

**BRNO UNIVERSITY OF TECHNOLOGY**  
**Faculty of Business and Management**

**BACHELOR'S THESIS**

**Brno, 2022**

**Zuzana Šabacká**





# BRNO UNIVERSITY OF TECHNOLOGY

VYSOKÉ UČENÍ TECHNICKÉ V BRNĚ

## FACULTY OF BUSINESS AND MANAGEMENT

FAKULTA PODNIKATELSKÁ

## INSTITUTE OF MANAGEMENT

ÚSTAV MANAGEMENTU

# PROPOSAL FOR PERSONAL DEVELOPMENT PLAN FOR MANAGER OPERATING IN A SMALL COMPANY

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## BACHELOR'S THESIS

BAKALÁŘSKÁ PRÁCE

### AUTHOR

AUTOR PRÁCE

Zuzana Šabacká

### SUPERVISOR

VEDOUCÍ PRÁCE

doc. Ing. Zdeňka Konečná, Ph.D.

# Assignment Bachelor's Thesis

Department: Institute of Management  
Student: **Zuzana Šabacká**  
Supervisor: **doc. Ing. Zdeňka Konečná, Ph.D.**  
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Theoretical Background  
Problem Analysis and Current Situation  
Proposals and Contribution of Suggested Solutions  
Conclusions  
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Armstrong, M. Handbook of Management and Leadership. Third Ed. KoganPage, 2012. ISBN 0749465522.

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doc. Ing. Robert Zich, Ph.D.  
Branch supervisor

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doc. Ing. Vojtěch Bartoš, Ph.D.  
Dean

## **Abstrakt**

Cílem této práce je vytvoření návrhu na rozvoj manažera v soukromém podniku. Prostředkem k tomuto cíli bude vytvoření funkčního kompetenčního modelu, jehož pomocí budu měřit komepence manažera. Teoretická část se zaměřuje na definici manažmentu a funkce manažera, dále definici komepencí a jejich členění. Následně popisuje jednotlivé fáze pro tvorbu kompetenčního modelu a druhy rozvoje vzdělání. Praktická část je zaměřená na popis daného podniku. Poté následuje vytvoření funkčního kompetenčního modelu a jeho praktického ověření. Dalším krokem je měření aktuálních kompetencí manažera, na jehož základě je vytvořen návrh na další jeho vzdělávání.

## **Klíčová slova**

Manažment, manažer, rozvoj, kompetence, kompetenční model, klíčové kompetence, plán vzdělání, Národní soustava povolání.

## **Abstract**

The aim of this work is a proposal for the development of a manager in a private company. The means will be to create a functional competency model and then measure the manager's competencies. The theoretical part focuses on the definition of management and the manager's function and the definition of competencies and their classification. It then describes the various stages for creating a competency model and types of education development. The practical part is focused on the description of the company. This is followed by creating a functional competency model and its practical verification. The next step is to measure the current competencies of the manager, based on which a proposal for further education is created.

## **Keywords**

Management, manager, development, competencies, competency model, key competencies, education plan, National system of professions.

## **Bibliographic citation**

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**Affidavit**

I declare that the present master project is an original work that I have written myself. I declare that the citations of the sources used are complete, that I have not infringed upon any copyright (pursuant to Act. no 121/2000 Coll.).

Brno dated 9<sup>th</sup> May 2022

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Zuzana Šabacká



## **Acknowledgment**

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Brno dated 9<sup>th</sup> May 2022

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## **INTRODUCTION**

Managers in companies play an essential role. They ensure that their organizations' work or their departments work effectively and are responsible for achieving the desired results. Therefore, I focused my work on the competencies of a manager. The knowledge and development of managerial competencies, which are necessary for the high performance of crucial managers, represents a significant step towards higher performance for every company. Thanks to the approach focused on managerial competencies; the company is better able to: hire the right employees in the correct positions, use more objective and fairer performance reward systems, and take care of employee development by following the organization's strategic plans and plans, train managers for organization plans, optimize career development employees. The work of a manager is becoming more and more demanding. The most successful managers can manage a large amount of work thanks to techniques that allow them to get the most out of the minimum invested time and thus focus on the most critical issues in managing the company.

## **PROJECT AIMS, METHODS AND PROCEDURES USED**

This work aims to create a proposal for personal development for a manager in a selected company. To meet this aim, I will analyze and identify the competencies necessary for the job and guarantee the worker's success in this position. Identifying competencies will create a competency model for the position of Marketing Manager. Also, in this part, I will deal with measuring the competencies in this position. This measurement will be the basis for evaluating and planning further development and education.

The procedure and methodology that will be used to achieve the goal-setting are as follows:

1. Interview with the company's management
2. Analysis of business documentation"
3. Job analysis
  - interview with the employee selected for this bachelor thesis
  - Interview with his superior
4. Identification of competencies
  - questioner for the job holder, superior and his colleagues and subordinates

In the preparatory phase, I used an interview with the company's management as a tool for finding information. I found out the current situation in the company and chose a manager to whom I will apply the competency model. In addition, I found out about the organizational structure of the company and the goals and visions of the company.

## 4 THEORETICAL PART

### 4.1 Personal development management

#### 4.1.1 Management definition

One of the older definitions is by (Terry, updated 2007) *'Management Is a distinct process consisting of **planning, organising, actuating and controlling**; utilising in each both science and art, and followed in order to accomplish pre-determined objectives.'*

According to modern founding management (Drucker, 2009), *Management* is defined as the process of determining, clarifying, and carrying out the purpose and objectives of a specific human group.

(Vebera, 2009) defines by management as a summary of all activities necessary to ensure that the organization's operations lead to achieving corporate objectives. According to (Vebera, 2009), management is a bundle of knowledge that is processed into instructions for **negotiations or a set of principles** on a more granular level.

These management standards and concepts are founded on scientific fields such as economics, mathematics, psychology, and statistics. *"Management also includes elements of art related to the individual abilities of managers. It is coming about the organizational ability of managers, the art of dealing with people, about acting, the ability qualified decision-making"* (Vebera, 2009)

Henri Fayol explains management as a process of prediction, followed by planning, organization, command, coordination, and coordination of the activities of others. Fundamentally defined, management is the process of adequately organizing and delegating work while ensuring that it gets completed. This simple premise serves as the foundation for Fayol's management philosophy.

Whether it is a large corporation or a small business, competent management is critical to maintaining its smooth operation and, as a result, considerable revenue. Accordingly, several thinkers have attempted to theorize the role and function of management in light

of this. In this regard, Henri Fayol's management concepts have been a resounding success.

According to (Koontz, 1993), "Management is the process of designing and maintaining an environment in which individuals working together in groups efficiently accomplish selected aims." Furthermore, management is defined as "*the art of getting things done informally organized groups with people.*" Therefore, managing as the practice is an art; the organized knowledge underlying the practice is a science. All these definitions confirm how important a segment is for the company, the right, capable manager who can lead people effectively, inspire them and organize mainly himself. However, the critical fact is that a good manager can be someone who not only has the prerequisites but is mainly willing to learn and develop their competencies constantly.

#### **4.1.2 Definition of a Manager**

In modern management, managers are considered key players on the road to success.

Manager - "independent profession, where the employee, based on election, appointment, after verification, establishment, authorization, actively carries out management activities for which he is equipped with the appropriate competencies, powers, and responsibilities" (Vebera, 2009). A manager is a person entrusted with certain competencies in his or her field and is consequently accountable for the operation of that area. To be a competent manager, one needs to have the necessary competencies, knowledge, and abilities, continuously improved through the lifelong learning process. Only a select set of people can perform the role of a manager; not everyone is born with the inherent authority and aptitude to lead and drive others. Managerial development must map out what managers are supposed to do, what they do, how they do it, and how successful they are. (Pitra, 2007)

Henri Fayol defined each manager's primary responsibilities as follows:

- Organizing as an exertion that creates operation structures
- Commanding as direct communication of tasks to inferiors and scheduling of their work
- Check as feedback on whether orders and established rules are followed
- Collaboration as a driving medium of processes and people

This is probably one of the oldest classifications of managerial positions.

Modern management offers a relatively wide range of techniques, methods, and procedures designed to support the manager's work. Knowledge and the ability to apply these techniques are only the beginning of what a manager should master. Knowledge and application of management practices are called hard skills. In addition to these challenging skills, however, the manager also needs leadership skills, and we call this soft skills. (Lojda, 2011) claim and managerial techniques, it is also possible to learn managerial skills. He also argues that the fundamental prerequisite for acquiring managerial skills is social maturity and control of one's personality. Every manager must be prepared to learn all the time.

Despite all the techniques, an essential prerequisite for a successful manager is the human qualities of the manager, that is, what the manager's personality is. It means knowing oneself in such a way that one is capable of self-control and self-reflection.

Being a successful manager is not only important to be able to understand oneself but also the ability to understand the diversity of character and skills of their employees and subsequently to be able to use them to improve work performance. "*A manager is a person who achieves set goals with and through people.*" (Lojda, 2011) Because the manager's main goal is to achieve a goal through people, it is also important to master skills such as organizing, negotiating, motivating, and influencing.

#### **4.1.3 Managerial functions and roles**

Management roles are the typical actions that a manager undertakes in their job and that every manager is responsible for. Consequently, we may find a variety of classifications of managerial functions and distinct concepts of their content in management literature.

For our purposes, we will adopt the most common classification provided by Koontz and Weihrich's management textbooks, similar to those (Fayol, 1916), which stated that management has five main functions:

1. **Planning** - is the most critical managerial role, as it sets goals and determines how to achieve them.



2. **The organizing managerial function** - whose goal is to structure the parts of the organization, their activities, and their control in order for them to contribute as much as possible to the achievement of the established objectives,

3. **Staff selection and deployment** - This managerial function is also known as human resources. In practice, it refers to the filling and maintaining already filled job positions in the organization by the most qualified personnel.

4. **People management** entails influencing human resources to ensure that the organization's objectives are realized.

5. **Maintain control**

#### **4.1.4 Levels of management**

Management levels refer to the distinction between various organizational positions. The number of levels in management grows in lockstep with the growth of the organization and personnel. As a result, the various levels of management can influence the chain of command within an organization and the amount of authority and, in most cases, decision-making power that all managerial positions have.

Managerial levels are often divided into three categories, each of which directs managers to execute particular tasks.

