

KNOWLEDGE MANAGEMENT AND DEVELOPMENT OF MANAGERS AND STUDENTS

Darja Holátová
University of South Bohemia, Czech Republic
holatova@ef.jcu.cz

Petr Řehoř
University of South Bohemia, Czech Republic
rehor@ef.jcu.cz

Vlasta Doležalová
University of South Bohemia, Czech Republic
dolezv00@ef.jcu.cz

Abstract:

Knowledge management and receiving new managers' methods are important for enterprise development and human resources management. Innovative decision represents break with the past and managers are seeking new approaches and new ways of managing staff and new development. The article shows the necessary range of the important abilities of the critical and created thinking, the field of social change and areas of knowledge, behavior and thinking in the processes of employees' management. An article presents the partial results of the project registered at the Ministry of education, youth and sports of the Czech Republic under registration number CZ.1.07/2.2.00/07.0178 "Study of Rural Economy Development of South Bohemia in Czech Budejovice" and the project GA JU 039/2013/S "Human Resources Management of Small and Medium-sized Enterprises." It focuses on development in relation to human resources and innovations, with a focus on developing students' knowledge, future managers and potential founders family companies and enterprises, finding new ways and innovative approaches to the development of human potential human capital.

Keywords: Development of Knowledge, Knowledge, Learning, Managers, Students, Coaching

1. INTRODUCTION

With the changes of society, globalization, in the context of economic changes and changes in the conditions of the business environment new ways and introduction of innovations in management must be found. Innovation is the specific tool of entrepreneurs and the means by which they use changes as an opportunity for differentiation of your business (Drucker, 2007). The success in the business space is a subject to effective utilization of the factors of success, the goal of the amendments is to maximize the potential of the product and the company. The growth potential notice to the incentive effect of corporate ideology is used for output growth stimulatory effect of corporate policy (Drucker, 2011).

The energy of people is the resource for achieving the goal and knowledge of change is the means of management. The basis for change and innovation by Tidd, Bessant, Pavitt (2009), however, is the ability to see the connections to notice the opportunities and take advantage of them. The mission of university education is to provide students necessary knowledge and skills that will be required in their professional lives.

2. OBJECTIVE AND METHODOLOGY

An article presents the partial results of the project CZ.1.07/2.2.00/07.0178 "Study of Rural Economy Development of South Bohemia in Czech Budejovice" and the project GA JU 039/2013/S "Human Resources Management of Small and Medium-sized Enterprises." Collecting, collating and evaluation of information is done concerning the requirements on students, future managers. The sub-literary sources and subsequently processed analysis of the topic, were realized, the ability of managers to respond to the changes, the ability to create business opportunities and the ability to manage these changes. Method of induction was based on the realized analysis and the method of generalization with the respect to wider context of the assumptions of managers to change management and personal development and subsequently derived a need to develop abilities and skills of students.

3. RESULTS

Knowledge and skills of employees and managers are necessary, and there are the change management approaches that provide long-term competitive advantage.

Organizations are information processors that must use knowledge to produce goods and services. The concept of knowledge as power means that individuals, groups, or departments that possess knowledge crucial to attaining the organization's goals have power. People and groups in a position to control information about current operations, develop information about alternatives, or acquire knowledge about future events and plans have enormous power to influence the behavior of other. Knowledge is extremely important in most organizations. In fact, manager's power might be considered as the product of their various power sources multiplied by their ability to use knowledge competently. If managers are seriously lacking in either capacity, they have little effective power. In other words organizational power can be destroyed or wasted if managers do not understand the importance and correct utilization of information (Hellriegel, Slocum, Woodman, 1989).

The importance of a leader's technical or professional knowledge – relative to the other members of group – has been rightly emphasized. The knowledge that a leader needs or acquires today is more than technical expertise. It is essential to understand the generic role of leader and the constituent functions, and to be trained in using them. But only you can apply that knowledge in your given field, and in all the myriad changing acts and scenes of the drama which is your vocational life. And that calls for practical intelligence. For knowing what to do in situations is partly a factor of technical/professional knowledge and partly factor of knowledge about people. Her two other factor – intelligence and experience- come into the equation Adair, 2010).

