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MANAGERIAL COMPETENCIES IN THE CONTEXT OF CONTEMPORARY MANAGEMENT CONCEPTS AND METHODS**

Summary

The article presents the required management competences from the perspective of contemporary management concepts. As the main concepts we have presented: knowledge management and learning organization, Total Quality Management, processes management, Kaizen and elimination of waste, virtual and network management and time based management. The most important management competences connected with above concepts are: focus on outside and effectiveness, care about efficiency in work environment, introduction of changes and team working. The article describes the specificity of the managers' tasks and development of the research on management competences and skills in the management science.

1. Introduction

Management is usually associated with exercising power, influencing others, possessing special authorities. In reality managerial work is a hard and responsible task, requiring great, often interdisciplinary skills and huge involvement. Perception of managerial work as only the source of power, possibilities of subordinating others and deriving greater benefits is always harmful both for the subordinates and the whole organization. Such attitudes can only be maintained in organizations which do not operate in a competitive environment or which are tied to a strong lobby drawing particular benefits from maintaining the status quo. In market conditions, managers of all levels are expected to possess the highest level of competencies and effectiveness.

Executives' competencies and their roles change together with external and internal conditions in which an organization functions, as well as a result of general civilization progress constantly taking place.

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This paper states that contemporary management concepts and methods which are most commonly used in economic practice and which to a large extent determine contemporary approach to management, require that executives possess particular competencies and roles in an organization.

The purpose of the article is to present competence requirements related to executives, connected with most popular contemporary management concepts and methods.

2. Specificity of managerial work

Managerial work is mostly associated with performance of basic management functions, namely planning, organizing, motivating and controlling. Many authors also emphasize the manager's role and skills in selection of proper employees, distinguishing "personnel recruitment" as an additional, essential function performed by executives [Bittel 1989, p. 18].

The above method of defining managerial functions is based on the concept developed by H. Fayol, one of the outstanding representatives of the so-called universalist, scientific management trend [Martyniak 2002, p. 7].

According to H. Fayol, the functions constituting the essence of management (then defined as "administrative activities") are: anticipating, organizing, ordering, coordinating and controlling. *„Anticipating consists in analyzing the future and determining the appropriate action plan; organizing is establishing a double organism of an enterprise: material and social; ordering is causing the personnel to function; coordinating is combining, unifying and harmonizing all activities and efforts; controlling is checking that everything is going on in accordance with established regulations and given orders”* [Fayol 1947, p. 37].

A totally different definition of managerial functions was provided by Ch. Barnard, representative of the so-called humanistic approach to scientific management. In his opinion, the fundamental role played by an executive in an organization is „to serve as a communication channel as much as some messages must go through central positions” [Barnard 1997 p. 235]. The main function of management is provision of communication system which allows us to coordinate all aspects of an organization. Realization of this function consists of creation of particular organizational structure and executive positions which ensure realization of communication system at various levels of organizational hierarchy. Special importance within this function was attached by Ch. Barnard to informal management organization, connected with mutual adjustments of managers, related to such individual features as: education, age, sex, individuality, prestige, race, and to personal features such as: manners, way of speaking, or appearance. These factors according to the author play a more significant role in such organizations as: political, union, church and university

organizations than in industrial ones. They are responsible for situations in which people cannot be promoted or selected, although it has nothing to do with their formal competencies [Barnard 1997, p. 244].

Apart from ensuring communication, an executive, according to Ch. Barnard, performs two more functions: „*exacting basic services from individuals*” and „*formulating the main objectives and partial aims*”. Exacting services from individuals requires maintaining a system of incentives, providing sufficient disciplinary measures, supervising and controlling, inspecting, as well as educating and training. Defining objectives consists mainly in establishing a set of activities and their proper allocation as well as delegating authority [Barnard 1997, p. 247].

Managerial work is still the subject of research conducted by specialists in organization and management. The emergence of new management concepts as well as market changes necessitate work on identifying further determinants of effective management. This problem is not only important for management theories but also for supporting branches of science, such as organizational psychology or sociology.

3. The essence of managerial competencies

The origins of the concept of employee competencies date back to the 1970s and 1980s [Filipowicz 2004, p. 14]. They are connected with research conducted by D. McClelland [McClelland 1973] and R. Boyatzis [Boyatzis, 1982].

