



Strategical
Individual
Competencies



Education and Culture

Leonardo da Vinci



STRATEGICAL INDIVIDUAL COMPETENCIES

The publication was arranged with the support of the European Community European Union Leonardo da Vinci Programme

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2007

ISBN

STRATEGICAL INDIVIDUAL COMPETENCIES

Catalogue of strategical individual competencies

Leonardo da Vinci pilot project

**THE DEVELOPMENT OF STRATEGICAL INDIVIDUAL COMPETENCIES IN THE CONTEXT EUROPEAN INTEGRATION
(LT/06/B/F/PP-171003)**

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1 INTRODUCTION

In today's world, the word "competency" is widely used in human resource management. Individual's work results and finally business success depend on his/her knowledge and skills i.e. competency. Contemporary business world changes very rapidly, therefore, it is essential to be oriented not only towards present day requirements for individual competency but one also should foresee what competencies would determine success in the future. Perhaps there is not a single individual who has all possible competencies. Therefore, first of all business success is determined not by abundance of competencies but by having special (crucial) competencies. Secondly, it is important to be able to identify the need of development of strategical individual competencies and finally, to develop strategical individual competencies assuring successful integration into business in long-time perspective.

The catalogue of strategical individual competencies is the first part of methodology of the development of strategical individual competencies out of three.

This catalogue presents strategical individual competencies that describe individual skills in the spheres of leadership, strategic thinking, purposefulness and cooperation. Strategic significance of the presented competencies is grounded on generalizing business processes and presenting empirical results.

In the first part of the catalogue, the main constituents of the catalogue and descriptions of separate competencies are presented.

In the second part the empirical study about strategical individual competencies that took place in 8 European countries (Austria, Bulgaria, Greece, Ireland, Lithuania, Portugal, Spain and Germany) is presented. Results show competencies that are important and used by the innovative managers.

The catalogue of strategical individual competencies has not only cognitive but also practical applicability. In accordance with strategical individual competencies described in this catalogue, the second and the third parts of the methodology are prepared, which present the assessment and training of strategical individual competencies. Practical application of the methodology assures constant purposeful development of strategical individual competencies in the business enterprises and makes real assumptions to improve the quality of studies in accordance with the needs of the market.

One can get acquainted with the assessment and development methodologies of the strategical individual competencies on the website <http://www.sicdevelopment.org> of Leonardo da Vinci pilot project "The Development of Strategical Individual Competencies in the Context of European Integration" (LT/06/B/F/PP-



171003) and contact KTU, Faculty of Economics and Management, Laisvės ave. 55, room 501 Kaunas, for a CD.

The publication is for business people, students and everybody interested in actual business issues.

2 The Catalog of Strategical Individual Competencies

2.1. The main Groups of Strategical Individual Competencies

A competency can be defined as the entirety of knowledge, abilities, skills and attitudes, which are necessary for an individual to work effectively in particular working environment.

This can be:

- Professional competency;
- Social competency;
- Conceptual competency

Professional competency – is the competency of special knowledge and skills of labour activity, knowledge of processes and technologies, market and competitors or production and services.

Social competency can be defined as the ability to communicate and work with people; these are the individual's features and the ability to adapt in social environment.

Conceptual competency encompasses systematic thinking, ability to model situations using the wide spectrum of knowledge and experience and clear understanding of the following processes.

Professional competency in the long-term perspective is very dynamic due to fast changing technologies, but on the other hand, it can be easily defined and acquired quickly. Particularity of the professional competency is determined by the individual's functional labour activity, whereas social and conceptual competencies are general competencies that are necessary for an individual despite his position in the company. As a rule, namely these competencies become strategically significant in the business world, especially while talking about managers, which enable the organization to acquire advantage due to the human factor.

Therefore strategical individual competencies are defined as entirety of knowledge, abilities, skills and means of operation, which are necessary for an individual in the long-term perspective.

Currently, business management paradigm change is observed, which is necessary to be taken into consideration while determining strategical individual competencies. Picture 1 presents the comparison of traditional and contemporary approaches.

Traditional approach

Manage

Tell, manage

Looking back

Orientation to the past events and their extrapolation

Risk avoidance

Safety, reticence, fear of mistakes and failure

Information management

Collecting, storing, processing and distributing information

Hierarchical organisation

Status, formality, stability

Delegate

Set and check tasks

Control

External control of the process and results

Individual

Individual work

Studying oriented towards the present needs

Fulfil imposed requirements

Contemporary approach

Lead

Lead, influence

Looking forward

(foreseeing the future (Seeing))

Risk management *Openness, search for*

challenges, acquire innovations

Knowledge management

Acquire, create and disseminate knowledge

Flatter organisation

Immediacy, flexibility

Empower

Provide activity freedom and responsibility

Self-control

Internal control of the process and results

Team

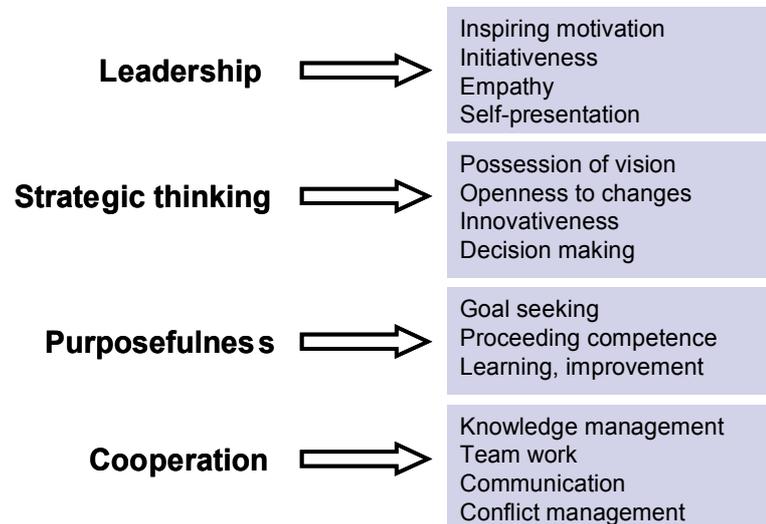
Synergy and self expression of an individual in team work

Studying oriented towards the future needs

Know more than the present situation requires

Picture 1 Business management paradigm change

Four strategically important groups of competences were structured on the basis of this paradigm. Picture 2 shows the structure of strategical individual competencies. These competencies draw the milestones for the development of individual competencies linking them to the usage of career opportunities as though these competencies are important to the individuals of all levels; they are most significant to managers.



Picture 2. The structure of strategical individual competencies

These groups of strategical individual competences are further described in more detail.

2.1.1 Leadership

At present it is more often admitted that the conditions will be more complicated in the future, enterprises and organizations will need leaders having not only traditional business administration skills. Traditional managerial responsibility to stabilize company's position and to maintain constant balance is changed into the necessity of managers to initiate changes, encourage innovations and novelties. It is not enough to have personal or business intuition for a successful business practice development. In practice, such kind of leadership would mean not only successful implementation of management functions but also the ability to find measures that would allow the employees to disclose their abilities encouraging taking responsibility. Manager should encourage and support employees, raise their understanding of value, notice achievements, act positively when an employee makes a mistake, hear their troubles and problems and help to solve them. Furthermore, they should be open to innovations, be able to make unpopular decisions, act under uncertain and constantly changing conditions, and remain strong and self-confident.

Actually, a manager accomplishes the function that ensures normal operation of an organization, whereas leaders raise and implement inspiring vision of changes. Leadership – is the art to make others want to do what you want to achieve. One of the key words in this definition of leadership is the word **want**. People can be forced to do what you want, but it is not leadership. While offering a reward managers often encourage people to do what they want. This determines obedience, but there is a key difference between agreement, obedience and devotion. The leader is able to make others want to do what he wants; he is also able to

obtain people's devotion. People who just execute orders will probably have to be monitored; therefore, a great possibility exists that in a case of weaker control their efforts could fail as well. Whereas the followers who are devoted to work should not be monitored all the time in order to assure their devotion to work.

2.1.2 Strategic thinking

It is said that no matter how many tactical mistakes one makes, if the strategic decision is right, one will finally be the winner. However, at present day, while we start talking about strategical matters the questions comes up about the assumptions of this decision. Today we cannot make strategical decisions based on similar events in the past. The rule that what made influence in the past will make it in the future is not valid any more. In the present day, dynamic environment is at the minimum risky to make decisions based on the past events.

Dynamism and unpredictability of the environment determine the change of business management paradigm and the need for the competencies' constituents of strategical thinking.

These conceptual individual abilities allow formulating the development vision taking into account the tendencies of environment development, make right decisions in uncertain conditions. Strategical thinking means constantly asking myself whether what I am doing, what decisions I am making today, will be useful in the long-term perspective. Unfortunately, usually there is no single answer. Therefore, Mintzberg tends to characterize strategical thinking more like „seeing“, than like “thinking”, where strategical thinking is realized as the process encompassing the synthesis of creativity, intuition and innovative thinking, it is the key to survival and business development in the dynamic environment, where complexity and indetermination are unavoidable.

Although it is not the complete dissociation from reality. It is the ability to perceive the environment holistically, interpret it using analytic intelligence and creativity, and be ready to make innovative decisions.

2.1.3 Purposefulness

Having clear vision does not guarantee success of an organization, a purposeful march towards the desirable destination is essential. This requires not only personal qualities such as determination and consistency but also conceptual competency that help to evaluate the process course in the tactical level, foresee the necessary changes, understand the reasons of deviations and eliminate them.

However, singleness and goal achievement should not become the blind move towards the desired goal. In the changing environment, it is essential to maintain the final goal, but also to react flexibly to the environment depending on the situation.

Reaching the goal is definitely connected with constant learning and development. Strategically it is very important as the positive attitude of the individual towards learning and development can determine not only the acquisition of knowledge and skills needed for a desired goal, but also acquisition of other relevant competencies.

2.1.4 Cooperation

The ability to cooperate and the skills to work in a team are the most common personal requirements. Cooperation seeking for common goals, giving mutual support, communicating effectively is crucial requirement of skills not only for managers but also for all employees of the organization. Though the process of cooperation may seem very simple, still many difficulties that prevent from effective information change are hidden there. Great variety of communication barriers that are connected with human communication aspects exists: climate of intercommunication, values and attitudes. Seeking to ensure effective cooperation, it is necessary to consider possible setbacks and try to eliminate them, as the non-effective communication can determine misunderstandings, destructive conflicts, dissatisfaction and low labour productivity. I.e. all the above-mentioned factors can influence subject and personal relationship a lot.

Most of innovative managers are characterized as perfect communication specialists. They are good at presenting their vision purposefully as a simple idea and attracting many supporters. But their exceptional success, as communication specialist, depends on the ability to create interrelationships and cherish informal communication seeking for mutually successful relationship. Communication skills can be defined as the ability to contract the psychological connection and communicate openly, listen actively and formulate ideas clearly in order to reach mutual understanding. The leaders who have this quality can set main emotional forces that form the attitudes and actions of individuals and groups. Empathy, ability to feel other person's emotions and needs, active interest in other person's problems are very important in creating intercommunication. Emphatic leaders provide emotional support and therefore help subordinates satisfy labour requirements. Emotional support is important in managing stress and negative emotions and developing the most important work-related feelings – courage, enthusiasm, boast of work.

Success in communication with people depends on the ability to empathize another person's point of view. Therefore, the best way to convince a person is to demonstrate empathy for his/her position and to see own idea through the eyes of another person: why would he like to collaborate with us? What arguments could ground my offer?

3 Description of Strategical Individual Competencies

Detailed descriptions of strategical individual competencies according to groups are presented further.

3.1. Leadership

3.1.1 Inspiring motivation

This competency means the manager's ability to demand the desirable result, persuade others in success, inspire and encourage others, present goals attractively. He is also able to get other's approval, rise interest, enable and encourage.

The ability to inspire others embraces the way in which the manager accomplishes objectives based on trust and enthusiasm. Self-reliance and trust in reaching the goal is one of the mental forces that managers have to learn to use. Firm belief usually makes great influence on others. Enthusiasm means that the leaders who are reaching the goal tend to sacrifice, accept risks, take care of wellbeing of followers, but not themselves. The manager who takes risks by his material position in the name of the status of organization, leadership position or membership makes the greatest impact.