The knowledge economy shifts the foundations of competition for both small and large firms, which can now only be based on knowledge, at least in industrialized countries, whereas in low-wage countries, competition based on cost is still possible. This explains why the sector labels used by national statistics institutes are increasingly inaccurate since they do not take into account that many differences affecting not only products and services but also production and marketing processes. For

example, it is known that many of the differences in productivity measured in terms of the number of hours worked are cancelled out by the specific characteristic of the products concerned (Julien, 2007).

A new factor in the company's competitiveness is the ability of managers to imagine the future, inspire and motivate people to achieve it together and then gradually develop. To create a good idea of the future is a commitment (Christensen, Raynor, 2003). Managers must be willing to continually revise this idea, to elaborate and to customize it in the way he creates the future. To be able to meet these requirements they must not only learn and therefore consciously work over the deep inner transformation itself and it must be receptive to the change and management paradigms. Some managers realized the need for change management approaches, for example, Mintzberg (2010) and pointed to the rigidity of classical management schools, the management school did not adjust to the content, structure and teaching methods to the world in which there are located. Hamel (2007) calls for change management approaches and practices. In the years 1998 - 2000 the survey was realized in the Central and Eastern European countries that brought according to Mabey, Finch-Lees (2008), among others, determination, the attitude of managers to the changes is passive and becomes even negative. It is culturally ingrained in them thanks to their previous life in a static environment. The survey also shows that CEOs are under greatest potential concentrated in the highest levels of the hierarchy. This reflects the attitude that the hierarchy remains untouchable and managers are evaluated according to their experience, not according to the criteria of innovative behavior, social and cultural competencies.

Manager must be the leader in organizations. Adair (2009b) says the seven key functions of a strategic leader are:

1. providing a clear sense of direction,
2. strategic thinking and strategic planning,
3. making it happen,
4. relating the parts of the organization to the whole, so that it works as a team,
5. relating the organization to allies and partners, and to society as a whole,
6. releasing the corporate energy and creativity within the organization,
7. selecting and developing today's and tomorrow's leaders.

Aware of this new imperative to lead rather than merely manage, some adventurous chief executives have begun to take inventory of their leadership qualities and skills, and to take steps to ensure that they continue to grow as leaders. In creative learning organization the chief executive should lead from the front by giving an example of someone who is willing and eager to learn.

Leader in all organizations, institutions or society as a whole exists on different levels. At the first level the leader is responsible for a small team of about 10 people – team leadership. The operational leader is responsible for a significant part of the whole, and has more than one team reporting either directly or indirectly to them. The strategic leader is in charge of whole, be it a working organization or a political community. That familiar word strategy is in fact an amalgamation of two separate Greek words: stratos (large body of people) and ege (leader) (Adair, 2009a).

In a global and rapidly changing environment can be survived, prospered and competed by very rapid response and innovation in management. Večerník (2002) in its article Social Transformation Research and Czech sociology (<http://sreview.soc.cas.cz>) defines the field - a field in which the actors of social change must move and operate.

Table 1: According to the actors for social change

<p>Values Motivation Expectation ↓ Skill Relations</p>	<p>Relations Networks, social capital Local and professional communities ↓ Social structure</p>
<p>Institution Social arena Legislation and State authorities Normative environment ↓ Opportunities</p>	<p>Mechanisms Markets Corporate bodies Civil Society Policies ↓ Creation of consensus</p>

Source: Večerník (2002)

Fields in which actors of social changes operate are characterized by:

- Values (individual, differentiated but shared) that result in skills competence in the sense of abilities in which one can control the conditions and opportunities for survival and development (rise, success);
 - Relationships, personal networks, after social capital, local and professional communities with the characteristics of people, which is creating shaping social structure;
 - Formal and informal institutions that create a normative environment and also the area (with clear rules and constraints) for the operation of social actors;
 - Mechanisms, which include not only the markets and the state, but also a formal mediating mechanisms of social partners and non-formal activities of various components of civil society
- (VEČERNÍK, <http://sreview.soc.cas.cz>).Czech Sociological review

Mintzberg (2010) points out that the classical management divides business management functions. Manager can see only parts, escapes him the whole that is why you need to do synthesis. Individual activities are different, but complete each other and every activity of the management manager requires different mental abilities viz. table 2.

