies remain a topic of interest in academia and a catchy theme for training managers globally, there is a knowledge gap in the examined field in Kazakhstan. Few leadership styles and competencies have been examined since Kazakhstan gained independence in 1991. Among the fragmentarily researched leadership styles are paternal (parent), transactional, transformational, democratic, charismatic, and servant [6, 7, 8, 9].

"Competency is a basic toolkit of a leader" [10, p. 405], which embraces knowledge, skills, and abilities. Particularly, leadership competency serves people and organizations to improve leadership skills. Leadership competencies help current and prospective managers strive for better results based on the accumulated best practices of effective managers whose experience was thoroughly examined and described [10]. Leadership competency models are extensively used for training future leaders in various university programs; initially developed by companies, they are omnipresent in educational institutions [11].

Silzer substantiated the nature and essence of the leadership competency model in the following way: "Leadership competencies can provide an integrative model of leadership that can be applied across a range of positions and leadership situations. It is a general map to leadership effectiveness, providing alternate ways of reaching a destination, but it is not a trip ticket that dictates very specific and rigid directions" [10, p. 403].

The leadership competency model assumes a set of interrelated competencies designed based on the accumulated knowledge of actual leaders' experiences and/ or behaviors considered effective. The leadership competency model has several primary functions:

1. To provide a guiding framework on the preferred leadership behaviors.
2. To train people in the organization on how to be a better leader.
3. To assess managers' performance in terms of the leading function.
4. To define the human resources leadership potential and management advancement [10].

The first leadership competency model was introduced in the 1990s as a response to the rising demand of management practitioners, human resource executives, and leadership consultants for a person-centered assessment of management performance. Knowledge, skills, and abilities (KSA) models appeared in the 1970s and focused on particular jobs were first replaced by assessment centers in the 1980s, and further moved to the leadership competency models [10].

First, leadership competencies were mentioned by McClelland in 1973 [12]. McCall and Hollenbeck in 2002 proposed the competencies for global executive leaders and described "four "meta-competencies": receiving organizational attention as a result of accomplishments, possessing a sense of adventure, learning more and more quickly, and changing as a result of this learning [13, p. 421].

Manfred and colleagues (2004) based on the grounded theory research developed the leadership dimensions through 360-degree leaders assessment. As the result of their three-year research, Manfred and colleagues [14, p. 480] concluded that there were 11 leadership dimensions: "envisioning, empowering, energizing, designing and controlling, rewarding and giving feedback, team-building, outside stakeholder orientation, global mindset, tenacity, emotional intelligence, life balance and resilience to stress".

In their hallmark article representing a series of academic letters between Hollenbeck, McCall, and Silzer [13], the coauthors debated the benefits and drawbacks of the leadership competency models. Silzer defined the most beneficial competency leadership models should be based on relevant skills, knowledge, and abilities, critical situational variables, and relationships between the former and the latter. However, such a model seemed to Silzer as unreal in 2006 since the man's brain was not able to keep so many conditions and relationships at one time and the existing prototypes of the described models were too simple-minded [12].

Alban-Metcalf and Alimo-Metcalf declared three components of successful leadership: personal qualities and values, leadership competencies, and engaging leadership behavior through the analysis of the accumulated knowledge in this field for 70 years [15]. Those authors explained the critical role of followers in successful leadership and leaders' attitudes and treatment toward them. Such leaders' qualities as "resilience, emotional intelligence, integrity, and intellectual flexibility influence leadership competencies (effective communication, setting goals and targets, problem-solving, decision-making, process and systems, organization and planning, monitoring progress) and engaging leadership behaviors" were defined as the most significant [15, p. 14].

Engaging leadership behavior is rooted in transformational leadership and distributed leadership in which relationships between leaders and their followers finalize in successful or unsuccessful leadership, high or low performance. Engaging leadership behavior embraces the following: "showing concern for others, enabling, encouraging questioning, building a shared vision, inspiring others, focusing team effort, supporting a developmental culture, networking, and facilitating change sensitively" [15, p. 14].

