

# MANAGERIAL COMPETENCIES IN MANAGEMENT THEORY – A LITERATURE SYNTHESIS AND A CLASSIFICATION PROPOSAL

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## ABSTRACT

**Aim:** This paper synthesizes and systematizes concepts of managerial competencies in management sciences and organizational economics, with particular emphasis on linking competencies to resource allocation, costs, and organizational economic performance. **Methods:** The study is a review-based and theoretical approach. A critical literature analysis was conducted, combining synthesis and comparison of definitional approaches, classifications, and competency models. Sources were selected from domestic and international literature indexed in Scopus, Web of Science, and Google Scholar, with an emphasis on post-2020 publications that address digitalization, uncertainty, and crisis conditions. **Results:** The review confirms substantial terminological ambiguity and fragmentation, which limit comparability across studies and weaken practical applicability. As an authorial contribution, the paper proposes an integrative classification that consolidates dispersed models into seven overarching competency groups: strategic and business; leadership; managerial and organizational; cognitive and meta-competencies (including adaptability and resilience); social and communication; technical and knowledge management; and human resource management. Evidence from empirical studies suggests that interpersonal, planning, and adaptive competencies are consistently crucial for managerial effectiveness across various sectors, while a recurring competency gap persists between current and desired profiles. **Conclusions:** Managerial competencies should be conceptualized as a dynamic human capital resource shaping operational efficiency, adaptive capacity, and economic performance. Competency models are justified for HRM diagnosis, development, and succession planning, provided they are contextualized to sector-specific conditions and VUCA-related challenges.

**Key words:** managerial competencies, management, human capital, organizational effectiveness

**JEL codes:** J24, M12, L20

## INTRODUCTION

Contemporary organizations operate in a dynamic environment characterized by rapid economic changes, escalating globalization, and heightened market uncertainty. In such an environment, the role of man-

agers becomes particularly significant as they make decisions amid limited information and heightened risk. They are responsible not only for current resource management but also for the organization's ability to adapt, develop, and achieve sustainable economic efficiency. The pressure for efficiency, arising from

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market competition and stakeholder expectations, makes managerial competencies one of the key factors determining the effective functioning of organizations and the rational management of resources.

From the perspective of organizational economics, managerial competencies should be perceived as a crucial element of human capital that influences the allocation of resources, the level of incurred costs, and the financial results achieved. Decisions made by managers pertain to various aspects, including investment directions, work process organization, employment structures, and methods of employee motivation. Consequently, these decisions have a direct impact on labor productivity, the efficiency of organizational processes, and the competitiveness of enterprises. The literature in management science and organizational economics emphasizes that the quality of managerial competencies significantly determines an organization's ability to achieve economic goals and build a sustainable competitive advantage.

## AIM AND METHOD

Despite the extensive body of literature on the subject, the issue of managerial competencies is characterized by significant ambiguity, evident in the multitude of definitions, classifications, and dispersed theoretical models. The lack of a coherent and synthetic approach complicates the comparison of research results and the practical application of scientific knowledge in organizational management. Consequently, the aim of this article is to synthesize and systematize the concepts of managerial competencies presented in scientific literature. The article is situated within the fields of management science and organizational economics and is theoretical in nature, encompassing an analysis of selected conceptual approaches without conducting original empirical research. The review is narrative-critical with elements of organization (systematization of concepts and models). This means the goal is not to exhaustively enumerate the entire body of work or conduct a meta-analysis, but rather to reconstruct the main currents, identify definitional disputes, and integrate dispersed classifications into a coherent model. The selection of literature was purposeful and issue-driven: it included classical works that shaped the language and frameworks of research

(e.g., Boyatzis) and contemporary publications (post-2020), as the conditions of management (digitization, uncertainty, crises) alter the structure of competency requirements. Some earlier frameworks do not directly address adaptive and digital competencies.

Both Polish and foreign literature were included complementarily: international sources provide a reference to dominant models and trends, while domestic sources allow for capturing the institutional context and management practices within Polish organizations (terminology, HRM practices, sectoral specificity). The search was conducted in Scopus, Web of Science, and Google Scholar databases, with selection based on content relevance, source quality, and connection to the research problem.

