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# IMPORTANCE AND ROLE OF SOCIAL MATURITY IN THE CONCEPT OF HOLISTIC MANAGERIAL COMPETENCE

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**Abstract:** Social maturity becomes currently more and more important, because egoism, pursuit of wealth, shoddy and unscrupulous people are today dominating. Thanks to these qualities of humans, organizations and society as a whole, we can determine the nature of people and their personality. It also works in the professional life, because character qualities of management subjects constitute the top of social maturity. Social maturity is besides manager knowledge and application skills the key pillar of the holistic managerial competence. It is a conscious or unconscious observance of basic human principles of behavior, enabling them to maintain the holistic of personality. A man becomes social mature through qualities that he receives either through genetic heritability or the environment in which he raises and educates. Through questionnaire method, we examined opinions of management subjects on each of the three pillars of the holistic managerial competence. 300 respondents from Slovakia and Czech Republic belonged either to a group of managers, fulltime or part-time students. The aim of this paper is to outline the views of management subjects on the social maturity in the concept of holistic management and to make recommendations for improvement of the operation of the holistic model of managerial competence.

**Keywords:** Social Maturity, Social Intelligence, Holistic Managerial Competence, Sustainable Development

## 1. INTRODUCTION

The importance of social maturity as an integral part of the holistic managerial competence increases. Among the myriad reasons for this increase are human selfishness, corruption, chasing to become rich and the like. There are certainly many people with developed social maturity, those who would be capable of solving current global problems. Such people, who can think beyond themselves, beyond their immediate family or very close friends. For these people, it is important that as well their colleagues in the team, the whole organization in which they work, or the region or country where they live, benefit. The problem is that these people are rare in the society. Even worse is the fact that the highest positions in politics often get people who do not meet the above requirements. If ordinary people see top politicians craving for money and power, negative examples create in them, which they often follow. How great do you think is the motivation of simple workers to pay taxes (mainly value added tax), when they see that their money is lost in numerous black holes? And it was right here, where we found opportunities to research who is really a holistically capable individual.

## 2. CONCEPT OF HOLISTIC MANAGERIAL COMPETENCE

Social sciences oriented on finance, economics, performance, management, marketing as well as on leadership offer number of definitions of competitiveness and recommendations on how to be a skilled leader. In principle the teachings improve only the development of manipulative skills. Kosturiak (2013, p.9) notes: "After some time, I realized that leadership is not about charisma and outer speech, but the inner nature of man, his integrity and actions".

In his article he also notes that many leaders of today are characterized by a desire for power, pride and a sense of infallibility that is the worst of human traits and that cause crisis and destruction. (Kosturiak, 2013)

Politicians and managers of multinational corporations talk about growth of gross domestic product, growth of consumption, and production and sales growth. Only few people, among them also us, scientific and academic staff, talk about growth of happiness, humanity, happy family life, free time for human development, growth of welfare in our country and society in which we live.

The literature counts several definitions of competence. We have found near one hundred of them. The approaches to their classification, or structuring, are different, often without reasoning and they are often eclectic. Many experts point out the fact that a broad extent of unsorted competencies is the reason for their refusal and lack of use in practice. In the current social environment accompanied by a number of crisis problems in the politics, in business, in social sphere and in education, in medical care, in culture, in mass media area, even those who have caused them call, for expert solutions. We call for experts to take over positions in management and other highly responsible positions.

We consider an expert to be a person who knows everything necessary about a specific area. The knowledge results from their professional position, and it is expected that the person also possesses required skills and can apply the knowledge in case studies, solving of problems and tasks of everyday life. We question less whether an expert that disposes of necessary knowledge and is able to apply it in practice will also use it for his/her own benefit, by any means, at any price, even at risk of trespassing the legal, moral, ethical norms and principles or when applying it, he/she will think of other people's wellbeing, cooperation, social impulses from the surrounding environment, where he is a member of a team, unit, organization, region, country, continent, where he/she lives and works.

In literature and in practice of hiring of managers and others to positions there are many approaches for creation of manager competence. Various authors define a great number of such competencies (psychologists use the term competencies, while they do not speak of responsibilities, authorities, but of required features), reasoning that in the time of computers there is no problem with assessment (Christopher, 2007; Albrecht, 2006; Goleman, 2006).

The same approaches for their classification, or structuring, are different, often without reasoning and they are often eclectic. Many experts point out the fact that a broad extent of unsorted competencies is the reason for their refusal and limited use in practice. In the current social environment which is accompanied by a number of crisis problems in the politics, in business, in social sphere and in education, in medical care, in culture, in mass media, we all cry, even those who have caused it and are causing it, for expert solutions. We cry for experts to perform as managers and other positions.

An expert is considered such person who knows everything necessary resulting from tasks of their work and not only that they know it, but they even have required skills and ability to be able to implement the knowledge in solving the problems and tasks brought about by everyday life. Less we ask ourselves, if the expert with necessary knowledge who can implement them, uses those only for the benefit of himself, at any cost, even at cost of breaking the legal, ethical or moral standards and rules, or, if he considers people he works with and the social human stimulation of the surroundings, where these activities are applied, where the person is a member of a team, unit, organization, region, country, continent, planet, where he works and lives.

Since the nineties we started to work on detailing of competencies of managers which are inherent to every single person. Here we note that for simplification we will implement the term holistic intelligence HQ, which consists of cognitive prerequisites of a personal KQ, his application skills AQ, and personal character SQ, as follows:

$$HQ = f(SQ, AQ, KQ)$$

In business practice of the placement of managing positions it is now common to require an evaluation of an applicant for a given position on the basis of what the person knows and what the person can do. Lately evaluation of applicants' social intelligence is being performed. Approaches and models that appear in specialized literature for evaluation of required social intelligence currently put stress especially on ethics, morals and trustworthiness of employees to be hired for managerial positions.

Study and research of implementation of partial models for evaluation of required knowledge (KQ), skills (AQ) and also social intelligence (SQ) that have been applied so far, led us to an idea of need to create a model of evaluation prerequisites of holistic competency (intelligence) of workers applying for managerial positions or those who already are in these positions.

The model of evaluation of prerequisites of holistic manager competency (HQ) is based on assumptions that potential and factual ratio (rate) of this manager competency is determined (given) by the level of the social maturity (SQ), which consists of personal character, level of his specialized managing knowledge (KQ), and by level of his practical skills, experience, and the capability to use his knowledge in everyday work life (AQ). Level (rate) of holistic manager competency according to our model is defined by, as we have stated earlier,  $HQ = SQ, KQ, AQ$ .

