

A theoretical and methodological model of praxeological leadership

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ABSTRACT

The subject of the presented apriori analysis is leadership understood as a personality factor in the form of leadership attitude and its correlates in the leadership process. The aim of the research is to present an innovative concept of leadership, in which it is based on the results of learning and possessed knowledge. Leadership knowledge is a conglomerate of two aspects: knowledge of the process and methodology of leadership and knowledge of subordinates. Deduced apriori, the **Praxeological leadership model** contains the imperatives of leadership knowledge and skills that a supervisor should possess in the process of leading a given social structure (e.g., a subunit, a sports team) in order to be perceived and treated as a leader by the members of the given social structure. The research undertaken employed an analysis of the literature on leadership, an apriori analysis, praxeological deduction and logical modelling. Implications from the apriori analysis undertaken indicate that praxeological leadership is based on an element of personal structure, the intellectual sphere of the individual, which includes knowledge of **leadership methodology** as well as **knowledge of aspects of the personal structure of subordinates**. Colloquially speaking: **an effective/praxeological leader knows how to lead (how? – performance aspect) and who he leads (who is the subject? – effectiveness aspect)**.

KEYWORDS

praxeology, effectiveness of actions, leadership,
leadership effectiveness, praxeological leadership

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Introduction

It is commonly believed that scholars¹ aim to learn the truth (Ajdukiewicz, 1983) in order to provide a true picture of the fragment of reality they are studying. Truth becomes the priority goal of scientific cognition. In this case, research analysis narrowly, yet precisely, defines the chosen area of reality – praxeological leadership². The truth that raises the need for cognition in methodological terms is characterised by: generality, accuracy, high informative content, certainty and simplicity, which, despite the apparent difficulties of their simultaneous implementation, complement and even determine each other (Brzeziński, 2019).

The considerations undertaken correspond to the trend of the theory of efficient action, praxeology, in line with the implications drawn by Kotarbiński (1969) and von Mises (1949; 1960) and the Austrian School (Rothbard, 2019), which formed the basis of the research inspiration of the analysis carried out.

In the light of the adopted paradigm, it has been deduced that **praxeological leadership is a conscious and purposeful behaviour of an individual, shaped on the basis of his or her knowledge and related emotions, which is applied in the social and professional role played by the individual.** In the case of formalised positions and roles, it is related to formal power, while in the case of informal positions and roles, it is related to informal types of power. In other words, praxeological leadership is the conscious and purposeful action of an individual, based on his or her knowledge and the emotions associated with it. It is an attitude presented within the social and professional role that an individual plays in a given social structure (Nagody-Mrozowicz, 2010a; Nagody-Mrozowicz, 2010b). In the case of positions and formalised roles, leadership is associated with formal authority. This means that the person exercising leadership has certain powers and can make decisions that affect others. An example would be a unit commander in the military or a coach of a team (e.g. rugby), who has decision-making authority and can give instructions to his subordinates (e.g. rugby players). In the case of informal positions

¹ Simplifying, with humility, the term, “scholar” to a form of real being, the term “authors of scientific texts” has been applied. Incidentally, many of them possess a genius that has a legitimate claim to the application of the *principium eminenti*.

² Praxeology (from greek *práksis*, *prákseos*, *prâxis* – practice, action + *lógos* – science) is the science of efficient action, which studies the determinants of the effectiveness of conscious and purposeful human actions from the point of view of efficiency.

and roles, leadership is based on an informal type of authority. This means that the person exercising leadership does not have formal authority, but gains it by inspiring trust and acceptance. An example of this is the leader of a peer group, who, while having no formal authority, is accepted and respected by the rest of the group members. In both cases, praxeological leadership is based on one's knowledge and skills and is used to pursue specific goals, depending on the type of power associated with the position or role in a particular social structure.

1. Social influence – the relationship of power and leadership

According to French and Raven, power can be understood as the potential to influence other people. In their research, they identified five basic forms of power: coercion, reward, legitimate, referent and expert (French, Raven, 1959). Raven additionally added a sixth form – informational power (Raven, 1960).

Research on social influence focuses on the different forms of power and their impact on the attitudes, beliefs and behaviour of individuals. Power in the context of social influence refers to an individual's ability to influence other people (Raven, 1988a; Raven, 1988b; Raven, 1990; Raven, 1992).