The literature selection followed a purposeful, issue-driven logic consistent with a narrative-critical review approach. Sources were included if they (1) explicitly addressed managerial competencies or closely related constructs (e.g., management or leadership competencies) and (2) contributed to definitional clarification, proposed classifications or models, or provided empirical evidence on competency profiles, competency gaps, or relationships between competencies and effectiveness.

Priority was given to peer-reviewed journal articles, scholarly monographs, and review papers indexed in Scopus and Web of Science. Google Scholar was used as a complementary search engine to identify additional relevant publications and citations. The core of the review focused on post-2020 publications, reflecting the increased relevance of digitalization, uncertainty, and crisis-related competency requirements; seminal and classical works were included to ensure conceptual continuity and enable meaningful comparison.

Publications were excluded if they (1) discussed competencies in a generic manner without a managerial or leadership focus, (2) constituted non-scholarly opinion pieces lacking conceptual or methodological grounding, (3) duplicated content already captured in higher-quality sources, or (4) provided insufficient information to assess their relevance to the research problem. Screening progressed from title and abstract review to full-text assessment, with final inclusion determined by thematic relevance, source quality, and contribution to the study's objectives of synthesis and systematization.

- The author's contribution to this work consists of:
- organizing the ambiguous definitional approaches to managerial competencies by juxtaposing them within a conceptual framework;
  - integrating dispersed classifications into an original structure of seven competency groups;
  - indicating how the individual competency groups connect with the economic dimension of management (resource allocation, costs, efficiency), enhancing the applicability of the synthesis for HRM practice and controlling;
  - formulating an original, synthetic definition of a manager, developed based on a critical analysis and integration of selected literary approaches, serving as a reference point for further discussions on managerial competencies.

### **THE MANAGER AS A SUBJECT OF THE MANAGEMENT PROCESS**

When considering managerial competencies, it is worthwhile to start with a definition of the role of a manager, as the scope and nature of competencies are directly determined by the functions performed and the responsibilities of the position. Only by defining who a manager is and what tasks they perform can the concept of managerial competencies be properly organized. Therefore, the definitions of a manager and their basic functions are presented first, followed by a discussion of the concept of competencies and their importance in management processes.

A manager is a person who performs management functions in accordance with the objectives, tasks, and responsibilities assigned to their position. They are responsible for planning and implementing strategies, setting goals, coordinating work, and evaluating results, with a primary focus on operational management, which involves directing the day-to-day activities of the organization [Tohatan 2020]. In this sense, their role is not limited to performing procedures but includes having a real impact on the effectiveness of the organization.

Managerial effectiveness refers to the ability to achieve sustainable results while maintaining team engagement. Management effectiveness encompasses not only the achievement of quantitative goals but also the building of relationships and conditions condu-

cive to long-term cooperation [Horstman et al. 2023]. At the same time, the best managers go beyond day-to-day operational coordination by implementing developmental and innovative solutions that can generate revenue growth and even lead to industry change [Austin 2017]. The role of a manager, therefore, combines operational and developmental dimensions.

A manager is also a person in a managerial position, responsible for managing people, controlling the implementation of tasks, and making decisions necessary for the organization's functioning in a changing environment [Leśniewski 2024]. This requires striking a balance between control and flexibility in responding to change. Management is therefore a complex process that requires knowledge and experience, and a managerial career is a gradual one, depending, among other things, on competence and conscious development planning. An effective manager should develop technical, interpersonal, and personal skills, creating a coherent professional profile [Pashovska 2025].

It is also important to distinguish between the roles of a manager and a leader. A manager focuses on planning, organizing, and controlling activities, while a leader sets the direction for development, builds a vision, and inspires and motivates employees [Wooi 2020]. These roles are not contradictory but complementary, as modern organizations require both efficient management and change-oriented leadership. In the literature, the functions of a manager are described as a set of related activities, including classic management functions as well as decision-making and leadership roles. To organize these approaches, Table 1 summarizes the main functions of a manager based on the concepts of Tutova [2020] and Rogowski [2022].

The presented approaches to the functions and roles of a manager have been integrated in this study into a single, synthetic definition of a manager, formulated by the author based on an analysis of the literature on the subject. This definition organizes the scattered approaches and provides a point of reference for further consideration of managerial competencies.