The CliftonStrengths inventory designed by Roth in 2007 and practiced by Gallup for many years incorporated 34 capabilities grouped into several dimensions: executing talents, influencing talents, relationship-building talents, and strategic thinking talents. Ruben defined 5 leadership competencies with 7 themes inside of each (overall 35) in his Leadership Competency Framework: analytic, personal, organizational, positional, and communication. Ruben's findings were based on the analysis of 100 sources including academic articles, biographical narratives, and professional guidelines [16].

Based on the results of the in-depth interviews with famous political, business, religious, and cultural leaders of Poland, Kozminski identified five key competencies: "anticipation, visionary, value-creation, mobilisation, and self-reflection" impacted effectiveness [17, p. 433]. Those competencies were united by the Bounded Leadership Model, which Kozminski and colleagues further investigated in a quantitative study among 242 business leaders – graduates of Kozminski University [18].

Figueiredo and colleagues developed their Integrative model of the leader competencies based on the comprehensive analysis of the Scopus publications for above 25 years dedicated to leadership competency models. As a result of their review, they concluded that the focus of the existing frameworks was solely on problem-solving or emotional competencies. The Integrative model of the leader competencies by Figueiredo and colleagues combines four groups of competencies: intellectual, management, social, and emotional [19].

Preceding studies defined several weak sides of the earlier developed competency models, including concentration on the actual behaviors but not on the attained results, deficit of orientation to the future leadership trends, low use of competencies due to their theoretical character or application exclusively within certain companies on which base they were developed, and an HR's crucial role in the model use versus a minor role of line managers [15, 19].

Recently leadership competency models have undergone substantial changes due to digitalization, COVID-19, and orientation for sustainable development. Thus, the existing models were amended through the SDGs context: through interviewing 12 executives in Zimbabwe, Ruwanika and Massyn [20, p. 1] elaborated a leadership competence framework for sustainable development called "A bicycle metaphor" consisting of strategic, primary, collaborative, and person-leader competencies and key values. Currently, digital leadership competencies raise interest among researchers, and the number of published articles on this topic has been dynamically growing since 2018 [21].

Within the existing models of leadership competencies gender has been slightly examined till now. The only model out of the aforementioned that considers a gender factor is Manfred and colleagues' Global Leadership Life Inventory which found a somewhat significant impact of gender in their research:

1. Male managers selected preferably men for their assessment, and women proposed both female and male observers equally.

2. Weak statistic significance was identified in such capabilities as global mindset and emotional intelligence.

3. Both men and women evaluators characterized female managers as more sensitive to stress and weaker at envisioning compared to their male peers.

Male observers assessed women better for reward and feedback but lower for team-building which controversially was counted by female observers as a strong point of female managers [14].

To fill in the knowledge gap on gender and leadership competency models, the present article aims to define gender specifics of leadership capabilities within the Flow-promoting Leadership Concept by M. Csikszentmihalyi [22].

Following the recently elaborated Integrative framework of leader competencies by Figueiredo and colleagues [19], four research questions were set:

1. Does gender specificity exist in managers' emotional competencies?
2. Do women and men managers have any differences in social competencies?
3. Are men and women managers equally good at intellectual competencies?
4. Do women and men leaders differ in their management competencies?

Materials and methods

The methodology of the conducted study was based on the Flow-promoting Leadership Concept originated by Mihaly Csikszentmihalyi in "Good Business: Flow, Leadership and the Making of Meaning" [22]. The trends of more people-oriented management led to the transfer to new leadership styles: transformational, distributed, authentic, and servant. Under the new global requirements for treating employees as valuable assets and the focus reorientation of employee extrinsic motivation for intrinsic, the Flow-promoting Leadership appeared to be well-suited.

Flow is associated with the "intense experiential involvement in a moment-to-moment activity. Attention is fully invested in the task ..., and the person functions at his or her fullest capacity" [23, p. 230]. Flow-promoting Leadership became a pillar of Fligby – a serious business game designed by ALEAS Simulations Inc. based on the content developed and verified by experts in leadership from several prominent universities [24].