**Top-level management** - Top management refers to the company's highest manager(s); their status and powers are usually specified in statutory organization documents. It includes the board of directors and the chief executive or managing director of an organization.

The top-level of management's functions and responsibilities can be described as follows:

- Defining the commercial enterprise's aims and basic policies.
- Creating organizational strategic strategies and policies.
- Issuing directions for the production of department-specific budgets, schedules, and procedures, among other things.
- Creating organizational controls throughout all departments.

- The senior management level, which includes the Board of Directors, is also responsible for interacting with the outside world and is held accountable for an organization's performance to its shareholders.
- Appointing middle-level management executives, such as departmental managers.
- Overall direction, leadership, and encouragement of harmony and teamwork.

**Middle management** - Managers of staff departments or lower line units make up the middle management level.

The middle level of management's responsibilities and roles can be described this way:

- Execution of the organization's plan according to the policies and guidelines set by top management.
- Participated in the recruitment and training process for lower management. Interprets and describes policies from top-level management to lower-level management.
- Planning for the subunits of the organization they supervise.
- Send reports and data to Top Management in a timely and efficient manner.
- Inspiring lower level managers towards improving their performance.

**Lower management** - sometimes known as "first-line management," is the lowest level of management, where the manager is already in charge of the executives.

The lower level of administration's parts and duties can be summarized as follows:

- Assigning employment and errands to different specialists.
- Guiding and direction specialists in daily exercises.
- Arranging the essential materials, machines, instruments, assets, etc., is essential for fulfilling organizational errands and preparing periodical reports concerning the execution of the specialists
- Supervising and directing their subordinates and taking portion within the contracting and preparing forms of their specialists.

#### **4.1.5 Management style**

The way managers take when practicing management when interacting with their team members is referred to as management style. It's also known as leadership style. There are many styles of leadership “To greater or lesser degrees, leaders can be autocratic or democratic, controlling or enabling, task orientated or people centred.” (Armstrong, 2012) (Goleman, 2002) Identified the following six styles and indicated when they might be used:

- Coercive – demands compliance (use in a crisis or with problem people).
- Authoritative – mobilizes people (use when new vision and direction are needed).
- Affiliative – creates harmony (use to heal wounds and to motivate people under stress).
- Democratic – forges consensus (use to build agreement and get contributions).
- Pacesetter – sets high standards (use to get fast results from a motivated team).
- Coaching – develops people (to improve performance and develop strengths).

“The factors affecting the degree to which a style is appropriate will be the type of organization, the nature of the task, the characteristics of the individuals in the leader’s team and of the group as a whole and, importantly, the personality of the leader.” (Armstrong, 2012) Effective leaders should be able to adapt their leadership style to the needs of the situation.

## **4.2 Definition of competence**

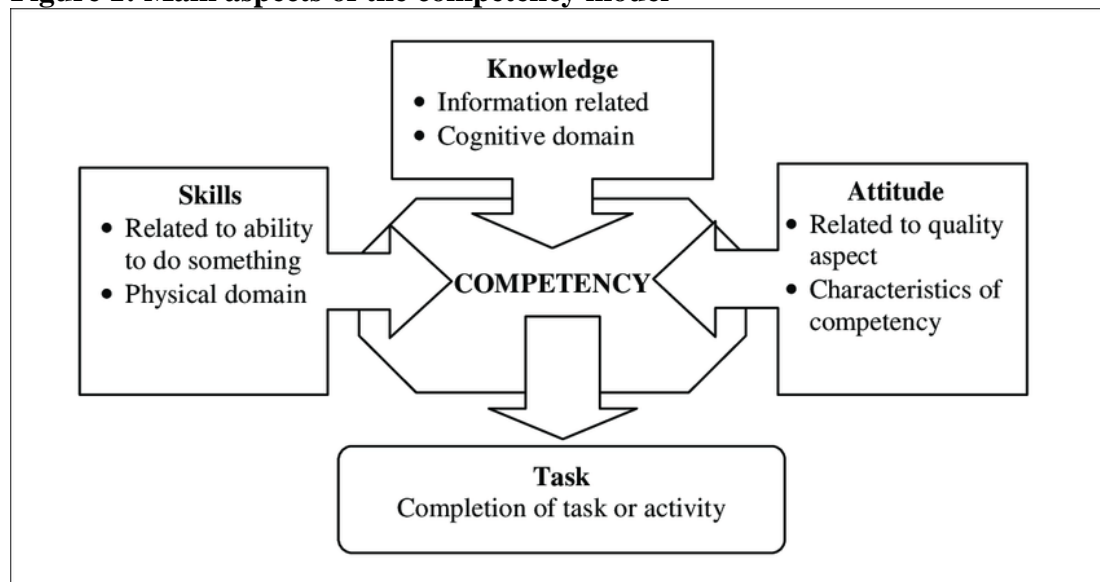
There are several approaches to how the authors define competencies, and their further development creates many definitions and typologies of competencies. It is, therefore, necessary to provide some alternative explanations of competencies.

In the Czech literature, we often encounter two basic terms of competence: authority or eligibility. The second term for understanding competence is a prerequisite or ability to perform certain activities.

We can come across two terms in English: "competency" and "competence." These two meanings are often considered synonyms. However, some authors point to the importance of consistently distinguishing between the two terms. For example, (Woodruffe, 1991) offers a designation where the term "competence" defines aspects of the job position that an individual can perform, and "competency" refers to an individual's behavior that promotes competent performance.

The dictionary describes that competence includes knowledge, skills, abilities, attitudes, and values, a specific combination in a given context to provide competent performance.

**Figure 1: Main aspects of the competency model**



(Main aspects in competency model, 2015)

The requirements for individual, organizational units, and workers are represented in the requirements for strengthening the company's competitiveness and development. Managerial competence refers to the demands imposed on managers. Its growth satisfies the prerequisites for a successful managing job. Tett, Guterman, Bleier, and Murphy (2000) define competencies as identifiable aspects of work behavior that can be assessed and affect (positively or negatively) the efficiency organization. And even more, recent literature more often understands it as the ability to complete a task. Moreover, produce accurate results or implement specific patterns of behaviour (Whiddett,Hollyforde, 2006).

When we look into Czech literature, Hroník defines Competence as follows:

"Competence is a bunch of knowledge, skills, and experience, but also qualities that are manifested in a particular area of behavior (pattern of behavior). However, it cannot be said that there should be so much in a given competence percent of a specific trait, so many percent of skills. (Hroník, 2007). Kubeš, Spillerová, and Kurnický (2004) consider Competence to be the inner quality of man, which is the result of his development at a given moment, more or less independent of the outside world, allows you to give some power. Managerial competencies are then complex skills and more prerequisites for performing managerial performance. According to (Prukner, 2014), Competence is the Competence of management entities. The subjects include the owner of the organization, the manager of the organization, and an employee of the organization. These organs or people are also objects of action.

In essence, all these definitions express themselves on the psychological side or to specific manifestations of an individual's behavior. All the most frequently mentioned definitions of characters competencies are summarized by Cardy and Selverajan (2006):

- The description of Competence is based on observable patterns of behavior
- Manifested patterns of behavior are related to or affect work performance
- The concept includes knowledge, skills, abilities, and other characteristics

For example, based on this summary, Procházka, Vaculík, and Smutný (2013) work with Competence as a set of knowledge, skills, abilities, and other characteristics that a person needs to good work performance when speeches can be made competencies to observe. This summary is the starting point for this concept of Competence.

(Prukner, 2014) divide competencies into three models.

**Professional Competence** - professional knowledge, extensive knowledge, and general character. It includes knowledge of the management object about management functions and information for management and knowledge of the management system.

**Practical skill** - practical skills to act, to realize knowledge Practical skills include: the ability to communicate, motivate, ability to work in a team and lead a team, and ability to manage time (Time management)

### **Social maturity** - personal qualities

Social maturity includes character traits, ability, perception, creativity, temperament, and psychic traits.

**Manager's charisma** - this includes, above all, the ability of verbal and nonverbal communication, personality image, balance of focus on relationships and team performance.

But we must not forget that all these competencies are really important for successful managers, but one of the most important things is that they enjoy management. “If a person does not have the desire to drive, the part of the work done by him will be smaller than that of the person who enjoys driving, for whom it is an experience or mission or hobby.” (Prukner, 2014)

#### **4.2.1 Types of competencies**

After defining the term, we resolve to analyze their division. As with the definition of competencies, they are different and unclear, as are several divisions from several authors that differ somehow. Some more, some less. Knowledge of the division helps us identify whether the competencies are correct for the given roles and later follow a specific case in the practical part of this work. Specifically, the division of managerial competencies is closely related to the division of management functions. The division of managerial functions was probably among the legal non-elderly divisions (Fayol, 1916), dividing managerial functions into planning, organization, command, coordination, and control. This concept was replaced in the 1970s by a three-point typology of interpersonal, information, and decision-making roles (Mintzberg, 1975). Based on these managerial roles, a division of managerial competencies was gradually created. First, Hroník divides managerial competencies into two types:

Technical (hard competencies) and behavioral (soft competencies). These are then divided into five other: personality, managerial psychology competencies, socio-psychological competencies, professional know-how, and managerial visions.

### **4.2.2 Hard skills**

Hard skills, as described by (Rainsbury, 2002) are technical abilities used to complete a variety of activities at work. Hard skills are cognitive and are influenced by the intellectual quotient (IQ). Explicit behaviors and skills are referred to as hard skills. Hard abilities are those that can bring apparent and direct results. Technical or practical assessments can be used to measure hard skills. Counting, analyzing, designing, comprehensive knowledge, modeling, and critical thinking are examples of hard talents that can be seen in the intelligence quotient thinking. Knowledge of science, technology, and technical skills are all considered hard skills. (Muqowim, 2012) Hard skills are relatively easy to measure.

It has an instant effect after learning them. They are obviously visible and definable. "They are economic, technological, structural, and procedural expertise, abilities, talents, and attitudes relevant to the manager's task." (Folwarczná, 2010)

- for example, programming
- financial operations understanding
- linguistic skills
- project management

### **4.2.3 Soft skills**

It is mostly based on the manager's personality and character attributes. They don't just effect the workplace; they have an impact on every element of life. Due to their character emphasis or otherwise qualify, they are extremely difficult. "They encompass interpersonal relationships, teamwork, communication, and the manager's activities in regard to persons and groups both inside and beyond the organization." (Folwarczná, 2010) A vital talent of a manager is the ability to acquire and develop social skills.

