THE MANAGEMENT AND MANAGERIAL SKILLS ARE NEEDED FOR THE SLOVAK MANAGER

Daniela HREHOVÁ, Peter KAMENEC

Abstract: To manage a business appropriately is to manage it effectively, respecting and taking advantage of knowledge of management, marketing, law, economic and technical standards, knowledge of technology, foreign languages and other disciplines (psychology, sociology, etc.). (1) The aim: To show that managers need to have management skills to influence effectively the behaviour of others, and ultimately achieve the desired results and determine the level of management skills manager. (2) The discussion: According to the mentioned data, self-reflection of managers at the level of self management skills is not completely balanced in terms of ability to manage. The result is also consistent with other available research results of other authors. Insufficiency can be traced within the decision-making skills as well as within the ability to solve legal, economic and personal or financial and material problems. 3) The conclusion: Additional research is needed in the area to determine how best to recruit and train managers in these skills to move forward.

Keywords: manager, management skills, soft skills, self-reflection, research.

1 INTRODUCTION

Changing economic, political, technological, socio-cultural environment revealed the requirement of adaptability of companies. The only "component" of the company, which has the ability to change are the people. On this principle, Pascal and Athos suggested the "7S" model, who conceived this fact in a more complex way based on a "hard S" (strategy, structure, systems) and "soft S" (management style, associates, integrating all the skills and shared values). Joining the Union the effort to find top managers with hard and soft skills is getting stronger, which particularly concerns East and Central Europe companies (Mučka, 2004).

2 A MANAGER AS THE MANAGING DIRECTOR

The manager is a person whose primary activities are the management functions. It is a man who plans, organizes, manages, maintains and controls human, financial and information resources. The manager is a person who directly supervises one or more people in business and directs them to meet business goals (Hickman, 1995). Managers belong to the category of directive workers in the company. This concept can be understood:

a) in a broader sense, managers are those in various departments in the company who manage the work of these departments and are responsible for the work of others;

b) in the narrow sense, managers are leaders of a company, i.e. top management (Daft, Lane, 2009).

Therefore, in order to carry out their work successfully, they should have power, influence and authority, which can be achieved in four different ways (Yau, Scully, 1990, pp. 32-33; Whetten, Cameron Woods, 2000);

a) the resources - a manager is responsible for the allocation of resources for members of the group managed;

b) the position – in the control hierarchy a manager occupies the higher position than the subordinate ones;

c) personality – his personal qualities are at a higher level than personal qualities of other group members;

d) qualifications – a manager’s knowledge should be broader than those of other members of the group.

To manage effectively, a manager needs to have:

a) knowledge - economic, financial, technical, business, marketing, law, cultural, etc.;

b) skills - analytical, decision making, humane, communication, imagination, etc.;

c) the key manager qualities, i.e. willingness to be motivated in a proper way (Daft, 2008; Kiltz, 2009).

To be a real asset to the organization a manager must have management skills developed in three categories:

1. Performance management;
2. Managing people;

Majority of people were promoted to managerial roles because they were good professionals and excelled in at least one of the three mentioned categories. The role of the leader comprises more than just determining the strategy (Dvořáková, 2007). This includes clarification of the direction of the company, processes and policies that motivate employees and help them to achieve its business objectives.
3 THE IMPORTANCE OF THE MANAGEMENT SKILLS

