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## **HOLISTIC COMPETENCE OF LEADERSHIP AND MANAGERIAL SUBJECTS**

**Jan Porvazník – Ivana Ljudvigova – Andrea Čajková\***

### **ABSTRACT**

The holistic competence of governing subjects is determined by level 1 (extent of their knowledge (KQ)) about individual types of environment on each equifinal part of the planet's structure, level 2 (extent of their application skills (AQ)) or the ability to put the acquired knowledge to use, level 3 (extent of their social maturity (SQ)) explaining for whom and how the knowledge and skills are put to use. The three levels can be put to use for oneself, for the closest relatives and fellows, or in favour of all people at different societal levels – HQ = KQ, AQ, SQ. The purpose 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. 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. (Objective) The sample basis for survey related to the research was 300 respondents – 102 managers, 110 fulltime students and 88 parttime students. The research focused on 4 key elements of knowledge intelligence (objects of work and management, managerial functions, information for management and systems of management), 4 elements of application skills (communication, motivation, team work and self-management and social maturity, constituting of 8 personal qualities (character, will, cognition, creativity, temperament, emotions, somatics – physical and intellectual). The respondents expressed their opinion about all 3 pillars and ordered the pillars by importance and significance for

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contemporary, future and sustainable development. (Scope) The results of the research named several areas and elements that will be essential for staffing of administrative and managerial positions. (Findings) Moreover, the results can be applied for staffing purposes at universities and within advanced education during professional career. (Conclusion)

**Key words:** holistic competence, leadership, management

## Introduction

The current professional scientific approach to sustainable development in a global context focuses primarily on ensuring the coincidence of raising economic performance upon which depends its social development and maintenance of environmental quality. Future sustainable development, as it is perceived today, depends largely on the economic, social and environmental surroundings.

A holistic approach requires more complex and differentiated view of kinds of environment, from which depends the sustainable development not only of human life on the planet Earth (Butterfield, Bingham, Savory, 2006). Holistic management and leadership of all kinds of environment at all different spatial structures in the country already, but especially for the future cannot be based only on the proficiency, knowledge and skills of (ability to use knowledge) people who have political power (Mihálik, 2015), who own the property, who ensure the creation of products, who ensure the compliance with laws, nature protection, technology development and who inform how it all takes place in society. (Christopher, 2007). If these entities, which are managing various kinds of environment at all levels of spatial distinction, any time will not be affected, principally by humane personality traits, it is hard to predict the long-term sustainable development and survival of human civilisation on the planet Earth.

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. (Mbuya, 2010). *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 characterised 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*:

1. The highest degree (level) of importance concerning the present will respondents allocate to knowledge competence.
2. The lowest degree (level) of importance concerning the present will respondents allocate to social maturity.
3. 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.
4. The highest degree (level) of importance concerning the long-term sustainable development will respondents assign to the pillar of social maturity.
5. The lowest degree (level) of importance concerning the long-term sustainable development will respondents assign to knowledge competence.
6. 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.

In relation to mentioned goals and hypotheses is necessary to explain the term long-term sustainable development. For the requirements of the research, we perceive it as the securing of the long-term development needs of organizations, since it concerns a broader term than "long-term sustainable development" which is above all focused on the risk of damaging the environment.

The questionnaire was distributed among 115 students of the full-time study at the Faculty of International Relations of the University of Economics in Bratislava with a return of 95 filled in questionnaires. We distributed 56 questionnaires among the students of the part-time study at the Faculty of National Economy of University of Economics in Bratislava and 73 questionnaires among the students of the part-time study at the Faculty of

Management and Economics of Tomas Bata University in Zlín. The return from part-time students was 94 filled in questionnaires. We distributed 156 questionnaires among the managers of small and medium-sized enterprises with a return of 111 filled in questionnaires. The aggregate research sample is made up of 300 respondents.