- Self-criticism
- Empathy
- Negotiation
- Conflict resolution
- Rhetorical abilities

Kubeš (2004) divides competencies differently. First, he distinguishes competencies according to the type of work they are associated with. Job profiles then arise from skills from three categories into which different competencies can be classified depending on what type of work they are involved in.

**Managerial competencies** relate to essential skills and abilities for excellent managerial performance. Their goal is to ensure that tasks are implemented according to the strategy, create a favorable environment for the team, and take care of their subordinates. Specifically, these may include the following: Kubeš (2004)

- Conflict resolution
- Delegation of powers
- Project management
- Evaluation, motivation, and remuneration
- Strategic thinking

**Interpersonal competencies** are essential for maintaining good relationships about with others. They ensure effective communication and are essential in all positions,

In which there's touch with different humans and creates a so-referred to as synergistic impact at on reaching crew goals. These are, for example: Kubeš (2004)

- Presentation
- Relationship building
- Conducting dialogue
- The artwork of listening
- Cooperation

**Technical competencies** related to the skills required to perform a specific function. Thanks to them, the employee can perform tasks typical of his work. And at the same time, different from the work of other specialists. These may include, for example: Kubeš (2004)

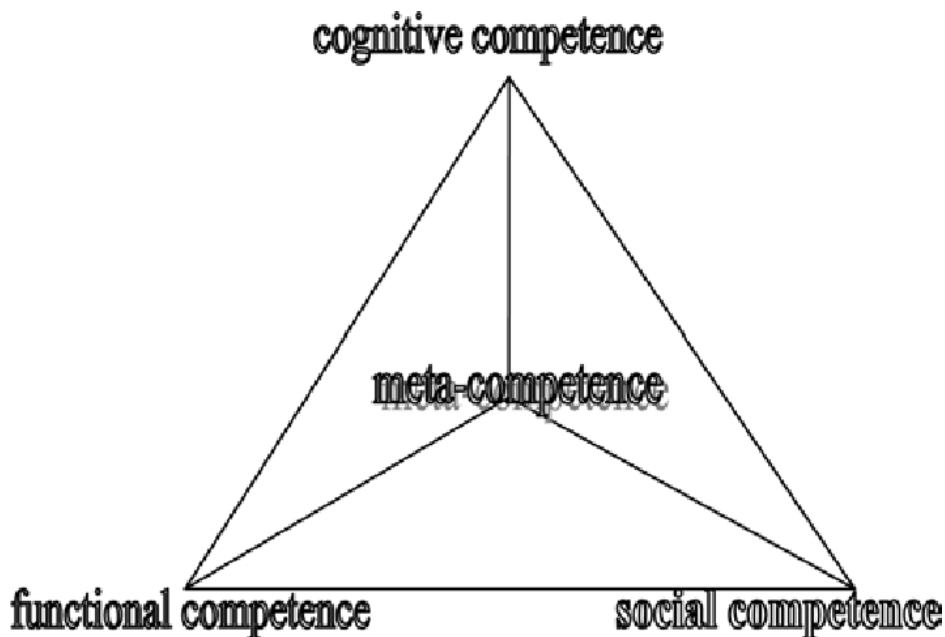


- Accounting
- Programming
- Budgeting
- Data analysis
- Decision making

If we focus more on international models, for example, in the US and the UK, it tends to be divided into four groups:

- Cognitive competence - the ability to think and work with the knowledge that one gains experience in the decision-making process
- Functional competencies - skills and know-how
- Social (behavioral) competences
- Meta-competence - the ability to work with uncertainty and the ability to learn

**Figure 2: Holistic model of competencies**



Source: (Le Deist, 2005)

According to (Dainty, 2005), one of the more modern divisions is divided into 11 groups and should correspond to a wide range of managerial positions. Here are the five main ones:

- Leadership
- Team formation
- Personal growth
- Decision making
- Enterprising thinking

### **Emotional approach**

In *The New Leader* (Goleman, 2002), the authors take into account not only classical intelligence (IQ) but also emotional intelligence (EQ), and this has led to a further division of competencies into three groups.

- **Purely technical skills** such as accounting, programming, budgeting, etc.
- **Cognitive skills**, which can include, e.g., strategic thinking, Information retrieval, etc.
- **Features of emotional intelligence**, under which one can imagine, for example, self-perception, creating and maintaining friendly relations, etc.

The authors of this theory found that 80 to 90% of competencies that are a source of above-average performance come from the category of emotional intelligence. In addition to purely technical cognitive skills, workers need above-average performance combined with emotional intelligence. These competencies include social awareness, Self-confidence, Empathy, Self-control, Optimism, Conflict management, and Inspiration. ic model of competencies

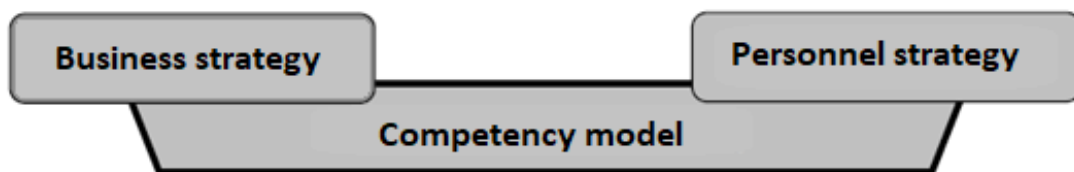
How can competencies be acquired?

- **Study** - literature, teaching in schools, courses, internet, etc.
- **Training** - training,
- **Practice in education** - this is very important

### 4.3 Competence models

The competency model thus serves to define the requirements for the corresponding manager or employee. A competency model is a tool used to describe and identify the competencies needed to hold a role within a company. Hroník (2007) points out the need to build on the company's competencies and its strategies, as well as the individual activities of the targeted person. The competency model could thus be considered a kind of bridge between business strategy and personnel strategy. Competence models thus help coordinate the approach to designing individual elements of human resource management. Potential investments in the development of competency models bring extensive benefits. Research (Spencer, L. and Spencer, S.) has shown that it is not easy to find measurable criteria for monitoring performance and competencies, which is why most companies focus on skills and competencies that are more measurable. We must, however, keep in mind that competencies are not just knowledge and skills but also less tangible attributes such as will or determination.

**Figure 3: Competence model as a bridge**



Source: Hroník (2007) (translated from the original by author)

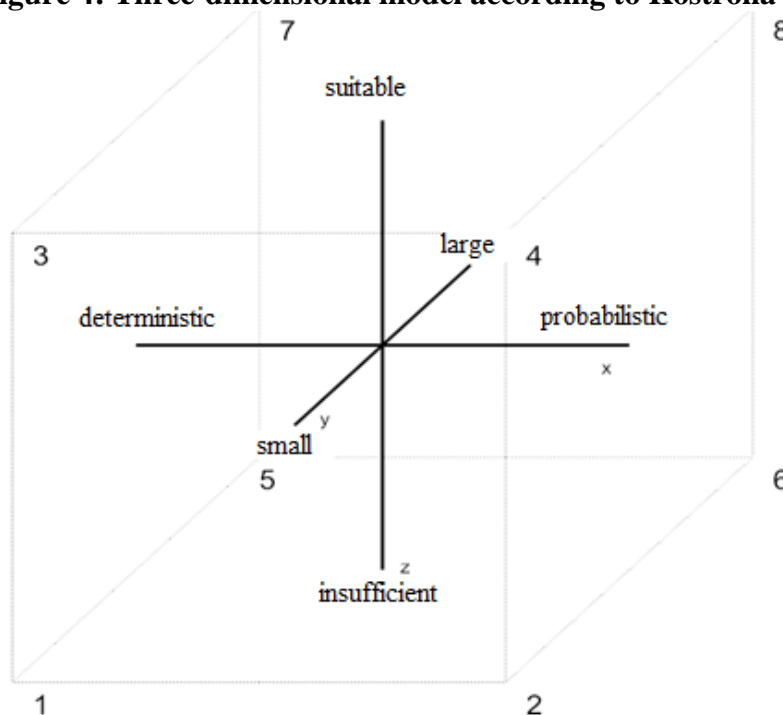
Therefore, it is clear that contextual competencies are individual for each company and each position.

The competency model should include the necessary criteria to identify needs and development gaps. At the same time, it serves for the subsequent evaluation of development effectiveness. Currently, competency models are the best tool for selection, evaluation, development, and education (Hroník, 2007)

Among the types of the model we can mention, for example, **Kostron's three-dimensional model** consists of three main axes: (Kostroň, 1997)

- the axis of interaction with the environment (x-axis)
- the axis of the environment system (y-axis)
- the axis of the personality system (z-axis)

**Figure 4: Three-dimensional model according to Kostrona**



Source: (Kostroň, 1997), (translated from original by author)

According to (KUBEŠ, M., SPILLEROVÁ, D., KURNICKÝ, R.), competencies are divided into:

- **Models of central competencies** = these competencies are common to all employees of the company, regardless of job position or role, and are needed at all levels (competencies such as customer orientation or participatory)
- **Specific competency model** = aims to identify the manager's qualities (competencies) that make him successful in a particular position of a particular company. This is usually a very accurate description of the behavioral characteristics.

- **Generic (general) competence model** - Includes a list of competencies commonly
- suitable for all or most specific management positions
- in the organization, such as the ability to solve problems. There will be different behavior
- required for those who come into contact with customers (emphasis on interpersonal skills) and the behavioral requirements for
- those who solve problems predominantly technical. In this case,
- it puts more on analytical skills.

#### 4.3.1 Approach to the creation of competency models

Organizations use several approaches to creating competency models (KUBEŠ, M., SPILLEROVÁ, D., KURNICKÝ, R.)

- Prescriptive (borrowed) Approach
- Combined approach
- Tailor-made Approach

(Hroník, 2007) argues that if we want to create a competency model in a company, we have two options:

- **Competence model from individuals to the company** (organization) = is based on the idea that the company is composed of competent individuals who can increase its effectiveness through their competencies
- **Competence model from the company** (organization) to the individual = when using this approach, we first ask: What competencies must the company have in order to be able to fulfill its corporate strategy? Suppose, at that moment, we have described the company's competencies. In that case, it is possible to follow them individually and develop them into specific competency models for individuals in society.

The competency model for one job position is probably the most common in the company. Furthermore, at the same time, it is the model that I have chosen for this bachelor's thesis and will work with. It is designed and created for one specific position. (Mansfield, 1996) argues that it is one of the most time-consuming and costly to create. However, it is advantageous in that it provides specific essential job requirements.