For the purposes of this article, a manager is understood as a person performing a managerial function in an organization, responsible for planning, organizing, coordinating, and controlling activities, as well as making decisions that affect the achievement

**Table 1.** The key functions of a manager in an organization

Function	Scope and significance
Planning	Setting organizational goals and directions of development, making strategic and operational decisions, analyzing information, and planning actions under conditions of uncertainty and risk.
Organizing	Allocation of human, financial, and material resources; designing organizational structures; task division; and ensuring conditions for achieving organizational objectives.
Leading and leadership	Direct influence on employees through communication, motivation, inspiration, and the development of engagement and trust-based relationships.
Human resource management	Recruitment, development, appraisal, and compensation of employees; supporting the development of team competencies; and shaping attitudes conducive to achieving organizational goals.
Control and performance evaluation	Monitoring goal attainment, comparing results with plans, identifying deviations, and undertaking corrective actions.
Decision-making and economic role	Making decisions affecting costs, economic efficiency, and financial performance; rational resource management; and accountability for economic outcomes.
External relations and adaptation	Responding to market, technological, and social changes; adapting the organization to environmental conditions; and integrating internal objectives with market requirements.

Source: the author based on Tutova [2020] and Rogowski [2022].

of organizational goals and economic efficiency. The role of a manager encompasses both managing day-to-day operations and initiating development activities, which require integrating technical, organizational, and interpersonal competencies, as well as elements of leadership focused on building employee engagement, fostering trust-based relationships, and enabling the organization to adapt in a changing environment.

## COMPETENCE AS A FIELD OF RESEARCH IN MANAGEMENT SCIENCES

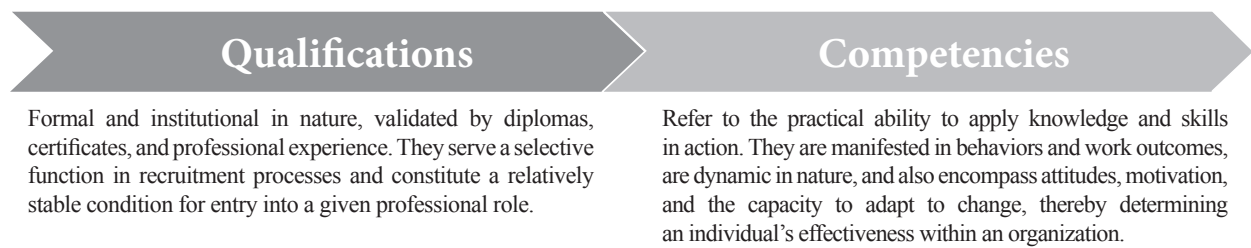
### Qualifications versus competencies

In the academic literature, the concept of competence is interpreted ambiguously, as reflected in the numerous definitions used in management sciences. One of the most frequently cited definitions is proposed by Boyatzis, who conceptualizes competencies as enduring, internal characteristics of an individual – such as motives, traits, skills, and knowledge – that are expressed through effective and superior job-related behaviors and performance outcomes [Boyatzis 1982, Armstrong and Taylor 2016].

An important extension of this discussion is the distinction between competencies and qualifications (Fig. 1). Qualifications are formal and institutional in nature, encompassing knowledge, experience, and official credentials that authorize individuals to perform specific professional tasks [Koniczny 2023]. Competencies, by contrast, refer to the ability to effectively apply these resources in practice and are primarily manifested in an individual's behavior within specific organizational contexts [Balcerzyk and Zapala 2020].

The literature also emphasizes the dynamic nature of competencies, which evolve with experience and changes in the socio-economic environment. In the context of generational change and increasing uncertainty, formal qualifications alone are insufficient if they are not accompanied by adaptive competencies and a capacity for continuous learning [Ruszaj and Błażejowski 2021]. Accordingly, qualifications may be viewed as a formal resource, whereas competencies represent a key determinant of effective individual performance in professional roles.

The literature increasingly emphasizes the importance of key competencies for future managers.



**Fig. 1.** Differences between qualifications and competencies in theoretical perspective

Source: the author based on the literature review.