Grounded in Csikszentmihalyi's Flow-promoting Leadership Concept, a group of international experts designed algorithms for assessing 29 leadership competencies. (table 1) The experts were chosen by such criteria as expertise in management psychology, a minimum of 5 years of experience in teaching and researching leadership, a Ph.D. degree in business administration, management, or leadership, at least 5 years of training or consulting on leadership development, and advanced English command. The experts first independently and then collectively defined the proper measurements, alternative decisions, and their assessment. Three face-to-face iterations took place before the agreement between the experts was reached. After programmers introduced the algorithms included measuring the leader's behavior as a reaction to certain contingencies through a series of participants' decisions out of the proposed alternatives. Each competency was measured from 7 to 14 times based on the participant's decisions as a reaction to the followers' behaviors, profit fluctuations, and local community (sustainability) demands. An average participant makes approximately 150 managerial decisions during the game [24].

Participants

In 2024, the total database of Fligby participants constituted around 14000 people from all over the world. The Kazakhstani sample included 508 people (51% women, 49% men). The age distribution of participants was uneven: the number of participants at the age of 45–60 was equal to 126 people, 28–44 – 313 participants, and 21–27 – 69 people. The participants' representation among the industries and economic fields covered finance and international and public relations – 95 people, education and research – 107, information technologies and computers – 105, manufacturing, extraction, and construction – 100, and consumer goods production and services – 101 people. The participants with large managerial work experience (7 years and above) constituted 70 people, with medium experience (1–6 years) – 263, and with little experience (around a year) – 175 people.

The sample was collected through the managers' involvement in the business simulation by the second author of this article from 2015 to 2024. The average time of playing Fligby as the new executive director of the winery was equal to 5 hours 40 minutes. The participants were MBA program students and small, medium, and large business associates occupying managerial posts. The participants' results were evaluated by the artificial intelligence integrated into the business simulation based on the algorithms suggested by leadership experts, one of whom was the second author of this article. The measurement of leadership competencies was implemented on a 100-point scale with

100 being the highest, and 0 being the lowest. Managers were categorized into three groups by the competencies accomplishment effectiveness:

1. Most effective – 100–70 points;
2. Effective – 69–50 points;
3. Ineffective – 49–0 points.

Results and discussion

Initially, the average points of Kazakhstani participants in the business simulation and global scoring were analyzed. The respondents from different continents and countries were evaluated for their attainments in the examined serious game. The results of local and international comparisons for each competency are depicted in table 1 below.

Table 1 – Average scores of Kazakhstani and global participants' assessment through Fligby business simulation

#	Competency	Kazakhstani participants' average points	Global average points
1	Active listening	62	63
2	Analytical skill	63	65
3	Assertiveness	57	58
4	Balancing skill	66	66
5	Building engagement	67	67
6	Business-oriented thinking	61	62
7	Communication	62	64
8	Conflict-management	62	63
9	Delegating	65	65
10	Diplomacy	63	67
11	Emotional intelligence	70	73
12	Empowerment	64	63
13	Entrepreneurship (risk-taking)	64	67
14	Execution	62	64
15	Feedback	67	70
16	Future orientation	66	68
17	Information gathering	69	72
18	Intuitive thinking	62	64
19	Involvement	69	71
20	Motivation	68	70
21	Organizing	69	68
22	Prioritizing	54	55
23	Time-pressured decision-making	58	59
24	Recognizing personal strengths	68	69
25	Social dynamics	66	68
26	Stakeholder management	64	65
27	Strategic thinking	62	64
28	Teamwork management	61	63
29	Time management	56	56
Note: Compiled by the authors based on managers' assessment results.			

Following table 1, Kazakhstani participants' competencies accomplishment is equal to the global average for such dimensions as balancing skills, building engagement, delegating, and time management. Some considerable difference between local and international participants' points in favor of the latter was observed in diplomacy, emotional intelligence, entrepreneurship (risk-taking), feedback, and information gathering, which signifies the areas for Kazakhstani managers' professional improvement.

For a more structured presentation of the findings on managers' leadership capabilities, 29 competencies were distributed along four groups of the Integrative model of leader competencies by Figueiredo and colleagues synthesized from leadership capabilities models for the last 25 years (table 2) [19].

Table 2 – Flow-promoting Leadership competencies distributed along the Integrative model of the leader dimensions by Figueiredo and colleagues

Intellectual	Management
Analytical skills Balancing skills Information gathering Strategic thinking Intuitive thinking Assertiveness Future orientation Diplomacy Time management	Business-oriented thinking Prioritizing Stakeholder management Teamwork management Time-pressured decision-making Entrepreneurship (risk-taking) Delegating Execution Organizing
Social	Emotional
Social dynamics Feedback Empowerment Motivation Communication Conflict-management	Emotional intelligence Active listening Involvement Building engagement Recognizing personal strengths
Note: Compiled by the authors based on [19] and [24].	