Table 2: Management manager and mental skills required

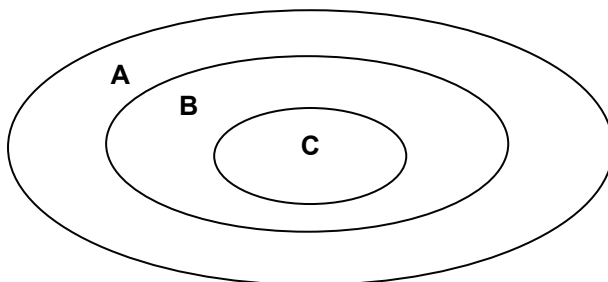
Management Manager	requires
self-management	self-reflection
management organization	analytical thinking
context of global management	global thinking
management relations	collaborative relationship management thinking, a sense of cooperation
change management	thinking action

Source: Mintzberg (2010)

Reflection is the space between experience and explanation. Companies need managers who perceive reflection. Reflective managers are able to look back to see ahead. Reflective manager has a healthy respect for history, and history to everyday events and small crimes. Successful visions are built step by step on the basis of experience. Quality analysis will allow people to understand the decomposition of complex facts. The organizational structure itself is essentially analytic it means to establish the division of labour. The key to effective analysis is to overcome the conventional approaches to understand how the analysis works and what impacts on organization. Nowadays managers should be encouraged in order to be worldly in the sense that the world will gain life experience and practical knowledge of the negotiations. The shift from global to worldwide thinking may be difficult. It is possible to use the cultural context abroad, that paradoxically enables, to better understand their own culture. Managers must be worldly, because their job is to work not only with customer at the markets, but also in large areas where the organization neighbours on the outside world. Cooperative thinking does not manage people, but rather on the relationships among people. Cooperative thinking is to rise above the authority and positions of power, then managers do more listening than talking, and encourage cooperation among people in the organization. Yet managers represent the hierarchy in a higher position, but from the top you cannot deal with relationships. The action of thinking change is meaningless without continuity. The change to be successful, it can consist of a mechanistic scheme steps. Events and reflection must be mixed in the natural flow and it must be collaborative. These five positions of thinking clearly separate categories. On the contrary they clearly overlap. Effective performance of the manager consists of overlapping positions of mind. Manager capabilities are necessary for successful leadership, but his behavior must have an ethical dimension. Behavior in accordance with the principles of social responsibility also raises and benefits. Tangible assets are just as important for the company intangible assets such as human capital, capital contained in natural resources, brand value, reputation and relations of trust and partnership are key, too. Involvement of corporate social responsibility in business are not only created distinct contributions to better society, but what is important, the company becomes visible and forms an image (European Commission, 2002). How people behave and act, individually and collectively (Harung, 2004) is essentially controlled by a single factor the human development. Way of thinking and state of mind is the key for good performance to solve the problem is to find what is needed to make it good.

