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PERFORMANCE MANAGEMENT AS A LEADER'S KEY ACTIVITY -
INNOVATIVE APPROACHES FOR IMPROVEMENT

ABSTRACT

On the dissertation for the acquisition of the Doctor's degree in the professional
field 3.7 "Administration and management"

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The dissertation was discussed and proposed for defense at the International Business School.

The dissertation contains 265 pages. The structure consists of an introduction, an exposition in three chapters, a conclusion, a bibliography (a total of 173 sources, of which 8 in Cyrillic and 165 in Latin), appendices and a glossary. The dissertation includes 7 tables, 50 figures and 3 appendices.

The materials for the defense are available to those interested in the Education Department at the International Business School.

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GENERAL CHARACTERISTICS OF THE DISSERTATION WORK

Relevance of the problem

Performance management and the feedback process are among the key management activities in modern organizations, which are often called the "Achilles' heel" of human resource management. These activities suffer from shortcomings in many organizations, and employees and managers even call them ineffective. However, there is no doubt that, as an accurate record is kept of the tangible assets and / or stocks of the organization, in the same way a continuous ongoing assessment of human resources must be made - the quality of employee performance, the level of their performance, for the optimal use of their skills and abilities.

Given this, the issue of performance management is extremely relevant today, and together with the need for feedback is an integral part of the overall human resources management. These activities are in accordance with the achievement of the business goals of the organizations, the specifics of the work and the individual positions of the employees.

In the context of all this, the role of the effective participant in the evaluation and feedback process appears, who is not only a motivating figure and a key mediator between the team and achieving the goals of the organization. This is the role of the leader. It has a leading role in planning, implementing and reporting the results of the entire performance management process, while also providing adequate feedback to its employees and team.

Purpose and tasks of the work

The main goal of this research paper is to develop, test and present methodological tools for improving leadership competencies in the field of performance management. To achieve this goal, a variety of research tasks are carried out, which are systematized into three main groups:

a / analysis and presentation of the theoretical bases and the conceptual apparatus of the research;

b / study of approaches and methods for improving leadership competencies in the field of performance management (empirical research);

c / development, testing and presentation of tools for improving leadership competencies in the field of performance management.

Subject and object

The subject of the present study is the role of the leader for performance management and feedback in organizations. The role of the leader for performance and feedback falls within the scope of the study as a leading figure in relation to employee performance and an important prerequisite for achieving business goals of organizations and increase their productivity. The subject of the dissertation are the approaches for improving this main leadership role in performance management as one of the most important activities in the management and development of human resources.

Object (respondents of the survey, through surveys, interviews) are employers and business circles; human resources and career development specialists; leaders; employees. The target objects (groups) of the study can be individual participants; professional teams composed of more than one participant; mixed teams composed of professionals and representatives of the target groups.

Research thesis and working hypotheses of the dissertation

The scientific work defends the thesis that today the implementation management is a key activity in HRM, which can affect the sustainability of the work and the achievement of the key goals of the organizations. The key role for performance effectiveness and feedback is entrusted to the leader. It is among the main roles that must be constantly upgraded, enriched and improved through various approaches and practices.

Thus, the following working hypotheses of the study are formed:

Hypothesis 1: We assume that good performance management significantly improves employee performance and is a key prerequisite for increasing productivity.

Hypothesis 2: We suggest that performance management approaches and feedback to employees on their performance are directly related to the key role of the leader.

Hypothesis 3: We hypothesize that trends and challenges to leadership in performance appraisal will continue to increase. This will contribute to the need for continuous improvement of their leadership competencies.

Research methods

The research methodology includes an in-depth study of primary sources: original documents, reports, statistics, articles in English and Bulgarian; tracking historical chronology; analysis and synthesis of various economic and managerial theories; direct observations of the

author in his capacity as a specialist; theorizing of key concepts and definitions regarding HRM activities; literary review of the issue through a review of Bulgarian and foreign literature, electronic publications, websites, references in official portals.

The present study uses the following research methods:

1. Historical, theoretical, scientific analysis;
2. Situational analysis;
3. Content analysis (analysis of the content of various HRM practices);
4. Empirical analysis (direct author's observations and analyzes of employers and employees);
5. Framework analysis (analysis of the information transmitted through basic keywords and concepts by the respondents);
6. Comparative analysis (method of comparing different theoretical statements and the results obtained from the research);
7. Systematic analysis (analysis of observations by collecting and summarizing data from it);
8. Primary data analysis (filling in questionnaires, conducting interviews);
9. Secondary data analysis (review, analysis and formation of conclusions based on available publications on the topic).

Restrictions and assumptions

The present work does not claim to be exhaustive and comprehensive on the issues under consideration. The limitations in the development are related to the lack of access to some confidential materials and data, according to the rules for ethics of conducting the research. In addition, the following frames can be set:

1. The survey is conducted among specialists in organizations located on the territory of Bulgaria. They can be both Bulgarian and foreign companies;
2. As the beginning of the research the position of the author from the moment of the beginning of the dissertation research can be indicated - in November 2019;
3. The author's personal opinion is the result of research on certain criteria, through which the study is specific to the angle of performance management and feedback woven into the key role of the leader and focused on improving this role through various innovative approaches - something that has not is done

through the prism of the relation "leadership role - performance management - innovative approaches to improvement - efficiency";

4. In the process of work only publicly available information is used - Bulgarian and foreign literature, documentary and scientific sources, electronic sources, websites, primary sources after conducting surveys / interviews, secondary information and publications on the topic;
5. The survey is fully compliant with all ethical rules in its implementation and does not harm the prestige of the surveyed persons and / or institutions;
6. The research can serve students and faculty, various organizations and people considering development options in the field of performance management and leadership activities, as well as other stakeholders.

Scientific novelty

From the point of view of the scientific novelty, the dissertation formulates and substantiates an innovative scientific problem, related specifically to the field / activity in the field of human resources "performance management", in which the key role of the leader is focused. Based on this, research thesis and hypotheses are formulated and substantiated, based on the specifics of the dissertation, through which the study is specific to the angle of performance management and feedback, woven into the key role of the leader and focused on improving this role through various approaches - something that has not been done so far through the prism of the relation "leadership role - performance management - approaches to improving competencies - efficiency". In addition, new aspects of existing scientific theories and problems in the field of performance management and its relationship to the key role of the leader have been proven. For the purposes of the dissertation and by using the scientific and theoretical basis of the issue, independently derived definitions of certain key concepts for the field / activity "performance management" and the role of the leader are placed in a glossary. By using the existing methods for quantitative and qualitative research, an independent methodological framework of the dissertation research has been created.