Along with the creation and implementation of the model for the evaluation of holistic manager competency, it was necessary to solve questions of which personal qualities tell the most about social maturity (SQ) of the potential or existing manager, what manager knowledge (KQ) should he master, and what skills and, especially application skills (AQ) should he have.

### **3. SOCIAL MATURITY – ONE OF THE PILLARS OF THE HOLISTIC MANAGERIAL COMPETENCE**

In Anglo-Saxon literature, the term "social maturity" occurs only sporadically. Largely the term social intelligence is used, which was used as early as 1920 by Thorndike (Birknerova et al.2010). By social intelligence, social knowledge of man many authors understand mainly the ethical behavior (for example the ability to recognize and apply) when eating, when communicating, in compliance with the agreed date of a meeting, the ability to control and to mask the symptoms of emotions, the ability to gain people's affection, so that all that can be learned, if one aligns with it and he has the will to do so. This means that socially intelligent are those people who are agile, who recognize the situation how a social awareness yield benefits for some behavior in particular circumstances. In this sense the social intelligence is social norms (rules, customs), the required need to integrate into society (community) and the capacity to perform different social roles. The ability to lead people belongs the most important assumptions of a successful and effective manager work (Hudakova, 2009).

For our understanding of social intelligence as social maturity of a management entity, a person who manages its working and personal life and the lives of others the specification by A. Maslow is more nearly. According to him, social intelligence is a person's ability to understand the needs of other people and social action. Our notion of social intelligence as social maturity is close to the naming "spiritual intelligence". It is used to solve problems of meaning of life and human values.

Social maturity is such as his property, which can be shaped and its basis is obtained through genetic inheritance (innate) and education (development of predispositions). Psychologists define social maturity as a human effort to achieve "personable entirety". This entirety in every stage of human life is relative and remains our living task to further work on it (Jakobi, 1992).

The literature on management with still greater urgency begins to emphasize the pillar, or the dimension of social maturity of employees in general and especially of politicians, owners and managers. Although social maturity is not directly mentioned, for expression of the content of the term mostly the following denotations are commonly used:

- social responsibility of the organization,
- attitudes of employees,
- work culture,
- entrepreneurial or managerial, but also work ethic, ethical standards,
- social responsibility, social obligation, social sensitivity, and social response etc.

Since opinions on what human, moral, ethical, cultural, good and so on means, are different, it is not easy to define the term social maturity. Social maturity is conscious or unconscious observance of basic principles of human behavior, enabling them to maintain holism of his personality. These principles are based on a distinction between humane and inhumane, good and bad, right and wrong, while the human being not only focuses on very objective, which has to be achieved in line with this thinking, but also the means used to achieve it (Donnelly, Gibson, Ivancevich, 1997).

When determining the need to evaluate personal character (SQ) we started from concept of personal character by the well-known Swiss psychologist Carl Jung, which we developed on the basis of our own observations and research into the following structure:

- character qualities (SQ1),
- will qualities (SQ2),
- cognitive qualities (SQ3),
- creative qualities (SQ4),
- temperament (SQ5),
- emotional qualities (SQ6),
- somatic physical qualities (SQ7),
- somatic spiritual qualities (SQ8).

Level of social maturity is defined by:  $SQ = SQ1, SQ2, SQ3, SQ4, SQ5, SQ6, SQ7, SQ8$ .

The literature mostly frequently structures the human qualities into four groups:

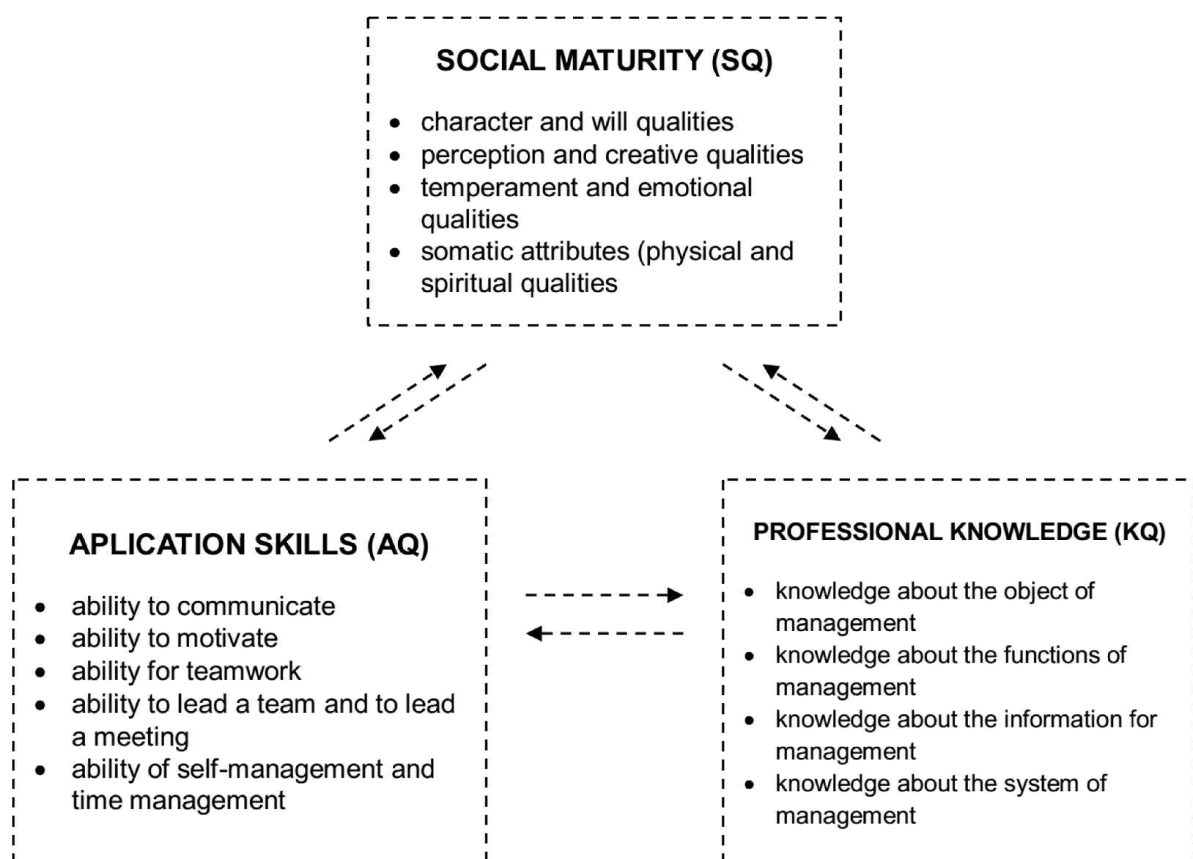
1. character qualities, which are internally divided into:
  - a) universal human qualities – these properties reflect man's relationship:
    - to the world and reflect his fundamental value orientation,
    - to other people, the organization in which they work, the region, the society in which they live,
    - to oneself;
  - b) will qualities – these properties reflect the will power of man to be active – also called activation properties. From them human's relationship to the activities is derived, which he carries out;
2. distinguishing-creative (cognitive-creative) qualities – they represent a person's ability to recognize problems and solve them creatively, or unconventionally. They also reflect a innovation capacity of a person;
3. qualities of temperament – they emotionally express in particular the intensity, the nature and the speed of response to various stimuli in developed labor and personal activities. Through temperament qualities also other facts are manifested, such as excitement - moody, melancholy, stolidity, judiciousness, and so on.;
4. somatic qualities – physical qualities of a person. On them the work performance depends, but also the range of activities in person's personal lives.

