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LEADERSHIP NETWORK BLAKE, MOUTON AND MCCANSE: CASE STUDY - LEADERSHIP STYLES AND DIMENSIONS IN ONE OF THE LOCAL SELF-GOVERNMENTS IN SERBIA

Abstract: Leadership style represents the way in which a leader succeedes to direct and coordinate the behavior and actions of employees in order to achieve their goals. Leadership is a process of motivating of employees to work on achieving of goals promoted by the leader. It is a way of establishing the appropriate relationship between the leader and his associates and other employees.

Using the model of Leadership Network Blake, Mouton and McCanse aspect of the application one of the five leadership styles is accompanied by two dimensions of local government. In two dimensions the respondents were orientating towards one of two choices: employee care and concern for the task. In this paper, on the basis of concrete research, based on the established hypotheses leadership style was determined that maches to the actual situation in local government. The investigation was taken in municipality located in central Serbia, which represents dominant sample for the research in this territorial socio-economic community.

Keywords: leadership, leadership styles, leadership network, the two dimensions of leadership, local government.

1. Introduction

Researches of leadership behavior ware not complete in studies at the universities of Michigan and Ohio. Blake and Moutoun from the University of Texas developed a managerial grid and published their work in 1964 year. They have modified this network more than once, in 1978, 1985 and in 1991 year is was replaced with the Leadership Network of Blake and Aune Adams McCanse, because one of the creators of the network Mouton died in 1987 years (Blake and Mouton, 1964; Blake and Mouton, 1978; Blake and Mouton, 1985; Blake and McCanse, 1991).

Blake and Mouton have published more than forty articles and books that describe their theory (Blake and Mouton, 2002). Leadership behavior is still investigating. Leadership Network is applied to project management in a variety of research.

Leadership Network is based on Ohio State and Michigan studies, on the two dimensions of leadership that Blake and Mouton called "concern for production" and "concern for people". Also, in the literature are mentioned expressions like "care for production" and

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"care for people" (Mulins, 1996). Concern for people and production is measured by questionnaire on a scale of $1-9$.

The leadership network can identify the 81-combination between concern for people and concern for production. Leadership network that was formed in 1991 by modification of management network can identifie five leadership styles. Five different leadership styles in leadership network, which are based on concern for production and concern for people, are situated in four squares. Concern for production is shown on the horizontal axis. Leader with a score of 9 on the

horizontal axis achieved a top concern for production. Caring for people (relationships) is exposed on the vertical axis. Leader with a rating of 9 on the vertical axis achieved a top concern for people (Figure 1).

Leadership styles within leadership network can be described as:

1.1 Poor leadership
1.9 Club leadership
9.1 Authoritarian-production leadership
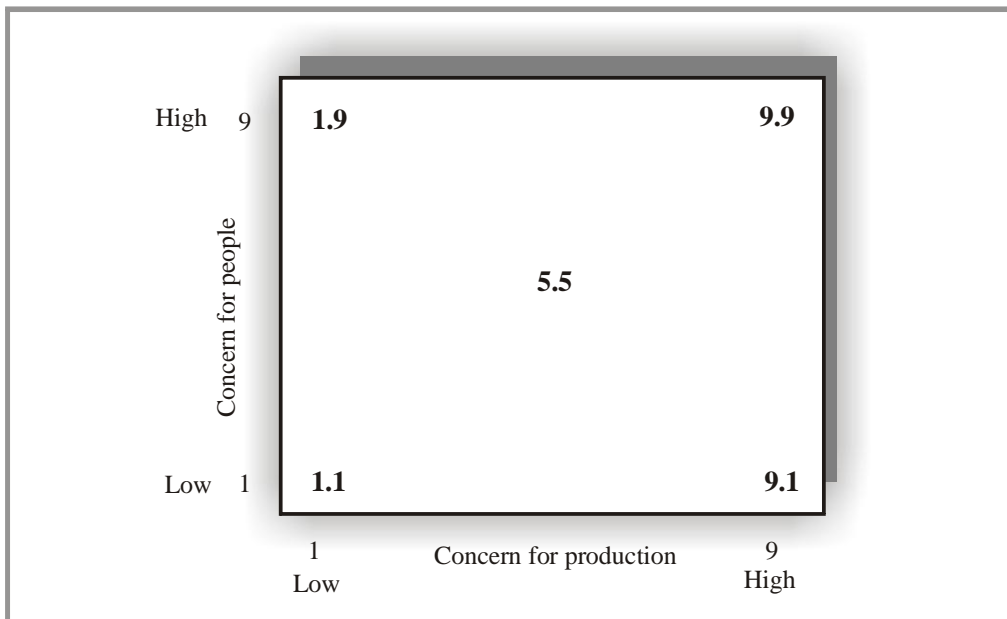9.9 Team leadership
5.5 Leadership in the middle of the road

Figure 1. The leadership network (Blake and Mouton, 1985; Blake and McCanse, 1991)

The poor leader (1.1) - There's a sense of low concern for production and people. The leader has a minimal possibility for the survival of the leadership function. This style is often called laissez-faire leader. The leader does not care for people, he does not care for productivity, avoids conflicts, takes a neutral stance and stays out of the conflict that rages within an organization. Leaders with a rating of 1.1 depend on their employees and believe that only the minimal movements ensure their position in the present (do not rock the

boat).