Social influence is described by social psychology as the process by which an individual's behaviour, feelings, emotions or opinions are altered as a result of what other people think, feel or do, as well as through deliberate influence and manipulation. Social influence takes many forms and can be adopted by social agreement, take the form of pressure, be the result of obedience, leadership influence or persuasion. It can also occur when individuals imagine the presence of other people (Latané, 1981).

Social influence constitutes a broad area of research that deals with the analysis of different forms of power and their impact on people. This research is based on theories of persuasion and social communication, as well as the analysis of different leadership tactics and their effectiveness.

In the context of social communication research, power is often linked to leadership and influences its effectiveness. There is a belief that different forms of power have different effects on leadership and success. This theory is often used in the context of organisational communication and employee relations. Although there are also formal definitions of leadership that do not refer to social power, any discussion of leadership must

consider the means by which a leader influences and induces others to act and follow in the pursuit of specific goals (Raven, 2004).

Sources of power vary widely and depend on the social, cultural and historical context. In order to illustrate the relationship between power and leadership, for the purposes of the discussion undertaken, a simplified and generalised typology of types of power has been made, among which the following are usually listed:

- formal power, which derives from holding a specific position or social role, such as president, coach, company head or doctor. It is based on the rules, regulations and procedures and structures of a specific institution,
- economic power derives from the possession of substantial material resources, such as money, property or raw materials and means of production,
- legitimate power comes from social recognition and acceptance, i.e. having the authority and formal right to hold it. Spiritual leaders, scientists and intellectuals gain power through their achievements, knowledge and morality,
- the power to punish and reward is an important type of it for social control and serves to maintain order and discipline in society. Increasingly, positive reinforcement techniques, i.e. rewarding desired behaviour, are being used to achieve better results than through punishment,
- character-related power has its origins in personality. People who are dominant, charismatic, confident, able to inspire and convince others have power because of such qualities. This kind of power is sometimes referred to as referent power.

The sources of power discussed need not occur separately; they often permeate and reinforce each other. A person with formal power may also base his or her position on legitimate power, i.e. social recognition. Also, economic power can influence the acquisition of legitimate power through, for example, funding organisations or sponsoring community projects. They contrast with figures of political life who sometimes use legitimate power for unethical gain, which adversely undermines the social impact of authority.

The praxeological perspective applied omits from consideration definitions of authority that are based on sociological (Bealey, 1999) and political science (Bullock, Trombley, 2000) approaches, as **praxeological leadership is a personalised influence of the individual, based mainly**

on personal resources and knowledge possessed, applied in purposeful actions.

An important, albeit not always perceived or appreciated, role is played in this case by the morality of the maker's (leader's) act, in line with Wojtyła's concept, cited by Grabińska, in which "Man is the maker of the act. The innovativeness of Karol Wojtyła's philosophy lies in the fact that the reverse involvement is equally important, i.e. the influence of each act on the personal (spiritual and intellectual) structure of the maker³. [...] The analysis of the phases of the formation of the decision to act is very complicated and difficult. It refers to the detailed reciprocal transformations of desires (the emotion and will factor) and judgements (the reason factor, the intellect)" (Grabińska, 2015, p. 17). The leader's intellect is an area that must contain certain defined aspects that he or she should have in the process of presenting a leadership attitude in the process of leading.

2. Leadership as a simultaneous process

Some authors choose to view leadership as a complex, multidimensional process, which in this research is viewed through the prism of three determinants: leader, followers and situation (Northouse, 2015). A standard observation about leadership is that it is a process that involves exerting influence, occurs in groups and involves shared goals (Mastrangelo, Lorenzet, 2004). The leader formulates and communicates guidelines and directions to a group of followers in order to achieve predetermined goals. The contemporary emphasis in this respect is placed on the importance of soft skills: intrapersonal and interpersonal skills such as self-awareness, self-regulation, motivation, empathy and social skills (Goleman, 2003).

Leadership does not necessarily come from holding a formal position in a hierarchy of authority. Many people are great leaders even though they do not hold formal positions of authority in their work. Similarly, many

³ The personal structure and persona in Thomism, the philosophy of St Thomas Aquinas, are based on literature, in particular the *Bible*. Thomism assumes that the essence of a person is the soul, which is united to the body. A person is defined as a self-confirming being who has his or her own individual qualities and capacities. In Thomism, the soul is treated as the substance that gives man his individuality and capacities. The person in this philosophical school refers to the individual as a rational being who has the capacity for reflection and consciousness. The person is treated as an individual with its own will, conscience and intellectual capacities. The person is also capable of establishing relationships with other persons and with God (*Summa Theologiae*).

people are not leaders even though they have somehow found themselves in formal positions of authority.