The number of books and articles about management skills which came out in the past decade are uncountable. This shows at least two things: the management is still a current topic and there is still a wide range of views and significant disunity - managing as one of the manager's soft skills. The preliminary review identified 14 articles with a research (Gillard, 2009; Searo, 2008, Connell, 2008) or theoretical focus (Zielinski, 2005; Drucer, 1998, Senker, Beesley, 1986, 2007; Cousins, 2006) on management skills. The papers deal with aspects of management skills. A survey conducted by the Graduate Management Admission Council found that although MBA’s were strong in analytical aptitude, quantitative expertise, and information-gathering ability, they were sorely lacking in other critical areas that employers find equally attractive: strategic thinking, management skills, communication, leadership, and adaptability (Klaus, 2008). Book author Peggy Klaus says than research, conducted with Fortune 500 CEOs by the Stanford Research Institute International and Carnegie Mellon Foundation, found that 75 % of long-term job success depends on people skills, while only 25 % on technical knowledge. Another study of headhunters hiring CEOs ranked the ability to communicate and motivate and manage as necessary attributes for positively affecting the bottom line. And when they do provide these soft-skills training, the programs are often exclusively reserved for “high-potential” employees or senior executives. Another qualitative study was conducted with a series of focus group meetings with 54 executives across the USA in order to construct theoretical relationships with which to develop a grounded theory of supply management skills evolution in a changing business environment (Giunipero, Handfield, Eltantawy, 2006). The overwhelming majority (93 %) of the HR managers surveyed said technical skills are easier to teach than soft skills. The most in-demand soft skills cited by the managers are management organizational skills (87 %), verbal communication (81 %), teamwork and collaboration (78 %), problem solving (60 %), tact and diplomacy (59 %), business writing (48 %), and analytical skills (45 %). Also surveyed were IAAP members, who were asked to report the soft skills areas in which they would like to improve. The areas they mentioned the most were analytical, verbal communication, negotiation, management and problem-solving (Research, 2008). In a Job Outlook 2008 survey conducted by the National Association of Colleges & Employers (NACE), the top characteristics looked for in new hires by 276 employer respondents (mostly from the service sector) were all soft skills: communication ability, a strong work ethic, initiative, interpersonal skills, and teamwork (ACS, 2008). An another central finding was that care management requires a range of complex skills. Some pre-Griffiths casework skills are still necessary to practice as a care manager, such interpersonal skills, management skills, negotiation skills and organisational skills. However, new skills are required, such as risk management, the ability to construct a case and use IT, management of other professional input and use of accounting and budgetary système (Dustin, 2006). Many of the global surveys of trends in new corporate management note the strong need to increase involvement and other soft skills of managers at all levels of management.

4 METHODOLOGICAL PART

The main purpose: To determine the nature of the personality profile of a manager in terms of management capabilities in the form of self-reflection.
The main problem: What the nature of the personality profile of a manager is in terms of management capabilities.
The main hypothesis: We assume that the nature of the personality profile of a manager in terms of management capabilities is differentiated with respect to the management area while performing various work activities.
The method: To obtain empirical data the research Methodology OP – 1 was used, structured with respect to the intended purpose. Methodology included identification (demographic) data - gender, age, education.
The research methodology was structured according to the level of management skills (15 items). Questions to test the profile of a manager at this level were constructed as a battery (files) items measured using the 7-point scale, where 1=definitely yes, and 7=definitely not. The role of the respondents was to use this range to make their evaluation or self-assessment with regard to the questions included. Obtained empirical data were processed in the program for statistical data processing STATISTICA5.5 Methods used were: descriptive statistics, simple analysis of ONEWAY variance. When processing the primary data and transformed data - averaged scores were used.
The research group consisted of a group of employees at various management positions of various companies, without specifying the selection character (although, results showed that respondents were employees of banks, social services, travel agencies, insurance companies, municipalities and various companies).
Gathering data organization. Empirical data were collected in Kosice in May 2011.

a) Interpretation part

The description of the research sample. The research sample consisted of a total of 190 respondents - managing staff / managers. Character of the structure of the sample can be monitored using identifiers: gender, age, regarding the point formulated in main hypothesis – the ability of managing activities done by a respondent.

Tab. 1 Structure of research sample according to gender and age (v %)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Sex</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>M</td>
<td>25,00</td>
</tr>
<tr>
<td>21-25</td>
<td>M</td>
<td>0,00</td>
</tr>
<tr>
<td>26-30</td>
<td>M</td>
<td>0,00</td>
</tr>
<tr>
<td>31-40</td>
<td>M</td>
<td>25,00</td>
</tr>
<tr>
<td>41-50</td>
<td>M</td>
<td>25,00</td>
</tr>
<tr>
<td>more than 50</td>
<td>M</td>
<td>0,00</td>
</tr>
<tr>
<td>Total</td>
<td>M</td>
<td>100,00</td>
</tr>
<tr>
<td>18-20</td>
<td>W</td>
<td>0,00</td>
</tr>
<tr>
<td>21-25</td>
<td>W</td>
<td>20,0</td>
</tr>
<tr>
<td>26-30</td>
<td>W</td>
<td>66,33</td>
</tr>
<tr>
<td>31-40</td>
<td>W</td>
<td>33,33</td>
</tr>
<tr>
<td>41-50</td>
<td>W</td>
<td>20,0</td>
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<tr>
<td>more than 50</td>
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<td>0,00</td>
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<tr>
<td>Total</td>
<td>W</td>
<td>100,00</td>
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<tr>
<td>Total</td>
<td></td>
<td>100,00</td>
</tr>
</tbody>
</table>