Applicability and usefulness

From the point of view of the applicability and usefulness of the dissertation research, it can be said that it is effective from the point of view of several main points. To begin with, a toolkit has been created for improving leadership competencies in performance management in three main categories: fundamental leadership competencies, behavioral / interpersonal competencies, specific leadership competencies. An approach is proposed to improve the

system for evaluating the performance of staff. In addition, a proposal has been created for "continuous evaluation of performance" in the implementation of performance management processes. The dissertation offers guidelines for the development of specific leadership competencies, setting out findings and facts based on the importance and relevance of the leadership role in performance management to increase the effectiveness of organizational performance. Last but not least, a set of new opportunities and guidelines for future research and innovation in performance management have been proposed.

Approbation

The presented toolkit for improving leadership competencies in performance management is proposed for acquaintance and approval (testing) of five respondent-leaders, whom the dissertation research interviews for the purposes of its empirical work:

1. Leader 1 / L1 /: Regional Sales Manager;
2. Leader 2 / L2 /: National "Key Account Manager ";
3. Leader 3 / L3 /: Manager of a bank branch;
4. Leader 4 / L4 /: Human Resources Manager;
5. Leader 5 / L5 /: Logistics Manager - Outbound Deliveries.

The plan for implementation and testing of the proposed tools presented here is designed for training and development of leaders in the implementation of performance management activities. The purpose of the proposal for improving leadership competencies is to provide the relevant organizations and their leaders with a leadership development program. It is explicitly pointed out here that the proposed testing tool can be applied in the context of change management, supporting the evaluation of implementation, showing its importance as one of the aspects of a strategic process of human resources management, designed to improve both individual presentation of the leaders, as well as the organizational implementation of the teams they lead. This toolkit maintains the expectation that changes at the individual level for leaders will eventually lead to changes in the level of the team environment and the results of employees in general.

Key elements in the process of implementation and testing of the presented tools include 360-degree feedback, individual development plans, seminar sessions (conducted by both professional trainers and the leaders themselves), individual training, coaching, information support, ongoing support from senior management of organizations, group training, intensive opportunities for dialogue and networking.

Publications

The author's scientific publications are 10 in number, attached in detail at the end of the Abstract.

Volume and structure of the dissertation

The dissertation contains a total of 265 pages. The structure consists of an introduction, an exposition in three chapters, a conclusion, a bibliography (a total of 173 sources, of which 8 in Cyrillic and 165 in Latin), appendices and a glossary. The dissertation includes 7 tables, 50 figures and 3 appendices.

CONTENT OF THE DISSERTATION

CHAPTER ONE. BASICS AND STATE OF THE PROBLEM RELATED TO THE IMPLEMENTATION MANAGEMENT AND THE ROLE OF THE LEADER

Chapter One of the dissertation contains a total of 7 paragraphs. The first paragraph presents the essence and definition of the basic concepts related to performance management and the key role of the leader. Here, the dissertation defines key concepts, the use of which underlies the work, accepting the terms "management" and "presentation" as relevant. It also cites the definitions of various authors on "performance management". Also important for the dissertation are the definitions of the concepts "skills", "abilities", "competencies", "competence", related to the key role of the leader and performance management. The terms "competencies" and "competence" are also derived as independent author definitions for the purposes of development:

Competence shows the sufficiency of knowledge and skills that enable someone to act in a variety of situations. Because each level of responsibility has its own requirements, competence can emerge at any time in a person's life or at any stage of his or her career. Competencies refer to the areas of personal abilities that allow leaders to successfully perform their duties by solving (performing) specific tasks and achieving goals. Competence can be knowledge, skill, behavior, quality or personal characteristics (for example, in development: performance management is a competence formed by a set of different competencies - a combination of knowledge, work skills and motivation);

Competences are personal characteristics that determine the behavior of the individual in the process of work. In this sense, a distinction must be made between competence and

competence (competence is the whole complex of knowledge, skills and habits, and competences are the individual components of the complex), or, for example: the competence "performance management" is the sum of several leadership competencies : commitment; achieving the goals; cooperation; flexibility; adaptive ability; leadership styles; teamwork; motivational skills; communicative competence; knowledge-based economy.

Another important clarification of concepts in the context of empirical research is the definition of leader and employee. For the purposes of the survey, it is important to indicate what is included in the terms "leader" and "employee", clarifying the basis on which the respondents from the two categories of respondents were selected:

Leader, in the context of the study, means a person holding a managerial position in the organization in which he / she works. This managerial position (specified in the hierarchical structure of the given company / firm) must enter the middle or senior management of the organization. The leader can be either an individual representative of the organization (part of the middle management, subordinate to the top management or part of the top management), or be a team leader. The study leader is considered to be a person who manages at least two other subordinate employees.

Employee, in the context of the survey, means a person holding a position in the organization categorized as non-managerial. This non-managerial position (specified in the hierarchical structure of the given company / firm) must be positioned outside the middle or senior management of the organization, i.e. to be at a lower hierarchical level. The employee can either be an individual representative of the organization (subordinated directly to a manager at the management level - middle or senior management) or be part of a team subordinated to a leader from the middle or senior management level. An employee who is part of a team is considered to be a person who reports to the leader of that team, together with at least one other employee.

The following is an analysis of the role and importance of performance management in achieving the business goals of organizations. The sub-paragraphs considered here include: implementation activities in the context of its management; performance management objectives; the management cycle of the implementation; performance management problems; the impact and importance of performance management for achieving the goals of the organizations.

The third paragraph reveals the nature and importance of feedback in the context of performance management to achieve organizational goals. Conducting effective and ongoing conversations between managers and employees is perhaps the most important determining factor in whether a task is accomplished or not. This creates practice and experience and derives maximum benefits from training and employee development prospects. If feedback is not given in time, there is no way to improve employee performance on its own - it needs an adequate understanding of its work just in time, as well as appropriate guidelines and recommendations to avoid mistakes in its work and improve his performance. Unfortunately, quite often untimely feedback and maintaining the status quo in the context of poor performance of certain tasks over a long period of time, impairs the overall performance of the work and impairs the productivity of teams, ie. this automatically leads to a serious risk of non-fulfillment of the goals of the organizations as a whole.

There is also the concept of "360-degree feedback" in the literature. Also known as multi-resource feedback, 360-degree feedback is given by a number of people: managers, subordinates, teams, colleagues, customers, partners. Evaluations are in the form of evaluations against various dimensions of effectiveness. The term "360-degree feedback" is sometimes used loosely to describe upward feedback - when given by subordinates to their superiors.

