

## THE IMPORTANCE OF HOLISTIC MANAGERIAL COMPETENCE AND SOCIAL MATURITY IN HUMAN CRISIS

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**Abstract:** The main goal of the paper is to present methodological basis and the accomplished results of research oriented on professional knowledge, application skills and social maturity, elements forming the holistic competence of leadership and managerial subjects in governance of global environment. The sample basis for survey related to the research was 299 respondents. The respondents expressed their opinion about all 3 pillars and ordered the pillars by importance and significance for contemporary, future and sustainable development. Research has corroborated importance of social maturity in regard to the long-term sustainable development. The results of the research named several areas and elements that will be essential for staffing of administrative and managerial positions. Moreover, the results can be also applied for staffing purposes at universities and also within advanced education during professional career.

**Key words:** human crisis, social maturity, holistic managerial competence

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### Introduction

Nowadays, a lot of people think that coping with continuously growing poverty levels is impossible and it does not make sense to try forming a fair, socially mature community. They think that religious and social tensions, as well as another danger of the globalized world cannot be removed. The remaining factor is that globalization brings more dangers than possibilities, which leads to a global human crisis. Competent, humanely oriented people are therefore dealing with the most effective mechanisms of selecting leaders who can cope with current problems. That is being followed by a continuously urging need of occupying leadership, managerial and working job positions by holistically competent individuals.

### Characteristic and Consequences of the Current Global Crisis

Civilization as a whole on the planet Earth is since the last millennium affected by a global, primarily human crisis. In many word regions is the globalization accompanied with more threats than opportunities for the further development, what leads to a global human crisis. Shiller (2003) and some other authors state,

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that 10 to 15% of the developed countries population make a profit from the globalization. According to them, 85% of population in the developed countries and almost 100 % of population in the developing countries suffer from the effects of the globalization. This fact confirms the inner contradiction of the globalization process, its discrepancy, multidimensionality and the difference in influences and impacts (Staněk, 2010).

Under the term human crisis we understand such a state of civilization, when a large amount of people are starving and do not have enough money to buy food, when people are ill and cannot be cured, when there is no dwelling and they cannot afford to buy a house, when they are illiterate and do not have any opportunities to educate themselves, when they are dying on a daily basis because of absurd wars and terrorism (Zhang, 2011). The result is that there is a vast increase of polarization between poverty and wealth in the world's economy. Jeníček and Foltýn (2010) report, that *"an average pension per capita in twenty wealthiest countries of the world is currently 37 times higher than an average pension per capita in the 20 poorest countries of the world. In comparison to the year 1960 was this so called gap even doubled"*. According to the figures of The World Bank (2014), *"about a fifth of the world's population (around 1,2 billion people) lives on a dollar a day. Famine problems, illnesses and wars emerge in poor countries. The Global poverty is according to Suša (2003) "connected with illnesses, famine, destruction of cultural traditions and social structures of families and communities, with decreasing of the social development, with violence and crimes, with growing debts and migration, with nationalism, fundamentalism and terrorism"*.

Current civilization is accompanied with a process, which can be characterized as a commencement of poverty, and not only in the countries of the third world but also in the developed countries in which a high polarization rate leads to rethinking of the role of middle class and to a significant income stratification of the population. Obadi et al. (2011) say that *"in individual member countries of the EU lives about 11 % of poverty-endangered population"*. This shows that the differences between the highest and the average incomes are increasing in the developed countries. According to Eichler (2003): *"An average income of a blue-collar worker is 300 times lower than an average income of a top manager in the USA. This ratio was half the amount twenty years earlier"*.

Bairoch (2000) distinguishes these unfavorable consequences of the human crisis on the society: *"massive structural unemployment, growing inequality in the distribution of benefits, growing instability of employment, decline and poverty in the lives of people with a lower level of education and qualification, revocation and restriction of social public services, more precisely reducing of the state support in the social area"*. Castells (1997) writes in regard to the human crisis about *"disintegration of the area of social solidarity, isolation of an individual, subversion of societies and suppression of the whole national social policy and treatment in individual countries"*. Dahrendorf (2012) ranks mainly *"global increase in unemployment rates, decline in living standard even in developed and*

*developing countries, decline in the social state treatment, increase of underclasses and social exclusion" among negative social consequences.*

