

Psychological analysis of the personality of the manager

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Abstract — A manager's success in the social sphere is closely dependent on his personal qualities and abilities, professional interests and motivation. This article analyzes the leading paradigms on the basis of which practical approaches to the activities of the manager are derived in order to turn them into full-fledged ones in the process of their management practice.

Keywords: personality of the leader, stress, qualities of the manager

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I. INTRODUCTION

For the past decade, one of the most highly discussed topics is the relationship between the concepts of management, performance and stress. Performance management and stress are some of the most important functions of a manager's personality, related to organizational results and success.

One of the basic meanings of the concept is this social image that the individual adopts in order to fulfill his social functions, to play his social role. In other words, personality is that of man (or man) which can be understood by relating it to society; with social norms, with social practice, with other people. (Vassilev.V., Psychological foundations of management. Sema 2001, Plovdiv, pp. 204-205) In this general conception of personality, at least two meanings and aspects can be distinguished:

Personality serves to express the organization and integration of both the numerous mental qualities of the leader and his various actions. The personality is considered in relation to both the life history of the individual and the prospects of his future development. (Vassilev.V., Psychological foundations of management. Sema 2001, Plovdiv, pp. 204-205).

Stress is a universal and general challenge for the personality of the leader. The ever-changing demands of the work world and the onset of crisis situations can increase stress levels among employees and managers. According to the International Labor Organization, stress is recognized worldwide as a major challenge to the well-being of employees and managers and to the state of organizations. Many researchers describe it as the "disease of the 21st century."

II. LITERATURE OVERVIEW

A manager must have certain qualities in order to master all the activities in the company in order to be able to see the specific problems and to identify the appropriate strategy for their solution. The qualities of the leader, depending on the degree to which they are manifested and how they are combined, form the leadership style of the manager. There are various concepts for defining the qualities of a leader, and perhaps one of the most popular is that of Warren Bennis. It explores the characteristics of 90 successful managers and brings out the following four groups of qualities:¹

Attention management: engaging followers to achieve goals.

Knowledge management: managers are able to convey the meaning of the created image in an understandable way as a basis for their acceptance by followers.

Trust management: thanks to perseverance and consistent action, managers receive full support from their followers.

Self-management: managers know their strengths and weaknesses very well. In the process of overcoming weaknesses, they are able to identify additional resources.

Bennis emphasizes in his research that managers must look for solutions to create a work environment that allows people to develop their potential to solve the tasks. In this regard, four groups of qualities can be defined, which are largely conditional, because the practice does not always confirm their relationship with management.

Physiological qualities: height; weight; figure, appearance or representation; Health status; vigor of movements, etc.

Psychological or emotional qualities: flexibility, initiative; honesty; vigilance; courage; self-confidence; balance; ambition; vigor; power; need for achievements; persistence; independence; independence, etc.

Mental or intellectual qualities: mind and logical thinking; education; prudence; conceptuality; insight; curiosity and cognition; originality; intuition, etc.

Personal business qualities: ability to gain popularity and prestige; organizational skills; ability to persuade; ability to be reliable; tact and diplomacy, etc.

Another popular concept is that of Lori Mullins. It connects the professionalism of the manager with three groups of competencies.²

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¹Bennis, W. To become a leader of leaders. Q: Rethinking the future. S., 2001

² Joe Mullins ..., 10, 2003 — 2016 .

Technical competence : the need to have certain knowledge, methods and habits for solving certain tasks, primarily for training of their subordinates / associates /, as well as for conducting operations related to the current activities of the organization - production of goods and services, training, etc.

Social habits and human qualities: necessary in interpersonal relationships and evaluation activities. A distinctive feature of a successful manager is the ability to ensure efficient use of human resources, which include the organization of interactions, leadership and coordination of efforts, rapid response to situations and flexibility of management style.

Conceptual abilities: necessary for understanding the action and the organization as a whole, incl. and the environment, which allows strategic planning to be carried out and everything to be subordinated to the accepted goals for achievement.

Based on the study of the leading companies in Europe, Helber, for his part, points out that the century of all managers with traditional qualities is over and there is a need for new managers with other merits.³ He singles out ten development strategies, typical for the new generation of managers

1. Leadership qualities;
2. Striving for radical change;
3. Wide cultural knowledge;
4. Constant pursuit of growth;
5. Development / exploitation of the organization / - search for new approaches to the organization of management and activity;
6. Maintaining the spirit of competition by using new paths to success;
7. Constant striving for renewal and prevention of the slightest signs of stagnation;
8. achieving what people can motivate themselves with;
9. skills to work in a team;
10. Achieve, in general, the highest quality.