## **1 The holistic competence model**

Competence is most generally defined as a distinguishable and measurable capacity - the ability of an individual (Brache, 2002). The professional literature mostly describes work and managerial competence (Wilson, Lenssen, Hind, 2006). The level of competence depends on the identifiable action (behavior), and human performance. Procedure and the personal performance of an individual are in many cases the basis for the results obtained, although this also depends on other factors, such as competence to be a member of the team and work for the organization and so on (Doak, 2008; Strielkowski, Shishkin, Galanov, 2016).

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 (Savory, Butterfield, 1999). 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. S. Spencer and L. Spencer (1993) define competences as "internal characteristic of an individual that allow to perform effectively and well." D. McClelland (1973) interprets competences as "a set of prerequisites influencing performance including knowledge, skill, attitude and working behavior of and individual, thanks to which gains the enterprise a competitive advantage." M. Efron and M. 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 organisations effectively" (Kubeš, Spillerová, Kurnický, 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 (Singh, 2010). 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 (Tarišková, 2015). 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 (Bednár, 2013). In addition, managers of various organisations need relevant information for effective management (Bolek, 2016).

In fact, individuals - employees and managers have many distinguishable competencies, which can be grouped and sorted (Sternberg, 2000). The current research of managerial competences began to develop with the onset of behavioral school of management and focused primarily on business organisations and their internal and external environment. Because of these organisations people have begun to group and shape competences into the models of competency (in the literature often called as competency models) of the employees and managers of business corporations. Identification and grouping of individual kinds within the competence of certain groups in the past, but even today, they are in many ways dependent on their creators. In this area mostly in modeling the competence, psychologists (according to them, are critical competency behavior) and economists participate (on which are critical competency proceedings bringing the greatest gains). At present, the creation of the model of competence is often entered by researchers entering the field of management and leadership, as well as legislators, lawyers, sociologists, and political scientists. 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. Zagorsek et al. (2015) studied work from home; they found that management positions require the presence at the workplace. Managers need to be seen by other employees. Thus their work can be performed from home only with great difficulty.

In the literature and in the practice of recruitment and staffing and other jobs there are currently several approaches to creating models of managerial competence (Wahl, Scriber, Bloomfield, 2008; Cabelkova, Abraham, Strielkowski, 2015). Many authors define a large number of competences, arguing that from the existence of computers, there is no problem of valuation. We met with a number of what comprises the concept of competence far exceeding the number one hundred. In addition, approaches to their classification and structuring are also different, often unjustifiably and eclectic. Many experts point to the fact that a large range of assorted competences is the cause of their rejection and use in practice (Gupta, 2008).

Organisations utilise the competency-based approach to best identify and to best develop their future of leaders (Simionescu et al., 2016; Skorková, 2016). 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 (KQ), application skill (AQ). Our effort is to assess holistic managerial competence (HQ), which along with the ones mentioned before involves also the evaluation of personal qualities, that means social maturity (SQ) and we can explain it as  $HQ = KQ, AQ, SQ$ .

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. (Hubersky, 2017) 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.

In paper „The Importance of the holistic managerial competence and social maturity in human crisis“ we devote a detailed attention to the pillar of the social maturity (SQ - social intelligence). In this paper, we will briefly present the

results of our survey about the structure and importance of the pillar KQ - Knowledge Intelligence - professional and general knowledge and one of the elements of KQ1 - knowledge based on the object's mission of. We also briefly describe the results of research on the importance of pillar AQ - Application Intelligence - application of skills and one of its elements AQ1 - communication skills.

## **2 The results of the research concerning importance of each part of pillar AQ and element of AQ1 - communication skills**

The questionnaire survey we realized detected the views of respondents to rate the importance of application skills (AQ) manager / employee for the future or currently held job position. We were wondering what level of importance do the respondents attach to different types of application skills according to the basic division into parts (skill to communicate, motivate, teamwork, skill of self-management and time management skill) and more detailed inner classification into individual elements (for example, in the application ability to communicate are these the elements of verbal and nonverbal communication, efficiency and reliability of communication and the ability to use technical resources when communicating). Respondents expressed their opinion on the evaluation of each type of application skills at present, and also determined their degree of importance to ensure the long-term sustainability of the organisation.