Before leadership can develop into a process of influencing others to achieve common goals, it must first emerge and mature internally (Marques, 2014). Peter F. Drucker was an ardent advocate of the perspective of leadership as a personal and internal relationship that would play a key role in finding one's place in society, the choices one makes, the way one learns, the way one approaches people, the values one holds and the knowledge of one's strengths and weaknesses (Drucker, 2005). True leadership shares much in common with how one perceives oneself and how one behaves. Leadership requires self-respect and self-control. A person who engages in such patterns of behaviour will often be observed and even admired by others who may choose to adopt some of that person's traits. Without a formal leadership role, the person will become a leader in the eyes of those who seek to emulate him or her (Drucker, 2005).

"Self-leadership" is an attractive and empowering concept that, when practised effectively, can lead to self-motivation (Manz, Sims, 1991), referred to as intrinsic motivation, encouraging introspection and identifying inspiration to engage in action (Furtner et al., 2013). "Leading oneself is an appropriate starting point for leadership. This concept is important for understanding the essence of leadership" (Noda, 2004, p. 56).

3. Introduction to praxeology

Praxeology is the science that deals with the study of human action processes and the effectiveness of these actions. It is based on the assumption that humans act to achieve desired results and make decisions based on their own preferences and expectations. Praxeology is a theory of action that deals with the study and analysis of human learning and action in practice.

Effectiveness of actions means achieving desired goals with a minimum of resources. Praxeology analyses both production processes and activities in other areas of life, such as education, health or management. Research in praxeology aims to identify factors that affect the effectiveness of actions and to develop methods and tools to help improve performance. Examples of areas of praxeology research include optimising production processes, analysing management action strategies, studying the effectiveness of teaching methods, analysing rescue behaviour, studying consumer behaviour, and persuasion and leadership.

Praxeology also aims to develop the ability to make rational as well as effective decisions and to improve skills related to action. In praxeology, it is also important to take into account the context in which actions take place and to understand the different conditions and factors that influence the processes of action. Through praxeology, it is possible to improve action processes, identify and remove obstacles, analyse the effectiveness of actions, and innovate and improve.

The key step in the leadership process is goal setting. Purpose gives meaning and direction to actions, enabling the leaders to focus their efforts and influence others in an effective way. Without a purpose, leadership loses its meaning and becomes ineffective. Purpose does not necessarily have to be related to external indicators, it can be internal tasks such as personal development, self-fulfilment or achieving job satisfaction. Leadership starts with leadership of oneself, with understanding one's purpose and acting on it. Only then can one become a leader for others and influence them in a way that helps them achieve community missions (Mrozowicz et al., 2012).

3.1. Implications of the axiom of action in leadership

Leadership is a form of conscious and purposeful human behaviour that takes place within a given social structure. The influence of power on leadership, on the other hand, is expressed in two important social functions, namely **social roles** played and **interpersonal relationships**. The determinant role of power in relation to leadership means that the phenomenon of power influences the final shape of leadership in a specific situation. This should be understood in the sense that the process and mechanism of leadership is revealed in well-defined and real, often formalised, social and organisational circumstances. Leading is a form of playing a social role, within which the personality, motivation and attitudes of the actor playing the role are of vital importance.

The process of playing a leadership role takes place in an established position and in a specific organisational structure with a specific culture existing in a specific external environment. The result of the above implication is the observation that "leadership is the influence of the actor playing this role on a specific individual, group and organisational social subject under well-defined situational conditions. It is a relationship between the leader and the subject of leadership influence, which is based on mutual trust, confidence and attachment" (Nagody-Mrozowicz, 2020, p. 89).

Praxeological leadership is the conscious and purposeful behaviour of an individual, formed on the basis of his or her knowledge and associated emotions, which is applied in the social and professional role played by the individual. In the case of positions and formalised roles, it is associated with formal authority, while in the case of positions and informal roles, it is associated with an informal type of authority.