According to the data listed in Tab. 1 a set of research is divided by sex ratio in 80 % of women and 20 % of men. Age categories are represented differently. The largest age group is 31-40 years (31.58 %) less occupied is the group of 26-30 (21.05 %) and 41-50 years (21.05 %). Significantly underrepresented are the categories of 25 years and over 60 years. In the group of men age categories of 18-20 and three categories between 31 and over 60 years - by 25 % are equally represented. Women are most numerous in the category 31-40 years (33.33 %).

b) The analysis of the management capabilities of managers - an overview

Personality profile and image of the guide has been studied at five levels, which together form a superior character and capabilities guide.

Management capabilities are an essential part of the work of managers, constantly updated in a very dynamic and rapidly changing environment. According to the average measured level of self-assessment score ranges from M=2.05 to 2.68. Spectrum of evaluation at management level is more in the positive range of 7-point scale (score ranges measured in degrees 1,2,3). The best self-assessment is represented by the "ability to communicate" (M=2.05), in the lower position, with the same average score - M=2.21 items that show significant leadership skills of people and rational solutions to the problems "to solve the most serious problems has always maintained in a professional way", "always working as one that people like to follow"and "so far I have managed to lead people to work together to solve the problem" can be traced. Less positive assessed items include the ability "to solve the problems of decision-making capacity, observed in "yet I was physical and financial charakter" (M=2.68), but also "always making the right choice" (M=2.63). Very slight doubt in this respect is confirmed by the scores for other items that have lead to an assessment decision: "... The report estimates how things develop," and "I am very knowledgeable in the use of management practices" (M for both total = 2.58).

Tab. 2 Average measured score for managing capabilities

<table>
<thead>
<tr>
<th>Managing capabilities</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am always able to analyze the situation and solve problems</td>
<td>2.26</td>
</tr>
<tr>
<td>I always solve every problem according to other possible aspects</td>
<td>2.16</td>
</tr>
<tr>
<td>I have always decided correctly</td>
<td>2.63</td>
</tr>
<tr>
<td>When solving the problem successfully estimate how the things are going to develop</td>
<td>2.58</td>
</tr>
<tr>
<td>When solving even the main problems</td>
<td>2.21</td>
</tr>
<tr>
<td>I always take it in a professional way</td>
<td>2.58</td>
</tr>
<tr>
<td>I always perfectly oriented in using managing methods and techincs</td>
<td>2.47</td>
</tr>
<tr>
<td>When solving the problem I always have needed information</td>
<td>2.53</td>
</tr>
<tr>
<td>I have perfect ability of solving problems of material and financial charakter</td>
<td>2.68</td>
</tr>
<tr>
<td>I am always able to persuade people</td>
<td>2.53</td>
</tr>
<tr>
<td>I perfectly know the way how to influence attitude of people</td>
<td>2.53</td>
</tr>
<tr>
<td>My abilities to communicate is appreciated every partner, whenever and wherever</td>
<td>2.05</td>
</tr>
<tr>
<td>Harmonizing the activities of several people have never been a problem for me</td>
<td>2.47</td>
</tr>
<tr>
<td>I always seem to be a person who people like to follow</td>
<td>2.21</td>
</tr>
<tr>
<td>Until now I have always managed to lead the people to cooperate with solving the problem</td>
<td>2.21</td>
</tr>
</tbody>
</table>

5 THE VIEWS ON CURRENT STATE OF MANAGEMENT CAPABILITIES OF MANAGERS

Presented results of the analysis indicate overall not a very favourable rate of a self-reflection of managers at the appropriate level. The average score usually moves in the average (middle) spectre of 7-point scale (degree 4). This evaluation at the managerial capabilities is at least significant. Identified and presented results are in an accordance with the assumption expressed in the
main hypothesis and correspond with the results of other surveys. We may mention the survey by the company Target, which pointed out that some Slovak companies use a closed style of management because their leaders are not prepared for criticism and ideas from their colleagues. They are afraid of underappreciation of their position in society and actually they want to have their ideas approved by possibly, all the colleagues at the same level (Karlubíková, April 17, 2009). Foreign managers operating in Slovakia complained about the unwillingness of the Slovak managers to take responsibility, Slovaks are reluctant to come into confrontation, fear of confrontation (Orfánus, 2010) and avoid conflicts (Jakubek, 2011, Ernst & Zouny, 2011). Employees are not prepared to risk (Liff, 2007).