In the first part of the questionnaire, the respondents evaluated the rate (level) of application skills according to the basic classification for each parts (skill to communicate, motivate, teamwork, skill of self-management and time management skill). The role of the respondents in the valuation was to split 25 points between different types of application skills according to their degree of significance.

At present, managers consider the most important part of the application skills the communication skill, so the ability to use communication skills in practice. The second highest importance is assigned to the ability to work in a team and lead the team in practice. The less important application skills in carrying out the job position are the skills to motivate, hence the motivation to use knowledge in practice. The least important application skills are according to managers the self-management skills (selfmanagement) and the use of time management (time management).

Part-time students as well as managers consider the most important and the most significant application skill the communication skill. Unlike managers, the second highest importance is assigned to skills of self-management and the use of time management, whereupon the managers assigned these application skills to the 4<sup>th</sup> place and thus perceive them as the least important. On the contrary, part-time students attribute the lowest importance among the application skills to the teamwork skill (on the contrary managers categorised this ability to the 2<sup>nd</sup> place).

Full-time students, as well as their colleagues from part-time study, evaluated the ability to communicate as the most important application of skills and the self-management skill and time-management skill as the second most important application of skills. Among the three groups of respondents consider the full-time students at least important the ability to motivate, therefore the ability to use the motivation in practice.

Evaluation rates (levels) of application's ability according to the basic classification at present is clearly documented in the Chart 1.

**Chart 1: Interpretation of results: AQ according to the basic classification (current status)**

AQ – basic classification	Managers			Part-time students			Full-time students		
	Rank	Score	Av.	Rank	Score	Av.	Rank	Score	Av.
Communication	1.	765	6,95	1.	678	7,14	1.	636	6,69
Motivation	3.	675	6,14	3.	564	5,94	4.	454	5,47
Team work	2.	689	6,26	4.	551	5,80	3.	571	6,01
Self and time management	4.	621	5,65	2.	569	5,99	2	620	6,53

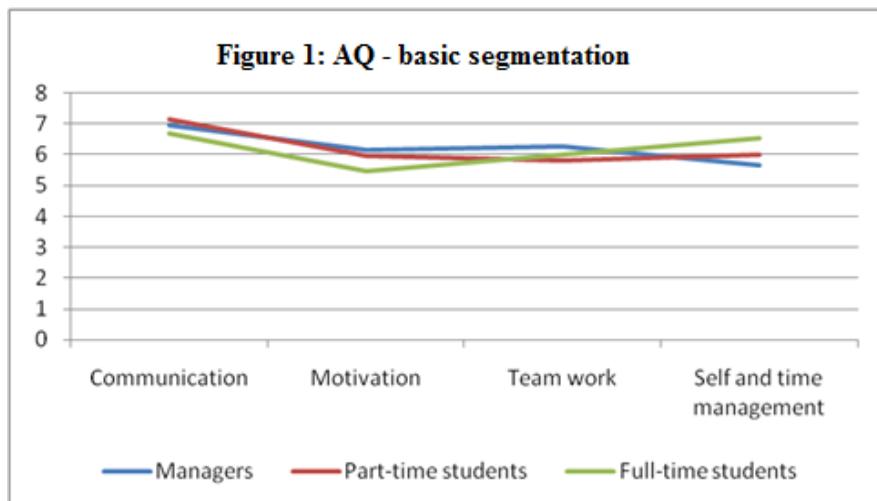
Note: av. – average value

Source: own

Clear illustration of the importance of individual parts of AQ at present by basic classification of group of managers, part-time and full-time students is shown in the Figure 1.

Managers at the evaluation of each the application skills in terms of sustainable development of an organisation, consider the most important skills the communication skills and the least important the skills of self-management and time-management, which are identical with evaluating the application skills at present. The difference is that in the future, managers think that the ability to

motivate will become more important at the expense of the ability to work in a team and lead the team in practice.



Part-time students when evaluating the individual types of application skills in terms of the sustainable development of an organisation have identified the identical order of application of skills, so they attach the same importance in the present and in the terms of the future development of an organisation.