As a result of the Kazakhstani managers' assessment of 29 leadership competencies, it was identified some gender specificity. So, men demonstrated better active listening competence compared to their female peers (figure 1).

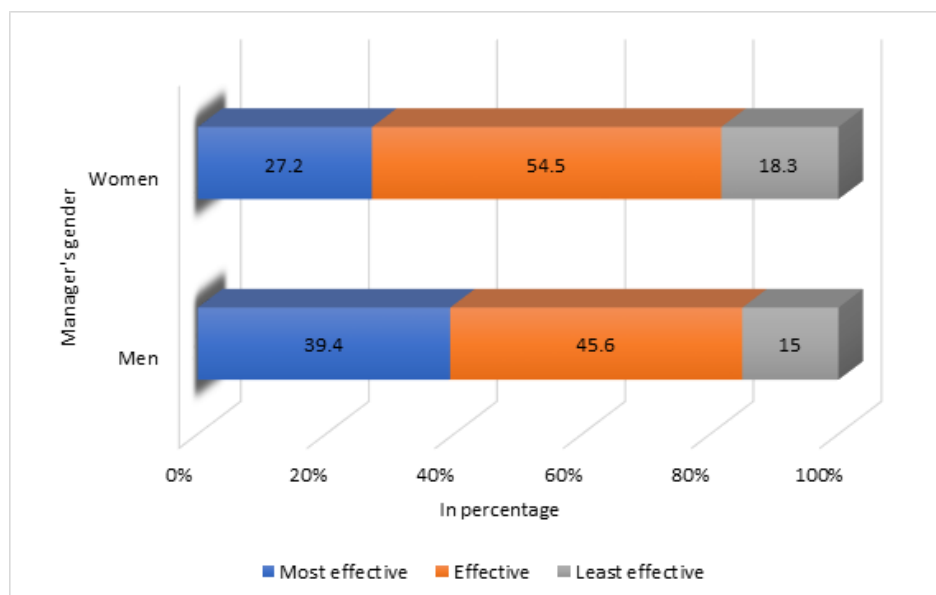


Figure 1 – Distribution of women and men managers along the effectiveness levels by the active listening competence

Note: Compiled by the authors based on the conducted research.

Following figure 1, 39.4% of male leaders showed the highest results in active listening practices, whereas women constituted 12.2% less in this group. Along with this, there were 3.3% more women

among the least effective listeners compared to male managers (18.3% against 15%). However, in the group of effective listeners women represented approximately 9% more (54.5% versus 45.6%). This finding signifies a substantial difference in active listening competencies in favor of men. The above-mentioned finding supports the earlier research of Manfred and colleagues about the weak statistical significance of emotional intelligence and managers' gender since only one competency out of the emotional dimension varies by gender [14].

The research results showed the gender specifics only in two social competencies – communication and feedback (figure 2), while social dynamics, empowerment, motivation, and coping with conflicts are similarly practiced by men and women leaders.