Individual with this competency is able to:

- demand the desirable result
- encourage others to succeed
- inspire others, create the vision of possible achievements
- present goals attractively
- persuade others and get their approval
- raise interest in the idea and convince others to participate in realizing it
- enable others and provide freedom for actions

3.1.2 Initiativeness

This competency means that the manager is self-confident in searching and implementing new activities, setting ambitious goals to oneself and others, and is able to disseminate own ideas persistently and actively. It is not enough to have only a clear vision, goals and working goals. One of the essential assumptions for successful activity is individual's inner energy and dynamism that assure implementation of set goals and persistency in the case of difficulties. Initiativeness means that the individual is seeking to be smart, creative, generating new ideas connected with direct working functions and activity of whole organization. :

Individual with this competency is able to:

- be self-confident while taking new activities
- not accept mediocrity
- search for new activities and implement them
- set high and ambitious goals for oneself and others
- be enthusiastic, zestful and inspired, ensure tasks are set
- convey own beliefs and opinions, substantiate it, and apply it using a participative approach
- disseminate own ideas continuously and actively
- put the best efforts into the task and be dedicated

3.1.3 Empathy

This competency means manager's ability to recognize other people's emotions and to understand them, be emphatic and sensitive to others' troubles and needs.

Manager's emotional competency is defined as the ability to perceive emotions, assimilate emotionally connected emotions, and perceive information that is encoded by emotions and the ability to manage emotions. Manager's emotional competency is organized in two fundamental points: 1) self perception – adequate self-perception and evaluation, self-confidence; 2) self-regulation – the ability to control oneself, be trustworthy, flexible, changing. Emotion management means that the manager is able to show or not show his emotions in the right time at the right place.

Individual with this competence is able to:

- communicate with people considering their emotional state
- recognize other people's emotions and understand them
- express emotions properly
- handle other people's emotions purposefully
- be sensitive to others' troubles and needs
- see the world with the other people's eyes

3.1.4 Self-presentation

This competency means that the manager is able to develop own image expressing those qualities that are required by the situation, evaluating own abilities correspondence to the claims raised objectively and the ability to make a sharp impression during the first meeting.

Self-presentation means that the manager is able to develop own image constantly consciously seeking for success and effectiveness. To be creative and energetic they pay attention to physical, mental and emotional aspects, are able to convict their own ideas to many different people. Attractive personal impression is the feature of a leader that could make subordinates want to follow.

Individual with this competence is able to:

- develop his/her image
- make a good impression during the first meeting
- understand their ability in each situation
- act according to the situation
- be a good speaker

3.2. Strategic Thinking

3.2.1 Possession of vision

This competency means individual's ability to have a sensitivity for future developments and needs, define main objectives that coincide with the future vision, his/her ability to present this vision to others clearly, and follow ethical moral principles.

The leader who possesses the clear future vision sees the distant future, provides clear objective and direction that others could orient. Though the vision itself can be shadowy and the objective can be ultimate encompassing fundamental status quo change, still the idea is very simple clear and attractive. Most of the ideas operate in several consciousness levels – rational, operating at consciousness level, and irrational, mystic level of sub consciousness.

Individual with this competency is able to:

- possess a clear vision of the future
- define main objectives clearly
- present the vision to others clearly and convincingly
- follow ethical moral principles
- use knowledge in context
- adopt a holistic approach

3.2.2 Openness to changes

This competency means the leader's ability to take challenges, initiate and implement changes, be able to adapt to the changing environment by behaviour, make decisions and be responsible for changes.

An individual open to changes has managerial perceptions of the need for changes, managerial perceptions of the opportunity to change and the perceptions about the way to change. He takes responsibility for the accomplished changes. He is able to adapt to the changing environment emotionally.

Individual with this competency is able to:

- make decisions and be responsible for changes
- take challenges
- adapt to the changing environment
- initiate and implement the changes
- support new initiatives
- realize the need for change, and the possibility of implementing such a change

3.2.3 Innovativeness

This competency means that the leader is open-minded to innovations; he can generate and present new ideas applying new methods and finding new solutions.

Only innovations can assure long-term competitive advantage. Innovative leader is able to implement brave innovative ideas successfully; he is visionary and is able to experiment. His credo: you must innovate or perish. Innovativeness can be defined as the state or feature of being creative and the ability to create new meaningful forms, interpretations etc, and originality.

Individual with this competency is able to:

- be open-minded to innovation
- generate and presents new ideas
- possess a vision
- apply new work methods
- overstep the settled limits, rules, principles, i.e. finds new solutions
- question acknowledged facts and to enter uncharted areas
- experiment
- be creative

3.2.4 Decision making

This competency means that the leader is able to take responsibility for the made decisions in due time, their consequences and risks, also to make decisions in complicated conditions evaluating gathered information, reason and substantiate own decision.

In the dynamic environment the decision making that is opportune and of high quality determines successful development and functioning of an organization. Decision making competency shows the leader's ability to find opportunities in the organization and outside it, create and implement development projects, determinant changes, control the creation of definite projects.

Individual with this competency is able to:

- make decisions in time
- take responsibility for the decisions made
- evaluate consequences and risks of decisions
- make decisions firmly in complicated conditions
- gather and process information
- identify and define problems
- reason and substantiate his/her own decision
- present logical, reasoned, constructive comments
- identify alternative decisions
- follow the vision while making decisions

3.3. Purposefulness

3.3.1 Goal seeking

This competency means that the manager is constantly and confidently seeking for goals, he is also single-minded.

One of the most important competencies of the manager is to set reasonable and motivating goals. Goal is the basis of any activity: it is clear where we are heading and what results we are seeking. If one understands what is important and what should be accomplished, he can be in front of all activities, not behind them. People who are successful always know what they want. For this, they have clearly set objectives that can connect the present potential with the present day tasks and future success. Objectives are like marks that show an employee what he wants to reach. The manager can clearly foresee what should be accomplished inevitably only when he knows the final goal. Goal seeking means that the manager is able to decide the place of an organization at present moment and the desirable place, how it would get there and the fact that it got there.

Individual with this competency is able to:

- consistently focus on the goals
- be oriented to long-term goals
- be determined
- be confident

3.3.2 The competency process

This competency means the the manager is able to define priorities, foresee tendencies of activities that one should follow, stages that one should pass and methods that should be applied.

The competency process is the only acceptable way for a manager for anticipating future possibilities and problems, it also allows to decrease the risks of wrong decision making, set common goals of organization and its members, forms the basis of efficient control. Proceeding competency helps to plan activities rationally, evaluate influence of different factors towards the activity results universally and in a complex way. This competency integrates conceptual and social competencies: skills and activity process, work places, horizontal and vertical social relationships, administration functions in the company, different types of communication possibilities.

Individual with this competency is able to:

- define priorities
- distribute and redistribute tasks and resources
- delegate rights and responsibilities to others

- plan progress of actions and resources required
- define causes of problems
- follow proceedings and to make necessary changes
- understand deviation reasons and make substantial changes
- form models, conceptions, hypothesis or ideas

3.3.3 Learning improvement

This competency means that the manager is able to apply knowledge in practice, improve professional knowledge and individual characteristics, to strive to learn more and learn from own experience.

Life-long learning and improvement is becoming one of the most important factors of success in an organization. Constant changes in technologies and work methods require permanent retrieve of information, knowledge and skills. Therefore, the ability to learn faster than your competitors may be the only sustainable competitive advantage.

Individual with this competency is able to:

- apply knowledge in practice
- improve professional knowledge and skills constantly
- improve individual characteristics constantly
- learn more than the present situation requires
- learn from his/her own experience

3.4. Cooperation

3.4.1 Knowledge management.

This competency means that the manager is able to take others' knowledge and experience, share his knowledge and experience and to support others on the way of improvement.

In economy where the only certainty is uncertainty, the source of lasting competitive advantage is knowledge. The manager who has knowledge management competency is able to decide which knowledge is valuable which is not; he forms effective channels of knowledge transfer, creates social interaction context, which defines how the knowledge will be used in specific situations, and forms processes, which help to create, validate and distribute knowledge inside the organization.

Individual with this competency is able to:

- adopt others' knowledge and experience
- convey own knowledge and experience to others (mentoring)
- consult others on business issues
- train and support others in their development process (coaching)

3.4.2 Team work

This competency means that the manager is ready to assist team members and nurture team spirit; also, he is able to manage processes and people in teams and to coordinate general and individual goals and different opinions.

Team work is becoming more often used in enterprises and organizations for not only solving problems but also in organizing different projects. Team work competency means the ability to evaluate relationship with colleagues, sense of responsibility, stress situation management and work distribution among colleagues.

Individual with this competency is able to:

- assist team members
- nurture team spirit
- observe, objectively evaluate and manage processes in teams
- distribute tasks to team members, considering their knowledge, skills and characteristics
- integrate general and individual goals
- recognize people and identify their abilities
- integrate different opinions of team members

3.4.3 Communication

This competency means that the manager is able to express his ideas and reflections clearly, make contacts with people quickly and to maintain them, provide feedback, be tolerant to different customs and cultures.

Human interaction is essential in order to assure process development in an organization. Information exchange can be treated not as a measure but as a process that unites all the elements comprising an organization and directing all the operations towards the unanimous goal reach. Communication competency means that the manager is able to look for, find and transfer different, information, coordinate all inner and outer information that reaches the organization.

Individual with this competency is able to:

- express own reflections and ideas clearly
- develop relationships
- provide feedback (answers, reacts)
- be open to others' feedback (accept others answer without prejudice, references etc.)
- respect attitudes and opinions of others
- be tolerant to different customs and cultures
- discuss different topics

3.4.4 Conflict management

This competency means that the manager is fair and objective in conflict situations, he is able to act as a mediator in conflict situations and avoid conflicts with feuding people.

A company without conflicts is not only impossible but also undesirable. Though harmonious integration of all activity spheres is essential, it cannot be static and be satisfied with the present situation that determines upraise of conflicts. Conflict management competency means that the manager is able to find essence of the conflict, its main reasons and act as a mediator between the two parts involved in the conflict, i.e. admit the mistakes, control emotions and localize the conflict.

Individual with this competency is able to:

- be fair and objective in conflict situations
- act as a mediator in conflict situations
- manage conflicts with feuding people
- make decisions acceptable to all conflicting parties
- manage his/her stress in conflict situations

4 Research Results of Strategical Individual Competencies

4.1. Outline of Research of Strategical Individual Competences

Catalogue of strategical individual competencies was compiled in conformity with the research results. The main objective of the research was to find out the most important strategical competencies and their expression.

The information about the respondent and his strategical competencies was obtained by applying the questionnaire. The survey research method enabled to reveal and to compare the respondents' from different countries opinions/attitudes on the competencies strategically significant to the manager.

The scope of the conducted survey is not strictly stochastic. The main reason, preventing the striving for the most reliable scope mode in terms of scientific attitude, was the voluntarism of the respondents' participation in the research. The assurance of the high response rate of the questionnaires among the business representatives is more difficult than in other groups. On the one hand, it is determined by not seeing the direct benefit from the public research results; on the other hand, the fear of the breach of confidentiality. Thus, different methods of motivation for the respondents were applied:

- Anonymous questionnaire, ensuring the respondents' confidentiality.
- Ensured possibility to be familiar with research results anonymously (by indicating the third person's address).

Initially the paper / pencil version was made, later it was converted into questionnaire e-mail version. The two mentioned versions of the questionnaires were similar in terms of their content, although due to different work environment, the e-version was distinguished by the different visualization and logical composition of test blocks. Noteworthy, that the visualization of the questionnaire e-version was more colourful and brighter than the paper / pencil version.

In total 2025 questionnaires were distributed and 879 of them were received and processed. (Table 1). The response rate reaches 43,4 % and can be defined as a high one. In is noteworthy that the research almost in all countries took place in two ways. First of all paper questionnaires were sent to business organizations that were selected randomly from the databases of organizations that conducted researches or according to official organization lists. Due to very low reciprocity of questionnaires, later e-version questionnaire were distributed among business people in conferences and making use of personal contacts. As they were provided only to the persons, who agreed to complete them, it is difficult to evaluate the response rate of the scope at random.

	AT	BU	DE	GR	IRL	LT	PO	SP
Totally distributed paper and electronic questionnaires	633	85 L	191	120	90	715	70 R	121
Totally received completed questionnaires	45	51	44	92	51	497	48	51

Table 1: The distribution and response of the questionnaires

AT – Austria, BG – Bulgaria, DE – Germany, GR – Greece, IE – Ireland, LT – Lithuania, PT – Portugal, ES – Spain.

The characteristics of the surveyed respondents and organizations are presented in table 2.