The forerunners of research on employee competencies are claimed to be F. Galton and J. C. Flanagan. The latter is the author of the critical incident technique, consisting in analyzing human behavior and actions with reference to situations with known consequences. The technique was developed at the end of the 19th century as a result of continuation of research conducted by F. Galton and still remains one of the basic tools for assessing employee competencies [Dubois, Rothwell 2004, pp. 32-33].

The influence of managers' individual features on management effectiveness was the subject of research carried out not only by scientists specializing in competencies. This problem has accompanied research practically since the beginnings of management knowledge. The concept of competencies was not known then, instead, skills or features of employees (managers) were used. The essence of conducted research, however, was convergent with contemporary research on employee competencies.

The first management researcher who dealt with this issue was F.W. Taylor. On the basis of many years of observations and research, he indicated nine features which should differentiate a “model” master (“first line” manager):

intelligence, experience, technical knowledge, tactfulness, firmness, honesty, common sense, health. In his opinion “*it is hard to find a man who would possess five advantages listed here, not to mention someone with six or seven of them*” [Taylor 1947, p. 24].

Extensive research devoted to managerial abilities and their influence on management effectiveness was also carried out by H. Fayol. He determined the relationship between abilities of managers and the organizational function they perform and the size of an enterprise. Fayol distinguished the following categories of abilities: administrative (in management), technical, commercial, financial, securing, accounting. He was the first to point out that the higher the management level, the more desirable it is when managers possess general skills and abilities connected with broadly understood management. Managers of middle and lower level are above all expected to possess advanced abilities in narrow specialist fields which constitute management areas (Table 1).

Table 1. Relationship between managerial skills (competencies) and management level in a large industrial enterprise

Type of position	Percentage share of skills					
	Administration (in management)	Technical (production management)	Commercial	Financial	Securing (protecting people and property)	Accounting
Director of a large multi-branch enterprise	50	10	10	10	10	10
Director of a large single branch enterprise	40	15	15	10	10	10
Assistant Technical Director	35	30	10	5	10	10
Head of department	30	30	5	5	10	20
Head of section	25	45	5	-	10	15
Foreman	15	60	5	-	10	10
Worker	5	85	-	-	5	5

Source: [Fayol 1947, p. 44].

A relationship concerning required managerial skills similar to the one above exists as regards the size of an enterprise. The larger the size, the more managers are expected to possess general skills [Fayol 1947, p. 41].

The issue of managerial skills and their role in management was the subject of research conducted by other forerunners of organization and management theories, such as: H. Ford, T. Bata, Michelin brothers [Martyński 2002].

The fundamental development of research on managerial skills and competencies took place in the 1990s and at the beginning of the 21st century.

Despite numerous scientific works on competencies, the term has not been precisely and unambiguously defined.

„Competence, competencies, competence models or competence-based trainings are the words which may mean whatever the person uttering them wants them to mean. The source of this problem is not maliciousness, stupidity or marketing greed, but fundamental procedural and philosophical differences characterizing people who try to define these terms and develop their concepts” [Dubois, Rothwell 2004, pp. 32-33].

Competencies are usually defined as *„predispositions in knowledge, skills and attitudes, which enable us to perform professional tasks at appropriate level”* [Filipowicz 2004, p. 17]. In this way employee competencies are also defined in British and American models of National Qualifications Standards [Rakowska, Sitko-Lutek 2000, p. 11.]. According to the British standard referring to education in business, competencies are: *„an ability to perform activities connected with one’s profession or function in line with expected standards”* [BTEC 1990, pp. 1-22]. According to this definition, competencies should be understood as individual features which allow effective performance of determined roles.

Some authors emphasize that competencies are not only factors limited to obtaining “standard” results by an employee. According to G. Klemp, the main property of competencies is *“possibility of achieving above-average results”* [Klemp 1980, s. 23].

There is no agreement as regards elements of competencies. According to D. Dubois, W. Rothwell, as far as the differences regarding elements of competencies are concerned, we can distinguish two trends. The first one states that competencies cover knowledge and skills, while the second one holds that competencies are all the features that allow a particular person to achieve determined results [Dubois, Rothwell 2004, p. 35].

According to O. Gupta and G. Roos, competencies consist of: skills, intellectual abilities and attitudes [Jabłoński 2009, p. 84] (Table 2).