Club leader (1.9) - It has a high sense of concern for people and low for production. Leader strives to maintain a pleasant atmosphere in the organization regardless of the results of production. He believes that staffs are able to take what is required of them to achieve a reasonable level of production. The production is secondary to him; he is avoiding conflicts and maintains harmonious relations within the organization. The leader of this style tries

to find a compromise between employees so that solutions are acceptable to all. He is encouraging innovations, but also tends to reject a good idea, if it can cause problems among employees.

Autocratic (production) Leader (9.1) - is highly concerned for the production, and has a low sense of concern for people. He focuses on the task assignment, and sees people as a mean for carrying out the tasks. This style is known as "authority-respect" leaders. They want tight control in order to do assignments efficiently. They find that they are creative, and that fostering of interpersonal relationships is unnecessary. They rely on a centralized system and usage of the power of the position. . Employees are treated as a means of production, and the motivation is based on an unhealthy competition between employees for carrying out business tasks seted by the leaders. If an employee denies instructions and standards, leader marks them as useless and takes appropriate measures of punishment (Mulins, 1996; Lussier, 2010).

Team leader (9.9) - has a high sensitivity for people in the organization and for the accomplishment of organizational objectives. This style of leadership is by Blake, Mouton and McCanse generally most suitable for use in all situations. They believe that only the integration of concern for production and people can give positive results and achieve their leadership vision. As we said, this style of leadership is considered ideal. Leaders take care of the production and employees (employee relations). They motivate their employees to achieve their highest possible goals and achievements. Creating a situation in which employees can meet their needs and at the same time achieve commitment to the objectives of the organization. Leaders communicate with employees, share ideas and give them their freedom of action. Problems are solved in a direct confrontation of different groups and immediately provide acceptable rights

solutions, agreements and negotiations for all (Khan, 2010).

Leader in the middle of the road (5.5) - has a balanced stance towards production and people. It strives to maintain a balance between production and employee morale. His approach is "live and let live", and the tendency is to avoid the real issues and to give adequate response on thouse issues. This style of leadership is called a "wet pendulum", with leaders who are swinging between concern for production and concern for people. Leaders balance their concern for both people and production, but not fully committed to either production or people. Because this causes resentment of employees, pressure is reduced and leader adopts a compromise approach. "Wet pendulum" can swing to the side of club leader (1.9), so leader has to tighten up pendulum and take a firmer approach.

Blake-Mounton-McCanse Leadership Grid, in addition to the five basic leadership styles, has two dimensions, namely:

a) Concern for production is characteristic of leaders who are oriented to achieving high levels of production and achieving good results and big profits.
b) Concern for people is characteristic of leaders who in addition to high demands in the production give a meaning to the needs of subordinates, their expectations and desires.

Way to connect these two "concerns" shows leadership style and management. A hierarchical approach is of crucial importance. Will the leader accomplish planned production through employees or with employees is crucial issue. If the planned production is realized through employees in the production process it is necessary to use the mechanisms of power and coercion. The character and strength of the leader, if he has one, gives him better chanse to achieve better results while providing the full satisfaction of

employees.

Paul Hersey, Kenneth Blanchard and Dewey Johnson criticized various approaches of leadership and management that are not based on practice (Hersey *et al.*, 2001). They claim that Ohio State, Michigan and Rensis Likert leadership studies that focus on two theoretical concepts - one focused on the task and the other on the development of interpersonal relationshipsn, are difficult to apply in practice.

2. Researches and contributions

Matrix of your leadership style (***initial instructions given to participants in the research***)

Draw your final results on the graph by using a vertical line that shows the relationship with the people, employees, and the horizontal line that shows the relation to the task. On the vertical axis enter your score that relates to people, and on horizontal line enter your score related to the task. Then draw two lines until they intersect. In the intersection of the lines are the dimensions of your leadership and leadership style that you use in your work.

2. RESEARCHES AND CONTRIBUTIONS

Matrix of your leadership style (***initial instructions given to participants in the research***)