Indicators investigated	The number of ITEMS
Characteristics of the surveyed managers	Totally 5 indicators
Sex	1
Age	1
Number of employees in the organization	1
Organization activity field	1
Position	1

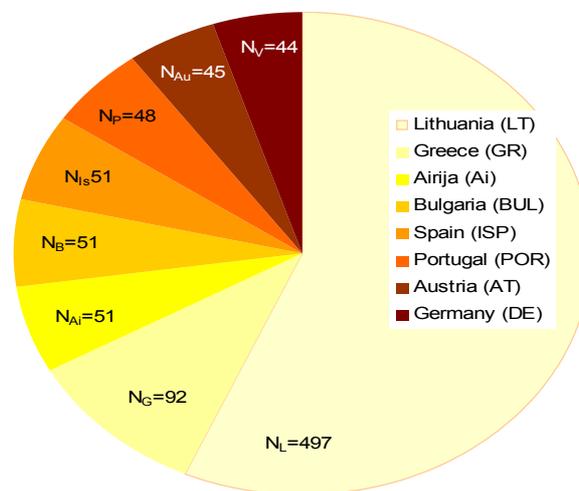
Table 2: Characteristics of the surveyed respondents and organizations

Comparatively inconsiderable number of respondents was formed. The respondents at random are not generally required for the questionnaire construction purposes, although the variety of the groups is critical. It

determines the diversity of characteristics that is significant in correlation studies. Massive and diverse respondents generally increase the validation of the research data that is important to the practical questionnaires application.

Totally 879 respondents in the scope $N_L=497$ (56,5 percent) were the managers from the companies in Lithuania, $N_G=92$ (10,5 percent) managers from Greece companies (picture 1).

The number of respondents (surveyed) in other countries fluctuated within limits from 51 to 44. The mentioned structure of the respondents was selected in order to compare in the course of the survey the managers' opinions /attitudes from Lithuania with the EU managers' opinions/attitudes.

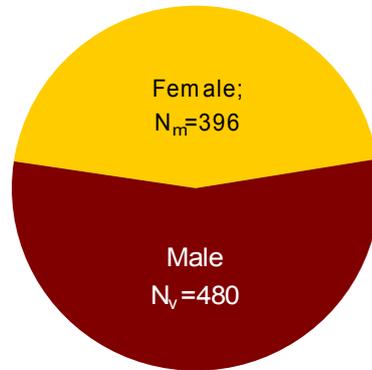


Picture 3. Respondents' profile according the country, where the questionnaires were completed, $N = 879$

Respondents' profile according the sex is shown in picture 4. The males prevailed ($N_m=480$), females respondents were $N_f=396$.

The following scope of the research can be treated as a normal one considering the fact that female managers in Lithuania make up about 45 percent.

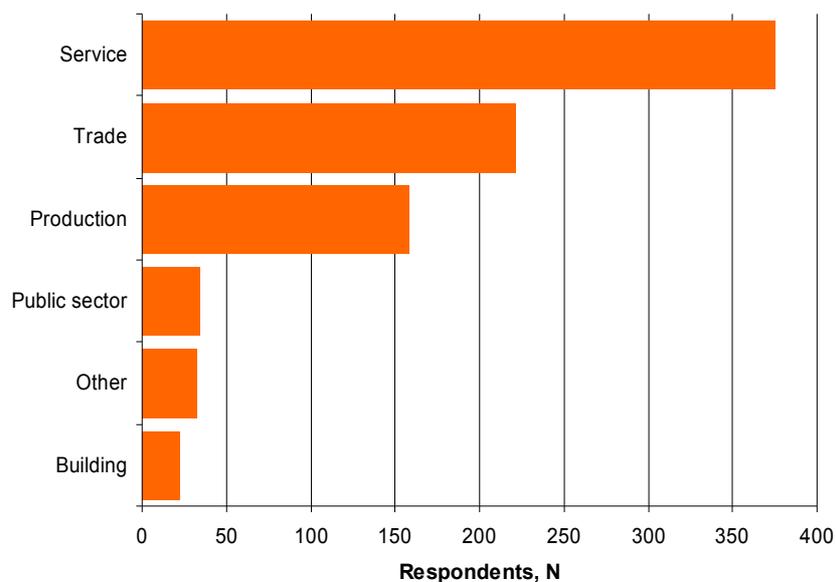
Besides, the number of the performed research demonstrates that the level of cooperativeness among female respondents is higher than among male respondents. They more frequently agree to participate in surveys of different type, thus resulting in relatively great part of females in the overall scope.



Picture 4. Respondents' profile according the sex, N = 876

The greatest part ($N_{\text{service}} = 375$; 44,5 percent) of the respondents indicated service as the main field of activity. Rather many respondents ($N_{\text{sales}} = 221$; 26,2 percent) represented trading organizations. The least respondents ($N_{\text{constructions}} = 22$; 2,6 percent) represented building organizations.

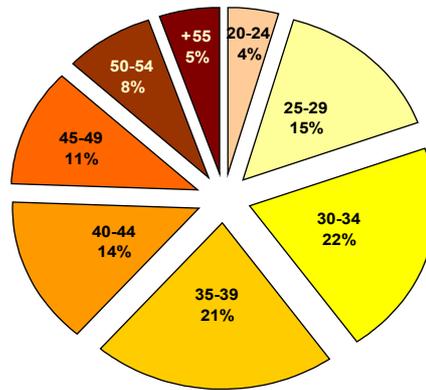
Only three types of organizations were indicated in advance in the questionnaire: production, service and trade. The respondents themselves indicated the other types, thus the possibility is indeclinable that in the formulation “the other” can be several building or public sector organizations.



Picture 5. Respondents' profile according the main field of organization activity, N = 842

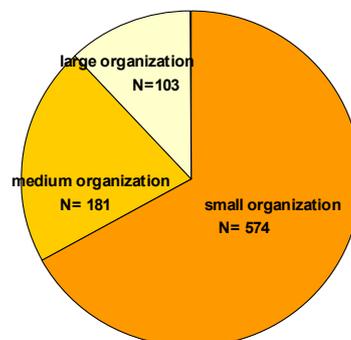
Respondents' profile according the age shows that the largest part (70 proc.) of respondents was 25-44 years old. Another large group of the respondents is 45-49 years old (more than 10 percent), other age

groups constitutes less than 20 percent of the total number. The youngest respondent was 20 years old, and the oldest – 73 years old.



Picture 6. Respondents' profile according the age, N = 857

In represented organization, the number of employees fluctuated within limits from 0 to 300000. In this case sample analysis shows that about 67 percent of participated organizations can be qualified as small size. About 20 percent of the sample made the respondents from medium size organizations, and only about 12 percent – the respondents from large size organizations.



Picture 7. Respondents' profile according the number of employees in organization, N = 858

Despite the discussed demographical characteristics, questionnaire was composed from 115 secluded type questions. The logical structure of the questionnaire was made from two parts. The aim of the first part was to find out the characteristics significant to business development (Regulations part). The second part was designed for the evaluation of respondents' practical experience (Opinions part). Doubled questions system was adapted; because it was noticed respondents' moderate views to practical application then it is presented side by side with idealistic "How it should be?" evaluation.

The general structure of research indicators (dimensions) used in survey is presented in table 3.



SCALES and Indexes / Subscales	Number of items
STRATEGICAL COMPETENCE	Total 15 indicators
Leadership	4
Strategical thinking	4
Purposefulness and goal seeking	3
Cooperation	4
Competencies, characterized leadership	Total 27 indicators
Inspiring motivation	8
Initiativeness	8
Empathy	7
Self-presentation (overall image)	4
Competencies, characterized strategic thinking	Total 33 indicators
Possession of vision	6
Openness to changes	9
Innovativeness	8
Decision making	10
Competencies, characterized purposefulness and goal seeking	Total 17 indicators
Goal seeking	4
Proceeding competence	8
Learning, improvement	5
Competencies, characterized cooperation	Total 23 indicators
Knowledge management	4
Team work	8
Communication	7
Conflict management	4

Table 3: The structure of indicators applied in the research, which represent strategical individual competences

This table also represents the structure of scales and subscales that is composed in factor validation method. In this case concepts “dimension” and “scale”, and/or “subscale” are treated synonymously. In this way specific theoretical content is determined. While determining meaningful objects the principle is supported that “dimension” concept is more proper to use. In case the methodical aspects of scales and subscales concentration are emphasized, the latter concepts are used.

Table 3 represents the data, for example, that strategical individual competency was investigated by 15 indicators, which are generalized in four dimensions. It must be mentioned that strategical individual competency was evaluated by applying two methods. Since logical items combining sequence was constructed while making research instrument, therefore the Scale dimensions meaningful validation was strive to evaluate in the same questionnaire. Strategical individual competency that was determined in advance and presented for respondents’ evaluation at the beginning of the questionnaire, later were detailed to 115 specific characteristics. In the course of the research mentioned characteristics were combined into

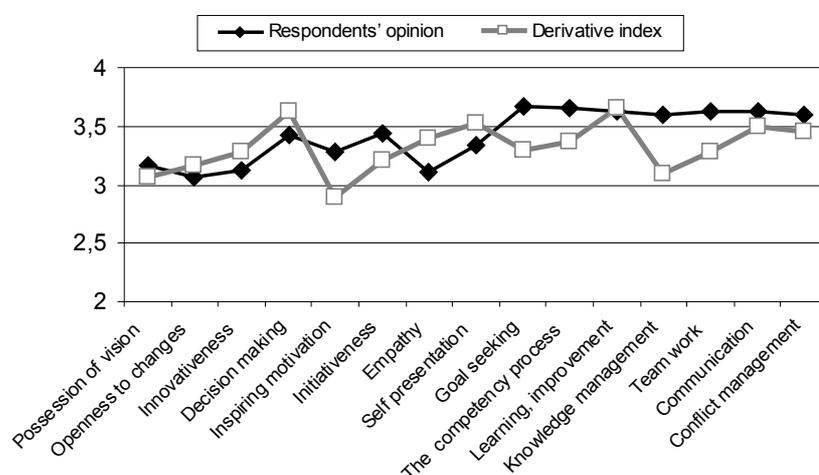
15 dimensions. 15 analogical indicators were obtained which can be compared with already mentioned 15 indicators, applied for strategical individual competency evaluation.

It is possible to receive insincere respondents' answers while applying questionnaire survey method, therefore the validity and credibility of the survey are checked using psychometric statistical methods. Consistency analysis of the respondents' answers is carried out and the survey research is considered valid only when some meanings of psychometric statistical indicators are fulfilled. Standard measures applied in this research are shown in annex 1.

The factorial validation technique was applied for scales quality testing. Strategical individual competencies' scales had high characteristics (Annex 2, 3). Their inherent consistency coefficients are high enough, and reach 0,82 limit. High meanings also have other controlled indicators (L; i/it; rmean, etc.). It means that empirically obtained values can be combined into additive indexes (scales) and on their base to evaluate the expression of single strategical competencies dimensions as well as strategical competency in general. The theoretically valid distribution of indicators to factors is treating as the main constructional validity argument for survey instrument.

4.2. Strategical individual competencies, significance and use in practise

The aim of the research was to find out the importance and expression of strategical individual competencies. While evaluating the compatibility of strategical individual competencies it can be stated that preliminary created logical determinations of several characteristics are realized the same by surveyed respondents (see picture 8). In this case it can be maintain that constructed questionnaire in this research can be applied as the test for evaluation of 15 strategical individual competencies. In the course of the research 15 base strategical individual competencies were defined, which were used for the classification purposes while preparing the catalogue of strategical individual competencies (see 1.2 chapter).



Picture 8. Strategical individual competencies compatibility

The comparison of respondents' evaluated additive indexes, which were transformed from specific characteristics, with direct respondents' opinion)

After processing the research results, the hypothesis that enterprise's size or being a part of different sector has influence on strategical individual competencies importance emphasis or implementation level, was not proved. Therefore, we can say that the abstracted strategical individual competencies are universal.

Tables 4 – 18 show the evaluation of strategical individual competencies, which shows how the respondents evaluated individual features of every strategical individual competency according to importance and level of application. Qualitative aspects were used for evaluation, later quantitative mark system was applied, i.e. evaluating importance of strategical individual competencies „not important” – 1, „very important“ – 4, and their practical application: „never“ – 1, „permanently“ – 4.

As you can see from the research results, practical application of strategical individual competencies was evaluated by the inferior mark than their importance. That shows that strategical individual competencies included into the catalogue are relevant and it is essential to develop them.