The next paragraph presents the interaction between performance management and other key human resource management activities, with the aim of determining the relationship between performance management and other human resource management activities. The HRM activities included here are:

1. Management of the implementation and planning of human resources;
2. Management of the performance and promotion of employees;
3. Performance and remuneration management;
4. Management of the implementation, training and development of the staff;
5. Management of the implementation and dismissal of employees;
6. Management of the implementation and recruitment, selection and appointment of employees.

The next fifth paragraph presents leadership concepts and styles for defining the leader as a leading figure in performance management and feedback. Here the dissertation reveals the issues of the issue through several sub-paragraphs, namely: the essence and basic concepts of

leadership; leadership management styles; the typology of leaders. This paragraph also analyzes the key role of the leader in managing performance and feedback to achieve the goals of the organizations. Here are the main roles of the leader; the leader as the main motivating figure; assessment of the people in the team and tools for performance management; qualities and competencies of the leader for the effectiveness of performance management; the effectiveness of the leader in managing performance and feedback is determined.

The sixth paragraph presents and analyzes the theory of competencies, incl. models of leadership competence. The competency model generally provides a way to improve performance, considered a critical success factor. There are three approaches to building competency models in the literature:

1. The "one job" approach;
2. The "universal for all" approach;
3. Multi-job approach.

Today, models of leadership competence are used to distinguish the best performers from the average performers and also to inform the leaders whom to reward, encourage, develop. The model of leadership competence is an approach to management centered around the competence of employees - in contrast to the classic models of management, which focus on the qualifications and / or characteristics and intelligence of individual employees. One advantage that leadership competency models offer is that they provide a basis for developing integrated human resources systems (staffing, training, promotion, continuity planning and, of course, performance management). Such models can also help transform the company's culture to the extent that new competencies are identified and evaluated for the future success of leaders. However, the number and specificity of the necessary leadership competencies in performance management depend on their purpose.

The last paragraph reviews the opinions / research of foreign and Bulgarian authors on the issues of performance management and the role of the leader. Performance appraisal as a component of human resource management is the subject of a number of studies that emphasize the role of this process as a factor in increasing the organizational performance and competitiveness of companies. Many studies have identified some serious shortcomings and deficits in leaders, incl. and in terms of performance management. The reasons for this are traditionally structured in two main groups, the first of which is related to the competencies and behavior of the leader (motivation, lack of time, lack of competencies, etc.), and the second

group covers various factors characterizing the organizational environment (organizational a culture that does not promote performance appraisal activities, relatively low support from senior management for performance appraisal activities, etc.). The results of these studies show that leaders need knowledge and skills for performance management activities and especially - specific methodological materials to support the process.

CHAPTER TWO. STUDY OF APPROACHES AND METHODS FOR IMPROVING LEADERSHIP COMPETENCES IN THE FIELD OF IMPLEMENTATION MANAGEMENT

Chapter Two of the dissertation contains a total of 5 paragraphs and presents on the one hand, the methodological part of the study, and on the other the results of the empirical study, as well as their analysis, main conclusions and findings.

In the first paragraph, the paper presents the empirical quantitative and qualitative research in connection with the improvement of leadership competencies in the field of performance management. The methodological part of the dissertation describes the methods used to conduct the study, along with explaining the research process, briefly discussing the advantages and disadvantages of appropriate data collection methods and providing justification for the choice of methods used. The two sub-paragraphs here present the survey methodology and data collection methods.

The purpose of this quantitative and qualitative study is to examine the level of competence of leaders occupying managerial / leadership positions at middle or senior management level; to determine the competencies of the leaders in the organization; to examine the performance / performance evaluation system; to study both the performance evaluation / performance process itself and the effectiveness of this system.

The methods for collecting data in the study are:

1. Secondary (by reviewing theoretical statements of the problem and studies of Bulgarian and foreign authors on the topic in Chapter One) and
2. Primary (through quantitative empirical research by survey method and qualitative research by interview method).

In summary, the dissertation uses the following methods for data analysis:

1. Historical, theoretical, scientific analysis;

2. Situational analysis;
3. Content analysis (analysis of the content of various HRM practices);
4. Empirical analysis (direct author's observations and analyzes of employers and employees);
5. Framework analysis (analysis of the information transmitted through basic keywords and concepts by the respondents);
6. Comparative analysis (method of comparison of different theoretical statements and the results obtained from the research);
7. Systematic analysis (analysis of observations by collecting and summarizing data from it);
8. Primary data analysis (filling in questionnaires, conducting interviews);
9. Secondary data analysis (review, analysis and formation of conclusions based on available publications on the topic).

The second paragraph contains the methodology and organization of the study. It includes a total of 5 subparagraphs.

The subject of the study are a total of 75 individuals selected according to the objectives of the study. The empirical survey examines two main groups of respondents, categorized according to the level of position / position they hold in the organization in which they work. Thus, the distribution of respondents and their number is as follows:

1. 35 persons holding managerial / leadership positions at middle or senior management level;
2. 35 persons holding positions / positions subordinated to leaders of middle or senior management level.

Five persons, who also hold middle / senior management positions, participate in the qualitative survey through the interview method. The participants in the study are part of the staff of a total of 8 organizations operating in the country.

Leader surveys / questionnaires include two blocks with a total of 17 questions (socio-demographic block with 7 questions and a main block with 10 questions) to examine the level of leadership competence related to key leadership competencies in human resource management and their implementation / presentation in organizations.

The personal block for determining the demographic and social profile of the respondents-leaders contains 7 closed questions. Leadership issues in the core block explore ten different leadership competencies in the context of the key role of the leader in managing performance. These competencies are independently selected by the author (based on the theoretical formulations of the question and various studies on the topic) and are adapted for the purposes of the study. In this way, the definitions of each ability / competence of the leader are indicated. The competencies by which each leader determines his level of competence are:

1. Commitment;
2. Achieving the goals and efficiency of the implementation;
3. Cooperation;
4. Flexibility;
5. Adaptive ability;
6. Leadership management styles;
7. Team work;
8. Motivational skills;
9. Communicative competence;
10. Knowledge-based economy.

The leader questionnaire includes questions with the possibility of only one answer of the so-called "Likert scale" type, through a typical element of 5 levels, which show:

1. Low level of skills and competencies;
2. Initial level of skills and competencies;
3. Moderate / intermediate level of skills and competencies;
4. High level of skills and competencies;
5. Very high / expert level of skills and competencies.