People live in a social environment and their degree of social maturity is expressed through their primary qualities (physiognomy, health), and secondary performance qualities differentiating their creativity and problem solving, temperament and character.

Explaining the social maturity of management subjects through their social responsibility for creation of profit is, for the humane development of mankind in the new millennium, limited. It does not deal with the question of fair distribution of profit on the basis of participation on its production. If the power of corporation is based mostly on competent managers and employees, who work in it, then the idea that the shareholders are owners of these people is simply immoral.

Understanding of social maturity is far broader and more extensive than understanding of social intelligence, and when we, for example, consider persons character of management subjects, we are talking about the level of their attitudes to the sense and goal of human life, to redistribution of created values, to establishing of conditions for cooperation, to needs of handicapped and older people, to nature and ensuring of humane life, to mutual trustworthiness of people and other attitudes.

The place of the social maturity in the concept of holistic managerial competence is indicated in figure 1.



**Figure 1: Place of the social maturity in the concept of holistic managerial competence**

#### 4. METHODOLOGY

We are devoted to the research of the holistic managerial competence since the nineties of the last century. Currently, in the project with the name “Holistic managerial competence – necessity, approaches and methods of its evaluation” at the Research and Educational Grant Agency of the Slovak Republic (VEGA), we conclude in the third and final year of the research project the importance of the particular pillars and we try to create instructions, how to properly evaluate the

holistic managerial competence for new applicants for managerial positions, as well as the already occupied managerial positions.

Our research sample consisted of 110 managers, 95 regular students and 95 part-time students, thus, a total of 300 respondents, with a slight predominance of managers. Respondents were not only from our home country (Slovak Republic), but also from the Czech Republic. The managers were executives at middle and senior levels, who worked for local, international and multinational companies. When sending out the questionnaires we tried to ensure that almost every questioned manager had something to do with electing employees for doing specific tasks.

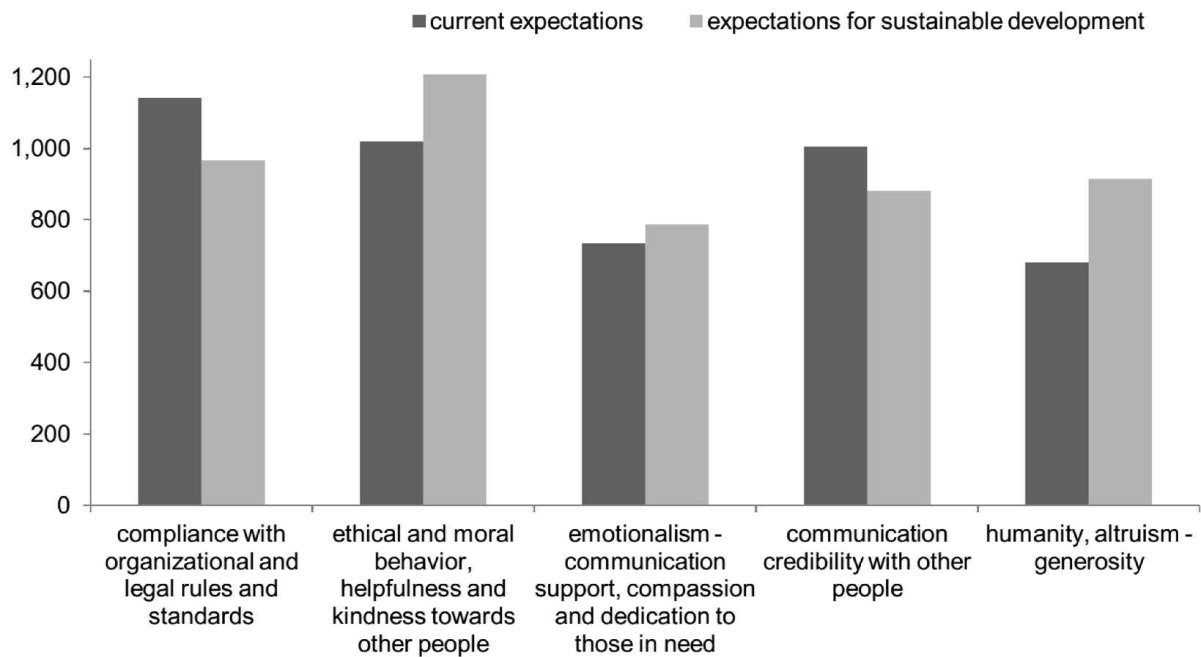
Many members of the group of part-time students were also working as managers, especially at the lower and middle level. Regular students are preparing for managerial positions and were eligible to supplement the survey sample due to monitor possible trends for the future.

We asked them question about all three pillars of the holistic managerial competence. Respondents were asked not only for the current evaluation of managerial competence, but also in selected question they have to answer the same question but with a view to sustainable development of the organization. Most of the questions were framed as a ranking, some questions required a scoring. The part of the questionnaire concerning the social maturity consisted of two main parts. The first part was a valuation of individual qualities by ranking, it had seven questions and the first question was divided on the current assessment and evaluation in the case of awareness of sustainable development. In the second part respondents were asked to rank and score the individual qualities to each other.