Leadership – Inspiring motivation

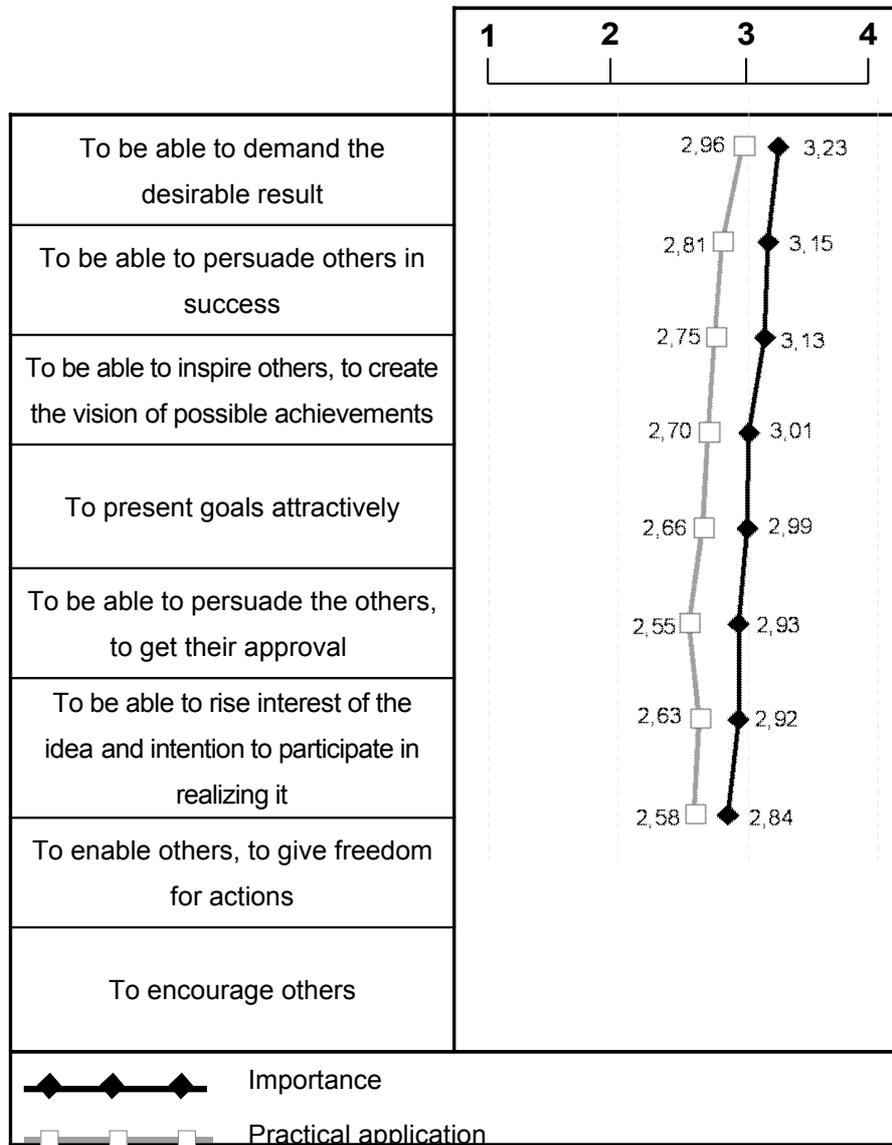


Table 4: LEADERSHIP, INSPIRING MOTIVATION

Leadership - Initiativeness

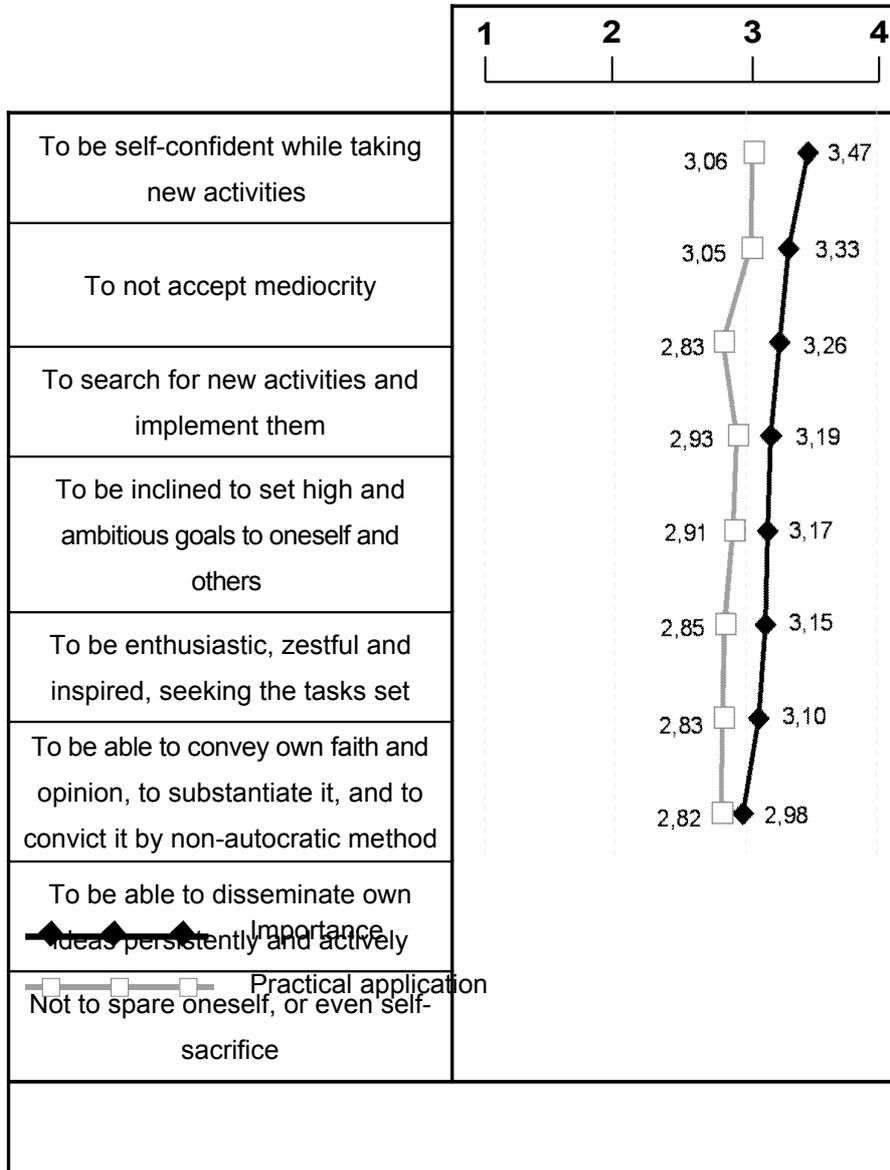


Table 5: INITIATIVENESS



Leadership - Empathy

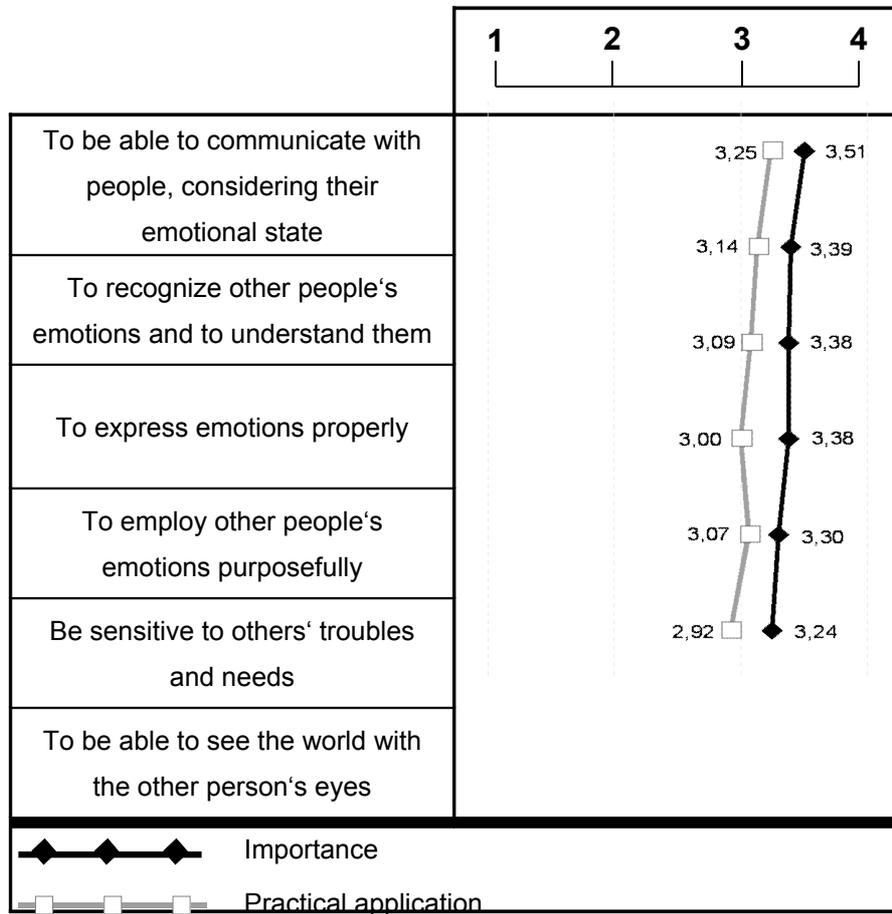


Table 6: EMPATHY



Leadership - Self presentation

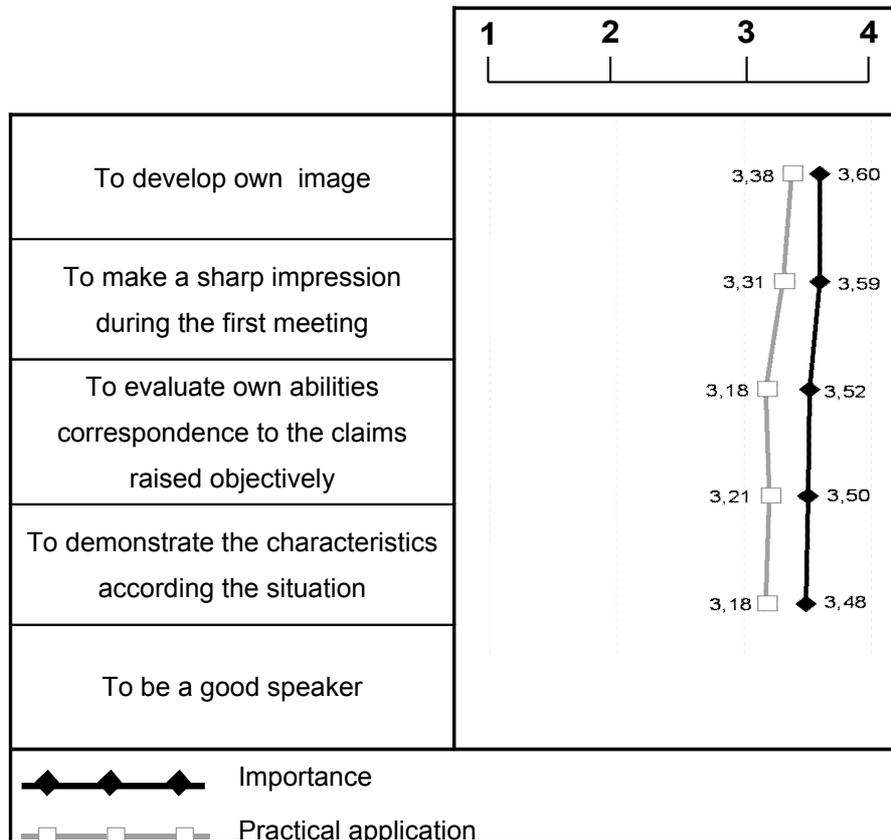


Table 7: SELF-PRESENTATION

Strategic Thinking – Possession of vision

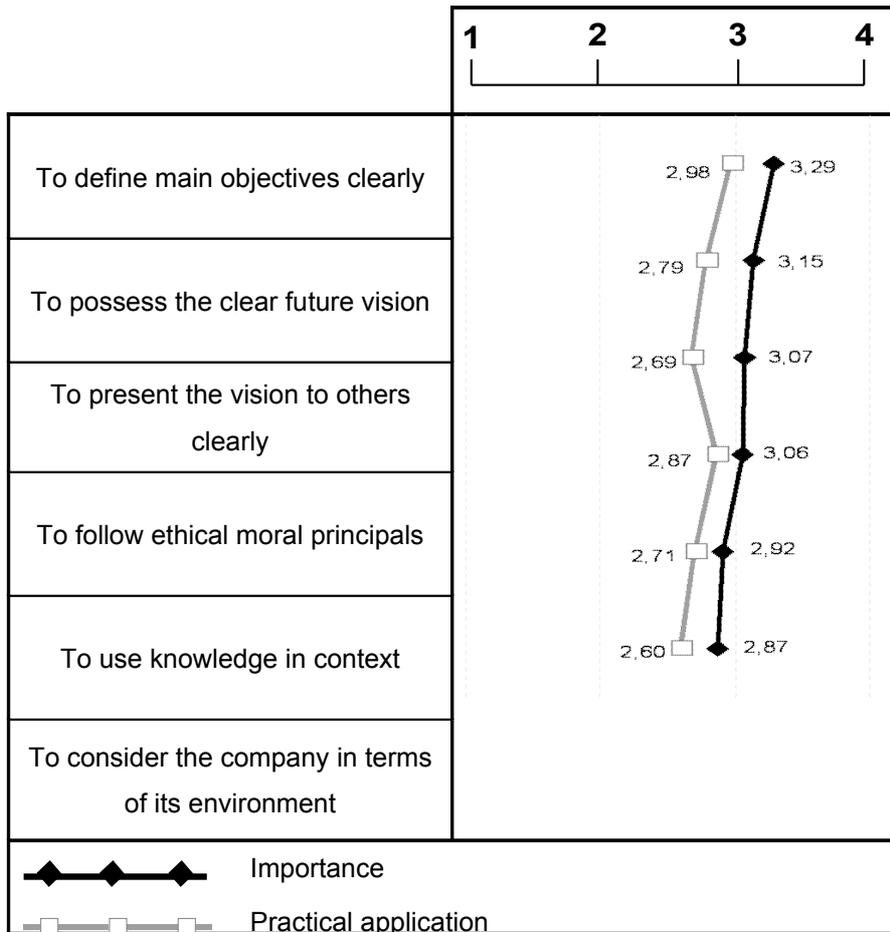


Table 8: STRATEGIC THINKING, POSSESSION OF VISION

Strategic Thinking – Openness to changes

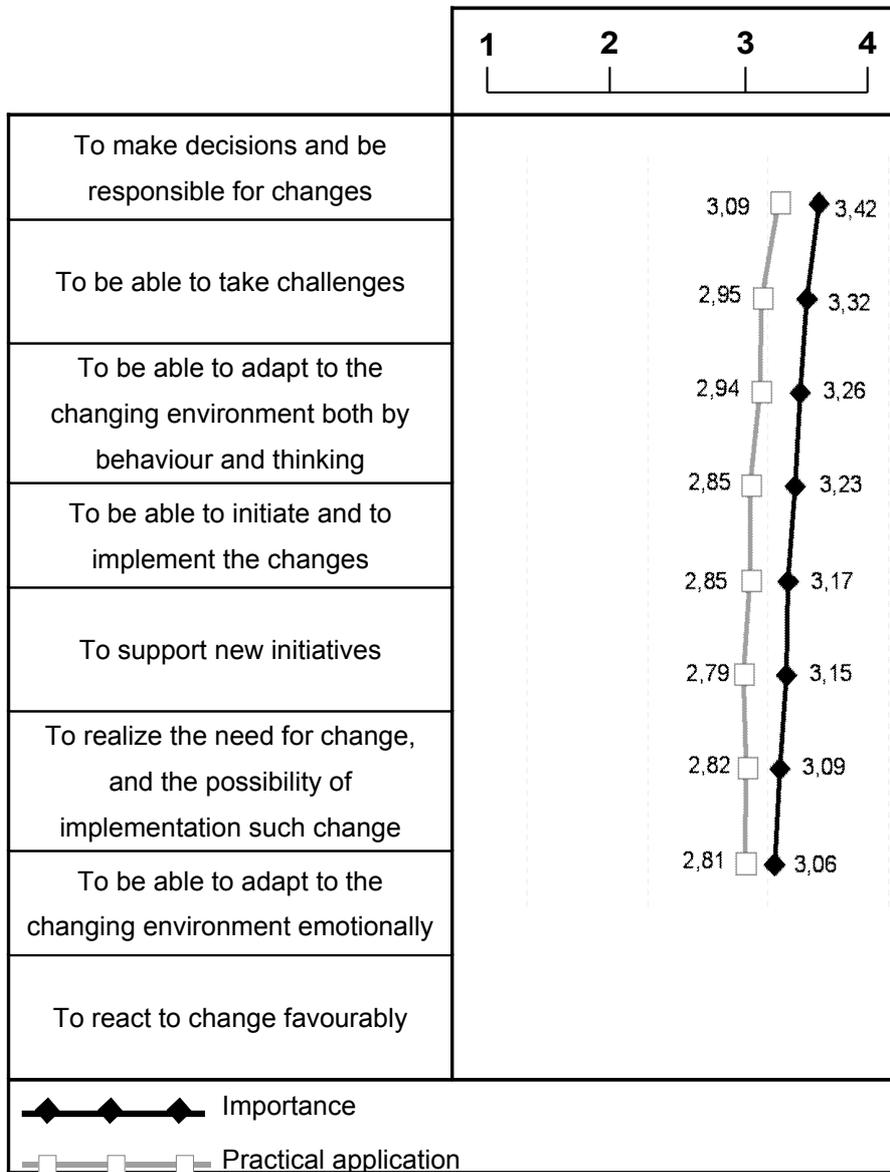


Table 9: OPENNESS TO CHANGES

Strategic thinking – innovativeness

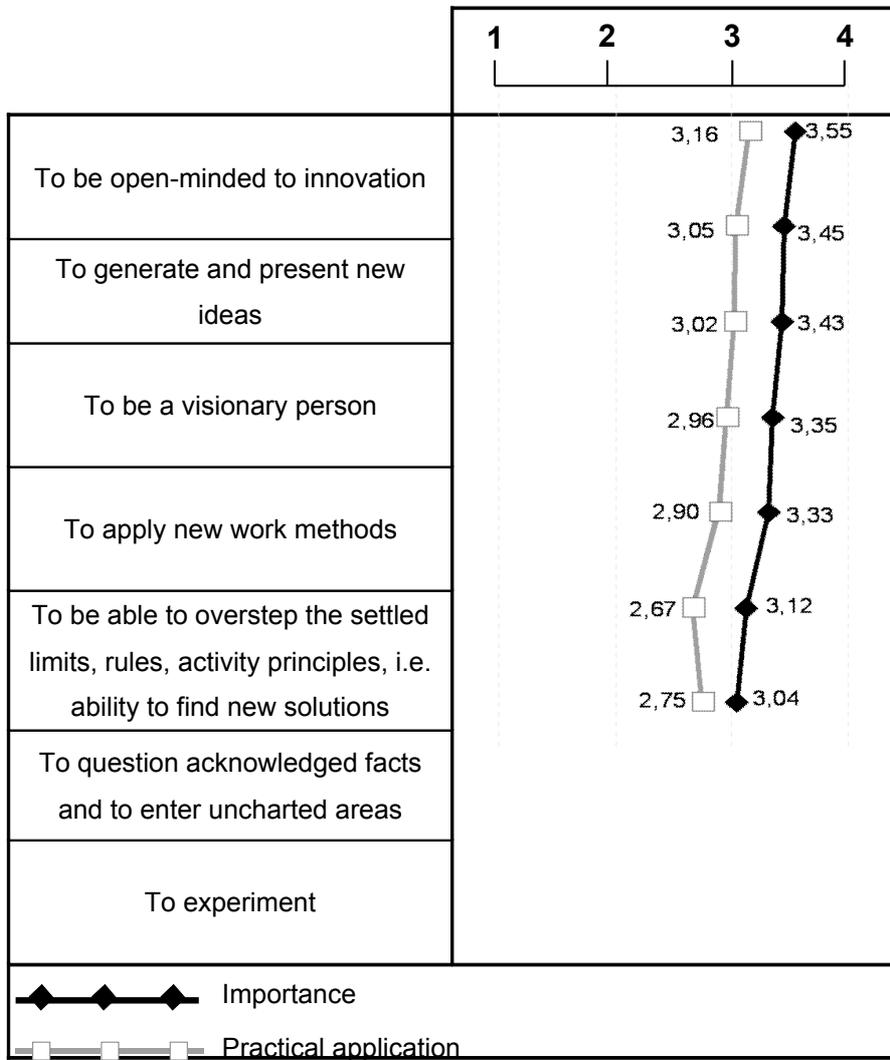


Table 10: INNOVATIVENESS