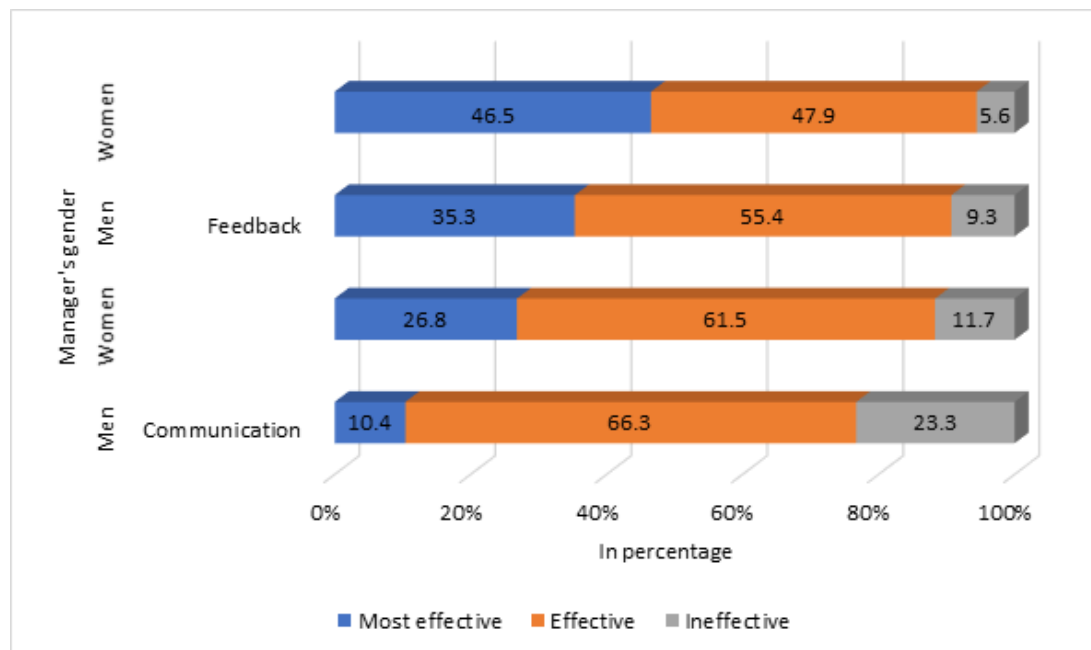


Figure 2 – Distribution of women and men managers along the effectiveness levels by social competencies

Note: Compiled by the authors based on the conducted research.

Following figure 2, feedback is better given by female managers since they surpass men in the most effective group by 11.2% and constitute less percentage among ineffective leaders, while considerably more men concentrated in the intermediate category – effective. The obtained results are in line with earlier cross-country studies grounded on a 360-degree assessment [14]. As for communication competencies, the discrepancy in favor of women is even more obvious: thus, they outperform men by over 16% in the most effective group, while male managers represent 11.6% more among ineffective category incumbents and around 5% in the intermediate group.

The results analysis of men's and women's intellectual competencies allowed us to conclude that only two dimensions – managing time and strategic thinking out of nine competencies had a gender specificity. Analytical skills, balancing skills, information gathering, intuitive thinking, assertiveness, future orientation, and diplomacy are equally practiced by representatives of both genders.

Following figure 3, men manage time slightly better compared to their female peers: 20% and 18.4% respectively were grouped into the most effective leaders by this capability, 56% of men and 54% of women – into effective, and 24% of male leaders and 27.6 of female managers correspondingly were classified as ineffective. Considering the strategic thinking competency, the women's advantage is the most visible. Thus, the gap in the most effective group is equal to 15.9% in favor of women, whereas male leaders represent almost 3 times more participants in the ineffective group.