## **4.4 Creation of a competency model**

### **Identification of competencies**

In the previous chapters, I focused on the concept of the competency model, its definition, and what approach we can approach its creation. This chapter will focus on the particular steps in creating a competency model and describe its various stages.

(Kubeš, 2004) point out that the following activities should be used in the creation of the competency model:

1. preparatory phase,
2. phase of data acquisition,
3. phase of information analysis and classification,
4. description and creation of competencies and competency model,
5. verification and validation of the resulting model

#### **1. Preparatory phase**

This phase precedes the actual identification of competencies. According to (Kovács, 2009), the main output is a structured questionnaire, interviews with managers in key positions, and the study of internal company materials. He then sets goals (Kovács, 2009):

- understand the organizational structure of the company, business goals, and processes,
- obtain and study descriptions of procedural responsibilities and powers,
- identify critical positions at the horizontal and vertical management levels.

## **2. Phases of data acquisition**

According to Whiddett and Hollyford, the most recommended methods and techniques include:

- analysis,
- conversation,
- questionnaire techniques.

We can also use job analysis (BARTOŇKOVÁ, 2010). Job analysis is finding, recording, storing, and analyzing all the necessary information about jobs.

## **3. Phases of analysis and classification of information**

In this phase, records, behaviors, and information obtained are processed, the output of which is a list of competencies (Kubeš, Spillerová, Kurnický, 2004)

List of individual behaviors corresponding to a specific position. From the information obtained, identify those that describe activities that contribute to successful performance. The next step is only the information that can be a source for creating and describing competencies.

In the last step, it is appropriate to verify the acquired competencies in a broader sample of respondents and thus obtain information about the need for the given manifestations, or entire competencies, for the given position (Bartoňková, 2010)

## **4. Description and creation of competencies and competency model**

At this stage, the behavior that describes the given competence is identified and described accurately. We should therefore name it and create a scale of its manifestations according to the degree of its development. We have to create the name of the competence only after describing the typical manifestations of behavior, the analysis of the individual components of the competence, and the creation of the development scale.

## **5. Verification and validation of the competency model**

This last phase verifies whether the competency model is functional, whether it has described such behavior that employees with above-average performance have, and whether we can use it in practice. This last phase addresses the question of whether we can rely on him. The most effective way to verify the competency model is with the 360 ° feedback tool. In this procedure, we transform the individual behavior descriptions characterizing the individual competencies into the form of questions in the questionnaire. The output is the preparation of the use of the competency model in practice, i.e., implementation into the human resources management system in the organization, where it can be used, for example, in identifying training needs, selecting employees, or evaluating them (BARTOŇKOVÁ, 2010).

### **4.5 Manager education and development**

Once we know how to measure managerial competencies and evaluate their current state or areas of development, it is necessary to show how to get further in development and improve managerial skills. This chapter shows how managerial skills can be educated and developed and what methods can be used.

For many years, employee and manager development has been an important component of business strategies, not least because of the growing importance of human resources for company competitiveness, increasing employee productivity and efficiency, as well as the growing and relatively rapidly changing demands on employee knowledge and skills.

The term "development" refers to a procedure that tries to improve the original state or change it into a more appealing appearance. As a result, it is seen as a continuous improvement process. The polar opposite of progress is stagnation, which occurs when there is no improvement but a halt or probable deterioration of the situation. A similar definition is described by (Folwarczná, 2010) Education, training, and the development of explicit and implicit knowledge are all part of management development. It is a



systematic and ongoing process that includes the growth and deepening of practical qualifications, performance enhancement, and personal development of individuals in order to achieve the organization's long-term and strategic goals

The general objectives of business education (without more detail) can be split into three categories based on the emphasis on structural changes: (TURECKIOVÁ, 2006)

**Knowledge** - to acquire and effectively apply new knowledge required for the profession, or to alter their qualifications

**Skills** - mix them efficiently with current ones, and put them into practice

**Positive attitudes** - toward work and people - Develop and execute positive attitudes toward work and people.

The career programming of managers in an organization should include the following steps. (Eva Bedrnová E. J., 2012)

- determining the requirements for the manager's competence and qualification (competence) in connection to the organization's job tasks and goals
- accurate and consistent job position differentiation of the organization's personnel, including supervisors, based on the difficulty of the work performed and the delegated responsibility
- a normative definition of career options for specific employee categories, such as present managers
- establishing specific employee career routes, particularly for managers, and defining the criteria for their fulfillment
- defining a manager's career path as a decisive or even exclusive perspective of his work in the organization
- determining the content course and time dimensions of a manager's standard working career in the organization
- emphasizing some general principle as binding for managers in the organization to fulfill their working careers

#### 4.5.1 Internal education

- Internal education includes, for example, new employee training, workplace training, seminar or lecture on current industry trends, team exchange of experience, implementation of an internal project, workplace self-study, and so on. (EGER, 2005)

Workplace education methods: Used in everyday practice as part of an educational program such as coaching and mentoring. (ARMSTRONG, 1999)

These strategies provide for a more personalized approach, allowing for more in-depth access to trainers and allowing the manager to learn in his preferred manner. They're also ideal for improving the soft skills that are so crucial to a manager's success. (Folwarczná, 2010)

The following are the most typical strategies for management functions that have been addressed in professional literature:

##### **Coaching**

Coaching can take place both inside and outside the workplace. It is primarily a long-term training of so-called soft skills - managerial skills or communication skills, in which the coach helps the employee find effective and correct procedures to achieve goals.

##### **Mentoring**

Mentoring is a less formal method of learning. The educator selects the mentor who will lead his or her education, as well as the intensity and format of that education.

Throughout the training, the mentor serves as an aid and guide, motivating and providing feedback to the learner.

##### **Briefing**

The term briefing refers to informal meetings of team members before a certain event begins. Its purpose is to motivate employees, release from stress, raise team spirit and morale.

### **Assistance**

In theory, assistance is comparable to instruction, except it pertains to more difficult work duties and positions. The employee provides professional assistance to a senior colleague, observes how work is completed, and does tests on the tasks he will be taking over. He is overseen by a more senior who gives him feedback.

### **Work rotation**

Job rotation is a particularly important part especially for future managers. The goal is for them to get to know the organization in a broader context by performing different tasks in different workplaces.

#### 4.5.2 External education

- Methods of off-the-job
- Workplace and non-workplace education methods

**Lecture** – A seminar, or a lecture combined with a discussion, is a type of development intended at disseminating factual and theoretical knowledge.

### **Workshop**

A workshop is an interactive seminar or creative workshop in which participants search for solutions and approaches to a specific problem, allowing them to put their newly gained information and abilities into practice. Participants are expected to be actively involved in the process, to use their own ingenuity, and to cooperate with others to some level. As a result, it is not recommended for introverts or specialists.

### **Case study**

Managers are taught through case studies. They discuss a specific circumstance that has occurred or could occur in practice. It is based on a real-life scenario that can be used to help solve a problem. In assessment centres, case studies are also utilized to test candidates.

**Internship**

Serves if company want to hire people who have graduated from high school or university. It's all about giving them relevant work experience that allows them to articulate their strengths and flaws. It is easy to instruct them and assist them in developing their talents through the internship. And be able to attract new employees if you and your co-workers communicate effectively.

**Courses in retraining**

Employees' knowledge and abilities can also be expanded through retraining classes.

## **5 CURRENT STATE ANALYSIS**

### **5.1 Business characteristics**

#### **5.1.1 Basic data**

Business name: MORAVIA PROPAG, s.r.o.

Residence: Brno - Karásek 2130/7, Řečkovice, 621 00 Brno

Legal form: Limited liability company

Place: Czech republic

Establishment of the company: 1997

Number of employees: 150

Internet: <https://www.moraviapropag.cz/>

#### **5.1.2 Main subject of activity**

Moravia Propag is a Czech company founded in 1997. The company has been designing, manufacturing and supplying advertising and marketing items for almost 30 years. It supplies their products to large global players and local love brands. They are one of the few companies in Europe that operates in this field on a global scale and supplies products to 80 countries around the world.

He keeps the lead over the competition thanks to constant innovations for example, the Route Plan application. The Route Plan application is software through which the customer is able to communicate with them. Furthermore, which was developed to save time on both sides. Thanks to it, they are able to better coordinate service teams in the field and provide information about service intervention, including photo documentation, almost immediately.

The company also sells marketing products, designs, manufactures, and installs shadow technology and advertising equipment for small and large gastronomic companies. They provide service and renovation services. They sell refrigeration gastronomy equipment

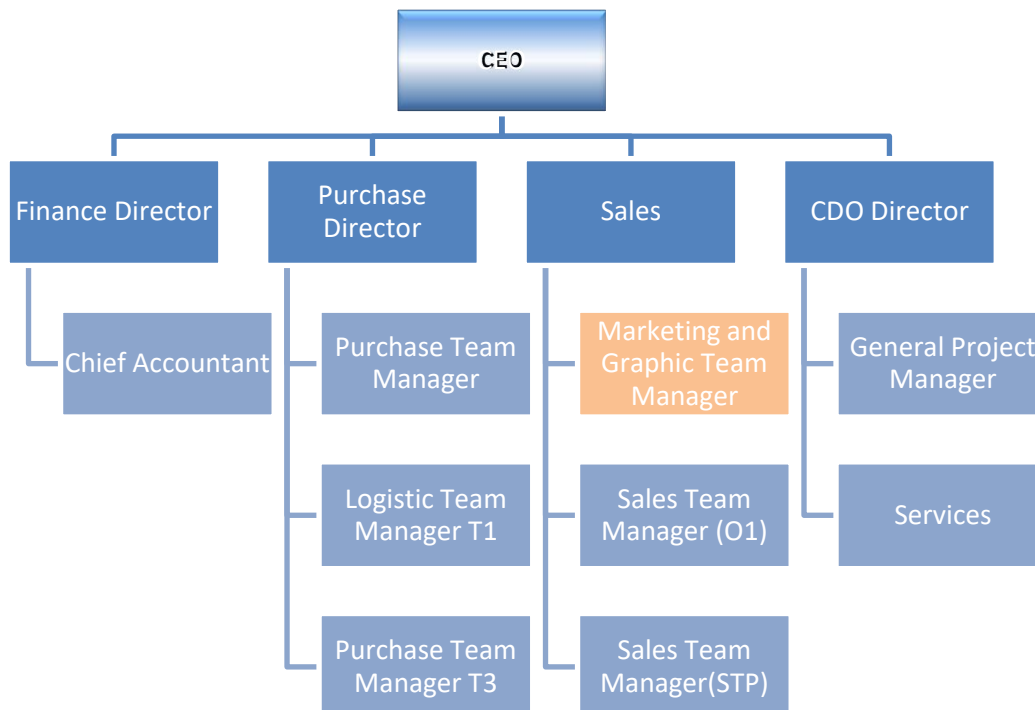
such as refrigerators, freezers, post-mixers, or vending machines, and they provide graphics, stickers, drainage, service, disposal, and storage. They sell and rent tents, sell warehouses and shading equipment, and POS advertising.