Functional and situational competence, according to the authors of the model, characterize the professionalism, and intellectual and social competence. Functional and situational competence, according to the authors of the model, characterize professionalism, and intellectual and social competence - the psychological stability of the manager.

Julian Rotter's theory is that people interact with their important environment. Man's reaction to the events of his environment depends on the significance or importance he ascribes to these events. Rotter suggests that human behavior results from the interaction of environmental factors and personal characteristics.

Personality and functional parameters of the manager (activity and functions of the manager)

The analysis of the personal parameters of the manager is directly related to the particularly responsible functions that he has as a leading subjective factor of management. Presented successively by K. Alhov, they have the following form: setting and analysis of problems, setting goals, planning alternatives, solution; activation;

organizing; coordination and management; motivation; controlling; evaluation;⁴

These functions - despite the incompleteness and conditionality that they have, correspond directly to the main elements of the management process - planning, organizing, leadership, control, motivation, and therefore allow deriving and systematizing the leading personal parameters of the manager, their relationship and purpose. In its diversity and complexity of implementation management activity depends on a number of subjective and objective factors and conditions. Most directly and significantly, however, it is determined by managerial skill, managerial approach, tactics and strategy and management style. These basic personality-functional parameters play a decisive role in the effectiveness of management.⁵

Managerial management skill - is a specific type of human skill, and the skill is to do something with the mind, ie with effort and intelligence. Its leading characteristic is the successful driving of human communities to achieve the common goal. It is proof that the manager has sufficient ability to carry out effective human interaction, which implies a number of qualities, traits and characteristics of his personality related to the functioning of relationships with others, their stimulation and motivation for greater activity.

The manager, as the head of the organization performs a variety of functions, but the main ones are related to goal setting and goal setting, organizing activities, leadership, motivating and stimulating people, control and evaluation, which require him to have certain personal qualities. The personal qualities of the manager are a key prerequisite for success in his work.

Managerial approach and style of the manager

The managerial skill of the manager is expressed in the approach, the strategy and the style of the managerial actions performed by him.

At the psychological level, the so-called atomistic and holistic approaches are presented. The atomistic is expressed in a careful concentration on the individual elements of the activity, without orientation in the general structure, which hinders its quality. The holistic approach is characterized by the desire to understand the general meaning and establish the links between the ideas of the manager, his intentions and the subjective personal meaning.⁶

Close to these approaches are the two other approaches described: superficial and in-depth. The superficial approach includes more external to management, instrumental motives for activity. The main thing is to maintain a balance between the probability of failure and the favorable conditions for successful work. The in-depth approach covers in-depth motives, internal to the personality and activity of the manager. They reinforce the sense of personal competence and self-efficacy.

⁴ Althoff, K.M (1978). Thielepape, Psihologie inn der Verwaltung, herford, c.143

⁵ Nikova.(2007)., Problems of management psychology., University Publishing House. Sofia.

⁶ Nikova.(2007)., Problems of management psychology., University Publishing House. Sofia. p.57

³ Helber, 1987, Quincas Borba

Along with the above-mentioned superficial and thorough approach, the so-called approach to achievement (F. Marton). It includes motives for achievement, which are based on the principles of competitiveness and the need for self-improvement in management, as well as for achieving high results, regardless of the dominant common interest and existing conditions.

Ability to make management decisions

Decision-making is an extremely important part of the management activities of the organization. It can be said that decision-making is the "central axis" around which the life of the organization revolves. Making the right decision is inherently a management art.⁷ The solution is a choice of alternatives. The effect of the manager's managerial activity is related to his ability to see and solve problems, to identify the goals of the company's activity and, accordingly, the ways, means and means by which these goals will be achieved. This requires from the manager competence in outlining the strategy and tactics of the company, combined with creative imagination and intuition.⁸

Peculiarities in the personality structure of the leader.