The human crisis causes, according to Lehmannová (2003), so called "*antroposocial problems (panhuman problems of social, cultural, humanitarian and ethical temperament) and intersocial problems (connected with mutual effects of social and economic systems and with global coexistence of population, conditioned by a variety of value- and interest-ideological hierarchies)*". This situation worries the scientific and the academic community worldwide. The scientists not only point out the need of scientific recognition and the naming of existing problems of today's society, but also point out the need to solve them. What needs to be done in order to solve the human crisis and in order to utilize the opportunities that come along with the globalization in favor of all people? The solution is achieved by filling all, but mainly managerial vacancies in all aspects of social life with workers with the highest level of developed managerial competence. Gubová (2012) advocated an example of a "*manager who creates connects a global company with intellectual capital*". Similarly, Procházková and Remeňová (2014) state, that requirements given on personal profile, occupational skills and attitudes of current managers has changed in comparison to the historical data. Occupying the leading (head and managerial) positions in the private-business sector is nowadays being accomplished based on how the candidate is informed about the matter of business and how he can use that information in practical life (how high are his leading and managerial competences). Social maturity, level of knowledge and practical skill are the prerequisite of humanistic administration (leadership and management), which ensures the solving of current civilization problems.

### **The Philosophy of Social Maturity as a Predisposition of Human Administration (Leadership and Management) of the Leaders of Subjects**

Managerial non-fiction literature continuously points out a pillar or better said the size of social maturity of workers in general, especially politicians, owners and managers. In the Anglo-Saxon literature is the term social maturity mentioned only sporadically, because it is being replaced by the term social intelligence, which was firstly used by Thorndike (1920). He identified "*a special set of abilities that differ from the traditional intellectual intelligence, which can determine and subsequently measure the personal social competence, and by that predict the success of a person in their personal and work relationships*" (Thorndike, 1920). Albrecht (2006) defines the social intelligence as "*an ability of a person to get on well with others and guide them to mutual cooperation. Reduces conflicts, creates cooperation, replaces intolerance with understanding and mobilizes people to complete common goals*". Goleman (2006), the author of breakthrough ideas about intelligence says, that "*Social intelligence means to be wise in relationships. It means to be empathic, being tender about what the others feel; understand their point of view, having smooth and effective interactions with them*". Under the term

social intelligence the authors understand mostly ethical behavior, the ability to control oneself and to hide emotional expressions, the ability to win over people, so mostly that, what can be trained when the person has the willpower to do so.

Present non-fictional publications about social intelligence accentuated only a few aspects of the personal qualities of a person, for example social responsibility of an organization, the culture of work, entrepreneurial and managerial morality, working ethics and ethical standards, upholding of received rules and rules of law, attitude of workers and social sensibility (Vágner, 2006).

However, the social maturity is a wider term what makes it hard to define. It is a matter of the human mind, its philosophy, feelings and humanity. People, either workers or managers, who are motivated not only by personal interests, but also by public interests and who gladly contribute to the creation of something what would serve many people are referred to as socially mature. Savory and Butterfield (1999) define social maturity as *"a conscious or unconscious preservation of basic human principles of behavior (what comes from the same principles of perception, recognition and evaluation), thanks to which is the holistic personality preserved"*. Skorková (2013) emphasizes, that *"social maturity of manager has a profound economic impact. Socially mature manager feels to be responsible for his subordinates, for a fair distribution of profit, for the actions of the company that he manages"*. Social maturity of each individual is formed by their personal qualities.

#### **The Demand for New Approaches for Assessment of Managerial Competence: the Holistic Competence Model**

A long-term maintainable development of each country, individual bloc of countries and the life on Earth will depend on the holistic leadership and managerial competence of the leading people. The competence is most frequently defined as distinguishable and measurable ability of an individual to hold the post in work, personal and social life. In non-fiction, it is mostly described as work and managerial capability. Spencer and Spencer (1993) define competences as *"internal characteristic of an individual that allow to perform effectively and well"*. McClelland (1973) interprets competences as *"a set of prerequisites influencing performance including knowledge, skill, attitude and working behavior of an individual, thanks to which gains the enterprise a competitive advantage"*. Efron and Ort (2011) report, that *"nowadays over 90 percent of enterprises feature a competence model, and what is more, there are even whole sectors which help the human resource specialists to create, implement and measure these models"*. Along with that, the competence model *"describes a concrete combination of knowledge, abilities and other characteristic features of a person, which are needed in order to fulfill tasks in organizations effectively"* (Kubeš et al., 2004).