## **5. DISCUSSION**

In this section of our paper we outline the results of our survey of social maturity, the individual scores of questions, as well as general attitudes of respondents in context with the other pillars of holistic managerial competence. In the first question we asked the respondents about the character qualities. There were five different demands on potential managers that respondents lined up in order. In light of current requirements most respondents identified as the most important “compliance with organizational and legal rules and standards”. The second most important was the “ethical and moral behavior, helpfulness and kindness towards other people.” In third place we found the “communication credibility with other people,” in fourth “emotionalism - communication support, compassion and dedication to the people in need” and the last fifth position was occupied by “humaneness – generosity focused on material aid to people who need it.”

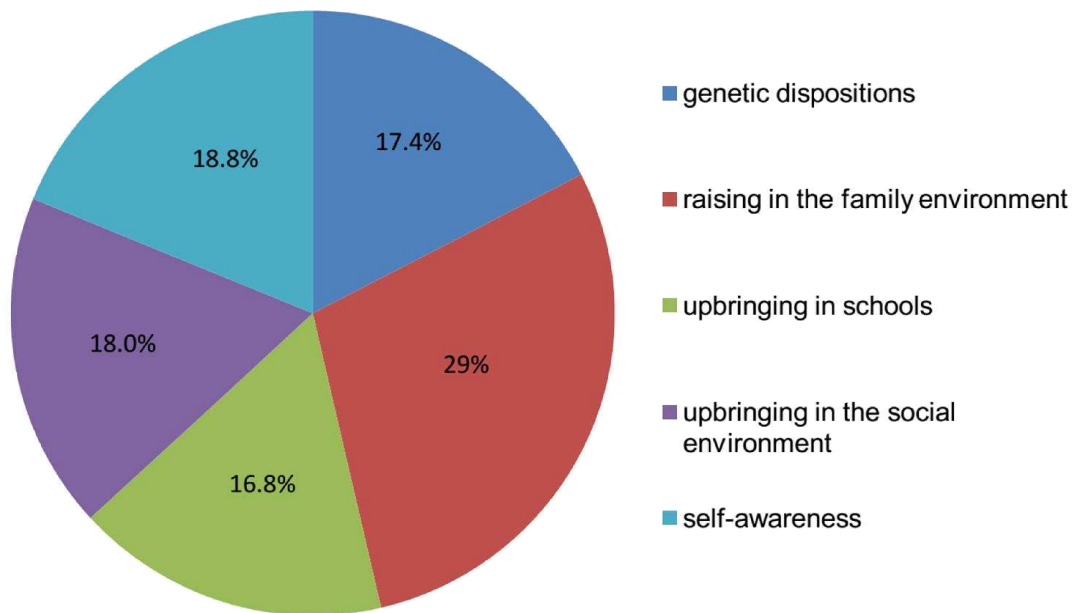
The situation changed when respondents were asked to comment about sustainable development. The order has changed and the ethical and moral behavior has become the most important. Also the fourth and fifth place ranking exchanged. Those answers can be evaluated in a way that current and future managers are fully aware of the unsustainability of the actual behavior of individuals and entire organizations or even societies. When we change the order into a scoring, where first place gets five points and last place one, we can visualize the results in the figure 2 which also compares the current expectations and expectations in terms of sustainable development.



**Figure 2: Evaluation of character qualities**

The second question in the part of social maturity is related to will qualities such as hard work, diligence, perseverance, self-discipline, ambition, and so on. These properties depend on certain facts that we asked. Most respondents think that these properties depend mainly on the raising in the family environment. Second in order ended the self-awareness, in third upbringing in the social environment. On the fourth position were genetic disposition and on the last the upbringing in schools. This is a very interesting finding, since primary and secondary schools have to meet not only the educational, but also the upbringing function. Due to the low financial motivation of teachers and the resulting weak social position of them, the circle closes in the form of declining expectations at schools. Current and future managers do not insert hence a fervent hope that the next generations could obtain volitional qualities at schools. By changing the order into scores, we can express the results as a percentage chart (figure 3).



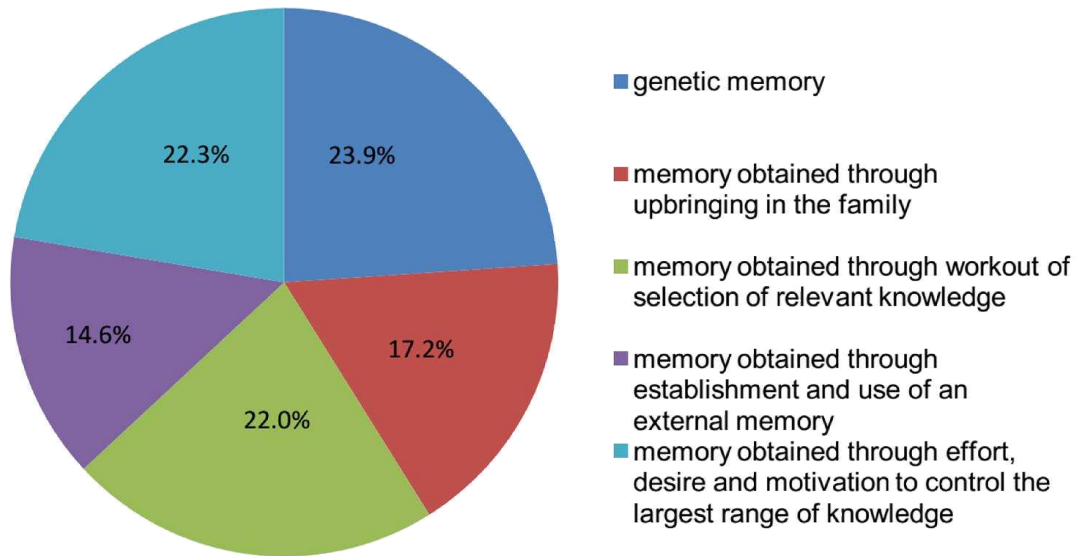


**Figure 3: Evaluation of will qualities**

The third question was related to cognitive attributes that means the short-term and longterm memory. Respondents were asked to evaluate with an order the importance of acquisition of memory. First in order the current and future managers rated the genetic memory. In second place was the memory obtained through effort, desire and motivation to control the largest range of knowledge. With a small distance memory obtained through effort, desire and motivation to control the largest range of knowledge followed. In fourth place is the memory obtained through upbringing in the family and in fifth place the memory obtained through establishment and use of an external memory.