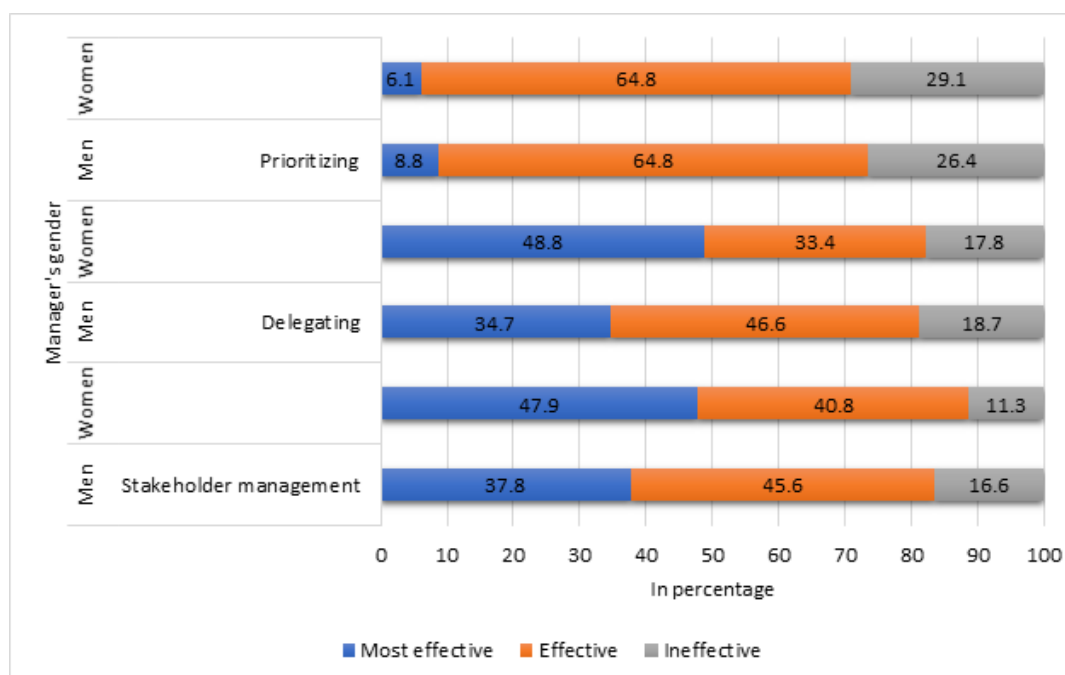


Figure 3 – Distribution of women and men managers along the effectiveness levels by intellectual competence

Note: Compiled by the authors based on the conducted research.

The last measured capability was management competencies, embracing business-oriented thinking, prioritizing, stakeholder management, teamwork management, time-pressured decision-making, entrepreneurship, delegating, execution, and organizing. The findings on teamwork management shed light on the contradictory evaluations of women leaders' team-building skills obtained in Manfred and colleagues' studies [14]. Nevertheless, the research determined gender specificity in prioritizing, delegating, and stakeholder management.

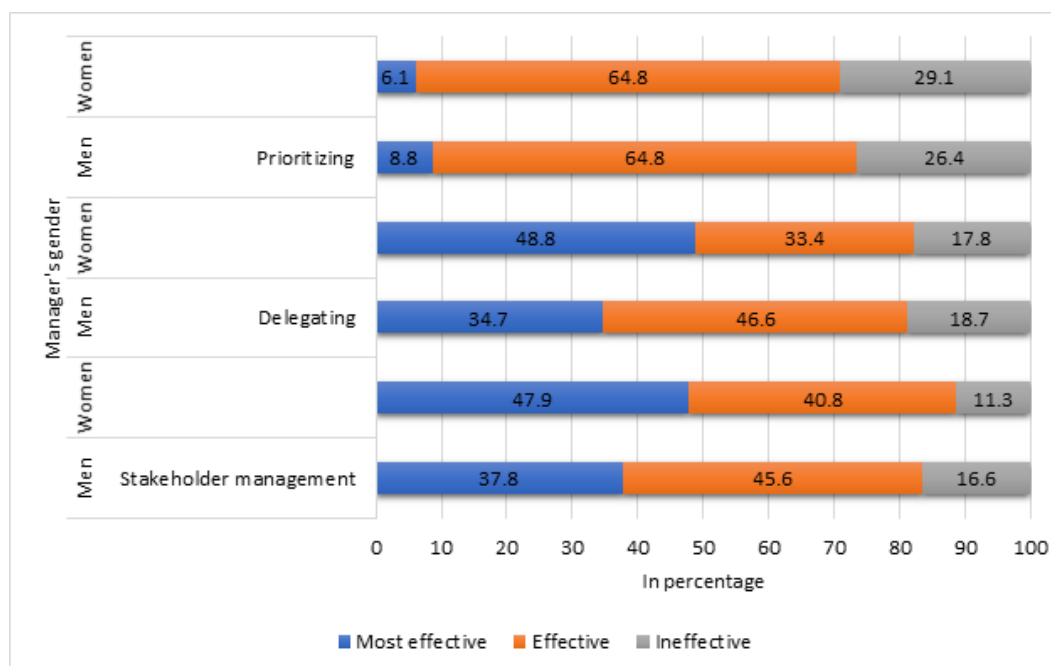


Figure 4 – Distribution of women and men managers along the effectiveness levels by management competencies

Note: Compiled by the authors based on the conducted research.

Following figure 4, women were more successful in delegating and stakeholder management, whereas men – in prioritizing. The gender difference in priority setting was somewhat considerable: male managers represent 2.7% more than women in the most effective group, and 2.7% less in the least effective group, both women and men constitute equally 64.8% in the intermediary category of effective leaders. In the management capability, the most significant gender gap was observed in delegating, where 14% more women were characterized as the most effective compared to men, and around 6% more female leaders constituted the effective managers' group than men, while both genders were almost equal in the ineffective category.