It may be clearly stated that the Slovak managers still do not pay sufficient attention to identifying and managing (if possible) the risks in business (Vančo, 2006). Slovak managers compared with colleagues from abroad, risk less, are less empathetic and sometimes they ignore specifics of the local market and management style (Templar, 2006). Slovaks are indeed flexible (Orfánus, 2010), but it is difficult to determine the unique characteristics of their management style. Wojciechowski’s explanation is that this is the consequence of the old regime, which ruled the hierarchical system. The mentality of people affected by what is seen in the lack of initiation, passivity and inability to decide and to rule democratically (Karlubíková, April 16, 2009).

Influenced by the fact that the transition from centrally planned to market economy was accompanied by a deep decline in living standards, increasing unemployment, the breakdown of value structures. This condition is characterized by the fact that changes in thought and action managers are very slow and technocratic management have been exhausted (Kubeš, 2011). Slovak managers can be navigated in three directions: either the so-called top - top management direction, which is "... in connection to the international and European policy to support the strategic objectives and priorities of the resulting economic reform in Slovakia ..." (Mihalik, 1996) or Western-oriented type of management and applied at all levels of management, or prefer amateur, merchant management style, which is to stabilize the economy, but only the vision of the greatest profit. They should know what is expected of them, they should be involved in decision-making, receive feedback, team-work and continuous education (Olexová, 2007, p. 595). Lacking experience for their work. This means that there is not good connection between education and needs of companies and firms. Then no wonder that, according to a survey from early 2010 the main drivers of the Slovak economy have led the vast majority of expatriots, ie managers from outside (Hnonline, 2010). Even in the neighboring Czech Republic has been surveyed on a quarterly basis approximately 4,000 managers. Tested them in four basic skills. Knowledge, however, rarely exceeded 50%. Testing of Czech managers, although they know something about management and management decisions are not always guided only by intuition, or experience, but their knowledge in the field of management is more than half the recommended long-term knowledge. The average rating so called Directors Index ranges from 41.75 % to 46, 97 % (Kariéra, 2011). Publications Author Alexandre Havard Responsible Leadership (2011) not only set an uncompromising mirror current thinking about leadership in the broadest sense (not only in business), but resulted in specific recommendations for those who are determined to walk the path of leadership. Looking for new models of business management, and business people.

<table>
<thead>
<tr>
<th>Country</th>
<th>Positives (+)</th>
<th>Negatives (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td>Dynamic environment, a strong entrepreneurial spirit, minimum corruption in business, excellent and appropriate behavior toward customers</td>
<td>- Autocratic management, which is based on hierarchy, formality in communication</td>
</tr>
<tr>
<td></td>
<td>less byrocracy, team work, flexibility, allocation</td>
<td>- weak bussines spirit, very formal, avoiding the responsibility</td>
</tr>
<tr>
<td>Czech</td>
<td>+ planning, team work, punctuative, great place for foreigners</td>
<td>- weak man-to-man relations, lack of humor, lack of flexibility, formality in communication</td>
</tr>
<tr>
<td></td>
<td>- hard working, high ambitions, best behaviour towards foreigners</td>
<td>- most overpaid managers, unorganised, weak team work, weak planning</td>
</tr>
<tr>
<td>Romania</td>
<td>+ good social capabilities, strong will to accept criticism, difference of men and women in management</td>
<td>- strong corruption, bad planning, bad and the lack of organization, team work and weak customer service</td>
</tr>
</tbody>
</table>

Fig. 1 Positives (+) a negatives (-) of management in chosen countries (Target Can CEE management kompetence, 2010)

6 DISCUSSION AND IMPLICATIONS FOR PRACTICE

An analysis of management capabilities enable managers to create an overall picture in the form of
self-reflection. Therefore, it is naturally possible to envisage some of the distortions that could be corrected by creating a comparative framework - evaluation by staff, colleagues.

Nevertheless, several important recommendations and conclusions can be suggested:

1. At the level of management capabilities the lack of decision-making skills, ability to estimate, overall dynamics of the decision, a lower rate of positive evaluation of knowledge management methods and techniques suggests a need for further intensive development of potential managers in this field;

2. Most cases lacked the apparent ability to solve legal problems, economic and personal or financial and material problems, so it seems desirable to encourage the development of management skills.