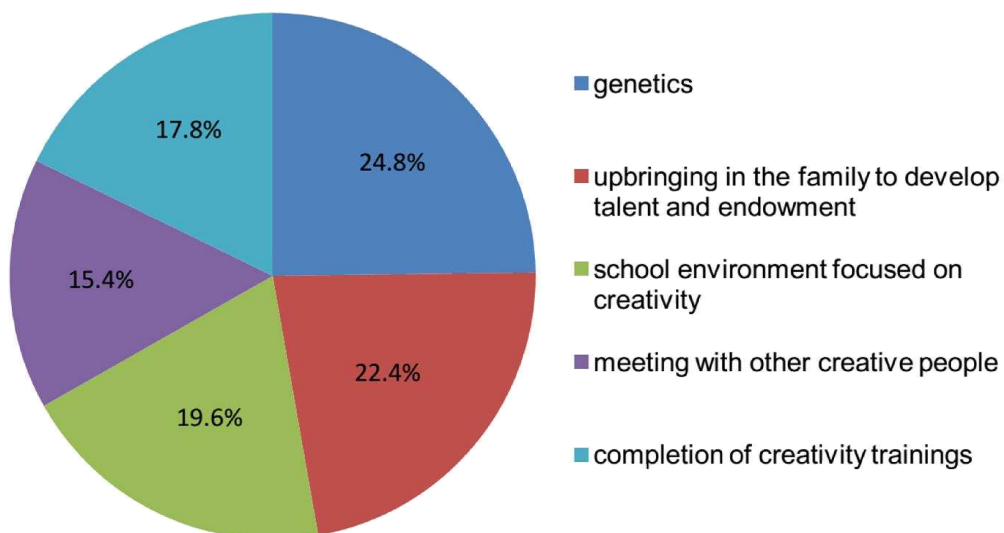
It is surprising that current and future managers assess memory obtained through establishment and use of an external memory as the last in row, and that with a relatively large offset from the penultimate. We are in an era where there is information overload. In addition, as external memory we can also see the currently very popular smartphones and tablets. Significant role for several years also have USB-sticks, which allow storing of huge amounts of data. It is also very interesting how important role the genetics in the views of managers plays.

Once again we change the order into scores, so we can express the results as a percentage chart (figure 4).



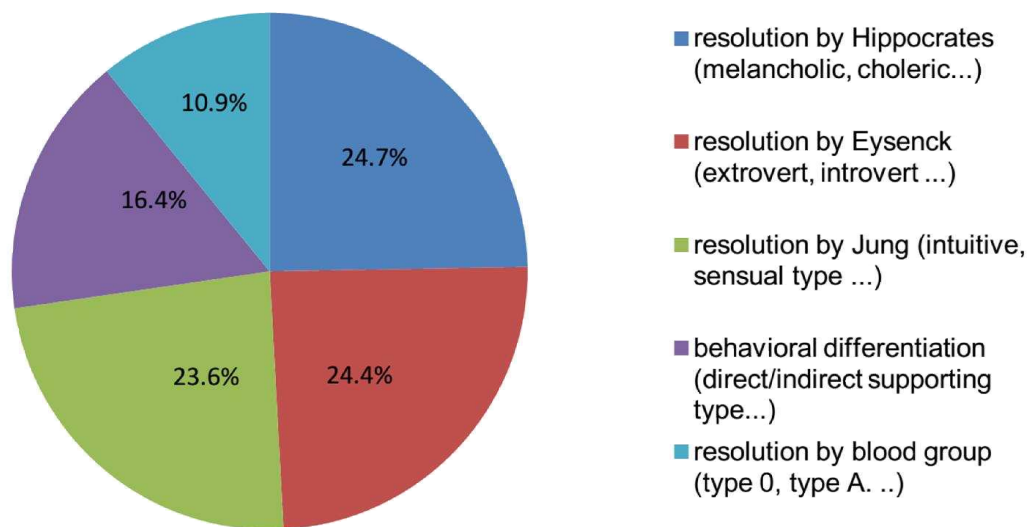
**Figure 4: Evaluation of cognitive qualities**

Creative properties have been the subject of our next question. Originality, intuition and innovation depend on certain assumptions, about which we asked the respondents. The most important assumption is according current and future managers the genetics, which was followed by upbringing in the family to develop talent and endowment. School environment focused on creativity was in third place, school environment focused on creativity in fourth. At least as important the respondents identified meeting with other creative people. Again, the respondents opted to genetics. It means that children of creative parents would more likely to be chosen to work creatively. Interesting is also the last place, which more or less excludes brainstorming as a creative technique where participants can inspire each other (see figure 5).



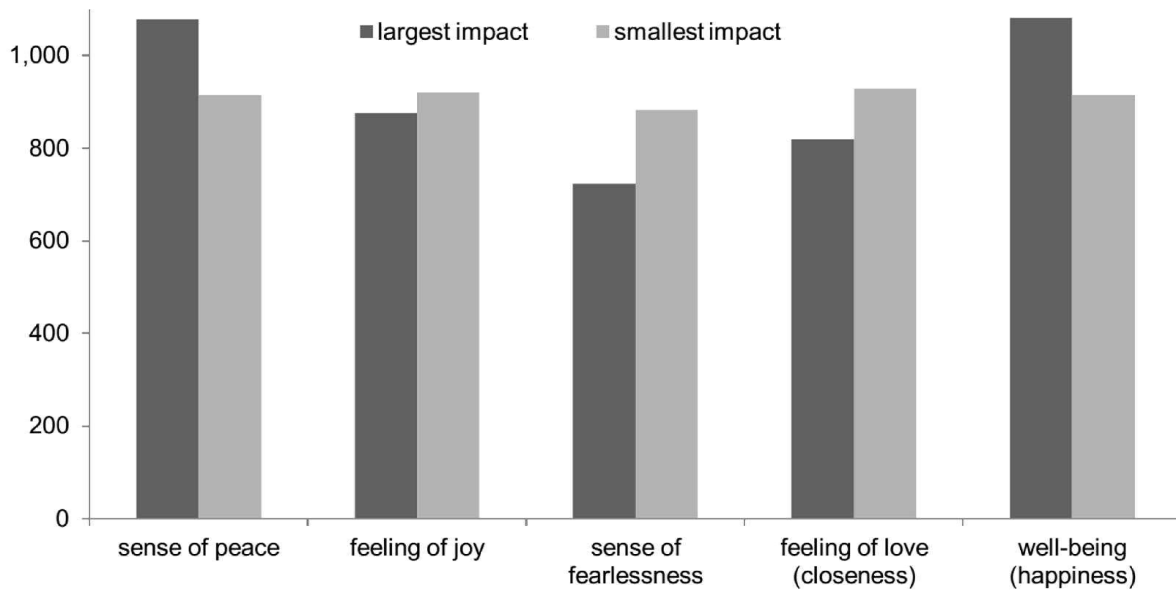
**Figure 5: Evaluation of creative qualities**