Analyzing the activity of the leader in an organization, we inevitably come to the problem of his individual personal characteristics and the need for self-knowledge. The first condition determining the effectiveness of the manager's work is the opportunity to get to know himself well and to evaluate his abilities. Everyone to a greater or lesser degree asks himself the question "Who am I?" For the leader, this focus and self-knowledge is mandatory. In order to be able to well manage the behavior of other people, to select the most appropriate strategies and approaches for influence, to be able to lead the activities in the organization to achieve the goals, he must realize his skills, qualities, peculiarities of his mental processes, states and properties. Individual personality traits relate to sensations, perceptions, thinking, memory, speech, emotions, feelings, will, temperament, abilities.

One of the most imposed in the psychological literature are the opinions of K. Platonov, K. Jung, H. Eisenk and others.

Another important concept in the theory of the study of the personality structure of the leader is the personality variable locus of control. The localization of control reflects the extent to which a person is perceived as the main source of causality in determining events. Individuals with internal control localization rely on themselves for success and realization in the work to a greater extent than persons with external control localization, who believe that the impact of external factors on success is decisive.⁹

In fact, people who think they can control the stressful events in their lives are less upset by unpleasant but natural life events.

Today, more and more attention is paid to the interdependence between personality type, work activity, emotions and the experience of stress. The classification of the following types of personalities is known in the scientific literature:

The type A personality is disposed of by its strong orientation towards competitiveness and achievement; from the heavy and personal acceptance of insults; from eternal haste and intolerance to delays and queues; from his hostility and aggression, his activity and cholericism, etc.

Personality type B is phlegmatic, relaxed, relaxed, lethargic, yielding, loving and philosophically justifiable to life, with relatively slow speech and movements and experiencing as having enough time for everything and everyone (Papancheva, Silgidjian).

Personality type C is found among people whose behavior is characterized by anxiety - depressive attitude. They have difficulty expressing negative emotions that tend to contain emotions, especially resentment and anger.

Personality type D is characterized by the formation of chronic stress. This type of person experiences an increased sense of anxiety, low self-esteem, tends to experience mostly negative emotions and does not feel able to cope with problems and daily stressful situations. Characteristic of them are the lack of social contacts, discomfort and restraint in communicating with others.

Alexithymic personality - the term alexithymia (meaning - without words for feelings, ie there is no verbalization of feelings) was introduced and developed by Peter Sifneos. This type of person finds it difficult to identify and describe his own feelings, it is difficult to distinguish between feelings and bodily complaints, he has a reduced ability to express his imagination. He is more focused on events than on inner experiences. He cannot formulate or express his emotions and psychological conflicts verbally. There is a hypothesis according to which the limited awareness of emotions and their cognitive processing leads to focusing of the somatic components in emotional arousal and their amplification.

Despite the autonomy of the manager over the way he fulfills his commitments, low levels of control over work are usually associated with high levels of stress. Low levels of trust and support are likely to increase stress. Stress levels are also affected by the way change is implemented, managed and communicated to staff, as unnecessary or poorly planned change leads to excessive pressure on workers. Stress is triggered when the manager does not have a clear understanding of his role within the organization, when there is a conflict between roles or ambiguity regarding the position and degree of responsibility to others. Support and training are also important. In the context of the stress of the leader's personality, Leon Levy points out five types of reasons for the appearance of mental stressors: The first common cause is the increasing wear and tear of the individual, which is firmly fixed in the environment. It refers to the requirements and capabilities on the one hand, and the abilities and needs of the individual, on the other. If the environment places greater demands on the individual than

⁷ Harizanova.M., Mironova.N., .Mirchev.M.,(2006). Management, values, communications, change .Sofia.

⁸Stoyneshka.R., Peev(1996)., I.Economic psychology, Varna p. 43

⁹ Kiskinov, Ch., Velichkov,(1984) Localization of control in individual behavior, Sociological Problems, 2, 64-75.Maslach, C., , Jackson, S. E. (1981). The measurement of experienced burnout. Journal of Organizational Behavior, 2(2), 99-113. doi:10.1002/(ISSN)1099-1379

he or she can fulfill, the force of stress increases, and with it the wear and tear in question. Similar effects occur with overload or underload.

Another reason is the relationship between expectations and reality. When an individual's expectations remain vain and unfulfilled, he is dissatisfied and falls into a state of stress. Often, however, human ideas are unreal, which naturally leads to inevitable disappointment. In other cases, expectations and desires are real and reasonable, but there are obstacles to satisfying them. In both cases, the risk of stress increases.

The third reason covers conflicts in the performance of various roles of a leading leader who has another leader over him; of children; of parents; of spouses, etc. Ultimately, these conflicts can lead to deepening mental stress and possible mental and psychosomatic disorders.