Relations with stakeholders were more effectively managed by female participants compared to male ones: 47.9% and 37.8% respectively in the most effective group, 40.8% and 45.6% respectively in the effective category, and 11.3% and 16.6% respectively among ineffective managers.

Generally, women managers were assessed higher for a longer list of competencies than their male partners. These findings enhance the earlier research results of Orazalin and Baydauletov [4] about Kazakhstani women's business leaders' positive contribution to large enterprises' attainments.

Conclusion

The present research aimed at defining gender specificity in practicing Flow-promoting Leadership by comparing female and male managers' leadership competencies. For better structuring of the measured competencies, they were grouped into 4 dimensions by Figueiredo and colleagues – emotional, social, intellectual, and management [19].

The findings revealed that Kazakhstani managers of both genders perform such capabilities as providing feedback, stakeholder management, and delegating more competently compared to prioritizing, managing time, and leading communications. Therefore, it is worth emphasizing the peculiarities of competencies may differ significantly within the capability dimension. Consequently, general advanced communication skills might not relate to the competency of giving feedback. A similar observation was made about the gender specifics of leadership competencies. Thus, within one dimension women and men are equally good at some competencies, and differ in others. For example, in terms of the social dimension, Kazakhstani men and women do not show any discrepancy in business-oriented thinking, teamwork management, time-pressured decision-making, entrepreneurship, execution, and organizing. Simultaneously, the results showed that a gender factor was the most considerable within the management dimension since at once three competencies – prioritizing, stakeholder management, and delegating demonstrated fluctuations between the effectiveness levels.

An interesting result was defined about managing time. Generally, time management was more successfully performed by men than by women, while time-pressured decision-making was equally implemented by male and female managers. This might be explained that under more harsh environmental conditions, gender factor plays a less considerable role and equals leadership capability.

Within the emotional competencies, the difference is the least significant since only active listening was more effectively performed by men compared to women. In the dimension of intellectual competencies, time management was better practiced by male leaders, and strategic thinking was more successfully implemented by women. Female participants showed more advanced social capabilities such as feedback and communication in comparison with their male peers.

The Flow-promoting Leadership model successfully overcomes the drawbacks of the competencies frameworks underlined in the leadership experts' critique [14, 15, 19]. The examined model relates to a 360-degree assessment and evaluates a unity of values, competencies, and behaviors under dynamic challenging environments with many contingencies. Additionally, the Model meets cutting-edge environmental challenges, including a sustainability trend and utilization of the least biased and technological instrument – artificial intelligence and distinguishes with the optimal closeness to the real business [24].

The descriptive character represents a limitation of this research work, further econometric modeling of measuring statistical correlations between leadership competencies effectiveness and a manager's gender might shed more light on the direction and strength of their relationship. However, the present study lays the initial basement for further research in the field of leadership capabilities in Kazakhstan since to the best of our knowledge it represents the first massive academic initiative in the

examined topicality. Internationally, the obtained results contribute to the existing Flow-promoting leadership model with the new knowledge of gender specifics in managers' leadership capabilities.

The practical implications of this work are associated with the prospective improvement of Kazakhstani managers' leadership potential by applying the Flow-promoting Leadership Model to analyze their general effectiveness and eliminating the weakest points – prioritizing and managing time and enhancing their strong sides – providing feedback and managing relations with stakeholders.

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ҚАЗАҚСТАНДЫҚ МЕНЕДЖЕРЛЕРДІҢ ҚҰЗЫРЕТТЕРІН АҒЫНДЫҚ КӨШБАСШЫЛЫҚ МОДЕЛІ АРҚЫЛЫ БАҒАЛАУ