The questionnaires / questionnaires for the employee respondents contain two blocks of questions: a socio-demographic block with 7 questions and a main block, which includes three separate questionnaires. The individual questionnaires included in the staff questionnaire examine:

1. Questionnaire for determining the competencies of the leaders in the organization;
2. Questionnaire for research of the system for evaluation of the performance / performance and its efficiency in the organization;
3. Questionnaire for the effectiveness of the performance appraisal / performance appraisal system.

The qualitative survey by the interview method includes a form with 15 pre-compiled questions by the author, following a structured interview with the specification that it can take the form of a semi-structured interview in order to further clarify questions that may arise during interviews with respondents. . Each form is again preceded by introductory words that specify the purpose of the study and the main points it examines.

Since the information sought by the dissertation research may be confidential at times, ethical considerations are one of the most important parts of the study. For this reason, this issue was also discussed with the respondents.

The third paragraph presents the results of the study. This presentation is divided into 3 sub-paragraphs for more clarity and the possibility for precise follow-up analysis of the results. In the first sub-paragraph, pie-diagrams present and describe the results of the conducted quantitative empirical study by the survey method of the leading respondents. The second sub-paragraph presents and describes the results of the conducted quantitative empirical research using the questionnaire method for the respondent employees. The third sub-paragraph presents the results of the conducted qualitative research by the method of interviews with the leading respondents.

The next fourth paragraph analyzes the results of the survey, again through 3 sub-paragraphs that follow the same logic: leaders, employees, interviewed leaders.

The fifth paragraph is key in this Second Chapter, as it presents the main conclusions and findings of the study. Thus, from the data in Table II.3., The following main findings are observed:

(1) A "knowledge-based economy", considered to be a highly significant competence in terms of the generation, dissemination and storage of new knowledge (including through training and development), is at least assessed as a competence at expert level and most rated at intermediate and beginner level;

(2) "Communicative competence", considered to be extremely important competence from the point of view of feedback in the management of implementation, is observed only in the competences, assessed at least as a high level, incl. as often assessed at the initial level;

(3) There is an interesting finding about 'leadership styles': once it was among the competences assessed at the expert level the most, and then as a competence assessed at the initial level. This is probably due to the different interpretation of the concept by the different respondents, despite the additional specification / characteristic in the questionnaire of each individual competence. Another reason may be that some leaders really perceive their competencies as a style at a very high level, while others perceive them as an entry-level style. Despite the high assessment given in the competence "leadership styles", there is still one at the initial level. Thus, in any case, it would be useful to provide for the inclusion of 'leadership styles' in the tools at a later stage of the work, through the relevant guidelines and recommendations for improving this competence;

(4) Although the competences 'flexibility', 'adaptability' and 'motivational skills' are assessed at least at an entry level, they still fall into the category of an 'entry level' assessment. On this basis, it can be assumed that these are competencies that are either not sufficiently applied or are applied with considerable deficits. Given their importance as competencies for performance management, they also fall within the scope of importance and improvement for leaders;

(5) An analysis of the 35 respondent leaders in order to form a more general socio-demographic and professional profile shows that the male-female ratio is also relatively equal, again with a slight predominance for men. These employees are mainly in the age range of 30-39 years, highly educated, with experience between 6 and 15 years. For the most part (almost 80%) are permanently employed in their organizations. The respondents are mostly part of teams between 4 and 7 people, subordinated to leaders from middle or senior management level.

The conclusions regarding the research and determination of the competencies of the respondents' leaders are summarized in Table II.4. and Figure II.47., by percentage of their competence, incompetence, need for training / development:

From the presented summarized results it can be seen that the respondents-employees consider their leaders to be the most competent in terms of competencies: (1) motivational skills; (2) teamwork and (3) adaptive ability, and the most incompetent: (1) knowledge-based economy; (2) communication competence and (3) commitment.

According to employees, their leaders need more training and improvement in terms of competencies: (1) flexibility; (2) leadership styles and (3) collaboration.

Based on this, it can be concluded that there is a dependence between the self-assessments of leaders as competent at the initial level of competencies: (1) knowledge-based economy; (2) communication competence; (3) leadership styles; (4) flexibility. However, when analyzing the results of the employees, two more competencies stand out, according to which the respondents-employees assess their leaders as not very competent and in need of training. These are: (1) commitment and (2) cooperation.

When analyzing and looking at the results of the main block of questions to the respondents-employees for research of the system for evaluation of the performance / performance and its efficiency in the organization, the conducted research established some important findings:

(1) The use of performance evaluation is supported and encouraged by the leaders of the organizations and is an important element of the human resources management in the company, as well as regarding the achievement of its goals;

(2) Despite some shortcomings and deficiencies in the performance appraisal system, the leadership competencies of line managers regarding the process are key and leading to the implementation and enforcement of appraisal;

(3) The performance appraisal / performance appraisal system is effective, workable and successful for the development of the employees and the achievement of the goals of the organizations, and, of course, requires its continuous improvement and improvement both in its processes and in terms of results, communication, feedback. connection, motivation, training, generation and dissemination of new knowledge;

(4) The performance appraisal system is a leading component in human resources management and a key measure of staff performance, despite the need to improve the process, incl. in terms of planning, factual evaluation, individual interview, planning of employees' goals and achievements;

(5) Through the application of the evaluation of the labor performance, the needs of the personnel for training, motivation, incentives for career development shall be determined. Evaluation is also very important in the context of being able to make the right decisions regarding human development;

(6) Evaluation helps to set priorities, to set future goals, to review results, to assess how to improve them. The effectiveness and benefits of employee evaluation is one of the best ways to achieve the goals of organizations.

In summary of the interviews of the 5 leaders, several main findings can be made:

(1) The answers of the interviewed persons confirm that the organizations perform performance appraisal and there are developed systems for that. Regarding the appraisal periods, the answers of the respondents correspond to the answers of the interviewed employees regarding the different periods in which the appraisal is performed, given the different positions in the company - at 3, 6 or 12 months;

(2) Regarding the manner in which the assessment is performed, the answers of the interviewees again coincide with those of the respondents. Organizations do not have and do not use a special evaluation software program. The evaluation forms are pre-created in electronic format, which is sent by e-mail to the relevant employees with the cooperation of the human resources departments;

(3) It is noteworthy that the evaluation competencies are not different for the different positions, which from the point of view of the evaluation of the implementation can be considered as a failure of the system and can lead to certain problems. They should be different - to include the performance of tasks, different personal and professional qualities, motivational factors and desire for career development, job satisfaction, measures of employee success for the position, compliance with specific requirements for certain positions and positions in the company. and others.;

(4) There are also gaps in the communication competencies, as only two of the respondents (L2, L4) communicate directly with their team regarding its presentation and providing feedback. It is noteworthy that the communication competence in the assessment of performance is among the leadership competencies that are found to be deficient, both among the respondents from the survey (leaders and employees) and here - among the interviewees. In addition, indirect (non-physical) contact (telephone, e-mail), which is used in the communication process of some of the interviewees, also creates some gaps on the part of leaders, despite efforts to compensate for this with visits over a period of time.