In the general management theory is the term "competence" a nontraditional and rather new term. More common is the term "competences" under which we understand the duties, privileges and responsibilities of workers and managers to perform certain tasks, jobs. The competence of a manager testifies the level

of capability to ensure his competences that means duties, privileges and responsibility. From the difference of understanding and interpretation of the terms competence and competences results, that competences can be delegated by the manager, but competence, the capability to secure duties, privileges and responsibilities, cannot be delegated. If someone has competences, he may not perform them with competence.

The capability (competence) of each manager is determined by the level, achieved extent of their professional knowledge, by the ability to apply this knowledge in praxis and their personal qualities, social maturity. It is possible and needed to evaluate the competence (capability) of the subjects of management. A great devotion is dedicated towards the evaluation of managerial competence even in the theory of management. The evaluation of competence is nowadays used mostly in the economic-financial environment and that while hiring workers and managers, while ensuring their education, while assessing their performance and while planning their career. The endeavor of professionals is to express the level of managerial competence of individual subjects, while the biggest attention is given to the evaluation of their knowledge competence (KC), application skill (AS). Our effort is to assess holistic managerial competence (HC), which along with the ones mentioned before involves also the evaluation of personal qualities, that means social maturity (SM) and we can explain it as  $HC = KS, AS, SM$ .

Knowledge competence as the general and professional knowledge is the centre of the first pillar. This pillar is based on the adoption of relevant professional knowledge for the given working position, beginning from the studies at high schools and colleges, up to the concept of a lifelong education in individual companies. The second pillar is the application skill, which indicates the standard of practical skills of managerial subjects, which means the ability to take the advantage of the acquired knowledge in everyday use. In the third pillar of social maturity based on personal qualities of the employees and managers we distinguished eight components with five elements in each of them.

### **Goal, Methodology and Hypotheses of the Research**

The idea of the executed research was to provide the owners and managers responsible for filling vacancies in all fields of human business with basic principles and requirements they have to follow while filling vacancies by means of decomposition and description of its individual pillars, segments and components of the model of holistic managerial competence.

The main goal of the research was thereafter to investigate the degree (level) of importance of the individual pillars (parts) of holistic competence of managerial subjects on a sample of three groups of respondents, and in accordance to this identify the degree (level) of contemporary social maturity from the perspective of the long-term sustainable development.

The stated goal can be characterized by means of these partial goals:

- 1) Identifying the degree (level) of importance of the pillar of social maturity of the holistic competence of managerial subjects in reference to the samples of respondents.
- 2) Identifying the changes in the degree (level) of importance of the pillar of social maturity in the present and in the future.
- 3) Identifying the degree (level) of importance of individual components of social maturity.

For the aforementioned goals we formulated the following hypotheses:

- *The highest degree (level) of importance in regard to the present will respondents allocate to knowledge competence.*
- *The lowest degree (level) of importance in regard to the present will respondents allocate to social maturity.*
- *When comparing the present and the future, the substantial changes will occur, at which the biggest differences will be observed at the pillar of social maturity.*
- *The highest degree (level) of importance in regard to the long-term sustainable development will respondents assign to the pillar of social maturity.*
- *The lowest degree (level) of importance in regard to the long-term sustainable development will respondents assign to knowledge competence.*
- *The highest degree (level) of importance among the individual qualities of social maturity respondents attach to character qualities, whereas the least important according to them are somatic spiritual properties.*

## **Results of the Research**

### ***The Assessment of the Holistic Capability of Managerial Subjects Expressed by the Extent of Importance of its Three Pillars (Parts)***

The objective of respondents in the first part of the research was to allocate an optional number of points from the total one hundred points into each of the three pillars, specifically into knowledge competences (KC), application skills (AS) and social maturity (SM) while taking into consideration the contemporary demands of organizations, as well as the long-term sustainable development in the future.

Managers, full-time and part-time students in the present rate the knowledge competence as the most important pillar of the holistic competence, thus the professional knowledge which the worker (manager) obtains throughout the tuition and study at high schools and colleges, in some case directly in work (practice).