Analyses published, among others, in *Forbes* highlight creativity and innovation, empathy, active listening skills, well-developed emotional intelligence, as well as perseverance in achieving goals and maintaining organizational stability [Westfall 2019].

At the same time, scholars emphasize that a defining characteristic of contemporary organizations is the need for permanent change, which shifts the emphasis toward adaptive and higher-order competencies. These competencies encompass not only responding to new conditions but also the active co-creation of change and the resolution of problems emerging at the intersection of established solutions and a new socio-economic order [Kwiatkowski 2018].

A comparison of theoretical perspectives reveals that definitional debates primarily focus on the scope of the competence construct. Classical approaches emphasize relatively stable individual attributes and their relationship to superior performance, which facilitates the development of selection-oriented models but is often criticized for underestimating the influence of organizational context. In contrast, contemporary approaches emphasize the developmental and situational nature of competencies, making them more responsive to the VUCA environment; however, they often result in an excessive broadening of the construct, which reduces research comparability and complicates the implementation of competency models. In practical terms, this implies that the usefulness of a given definition depends on its purpose: selection and performance appraisal require more measurable approaches, whereas development and change management call for dynamic conceptualizations.

### **The evolution of the competency approach in management theory**

The scope of managerial competencies is closely linked to the roles and functions performed by managers and therefore evolves in line with organizational development and changes in the external environment. The expansion of competency frameworks constitutes a response to contemporary and future challenges. In the traditional management model, characteristic of the formative period of capitalism, managers were expected primarily to possess specific bodies of knowledge and skills oriented toward planning, control, and supervision of work – requirements that differ in many respects from those prevailing today.

Contemporary management approaches shift the emphasis toward interpersonal relationships, with the ability to build trust-based relationships emerging as a key managerial competency domain. As a result, the importance of competencies related not only to employee engagement in organizational processes but also to fostering employee satisfaction, well-being, and job satisfaction has increased significantly [Skowronek 2022].

### **Managerial competencies in relation to other categories of competencies**

Individual and organizational competencies differ primarily in terms of their level of analysis and the functions they perform in management processes. Individual competencies refer to the attributes, behaviors, and capabilities of an individual that determine effectiveness, employability, and career development. They encompass not only knowledge and skills but also attitudes, motivation, and the ability to adapt to changing work conditions.

Organizational competencies, by contrast, are collective in nature and result from the integration of individual employees' competencies with organizational resources, structures, and processes. Their core lies in the organization's capacity to coordinate activities, leverage knowledge, and achieve sustainable competitive advantage. In Škrinjarić's framework, individual competencies serve as the starting point for the development of organizational competencies; however, it is their alignment with strategic objectives and the organization's operating context that ultimately determines economic and organizational outcomes [Škrinjarić 2022]. Accordingly, individual competencies focus on individual potential, whereas organizational competencies reflect the organization's ability to transform this potential into measurable results.

### **Definitions and key theoretical assumptions**

Effective shaping of employees' behavioral outcomes requires appropriate leadership at managerial levels. Managerial competencies extend beyond the formal coordination of tasks to include active involvement in employee development and the implementation of organizational solutions. By influencing employees' attitudes and behaviors, managers create conditions that foster engagement and organizational commitment. In this respect, managerial competencies are broader in scope than employee competencies, as they focus on coordination, influence, and aligning individual actions with organizational objectives, rather than solely on the execution of individual tasks. As indicated by Alebiosu et al., the level of managerial competencies significantly determines an organization's ability to leverage employees' behavioral potential and achieve its intended outcomes effectively [Alebiosu et al. 2022].

Managerial competencies can be defined as a set of attributes and resources that enable effective leadership and organizational management in the face of change and uncertainty. They encompass motivation, knowledge, managerial and interpersonal skills, as well as personality traits that support constructive and low-conflict goal attainment. Consistent with contemporary compe-

tency-based approaches, managerial competencies should be measurable, developable, and explicitly linked to the responsibilities associated with a given managerial role, thereby enabling their systematic assessment and practical application in management practice [Heina 2020].

### **Key groups of managerial competencies**

A review of the relevant literature suggests that managerial competencies constitute a complex, multi-dimensional construct encompassing both the manager's individual resources and their ability to influence others and operate effectively within complex organizational structures. Scholars emphasize that managerial competencies are dynamic, contextual, and hierarchical in nature, and that their scope extends beyond employee competencies by focusing on coordination, leadership, and accountability for organizational outcomes.