Table 2. Attributes of employee competencies

Synthetic attributes	Elementary attributes
Skills	Skills appropriate for performed function in an organization Abilities improving status quo Entrepreneurial skills Selling skills
Intellectual abilities	Ability to innovate Ability to transform scientific discoveries and ideas into practical use Ability to think independently Versatility, keen mind
Attitudes	Ability to adapt to new organizational culture Ability to work in groups Willingness to share knowledge, experiences, observations Willingness to learn and self-develop Creativity Openness and willingness to use new ways in new applications

Source: [Gupta, Roos 2001, quoted after: Jabłoński 2009, p. 84].

According to the above proposal, skills are a component of competencies. This is confirmed by a great number of researchers [Boyatzis 1982; Yukl 1989; Cameron, Whetten 1983; Nogalski, Śniadecki 1998; Rakowska, Sitko-Lutek 2000]. There are also opposite views, stating that skills are a wider concept category than competencies [Prien 1981].

One could conclude then that together with the development of employee and managerial competencies concept, research on skills was aborted or incorporated into competence area. This was not the case. Skills, especially managerial skills are still the subject of various research and publications, also by Polish scientists. One could quote here the works of: G. Bartkowiak and H. Januszek [1997], B. Nogalski and J. Śniadecki [1998], J. Penc [2005].

What is then the difference between competencies and skills? B. Nogalski and J. Śniadecki explain it referring to the common understanding of these concepts: „*competencies are acquired in various ways, while skills must be learned*” [Nogalski, Śniadecki 1998, p. 98].

According to T. Oleksyn, managerial competencies should be analyzed separately. Their essence consists in ability to manage efficiently, effectively and ethically [Oleksyn 2006, p. 21]. Competencies of executives, both the expected and the actual ones, depend on many factors. They are different for top and line managers. They also depend on organizational culture, external conditions in which an organization functions, as well as on the type of conducted activity (business, public) or used methods and concepts of management.

The confirmation of the above opinions is the multitude of managerial competencies definitions presented in Table 3.

Table 3. Managerial competencies by various authors

R.E. Boyatzis	A. Rakowska, A. Sitko-Lutek	T. Oleksyn
Focus on effectiveness Seeking influence Pro-activeness Self-confidence Communication skills Conceptual skills Achieving objectives by influencing interpersonal relations Ability to apply models and methods Ability to work with a team	Technical skills Increasing own effectiveness Stress management Conceptual skills Communication skills Ability to motivate Winning power and influence Ability to solve conflicts Ability to work with a team Introducing changes	Effectiveness and efficiency Ability to select co-workers External orientation Responsibility Ethical conduct Credibility Kindness Reliability Generosity Ability to discern mutual interests Ability to understand others Ability to cooperate with people and to influence them effectively Ability to sense other people's needs Determination Participative leadership style Ability to combine the global vision with attention to detail Technical (specialist) knowledge

Source: own elaboration on the basis of: [Oleksyn 2006; Rakowska, Sitko-Lutek 1998; Boyatzis 1982].

Competencies and skills are associated with roles of executives in an organization. *“By the role we usually understand a set of tasks and behaviors determining what managers should or can do...”* [Nogalski, Śniadecki 1998, p. 81]. Particular roles are associated with using determined competencies, which often constitute an essential element of a given role.

4. Evolution of roles and competencies of executives in management

The issue of managerial roles and competencies evolution has been analyzed in many publications. Some of the most extensive research was conducted by R.E. Quinn and his colleagues from Harvard University.

The above researchers distinguished four main periods associated with the origin of new management models and essential change of executive roles and competencies.

The first model, defined as “rational goal” was connected with the development of management theory in 1900-1925. Managerial activities in this model boiled down to clear definition of goals, selection of appropriate methods of work and supervision guaranteeing their effective achievement. The basic effectiveness parameters in the analyzed model are: productivity and profit.

The second model, referring to the same period of time, is the “internal process model”. It was connected with seeking possibilities of ensuring management effectiveness through creation of hierarchic system, based on highly formalized relations within an organization. This model is often commonly called “organizational bureaucracy”. The basic parameters of effectiveness in this model are: stabilization and continuity.

