Model of Knowledge, Talent, Wisdom and Personality Competencies Development

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Abstract: The study deals with the issue of qualitative modelling of individuals' potential in organisations using purposive and permanent development of their knowledge, skills, talent, wisdom and personal competencies. In the theoretical part, it puts stress on a thorough understanding and explanation of the contents of these categories (concepts) and examines mutual links among them. In the methodological part, the study presents the results of our questionnaire survey conducted on a sample of 484 active respondents in Poland. There are the most important results presented with respect to the examination of three hypotheses set in contraposition (position occupied by the respondentsdoes not affect the level of their knowledge about the functioning of the knowledge management strategy in organisations; the knowledge management strategy developed depends on the size of the organisation; employees do not receive assistance from the side of their colleagues in developing own knowledge). In the creative part, there are presented verbal and graphical models of knowledge, talent, wisdom and personality development competencies. Model consists of three segments. Central segment examines the relationships between genetic make-up of individual, his knowledge, skills, talent, wisdom, performance and intellective competencies. We understand wisdom as a unique form or dimension of talent an individual develops the whole life. The left segment of the model is dedicated to the recommended activities and elements the individual himself may initiate in his development. The right segment shows the role and measures recommended (including procedural) that organisation as an employer should implement, so that the cultivation of its employees was truly effective and contribute to the organisation success.

Key words: Development, model, knowledge, talent, wisdom, competencies, personality

INTRODUCTION

The growth of the enterprise depends primarily on the creative application of knowledge and intelligence; in the mutual combination of these characteristics, there appears a synergistic effect which is the sum of a competitive advantage of the organisation (knowledge management, learning organisation, productivity of knowledge employees, organisational learning and knowledge management) (Trunecek, 2003). The term 'knowledge potential of organisation' is used more and more often. This one represents a set of knowledge but also the conditions, assumptions, procedures which when activated can contribute to the positive development of the performance of organisation processes and facilitate the establishment of value of organisation using a variety of types and forms of knowledge (Jermar, 2012). There is an urgent challenge in today's information or knowledge-based society that organisations were able to create efficiently and evaluate effectively their knowledge base (Vodacek and Vodackova, 2013). It means that knowledge and skills are very important for the success of the organisation. In the context of organisation, they must be revealed, cumulate, train, share and above all, apply, constantly update, improve, move to higher and higher levels, capable of consecutive competing with the others.

According Tseng (2010), knowledge management in an organisation begins by identifying the knowledge that individuals bring in from outside the company. Subsequently, knowledge and skills have to be permanently and reasonably developed and progressed. And these ones have to be cleverly utilised in accordance with the organisation's mission, vision and goals. But in our opinion, knowledge and skills have to be connected with something else: with real and lifelong experiences and abilities. They must create together new qualification and valuable categories in harmony: wisdom, talent and matured competences.

If we apply the above categories to the success of the organisation, it is important to see mostly holders-employees and managers-beyond these categories. "Individual competence is owned by the person who possesses it and means people's capacity to act in various situations. It includes: skills, education, experience, values and social skills (Sveiby, 2001).

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Individuals with a huge spectrum and deep range of their knowledge, experience, skills and abilities are centre and heart of the organisation success. They are hard workers, inspirers, innovators, propagators and users of the progress. They create and direct progress towards the benefit not only for their own. They also direct it for the welfare of their working teams and across their organisation (identify their self with the self of the organisation). However, they disseminate the progress even further, beyond the boundaries of their own organisation to other entities, the public, state, humanity. Such individuals with excellent ideas and energy for the good of others can be described as unique and highly competent people holding the future and success of the organisation.

In American literature, they are used to refer to so called super-keepers. According Zingheim (2004), they are more the keepers of the company's secret sauce. They have the hard-to-find, hard-to-replace, practical and applicable skills that give your business an advantage with your customers. These are your company's superkeepers. Von Seldeneck (2004) defines these individuals as follows: Superkeepers are people high in potential and performance who also personify the organisation value-creating competencies are a rare breed, hard to identify and even harder to recruit and retain. It means a strategic talent acquisition is the art and science of competitive advantage in the acquisition of talent for the business. It is a unique formula to every organisation that aligns the complexities of the organisational resource model, with future growth trends and market impact information. The art lies in the ability to shift based on any and all of the indicators; the science is the mastery of the process and technology formulas to acquire the talent (Orler and McMillan, 2011). In other words: it is necessary to seek the knowledge, skills and experience so they do not leave the organisation together with individual employees (with human capital) but they should be kept in the form of organisation capital (Koubek, 2007). It means one of the main objectives for linking sustainability and human resource management is to attract and retain the best and brightest people by becoming the most highly ranked and attractive employer in the corresponding industries (Ehnert, 2009).