### 5.1.3 Organizational structure of Moravia propag

The structure of the organization consists of several departments. The company's director is at the highest level, who communicates closely with the Marketing Manager. In addition, there are several industry leaders in the company. These are the finance, purchasing, sales, and service center management. The company has over 150 employees, and its main branch is in Brno, where most of the employees are located.

The company's basic activity is, as already mentioned, marketing products and services, so the sales department and service is one of the important departments in the company. And the gradual growth of the company increases the demands in this department and the selected position of Marketing Manager.

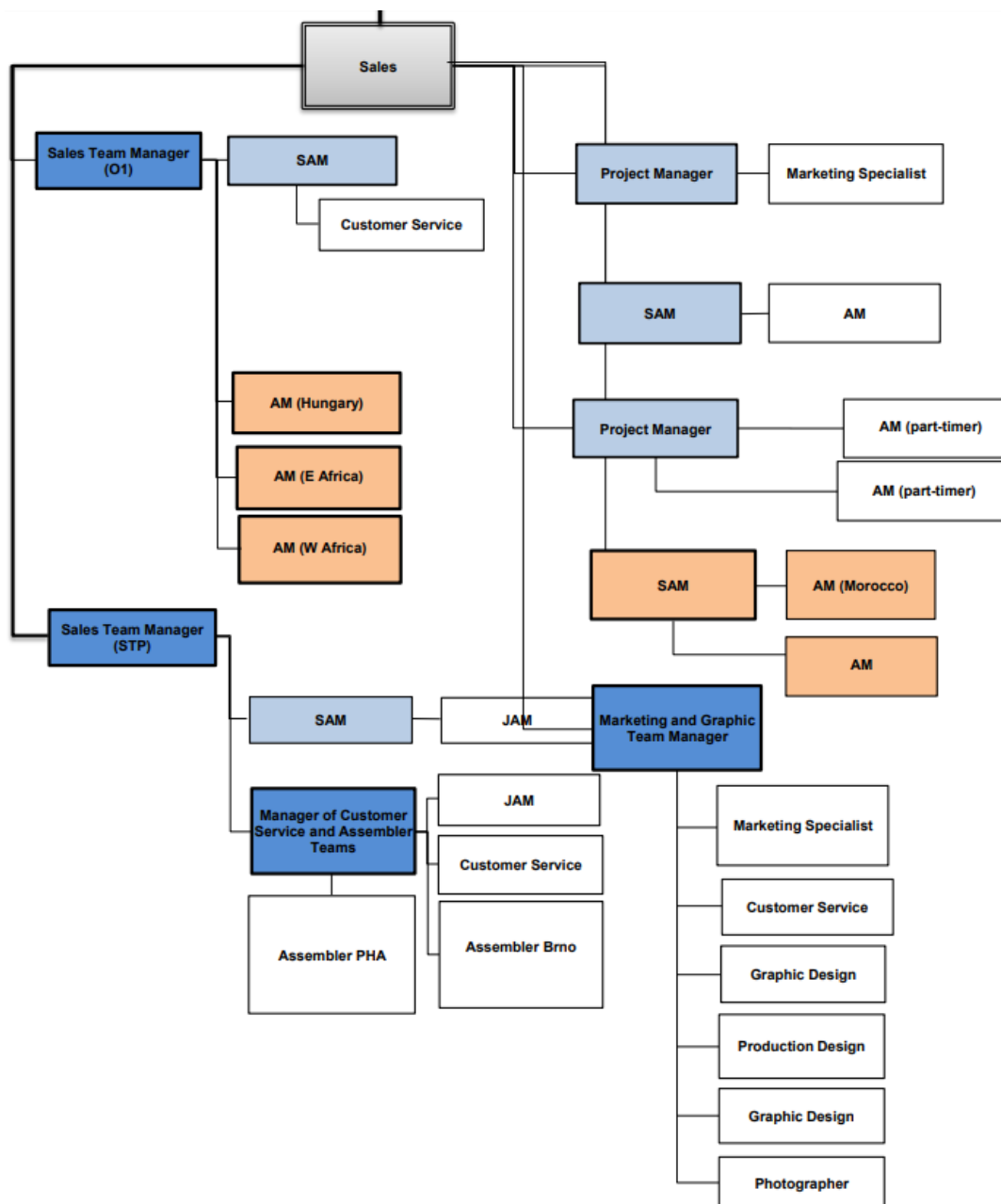
**Figure 5: Organizational structure of the company**



Source: Organizational structure of the company

I chose Marketing and Graphic manager for job analysis and subsequent creation of a competency model. I chose this position for this bachelor thesis because it is interesting because it is a difficult position focused mainly on marketing and graphics. The manager's position includes at least two positions, and therefore, he needs to work effectively, focusing on competencies that guarantee maximum performance.

**Figure 6: Organizational structure of the sales department**



Source: Organizational structure of the sales department

I focused specifically on the Marketing Manager, who has six subordinates.

This selected position is in charge of the entire marketing department. It is in charge of the Marketing Strategy and then the implementation of the Marketing Strategy as the creation of advertising and promotional materials. The main goal of this department is to fulfill the company's business and marketing vision

As this is a relatively difficult activity, considerable demands are placed on the head of the department. And not only in terms of expertise but also in skills and personal qualities.

In the next part of this work, I will analyze the job of the head of controlling, compile a job description and find out the requirements that are placed on the employee. Following this description, I will create a competency model through an interview with the job holder.

## **5.2 Managerial competencies in the company**

The impulse for researching competencies in the selected company is the company's constant growth. Of course, the company's growth is positive news, but it is associated with a more significant burden and greater demands on employees. Over time, this will also involve recruiting new employees and thus a possible proposal for this competency model.

To research the current competent marketing manager, I chose the method of interviewing the owner of the company and the head of the personnel department. This interview was important, especially since the examined competency model was relevant to the contextual position of the selected manager. It was directly tailored and, at the same time, in line with the goals and vision of the company. To find out the company's current state, I dealt with the following topics.

Talent acquisition - competencies are used during job interviews to select a suitable candidate who fits into the company's culture or has the prerequisites for rapid growth in the required competencies.

Career development - used to evaluate employee strengths and areas needed for development. There is self-evaluation and evaluation by superiors; they are also used to



identify a suitable position for employees and suitability for a managerial position. Competencies such as good communication, flexibility, appetite for risk, the ability to withstand stress, and self-reflect play a significant role in recruiting employees as managers.

Training - competencies are used as a guide for training programs and convey the good work experience to help improve the work capacity of employees. Currently, the company offers several options and access to education:

Soft skills - an external trainer regularly comes to the company and develops the company's employees in presentation skills, managerial skills, communication skills, and business skills. As another accrual education, the company also provides language training, an essential part of a global company, such as English, German, and Spanish. Specifically for the position of Marketing Manager, who regularly graduates from various conferences and seminars related mainly to developing marketing and business skills.

Based on this corner, a competency questionnaire was created where necessary competency skills were selected, which are difficult for his position as a marketing manager. Competences were compiled in soft skills and hard skills and were evaluated by his superiors, colleagues, and subordinates.

### **5.2.1 Manager according to the National System of Occupations**

In the next chapter, I will increase employees' competencies in the field of human resources management according to the National System of Occupations.

According to the National system of professions marketing manager *"Manages the company's marketing activities. Manages, coordinates, and participates in marketing research, product and market planning, pricing, distribution policy, sales promotion, and customer service planning"* (National Occupational System, 2017). In terms of work, these are, for example, the management of the marketing department, preparation, and coordination of marketing strategies, then the creation of marketing mix, evaluation of marketing activities, sales and market analysis, including regular monitoring, search and evaluation of market opportunities, communication with the media, distribution of press releases and public relations, deciding on the appearance and content of promotional materials, ensuring effective distribution of marketing materials, compiling

and evaluating SWOT analysis, obtaining information on market potential, competition, customer requirements, and marketing research management products, representing the organization at trade fairs, exhibitions, business negotiations partners, key customers and other entities and communication with other departments of the organization and coordination of marketing activities across the organization.

o concerns training, so the most suitable according to the National System of Occupations is a master's degree program in economics and management, but it may also be suitable Bachelor's degree in economics and management. Furthermore, the representative should know about marketing and representing the organization's interest in negotiations with a business partner. These skills are then linked mainly to the following soft competencies: The National System of Occupations also remembers which diseases limit the performance of this position and including mental disorders, behavioral disorders, and serious psychosomatic diseases.

The requirements for a marketing manager in this company are more complex and include activities with graphics knowledge. Specifically, a graphic web designer does activities such as "Identifying detailed customer requirements for a web presence. Creation of graphic website designs for various devices (mobile, tablet, computer, television, etc.). Application of typographic principles and principles of graphic design to the website environment. Analysis and evaluation of the graphic design of the website." (National Occupational System, 2017)

Expertise requires the Development of graphic design of the website, analysis, and evaluation of the website and its graphic design, Orientation in graphic design, and typography in web presentation design.

Computer skills and language skills in Czech I in English are suitable for General Skills. Soft Skills mentions competence for creativity, independence, problem-solving, and work organization.

### 5.3 Competence model of the Marketing Manager

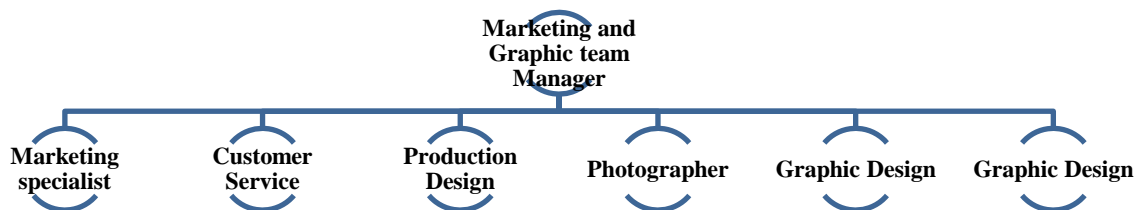
In this practical part of my bachelor's thesis, I will focus on creating a competency model for the Marketing Manager in the already mentioned company I have chosen.