Андатпа

Қазіргі заманғы менеджерлердің көшбасшылық құзыреттерінің маңызы барған сайын артып келеді. Экономикалық және әлеуметтік салалардағы отыз жылдан астам өтпелі кезеңнен кейін қазақстандық менеджерлердің көшбасшылық дағдылары мен стильдері жергілікті және халықаралық зерттеушілер үшін әлі күнге дейін үзік-үзік зерттелген тақырып болып қалып отыр. Алғашқы көшбасшылық құзыреттер модельдерінің пайда болғанына 50 жыл өткенімен, зерттеушілер олардың артықшылықтары мен кемшіліктерін қызу талқылап, ұйымдар мен менеджерлерге барынша тиімді пайда келтіретін жаңа үлгі құрастыруды жалғастыруда. Бұл мақалада қазақстандық әйелдер мен ерлер менеджерлерінің құзыреттері М. Чиксентмихайидың еңбектеріне негізделген ағындық көшбасшылық моделінде қарастырылады. Сандық зерттеу әдісіне жергілікті менеджерлерді виртуалды симуляцияға (N=508; 51% әйелдер, 49% ерлер) қатыстыру арқылы кешенді түрде құзыреттерді бағалауға бағытталды. Нәтижелер қазақстандық әйелдер мен ерлердің ағындық көшбасшылықты дерлік бірдей деңгейде қолданатынын көрсетті: 29 құзыреттің арасынан тек 8-інде ғана гендерлік айырмашылық байқалды. Зерттеу қорытындысы бойынша, әйелдер коммуникация, өкілеттіктерді

табыстау, кері байланыс ұсыну, мүдделі тараптарды басқару және стратегиялық ойлау салаларында біршама жоғары нәтиже көрсетті. Сонымен бірге ерлер белсенді тыңдау, басымдықтарды анықтау және уақытты басқару бойынша жоғарырақ бағаланды. Зерттеудің теориялық маңыздылығы екі аспектіде көрінеді: біріншіден, ол Қазақстандағы көшбасшылық пен гендер тақырыбына арналған ауқымды зерттеуде алғашқылардың бірі болып саналады; екінші жағынан, алынған деректер ағындық көшбасшылық тұжырымдамасын гендерлік ерекшеліктер тұрғысынан жаңа біліммен толықтырады. Алынған нәтижелердің практикалық маңызы – менеджерлерге ұйымдардағы адамдар мен процестерді басқару әлеуетін талдап, оны жетілдіруге мүмкіндік беруінде.

Тірек сөздер: көшбасшылық құзыреттер моделі, гендер, кәсіпорындар, басқару дағдылары, концептуалды модель.

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ОЦЕНКА КОМПЕТЕНЦИЙ КАЗАХСТАНСКИХ МЕНЕДЖЕРОВ НА ОСНОВЕ МОДЕЛИ ПОТОКООРИЕНТИРОВАННОГО ЛИДЕРСТВА

Аннотация

Важность лидерских качеств современных менеджеров демонстрирует устойчивый рост. Спустя тридцать лет экономических и социальных преобразований лидерские навыки и стили казахстанских менеджеров остаются фрагментарно изученными местными и иностранными учеными. Несмотря на возникновение первых моделей лидерских компетенций более 50 лет назад, ученые до сих пор активно обсуждают их преимущества и недостатки и стремятся разработать концепцию, приносящую наибольшую выгоду компаниям и менеджерам. В данной статье исследуются компетенции казахстанских женщин и мужчин-менеджеров в области потокоориентированного лидерства М. Чиксентмихайи. Метод количественного исследования был основан на комплексной оценке компетенций путем вовлечения менеджеров в виртуальную бизнес-симуляцию (N=508; 51% женщин, 49% мужчин). Результаты показали, что казахстанские женщины и мужчины почти в равной степени практикуют потокоориентированное лидерство: из 29 компетенций гендерная специфика была выявлена только в 8. Согласно результатам исследования женщины показали достаточно хорошие результаты в коммуникации, делегировании полномочий, предоставлении обратной связи, управлении отношениями со стейкхолдерами и стратегическом мышлении. В свою очередь, мужчины получили более высокую оценку в отношении активного слушания, расстановки приоритетов и управления временем. Теоретическая значимость настоящего исследования двунаправленна: во-первых, это первое масштабное исследование по лидерству и гендеру в Казахстане; во-вторых, полученные результаты дополняют существующую концепцию потокоориентированного лидерства новым гендерным знанием. Практический вклад полученных результатов заключается в том, что на основе полученных данных менеджеры могут анализировать и совершенствовать свой лидерский и управленческий потенциал в организациях.

Ключевые слова: модель лидерских компетенций, гендер, предприятия, управленческие навыки, концептуальная модель.

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