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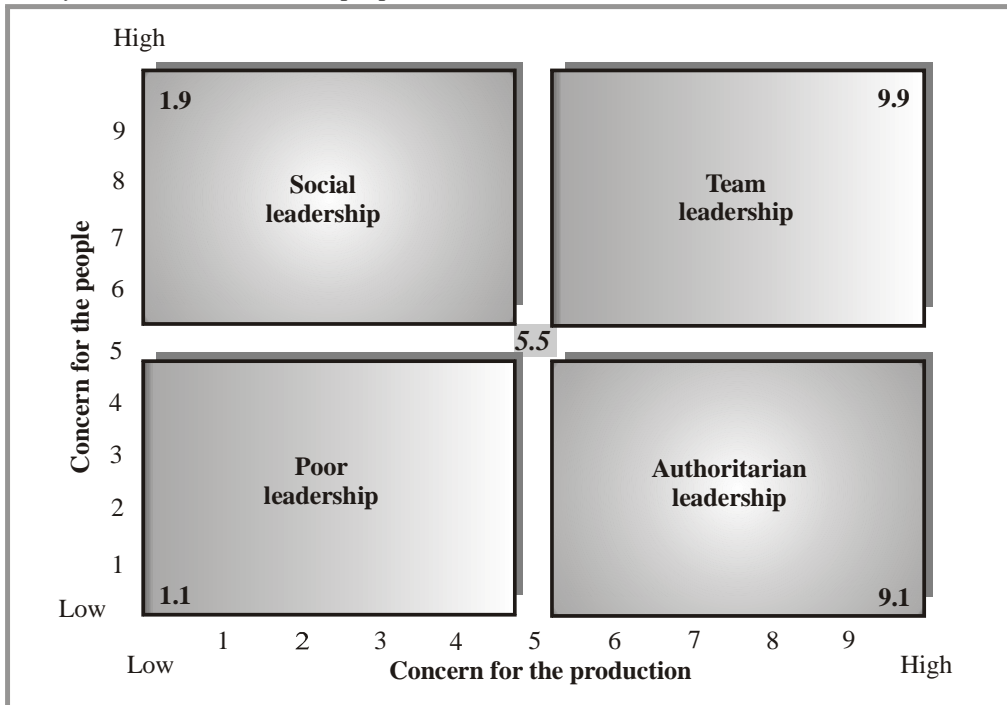
Figure 2. Leadership Network (research samples)

Example
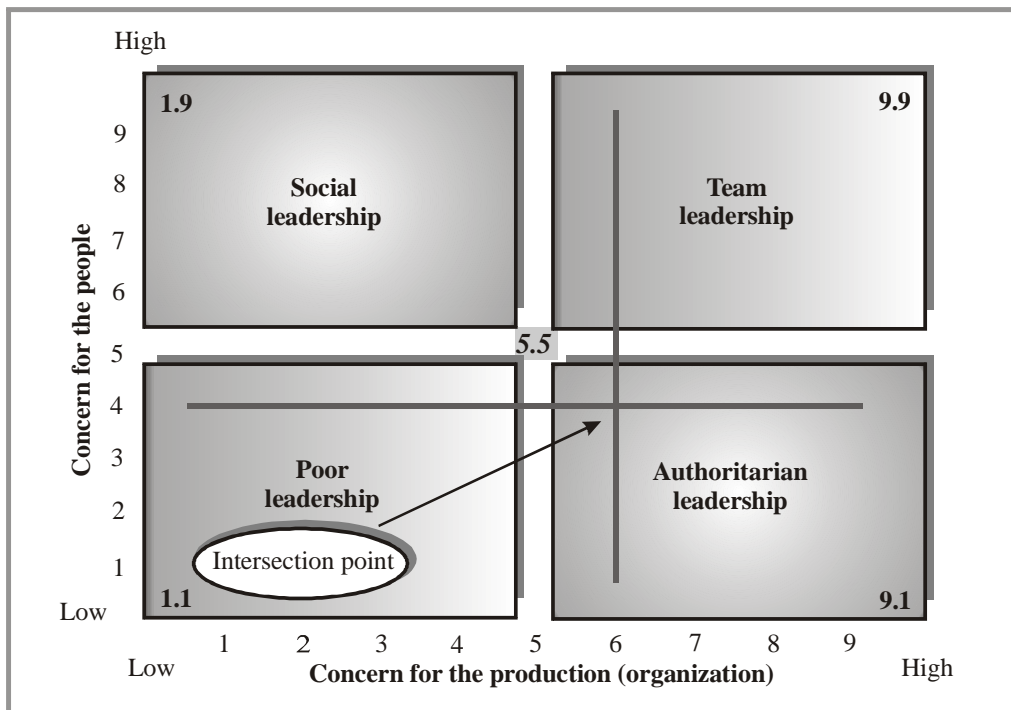
Figure 3. The leading matrix (A specific example of the research process)

In the example above result for the leader-employee relationsihp is 4, and result for relationship between leader-task is 6. In the intersection of the two lines leadership style is obtained. In this case, the authoritative (authoritarian) leadership style is outcome.

Introducing participants with possible outcomes.

The Leadership Network will allow you to determine your leadership style:

Poor (1.1 to 4.4): low concern for people and task.

- Authoritarian (people - 1 to 4 assignments - 5 to 9): severe concern for jobs and poor for people skills.
- Social (people - 5 to 9, and task 1-4): severe concern for human skills and abilities, and poor care for tasks.
- Team leadership (6.6 to 9.9): a strong concern for tasks and people skills.