In response to the fragmentation of existing theoretical perspectives, an original classification is proposed that integrates the most frequently identified definitional and empirical themes. The classification follows a logic "from economic outcomes to managerial behaviors", grouping competencies into seven overarching, high-level domains that allow for further industry-specific elaboration:

1. Strategic and business competencies – including strategic orientation, goal setting and prioritization, economic analysis, innovativeness, and the assessment of decision impacts on organizational performance [Fanelli et al. 2020, Heina 2020, Szczepańska-Woszczyzna and Gatnar 2022].
2. Leadership competencies – referring to inspiring and engaging employees, exerting influence, building trust-based relationships, as well as ethical conduct and social responsibility [Fanelli et al. 2020, Heina 2020, Skowronek 2022, Wyrzykowska et al. 2024].
3. Managerial and organizational competencies – encompassing decision-making, team management, task delegation, coordination of activities, and the resolution of problems and conflicts [Fanelli et al. 2020, Heina 2020, Szczepańska-Woszczyzna and Gatnar 2022].

4. Cognitive competencies and metacompetencies – associated with analytical and conceptual thinking, learning capability, adaptability to change, and resilience under conditions of uncertainty and crisis [Barczak 2021, Ahti et al. 2023].
5. Social and communication competencies – including effective communication, empathy, teamwork, employee motivation, and relationship management with stakeholders [Heina 2020, Szczepańska-Woszczyzna and Gatnar 2022, Wyrzykowska et al. 2024].
6. Technical competencies and knowledge management – referring to industry-specific expertise, the use of information technologies, and the acquisition, analysis, and organization of information, particularly important in knowledge-based organizations [Szczepańska-Woszczyzna and Gatnar 2022].
7. Human resource management competencies – encompassing recruitment, employee development and motivation, support for autonomy, and the application of appropriate leadership styles [Głowienka 2022].

A common element across the analyzed perspectives is the emphasis on the fact that managerial effectiveness does not result from the possession of isolated skills but rather from the integration of multiple competency domains, including metacompetencies that enable action under dynamic and complex conditions. At the same time, the literature remains definitional and classificatory heterogeneous: classical approaches emphasize relatively stable individual characteristics [Boyatzis 1982, Armstrong and Taylor 2016], whereas more recent perspectives highlight the contextual, developmental, and adaptive nature of competencies [Skowronek 2022].

The synthesizing contribution of this article lies in organizing these approaches into a coherent model of seven overarching competency domains and in demonstrating their applicability across different organizational contexts (stable, crisis, digital, and sector-specific). Compared with earlier classifications, the model places particular emphasis on the role of metacompetencies as a higher-order layer [Barczak 2021, Ahti et al. 2023], distinguishes human resource management as an autonomous domain of managerial competencies [Głowienka

2022], and incorporates the growing importance of technological and knowledge-intensive components in smart organizations [Prokopowicz 2022].

The proposed seven-domain classification is conceptually grounded in classical competency theory; however, it extends and reorganizes existing approaches in several important ways. In line with Boyatzis's competency perspective, it conceptualizes competencies as resources manifested in behavior and linked to effectiveness. At the same time, it shifts the analytical emphasis beyond individual performance outcomes toward the economic dimension of managerial decision-making (e.g., resource allocation, costs, and efficiency). Compared with broad skills-based taxonomies that typically group competencies into technical, interpersonal, and conceptual domains, the proposed model retains these core distinctions but unpacks them into more specific and actionable domains suited to contemporary organizations (e.g., separating leadership from managerial–organizational execution and distinguishing social communication competencies as a distinct cluster). Moreover, unlike many earlier classifications in which human resource management is treated as a subset of leadership or general managerial skills, the present model conceptualizes HRM competencies as an autonomous domain, reflecting managerial responsibility for staffing, development, appraisal, and motivation processes. Finally, the framework explicitly elevates metacompetencies (e.g., learning capability, adaptability, resilience) to a higher-order layer that enables effective functioning under VUCA conditions and complements sector-specific technical competencies as well as knowledge management. This positioning clarifies the added value of the proposal: it integrates previously fragmented models into a coherent structure while simultaneously linking competency domains to managerial actions that influence organizational economic outcomes.