The highest degree of importance to the knowledge pillar was assigned by part-time students (39.71). A strong preference of professional knowledge by part-time students is connected with the fact that it concerns people who already have real work experience. Since they possess application skills, they attached them the lowest importance (29.71), but they are motivated to supply the missing education (knowledge) exquisitely by higher education. Another situation occurs by full-time students, who within the scope of their study at college often complain about

the limited space (opportunities) for applying the theoretical cognitions into practice. It clarifies the matter that full-time students allocated 34.47 percentage to the application skills. Whereas the full-time students consider the social maturity the least important pillar of the holistic managerial competence (28.67), the part-time students ranked the social maturity second (30.4). The managers evaluated the social maturity the least important pillar, but the differences in comparison to other two pillars are minimal. In the future (from the aspect of the long-term development) all three groups of respondents consider the most important pillar of holistic competence the pillar of social maturity. All three groups of respondents ranked the application skills second and the lowest degree of importance regarding the long-term sustainable development of organizations was assigned to the knowledge competence. Although in our organizations (enterprises, institutions) in the present time the application skills and chiefly the professional competence (professional knowledge) are onward, for ensuring their long-term sustainable development their decisive pillar happens to be the social maturity of managerial subjects.

An interesting comparison of the point evaluation of the pillar of social maturity by respondents from the perspective of the present (P) and with reference to the long-term sustainable development (LSD) of organization. Part-time students raised their point evaluation by 5.07 percentage, while they reduced the evaluation particularly in the knowledge competence. Therefore they assume that although nowadays they are often forced to supply their professional knowledge, the significance of this knowledge will decrease at the expense of application skills and mainly of social maturity. Comparing the present and the future, full-time students added as much as 10.73 percentage to social maturity. Similarly to part-time students, they lowered especially the assessment of the section of knowledge of the holistic competence. The distinction between the assessment of social maturity for the contemporary and future development by managers is the lowest. Managers, however, the most significantly differentiated this pillar from the other 2, whereby regarding the long-term sustainable development of organization they reduced the assessment of the degree of importance of both professional competence and application skills.

#### ***The Assessment of the Pillar of Social Maturity Expressed by the Extent of Importance of its Individual Parts***

Social maturity plays a critical role among the pillars of the holistic managerial competence. That is demonstrated not only by the current view of the scientific community, but also by the overall results of the conducted survey. In relation to this matter, the objective of our research was the decomposition of the pillar of social maturity and recognition of the degree of importance of its individual components. As noted previously, the pillar of social maturity comprises of eight components: character qualities (SM1), will power (SM2), cognitive qualities (SM3), creative qualities (SM4), qualities of the temperament (SM5), emotional

qualities (SM6), somatic physical properties (SM7) and somatic spiritual properties (SM8). The level of social maturity is subsequently defined as a function of all mentioned components and it alters in relation to the change of the level of all of them, which can be formulated as  $SM = f(SM1, SM2, SM3, SM4, SM5, SM6, SM7, SM8)$ .

The objective of respondents was to set the degree of importance (order) of the particular qualities creating the social maturity in regard to contemporary requirements (expectations) of enterprises and also in regard to requirement of the long-term sustainable development of organizations. It is possible to compare the preferences of managers, full-time and part-time students assessing the degree of importance of the particular qualities of social maturity in the current time. As the most important component of social maturity in the present marked all three samples the character qualities of the management subject. Managers and full-time students ranked willpower second in the order of importance and in accordance to them the third most considerable component regarding the social maturity represent the cognitive qualities. The preference of cognitive qualities by full-time students presumably results from the permanent participation in the process of acquisition of new cognitions and knowledge. Surprising about it is the finding that managers assigned a higher degree of importance to cognitive qualities than to creative ones. Different is the order of preferences set by part-time students. As far as the degree of importance is concerned, character qualities are followed by creative qualities and qualities of the temperament. To compare this with other two samples of respondents (managers and full-time students), they relatively lowly ranked the relevance of will power. All three groups of respondents allocated the lowest degree of importance to somatic spiritual properties. This is probably related to the circumstance that people still care little about their spiritual well-being and underestimate the impacts of long-lasting psychic pressure on their health.

In comparing the current and long-term view a few mild changes in the assessment occurred. Looking to the future, managers raised their assessment of the degree of importance of character, cognitive and creative qualities. From their point of view, the importance of other components of social maturity will diminish in the future.

Full-time students raised the assessment of the degree of importance of will power, creative and emotional qualities; however, the highest increment of preferences was registered toward somatic spiritual properties. On the contrary, considering the long-term sustainable development of organizations, they lowered the preferences primarily toward cognitive qualities and somatic physical properties.