These basic, general recommendations can be characterized at the operational level as activities that are directly related to the structural organization of equipment. In this sense, knowledge of self-reflection identified competencies of managers become the basis for deliberate, planned, purposive work of staff the staff involved in order to improve the current potential of personal background. Then:

- Addressing weaknesses at the management level, particularly in the orientation and methods of decision-making and management techniques clearly leads to activities that an organization must provide needed education to managers. Currently, there are many effective forms of education that provides managers with "tailored" information and skilled leadership in professional development at management level. The organization's management in this sense would be held after consultation with experts and further development of the situation with regard to the specific work manager would be set. Formalized forms of broadening of manager qualifications should be suitably complemented with motivation, control and evaluation network supporting self-educational practices and personal initiative managers to monitor their development and build a desirable effect in that ambition. The focus of interest would be to create a situational decision-making framework manager who will reflect the typical, most common situations in which a manager has to decide and handle these situations.

- A set of activities that a manager performs, provides knowledge and skills from several areas. Economic, legal and financial aspects of the job manager are among those that require special attention and necessary initiatives to improve. In this respect, the organization's management must be clearly legible and show efforts to develop manager's potential. Growth must be part of not only the scientific knowledge, but especially experiential equipment. These procedures should result in more active and responsible managers in terms of solving problems in current conditions causing the problems (economic, legal, material...). Establishing the main causes (lack of information, reluctance, indifference, lack of experience...) is important as well as their diagnosis and targeted "treatment".

7 CONCLUSION

Being a manager is a big job. In order to be an effective manager, you'll want to sharpen and refine your management skills constantly. Managers need to know how to manage, that is, how to handle the various aspects of their job and how to plan, organize, direct a performance, manage information, so as to get the best out of their people and the resources provided to them. However, managerial knowledge is something that a manager must learn – either through self-development or formal training programs.

References


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Good management skills are abilities that help you supervise and lead teams. Such skills are crucial for managers of any level, because they help them make sure their team’s work contributes to the company’s overall objectives. They vary across industries, but always involve a mix of soft and hard skills. Soft management skills are the personality traits of a good manager—things like time management skills, organization, and communication.

Developing Management Skills. By now you should have all the managerial skills you need to write a compelling, persuasive resume. However, if you feel there are any gaps in your manager skill set, there are plenty of online courses you can take to bolster your application. These skills are needed by managers at every level but top managers need them the most.

Conceptual Skills: Conceptual skills are the ability to integrate and coordinate various activities. The term management roles refers to specific categories of managerial behaviour. Table gives the ten different roles of the manager.

Interpersonal Roles

Business needs for funds arise for purchase of plant and machinery, land and building, equipment, materials, payments to labour and other day to day expenses. These needs are met both from internal sources and external sources. A manager has to remain in touch with investors and creditors for meeting financial needs of the business at the time of need.

ADVERTISEMENTS:

(b) Labour

What are the most important management skills you need to excel as a leader? Here is a helpful list and several examples.

Developing a set of managerial skills can help you be successful in these responsibilities. Whether you’re preparing for future leadership roles or you’re a manager seeking to grow and improve your abilities, the following information, tips and examples of managerial skills can help. Related: How to Become a Manager.

What are managerial skills? There are two types of skills you need to excel in your career: hard skills and soft skills. To be a successful manager, you need to develop both. Hard skills are technical, teachable abilities you learn through school, training and job experience. See the managerial skills you really need, and how to prove management skills on a resume/interview to get the job. They’re the top 10 skills managers need plus 5 hidden skills executives fight for. This should terrify you: Most C-Level executives don’t believe managerial skills on resumes. A monkey can say, “I’m skilled in leadership, communication, and collaboration.” Many monkeys do. You need to know: What are the top management skills you must have? How can you convince employers you’ve got the skills they hunger for? How Managerial Skills are Interrelated. These are the skills an ideal manager must-have. If you look close enough, we will find the skill are inter-related and irreplaceable. A manager is appointed for making a decision. So, to make the decision he or she needs to identify a situation which could be opportunities or threat. Conceptual knowledge is essential for this as it helps the manager has a complete understanding of the organization. A good manager has all these skills, but it is not necessarily true that all of them are equally important or required for the assigned job or post of a manager. The relative importance of these skills of a manager depends on the manager rank of his in the organizational hierarchy.