Strategic Thinking – decision making

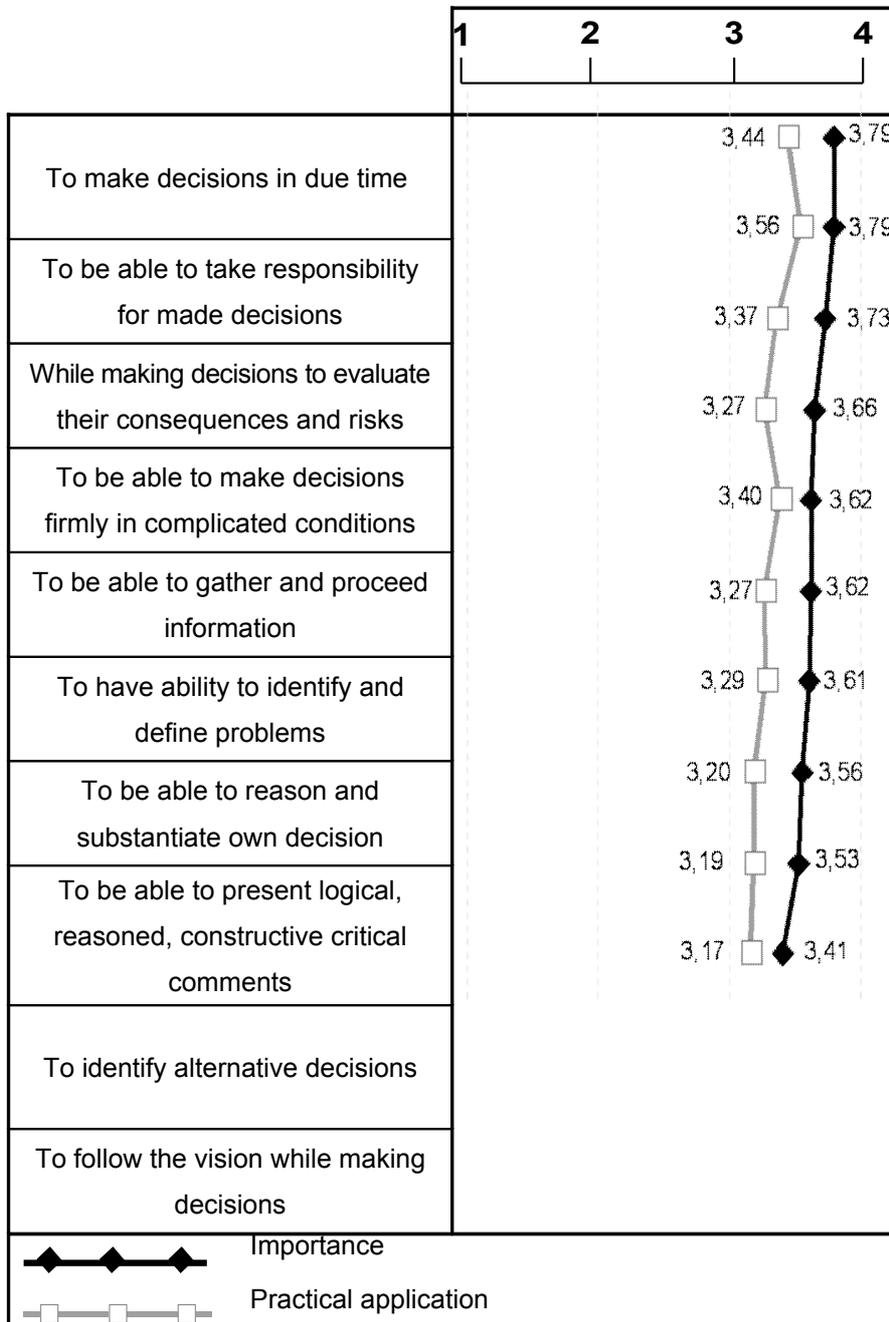


Table 11: DECISION MAKING

Purposefulness – Goal seeking

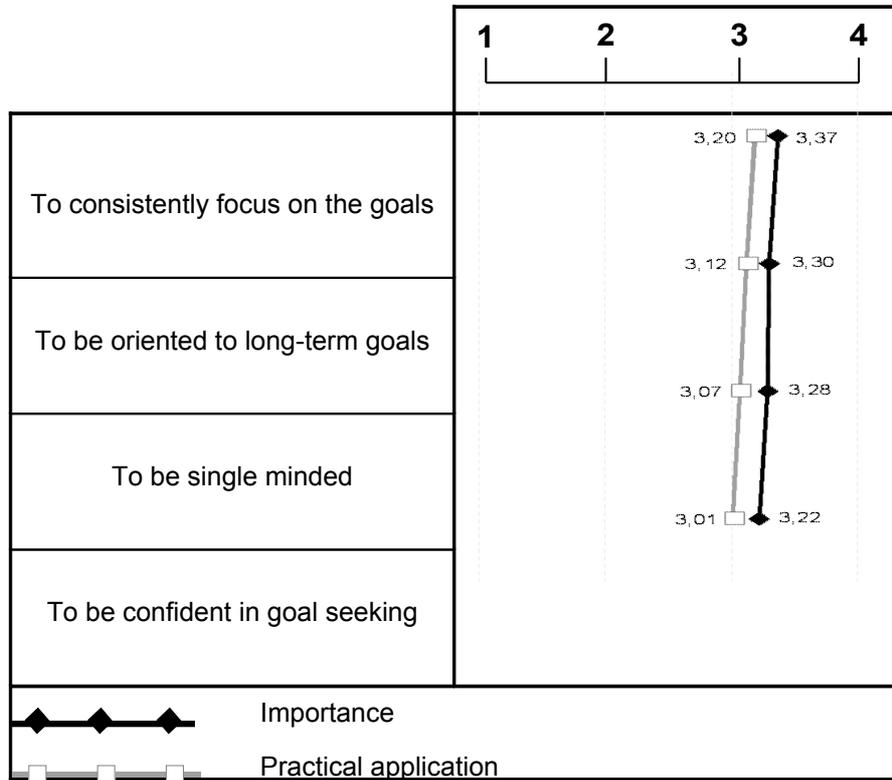


Table 12: PURPOSEFULNESS, GOAL SEEKING

Purposefulness – The Competency Process

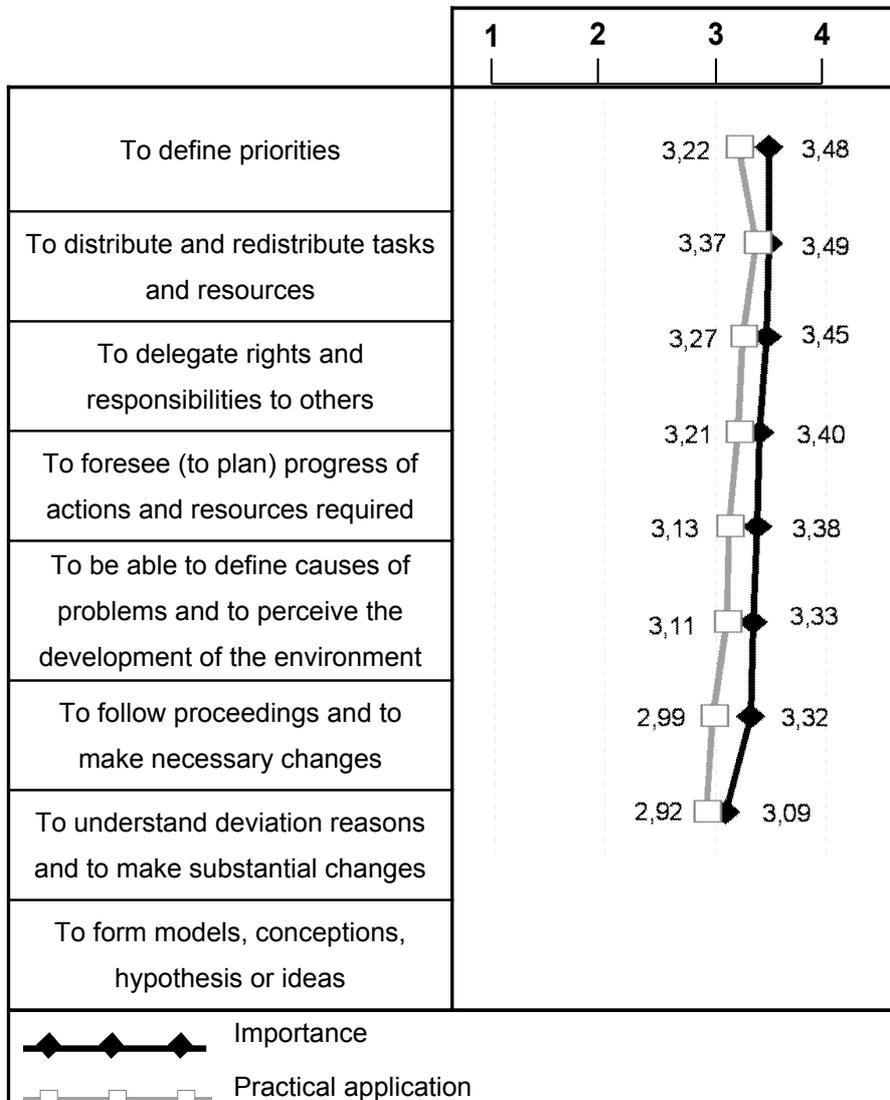


Table 13: PROCEEDING COMPETENCE

Purposefulness – Learning improvement

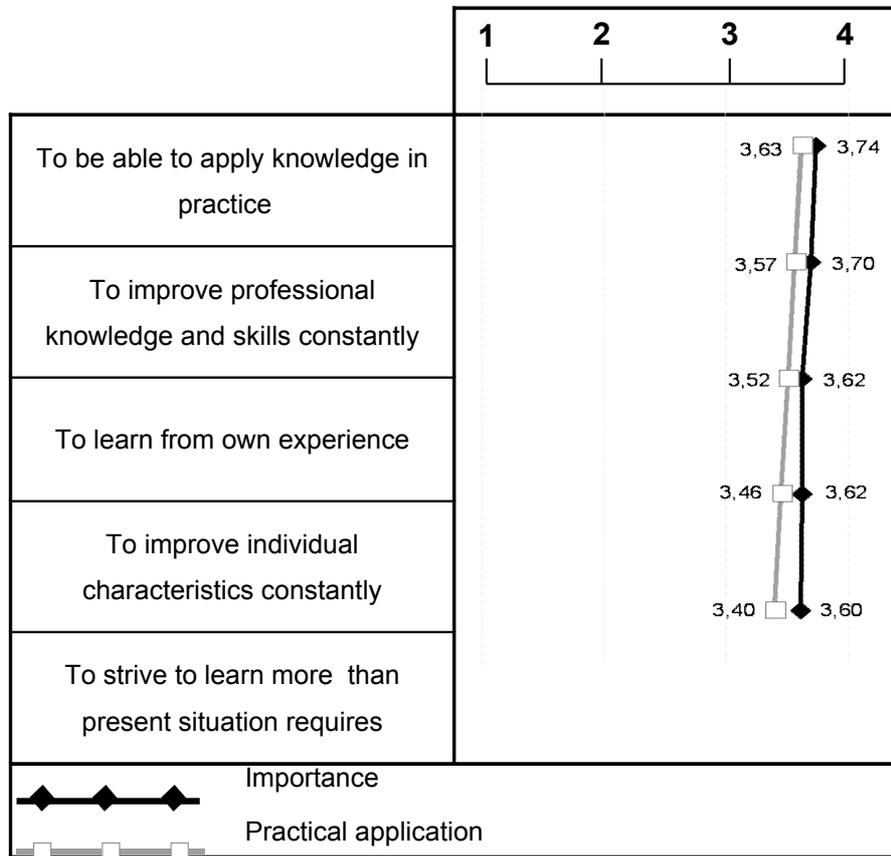


Table 14: LEARNING, IMPROVEMENT

Purposefulness – Knowledge Management

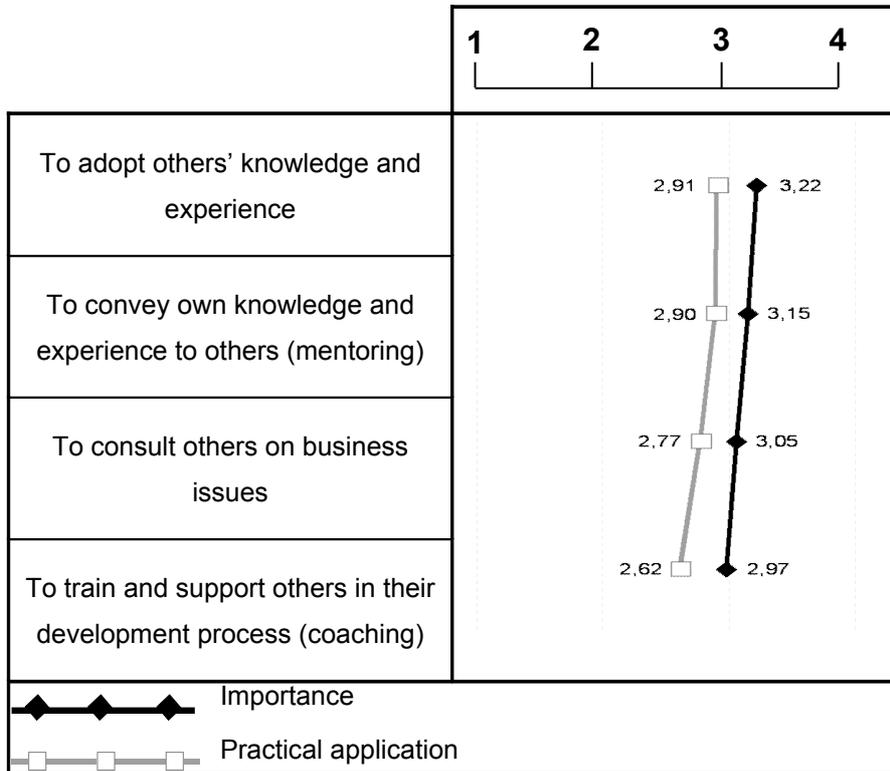


Table 15: PURPOSEFULNESS, KNOWLEDGE MANAGEMENT

Cooperation – Team work

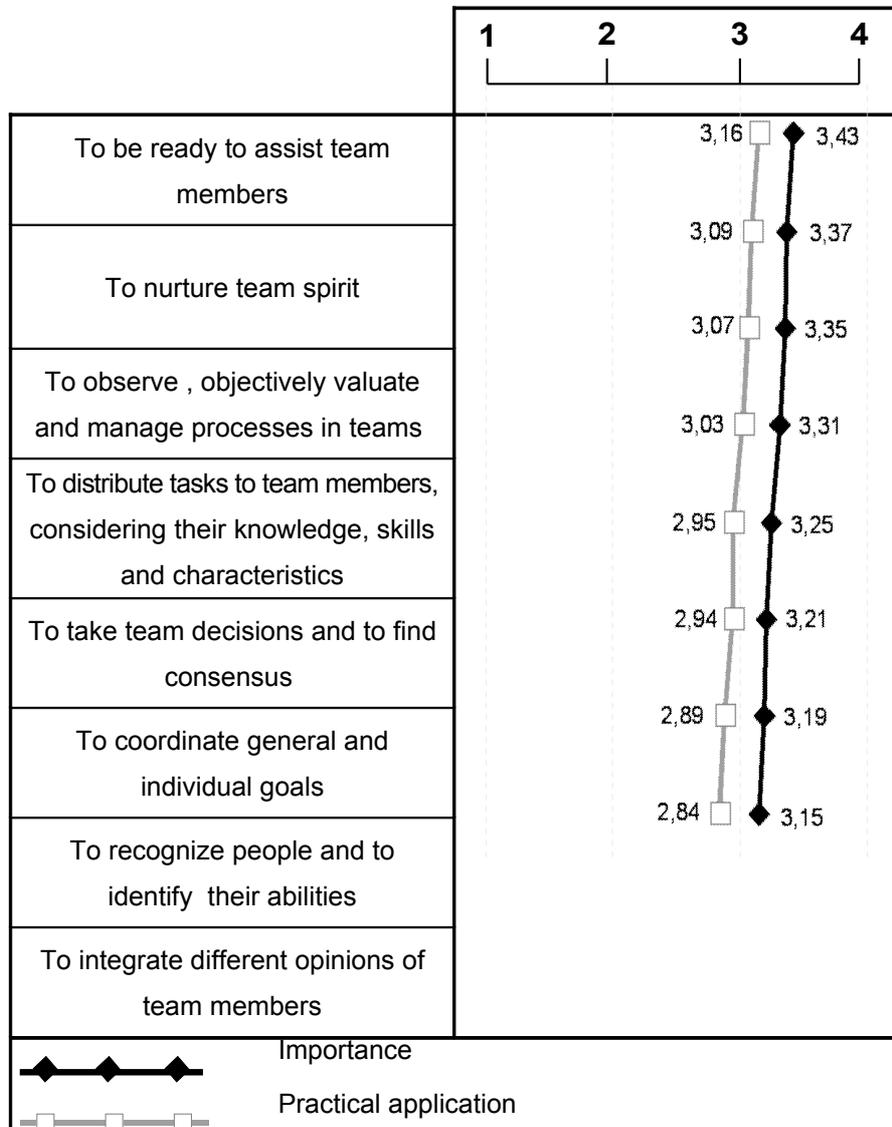


Table 16: COOPERATION, TEAM WORK



Cooperation – Communication

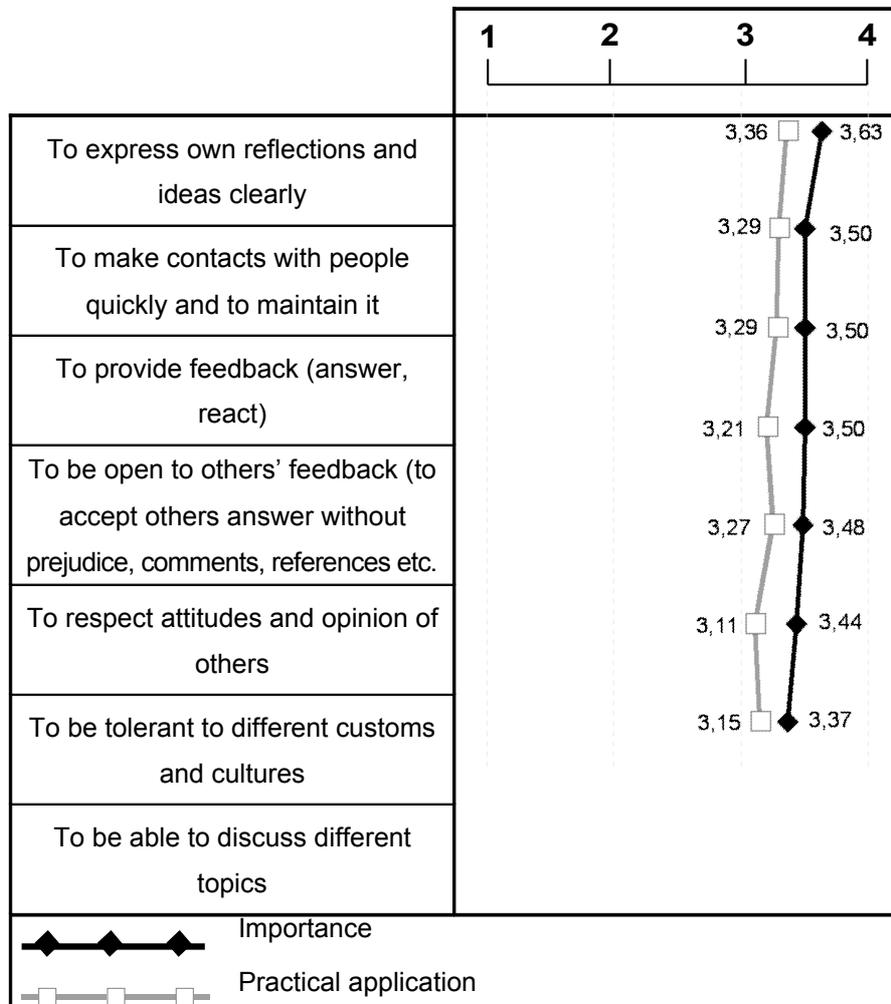


Table 17: COOPERATION, COMMUNICATION