Staff development and self-development managers is essential to implement effective management. Each person has a growth potential. In contemporary psychology management authors specify several stages of development of the individual, which are related to the level of his mind (Holátová, 2012). In general, the growth of the individual takes place in the hierarchical levels with subsequent development of leadership skills. Every successive stage construction provides a wider identity of the individual, his wider view of the world, wider visibility and ability of wider relationships with the others. This is provided as well as a wider framework for higher levels of individual performance and quality of life. With the growth to higher levels of personal development, people become more capable, they can see and most innovative solutions to implement these solutions to the enterprise. Only at the developing stage "strategist" one can act effectively as a leader. Self-realized people are powerful, their workflow is structured, less expensive, less labour intensive and more reliable (Harung, 2004). Manager using and working with higher states of consciousness and self-realized type is able to reconcile the intellect and emotions, to manage stress, to act according to the certain visions and values and also to appreciate the variety of perspectives. He is longer able to act as a pioneer seeking journey, advocating changes and to meet the needs of both individuals and organizations. He is the manager - leader who is able to reveal human resources, strengthen creativity in individuals, the ability to learn and at the same time he can also strengthen the morale of the members of the organization. The method of coaching is one way of developing managers. He indicates general intellectual approach - understanding of constructivist theory of systems. It was created and used in the designation of such ways of thinking and doing in working with people, where man is seen as autonomous (peculiar) and competent (qualified) and conceives the group of people as a social system. The company is perceived as a social system composed of human systems and it is possible for him to act as a whole, and also systemically through individual-workers.

Figure 1: Managerial plum



Source: Expertcallisto (2008)

- A** – skin – Knowledge - easily accessible
- B** – flesh - Behaviour less access
- C** – core - Thinking hardest available

Managers acquire a new way of thinking and acting, that can make the seemingly impossible possible, both in work activities, and in personal life. The coach does not give advice on the manager of his profession, but works with the fact that the manager will recognize or can develop a solution that is the best for him and his abilities. So he works with higher efficiency consciousness approach. In the working area better functioning, higher performance, higher productivity, organizational culture change may be the result.

In each of the processes and areas relating to staff management, human resource development and communication is different filling of knowledge, behavior, thinking.

Table 3: Areas and content of knowledge, behaviors, thinking processes

Category	Staff management process	Process Human Resources Development	Process Communication
A - Knowledge	instruction, information, explaining training	training, lectures, dissemination of knowledge	exploitation communication techniques
B - behavior	displaying, repetition behavior training workouts	training, rehearsal techniques,	development of communication skills acquisition skills

C - thinking	transfer of competencies questions on the objective ways development of self	systematic and comprehensive support for the development of	thinking in the world of the other as a space for communication
--------------	---	---	--

Source: Expertcallisto (2008)

Method development - coaching, you should teach the students - future managers is designed for those who want and are prepared to think differently than they were accustomed to, they are willing to change their style, they want to serve excellently, recognize people as the most valuable resource, they maintain consistently excellent results of their work. It is, in essence, an effective way to support the achievement of goals, people who wish to do it, supports and gets better the perception of reality and thus leads to independence, self-sufficiency, creates and increases self-confidence and responsibility for action to help the manager to aware his internal and external resources and to start to use it better (Whitmore, 2009). Systematic coaching is based on a systematic approach, is focused on achieving agreed objectives and increasing people's competence to decide on matters about which they are able to decide for themselves. This is achieved through an increasing in personal competencies of managers and staff work just coached on itself. It is mainly a new way of thinking and thinking about himself, about the company as a whole, people and processes, and after managing and leading people in the company, on a practical level.

4. CONCLUSION

Effective leadership requires a wide range of skills, including critical and creative thinking, self-control, determination, imagination and ability to solve interpersonal conflicts and to build team spirit. It is necessary to develop these skills for future students and to explain the role of personal development and self-reflection (Holátová at all, 2012). The need for personal development and the ability of self-reflection is very important but not sufficient for good governance.

Personal development is based on the specific needs and circumstances of any person or organization. Development of students and managers should be part of an overall strategy and policy of every organization. The need for personal development is stable. Every person has a fundamental need to develop. Meaning of personal development varies depending on its individual leaders, entities which are subject to personal development and social influences or time. The process of personal development of every individual perceives his unique and inimitable way.

Self-reflection is a presumption of liability, therefore, it is essential for personal development. Student and future manager, who cannot perceive his actions, analyse them and learn from them, he will not develop his personalities in a positive or negative direction. The interpersonal relationship is an opportunity to draw a response to their actions from colleagues or superiors, that is often not identical with the notion that the person has given himself. Self-reflection, the ability to deal with emotional and interpersonal questions and do not let them discourage you, requires particularly critical sense of oneself in interaction with social contacts and the response.