(5) There are various motivational approaches of the interviewed leaders. It is impressive that there are still managers who motivate their subordinates with considered obsolete motivators in the more global management practice - penalties, fines, etc. - despite the

respondents' claims that this practice is effective and efficient. A good signal for the possession of leadership motivational competencies by the respondents are the mentioned factors such as quality performance indicators, opportunities for acquiring new knowledge and skills, incentives for higher results, which will enable people from the team to gradually increase their competencies.

(6) There is a strong attitude and tolerance towards education, training and development, which is confirmed by the personal profiles of the respondents surveyed by the survey method - they are highly educated. With regard to the knowledge-based economy, however, we are left with the impression that this leadership competence is applied with more deficits or not at all - something that is reaffirmed by the responses of leaders and employees given by them in the quantitative survey.

(7) In relation to the leadership competencies of the respondents, they define themselves as the most competent in terms of: (1) cooperation; (2) teamwork and (3) motivational skills. In connection with what they focus on in order to improve their less developed competencies, it can be summarized that these are: (1) communicative competence; (2) leadership styles; (3) change management (adaptability, flexibility - b.a.). To these leadership competencies can be added mostly: (1) knowledge-based economy and (2) motivational skills (although leaders consider themselves competent here, their practices show quite outdated approaches that would be difficult to correspond to the vision they have for the development of future leadership skills - b.a.).

(8) In the aspirations for self-improvement of the leaders there is an interest in areas such as organizational behavior and organizational psychology, which can definitely be significant for their future activity in the management of the implementation. This can definitely expand both their knowledge in areas directly related to human resource management and help them discover new opportunities in their development as leaders. Here again, we come to the generation, dissemination and storage of new knowledge and the importance of leadership competencies such as the 'knowledge-based economy'.

(9) The leaders interviewed realize that core leadership competencies, considered to be at the forefront of their levels of competence, will continue to be very valuable, but far from sufficient. Their future vision in terms of improving new competencies is focused mainly on team management in crises and risk situations, motivation in the conditions of changes external to organizations, management of interpersonal and / or intergroup conflicts, personal adaptation

to a more authoritative leadership role. in the context of more democracy and liberalism, which corresponds to their vision of managing the resistance of employees in adapting to change.

(10) It can be seen that for the interviewees their self-development and self-training as team leaders must be accompanied by the acquisition of new knowledge about the constantly changing environment, ie. this is another proof of the importance of the "knowledge economy" competence.

In summary of the dissertation research, the following conclusions can be made:

(1) There are highly self-assessed by the leaders competencies such as cooperation; teamwork; leadership styles; achieving the goals; commitment; flexibility;

(2) Leadership competencies highly valued by the employees as motivational skills are observed; teamwork; adaptive ability;

(3) The interviewed leaders self-assess highly especially in the competencies of cooperation; teamwork and motivational skills and want to improve their communication competencies; leadership styles; adaptability; flexibility;

(4) In the self-assessment of the leaders there are gaps and deficits, as well as the need to improve the competencies of knowledge economy; communicative competence; leadership styles.

(5) There are gaps and deficits in the application of leadership competencies (according to employees) such as: knowledge-based economy; communicative competence; commitment and need for more training and improvement in terms of: flexibility; leadership styles and collaboration.

Based on the dissertation research, its analyzes and conclusions, it can be concluded that performance management systems with a focus on the key role of the leader (his leadership competencies) need improvement and development, especially in the conditions of change and the constant need. of new knowledge. For this purpose, the dissertation develops and presents a toolkit for improving leadership competencies in the field of performance management. In this context, both trends and challenges to the leadership role in performance evaluation will be presented, as well as a toolkit for developing and improving leadership competencies in the field of performance management - taking into account all the results of quantitative and qualitative research, so that the proposals can be relevant to the needs of business organizations and applicable in practice in conditions of change.

CHAPTER THREE. DEVELOPMENT, TESTING AND PRESENTATION OF TOOLS FOR IMPROVING LEADERSHIP COMPETENCES IN THE FIELD OF IMPLEMENTATION MANAGEMENT

Chapter Three includes a total of 5 paragraphs, which develop, test and present tools for improving leadership competencies in the field of performance management.

The first paragraph includes trends and challenges for leadership in performance appraisal. The main emphasis here is on the usefulness of leadership competency models, showing that competencies and competency models become an integral part of human resource management and are widely used as a means to increase personal and organizational effectiveness. For the purposes of performance management, competencies at a much higher level are used, which reflect the basic requirements for efficiency. Organizations typically identify between five and twelve senior-level leadership competencies that are related to their strategic goals and critical success factors. In the current toolkit for improving leadership competencies in performance management, the survey identified a total of ten leadership competencies, of which it identified some that need to be improved.

The second paragraph contains the proposed tools for developing and improving leadership competencies in the field of performance management. The dissertation research in Chapter Two and an attempt at a meta-analysis of different leadership competencies, conducted in 3 groups (leaders and employees by survey method and leaders, through the interview method), forms a proposal for a toolkit that contains:

1. Three sets of fundamental (basic) abilities of people;
2. Seven sets of behavioral / interpersonal competencies of the leader;
3. Seven sets of specific leadership competencies.

The toolkit (framework) represents a wide range of views on managerial and leadership skills, but can ensure that this will improve productivity and lead to better performance in employee performance and achievement of organizational goals. In this context, the dissertation also identifies the issues related to the proposed tools for the development and improvement of leadership competencies in the field of performance management, as well as the reasons why it is necessary to improve them.

The systematization of the presented tools is shown in Figure II.48. Improving leadership competencies in performance management. The systematization of these

competencies forms a competence that we can call "performance / performance management and feedback".

As one of the main purposes of the toolkit is for the activities for performance management and performance appraisal, it is necessary to improve the existing models of staff appraisal (during all its preliminary, actual and subsequent phases) to present and propose - modern approach in evaluation systems - through simple and understandable procedures, proposals for improvement of the existing traditional evaluation forms and recommendations for decision-making by the leaders for development and training of employees, based on the results of the received evaluations.