- Middle of the road (5.5): the center of the picture, but with more experience and skills can demonstrate good team leadership.

However, as with any other instrument that attempts to profile the person, it is needed to take into account other factors such as: how do your managers and employees evaluate you as a leader, do you perform important tasks, do you care for your employees, and are you willing to help your organization to grow.

For the analysis of type of leadership, the questionnaire (Lyne de Ver, 2009) based on the model matrix of personal leadership styles was used. Under this model are defined five possible leadership styles, such as:

- Poor leadership style,
- Authoritarian leadership style,

- Social leadership style,
- Team leadership style, and
- Style in "the middle of the road."

The questionnaire was used to determine the type of leader on a sample of 50 participants of leadership course. The questionnaire contained a list with statements about leadership behavior, with 18 questions that the participants should honestly answer within 5 possible outcomes and a note: never, sometimes, and always. When filling the questionnaire was finished, participants have chosen, in their statements, positive affirmation toward relations with employees or focus on the task. Each of the sums was multiplied with 0.2 and, finally, received the vertical line on the chart that showed the relationship with the employees and the horizontal line that shows the commitment to the task. At the intersection of these two lines drawn there was a leadership style and leadership dimensions of participant.

Before the test six hypotheses were seted, whose credibility can be determined after the analysis of the responses by the respondents. The hypotheses are as follows:

H1: Employees (leaders) are focused on team leadership.
H2: Employees (leaders) are directed towards social leadership.
H3: Employees (leaders) are directed toward authoritarian leadership.
H4: Employees (leaders) are targeted to poor leadership.
H5: Employees (leaders) are focused on the style of "the middle way".
H6: There is no dominant style of leadership among employees (leaders).

Note: The authors of the survey equalized participants (leader-employed), because the study participants were in responsible positions and at the same time they were at the position of leaders in a particular field of work, or coleader at the level of the local government. **Also, the lower limit of maintaining the validity of the hypothesis is if 50% of the participants belong to the specific leadership style**.

Of proven (unproven) hypothesis objective of the research was to determine the dominant leadership dimensions: orientation towards employees or orientation to the task in a particular local government and the dominant leadership style.

The following tables presents answers of 50 participants, taking into account the shading of response to achieve representation in work with the applications share of all 50 participants.

Table 1. Methods of applied research approach (individual scores on a scale value)

Interviewee 1				Interviewee 2			
Orientation to employees		Orientation to job		Orientation to employees		Orientation to job	
Question	Grade	Question	Grade	Question	Grade	Question	Grade
1.	3	2.	5	1.	3	2.	4
4.	2	3.	3	4.	2	3.	4
6.	3	5.	3	6.	4	5.	3
9.	2	7.	5	9.	3	7.	4
10.	0	8.	2	10.	4	8.	2
12.	2	11.	5	12.	4	11.	4
14.	4	13.	3	14.	5	13.	3
16.	4	15.	5	16.	4	15.	2
17.	4	18.	3	17.	2	18.	3
Total	24	Total	34	Total	31	Total	29
20%	4,8	20%	6,8	20%	6,2	20%	5,8

Interviewee 3

Orientation to employees Question	Grade	Orientation to job Question	Grade
1.	3	2.	3
4.	2	3.	4
6.	3	5.	3
9.	1	7.	5
10.	1	8.	3
12.	3	11.	3
14.	3	13.	4
16.	3	15.	3
17.	1	18.	3
Total	20	Total	31
20%	4	20%	6,2

Interviewee 4

Orientation to employees Question	Grade	Orientation to job Question	Grade
1.	3	2.	5
4.	2	3.	4
6.	2	5.	3
9.	3	7.	3
10.	1	8.	3
12.	3	11.	4
14.	2	13.	5
16.	2	15.	3
17.	3	18.	5
Total	21	Total	35
20%	4,2	20%	7

Interviewee 5

Orientation to employees Question	Grade	Orientation to job Question	Grade
1.	4	2.	2
4.	2	3.	4
6.	4	5.	3
9.	2	7.	4
10.	4	8.	3
12.	5	11.	5
14.	3	13.	3
16.	4	15.	3
17.	4	18.	4
Total	32	Total	31
20%	6,4	20%	6,2

Interviewee 6

Orientation to employees Question	Grade	Orientation to job Question	Grade
1.	5	2.	5
4.	5	3.	3
6.	4	5.	4
9.	4	7.	3
10.	1	8.	0
12.	4	11.	3
14.	4	13.	0
16.	1	15.	3
17.	3	18.	5
Total	31	Total	26
20%	6,2	20%	5,2

Interviewee 7

Orientation to employees Question	Grade	Orientation to job Question	Grade
1.	3	2.	5
4.	3	3.	2
6.	3	5.	3
9.	4	7.	2
10.	4	8.	2
12.	2	11.	3
14.	4	13.	3
16.	4	15.	4
17.	5	18.	4
Total	32	Total	28
20%	6,4	20%	5,6