It is needed for the development of organizations and businesses the students and future managers should have:

- Ability to increase the awareness of individuals and business;
- The ability to create and to modify rules and procedures based on the increasing awareness of the organization;
- The ability to increase the level of formal accountability of the organization; Students must be able to use their imagination, creativity, thinking and insight as a base and must be able to find a framework for analysis, evaluation, comparison for the subsequent establishment of goals and strategies, including the ability to implement them. An integral part of their decision-making should be the ethical dimension and a sense of social responsibility.

REFERENCE LIST

1. Adair, J. (2009a). *The Inspirational Leader*. London: KoganPage. ISBN 978-0-7494-5478-4
2. Adair, J. (2009b). *Leadership for Innovation*. London: KoganPage. ISBN 978-0-7494-5479-1
3. Adair, J. (2010). *Strategic Leadership*. London: KoganPage. ISBN 978-0-7494-6203-1

4. Drucker, P. F. (2007). *Innovation and Entrepreneurship*. Oxford: Butterworth Heinemann. ISBN 978-0-7506-8508-5
5. Drucker, P. F. (2011). *Managing in a Time of Great Change*. New York: Routledge. ISBN 978-0-7506-3714-5
6. Expertcallisto. (2008). *Everything you wanted to know about coaching and were afraid to ask* [on line] [cit. 4. června 2008]. Dostupné na [http://www.expertcallisto.com /download/ callisto-skladacka-mail.pdf](http://www.expertcallisto.com/download/callisto-skladacka-mail.pdf)
7. European Commission. (2002). *Corporate social responsibility. A business contribution to sustainable development*. Luxembourg: European Commission. ISBN 92-894-3824-X
8. Hamel, G., Breen, B. (2007). *The Future of management*. Harvard Business school Press. ISBN 978-1-4221-0250-3,
9. Harung, H.S., jr (1999). *Invincible leadership*. Maharishi University of Management Press. ISBN 978-0923569297
10. Hellriegel, D., Slocum, J.W. Jr., Woodman, (1989). R. W. *Organizational Behavior*. St. Paul: West Publishing Company. ISBN 0-314-47013-1
11. Holátová, D. (2012). *Leader and Leadership*. In Dytrt at all: Responsible management in business. Žilina: Georg. ISBN 978-80-89401-75-8
12. Holátová, D. at al. (2012). *Human Resources in Rural Development*. Prague, Alfa. ISBN 978-80-87197-57-8
13. Christensen, C., M., Raynor, M., E. (2003). *The Innovator's Solution. Creating and sustaining successful growth*. Boston. Harvard Business School Press,. ISBN 1-57851-852-0
14. Julien, P. A. (2007). *A Theory of Local Entrepreneurship in the Knowledge Economy*. Cheltenham: Edward Elgar Publishing. ISBN 978-1-84720-388-5
15. Mabey, Ch., Finch-Lees, T. (2008). *Management and Leadership Development*. London: Sage Publication. ISBN 987-1-4129-1
16. Mintzberg, H. (2010). *The Five Minds of a Managers* [online] [accessed 2010-02-18]. Available a <<http://www.mintzberg.org/articles>>.
17. Tidd, J. Bessant, J., Pavitt, K. (2009). *Managing Innovation. Integrating technological, Market and Organizational Change*. West Sussex: John Wiley and son,. ISBN 978-0-470-99810-6.
18. Besant J., Tidd, J. (2007). *Innovation and Entrepreneurship*. John Willey & Sons,. ISBN 0-470-03269-5
19. Večerník, J. (2002). *Research on social transformation and Czech sociology* [on-line]. *Sociological Review*, 38, 1-2/2002, [04. 06 2012]. Available at [www: http://sreview.soc.cas.cz/upl/archiv/files/125vecernik%201-2-02.pdf](http://sreview.soc.cas.cz/upl/archiv/files/125vecernik%201-2-02.pdf)
20. Whitmore, J. (2009). *Coaching for Performance*. London, Nicholas Brealey Publishing. ISBN 978-1-85788-535-4