#### 5.3.1 Preparatory phase

As I have already stated in the theoretical part of my work, the goal of the preparatory phase is identify key job positions, obtain information about goals, critical factors success and strategic intentions of the organization and understanding the organizational structure (Kubeš, Spillerová, Kurnický, 2004)

A key position in the company will be represented by the Marketing Manager, who plays a significant role in a company focused on marketing activities and has some knowledge in the field. However, he also leads and manages his team, consisting of six members and works with top management as we can see in a more detailed organizational structure.

**Figure 7: Organizational structure of the marketing department**



Source: Organizational structure of the company

Regarding the organization's goal, the aim is to be a reliable, preferred, and respected partner in trade marketing, maintenance, and services. Its mission is a comprehensive international network of branches to be as close to customers as possible. We meaningfully connect all activities so that they bring maximum benefit to customers. They are a socially responsible company that cares about the quality and safety of our products and services. They support exceptional people who can deal with the day-to-day challenges coming from the global market. It, therefore, aims to employ a motivated team of personalities who are successful in their work.

As for the chosen approach in creating the competency model, I chose a tailor-made approach. I will create a specific competence model directly for the Marketing Manager in the company. I will be based on the division of competencies into:

- **Managerial competencies** - ensure the fulfillment of goals following the company's goals
- and create a favorable environment in a team of co-workers.
- **Interpersonal competencies** are essential in every work with people because
- they are necessary for effective communication and building positive relationships between
- people.
- **Technical competencies** are made up of specific knowledge and skills
- that an individual needs to perform a particular function. (Kubeš,
- Spillerová, Kurnický, 2004).

### **5.3.2 Phases of data acquisition**

The available information about the job or role is complemented at this stage. Let me remind you that the primary sources and techniques in obtaining data include:

- Interview with the owner and head of the personnel department
- Questionnaires
- Analysis of job function

To create the competency model, I chose the techniques used in job analysis and based on the job description, the company's internal materials and organizational structure, strategic objectives, and the catalog of National Occupational Systems.

After studying the internal materials, I identified vital competencies common to all managers in the company. This includes good communication, flexibility, resistance to stress, active approach to education.

Emphasis is placed on high emotional intelligence, communication, presentation and organizational skills, independence, reliability, ability to work in a team, flexibility and especially innovation and activity.

The manager is accountable to the top sales director, who currently holds this position as the company's owner and CEO.

The marketing and graphic manager is in charge of the marketing strategy and then the implementation of the marketing strategy such as creating advertising and promotional materials of the company such as catalogs, websites, various campaigns through which they obtain inquiries from new or existing customers. And then there is the second part for which the manager is responsible and in charge and that is the form of e-commerce.

Work activities:

- Management of the marketing department.
- Preparation and coordination of marketing strategies.
- Creation of a marketing mix (product, price, distribution, promotion).
- Evaluating the effectiveness of marketing activities.
- Sales and market analysis, including regular monitoring.
- Searching for and evaluating market opportunities.
- Communication with the media, distribution of press releases, public relations.
- Deciding on the appearance and content of promotional materials.
- Ensuring effective distribution of marketing materials.
- Compilation and evaluation of SWOT analysis.
- Obtaining information about market potential, competition, customer requirements and products.
- Management of marketing surveys.

- They are representing the organization at trade fairs, exhibitions, negotiations with business partners, key customers and other entities.
- Communication with other departments of the organization and coordination of marketing activities across the organization

O concerns qualification requirements, so these are high school or higher education. In addition, knowledge of Marketing Strategy, Digital Marketing, E-Commerce, Copywriting is expected for professional prerequisites.

### **5.3.3 Analysis and identification of information**

In this phase, I will analyze the information I obtained in the previous phase. However, first, I must create a list of individual behaviors characteristic of the job position and use the information to identify those activities that contribute to high performance. And then, only the information that can be a source of subsequent creation and description of competencies will get to the next phase.

Which five competencies are used for high performance

After studying the company's internal materials, I identified the following key competencies:

**Flexibility** is essential in setting priorities and being able to switch and adapt to the changes that come daily. For example, to be able to work both in the office environment and from home and at the same time travel for work.

Behavioral manifestations - must teach daily priorities that must align with the business and then the marketing vision.

### **Planning and organizing**

Behavior- the manager, must be able to plan and then organize the work according to the company's planned business goals or long-term strategy. In addition, he must be able to prioritize daily activities.

### **Communication skills**

Passing on information, listening to others, convincing them, obtaining them for the organization's goals, and creating rules for internal and external communication in the organization are the basis of successful management. Communication in a team and leading people is essential for managers. It often can lead to performance and motivation in the whole team, leading to high results and, conversely, low ones. That is why sufficient emphasis must be placed on this competence, and that is why they also have communication skills courses in the company.

**Behaviors:** Provide employees with sufficient information daily to enable employees to make decisions, to know what is expected of them, and know how they can help improve their work. They are overcoming barriers that prevent his co-workers from communicating openly with him, listening, showing interest in others, and encouraging them.

Communication on the outside of the organization, including presentations decision-making, which is important for this position, and sometimes the manager is responsible for the decision for his entire department and sometimes for the entire company.

### **Behavior:**

- it is necessary to determine what the problem is and what the solution should be
- it is necessary to find out when, where and why the problem arose or arises
- processing several options for solving the problem the most appropriate solution to the problem is selected
- after applying the solution to the problem, its effectiveness is evaluated

**Teamwork** - this competency can have common features, such as planning and organizational competence, and at the same time, must-have elements in common with empathy, but I still decided to give it as a separate competence because it is really important for any leader who is responsible for any team.

- He must be able to divide the tasks correctly
- Being able to create a team based on a clear goal and define what people it needs in the team accordingly
- Join the team and be a support

Since I was based on Tyron's division of competencies, I will classify the identified behavior into these three categories:

**Managerial competencies** - ensure the fulfillment of the goal in accordance with the goals of the company and the creation of a favorable environment in the team of the co-worker. In this category, I included the company's employee's behavior in decision-making, especially in organizing.

**Interpersonal competencies** are essential in any work with people because they are essential for effective communication and building positive relationships between people. These are the activities that the employee needs in his daily activities to fulfill the organization's goals and effectively fulfill his work tasks.

**Technical competencies** are made up of the specific knowledge and skills that an individual needs to be able to perform a particular function. They relate directly to the practice of the particular field and thus differentiate experts from each other. In this category, I have included competencies that relate to marketing, graphics, and other technical competencies associated with this position.

Part of this phase is appropriate to verify the acquired competencies in a broader sample of respondents, but I did not implement this step concerning the scope of this work. So I can proceed straight to the next phase, which is the description and creation of competencies and competency model.

#### **5.3.4 Creating a competency model for the Marketing Manager**

In the previous phase, I analyzed all the available information I had about the job. At this stage, I will move on to the goal of my work, namely to create a competency model for this job position. I grouped competencies into several competency topics, and for each competency I listed the behavior that characterizes it. I based on the available literature, the catalog of the National System of Occupations, internal materials, organizational structure and goals of the agency. The competency model is a certain



way in which competencies are organized. The resulting competency model will first include key competencies that are common to the entire company. The table shows the name of the competence, its characteristics and behaviors that specify the competence.

**Figure 8: Competence model - key competencies**

Key competencies	
Stress resistance	Especially for a manager where mental work is connected to this work, it is important that they are able to manage any stress associated with, for example, the responsibilities they have.
Flexibility	The worker can adapt and accept change. He can react to the unforeseen situations and improvise and change the course of action work.
Communication skills	The employee can present ideas in writing and verbally at a very good level and present in front of others. He can actively listen to others and requires feedback. They can communicate criticism and negative information in such a way as to avoid conflicts.
Managerial competencies	
Problem solving	Manager can identify the issue, come up with solutions, implement them, and evaluate their effectiveness.
Planning and organizing	The employee can plan according to the situation, either in the short term or long term, and plan resources and time. Can distinguish between urgent and important tasks. He organizes both his activities and the activities of others.
Leadership	The manager can increase the entire team's productivity in the right way, increase sales performance, and build trust in the team and effectively implement strategic goals.
Interpersonal competences	
Empathy	The manager is able to understand the emotions of other people in the team. He can empathize with the motivation of others, including compliance with social rules.
Independence	The manager can develop his initiative, work focused and persistent on a task, and is able to internal discipline.
Technical competences	
Digital marketing	The manager understands high-level digital marketing. He can constantly educate and develop this competence. He can implement new and innovative ideas into his growth strategy. He can use strong analytical skills to calculate the customer experience on several channels.
Knowledge of overall creation of marketing strategy	The manager can lead the marketing department and prepare and coordinate the marketing strategy. In addition, he can evaluate the effectiveness of marketing activities and, at the same time, analyze and monitor sales.
Knowledge in the field of management	The manager is in charge of managing and operating time projects. Coordinates the process work on project activities by the schedule.
Language proficiency in Czech	The manager is able to communicate, write and create marketing content in the Czech language at a high level.
Language proficiency in English	The manager is able to communicate with customers or colleagues from the company in English at a high level. He is also able to create marketing content in English.

Source: Author

### 5.3.5 Verification of the competency model

Now that we have created a draft competency model, it is necessary to verify its validity. I verified by the questionnaire method. The questionnaire is attached to this work. Respondents were the marketing manager, the business owner, the senior account manager, the project manager, and two other subordinates. Using a questionnaire in which the individual manifestations of the behavior of all the above competencies were characterized, I found out how vital the competencies are from the point of view of the job holder himself, his superiors, and subordinates.

The questionnaire contained the names of all identified competencies, their descriptions, and individual behaviors. Respondents were to assign to each competency their "degree of significance (importance)" concerning the project manager's work. We have expressed this importance on a scale from 0 to 4. The designation of competence 0 means that the employee does not need this competence at all. If an employee assigns level 1 to competence, he/she rarely needs competence. By assigning 2, the worker indicates that he/she uses the competency quite often. Such competence means standard employee behavior. If he assigns level 3 to the competence, he means that the project manager definitely needs the competence and uses it typically to perform his tasks. Finally, assigning a value of 4 indicates competence as the most important, i.e., key. Thanks to this competence, the employee significantly influences his performance and the team's result.