Next, the fifth question concerned the qualities of temperament. Future and current managers were asked which of the known species of temperament has the greatest impact on the performance and success of a person. It is quite possible that the responses were to some extent influenced by the knowledge of various typologies, as the order is similar to a general understanding of typologies: Hippocrates typology, typology Eysenck, Jung typology, behavioral differentiation and on the last resolution by blood groups. Based on the conversion of the order to scoring, we can say that Hippocrates typology is almost as important as the Eysenck typology. The last place of the resolution by blood groups can be attributed to poor knowledge about it (figure 6).



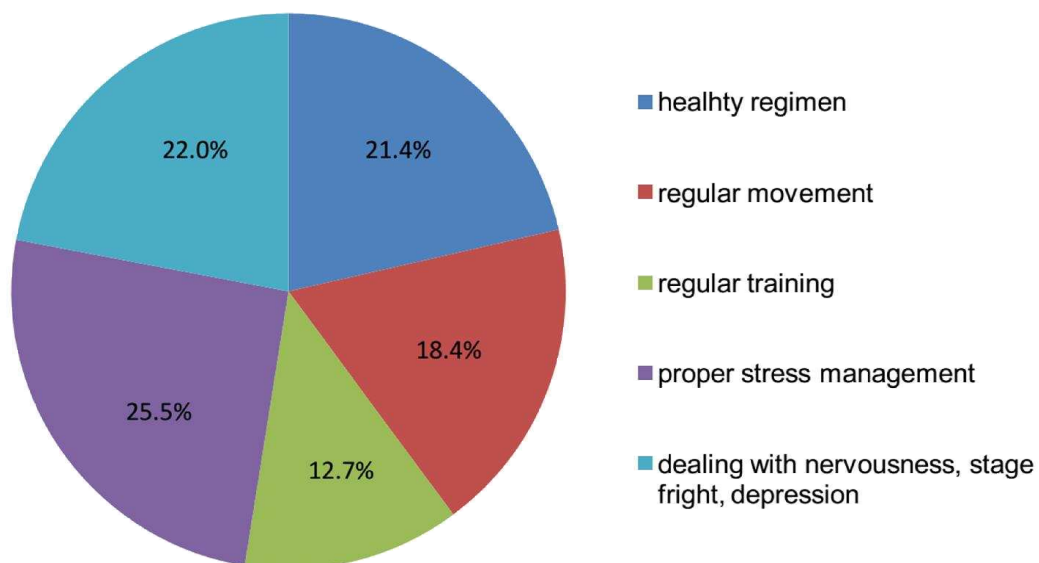
**Figure 6: Evaluation of qualities of temperament**

Emotional qualities were subject of the next, the sixth questions in order. We asked the respondents which of the five emotions has the smallest and the greatest impact on performance of a person. Based on the scoring as a result of conversion from ranking, we can say that the feelings of well-being and sense of peace have almost the same impact according to the judgment of current and future managers. Respondents were the least inclined to the sense of fearlessness, both in the question of greatest and smallest impact on the performance and success man. Here we assume that managers are trying to search for personalities, which do not too much incline to risk-taking. All results can be seen in figure 7.



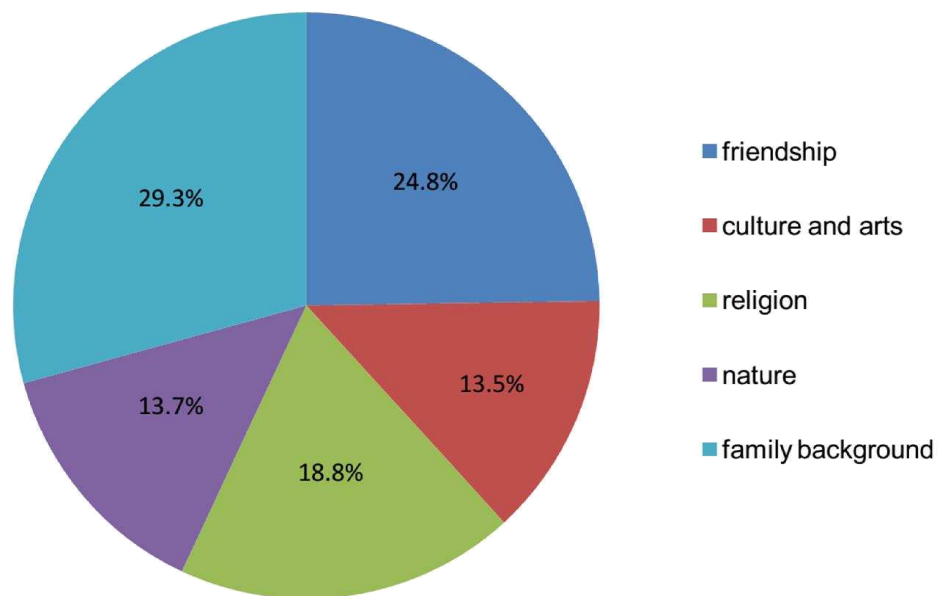
**Figure 7: Evaluation of emotional qualities**

The seventh question in the part of social maturity is related to somatic physiological qualities. We asked respondents which properties have the greatest impact on the performance and success of a person. The resulting order in whole surprised because the current and future managers postponed the regular movement and training to the last places of the ranking. It is generally well known that regular movement promotes physical and mental balance. Here, however, we have the impression that managers consider this way of spending time for inefficient used. It's a little bit inconsistent with the trend to provide benefits for employees in the form of free entries to fitness center. Not surprisingly contrary is the high assessment of proper stress management and dealing with nervousness, stage fright, depression. The results are indicated in figure 8.