The next model is related to research initiated by E. Mayo, concerning the influence of work satisfaction on achieved productivity. This is the model of “interpersonal relations”, developed in 1926-1950. This model contradicts the previous two models. Its main orientation is towards development of teamwork, participation, solving conflicts and reaching consensus. By providing better organizational climate, based on equality and individual approach to employees, it is expected to achieve high level of organizational effectiveness. Its main criteria are: involvement, integrity and morale.

The last model, related to development of management in 1951-1970 is the model of “open systems”. Its assumption was that organizations operate in highly competitive environment, but also deal with certain ambiguity. The main task of executives is to adjust actions to changing conditions, to develop innovation processes and to obtain external support. The basic criteria of assessing organizational effectiveness in this model are: flexibility and external support [Quinn, Faeman, Thompson, McGrath 2007, pp. 34-39] (Table 4.).

Table 4. Evolution of executive roles and competencies

Management model	Executive's role	Key competencies	Criteria of organizational effectiveness
Model of rational goal	Managing function	1. Formulating and passing on vision. 2. Setting goals. 3. Designing and organizing.	1. Productivity. 2. Profit.
	Performing function	1. Personal effectiveness. 2. Looking after efficient work environment. 3. Time management and dealing with stress.	

Management model	Executive's role	Key competencies	Criteria of organizational effectiveness
Model of internal process	Monitoring function	1. Managing information by means of critical thinking. 2. Dealing with information overload. 3. Managing basic processes.	1. Stabilization. 2. Continuity
	Coordinating function	1. Managing projects. 2. Designing work. 3. Inter-functional management.	
Model of interpersonal relations	Moderating function	1. Building teams. 2. Group decision making. 3. Managing conflict.	1. Involvement. 2. Integrity. 3. Morale.
	Mentoring function	1. Understanding oneself and others. 2. Effective communication. 3. Developing employees.	
Model of open systems	Innovating function	1. Accepting changes. 2. Creative thinking 3. Managing change.	1. Flexibility. 2. External support.
	Intermediary function	1. Building and holding power. 2. Negotiating agreements and obligations. 3. Presenting concepts: effective verbal presentations.	

Source: own elaboration on the basis of:[Quinn, Faeman, Thompson, McGrath 2007, pp. 43-44].

The analyzed models present different orientations in managerial functions. Contemporary management usually requires joint use of all four management models. The combination of the analyzed models is the concept of competing values, assuming their joint, situational use [Robbins 1990, p. 70]. In accordance with the essence of the competing values model, contemporary managers are expected to perform a number of roles simultaneously. They should: manage, perform, monitor, coordinate, mentor, moderate, innovate and serve as an intermediary. Each role is connected with different competencies requirements.

5. Contemporary management concepts vs. managerial competencies

Contemporary concepts and methods are subject of many publications. The best-known works on this issue were written by: K. Zimniewicz, Z. Martyniak, K. Perechuda and J. Brilman. Most management concepts and methods identified as contemporary ones by the above authors are similar. The differences mostly concern the degree of precision adopted by a particular system.

Table 5. Major contemporary management concepts presented by various authors

K. Zimniewicz	Z. Martyniak	K. Perechuda	J. Brilman
Benchmarking	Benchmarking	Fractal organization	Total Quality Management (TQM)
Outsourcing	Reengineering	Intelligent enterprise	Benchmarking and reengineering
Virtual organization	Shigeo Shingo system	Virtual organization	Horizontal (process) enterprise
Lean management	Hoshin method	Integrated management	Knowledge and competencies management
Internal competition	Lean management	Learning organization	Network and vast enterprise
Knowledge management	Workflow systems	Process management	
Management by Values	Self-organization	Network organization	
Time Management	Internal marketing	Benchmarking	
Reengineering		Outsourcing	
Process management			

Source: own elaboration on the basis of [Zimniewicz 2008, Martyniak 2002; Perechuda 2000; Brilman 2002].

We can assume that these concepts and methods can be assigned to six major areas:

1. Knowledge management and organizational learning.
2. Total Quality Management.
3. Process management.
4. Kaizen and elimination of waste.
5. Virtual and network management.
6. Time Based Management.

Knowledge management and organizational learning are management concepts consisting in building organizational potential by acquiring and implementing knowledge (both open and hidden) in operations of an organization. An organization which consciously uses the presented processes for improving its functions and development, is defined as a “learning organization” [Maier 2002, p. 48; Mikuła 2006, pp. 117-134]. The term “learning organization” was popularized in organization and management theory by P. Senge [Senge 1998, p. 26]. He claims that a “learning organization” is based on five pillars which he calls disciplines: systems thinking, personal mastery, mental models, building shared vision and team learning.