In the future full-time students consider the most important application skill the communication skill and its ability to use knowledge in practice. But unlike evaluation of the application skills today, in terms of the sustainable development, the importance of motivational skills (2<sup>nd</sup> place), self-management skills and the use of time management (3<sup>rd</sup> place) is increasing, at the expense of the ability to work in a team and to lead the team in practice, which is the same trend we've seen in the group of managers.

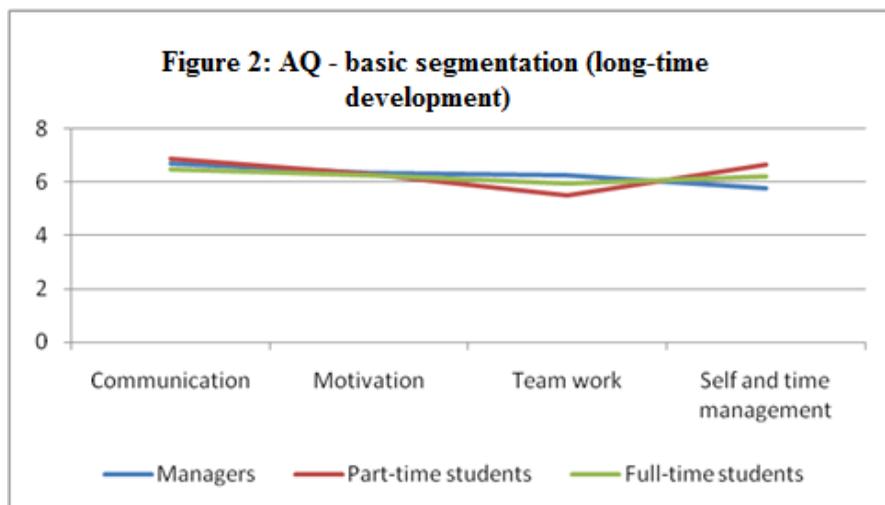
Evaluation rate (levels) of the application ability AQ according to the basic classification in terms of sustainable development of the organization is clearly documented in the Chart 2.

**Chart 2: Interpretation of results: AQ according to the basic classification (long-time development)**

AQ – basic classification	Managers			Part-time students			Full-time students		
	Rank	Score	Av.	Rank	Score	Av.	Rank	Score	Av.
Communication	1.	736	6,69	1.	654	6,88	1.	615	6,47
Motivation	2.	697	6,34	3.	597	6,28	2.	593	6,24
Team work	3.	688	6,25	4.	521	5,48	4.	562	5,92
Self and time management	4.	629	5,75	2.	532	6,65	3.	588	6,19

Note: av. – average value, Source: own

Clear illustration of the importance of individual parts of AQ according to the basic classification in terms of sustainable development of the organisation for a group of managers, part-time and full-time students is shown in Figure 2.



All the three groups of respondents (managers, part-time as well as full-time students) agreed that the most important skill according to the basic classification of parts is the level of skills in communication, i.e. communication ability to use knowledge in practice. In the survey, we also focused on what degree of importance do the respondents attach to the verbal and nonverbal communication skills, efficiency and reliability in communications, as well as the

ability to use technical methods in communication. Respondents ranked (degree) importance of each elements in communication (numbered from 1 to 5).

Managers, part-time students and full-time students evaluated and consider the most important skills the verbal communication skills. All the three groups of respondents agreed also in determining the second most important element in communication skills, which is the efficiency in communication, thus the ability in the shortest time to communicate as much content as it is possible. An average importance has, according to the managers and part-time students the reliability in communication (full-time students evaluated this element on the 4<sup>th</sup> place). The least important communication skills consider the managers and the full-time students the ability to use technical methods in communication. Part-time students on the contrary identify the least important element in communication the nonverbal communication skills. In the case of non-verbal communication skills, the biggest difference is shown in the opinion of the respondents in ranking the importance of valuation at present. While, full-time students consider the nonverbal communication skills on average important, managers ranked this element is to the 4<sup>th</sup> place and the part-time students even ranked it to the last place in the order of importance of individual elements of communication skills.