The survey conducted among the respondents-employees on the system for evaluation of the performance / performance and its effectiveness in the organization, identified gaps and deficits that need improvement and improvement. There are gaps in the ways of performing the assessment, i.e. the evaluation procedures themselves; in the main purpose of the system; in the periodicity of the evaluation; the need to increase the leadership competencies of line managers, their knowledge and skills about the process; in providing feedback and communication competence to leaders (gaps in the chain of the evaluation process); doubts about the efficiency of the system, etc.

From the conducted surveys and interviews it is clear that in some organizations this process of personnel evaluation proceeds chaotically, according to outdated procedures and practices, quite inapplicable to the constantly changing business environment. In addition, for some of the leaders interviewed, employee performance appraisal procedures are a process in which they are not directly involved, i.e. the very improvement of the performance of these employees can be undertaken as an individual procedure by the leader within his team and outside the assessment, which is performed by senior management. The proposed more modern approach to managing performance appraisal shortens traditional procedures, assuming that five stages of the process are sufficient:

1. Defining the basic rules and standards;
2. Ongoing informal assessment;
3. Official assessment;
4. Conducting a meeting-interview;
5. Action / decision making.

As we have mentioned many times, one of the most fundamental and difficult parts of human resource management is performance management - an extremely strategic process that is undergoing a huge transformation. What we used to know as an annual assessment at the end of the period is now becoming a whole set of new practices falling into a new category.

The proposal of the tools for the implementation of the personnel evaluation process is through the so-called "continuous evaluation of performance". This proposal is based on the fact that over the last two decades, organizations have witnessed a steady breakthrough in what is known as "competitive staff appraisal" (i.e. people are evaluated, ranked and based on the results obtained, leaders and managers are forced to remove those who are at the bottom, i.e. the lowest-performing employees). Improving existing staff appraisal models here seeks to transform the status quo and offer leaders a "continuous performance appraisal" through which they can help their teams and employees perform better, adopt new knowledge, and acquire new competencies, adopting thinking for growth and improving their results. Through such continuous evaluation, leaders can have functions that manage goals and day-to-day work; functions that manage the improvement of the efficiency, generation and dissemination of new knowledge; functions that manage training and development; functions that manage career growth and continuously improve competencies.

The main idea of continuous evaluation (presented in Figure II.49. "Continuous evaluation of performance" in the implementation of performance management processes) is to improve the efficiency of personnel evaluation systems by focusing first on the continuous evaluation process. of the staff and secondly - on the results achieved by the employees, as in this way the probability to encourage the desire for development and manifestation of more innovative behavior on the part of the subordinates is much higher. Here is the key role of the leader, who through the set goals, allows his team to be much more competent in their pursuit. In addition, continuous evaluation implies a continuous review of results, which again has the potential to have a positive impact - this time on staff satisfaction with their work, thus increasing employee engagement in achieving compliance with this behavior, which the organization itself encourages and supports.

The first sub-paragraph here contains guidelines and recommendations for the development and improvement of specific leadership competencies, which follow the proposed key leadership competencies in the toolkit above, derived from the dissertation research as deficient. They are also the ones who need guidelines and recommendations for development

in their improvement and improvement. In this regard, this sub-paragraph presents ideas and various possible options for the development of the most needed leadership competencies:

1. knowledge-based economy;
2. communication skills;
3. leadership styles;
4. adaptive ability;
5. flexibility;
6. commitment;
7. cooperation.

The second subparagraph proposes programs and a plan for improving leadership competencies in the context of the presented tools. The improvement of leadership competencies outlines approaches to achieving the goals of leadership development, incl. the use of selected development programs. The programs are designed to develop deficient leadership competencies in current and future leaders. Leadership development programs are designed to enable employees at all levels to be the most effective leaders they can be. As there are different types of programs, in the context of the presented tools they can be some of the following or combinations of them:

1. Coaching;
2. Self-development programs;
3. Programs for development through personal experience;
4. Development programs through foreign experience.

In order to achieve the desired results, the programs for improvement of the indicated deficient leadership competencies must be selected in such a way as to meet the needs of those to whom they are directed. Thus, we can identify several basic steps in a program and measure its success in terms of performance management. For example:

1. Defining the main goals to be achieved by the program;
2. Defining the main leadership competencies;
3. Conducting an assessment of leadership competencies;
4. Development of a list of goals for improving leadership competencies;

5. Drawing up a specific plan for improving leadership competencies;
6. Measuring the effectiveness of programs for improving leadership competencies.

In order to implement the concrete improvement of leadership competencies, we compile an example plan with appropriate content, which we direct to the individual development of leadership competence related to communication:

Table II.6. Sample plan for development of communication leadership competence

Individual development plan for leadership competencies	
<i>Objective</i>	To improve communicative competences
<i>Skills</i>	Ability to ask open-ended questions; Active listening skills (understanding the difference between passive or selective listening); Ability to understand exactly what is being said (what the real message is), which is conveyed through words and emotions (verbal and non-verbal); Ability to respond after fully understanding the situation.
<i>Required resources</i>	Personal experience; Foreign experience; Self-learning.
<i>Reporting</i>	Feedback (360-degree) on leader communication
<i>Duration</i>	From a few days to a few weeks

Source: Compiled by the author

In conclusion, it can be concluded that, in general, many companies find it much more effective to involve a third party specializing in the development of leadership competencies, as they can quickly identify the relevant content of the plan, as well as provide the training itself. . On the other hand, not every organization has the resources, time, and capacity to do so. In such cases, internal training and / or coaching is also a good solution. Such training can take place not only through self-training of leaders but also through the use of the experience of more competent leaders to share their knowledge with others.

The third paragraph of Chapter Three shows and presents the benefits and effectiveness of implementing the proposed tools for improving leadership competencies in performance

management. As mentioned, the presented toolkit offers the development and improvement of several key specific leadership competencies, and through more modern staff appraisal, the system for this appraisal can be significantly improved. The dissertation research conducted in Chapter Two shows that each specific leadership competence is vital for leaders, despite the different levels of competence, and therefore the need for improvement. In the modern economy, the successful transition to high performance and productivity through proper performance management, carries with it the constant need for development of leadership competencies, performance management, providing feedback, etc. Due to all this specificity, the successful implementation of The toolkit can be based on the following elements:

1. long-term investments in training, self-training and self-improvement of the leaders and their competencies;
2. creation of new leadership competencies in the application of integrated systems for evaluation of the implementation and increase of their levels of competence in the management of the implementation;
3. modern and appropriate information and communication structure;
4. continuous improvement of the team work and creation of a favorable business environment.