### **Managerial competencies and organizational effectiveness**

The significance of managerial competencies is reflected in their multidimensional impact on organizational functioning and effectiveness. Competent managers play a key role in achieving organizational objectives by helping

employees understand these goals and by coordinating individual and team activities [Dler and Tawfeq 2021]. Managerial competencies also facilitate the efficient use of limited resources, enabling cost reduction and minimizing waste, which in turn enhances economic efficiency.

Authors further emphasize the role of managers in adapting organizations to rapidly changing environments by initiating development activities, supporting adaptive processes, and ensuring the availability of up-to-date knowledge. An important dimension of managerial competencies is also ethics and social responsibility, which foster trust, reduce conflicts, and create conditions for smooth and stable organizational functioning [Dler and Tawfeq 2021].

### **Review of empirical research**

Research on managerial competencies focuses on identifying and systematizing the skills and attributes necessary for effective fulfillment of managerial roles in dynamic organizational and market conditions. These analyses encompass various management levels and sectoral contexts, with a particular focus on adaptive, leadership, decision-making, and interpersonal competencies, as well as metacompetencies that facilitate learning and long-term development.

An example of this line of research is a study conducted among managers of cinema facilities in Poland, which found that work-related attitudes and people-management skills, supporting team motivation and engagement, are central to the current competency profile. Technical, interpersonal, and conceptual competencies, which facilitate decision-making and development planning, were also highly valued. The study further identified a gap between the current and desired managerial competency profiles, confirming the need for systematic development of competencies [Pytel 2023].

Complementing these findings, Prokopowicz [2022] highlights the importance of managerial competencies in the development of smart organizations. Strategic, analytical, and leadership competencies were emphasized as essential for integrating digital technologies into organizational processes and effectively managing knowledge and innovation in uncertain conditions. Social and communication competencies were also identified as crucial for fostering employee engagement in technology-driven environments.

Empirical evidence from Sikorski and Kowalczyk [2024], examining sales team management practices in retail banking, shows that highly effective managers exhibit strong planning and organizational competencies, including advance action planning, clear communication of goals, and systematic monitoring of their implementation. Interpersonal competencies – such as individualized employee approaches, regular feedback, and the application of diverse motivational techniques – were found to be key differentiators between more and less effective managers.

The influence of organizational context is further confirmed by Kmecova and Juracka [2023], who found that the application of managerial competencies is significantly affected by company size rather than sector. The highest levels of competencies were observed in large enterprises, suggesting a link between organizational scale and the maturity of management processes.

In summary, contemporary empirical research confirms the growing importance of adaptive, leadership, and interpersonal competencies, while emphasizing the role of technological and organizational context and the analysis of competency gaps. These findings indicate that effective management requires the integration of multiple competency domains, tailored to the dynamic and uncertain conditions in which organizations operate. A summary of the key empirical findings is presented in Table 2.

The empirical studies reviewed, however, differ in terms of managerial levels examined, methods of competency assessment (self-assessment, 360-degree evaluation, or indirect indicators), and definitions of effectiveness (sales results, supervisor evaluations, organizational metrics). Consequently, some findings are directional rather than strictly comparable. This highlights the need for standardized operationalization of competencies and a clear distinction between competencies as self-reported and those manifested in observable behaviors. The synthesized empirical results provide a foundation for deriving practical implications for management practice. The following chapter discusses the practical applications related to the development of managerial competencies and the use of competency models within organizations.