Systems thinking consists in moving away from simplified perception of an organization with simple cause and effect relations and replacing it with search for multi-faceted relations which jointly determine the success of an organization. Personal mastery regards each employee’s awareness and motivation related to their improvement and self-development. Building shared

vision is associated with identification of all employees with adopted direction of development and system of values in an organization. Team learning refers to processes of sharing knowledge in an organization and providing conditions for using knowledge to build its potential [Senge 1998]. Knowledge management and organizational learning are also connected with: benchmarking, coaching, mentoring, as well as competencies management.

Total Quality Management is often described as the leading (“mega”) concept of contemporary management [Brilman 2002, p. 225]. According to ISO 8402 norm from 1994, total quality management is *“a way of managing the whole organization, concentrated on quality, based on participation of all organization members and directed at achieving long-term success thanks to satisfaction of customers and benefits for all organization’s members and for the society”* [Leksykon zarządzania 2004, p. 672]. Operational dimension of TQM boils down to using improvement tools and initiating activities for continuous improvement. The main principles of this concept are: customer orientation, process approach, leadership, employee involvement, systemic approach to management and continuous improvement [Leksykon zarządzania 2004, p. 672].

Process management is the opposite of functional management deeply rooted in economic reality. It consists in grouping activities into systems of processes transforming particular supplies into products or services. Compared to functional approach, this solution is connected with lower running costs (leaner system), increased level of creating value for customers, and with higher innovativeness and operational efficiency. The approach is characterized by: flatter organizational structure, task orientation and high autonomy of executive workers [Grajewski 2003, p. 114].

Kaizen and elimination of waste are concepts taken from Japanese model of management. Waste is understood here in a specific way. According to T. Ohno, there are seven forms of waste existing in contemporary enterprises: overproduction, stocks, deficiencies, unnecessary movements, unnecessary processing, waiting, unnecessary transport. This list is sometimes supplemented with irregularity of production processes (lack of harmony, according to Adamiecki method) and excessive overload [Imai 2006, p. 115]. In companies which do not use Japanese management methods, the presented situations are often treated as normal phenomena, always accompanying business processes, not as sources of potential savings.

Waste prevention in the Japanese model of management is connected with continuous perfection by implementing a great number of small improvements proposed by production workers. This is the essence of the Kaizen approach [Imai 2006, p. 51]. Other major features distinguishing the Japanese approach to management which is gaining popularity all over the world are team work and

job rotation, process management and work standardization, update on results, customer orientation and added value priority, instant elimination of causes of mistakes, treating workers as the most important resource of a company.

Virtual and network management are connected with creation of organizational units spatially dispersed, realizing joint venture which is to bring them bigger benefits than if they operated traditionally [Klonowski 2000, p. 193]. The origin and development of this concept became possible mainly thanks to modern information and communication technology, significantly limiting barriers to international cooperation.

Time based management consists in building competitive advantage by shortening business processes completion time. Actions focus on the following aspects:

- time of launching a new product or launching a product into a new market,
- service time – period of time from placing an order to delivering a product to a customer,
- reaction time – the time that passes from change in demand to company reaction to it.

The effectiveness of management in this concept is related to completion of the above processes in a shorter time than our competitors. This requires constant comparisons with other organizations and immediate reaction in form of changes introduced to processes [Laskowska 2001].

The above concepts are interrelated. Usually some of them are elements of others. The broadest concept seems to be that of knowledge management and organizational learning, without which it is practically impossible to use any concept effectively (Figure 1).

Figure 1. Relations between contemporary management concepts



Source: own work.

The features of presented concepts translate into competence requirements from executives and employees. However, the effectiveness of implemented concepts depends mostly on executives, located in various levels of management. The main competencies that executives are expected to possess are presented in the table below (Table 6).