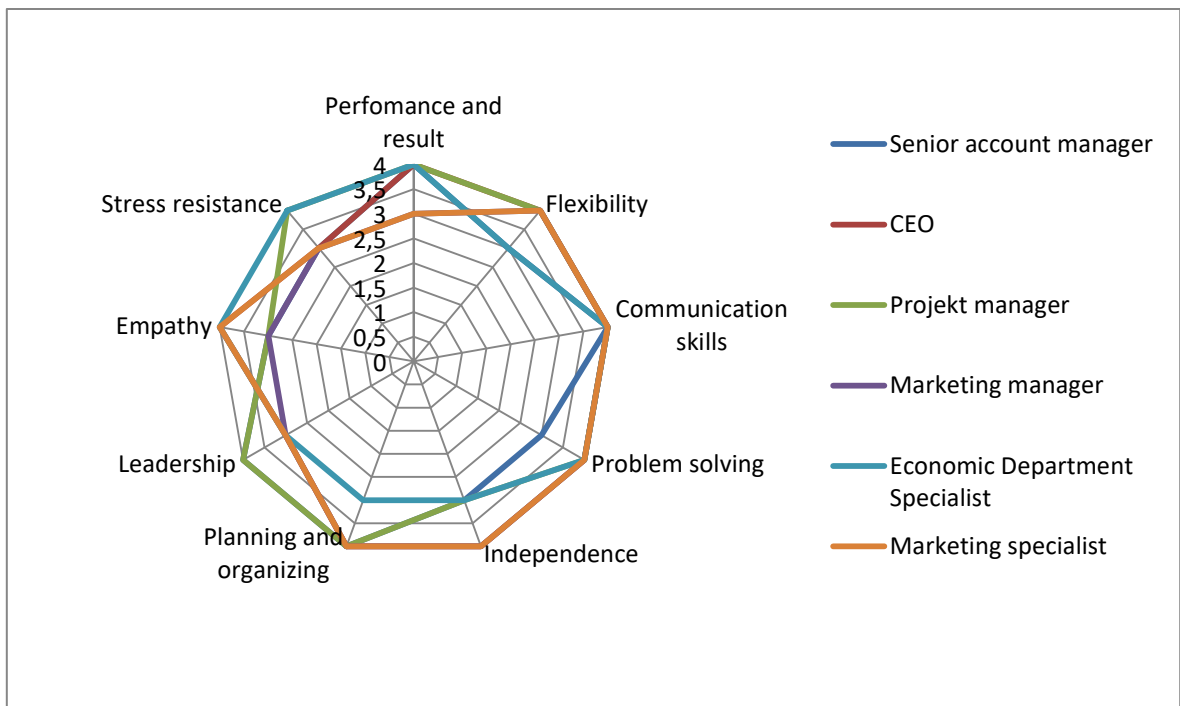
**Figure 9: Competence importance rating scale**

Degree of importance	How important is competence?
0	Does not need competence at all for his work (it is not important).
1	Rarely needs competence (not very important).
2	Needs competence very often (standard).
3	Uses competence daily at work (very important).
4	Competence is key (strategically important).

Source: (author)

The questionnaire for the verification of identified competencies also includes additional information for the evaluator, and if there is another important competence for the position of Marketing Manager, the evaluator could state the name of the competence in the questionnaire. We processed the results of the questionnaires with a statistical average and expressed them graphically. We first present the result of verification of competencies, key competencies, managerial competencies and interpersonal competencies and then separately technical competencies.

**Figure 10: Determining the level of importance of the organization's competence for Marketing manager**

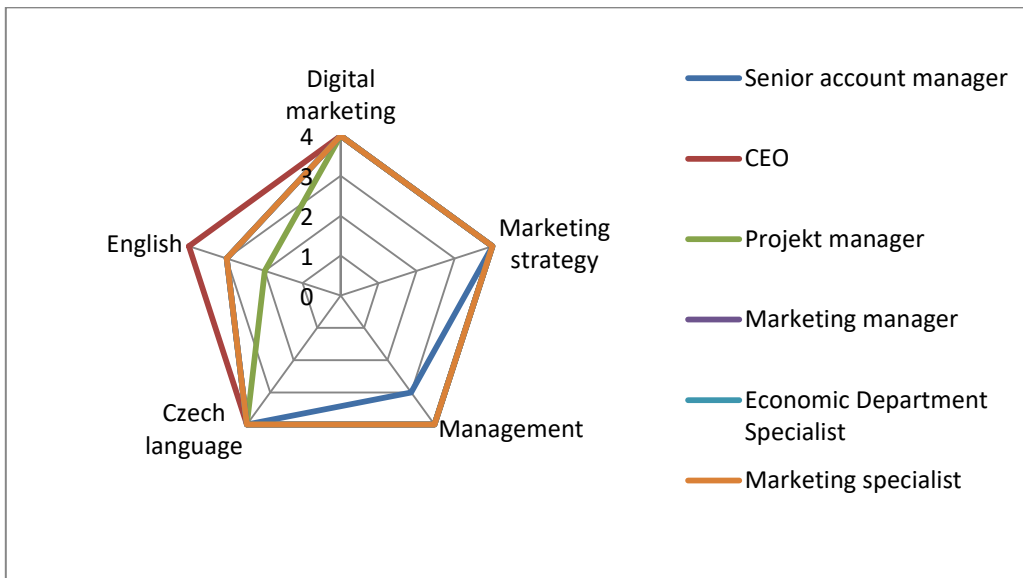


Source: internal information from the company

This graph shows the importance that individual evaluators attach to the defined copies of the organization from the perspective of the position of Marketing Manager. The graph shows that even though not all of them agreed on the same values, the values of no competence did not decrease to the value of 3, so they give importance to these competencies. They assigned the most significant value to competence, Communication skills, Performance, and result; simultaneously, they considered Planning and organizing necessary and Flexibility. Employees are aware that clear and open communication is essential for the work of Marketing and the Graphic Manager, to

adapt to constant changes, and to respond to both changes in management and changes arising from their team. Then the employees realize that the planned work must be well organized and must be seen and thus be rewarded, which can be reflected later on in the entire team's motivation.

**Figure 11: Determining the level of importance of the organization's competence**



Source: internal information from the company

This chart shows the technical competencies of the Marketing Manager. At first glance, we can see that they give marketing competencies the most crucial advantage. All competency values, in turn, range from 4 to 3, except for the language proficiency competence in English, which the co-workers do not consider necessary. On the contrary, from competence in the Czech language, all respondents agreed on the need for the highest competence.

Another important fact that emerged from the survey results was that all evaluators agreed in the verification of competencies that all identified competencies are essential for the position of Marketing Manager and that they do not know other competencies that would significantly contribute to improving performance.

## 5.4 Measuring the level of competencies

The previous chapter verified whether the function is a competency model. Then another person will follow, namely the measurement of current competencies and the development of competencies that the marketing manager needs for his work. In the next step, we will measure the extent to which his competencies are developed.

We have details on the workplace, including the requirements imposed on employees. We have put together a competency model that contains a list of skills and specific traits and behaviors. It is possible, to begin with, self-evaluation of the manager. I will utilize it to evaluate the collected competence model, which will give us a fundamental framework for assessing the real state of competencies of the employees being evaluated. This evaluation will be used to find the right training program for project managers.

We collected data for determining the level of individual competencies using the questionnaire method. The questionnaire will be appendix No.1 of the thesis. We based on the competency model when creating the questionnaire, while the questionnaire includes only competencies. I evaluated the employee's competencies using a scale from 1 to 10. For a wider scale, I decided that the evaluators have more choice and can evaluate more accurately and concretely.

A total of six people participated in the evaluation. The composition of the assessors was composed in the same way as the assessments regarding the importance of the competencies. This means the owner (his superior), his two colleagues, two subordinates, and the last was the Marketing Manager, who evaluated himself.

The evaluation results came out, and it is clear that he has a high evaluation, for example, of Technical competencies focused on Marketing or, for example, competence in Czech. However, the biggest problem Marketing Manager has in **"Effective communication," "Stress resistance," and "Knowledge of the field of management"** the final average the rating was seven, which was the lowest average

value recorded in the questionnaire. Then, for example, "**Planning and organizing**" and "**Flexibility**" are one critical competencies and competencies in the English language, which employees often do not place such emphasis on, for example, due to time reasons, but according to the owner, is very important. After comparing the required and actual competencies, I found that these competencies are insufficiently developed concerning the requirements for this position and the general requirements of the company. On the other hand, the questionnaire showed that competencies such as "Performance and result" and "Problem-solving" ranked high at number nine. With this finding, I realize that these insufficient competencies are a comprehensive concept, for example, in Communication Skills. Therefore, it will be necessary to specify them even more profound and identify a specific problem through an interview with a manager that can be developed.

## **6 EDUCATION DEVELOPMENT PROPOSAL**

Another goal of this work is to design a training plan using a competency model. The educational and development activities that I propose will be directly related to the work of the Marketing Manager. They will respond to the current needs of the organization and project managers.

The goal of the Marketing Manager will be to strengthen competencies that would be at the lowest level or were insufficient for this position. These educational activities that I have chosen will focus on developing communication skills, stress resistance, knowledge of the field of management, and other essential competencies such as planning and organizing.

The training will follow the requirements of the marketing manager along with the current requirements and vision of the company. I designed the training plan according to the principles of a holistic approach. I distinguish the proposed educational and development activities according to (Koubek 2008), namely those that take place during the work (on the job) and those that take place outside the work (off the job)

### **1. On-the-job training**

#### **Mentoring**

Mentoring is a modern approach to education in companies in this case it will be a systematic mentoring. However, it is more of a long-term process, where a more experienced mentor (employee) educates and passes on experience to a younger or less experienced manager. In this case, the mentor will be the sales director, superior to the marketing manager. The manager always has the opportunity to discuss and consult either with a superior or with more experienced employees, for example, with another department, and share knowledge. Mentoring will take place only if necessary and the manager shows interest in it, or if the sales director himself or one of the more experienced managers will offer him mentoring. The price will depend on the number of hours spent mentoring and the hourly rate of each mentor's salary.