**Figure 8: Evaluation of somatic physiological qualities**

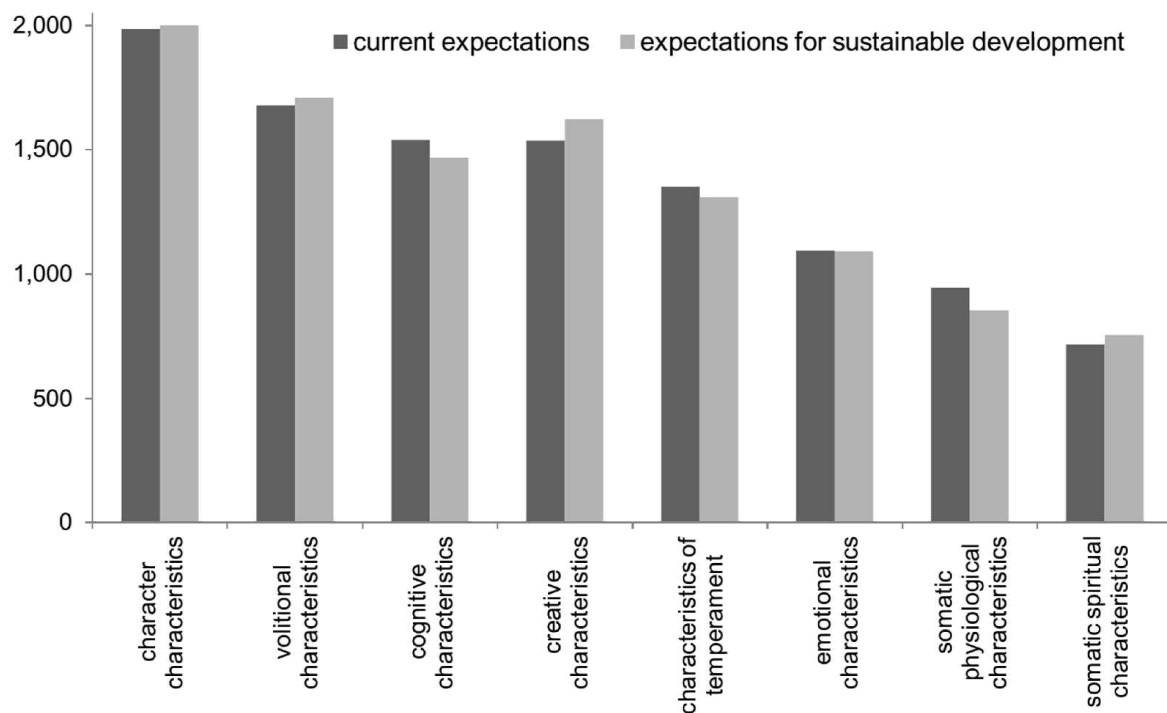
Last question was inquiring about the properties was about the somatic spiritual qualities. Here, too, we asked which qualities have the greatest impact on the performance and success of individuals. The order, which was created by current and future managers ranked at the top the family background, which was followed by friendship. Religion ranked third. Nature and culture and arts the managers attach less importance what can also be seen on the conversion to scoring, which is shown in Figure 9.



**Figure 9: Evaluation of somatic spiritual qualities**

As mentioned earlier, the part of the questionnaire of social maturity consisted of two subsections. After evaluating each property we can pass to assess their relative relationship based on the views of current and future managers. In this case, we asked for the order relevant to the current expectations, but also to the sustainable development. Of all the properties that fall under the social maturity, managers with current requirements place the greatest emphasis on character qualities. Expectations for character qualities slightly rise, if the managers take into account the sustainable development. Second place is occupied by volitional qualities. For sustainable development their weight in the views of managers is increasing.

The third place belongs to cognitive qualities, but only in terms of current expectations of respondents. If managers take account of sustainable development, the creative qualities rise to the third place, which certainly relates to the need of each enterprise to innovate to ensure its survival. The remaining order stays relative stable, when no qualities change their positions. On the fourth place are qualities of temperament, followed by emotional qualities on fourth place. Both lose in regard to sustainable development, even if the qualities of temperament lose visible more. On the seventh place in the opinion of current and future managers placed the somatic physiological qualities. A significant decrease of importance can be observed, if we ask for sustainable development. Eighth in the order, also the least important, according to 300 respondents are somatic spiritual qualities. Here, however, we can see the rise of importance, when asked for sustainable development.



**Figure 10: Evaluation of the individual qualities of the social maturity**

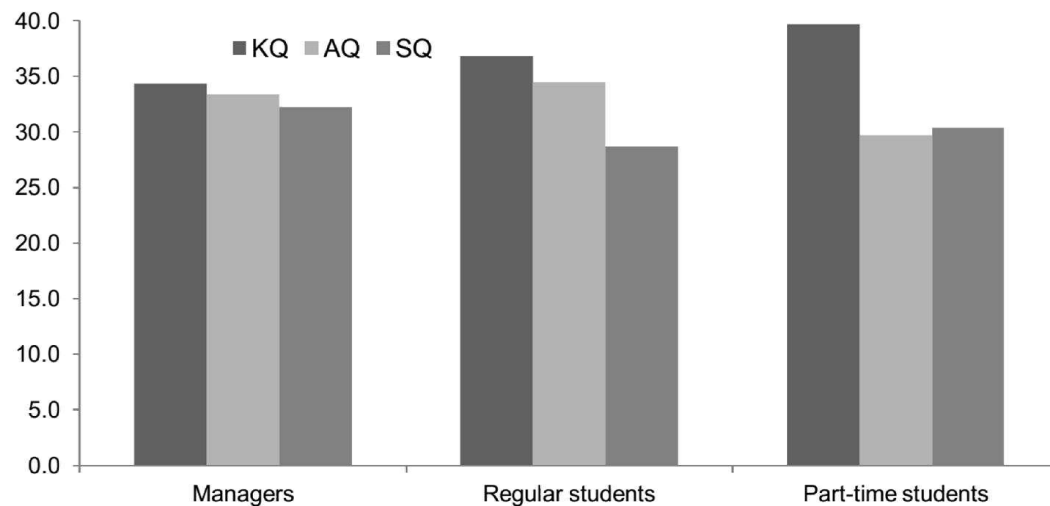
## 6. CONCLUSION

From a view of an academic the social maturity plays a very important role in the holistic managerial competence. Academics know very well that to ensure the future it is important that a manager not only has sufficient knowledge (KQ) that he can apply (AQ) well. The view is changing if we ask about the importance of social maturity – as one of the pillars of holistic managerial competence –the current and future managers. As part of our survey, we asked the respondents to allocate points to each pillar of the holistic managerial competence. They had a total number of 100 points. The results of the views we present in the figure 11.