This implies that all the three groups of respondents consider the verbal ability (word-oriented) the most important communication than the non-verbal communication skill realized through facial expressions, gestures or touching. It should be noted that by the non-verbal communication we pass along to our surroundings large amount of information, often even not realizing it. Statistical studies tell us about the great importance of non-verbal communication skills, as much as 55 percent of non-verbal communication takes place in communication. The communication experts agree that the most important aspect of interpersonal communication is not what is said or written, but the impression that is evocated by the one with whom we communicate.

Rank (level) of the importance of each communication elements at present on behalf of managers, full-time students and part-time students is documented and compared in the Chart 3.

**Chart 3: Interpretation of results: AQ – Communication (current status)**

Communication	Managers			Part-time students			Full-time students		
	Rank	Score	Av.	Rank	Score	Av.	Rank	Score	Av.
verbal	1.	211	1,99	1.	189	1,99	1.	203	2,14
nonverbal	4.	369	3,35	5.	355	3,74	3.	287	3,02
effective	2.	289	2,63	2.	235	2,47	2.	283	2,98
reliably	3.	299	2,72	3.	294	3,09	4.	302	3,18
using technical resources in communication	5.	383	3,48	4.	350	3,68	5.	310	3,26

Note: av. – average value

Source: own

When evaluating the communication skills in terms of sustainable development, managers assigned to each element the same importance as in their evaluation at present, so the order is identical. Even in the future, according to managers, the verbal communication skills will be the most important, and technical methods used in communication will be the least important.

Full-time and part-time students were aware of the decreasing importance of verbal communication skills, who in terms of sustainable development do not consider the most important communication skills the ability for verbal communication. Part-time students attach the greatest importance in the future to the effectiveness in communication (the ability in the shortest time to communicate as much content as it is possible.), full-time students believe that in the future will be the most important to communicate reliably due to differences between the communication skills of the acceptor of the communication. The least important in terms of sustainable development are for managers and full-time students the technical methods used in communication (which coincides with their opinion at present), for part-time students it is the non-verbal communication skills.

Rank (degree) the importance of various elements interacted with the communication skills, in terms of sustainable development of the organization for a group of managers, full-time students and part-time students is documented and compared in the Chart 4.

**Chart 4: Interpretation of results: AQ – Communication (long-time development)**

Communication	Managers			Part-time students			Full-time students		
	Rank	Score	Av.	Rank	Score	Av.	Rank	Score	Av.
verbal	1.	229	2,08	2.	227	2,39	2.	227	2,39
nonverbal	4.	345	3,14	5.	349	3,67	4.	268	2,82
effective	2.	247	2,25	1.	226	2,38	3.	244	2,57
reliably	3.	271	2,46	3.	273	2,87	1.	219	2,31
using technical resources in communication	5.	398	3,62	4.	346	3,64	5.	364	3,83

Note: av. – average value

Source: own

Business cannot be done without communication. Communication is an essential condition for change and innovation in a company. Ability to communicate effectively in any organisation is contingent upon the effectiveness of communication, its reliability and the use of appropriate technical methods. Ratio and the importance of using verbal and non-verbal communication methods are still under discussion; however, it is necessary to develop both of these skills. Learning to communicate effectively and reliably, to minimise information overload and information noise - it is a challenge for everyone. Only mastering of all elements of communication skills leads to communication, which has added value.

### **3 Results of the research concerning importance of individual KQ pillar parts and KQ1 element - object of management**

The questionnaire survey we realized also detected what is the level of professional knowledge (KQ) manager / employee in future or currently held job position. We wondered what level of importance do the respondents attach to different types of professional knowledge as a part of the basic classification (professional knowledge about job position context, job description / job object, the management functions of the job position and knowledge of information for implementing the management functions) and more detailed internal classification of an individual components (for example, knowledge of job object are further divided into partial knowledge of the object's mission, the processes of product creation, the economic and financial aspects of products, the legal-

organisational form of object and knowledge of job demands and work ability) . Respondents expressed their opinion on the valuation of each type of knowledge at present and also determined their degree of importance for ensuring the long-term sustainable development.