Praxeology is based on the fundamental axiom that individual human beings act on the basic fact that individuals engage in conscious action to achieve intentionally chosen goals. This concept of conscious action contrasts with entirely reflexive behaviour, such as unconditioned reflexes, which are not directed towards consciously intended goals. The praxeological method is extended by means of verbal deduction, i.e. logical implications about the subject's conscious action. Action entails the implication that the individual's behaviour is conscious, i.e. goal-oriented. The fact that an action is consciously taken implies that the individual has deliberately chosen certain means to achieve the goals (e.g. appropriate non-verbal messages during a drill). The goals must represent a value to the subject, so the choices made are determined by the values attributed to the goals. The fact that means are used makes one believe that the instruments used serve to achieve the desired objectives. One should note that praxeology does not claim the right to judge whether the subject's decisions are wise and appropriate in terms of values and goals or whether a technologically appropriate method has been chosen to achieve them (Rothbard, 2005).

Every action in the actual world takes place in time, in some present moment, and is directed towards achieving a goal in the future (immediate or distant). If all human desires could be fulfilled *ad hoc*, the subject would have absolutely no reason to act (Block, 1973). Furthermore, the fact that an individual acts implies that he or she believes that the action will result in some kind of change, that the planned state of affairs would not have occurred if he or she had not undertaken the action. Acting implies that the individual does not have total knowledge of the future, and if he or she did, none of his or her actions would matter. Action implies that existence takes place in the reality of a potential, stochastic, uncertain or incompletely certain future. Therefore, a human being chooses which means to use, according to a rational and technological plan created in the present, because he or she wants to achieve the conscious goals in the perspective of the future.

The fact that people act is the result of a chronic state of scarcity of resources and means in relation to the desired goals; if the means were not

scarce but existed in sufficient quantities, the achievement of goals would be unnecessary and there would be no need for action. In other words, resources that are not scarce cease to exist as means because they are not the object of action. Water, for example, is essential for survival and therefore also for achieving goals. However, water occurring in unlimited quantities is not an object of action and therefore cannot be considered in the category of means, but rather in the category of “general conditions of human well-being” (Block, 1973, pp. 381-382). Where water does not exist in rationed quantities, it can become an object of action, for example when water is scarce in the Asian deserts.

In the praxeological perspective, the subject of leadership is the moral causality of the leader’s act, in other words, the leadership actions carried out in the leader’s attitude within the social and professional role he or she plays, based on rational knowledge, the aim of which is the effective performance of tasks by the subordinates under the leader’s influence. The moral causality of an act takes into account the welfare of other people, so that attitudes of loyalty, trust and commitment are formed in them.

Using the logical implications of an existing fact of human action, true implications have been deduced from a true axiom (premise). Apart from the fact that the deductions obtained do not need to be methodologically “tested” by historical or statistical means, there is no need to verify them, since their correctness has been proven by the studies of the predecessors cited (Kotarbiński, 1969; Mises von, 1949; Mises von, 1960).

3.2. Praxeological leadership as a type of rational attitude

First, it must be made clear that leadership as manifested in one of the forms of behaviour: micro-expressions, facial expressions, body posture, tone of voice, body posture, semantic content, phonetic form, position occupied, hierarchical relationship, etc., is a **social role** within which a certain **attitude** is displayed. This paper considers a **leadership attitude** in which knowledge is praxeological in nature and serves pragmatic goals achieved through effectively performed tasks. In the case of **praxeological leadership**, these are tasks related to the effective and efficient performance of the leadership role. Praxeological leadership supports managerial effectiveness and, understood instrumentally and applied, is an object of formation and development, that is, a component of managerial competencies applied to managerial roles (Stoner et al., 2011).

A rational attitude is an approach that is based on logical and deliberate thinking and decision-making based on facts and evidence. A person with a rational attitude uses reason and carefully analyses situations to take the best possible decisions, does not succumb to emotion or intuition, but tries to look at the world objectively and critically. A rational attitude can be particularly useful in situations where precision and logical reasoning are needed, for example in scientific or business fields. It is also important to remember emotions and intuition, which can be valuable in certain life situations where over-analysing can lead to decision paralysis.

A rational attitude is essential in making sound decisions because it allows one to accurately assess information and avoid the influence of misconceptions or prejudice. A responsible rational attitude requires the rejection of reliance on prejudice, stereotypes or misinterpretation of facts. The important thing here is a skilful balance between logical thinking and taking into account emotional and intuitive aspects.