Interviewee 8

Orientation to employees Question	Grade	Orientation to job Question	Grade
1.	2	2.	4
4.	2	3.	2
6.	3	5.	5
9.	1	7.	4
10.	2	8.	2
12.	2	11.	5
14.	4	13.	4
16.	3	15.	3
17.	2	18.	3
Total	21	Total	32
20%	4,2	20%	6,4

Interviewee 9

Orientation to employees Question	Grade	Orientation to job Question	Grade
1.	4	2.	3
4.	5	3.	3
6.	4	5.	3
9.	4	7.	2
10.	4	8.	2
12.	4	11.	2
14.	3	13.	4
16.	3	15.	2
17.	5	18.	2

Interviewee 10

Orientation to employees Question	Grade	Orientation to job Question	Grade
1.	3	2.	4
4.	2	3.	3
6.	3	5.	3
9.	2	7.	4
10.	2	8.	4
12.	1	11.	4
14.	4	13.	3
16.	1	15.	3
17.	2	18.	5

Total	36	Total	23	Total	20	Total	33
20%	7,2	20%	4,6	20%	4	20%	6,6

Interviewee 11

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	2	3.	2
6.	4	5.	4
9.	2	7.	4
10.	2	8.	4
12.	1	11.	4
14.	4	13.	5
16.	1	15.	4
17.	3	18.	2
Total	22	Total	33
20%	4,4	20%	6,6

Interviewee 12

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	5	3.	5
6.	3	5.	4
9.	2	7.	3
10.	2	8.	4
12.	1	11.	4
14.	4	13.	5
16.	1	15.	4
17.	3	18.	5
Total	24	Total	38
20%	4,8	20%	7,6

Interviewee 13

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	5	2.	3
4.	5	3.	3
6.	4	5.	2
9.	4	7.	3
10.	1	8.	0
12.	4	11.	3
14.	4	13.	0
16.	3	15.	3
17.	4	18.	4
Total	34	Total	21
20%	6,8	20%	4,2

Interviewee 14

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	4	2.	1
4.	3	3.	4
6.	4	5.	3
9.	3	7.	3
10.	4	8.	1
12.	4	11.	5
14.	3	13.	1
16.	3	15.	1
17.	4	18.	2
Total	32	Total	21
20%	6,4	20%	4,2

Interviewee 15

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	5
4.	5	3.	3
6.	2	5.	2
9.	2	7.	5
10.	4	8.	3
12.	5	11.	1
14.	5	13.	3
16.	3	15.	5
17.	2	18.	3
Total	31	Total	30
20%	6,2	20%	6

Interviewee 16

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	2	2.	2
4.	3	3.	3
6.	4	5.	3
9.	3	7.	5
10.	4	8.	2
12.	4	11.	4
14.	5	13.	3
16.	4	15.	2
17.	2	18.	3
Total	31	Total	27
20%	6,2	20%	5,4

Interviewee 17

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	3
4.	2	3.	4
6.	3	5.	3
9.	1	7.	5
10.	1	8.	4
12.	3	11.	3
14.	3	13.	4
16.	3	15.	3
17.	1	18.	3
Total	20	Total	32
20%	4	20%	6,4

Interviewee 18

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	5
4.	2	3.	4
6.	2	5.	3
9.	3	7.	3
10.	1	8.	1
12.	3	11.	3
14.	2	13.	4
16.	2	15.	3
17.	3	18.	5
Total	21	Total	31
20%	4,2	20%	6,2

Interviewee 19

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	1	2.	4
4.	3	3.	5
6.	2	5.	3
9.	3	7.	4
10.	4	8.	3
12.	3	11.	5
14.	1	13.	4
16.	4	15.	4
17.	3	18.	4
Total	24	Total	36
20%	4,8	20%	7,2

Interviewee 20

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	3
4.	1	3.	5
6.	2	5.	4
9.	3	7.	3
10.	3	8.	4
12.	2	11.	3
14.	2	13.	4
16.	3	15.	5
17.	2	18.	5
Total	21	Total	36
20%	4,2	20%	7,2

Interviewee 21

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	5	2.	2
4.	3	3.	2
6.	3	5.	3
9.	3	7.	5
10.	4	8.	1
12.	4	11.	3
14.	4	13.	1
16.	4	15.	1
17.	5	18.	1
Total	35	Total	19
20%	7	20%	3,8

Interviewee 22

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1	4	2	2
4	3	3	2
6	5	5	3
9	4	7	3
10	3	8	2
12	3	11	2
14	4	13	4
16	3	15	3
17	3	18	3
Total	32	Total	24
20%	6,4	20%	4,8

Interviewee 23

Orientation to employees		Orientation to job	
Question	Grade	Pitanja	Grade
1.	3	2.	2
4.	3	3.	2
6.	3	5.	4
9.	2	7.	1
10.	5	8.	3
12.	3	11.	1

Interviewee 24

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	3	3.	1
6.	3	5.	3
9.	2	7.	2
10.	4	8.	4
12.	5	11.	2