The fourth reason lies in the inability to engage in collective work and integration into the community, in order to fully interact with the environment, ie to adapt to it.

The last, fifth reason stems from the environment - the placement of the individual in conditions of excessive or insufficient stimulation. Too much or too little is always harmful and leads to stress.

Ethical dilemmas can also put the leader's personality in front of a choice between informed consent or confidentiality. Additional ethical decision-making may involve personal and professional conflicts.

Stress prevention

Stress management is traditionally considered on two levels. At the individual level, it includes coping strategies that individuals apply to stress at work, and at the organizational level, approaches and techniques for stress prevention and interventions to reduce the negative effects on efficiency and health. The first is aimed primarily at organizational factors that cause stress, and accordingly aims to reduce the harmful consequences such as declining efficiency, increasing delays and absenteeism and turnover. In this case, the attempts to preventively reduce the objective preconditions for stress are crucial, while improving communication and creating supportive social relations and team spirit. The other approach is designed to help employees through appropriate training to learn about the causes of stress, its manifestations and symptoms, so that they can build adequate personal strategies and ways to overcome the negative effects of stress and maintain their ability to work and health. The two approaches are interrelated. Creating and implementing training programs in the organization that increase personal understanding of stress and how to respond to stressful situations is just one of the most common areas of work that work and organizational psychologists can take to reduce harmful effects of stress on the individual and the organization.

One of the most influential concepts of coping with stress is that of Folkman and Lazarus, who reduce coping to constantly changing cognitive and behavioral efforts to control the environment, the impact of which tests the personality and exceeds its resources.¹⁰ According to them,

the emotions and coping provoked by stressful events are due to knowledge related to the way a person perceives his relationship with the environment. The coping process has several moments. First of all, the assessment of the damage or loss resulting from a stressful event is an important determinant of coping. Second, the assessment of the degree of stress control is a factor in choosing a coping strategy. The third component is the personal assessment of the probable outcome of the situation based on the efforts made, as well as the expectations for future success in dealing with the stressful event. These judgments guide the individual in choosing a coping strategy. In addition, they determine the psychological adaptation to the situation.

Intellectual potential of the leader.

Thinking

When considering the thinking of the leader, the qualities of the individual thought process occupy an important place. In each person these qualities are in a different ratio, which determines the different approaches in solving one or another problem.

Innovation is a new type of thinking that implies high goals and high criteria, anticipating ideas and methods for rapid implementation of new technologies, rapid receptivity to everything new, building new hypotheses, rapid insight into new promising technologies and more.

Imagination The element of imagination is essential for the leader and comes first, because without it we are deprived of purpose and aspiration. Imagination belongs to the highest cognitive processes. Its role is that it allows predicting, to see as an image the expected result. It is the result of conscious human activity.

Intuition is a subconscious mental process that arises on the basis of previously realized phenomena. It is a quality of personality that combines genetic and social characteristics and is expressed in the way decisions are made (sometimes impulsively, unconsciously, guided by some inner voice), a flash of ideas, willingness to take risks, sharpening the senses, specific pulse, voltage, etc.

Knowledge, skills and qualities of the leader

All over the world, the modern manager is perceived as a leader-innovator. Therefore, the main claims are to the volume and quality of his knowledge. The modern manager must have in-depth knowledge in the areas shown in the figure below, which must be constantly updated and updated.¹¹

As especially significant personal qualities of the managers we can include:¹²

- Passion for knowledge, professionalism and creative approach in work;
- Perseverance, self-confidence (in the good sense of the word) and dedication;
- Inventiveness, initiative and ability to generate ideas;
- Communicativeness;
 - Ambitions in pursuit of success;

¹⁰Folkman, S., Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. *Journal of Health and Social Behavior*, (3),p. 219– 23

¹¹Harizanova.M, Mironova.N, Management., Avangard prima, Sofia 2011.,p.30

- Emotional stability and stress resistance;
- Openness, flexibility and adaptability to change;
- Responsibility for work and decisions
- Ability to create cohesive, working teams;
- Ability to quickly and efficiently solve emerging problems;
- Need to work in a team and with a team;

Table.1.Knowledge of the manager

Object of management	Management methods	Strategy, policy	Outdoors	Partners
The organization as a system Organizational structures and their development Types of organizations Functional areas of the organization - logistics, production, innovation Human resources and their motivation Organizational culture Organizational behavior	Organizational and administrative Economically Socio-psychological Methods for motivating human resources Methods for preparation and decision making	Mission, goals and tasks of the organization Types of strategies Strategic planning The way to develop strategies Implementation of strategies Market consumers, competitors, market organization position;	Economic component Politically Socio-demographic Technical and technological Ecological	Other organizations Economic partners Providers Subcontractors Consumers Banks Institutions Syndicates Associations, etc..