**Table 2.** Cross-sectional conclusions from empirical studies on managerial competencies

Area of conclusion	Content of the conclusion	Sources
Interpersonal and leadership competencies	Regardless of sector, interpersonal and leadership competencies – such as communication, motivation, relationship building, trust, and an individualized approach to employees – constitute a key factor differentiating more effective managers from less effective ones.	Pytel 2023, Sikorski and Kowalczyk 2024
Organizational and planning competencies	Managerial effectiveness is strongly associated with the ability to plan activities, clearly formulate goals, systematically monitor their achievement, and act consistently, which supports more efficient use of human resources and higher operational effectiveness.	Sikorski and Kowalczyk 2024
Adaptive competencies and metacompetencies	Under conditions of crisis and high uncertainty, the importance of adaptive competencies and metacompetencies – such as resilience to change, learning capability, and cognitive flexibility – increases, complementing and often exceeding the relevance of procedural competencies.	Ahti et al. 2023, Rippel and Huzar 2023
Digital competencies and knowledge management	In smart organizations, the integration of managerial competencies with digital competencies and the ability to manage knowledge and innovation becomes critical, shifting the managerial role toward that of a technology – process integrator.	Prokopowicz 2022
Competency gap	Empirical evidence indicates a gap between managers' current and expected competencies, which justifies the use of competency models in HRM as tools for diagnosis and development planning.	Pytel 2023

Source: the author based on the review of empirical research.

## PRACTICAL IMPLICATIONS FOR MANAGEMENT

Empirical findings and literature reviews consistently indicate that managerial competencies – particularly those related to interpersonal and leadership skills – are crucial for effective team management across various organizational sectors. Studies confirm that successful managers exhibit strong communication skills, the ability to motivate employees, individualized approaches to team members, and the capacity to build trust-based relationships, all of which directly enhance organizational effectiveness [Pytel 2023, Sikorski and Kowalczyk 2024].

From a management practice perspective, a key implication is the need for systematic development of managers' soft skills, which research shows differentiate highly effective managers from less effective ones to a greater extent than purely technical competencies. This includes developing abilities in planning, assessing employee potential, providing constructive feedback,

and applying a range of motivational tools beyond financial incentives [Sikorski and Kowalczyk 2024].

The findings also underscore the value of competency models as tools to support human resource management. Such models can provide a foundation for designing managerial development programs, succession planning, and identifying gaps between current and desired managerial competency profiles. However, the effectiveness of competency models depends on their flexibility and alignment with industry-specific requirements and contemporary organizational challenges, such as digital transformation and crisis management [Prokopowicz 2022, Rippel and Huzar 2023].

For managers and practitioners, it is particularly important to view competencies not as a static set of attributes, but as a dynamic resource that requires continuous development and updating. Research highlights that the deliberate cultivation of managerial competencies contributes to organizational resilience, enhances team collaboration, and increases the organization's capacity

to adapt under conditions of uncertainty and environmental change [Pytel 2023, Rippel and Huzar 2023].

The proposed seven-domain framework can be operationalized as a practical HRM tool by translating each domain into a concise set of observable behavioral indicators and embedding them within role-specific competency profiles. First, organizations can construct a competency matrix (seven domains × managerial level/role) that distinguishes core competencies (required across roles) from contextual competencies (sector-, function-, or project-specific). Second, assessment can combine structured behavioral interviews and 360-degree feedback with role-relevant simulations or work-sample tasks (e.g., case-based decision scenarios for strategic-business competencies, conflict-resolution simulations for social-communication competencies, and change-leadership exercises for metacompetencies). Third, gaps identified between current and target profiles can be linked to individualized development plans, mentoring or coaching, rotational assignments, and targeted training modules aligned with each domain.

Importantly, the framework facilitates the integration of competency development with controlling and performance management by enabling the monitoring of selected organizational indicators that are plausibly influenced by managerial decisions (e.g., process efficiency, employee turnover and engagement, error rates, or cost deviations), while avoiding an overly narrow, short-term outcome focus. Such an approach enhances the practical applicability of the proposed synthesis and supports evidence-informed selection, development, and succession planning under VUCA conditions.

## CONCLUSIONS

The literature review indicates that managerial competencies constitute a complex, multidimensional construct encompassing strategic, leadership, managerial, social, communication, cognitive, technical, and human resource management competencies. Contemporary theoretical perspectives emphasize the dynamic and contextual nature of managerial effectiveness, highlighting that it does not stem from isolated skills but from the integration of multiple competency domains – often referred to as metacompetencies –

that enable adaptation to change and effective functioning under conditions of uncertainty. In line with the article's objectives, the synthesis and systematization of managerial competency concepts have allowed for the organization of key theoretical approaches and the identification of competency domains considered essential in contemporary management.