In case of part-time students, from the long-term perspective a growth of preferences toward character, creative qualities and qualities of the temperament is observable. It likely depends on the anticipated career progression of these employees to higher managerial positions, to which they adjusted their future preferences.



## Discussion

New methods of assessing the knowledge competences, practical skills and social maturity are known in the present and they are systematically improved and used chiefly by owners in economic-financial environment, inclusive of the global environment. This brings up the question why we do not assess the degree of holistic competence when selecting people into politics, occupying seats in state and public authorities, and also in enterprises or colleges.

We are convinced that methods of assessing the holistic managerial competence should be exercised when occupying working, leadership and managerial position in all kinds (fields) of global environment, including the positions in politic-governmental environment.

According to our approach towards the holistic managerial competence, the repertoire of assessing elements of personal qualities creating social maturity should be broader than it is in the present in case of social intelligence. It should also involve: will to righteously share created values with people who have taken part in their setting, help other people in need, moral operating with one's own, as well as foreign property, natural need to follow adopted laws and rules, to think, act and behave humanely. The aim of holistically competent and socially intelligent individuals at each work position (politicians, statesmen, owners, leaders and managers), in each area of the global social environment should be:

- fulfilment and development of human (philanthropic and altruistic), non-egoistical attitude to the meaning and purpose of human life;
- making efforts and gaining knowledge and their use on behalf of oneself and other people;
- acquisition of relevant knowledge and their creative use in personal and working life;
- develop their personality traits and use them to raise humanity of daily life;
- influence solidary and merit distribution of created values, according to obtained and utilised level of holistic competence.

## Conclusion

Scientific solution of complex problems of the contemporary phase of humankind's evolution requires an adequate scientific methodology. The submitted report emphasizes the need of methodology of holistic approach, leaning on the cognitions of general theory of systems and cybernetics by solving the current human crisis.

Managerial competence of subject is specified by the degree of their capability to implement human, social approaches (social maturity), professional knowledge (professional competence) and practically apply the acquired knowledge and skills (application skills), in order to identify and solve problems. Success in work and in personal life is not guaranteed by any pillar of holistic competence on its own, but by a synergy (integrity) of all three pillars together. Achieving the long-term

sustainable development of organizations is possible only by mutual interaction and synchronic development of all components of managerial capability. At the same time, for all of us is important the conviction that leaders with advanced holistic managerial competence are not born, but formed.

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### ZNACZENIE HOLISTYCZNYCH KOMPETENCJI ZARZĄDCZYCH I DOJRZAŁOŚCI SPOŁECZNEJ W KRYZYSACH LUDZKICH

**Streszczenie:** Głównym celem pracy jest przedstawienie metodycznych podstaw i osiągniętych rezultatów badań zorientowanych na: wiedzę zawodową, umiejętności aplikacyjne i dojrzałość społeczną, elementy kształtujące wszechstronną kompetencję kierownictwa i przedmiotów menedżerskich w zarządzaniu globalnym środowiskiem. Bazą do ankiety związanej z badaniami była próba licząca 299 osób. Respondenci wyrazili swoją opinię na temat wszystkich trzech filarów, przydzielili tym filarom stopień ważności oraz znaczenie dla współczesnego, przyszłego i trwałego rozwoju. Badania potwierdziły znaczenie dojrzałości społecznej w odniesieniu do długoterminowego zrównoważonego rozwoju. Wyniki badań wskazują na kilka obszarów i elementów istotnych dla kadry zarządzającej i administracyjnej. Ponadto wyniki można również zastosować do celów kadrowych na uniwersytetach, a także w zaawansowanej edukacji w trakcie kariery zawodowej.

**Słowa kluczowe:** kryzysy ludzkie, dojrzałość społeczna, holistyczne kompetencje zarządcze

### 人道主義經濟責任和社會成就在人類危機中的重要性

**摘要:** 本文的主要目的是提出方法論基礎和專業知識，應用技能和社會成熟度研究的成果，形成全球治理領導和管理學科整體能力的要素。有關調查的抽樣調查依據為299人。受訪者對所有3個支柱表達了意見，並對當代，未來和可持續發展的重要性和重要性作出了命令。研究證實了長期可持續發展對社會成熟度的重要性。研究結果指出了對行政和管理職位人員配置至關重要的幾個領域和要素。此外，結果也可以應用於大學的人員配置，也適用於職業生涯中的高級教育。

**關鍵詞:** 人類危機，社會成熟度，整體管理能力