Cooperation – Conflict management

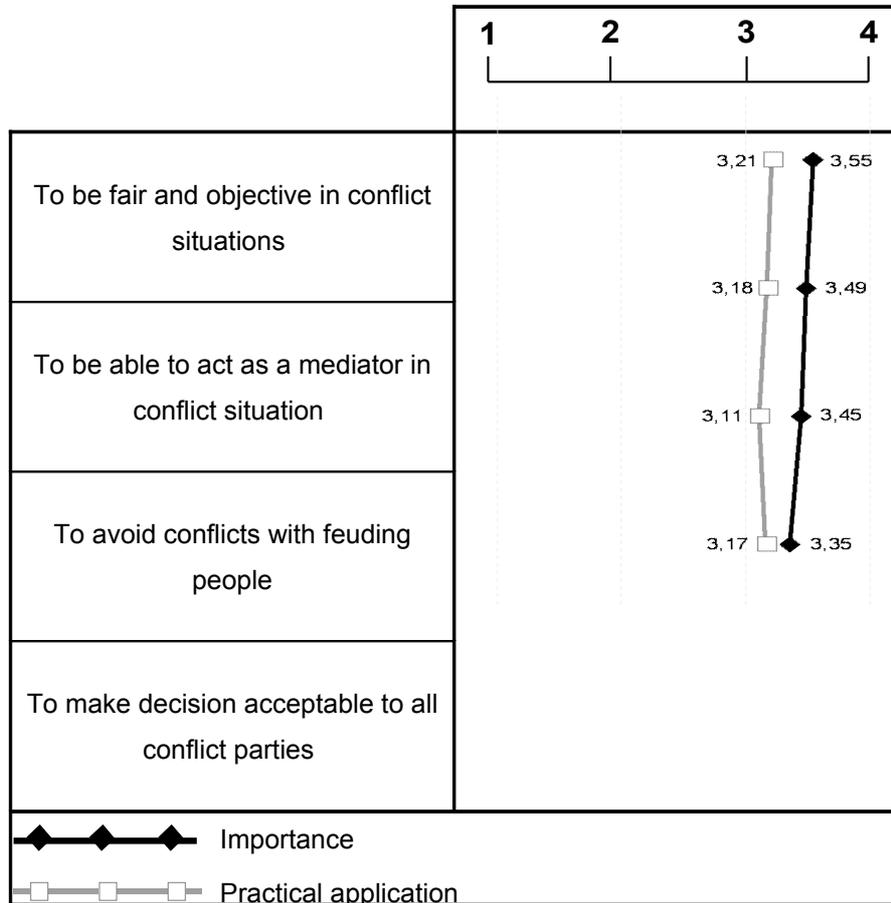
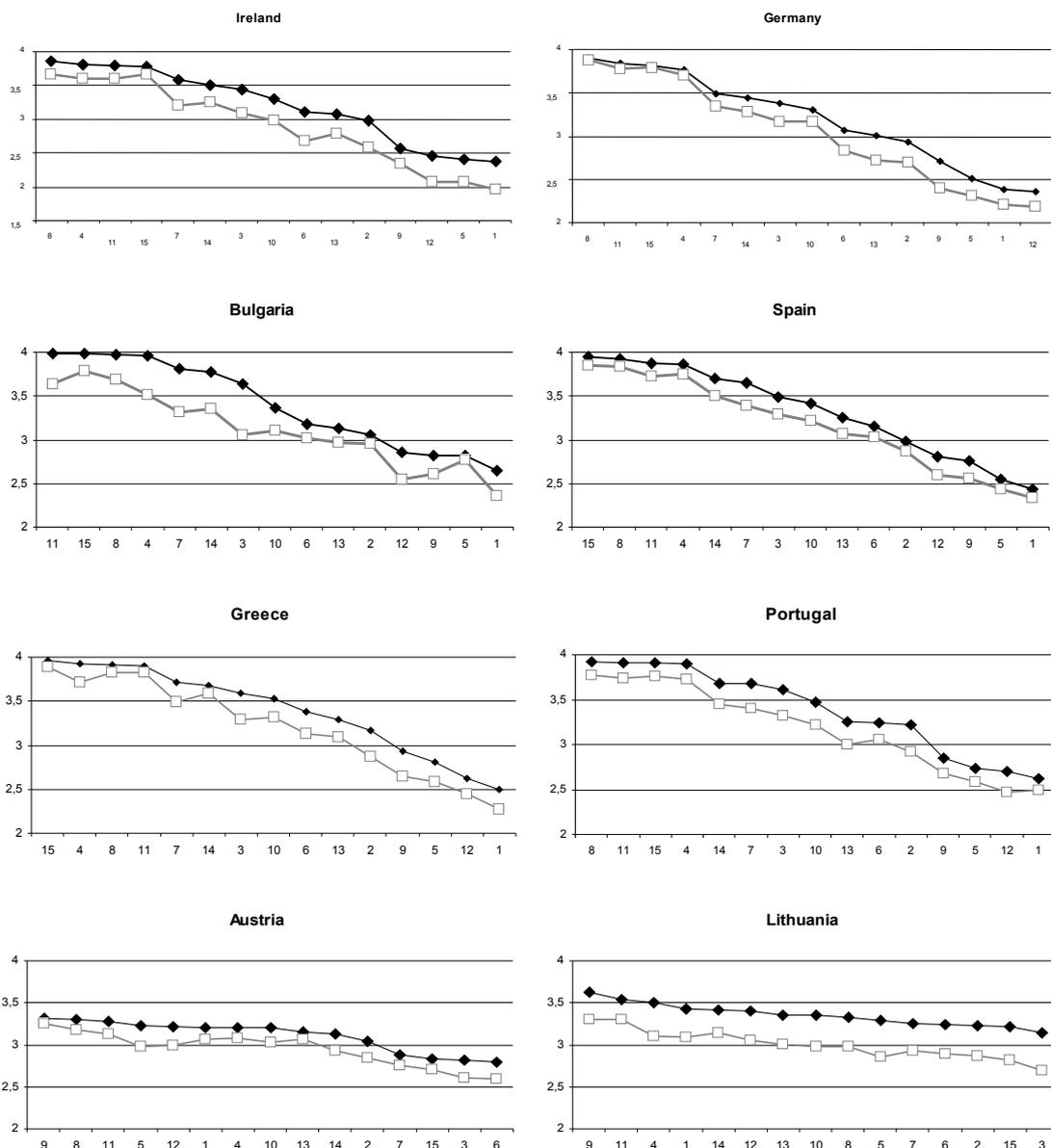


Table 18: COOPERATION, CONFLICT MANAGEMENT

4.3. Classification of countries according to profiles of strategical individual competences

According to the results of the research, countries profiles of strategical individual competencies were compiled. According to the individual strategical competencies profile by countries, it was noticed that Lithuanian and Austrian managers are distinguished from other countries managers. Picture 9 shows the importance of strategical individual competencies and practical application for each country separately. Summarizing diagrams shown in picture 9, two groups of countries can be distinguished. Countries belonging to the first group included such competencies as: self presentation, decision making, learning, conflict management, into the four most important and used competency list, whereas other competencies

such as possession of vision, inspiring motivation, goal seeking and knowledge management were marked as less important and less frequently used (Ireland, Germany, Bulgaria, Greece, Portugal and Spain). Countries belonging to the second group (Austria and Lithuania) as the most important and most often used competencies indicated goal seeking and possession of vision. According to them, knowledge management is quite important as well. The least important competency according to the respondents of Austria and Lithuania is conflict management.