Question	Grade	Question	Grade	Question	Grade	Question	Grade
14.	4	13.	3	14.	4	13.	3
16.	5	15.	3	16.	5	15.	3
17.	5	18.	2	17.	4	18.	1

Total	33	Total	21	Total	33	Total	23
20%	6,6	20%	4,2	20%	6,6	20%	4,6

Interviewee 25

Orientation to employees		Orientation to job					
Question	Grade	Question	Grade
1.	3	2.	4
4.	5	3.	5
6.	4	5.	4
9.	2	7.	4
10.	2	8.	4
12.	1	11.	4
14.	3	13.	3
16.	1	15.	3
17.	3	18.	3

Total	24	Total	34
20%	4,8	20%	6,8

Interviewee 26

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	5
4.	3	3.	3
6.	2	5.	4
9.	2	7.	5
10.	1	8.	3
12.	2	11.	4
14.	2	13.	3
16.	3	15.	4
17.	4	18.	3

Total	22	Total	34
20%	4,4	20%	6,8

Interviewee 27

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	2	2.	3
4.	3	3.	5
6.	3	5.	3
9.	2	7.	4
10.	1	8.	3
12.	3	11.	3
14.	3	13.	3
16.	3	15.	3
17.	1	18.	4

Total	21	Total	31
20%	4,2	20%	6,2

Interviewee 28

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	1	3.	5
6.	2	5.	3
9.	3	7.	3
10.	2	8.	1
12.	3	11.	3
14.	2	13.	5
16.	3	15.	4
17.	3	18.	5

Total	22	Total	33
20%	4,4	20%	6,6

Interviewee 29

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	4	2.	2
4.	3	3.	2
6.	4	5.	3
9.	3	7.	2
10.	4	8.	3
12.	5	11.	3
14.	3	13.	3
16.	4	15.	2
17.	4	18.	2

Total	34	Total	22
20%	6,8	20%	4,4

Interviewee 30

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	5	2.	3
4.	5	3.	3
6.	4	5.	4
9.	4	7.	3
10.	0	8.	0
12.	4	11.	3
14.	4	13.	0
16.	3	15.	3
17.	4	18.	5

Total	33	Total	24
20%	6,6	20%	4,8

Interviewee 31

Orientation to employees		Orientation to job		
Question	Grade	Question	Grade	
1.	5	2.	3	3
4.	4	3.	1	1
6.	3	5.	3	3
9.	4	7.	2	2
10.	2	8.	2	2
12.	3	11.	1	1
14.	2	13.	4	4
16.	5	15.	3	3
17.	5	18.	4	4

Total	**33**	Total	**23**
20%	6,6	20%	4,6

Interviewee 32

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	4	2.	2
4.	2	3.	2
6.	4	5.	2
9.	5	7.	1
10.	2	8.	2
12.	5	11.	2
14.	3	13.	4
16.	4	15.	2
17.	3	18.	3

Total	**32**	Total	**20**
20%	6,4	20%	4

Interviewee 33

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	3	3.	5
6.	3	5.	5
9.	1	7.	5
10.	1	8.	4
12.	2	11.	4
14.	5	13.	2
16.	3	15.	2
17.	2	18.	5

Total	**23**	Total	**36**
20%	4,6	20%	7,2

Interviewee 34

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	4	2.	3
4.	5	3.	2
6.	3	5.	3
9.	3	7.	1
10.	3	8.	1
12.	4	11.	2
14.	4	13.	4
16.	4	15.	2
17.	5	18.	2

Total	**35**	Total	**20**
20%	7	20%	4

Orientation to employees		Orientation to job		
Question	Grade	Question	Grade	
1.	4	2.	3	4
4.	2	3.	5	2
6.	4	5.	4	4
9.	4	7.	2	4
10.	4	8.	1	4
12.	3	11.	2	3
14.	3	13.	1	3
16.	4	15.	3	4
17.	5	18.	3	5

Total	**33**	Total	**24**
20%	6,6	20%	4,8

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	5	3.	4
6.	2	5.	5
9.	3	7.	3
10.	3	8.	4
12.	1	11.	5
14.	4	13.	4
16.	1	15.	4
17.	2	18.	5

Total	**24**	Total	**38**
20%	4,8	20%	7,6

Interviewee 37

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	5	2.	3
4.	5	3.	3
6.	4	5.	0
9.	4	7.	3
10.	3	8.	2
12.	4	11.	3
14.	4	13.	0

Interviewee 38

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	4	2.	1
4.	3	3.	4
6.	4	5.	3
9.	3	7.	3
10.	4	8.	1
12.	4	11.	5
14.	3	13.	1

Question	Grade	Question	Grade
16.	1	15.	3
17.	4	18.	4

Total	34	Total	21
20%	6,8	20%	4,2

Question	Grade	Question	Grade
16.	3	15.	1
17.	4	18.	2

Total	32	Total	21
20%	6,4	20%	4,2

Interviewee 39

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	2	2.	1
4.	3	3.	3
6.	3	5.	2
9.	5	7.	4
10.	1	8.	0
12.	5	11.	0
14.	5	13.	5
16.	5	15.	3
17.	3	18.	2