Organization, economy in the use of time.

Technical skills related to special or professional knowledge. Technical skills in areas such as production organization or accountability require analytical skills.

Communication skills.

They allow the person to work in a team and to mobilize joint efforts, directing them to effectively achieve common goals.

Conceptual skills.

They are expressed in the ability to assess the general situation. This type of skills allows to take into account the interdependencies of the different parts of the organizational structure and to understand how changes in one part will cause changes in another. Skills of this type are needed to reveal the interrelationship of economic activity and the public in different economic, political and social environments.

According to many authors, leadership skills refer to: leadership skills, planning and organizing skills, communication skills, interpersonal skills, presentation skills, self-defense skills, and more.

Professional qualities of the leader

Analyzing the personality of the leader, we inevitably ask ourselves the question: what characterizes his personality, what distinguishes him from other people and what are the qualities that determine the effectiveness of management, his ability to organize and manage.

The first quality that can describe the personality of the leader is activity and willingness to act in conditions of uncertainty. The situation with COVID-19 in Bulgaria and the world has led to economic instability and great

uncertainty. The dynamics of these processes requires from the manager appropriate reactions expressed in a change of way of thinking and forms of behavior.

Change is a fundamental quality of a leader's personality. You can't talk about any change without activity. All people involved in business and its management point out that success is associated first with activity. This is a specific personality trait, which is expressed on the one hand in the ability to accurately analyze, calculate, predict, etc., and on the other hand is associated with the willingness to act without always guaranteeing the result. Undisputed is the fact substantiated in psychology that needs, motives and interests form the energy of action, manifested in activity, perseverance in seeking solutions and achieving goals.

An important psychological prerequisite in the work of the leader is the motivation for achievement. In a broad sense, the motivation for achievement is an established stereotype, a willingness to react, which depends on the object and group norms. In a narrower sense, it is the set of needs and motives for action that can be more or less successful and that provide information about one's own capabilities. The image of a person with high motivation for achievement is usually associated with authority, competence, aggression, striving for dominance.

The activity of the manager is also associated with his level of claims. The problem of the level of claims of the individual can be considered in three directions.

Level of claims with the experience of success and failure - success leads to an increase in the level of claims, and failure to their reduction. The set of claims varying in each achievement is a claim level.

The second direction examines the relationship between the level of claims and the goal. Research shows that the level of pretensions is an element of the motivational

structure of the personality as a need for achievement and affects it.

The third direction examines the relationship between the level of claims and self-esteem. It is concluded that one of the components on which the level of claims is built is self-esteem. At the same time, the level of claims depends on self-esteem. Therefore, their relationship is two-way, they influence each other. High self-esteem determines a higher level of claims. Satisfaction at this level, in turn, implies even higher self-esteem.

Another quality that characterizes the personality of the leader is purposefulness. In management, the goal is extremely important. With regard to the organization, the goal gives the direction of the activity and helps in the planning process. Personally, the goal fills a basic need for man, gives meaning to life. Successful people always set goals.

Management activity requires from the manager a number of other qualities such as: confidence, competence, organization, determination and perseverance, uncompromisingness, independence, etc. In general, the necessary qualities of the leader can be combined into three groups: individual, professional and managerial.

INDIVIDUAL: Personal charm, adaptability, psychological experience, intellect and erudition, creative thinking, resourcefulness and resourcefulness, foresight, good memory, distribution and flexibility of attention, initiative and independence, determination and courage, self-confidence;

PROFESSIONAL: Professional knowledge and competence, business acumen, ambition, creativity, sense of responsibility;

MANAGEMENT: Decision making and enforcement skills, caring for people, aggression, loyalty, persuasiveness, management skills, communication skills, accessibility, fairness, organization, organizational experience, leadership, collectivity.

Relationships with subordinates. Relationship manager – subordinate.