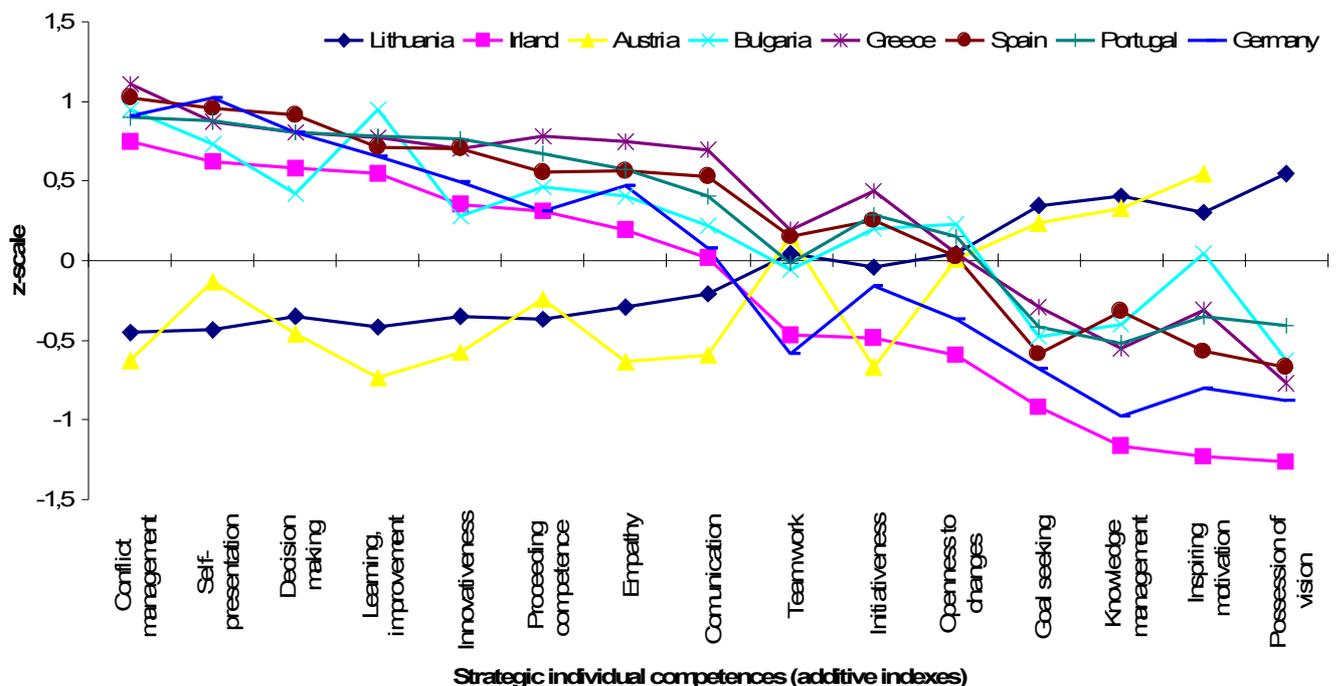


Picture 9: The importance and practical application of strategical individual competencies

1 possession of vision, 2 openness to changes, 3 innovativeness, 4 decision making, 5 inspiring motivation, 6 initiativeness, 7 empathy, 8 self presentation, 9 goal seeking, 10 competence process, 11 learning improvement, 12 knowledge management, 13 team work, 14 communication, 15 conflict management

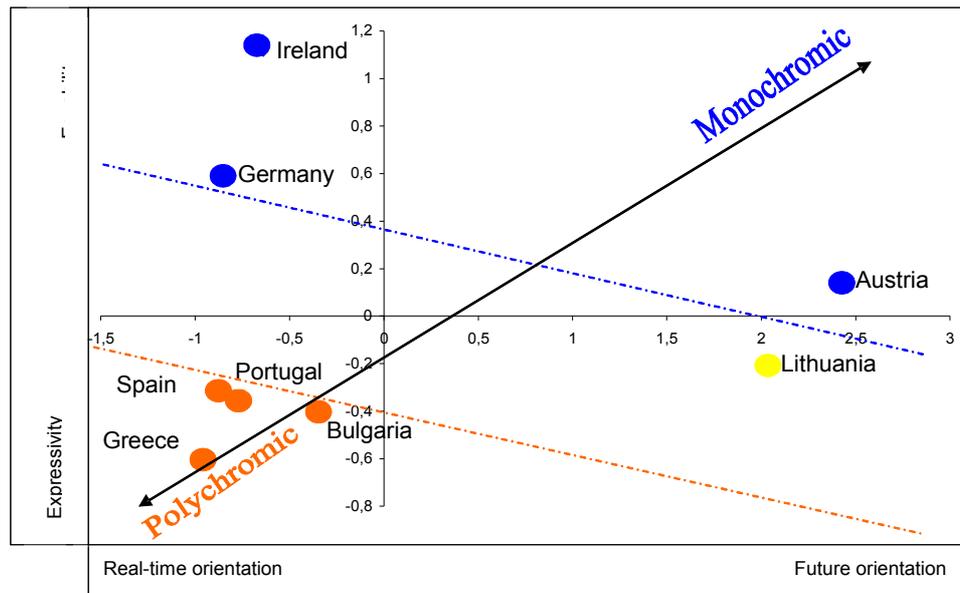
Picture 10 shows the results of assessment of strategical individual competencies and the deviation of assessment from the average in different countries. These results show two aspects. On the one hand, we can clearly see two groups of countries; countries of the first group are above average and are oriented towards the present day problem solving competencies (e.g. conflict management), second group countries are more oriented towards the competencies of the future questions (e.g. possession of vision). On the other hand, three groups of competencies can be distinguished, where the evaluation of respondents from different countries differ. Competencies of the first group (beginning with conflict management to communication, see picture 10) are evaluated above the average by the respondents from Ireland, Bulgaria, Greece, Spain, Portugal and Germany. Competencies of the second group (beginning with goal seeking to possession of vision, see picture 10) are evaluated above the average by the respondents from Lithuania and Austria.

Competencies of the third group (teamwork, initiativeness, openness to changes) are evaluated similarly in all the countries. That can be explained that despite the economic situation of a country, its national cultural peculiarities and business management traditions, general tendencies exist, such as dynamism of environment, increasing consumer needs that require openness to changes and flexibility in an organization. One of the flexibility preconditions of an organization is teamwork that assures fast reorganization, adaptability to new conditions and initiativeness looking for new opportunities how to improve work and seek for good results.



Picture 10. Respondents' strategical individual competencies profiles according countries

While seeking to analyze existing strategical individual competencies differences in detail, the method multidimensional scaling analysis was used. Obtained result is presented in picture 11.



Picture 11. Classification of countries according to profiles of strategical individual competences (MDS model)

Countries acquire different characteristics according to different expression of strategical individual competencies. On the aspect of expressiveness-moderation, the respondents from Greece, Spain, Portugal and Bulgaria can be described as expressive, paying much attention to inter relationships and communication. Whereas German, Irish and Austrian respondents like moderate and temperate relationships. Lithuanian respondents can be described as relatively expressive, due to the culture interface of the East and the West that is determined by geographical position and economic-political situation.

According to the highlighted strategical individual competencies the respondents can be evaluated as oriented towards the present day and/or future problem solving. This subdivision is provisory as the contemporary dynamic environment requires dualistic attitude oriented both to the long term perspective and therefore retaining tendentious development of an organization, and expedite problem solving assuring fluent organizational work that could enable effective future goal seeking. Greece, Bulgaria, Spain and Portugal due to national culture peculiarities are traditionally called short-oriented countries, Germany and Ireland are usually considered to be long-oriented countries. But according to the research results, despite the fact that all the mentioned competencies were evaluated as important or very important (see picture 9) Germany and

Ireland in comparison to Lithuania and Austria more important competencies consider to be those that are oriented towards the present day problem solving, whereas to the Lithuanian and Austrian respondents future oriented competencies are more important. This can be explained that on the one hand, Germany as the old-timer EU member and the country that is strongly developed economically has strong position in the market and we can make an assumption that most of the enterprises operate successfully due to the long term run-in. On the other hand, considerably high unemployment level and strong influence of the trade unions determine the fact that most of the respondents stress those competencies that are essential for present day problem solving. Ireland can be characterized as having fast developing economy and big number of immigrants from the Eastern Europe. This determines a need to pay much attention to present day problems solving connected with the above-mentioned factors.

Lithuania is referred as a country oriented to the future and this is due to the situation of the last decade. After becoming a member of the EU and retaining connections with the Eastern Europe, Lithuania became as a bridge connecting the Western Europe and the East. Therefore, it is very important to have a clear future vision of organizations and after evaluating the future perspectives, foresee the development trends of an organization and to concentrate the potential.

The obtained results can be summarized on one more aspect i.e. referring to countries as monochromic (Ireland, Germany and Austria), and polychromic (Spain, Greece, Portugal and Bulgaria) and in this case 'indifferent' (Lithuania) cultures.

Monochromic cultures can also be described as professional-matter-oriented, whereas polychromic – relationship-oriented and there also is the mixed type which has no clear single orientation and where relationships and professional matters are emphasized.

In the context of classification of these three different countries, differences obtained while evaluating strategical individual competencies can be grounded. Despite that, every country has its own specific profile configuration of strategic individual competencies, all these competencies were evaluated as very important, therefore, taking into consideration Euro integration processes and rapid business cooperation it can be noted, that this catalogue of strategical individual competencies is a milestone for higher education institutions and business organizations while developing strategically important individual competencies.



5 Annex

Psychometric statistical indexes and their explanation

Abbreviation of indicator	Full explanation of indicator
L	Factor weight of the test step
Mean	Average of respondents' opinion
i//tt	Resolution of the test step in the subscale
α	Cronbach's Alpha Based on Standardized Items
r_{mean}	Inter-Item Correlation
r_{min}	Minimum correlation between items
r_{max}	Maximum correlation between items
%	Extraction Sums of Squared Loadings (Total Variance Explained)
KMO	Kaiser-Meyer-Olkin Measure of Sampling Adequacy

Importance of strategical individual competencies for the business success (in general)

(Direct evaluation of respondents)

Scale	Item	L	i//tt	α	r_{mean}	r_{min}	r_{max}	%	KMO
Strategical individual competencies	Leadership	0.868	0.713	0.75	0.43	0.05	0.59	58.16	0.63
	Purposefulness & goal seeking	0.852	0.674						
	Cooperation	0.725	0.469						
	Strategic thinking	0.567	0.350						

Importance of strategical individual competencies for the business success (single scales)

(Direct evaluation of respondents)

Scale	Item	L	i//tt	α	r _{mean}	r _{min}	r _{max}	%	KMO
Leadership	Empathy	0.762	0.549	0.74	0.41	0.34	0.51	56.02	0.72
	Self-presentation (overall image)	0.751	0.539						
	Initiativeness	0.746	0.522						
	Inspiring motivation	0.735	0.510						
Strategic thinking	Openness to changes	0.829	0.668	0.81	0.52	0.46	0.61	64.08	0.77
	Innovativeness	0.801	0.626						
	Possession of vision	0.790	0.618						
	Decision making	0.782	0.611						
Purposefulness and goal seeking	The competency proceeding	0.824	0.562	0.70	0.44	0.38	0.48	62.57	0.66
	Goal seeking	0.783	0.503						
	Learning, improvement	0.765	0.484						
	Knowledge management	0.771	0.598						
Cooperation	Conflict management	0.825	0.667	0.82	0.53	0.48	0.57	65.02	0.81
	Team work	0.818	0.659						
	Communication	0.810	0.648						

Strategical individual competencies compatibility

The comparison of respondents' evaluated additive indexes, which were transformed from specific characteristics, with direct respondents' opinion)

	Factors (average mean)	N	Mean	Std. Deviation
Possession of vision	Respondents' opinion	874	3,17	0,85
	Derivative index (MEAN)	872	3,15	0,72
Openness to changes	Respondents' opinion	872	3,06	0,72
	Derivative index (MEAN)	877	3,16	0,49
Innovativeness	Respondents' opinion	867	3,13	0,67
	Derivative index (MEAN)	877	3,34	0,57
Decision making	Respondents' opinion	874	3,42	0,65
	Derivative index (MEAN)	874	3,69	0,47
Inspiring motivation (<i>motivation of others</i>)	Respondents' opinion	872	3,28	0,66
	Derivative index (MEAN)	878	3,11	0,68
Initiativeness	Respondents' opinion	874	3,44	0,62
	Derivative index (MEAN)	877	3,27	0,55
Empathy	Respondents' opinion	873	3,11	0,76
	Derivative index (MEAN)	877	3,40	0,58
Self-presentation (<i>overall image</i>)	Respondents' opinion	870	3,34	0,68
	Derivative index (MEAN)	869	3,63	0,53
Goal seeking	Respondents' opinion	875	3,67	0,55
	Derivative index (MEAN)	874	3,40	0,66
Competency Process	Respondents' opinion	869	3,65	0,54
	Derivative index (MEAN)	877	3,42	0,52
Learning, improvement	Respondents' opinion	873	3,63	0,56
	Derivative index (MEAN)	874	3,69	0,49
Knowledge management	Respondents' opinion	873	3,60	0,61
	Derivative index (MEAN)	879	3,21	0,72
Team work	Respondents' opinion	871	3,63	0,62
	Derivative index (MEAN)	879	3,32	0,55
Communication	Respondents' opinion	872	3,63	0,58
	Derivative index (MEAN)	877	3,51	0,54
Conflict management	Respondents' opinion	867	3,59	0,64
	Derivative index (MEAN)	877	3,54	0,59