The findings further suggest that managerial competencies should not be applied in organizations as a general catalog of desired traits, but rather as a practical tool to support managerial decisions and HRM processes. In practice, this implies applicability on three complementary levels. First, at the level of diagnosis and role alignment, it is appropriate to develop competency profiles tailored to management level and function (e.g., operational, sales, project-based, or research and development roles), with a distinction between core and contextual competencies. Second, at the development level, recurring empirical findings regarding competency gaps justify designing development programs focused on interpersonal and leadership competencies, planning and organizational skills, and adaptive metacompetencies, using tools that facilitate the transfer of learning to practice. Third, at the organizational outcomes level, managerial competencies should be analyzed in relation to economic performance, as they influence costs, productivity, and resource allocation through decisions regarding work organization, staffing structure, and coordination of activities.

It should be noted that the limitations of this article include its theoretical and literature-review nature, without original empirical research, as well as the fact that the selected literature, despite following defined criteria, does not exhaust the full body of research in the field. Consequently, future research should focus on empirically verifying the proposed managerial competency classification, particularly by identifying gaps between current and desired competency profiles of managerial staff, as well as on standardizing operationalization and measurement methods for competencies.

The contribution of this article lies in the proposed classification of seven managerial competency domains and the corresponding definition of a manager, which organizes dispersed theoretical perspectives and provides a conceptual framework applicable to both empirical research and the design of HRM and control tools. This

framework enhances the practical applicability of the competency concept by emphasizing the need to link competency assessment with organizational performance indicators in a methodologically controlled manner, without reducing competencies solely to short-term outcomes.

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## KOMPETENCJE MENEDŻERSKIE W TEORII ZARZĄDZANIA – SYNTEZA LITERATURY I PROPOZYCJA KLASYFIKACJI

### STRESZCZENIE

**Cel:** Celem artykułu jest synteza i systematyzacja koncepcji kompetencji menedżerskich prezentowanych w literaturze nauk o zarządzaniu oraz ekonomii organizacji. Szczególny nacisk położono na powiązanie kompetencji menedżerskich z racjonalną alokacją zasobów, kosztami oraz wynikami ekonomicznymi organizacji. **Metody:** Artykuł ma charakter przeglądowo-teoretyczny. Zastosowano analizę krytyczną literatury oraz metodę syntezy i porównania podejść definicyjnych, klasyfikacji i modeli kompetencyjnych. Dobór źródeł obejmował literaturę krajową i zagraniczną (artykuły naukowe, monografie, prace przeglądowe) z wykorzystaniem baz Scopus, Web of Science i Google Scholar. Analiza uwzględniła dorobek klasyczny, jednak zasadniczy trzon przeglądu stanowiły publikacje po 2020 r., odnoszące się do współczesnych uwarunkowań zarządzania (m.in. cyfryzacji, niepewności i kryzysów). **Wyniki:** Przegląd potwierdził istotną niejednoznaczność terminologiczną i rozproszenie ujęć kompetencji menedżerskich, co utrudnia porównywanie wyników badań oraz wdrażanie modeli kompetencyjnych w praktyce. Na podstawie syntezy uporządkowano kompetencje w siedem nadrzędnych grup: strategiczne i biznesowe; przywódcze; zarządcze i organizacyjne; poznawcze i metakompetencje (adaptacja, odporność); społeczne i komunikacyjne; techniczne oraz zarządzanie wiedzą; zarządzanie zasobami ludzkimi. Zestawienie badań empirycznych wskazuje, że niezależnie od sektora kluczowe dla skuteczności menedżerów są kompetencje interpersonalne, planistyczne oraz adaptacyjne, a także występowanie luki między profilem aktualnym a oczekiwanym. **Wnioski:** Kompetencje menedżerskie należy traktować jako dynamiczny zasób kapitału ludzkiego determinujący sprawność operacyjną, zdolność adaptacji i efektywność ekonomiczną organizacji. Z punktu widzenia praktyki zasadne jest wykorzystywanie modeli kompetencyjnych w HRM do diagnozy, rozwoju i planowania sukcesji, z jednoczesnym dostosowaniem do kontekstu branżowego i wyzwań środowiska VUCA.

**Słowa kluczowe:** kompetencje menedżerskie, zarządzanie, kapitał ludzki, efektywność organizacyjna