The main social attitude in the organization is the relationship between the leader and his subordinates. The relations that are created between them are status, subordinated to the hierarchical relations. The leader has formal and informal power, which has the opportunity to influence and influence his subordinates. Subordinates also have power. They can form groups, which gives them collective strength, because the manager could not fire everyone, they can even make him dependent through his behavior and the results of his work.

The relationship between a manager and subordinates is carried out mainly on the initiative of the manager. He gives instructions for the work performed, makes suggestions on how to carry out the tasks, discusses the results obtained, controls, sanctions. Subordinates can also take initiatives. They are expected to seek help, advice, but observations show that they are more likely to refrain from doing so. They prefer to address their peers because of the likelihood that they will be judged incompetent. Subordinates' initiatives relate to seeking specific orders or instructions, sharing progress, making suggestions or complaints. Because the relationship between manager and subordinate is status, mostly formal, it is unequal and can

be both a source of satisfaction and of conflict and hostility.

Conflict is mainly associated with the power that the leader has and the expectation to direct maximum efforts to achieve the goals of the organization. He distributes tasks, punishes, sanctions, controls, rewards, raises.

On the other hand, a manager and subordinates can establish very satisfying relationships. It turns out that job satisfaction, turnover, are strongly influenced by the relationship with the leader, by his qualities and skills. Managers can be a source of social support for their subordinates, expressed in the search for intervention on both issues directly related to work and personal issues. This effect on their physical and mental health reduces the level of stress.

In order to build a satisfying relationship with their subordinates, managers should focus mainly on the following areas: planning work for efficiency, setting clear goals, giving instructions, preparing, checking, making adjustments, motivating subordinates; care for the interests and needs of subordinates, solving interpersonal problems in the group, democratic, belief-based work style; improving communication in order to create and maintain good relationships

Performance and evaluation methods

Work performance is an important criterion for organizational results and success. Labor performance is the performance and completion of a certain job, "qualitative and quantitative expression of the received, as a result of purposeful and planned activity; 'Carrying out or completing the work, taking into account the volume, nature, time and costs incurred.¹³ Assessment contributes to the formation and development of personality. Educates criticism of one's own weaknesses, but must also show the way to overcome them; it must be presented in such a way as to make the evaluated want to make efforts to overcome the weaknesses. The methods and techniques used for analysis and evaluation are comparative and individual. Comparative methods include staff ranking (ranking employees from best to worst), pairwise comparison (comparing one employee to each other in the group), and imposed distributions (allocating employees by established categories). Individual methods for performance evaluation are related to the evaluation of the employee on the basis of his own qualities and achievements, without comparison with other employees.

Graphic rating scales are predefined scales for evaluation of employees, which contain important elements for the work such as the quality of the performed activity and obligatory organizational procedures. Behavioral rating scales use labels that identify behavior as weak, medium, and good, while behavioral rating scales monitor how often key and difficult behaviors are performed. The to-do lists consist of statements derived from the performance analysis that reflect the positive and negative aspects of performance.

¹³Smith and Goddard, 2002 March 2002, Journal of the Operational Research Society 53 (3): 247-255

Critical incident technique

Managers prepare a list of allegations of very effective and ineffective employee behavior. These critical incidents or events represent inappropriate or bad behaviors and actions of employees. Managers maintain a file for each employee, which periodically records critical incidents and their behavior. At the end of the evaluation period, these dossiers are used to evaluate individual performance.

Questionnaires / Checklists

The questionnaires represent a large number of statements about the specifics of a particular job, and each statement has a certain weight or rating on the scale. The evaluator marks the statement that best describes the individual's behavior. These questionnaires are designed by professionals who know in detail the work processes for each position. The allegations are categorized by evaluators and the weight of the allegations is determined again by them.

The variety of perspectives makes it possible to identify the employee's contribution to the organization, as well as to identify areas for improvement that need to be addressed.

III. STUDY OF STRESS AND ITS IMPACT ON WORK PERFORMANCE

The purpose of this study is to examine how stress and prevention affect the work performance of the manager in the company LILIA 86.

The monitoring method and the Questionnaire were used to measure the effects of stress. The respondent is offered 18 statements that reflect the most commonly used ways to deal with stressful situations in the workplace.¹⁴ The questionnaire includes three subscales that measure the three aspects of stress. The Emotional Exhaustion Scale measures the experiences of emotional exhaustion and exhaustion caused by work. The depersonalization subscale establishes insensitivity and impersonal reaction to recipients of service, care, or information. The Achievement and Performance Subscale evaluates a sense of competence and successful performance in working with people.