Many decisions in everyday life, such as choosing a job or a life partner, often involve both approaches – rational and emotional. It is important to understand one's priorities and appreciate one's emotional needs, but at the same time approach them in a thoughtful and balanced way.

In summary, a rational attitude is based on a logical and thoughtful approach to decision-making. It is extremely important in many areas of life, but at the same time it is worth remembering to keep it in balance with emotions and intuition in order to achieve completeness and harmony in decision-making.

Therefore, a leadership attitude is a set of relatively stable dispositions and modes of emotional response to a particular aspect of leadership (e.g. benefits associated with power), **accompanied by an individual's relatively stable belief in the properties of the object and a relatively stable readiness to behave towards it** (e.g. attitude towards created interpersonal relationships, building alliances and interest groups).

4. Praxeological leadership

Praxeological leadership is an approach to leadership based on practice and experience. It is a form of leadership that focuses on the application of practical skills and techniques in managing and leading a group or organisation.

Five core areas of praxeological leadership can be identified – the Big Five Praxeological Leadership:

- **Experience.** Praxeological leadership is based on the experience of a leader who has gained practical skills and knowledge as a result of his or her work and commitment to the area.
- **Empiricism.** Praxeological leadership is based on empirical research and evidence on the effectiveness of various management techniques and methods. The leader makes decisions and takes action based on available data and research findings.
- **Openness to changes.** Praxeological leadership assumes that the leader is flexible and open to change. The leader is willing to adapt his or her approach and strategy if they produce better results and outcomes.
- **Active learning.** Praxeological leadership focuses on continuous improvement and learning. The leader is actively engaged in the process of developing his or her skills and knowledge to continuously improve his or her effectiveness and efficiency.
- **Accessibility and understanding.** Praxeological leadership is focused on communication and understanding. The leader strives to be approachable and open to the needs and expectations of others, enabling them to act effectively.

Praxeological leadership can be applied to different areas of management and leadership, such as business, politics, military, security or sport. It is an approach that promotes the effectiveness and efficiency of the leader through the practical application of knowledge and skills in everyday action.

4.1. Praxeological leadership model

Praxeological leadership is a complex multidimensional conglomerate in which personalistic, intellectual, volitional, teleological and behavioural components can be distinguished. This includes the motivational dimension, as well as established dispositions and attitudes, and should be expressed in appropriate behaviour with a strong performance role. The pragmatic dimension is the measure of things and the main evaluation criterion for these events.

Praxeological leadership represents the combined effect of bidirectional relationships between: **psychosocial factors, biophysical factors and biophysical and personal determinants** (see model 1). An analysis of the logic of the model yields unambiguous conclusions.

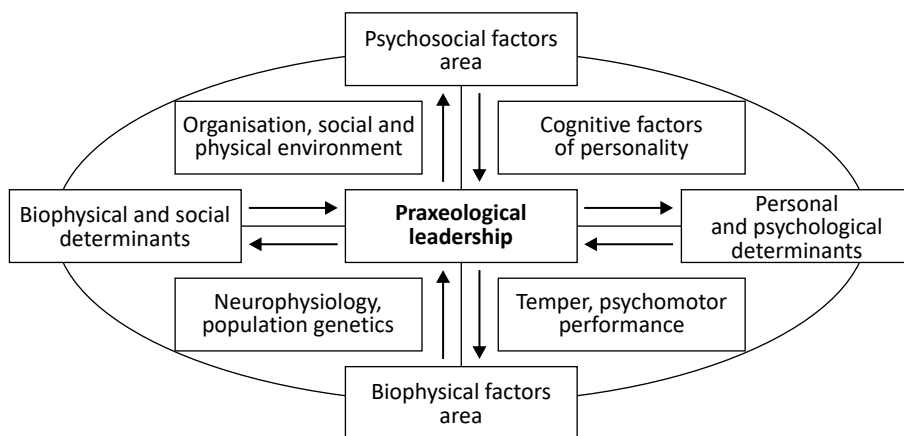
Leadership behaviour is the result of a multifaceted interaction of genetic and neurophysiological conditions with personality (attitudes, motives, value system, beliefs, etc.) and environmental and organisational conditions (type of organisation, position held, etc.). In the context of organisational roles, it becomes **a set of assimilated and automated through learning, formalised actions and emergency actions that comply with organisational rules and norms.**

The essence of the leadership attitude is its praxeological sense: rationality, efficiency and effectiveness in achieving the goal. To a lesser extent, this is accompanied by exalted humanist ideas, broad references and social contexts. These aspects can by no means be ignored, but the effects of their occurrence must be treated ambivalently. The essence of praxeological leadership is precise purpose and concrete effect, affective and sentimental contexts *ex definitione* are disregarded as interfering with the leadership process.