Total	32	Total	20
20%	6,4	20%	4

Interviewee 40

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	2
4.	5	3.	3
6.	4	5.	3
9.	3	7.	2
10.	2	8.	4
12.	4	11.	2
14.	3	13.	3
16.	4	15.	3
17.	4	18.	2

Total	32	Total	24
20%	6,4	20%	4,8

Interviewee 41

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	2	2.	3
4.	2	3.	5
6.	3	5.	3
9.	2	7.	4
10.	3	8.	3
12.	3	11.	3
14.	3	13.	3
16.	3	15.	3
17.	1	18.	4

Total	22	Total	31
20%	4,4	20%	6,2

Interviewee 42

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	5	2.	3
4.	1	3.	2
6.	3	5.	2
9.	3	7.	3
10.	4	8.	2
12.	3	11.	3
14.	4	13.	2
16.	5	15.	3
17.	3	18.	3

Total	31	Total	23
20%	6,2	20%	4,6

Interviewee 43

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	1	2.	4
4.	3	3.	5
6.	2	5.	3
9.	2	7.	4
10.	4	8.	3
12.	3	11.	5
14.	1	13.	4
16.	4	15.	4
17.	3	18.	4

Total	23	Total	36
20%	4,6	20%	7,2

Interviewee 44

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	3
4.	2	3.	1
6.	4	5.	2
9.	3	7.	3
10.	2	8.	3
12.	3	11.	2
14.	4	13.	2
16.	5	15.	3
17.	5	18.	2

Total	31	Total	21
20%	6,2	20%	4,2

Interviewee 45

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	2
4.	5	3.	3
6.	3	5.	2
9.	4	7.	1
10.	3	8.	1
12.	4	11.	3
14.	4	13.	4
16.	4	15.	3
17.	5	18.	4
Total	35	Total	23
20%	7	20%	4,6

Interviewee 46

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	2	2.	4
4.	3	3.	3
6.	1	5.	4
9.	3	7.	5
10.	2	8.	5
12.	4	11.	5
14.	2	13.	4
16.	3	15.	3
17.	3	18.	3
Total	23	Total	36
20%	4,6	20%	7,2

Interviewee 47

Orientation to employees		Orientation to job	
Question	Grade	Pitanja	Grade
1.	3	2.	1
4.	5	3.	2
6.	3	5.	4
9.	2	7.	2
10.	5	8.	3
12.	2	11.	2
14.	4	13.	3
16.	5	15.	3
17.	5	18.	1
Total	34	Total	21
20%	6,8	20%	4,2

Interviewee 48

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	2	3.	1
6.	3	5.	3
9.	5	7.	4
10.	4	8.	3
12.	5	11.	4
14.	4	13.	4
16.	5	15.	3
17.	4	18.	1
Total	35	Total	27
20%	7	20%	5,4

Interviewee 49

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	5	3.	5
6.	4	5.	4
9.	3	7.	3
10.	3	8.	3
12.	1	11.	3
14.	2	13.	4
16.	1	15.	4
17.	2	18.	4
Total	24	Total	34
20%	4,8	20%	6,8

Interviewee 50

Orientation to employees		Orientation to job	
Question	Grade	Question	Grade
1.	3	2.	4
4.	5	3.	4
6.	4	5.	4
9.	3	7.	3
10.	3	8.	4
12.	1	11.	5
14.	2	13.	3
16.	1	15.	4
17.	2	18.	3
Total	24	Total	34
20%	4,8	20%	6,8