With the exception of the group of part-time students all respondents identified social maturity for at least an important pillar, and even that group, on average, identified the social maturity only a little more important than application skills. In the case of the group of managers we can observe a relative closeness of the average ratings of each pillar, but still social maturity was the least important and knowledge of the most important.

Educated only in terms of democracy and capitalism, full-time students have the weakest relationship to the social maturity. In the group, we can see a clear preference for the knowledge and practical skills. One reason is the expectations of their future employers. While studying at public universities, their future employers expect substantial experience in the field, if the students want to get a good job position.

Interesting results were obtained in a group of part-time students. In this case a clear preference knowledge is visible. While the application skills and social maturity have an average of 30 points, knowledge is closer to an average of 40 points. These results are natural. Most of these students after graduation from secondary education started to work, or have started a family. But they reached a point in their career where further growth is only possible with higher education. Such a finding can significantly change preferences of a person.

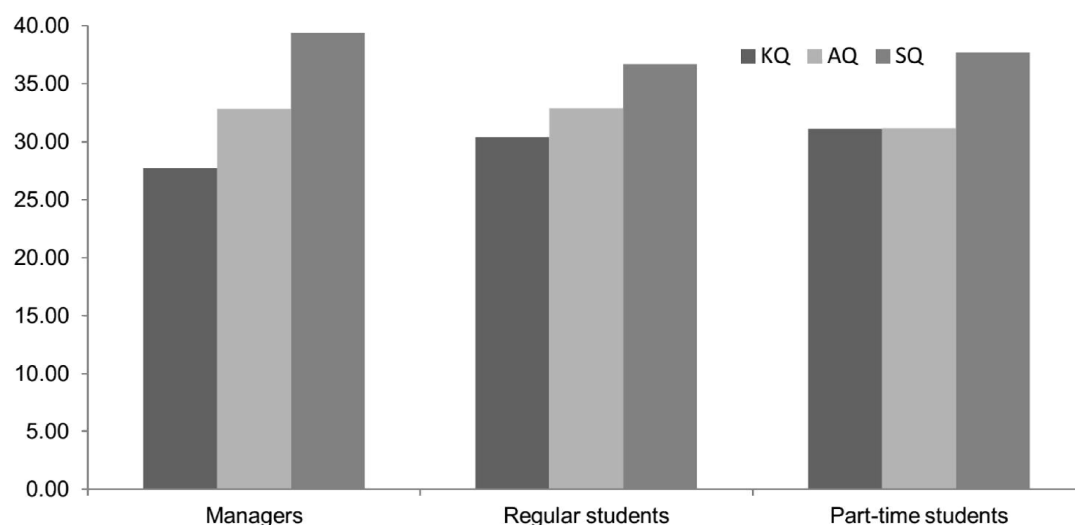


**Figure 11: Average assessment of the pillars of holistic managerial competence**

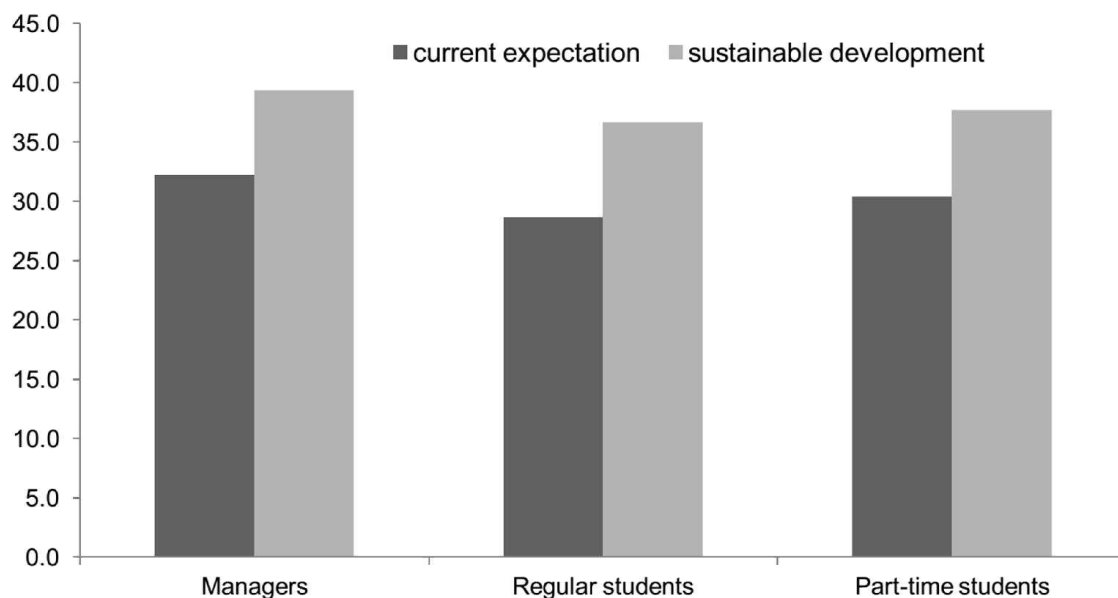
Although these findings are quite a disappointment for us academics, there is still great hope for the future. Again, we have used a question about sustainable development. What if the current and future managers need to think about the future, not only a few months in advance? Results will immediately change to the other direction, in some of the groups very significantly. The group of managers reduces their expectations for knowledge, keep the expectations for practical skills and significantly raise expectations for social maturity (from an average of 32.2 points to an average of 39.4 points).

Similar results we have seen in the group of regular students. Preference of the knowledge also decreased in this group, when they have to think about the sustainable development. Practical skills also declined slightly. Preferences of those two pillars moved into the social maturity, which gained eight percentage points, and thus most of all groups of respondents.

Changes were as well recorded in the group of part-time students. Knowledge markedly decreased, slightly application skills increased (one percentage point) and social maturity increased substantially – by 7.29 percentage points.



**Figure 13: Average assessment of the pillars after taking the sustainable development into account**



**Figure 14: Changes in assessment of the social maturity in the individual groups of respondents**

We can conclude that both current and future managers are well aware of the importance of the social maturity, when assessing the holistic managerial competence. The problem is that in times, like we are currently witnessing, people are focusing more on current issues. They do not focus on the long-term perspective. This view cannot endure in the long run and companies that do not change their view into a long-term perspective, may even disappear.

It is necessary to concentrate on the appropriate selection of employees who already have a highly developed social maturity. The circle will closed in this way and so individuals, groups, organizations, regions, states or even whole continents will be provided with a perspective.

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