In the first part of the questionnaire respondents valued the rate (level) of knowledge abilities KQ according to the basic classification for each part (professional knowledge about job position context, knowledge about job description, job object, professional knowledge of the management and professional knowledge about the resources and the nature of the information to undertake management functions). The role of the respondents in the valuation was to split 25 points between different types of professional knowledge according to their degree of significance.

Managers consider the most important part of professional knowledge in the organization the knowledge of job description (job object). The second highest importance is assigned to the knowledge of management functions, accordingly the knowledge of planning, decision-making, organising, regulating, control and coordination. Less important professional knowledge when performing work are the knowledge about job position context. At least important professional knowledge is according to the managers the technical knowledge about the sources and nature of the information to undertake management functions.

Part-time students consider the most important professional knowledge the knowledge about management functions. On the contrary, they consider the least important the knowledge about the systematic relation of their job.

Full-time students valued exactly like their colleagues from part-time study, knowledge of the functions of management as the most important knowledge ability of KQ. At least as important for part-time students are the knowledge about the sources and nature of the information to undertake the functions of management, which is the identical result with a group of managers.

Valuation of the rate (level) of knowledge capabilities KQ by basic classification is now clearly documented in the Chart 5.

**Chart 5: Interpretation of results: KQ according to the basic classification (current status)**

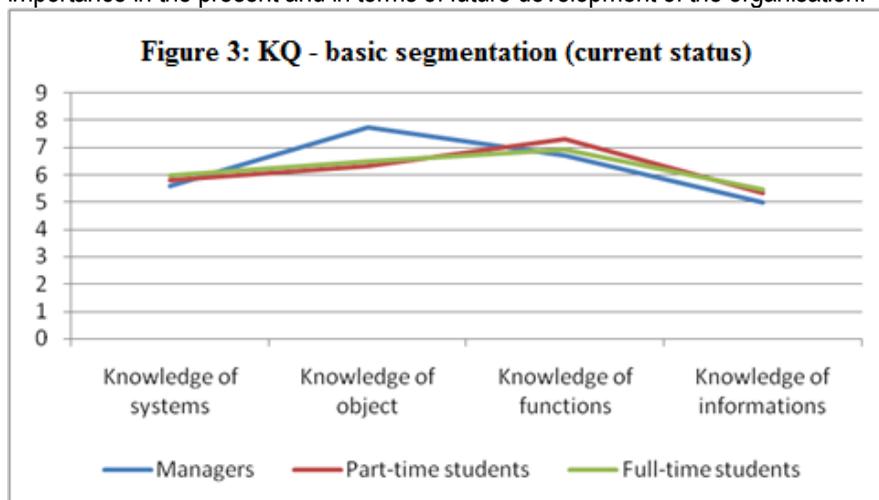
KQ – basic classification	Managers			Part-time students			Full-time students		
	Rank	Score	Av.	Rank	Score	Av.	Rank	Score	Av.
Knowledge of systems	3.	615	5,59	3.	555	5,84	3.	570	6,00
Knowledge of object	1.	849	7,72	2.	602	6,33	2.	620	6,53
Knowledge of functions	2.	736	6,69	1.	695	7,32	1.	659	6,94
Knowledge of informations	4.	550	5,00	4.	508	5,35	4.	521	5,48

Note: av. – average value

Source: own

Clear illustration of the importance of KQ parts according to the basic classification at present for the group of managers, part-time and full-time students is shown in the Figure 3.

In the evaluation of individual types of professional knowledge in terms of sustainable development of the organisation, managers and full-time students rank the importance of each professional knowledge, thus they attach them the same importance in the present and in terms of future development of the organisation.



Part-time students consider the least important professional knowledge in the future the knowledge about the sources and nature of the information to undertake management functions, as were defined the least significant for the organisation at present.

Evaluation rate (level) of knowledge capabilities KQ according to the basic classification in terms of sustainable development of the organisation is clearly documented in the Chart 6.