The data shows a generally good reliability of the instrument in the current study - $\alpha = 0,743$. For all subscales the reliability is above $\alpha = 0,7$. For depersonalization it is good - $\alpha = 0,779$, and for emotional exhaustion ($\alpha = 0,819$) and performance and performance ($\alpha = 0,832$) is very good.

Evaluation of work performance is an important factor that affects organizational results. The leader's self-assessment plays a key role in evaluating the performance and helps to improve it. In this regard, a scale is used which shows the extent to which each of the following statements relates to the performance of the manager.

Table.2. Rating scale

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

It is clear from the evaluation scale that the manager evaluates himself as creative, innovative and dedicated to his work. You need to pay more attention to the development of your professional competencies, as participation is training and seminars.

From the analysis of the influence of stress on the work of the manager by criteria such as: rest, entertainment, emotional response, etc. , we summarized that entertainment proves to be crucial for better job performance of the manager and have a positive impact on the components of development and enhancement of professional competencies. To the greatest extent this technique determines the competencies for working with users ($\beta = 0,153$; $p = 0,000$) and performance standards ($\beta = 0,148$; $p = 0,001$) and to a lesser extent organizational skills and competencies ($\beta = 0,104$; $p = 0,016$), teamwork skills ($\beta = 0,094$; $p = 0,032$).

CONCLUSION

Knowing the basic models and concepts of both managerial styles and management decision-making styles would allow each manager, on the one hand, to define and understand their own, preferred style of behavior with its strengths and weaknesses, and on the other hand, to gain an overview of the different styles, see them from different points of view, better understand their advantages and be able to properly assess in which situations it is appropriate to use them. In this way, a flexible, adaptive management style could be built and maintained, which would allow the development of the strong and valuable traits of the manager's personality and at the same time be tailored to the specifics of each specific task and situation. The whole theory finds application in the development of competency models and most organizations use them for the development of management staff. The effect of water management is not related to the skillful execution of water funnels. actions - planning, organization, motivation and control. Modern business, characterized by an increasing number of young people and postmen Jan transformation requires entrepreneurship, but creative decisions. As a leader in the work of the leader, his skills to outline are outlined. This is the company's development strategy and the way in which it can be implemented you will not; to help you read from your needs, interests and disclosures in the first place for development; to influence, to escape, to seek understanding, to agree, to act; to exercise managerial interventions in the conditions of competition.

A study conducted by the manager at LILIA 86 found that, in general, stress affects the development and enhancement of professional competencies and the work process.

¹⁴Maslach, C., , Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99–113. doi:10.1002/(ISSN)1099-1379

Table 3. Questionnaire filled by managers

N	Question	Never	Rarely	Sometimes	Usually	Always
		1	2	3	4	5
1.	I know and apply the professional standards, ethics, principles and values of the humane social work.					5
2.	I know, respect and protect the rights of the consumer.					5
3.	I can take a complete social history and prepare complete and accurate needs assessment.					5
4.	I prepare and / or work on an individual plan for work with the user, being able to set specific and realistic goals, as well as specific activities for achieving them.				4	
5.	I can identify the risks for the user and I apply tools to minimize them.				4	
6.	I know and apply the methods of "case management", crisis intervention, informing the local community.				4	
7.	I can develop and lead programmes for group work				4	
8.	I fulfill the duties described in my job characteristic.					5
9.	I develop my professional competencies through participation in trainings, seminars, etc. forums.			3		
10.	I make systematic efforts for extra self-preparation adapted to the latest trends and to implement them in practice .					5
11.	I show creativity, innovation, initiative.					5
12.	I have an inner motivation and attitude towards work: dedication, striving for development, setting personal goals and working to achieve them.				4	
13.	I know the work of the other members of the team and I take on their tasks when the work requires it / if it is applicable.				4	5
14.	I have a personal contribution to achieving the goals of the team.				4	
15.	I prepare a monthly / weekly plan for my work and a report on its implementation, which give a specific information about my performance.				4	
16.	I observe labor discipline and work rules.				4	
17.	I plan tasks by urgency and importance.					5
18.	I adapt flexibly to changes in work.					5
19.	I strive to constantly develop and improve the skills necessary for the successful implementation of work.					5
20.	I think that the evaluation of my work performance is objective and impartial.				4	

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