## **Briefing**

informal meetings of team members before a particular event begins or regularly every week. Its purpose is to motivate employees, release stress, raise team spirit and morale and pass on information and knowledge. Briefing is currently common in this company and therefore there will be no additional costs for the company. It should take place at least once a week in the beginning so that the team has a clear goal and a vision of what the priorities for the following week are.

## **2. Off-job**

## **training**

Development in the field of communication competencies and managerial competencies with a focus on people management and management and stress resistance.

The Marketing Manager will be responsible for this development of competencies within the workshop and seminar (Lecture).

The aim will be to increase the overall level of managerial and interpersonal competencies and especially those that are part of the company's key competencies. I did not involve technical competencies in development for reasons, the values of competencies in technical competencies were high.

## **Communication competence**

Therefore, the first competency I will deal with is communication skills, which I selected based on an interview with the manager about his specific shortcomings regarding communication skills. The course will be divided into five blocks. The first will be Basics of Nonverbal and Verbal Communication. The following Skills of Assertive Behavior will follow, Effective Communication in Tense Situations Communication and Conflict Resolution, and it will end with Self-Knowledge.

What training should bring:

It should be focused on a practical use for self-confidence in non-verbal and verbal communication. Recognize the typology of manipulators and use anti-manipulative strategies. It is solving tense situations and diagnosing passive or aggressive behavioral

signals.

Location: Prague

Duration: This course will be within three days from morning to evening. It will be provided by an external company. The training will take place in the training facilities of the organization.

Expected costs: Estimated amount is 15 800 CZK (without VAT) the price includes the price per course: 9 990 CZK (without VAT) plus estimated the price for accommodation, travel and food allowance.

### **Stress resistance**

Stress management is specially designed for managers who want to be able to vest, motivate and develop others.

The training program is stress and its creation acting on the body, automatic defense mechanism. The bus also includes breathing and physical exercises focused on stressful situations and working with one's own mind.

Location: Prague

Estimated price: 5 200 CZK (without VAT) the price includes the price per course: 3200 CZK (without VAT) plus estimated price for accommodation, travel and food allowance.

### **Organizing and planning**

Training called Digital Leadership is designed as a development program for managers and leaders, for the effective use of planning in digitization, which is adapted to new trends and digital trends that simplify the work of both individuals and teamwork.

Place: Brno

Duration: the course lasts 19 weeks.

Estimated price: 19 990 CZK (without VAT) the price includes only the price of the course. Accommodation is not included, due to the location and proximity of work place.

### **Knowledge of the field of management**

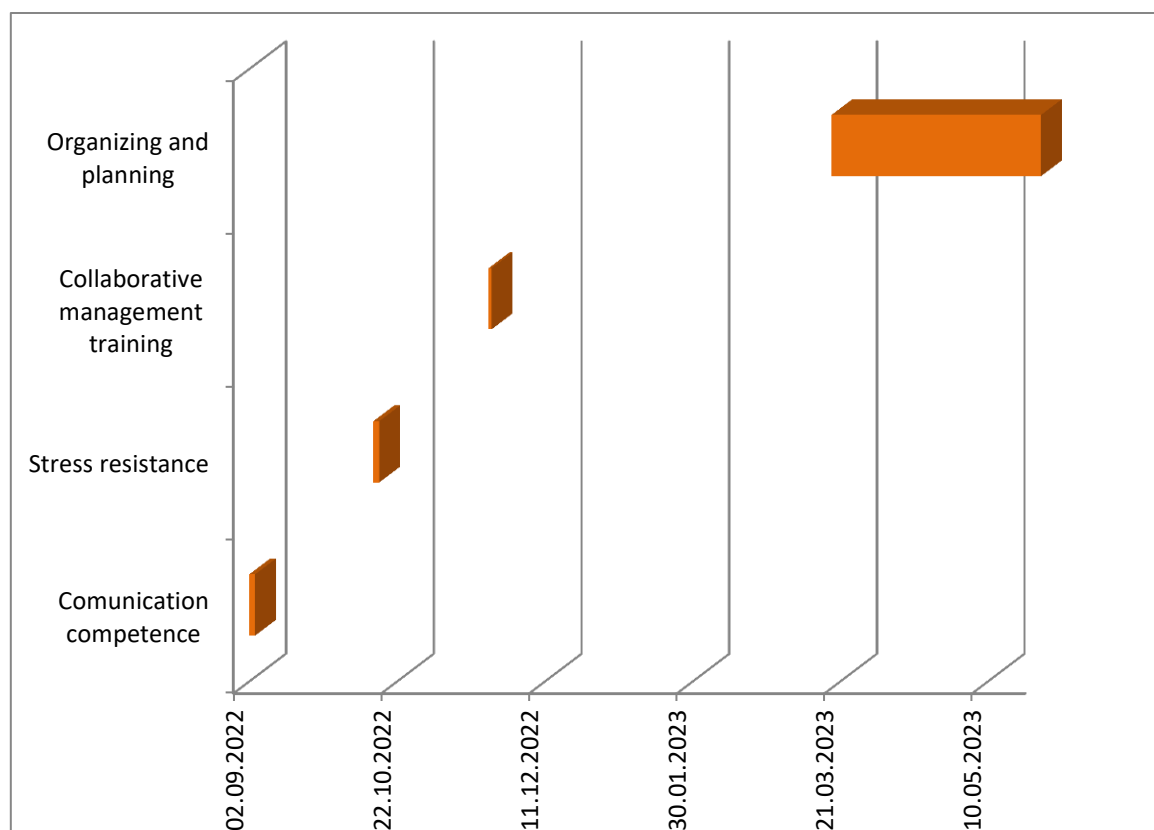
Collaborative management training is focused on leading the team to work independently and be responsible for their performance. It is also about learning constructive criticism and the complexity of the manager's work.

Place: Brno

Duration: one day

Estimated price: price for training 2 200 (CZK the price will not include accommodation location near the workplace)

**Figure 12: Schedule of training activities**



**Figure 13: Costs of training activities**

Communication competence	15 800,00 Kč
Stress resistance	5 200,00 Kč
Collaborative management training	2 200,00 Kč
Organizing and planning	19 900,00 Kč
	43 100,00 Kč

## CONCLUSION

The aim of this work was a proposal for a personal plan for the manager for the position of Marketing Manager in a private organization. To achieve this goal, I chose to create a functional competency model and identify the level of competencies needed to achieve high performance. Subsequently, to measure the current competencies and design a training plan that will ensure the further development of the employee's missing or insufficiently developed competencies.

I decided to address the topic of competencies and the competency model because they consider it a tool that can set critical requirements for the employee, which are defined by the scope of work and conditions in a particular organization. Another advantage of the competence model is that we can use it in the education and development of the employee, and at the same time, we can use the evaluation of the effectiveness of the educational activities that the employees undergo. At the same time, according to the competency model, it is possible to apply, for example, the selection of new employees in the personnel department, before evaluating their training until further education.

In order to compile the competency model, it was essential to find out which competencies lead to the successful performance of the employee's tasks. Therefore, we carried out determined the critical competencies for a given position using job analysis. During the interview with the organization's top manager, the organization's competencies were defined, which apply to all employees of the organization.

These competencies are Performance and Result, Flexibility, and Communication Skills. The remaining competencies are Planning and organizing, Problem-solving, Leadership, Independence, Stress resistance, Empathy, language proficiency in Czech, Language proficiency in English, Knowledge of marketing strategy, Digital marketing, and Knowledge management. These competencies are directly related to the high results and management of the marketing department.

Based on the compiled list of the most critical competencies, I created a competency model, which is divided into managerial, interpersonal, and technical competencies.

When creating, I mainly took into account the organization's specific characteristics, such as vision, strategy and goals, structure and culture, and requirements arising from the job position. Furthermore, it was necessary to verify the compiled competencies, whether it contains competencies that are important for achieving high performance of the employee in the given position. We chose the questionnaire method to determine the "significance" of individual competencies and their behavior. Using a four-point scale, the evaluators assigned "importance" to each competency. The Communication skills, performance, and result competencies were awarded the most. Then, in other positions, such as Planning and Organizing, it is clear that the manager must be able to use this competence daily.

Then, to be able to design a development plan, I had to measure the current competencies of the manager. The evaluation tool used a questionnaire, which contained an already created competency model with a scale from 1 to 10. The results then acted as a basis for creating a training proposal for the manager. Finally, I designed educational activities to develop managerial and interpersonal competencies. I did not include technical competencies in the proposal because employees evaluated these competencies with high points and the manager regularly participates in marketing courses in the company, for example.

The compiled competency model will serve as a criterion for setting up the training and development of the marketing manager. In addition, this worker will be able to use this model to identify their training needs and design their development.

The full proposal of the development plan for the chosen Marketing manager is estimated at CZK 43,100.00 excluding VAT.

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# LIST OF ANNEXES

Annex no. 1

## Questionnaire

Figure : Competence importance rating scale

Degree of importance	How important is competence?
0	Does not need competence at all for his work (it is not important).
1	Rarely needs competence (not very important).
2	Needs competence very often (standard).
3	Uses competence daily at work (very important).
4	Competence is key (strategically important).

Source: (author)

Hello,

please fill in the following questionnaire. It is an assignment of "importance" to individual competencies. Each competency includes a name. Assign numbers from 0 to 4 for each competency depending on how important you think the context is with the fulfillment of the tasks of the project manager.

---

Soft competencies

2. Flexibility \*

0    1    2    3    4

---

3. Planning and organizing \*

0 1 2 3 4

---

4. Communication skills \*

0 1 2 3 4

---

5. Problem solving \*

0 1 2 3 4

---

6. Independence \*

0 1 2 3 4

---

7. Stress resistance \*

0 1 2 3 4

---

8. Empathy \*

0 1 2 3 4

---

9. Performance and result \*

0 1 2 3 4

---

10. Leadership \*

0 1 2 3 4

---

## Hard skills

11. Language proficiency in Czech \*

0 1 2 3 4

---

Language proficiency in English \*

0 1 2 3 4

---

13. Knowledge of the overall creation of marketing strategy \*

0 1 2 3 4

---

14. Digital marketing \*

0 1 2 3 4

---

15. Knowledge in the field of management (management of organizations, departments, projects)

0 1 2 3 4

---

Source: The questionnaire was created using the Google questionnaire and was translated by the author











Source: The questionnaire was created using the Google questionnaire and was translated by the author