**Chart 6: Interpretation of results: KQ according to the basic classification (long-time development)**

<i>KQ – basic classification</i>	<i>Managers</i>			<i>Part-time students</i>			<i>Full-time students</i>		
	Rank	Score	Av.	Rank	Score	Av.	Rank	Score	Av.
Knowledge of systems	3.	670	6,09	3.	505	5,32	3.	547	5,76
Knowledge of object	1.	755	6,86	2.	618	6,51	2.	624	6,57
Knowledge of functions	2.	713	6,48	1.	757	7,96	1.	650	6,84
Knowledge of informations	4.	612	5,56	4.	492	5,18	4.	513	5,40

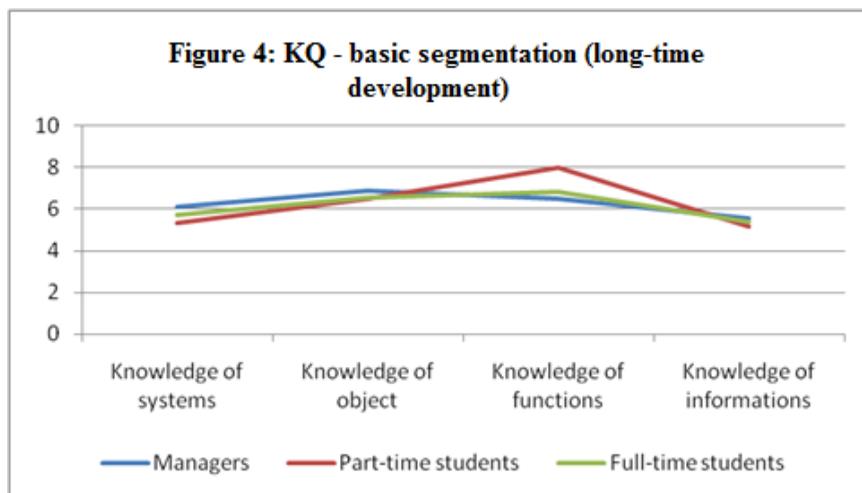
Note: av. – average value

Source: own

Clear illustration of the importance of each part of KQ according to the basic classification in terms of sustainable development of an organization for a group of managers, part-time and full-time students is shown in the Figure 4.

The questionnaire survey also determines what level of importance the respondents attach to different types of Professional knowledge as a more detailed classification of the various internal components. Respondents evaluated the rank (degree) of the importance of professional knowledge (numbered from 1 to 5), which would be a potential management entity to control the implementation of job which is held or wants to be hold. For example, in the first part of professional knowledge, "knowledge about the job object" managers marked the knowledge of the object's mission (55 of 110 managers) as the most important knowledge at present for the organisation in which they operate. The second most important element is according to managers the knowledge of the economic and financial aspects of the product

creation and the third most important kind of knowledge among the professional knowledge about the job object are the knowledge about the procedures of the product creation, i.e. knowledge about the technology and technical level. The managers assigned less importance to knowledge on claims for job competence (4<sup>th</sup> place). The least important element of knowledge of this part of the KQ is according to the concerned managers the knowledge about the legal-organisational form of the object (department) and possessive relations.



Full-time students agreed with the managers in determining the less important elements of knowledge about the job object, which should control the potential management entity in carrying out the job position. Similarly, the 3<sup>rd</sup> place of significance included knowledge about the product creation, to the 4<sup>th</sup> place of knowledge about organisational and legal form of the object and the least important is also for full-time students the knowledge about the claims to job competence. The difference, compared with managers, as the most important kind of knowledge in this section KQ consider the knowledge of economic and financial aspects of products (which may be affected by students as these are university students) and knowledge of the organisation's mission, according to their second position in the ranking of importance.

Part-time students, identically with full-time students, identified the knowledge of economic and financial aspects of the product as the most important knowledge in relation to the job object.

Rank (degree) of importance of each professional knowledge about the job object is currently for the work of the group of managers, full-time students and part-time students documented and compared in the Chart 7.