It is necessary not only to raise the awareness of leaders about the constant need to develop their competencies, but also to apply innovative approaches, through which the competencies of employees can be constantly increased. In this way, leadership itself already acquires a different form, in which all its components in terms of performance and performance of employees to achieve high results are refracted through the prism of training, knowledge sharing, the pursuit of improving competencies.

The fourth paragraph presents the implementation and testing of the presented tools. The summary toolkit for improving leadership competencies in performance management includes: improvement of leadership competencies in performance management in three main categories: fundamental leadership competencies, behavioral / interpersonal competencies, specific leadership competencies; Improving the existing staff appraisal through a more modern process in the appraisal systems in 5 stages (setting the basic rules and standards, ongoing informal appraisal, formal appraisal, meeting-interview, action / decision making); "Continuous evaluation of performance" in the implementation of performance management processes;

suggestions for improving the specific leadership competencies; plans and programs for .improvement of leadership competencies in the context of the presented tools.

The plan presented here for testing the proposed tools is designed for training and development of leaders in the implementation of performance management activities. The purpose of the proposal for improving leadership competencies is to provide the relevant organizations and their leaders with a leadership development program. It is explicitly noted here that the proposed approbation toolkit can be applied in the context of change management, performance appraisal, designed to improve both the individual performance of leaders and the organizational performance of the teams they lead. This toolkit maintains the expectation that changes at the individual level for leaders will eventually lead to changes in the level of the team environment and the results of employees in general.

Key elements in the process of implementation and testing of the presented methodological tools include 360-degree feedback, individual development plans, seminar sessions (conducted by both professional trainers and the leaders themselves), individual training, coaching, information provision, ongoing support from senior management of organizations, training projects, intensive opportunities for dialogue and networking.

The presented tools for improving leadership competencies in performance management are proposed for acquaintance and approval (testing) of five respondent-leaders, whom the dissertation research interviews for the purposes of its empirical work:

1. Leader 1 / L1 /: Regional Sales Manager;
2. Leader 2 / L2 /: National Manager "Key Clients";
3. Leader 3 / L3 /: Manager of a bank branch;
4. Leader 4 / L4 /: Human Resources Manager;
5. Leader 5 / L5 /: Logistics - Outbound Delivery Manager.

After a detailed acquaintance with the toolkit, the dissertation research asks a set of questions to the leaders, to whom it made a proposal for testing, which aims to determine the likelihood of implementation, appropriate improvement of competencies of individual leaders and the usefulness of this toolkit. their teams.

As a result of the proposal for approbation, it can be said that the toolkit has been positively accepted by the leaders and their understanding of the reasons for its introduction, which has a positive impact on both its implementation and internalization. The high level of

continuity and approval of the proposed tools influences the inner belief in its value. Thus, it can be said that the interviewed leaders perceive its approbation and introduction positively. However, to be sure that this is indeed the case, the model must be fully institutionalized. Leaders seem to believe in the need for practice, but may still have some concerns about its value or see some difficulty in implementing it later. In this context and from the final interviews with the respondents-leaders, the proposed toolkit highlights the benefits for them from its implementation and testing. Understanding the value of the proposed tools can help to assess how best the procedures of this system can be applied in the organization. It can also help define the scope of a project, as well as the key stakeholders whose support is needed to make it a success, especially in situations of change.

The summary of the benefits of using and testing tools in the performance management system can be defined as follows:

1. Through performance appraisal, the toolkit allows people to focus on the competencies that have the greatest impact on their effectiveness;
2. Provides a shared understanding of what will be monitored, evaluated, measured;
3. Focuses and facilitates the discussion for performance evaluation;
4. Ensures that training and development opportunities are tailored to the individual needs of each;
5. Provides a framework for continuous assessment, training and feedback;
6. Clarifies the specifics of the competencies necessary for the work;
7. Focuses programs and plans for training and development of the missing competencies;
8. Allows the leader to measure the strength, potential and effectiveness of performance.

The toolkit should provide an operational definition of each competence, together with measurable or observable performance indicators or levels of competence against which the leader should perform the performance assessment itself.

In the next paragraph, the dissertation provides guidelines and recommendations for future research and innovation in performance management. Here the focus is on the relationship between the development of management and the changed behavior in the workplace of leaders or the additional connection of all this with the effectiveness of

implementation. Therefore, new approaches to future research and innovation in performance management are needed to demonstrate the link between the tools and the actual improvement of the role of the leader in employee performance. This paragraph is discussed in more detail in the last part of the Abstract - Views and suggestions for guidance on subsequent work.

The last two parts of the dissertation present the conclusions and conclusions from it, as well as its contributions.

The main conclusions indicate that the present dissertation addresses the main issues related to performance management as a key activity of the leader and innovative approaches to improving leadership competencies in this management. The study presents a theoretical overview of the problem, a methodological part, which conducts an independent empirical study, based on this developed, tested and presented tools for improving leadership competencies and performance evaluation in the field of performance management.

Based on this, it can be said that the dissertation achieves its goal and research objectives to a very high degree. Despite some limitations and assumptions in the study, the work develops, approves and presents tools for improving leadership competencies in the field of performance management. To achieve this goal, a variety of research questions have been addressed.

The literature reading and the theoretical review of the issues related to the management of performance show that this activity in the field of human resources and feedback serve to reveal the existing opportunities for improving the work and achieving much higher results of the employees. The conceptual framework shows that it is in the interest of each organization to have a performance management system, to measure performance, to set priority goals and increasing challenges for employees. In a synchronous connection of all this appears and the key role of the leader as one of the most important participants in the process of performance management appears - the leader as a leader and visionary, as a motivator for his subordinates, as competent, knowledgeable and able - he is a kind of buffer between the team and achieving the goals of the organization. His role is central to the entire process of managing performance and providing feedback to his team, while at the same time properly managing this process and its effectiveness.

Based on this, the evidence in the development and the many valid theoretical concepts and practical studies made by Bulgarian and foreign authors on the subject, it can be argued that the dissertation proves its first working hypothesis, namely the assumption that good

governance of performance significantly improves the work performance of employees and is a key prerequisite for increasing productivity and achieving business goals of organizations, ie. this working hypothesis is considered to be true and can be confirmed.