In Figure 4 are shown the values of the items that were obtained after analysis of results defined in the questionnaire. Each point represents the leadership dimensions and styles that are obtained for each participant individually.
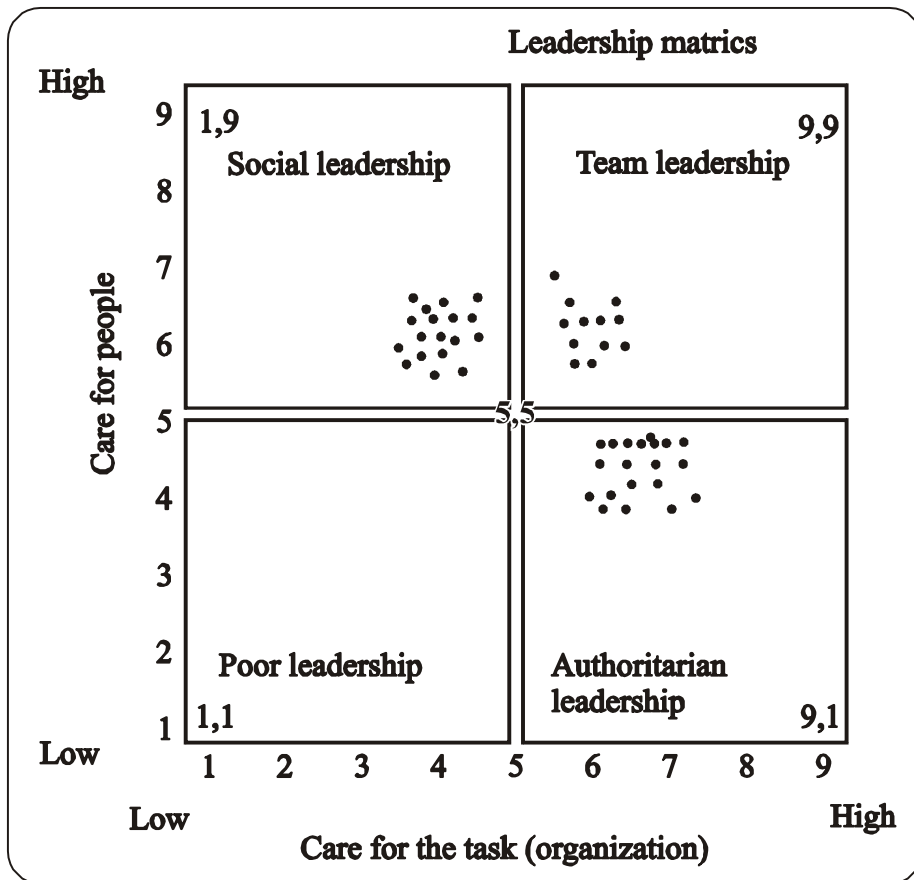
Figure 4. Leadership network (Research method of leadership dimensions and styles of local government in the Republic of Serbia)

3. Author's note

People and Mission

At a time of economic expansion in the world, especially in the U.S., in the 60-ies of the last century, the management of multinational companies concentrated their thoughts so that they belived that they should find some magic as solution to the problem of creating an effective leader. In this context, unlike the Leadership Network Blake and Mouton McCanse, whichm identifies the concern for production and concern for people, Hersey's Situational Leadership model extends this approach for behavior in

dimensions (Arsovski and Nikezic, 2013).

Blake and Mouton concluded that the team leadership style can be accepted as a universal theory. However, other researchers of leadership network disagreed with these findings, calling team leadership - myth style (Nystrom, 1984).

The situational leadership diagnosis is an essential part of the skills that participants are trying to present. Independent of the activities in which thay are carring out their leadership role, the leaders can not be a pros if they just sign the prescription. Prescription without diagnosis is abuse (Hersey, 1984). Many theories and models in leadership, management and organization are too complex and complicated. Model has to be

remembered and used. Is something worth if it is not used for more effective work and used for management of companies (Schermerhorn, 2001). Social Ethics is the leadership paradigm that connects concern for people and task. Modern organizations give more attention to social roles and responsibilities that a leader has to its employees and to the task to be achieved (Nikezic and Matic, 2011).

Leadership model has to be applicable in organizations and governments, except that it is necessary that quality, as a basic condition for the survival and realization of competitive advantage, gives a very important significance, through connection of quality of service in local government and satisfaction of service users, because it became imperative in the 21st century (Nikezic and Jakupovic, 2011).

Backbone and Validity

Studies were conducted in order to achieve further development and active learning. Although there is support for a universal theory, team leadership style of Blake and Mouton is not accepted as one the best in all situations, it is proposed the use of existing styles of leadership behavior in different situations, or use of one leadership style for the specific situation (Nikezic *et al.*, 2012). Advantage of Leadership Network is recognition of the need for local government and people for the task (goal). Generic set of target-oriented and human-oriented leadership functions must be implemented in order to ensure effective organizational performance. The advantage is also that the leaders of the local governments do not necessarily have to favore realization of the tasks or the satisfaction of people. Strong goal-oriented leaders can be successful if their coleaders provide people who are oriented to their own function in the process of work, and vice versa (reverse).

4. Conclusion

Based on the application of the proposed model to determine dimensions and leadership styles in one of the local government of the Republic of Serbia, as a representative sample of the central Serbia, the following was determined (Figure 4):

H1: not confirmed, since it is less than 50% of the participants used a team leadership as well as his personal style (25% of participants),

H2: not confirmed, because less than 50% of participants use social leadership as their personal leadership style, dimensionally usemre to care for employees (35% of participants),

H3: not confirmed, because less than 50% of the participants used the authoritarian leadership style as his own way of leadership, dimensionally directed toward achieving the tasks (40% of participants),

H4: not confirmed, because no participant of leadership course not used "poor leadership" as a model of conduct in local government;

H5: not confirmed, because no participant of leadership course does not use the style "middle way" in local government,

H6: not confirmed, because there is no dominant leadership style, dimensionally conceptualized by concern for employees and concern for duties that is of leadership course participants are not committed (50% of participants) for a single leadership style as dominant.

Recommendations by research: The majority of participants identified results of leadership course should increase their social skills, education, training, to teamwork (team leadership) became dominant in local government (employee care and achieve the set of tasks).

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