Table 6. Desirable competencies of executives related to the main contemporary management concepts

Concepts:	Features/principles:	Desirable competencies of executives:
Knowledge management and organizational learning	<ul style="list-style-type: none"> • continuous personnel training, planned trainings, coaching; creating conditions for full use of employee competencies; • delegating authority, decentralization of management; • encouraging experimenting, • routine revision of operational procedures; • encouraging questioning work effectiveness, • making decision on empirical basis, • team work, • systems thinking, • personal mastery, • mental models, • building shared vision, • team learning, 	<ul style="list-style-type: none"> • ability to cooperate with people and to influence them, • communication skills, • ability to work with a team, • introducing changes, • external orientation, • ability to recognize mutual interests, • participative leadership style, • ability to combine general vision with attention to detail,
Total Quality Management	<ul style="list-style-type: none"> • customer orientation, • leadership, • employee involvement, • process approach, • systemic approach to management, • continuous improvement, • decisions are made based on facts, • mutually beneficial relations with suppliers, 	<ul style="list-style-type: none"> • external orientation, • ability to cooperate with people and to influence them effectively, • ability to work with a team, • ability to combine general vision with attention to detail, • introducing changes, • orientation towards effectiveness, • conceptual skills, • participative leadership style,
Process management	<ul style="list-style-type: none"> • customer orientation, • added value priority, • result orientation, • flatter structures, • monitoring processes • innovativeness, • clear allocation of responsibility 	<ul style="list-style-type: none"> • orientation towards effectiveness, • ability to work with a team, • introducing changes, • external orientation, • caring for efficient working environment, • conceptual skills,

Concepts:	Features/principles:	Desirable competencies of executives:
Kaizen and elimination of waste	<ul style="list-style-type: none"> • team work and job rotation, • process management and work standardization, • current information about results, • customer orientation and added value priority, • continuous, gradual improvement, • instant elimination of sources of mistakes, • treating employees as the most important resource in the organization, 	<ul style="list-style-type: none"> • orientation towards effectiveness, • ability to work with a team, • ability to work with people and to influence them, • technical knowledge, • introducing changes, • external orientation, • caring for efficient working environment, • conceptual skills,
Virtual and network management	<ul style="list-style-type: none"> • spatially dispersed, • business partnership, • system of network ties, • high level of information and communication technologies, • overcoming barriers of distance and competencies, • trust, 	<ul style="list-style-type: none"> • external orientation, • ability to combine general vision with attention to detail, • technical knowledge, • ability to recognize mutual interests, • communication skills, • ability to work with a team
Time Based Management	<ul style="list-style-type: none"> • perfecting process flow, • elimination of expectations, repetitive work, “bottlenecks”; • production flexibility, • optimization of deliveries, • analyzing competitors’ processes. 	<ul style="list-style-type: none"> • external orientation, • introducing changes, • caring for efficient working environment, • orientation towards effectiveness.

Source: own elaboration.

The above table covers only managerial competencies pointed out by already mentioned researchers (R.E. Boyatzis; A. Rakowska and A. Sitko-Lutek, T. Oleksyn, R.E. Quinn) as those which characterize contemporary executives. Determining proper competencies for particular concepts, we limited them to the most essential ones. Competencies of lesser significance and base ones, such as ethical conduct, credibility, expertise, etc., have been omitted.

6. Significance of particular managerial competencies for contemporary management concepts

As we can see from the above analysis, contemporary management concepts are associated with the following twelve expected executive competencies:

- external orientation,
- participative leadership style,

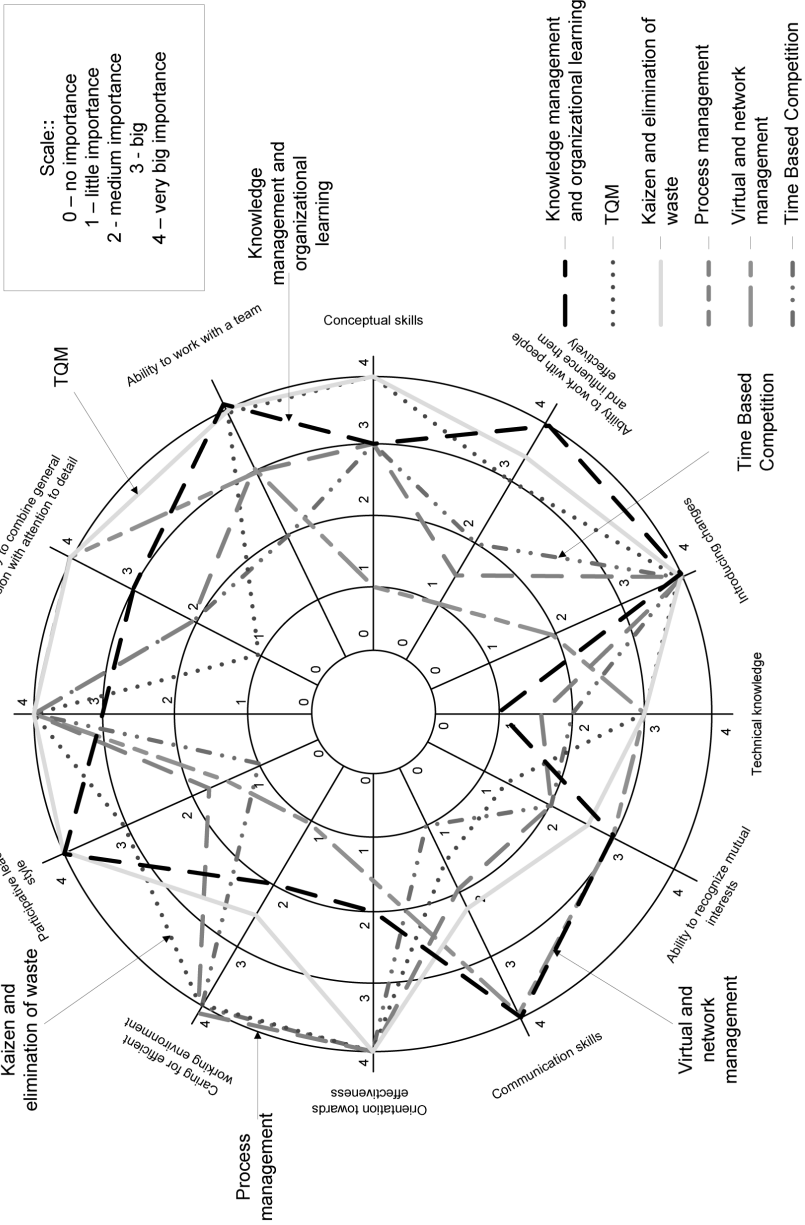
- caring for efficient working environment,
- orientation towards effectiveness,
- ability to combine general vision with attention to detail,
- ability to work with a team,
- conceptual skills,
- ability to work with people and to influence them effectively,
- introducing changes,
- communication skills,
- ability to recognize mutual interests,
- technical knowledge.

The significance of the above competencies in particular concepts varies. It was presented in the figure below (Figure 2).

In knowledge management and organizational learning, ability to work with people and influence them, participative leadership style, ability to work with a team, introducing changes and communication skills are the most important competencies. Total Quality Management requires executives to possess external orientation, using participative management style, orientation towards effectiveness, ability to combine general vision with attention to detail, introducing changes as well as conceptual skills and ability to work with a team. Kaizen and elimination of waste, on the other hand, is associated with orientation towards effectiveness and caring for efficient working environment, external orientation, conceptual skills, introducing changes and ability to work with a team. Process management is mostly about caring for efficient working environment, orientation towards effectiveness, introducing changes and ability to work with a team. In virtual and network organization the main expected managerial competencies are: external orientation, communication skills and ability to combine general vision with attention to detail. Time based management requires executives to be effectiveness-oriented, to care for efficient working environment, external orientation and to introduce changes.

From the above analysis we can conclude that the most frequently expected managerial competencies, connected with the majority of contemporary management concepts are: external orientation, orientation towards effectiveness, caring for efficient working environment, introducing changes and ability to work with a team.

Figure 2. Significance of various managerial competencies for contemporary management concepts



Source: own elaboration.

7. Conclusions

Managerial competencies are one of key success factors in management. Although this area has been intensively researched for over thirty years now, it is still treated as an open area, requiring further search. This is due to complexity of the competencies problem and their continuous evolution. There is no single, universal set of competencies. Their nature depends on many factors. One of them are requirements resulting from used management concepts and methods. Currently, the main management concepts are: Knowledge Management and Organizational Learning, Total Quality Management, Process Management, Kaizen and Elimination of Waste, Virtual and Network Management and Time Based Management). The main managerial competencies associated with these concepts are: external orientation, orientation towards effectiveness, caring for efficient working environment, introducing changes and ability to work with a team. These competencies may be considered core ones from the point of view of contemporary management concepts and methods.

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