An important feature, one might even say a constitutive one, of praxeological leadership is the need for its continuous improvement, development and training, which in turn requires motivational and controlling influence. The function of the didactic, programming and motivational element is performed by the factor with the same name – **the praxeological factor.**

Praxeological leadership is generated by a cumulative praxeological factor in a determinant structure including:

- **biophysical and social determinants,**
- **personal and psychological determinants,**



Model 1. Dimensions of praxeological leadership determinants

Source: author's original concept.

- **biophysical factors area**,
- **psychosocial factors area** (model 2).

Praxeology refers to the science of human action, and praxeological leadership is concerned with understanding leaders and their impact on others in the context of social action and practice. The cumulative praxeological factor refers to the various determinants that influence leadership.

Biophysical determinants refer to the biological and physical attributes of a leader that can affect his or her abilities and capabilities. Health, physical strength, anatomical structure, motor skills and other physical attributes can affect a leader's effectiveness.

Social determinants refer to the social context in which a leader operates. An understanding of social structure, social roles and interpersonal relationships can influence his or her functioning and their ability to influence others.

Personal and psychological determinants refer to a leader's personality, character traits and communication skills. Understanding one's personality and interpersonal skills can help him or her to communicate effectively and build relationships with others.

Biophysical factors area refer to the impact of factors related to a leader's health, physical strength and energy on the ability to perform actions and influence others.

Psychosocial factors area refer to factors related to a leader's social context, personality and interpersonal skills on their ability to influence others.

All determinants are interrelated and influence praxeological leadership. Understanding these determinants can help identify and develop effective leaders and their skills.

The **praxeological factor** is an integrated system of relationships between leadership determinants. It is also a comprehensive indicator that binds together the individual determinants and provides a measure of leadership effectiveness and efficiency. In the form of a preliminary and preparatory algorithmic formula, it provides an opportunity to visualise the relationship of dependency between the leadership determinants.

It is difficult to propose a mathematical formula accurately at the stage of deduction and logical modelling without a more detailed description of the leadership determinants and the algorithm. However, one might try to create some abstract formula that describes this integrated system of relationships.

Assume that:

- N indicates the number of leadership determinants,
- A indicates the algorithm that engages these leadership determinants,
- R indicates the relationships between the leadership determinants.

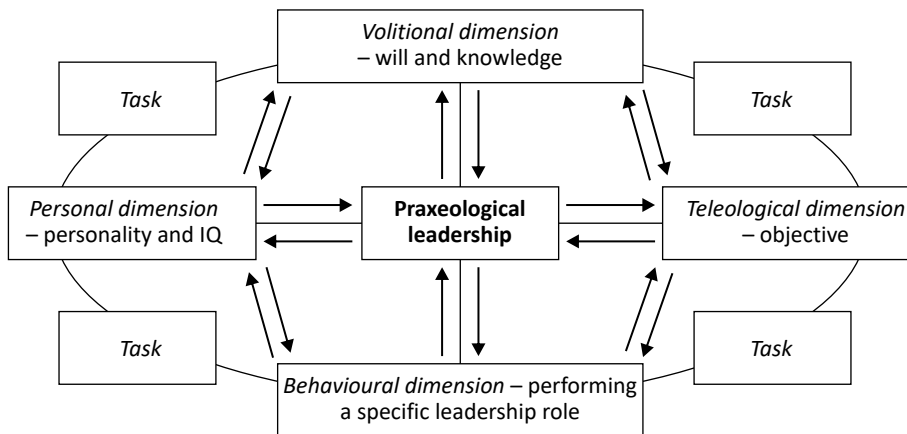
We can then propose the following mathematical formula for the expression:

$$W = \sum [i = 1 \text{ to } N] (Ri \times Ai)$$

This means that the **praxeological factor (W)** is the sum of the products of the relationships (Ri) between the leadership determinants and the algorithm (Ai) engaging them.