The dissertation research makes an empirical study of the level of leadership competencies, occupying leadership positions from middle or senior management level in order to determine the competencies of leaders, to examine the performance appraisal system, to examine the process of performance appraisal. performance and effectiveness of this system. For this purpose, a dissertation study examined a total of 75 individuals. Based on the dissertation research and the solution of the research questions posed by him, it can be argued that the dissertation proves its second working hypothesis, namely the stated assumption that the approaches to performance management and feedback to employees for their presentation. and the future improvement of their work is directly related to the key role of the leader, ie. this working hypothesis is considered to be true and we can confirm it.

However, in the pursuit of its main goal, the analyzes and conclusions of the study itself show that performance management systems with a focus on the key role of the leader (his skills and competencies) need improvement and development, especially in the context of change. and in the constant need for new competencies. With this in mind, the dissertation develops and presents a toolkit for improving leadership competencies in the field of performance management.

After the presentation of the toolkit, the dissertation approves the proposed toolkit, which is designed for training and development of leaders in the implementation of performance management activities. The purpose of the proposal for improving leadership competencies is to provide the relevant organizations and their leaders with a leadership development program. Also, through the guidelines and proposals for future studies in the field of performance management, it can be concluded that the options for further study of the effects and effectiveness of the proposed tools in different contexts are a good basis for conducting innovative studies. .

Based on the presented tools, as well as guidelines and recommendations in the field of improving performance management, it can be argued that the dissertation proves its third working hypothesis, namely the assumption that trends and challenges to the leadership role in the evaluation of implementation will be constantly increasing, which will contribute to the need for continuous improvement of management methods through different approaches and practices, ie. this working hypothesis is considered to be true and we can confirm it.

Thus, it can be concluded that the evaluation of performance as a key role of the leader, plays a very important role, showing employees the importance that their organizations attach to their innovative behavior. It can be seen that more modern approaches to performance management, especially with regard to traditional practices and their replacement or combination with informal and complementary ones, can increase the perception of evaluation as an incentive for individual innovation in the workplace. Performance appraisal with a focus on new competencies may have a stronger effect than performance-based appraisal. In this way, it can be much better understood how organizations need to evaluate employee performance in order to exploit their potential as a key to improving and enhancing the ability of a change-oriented organization. This study suggests that the proper application of the presented methodological tools and the outlined leadership practices on performance evaluation can also be used to further improve different business sectors with the potential to become much more innovative for much more sustainable management human resources in general.

The present dissertation work shows the topicality of the developed problem in scientific and scientific-applied terms. The dissertation research gives grounds to claim that the state of the problem and the scientific literature are well known, and the chosen research methodology manages to give an answer to the set goals, questions and tasks of the work. In addition, the present study has a high degree of reliability of the material and sources of research on which the contributions of the dissertation are built. In this context, the contributions of the dissertation are concluded in scientific and applied science:

1. For the purposes of the dissertation work and through the use of the scientific and theoretical basis of the issues, new definitions of certain key concepts for the field / activity "performance management" and the role of the leader have been independently developed;

2. By using the existing methods for quantitative and qualitative research, an independent methodological framework of the dissertation research has been created (labor-specific questionnaires / questionnaires, specific interviewing questionnaires).

3. A new toolkit has been created for improving leadership competencies in performance management; plans and programs for the development of specific leadership competencies are proposed.

4. A set of new opportunities and guidelines for future research and innovation in the field of performance management is proposed.

VIEWS AND SUGGESTIONS FOR GUIDELINES FOR FOLLOW-UP

One of the recommendations for continuing the present study is to develop a methodology for surveying the satisfaction of leaders who have accepted and approved the toolkit and to take into account its benefits. In addition, it is good to study how the implementation of the tools proposed in the dissertation has an impact on the workplace, ie. what is the success of the improvement of the leadership competencies of the studied leaders after the "transfer" of these improvements and their training on the results of the employees' performance.

Guidelines and recommendations for future research and innovation in performance management cover several points on the types of research that will most effectively support performance management policy and practice and future leadership development.

The most important gaps in knowledge and skills, as can be seen from the present study, are regarding the specific leadership competencies and applications of the systems in assessing staff performance, incl. communication, feedback, engagement. The general argument for investing in research in the field of management of the implementation and development of leadership competencies is that the public, corporate and individual investment in such research is huge, and the expected benefit is even greater.

The recommendations and proposals for future research and innovation in the field of dissertation management are: these studies to place greater emphasis on research that increases confidence in self-created tools and in understanding the effect and real benefits of them (testing and testing), as well as providing accurate reports and data on the status of advanced leadership competencies after their implementation.

Another recommendation related to future research and innovative approaches in performance management is that more research is needed on the relationship between leadership and staff performance and some specific aspects of human resources such as: organizational behavior and organizational psychology, organizational culture , group / team dynamics and interpersonal relations, etc. In the context of innovative performance management models, studies that examine the psychology of the individual - his personality, emotional intelligence, behavioral characteristics, personality traits - can make a very significant contribution. A variety of intelligent concepts in the management of interpersonal relationships can be derived and proposed, innovative motivational aspects can be found and their use in the work environment. Today, performance management is closely linked to

behavioral psychology in an organizational environment. The basis for future research and innovative approaches in this management can be the mental and physical well-being of the workplace; the satisfaction of individuals with their work and their involvement in the organization; the search for work-life balance; research and proposals for prevention against the "diseases" of the century - stress, anxiety, depression, burnout.

There is also a very strong relationship between the psychology of interpersonal relationships and leadership - a solid foundation for future research in performance management. Here again the focus can be on communication, feedback, change management and conflict management, group dynamics.

Organizational culture is also closely linked to leadership and performance management. Clarifying the characteristics and functions of organizational culture and linking them to appropriate models for leadership development by improving the culture of organizations can offer very good tools and practices that will lead to benefits and effectiveness in managing the performance and performance of employees. better results.

The options for further study of the effects and effectiveness of the proposed methodological tools in different contexts, initially using existing research, are many and extremely diverse. One reason for this is that competency models at the beginning of the proposed value chain can be better planned and designed if there is a fuller understanding of the mechanisms by which capability can become effective with a reflex to performance.

Further research of this type on the channels of influence between performance management and leadership capabilities may provide one of the necessary ingredients for a new type of innovative research on leadership management and development methods and the development of programs and tools to achieve them.

In addition, testing and putting them into practice will further help to understand which methods of leadership competencies work, for what purposes in which contexts and thus to enable the design of programs that do not end with the full development of leaders, but push forward innovative ideas to support the application of value-added competencies to productivity and increase employee performance for much higher purposes.

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