**Chart 7: Interpretation of results: KQ – Knowledge of object (current status)**

<i>KQ - Knowledge of object</i>	<i>Managers</i>			<i>Part-time students</i>			<i>Full-time students</i>		
	Rank	Score	Av.	Rank	Score	Av.	Rank	Score	Av.
Knowledge of mission	1.	208	1,89	3.	264	2,78	2.	257	2,71
Knowledge of work practices	3.	275	2,50	2.	263	2,77	3.	270	2,84
Knowledge of economic and financial	2.	268	2,44	1.	255	2,68	1.	235	2,47
Organisational and legal knowledge	5.	410	3,73	5.	330	3,47	5.	309	3,25
Knowledge of working position	4.	369	3,35	4.	304	3,20	4.	303	3,19

Note: av. – average value

Source: own

The Chart 7 shows that all the three groups of respondents, which we requested (managers, part-time students, full-time students) agreed that the least important element of knowledge of the job object for a potential subject of management are knowledge of claims for eligibility of job position and knowledge of legal-organisational form of the object (department), including knowledge of possessive relations. However, the most important element of knowledge is knowledge of economic and financial aspects of product creation (part-time students and full-time students), for managers are knowledge about the object's mission.

Managers, part-time students and full-time students further evaluated the degree of importance of each element of professional knowledge (KQ) for the organisation in the future in terms of sustainable development. All the three groups of respondents agreed in determining the most important element of knowledge about the job object is in the future. Managers, external and day students also agreed that the least important knowledge for sustaining the organisation in the future is the legal-organisational form of the object.

Rank (degree) of importance of each professional knowledge about the job object in terms of securing the long-term sustainable development for the group of managers, full-time students and part-time is documented and compared in the Chart 8.

**Chart 8: Interpretation of results: KQ – Knowledge of object (long-time development)**

<i>KQ - Knowledge of object</i>	<i>Managers</i>			<i>Part-time students</i>			<i>Full-time students</i>		
	Rank	Score	Av.	Rank	Score	Av.	Rank	Score	Av.
Knowledge of mission	1.	167	1,52	1.	227	2,39	1.	166	1,75
Knowledge of work practices	3.	297	2,70	3.	282	2,97	2.	258	2,72
Knowledge of economic and financial	2.	280	2,55	2.	270	2,84	4.	290	3,05
Organisational and legal knowledge	5.	405	3,68	5.	358	3,77	5.	350	3,68
Knowledge of working position	4.	349	3,17	4.	289	3,04	3.	268	2,80

Note: av. – average value

Source: own

When comparing how respondents rated the importance of various elements of professional knowledge (KQ) at present and considering the future of the organisation, the following findings are interesting:

- only managers identified the knowledge about the object's mission as the most important kind of knowledge of the job object at present and in terms of sustainable development of the organisation,
- the biggest contradiction in the perception of the importance of different types of knowledge of job object at present and in the terms of the future development of an organisation we found out by full-time students, it is proved by the fact that while to the present knowledge about the economic and financial aspects of product creation is not attached the greatest importance, in terms of sustainable development of an organisation it is ranked up to the 4<sup>th</sup> position in order of importance,

- on the contrary, managers perceive the same level of importance of knowledge of the job object at present and in terms of sustainable development of an organisation.

## Conclusion

Maintaining and development of civilisations on Earth depends on mankind who possesses and uses the knowledge of a) interactions of people among themselves and between the nature and b) between the object made by people and nature. Only a harmony, coherence between man and nature creates a whole that has a chance of survival. If a man irresponsibly disturbs the functioning of the whole, the shocks or crises occur and integrity becomes disrupted. Not every element in the natural and man-made objects is equally important for survival, existence and development of the whole. To conclude, we state that if such parts as individual countries in the European Union have different status and competencies within the Union, therefore, did not give up their national "specifics", such as fiscal or monetary policy also in other areas, which create the EU environment, it is unlikely to expect that another crisis will not occur in the future. The holistic global environment calls for global governance approach (leadership and management), with adjustment to the needs of individual continents.

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