Note that the above formula is only an example and may need to be further defined and adapted to the specific leadership determinants and algorithm.

Leadership behaviour is activated by a trigger in the form of a praxeological factor, the structure of which is shown in the diagram above. The graphic depiction was intended to visualise the multidimensionality of the praxeological factor – the trigger of leadership behaviour. Although an attempt is made to give it the form of a single factor, multi-factor depiction seems more appropriate for its function. The praxeological factor as a behavioural trigger is co-created by elements shaped as dimensions in which the intensity of a given attribute can take on very different or similar values.



Model 2. Praxeological leadership model

Source: author's original concept.

The two areas – personality and role and efficiency and knowledge – intermingle and interact with each other. This interference makes the interactions taking place imperceptible in their course, while the process is most easily observed only at the final effects stage.

The praxeological factor can be defined as a complex and multidimensional adaptive aggregate of a personal (personality, temper, motivation, attitudes, values), intellectual (IQ, competence), volitional (will, performance of action), teleological (purpose, utility, usefulness) and behavioural (behaviours, actions, activities) nature. It shapes leadership behaviour at all viable levels of organisational functioning, thus creating a continuum of the factor's impact on specific areas of organisational functioning. The factor interacts at the personal, team and organisational levels, shaping the behaviour of the subject, the individual, the team and the organisation with bidirectional interconnections, through which the organisation reciprocally influences itself, teams and individuals.

Conclusion

Praxeology focuses exclusively on the analysis of the conscious action of human individuals and the logic of their actions. The praxeological method is based on deductive reasoning to draw conclusions about the behaviour of an individual in the context of the pursuit of goals. Praxeology is not designed to assess whether decisions made about values and goals are appropriate or wise. This is the task of other scientific disciplines, such as ethics or philosophy. Praxeology studies the decision-making process and actions of individuals, analysing their logical relationships and implications.

In conclusion, biophysical, social, personal and psychological determinants are the different factors that influence a leader's abilities and skills. Biophysical factors relate to a leader's physical characteristics, such as health, anatomical constitution and motor skills. Social factors refer to the social context in which the leader performs his or her role. Personal and psychological factors relate to the leader's personality and interpersonal skills. Both biophysical and psychosocial factors affect a leader's performance and their ability to influence others. The praxeological factor is a comprehensive indicator that combines these determinants and indicates that it is possible to measure leadership effectiveness.

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Model teoretyczno-metodologiczny przywództwa prakseologicznego

STRESZCZENIE

Przedmiotem prezentowanej analizy apriorycznej uczyniono przywództwo rozumiane jako czynnik osobowości w postaci postawy przywódczej i jego korelaty w procesie przewodzenia. Celem badań jest przedstawienie innowacyjnej koncepcji przywództwa, w której opiera się ono na rezultatach uczenia się i posiadanej wiedzy. Wiedza przywódcza jest konglomeratem dwóch aspektów: wiedzy o procesie oraz metodyce przewodzenia i wiedzy na temat podwładnych. Wydedukowany apriorycznie **Model przywództwa prakseologicznego** zawiera imperatywy wiedzy i umiejętności przywódczych, którymi przełożony powinien dysponować

w procesie kierowania daną strukturą społeczną (np. pododdział, zespół sportowy), aby mógł być postrzegany i traktowany przez członków danej struktury społecznej jako przywódca. W ramach podjętych badań zastosowano analizę literatury z zakresu przywództwa, analizę aprioryczną, dedukcję prakseologiczną i modelowanie logiczne. Implikacje z przeprowadzonej analizy apriorycznej wskazują, że przywództwo prakseologiczne opiera się na elemencie struktury osobowej, sferze intelektualnej jednostki, która zawiera w sobie wiedzę na temat **metodyki przywództwa**, a także **wiedzy na temat aspektów struktury osobowej podwładnych**. Kolokwialnie mówiąc: **efektywny/prakseologiczny przywódca wie, jak przewodzić (w jaki sposób? – aspekt sprawności) oraz kim przewodzi (kto jest podmiotem? – aspekt skuteczności)**.

SŁOWA KLUCZOWE prakseologia, efektywność działania, przywództwo, efektywność przywództwa, przywództwo prakseologiczne


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Author contributions

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

Ethical statement

The research complies with all national and international ethical requirements.