Goal of paper: On the basis of these initial ideas, the intention of paper is to explore the theoretical and real (pragmatic) aspects of the key qualification and personal elements critical to the profitability and strategic competitiveness in the knowledge-based society, namely: knowledge, talent, wisdom and competencies. Presenting the most important results of our questionnaire survey carried out in Polish enterprises and organisations points to a real understanding, problems and potential opportunities for the development of employees and managers knowledge and competencies. Analysis, comparison, synthesis and conceptual modelling of theoretical assumptions, results of the survey and own experiences will be accomplished in the application of the study through the creation of verbal and graphic model exploring just mutual links of knowledge, talent, wisdom and competencies, namely from the viewpoint of the personality of individual. In addition, procedural segments of the model will define the basic elements and dynamics of the personal development organised by an individual himself versus the development organised by other participants of this deliberate and lifelong process.

Knowledge, wisdom, talent and competencies: Every organisation has to have and utilise productively something unique and excellent. It means every organisation has to have great knowledge, skills, talent, wisdom and competencies. Every business needs top talent at every link because the business will be only as strong as its weakest link. Moreover, the talent at every vital link must feel valued (Chowdhury, 2002). Because of this notion, in order to create a talent-driven environment (that begins before the candidate even walks in the door), the HR experts and/or managers will have to be able to know the skills and competencies that a person brings with him or her (Jones, 2011). It emphasises the strength of human experience, skills, wisdom and their common intersection concluded in a personality of individual.

Knowledge and knowledge management: Knowledge represents the highest level of human cognition including specific and accepted adoption, deep identification and readiness to take all knowledge, skills, abilities and experience that an individual received during his life and can handle and develop them in meaningful way. According Davenport and Prusak (1998), knowledge is understood as a fluid mix of framed experience, values, contextual information and expert insight that provides a framework for evaluating incorporating new experiences and information. It originates and is applied in the minds of knowers. "Knowledge represents the ability (based on previous experience, mental models, values and relations) to use information, i.e., apply them in specific activities", (Bartak, 2008). Knowledge is multilateral and complex because it is concrete and abstract, implicit and explicit, general and individual, physical and mental, developing and static, clear and coded. It means the

knowledge base contains declarative knowledge (facts about objects, events and situations) and procedural knowledge (information about coursed of action) (Armstrong, 1993).

Currently, in the knowledge-based period (on the basis of the views of a number of world authors) knowledge can be classified substantially modern, for example in the following way:

- Explicit knowledge is formal and systematic, expressed or formulated in terms of words and numbers. We can picture, store, exchange and transfer it by means of ICT (Kokavcova, 2011; Brennan and Dooley, 2004; Polanyi, 1966; Nonaka and Takeuchi, 1995)
- Tacit knowledge is unique knowledge stored only in the mind of individual. It is deeply rooted in the activities of individuals. It is difficult to formalize and communicate it further (Kokavcova, 2011; Frey and Osterloh, 2010; Koubek, 2007)
- Transcendental knowledge is non-personified, hazy knowledge hidden and appears before the phase of reification. It is the ability to act on the basis of intuition, ability to predict and estimate the development
- New knowledge arises in the enterprise at the level of meeting of tacit and explicit knowledge by creating new connections (based on the diversity of perspectives on the world, diversity of personalities and value rankings of knowledge). It can arise at the interface of science and disciplines (Mikulastik, 2010)

On the contrary from the individual's viewpoint, this concretisation is interesting: individual explicit knowledge called conscious knowledge, is about facts, concepts and theories stored in the memory or personal notes. Individual tacit knowledge called automatic knowledge, takes a form of skills, practices coded in the mind, habits (Gluszek, 2004). And the following thoughts of are also very important: knowledge itself does not lead to economic growth or improvement in the competitive position of the enterprise on the market. In order to make it happen, knowledge shall be utilize adequately and coherently. We cannot use it only as an additional factor of production, since knowledge represents much more: it is an element of creative skills and unique binder for all other means of production. Thanks to the knowledge we have innovative opportunities to make products and services (Igielski, 2014).

This systematic effort leads to the Knowledge Management (KM). But despite the growing popularity of knowledge management in business and scientific circles,

the one definition that would generally be acceptable by both the theory representatives and management practitioners has not been elaborated as yet. Analysing different definitions of knowledge management that appear in literature certain repetitive constituents should be noticed. For example, attention is paid to a correlation between KM and implementing an organisation's goals and obtaining widely understood benefits such as: the growth of value, market results, the wealth itself, the increase in competition (Armstrong, 2006; Murray and Myers, 1997; Armacost, 2011). Knowledge management is also described as a set of composing it processes (Probst, 2004; Skyrme, 2003; Sarvary, 1999; Murrayand Myers, 1997; Wiig, 1993). In other definitions components enabling to and/or facilitating the KM (methods, tools, techniques) are clearly identified (Probst, 2004). It is also indicated that KM has to be a clearly defined, organised and systematic activity (Armacost, 2011).

Analysing above mentioned definitions and many others existing in the literature as well as taking into consideration specificity of knowledge as a strategic resource, knowledge management can be defined as a set of systematic, organised, thoughtful and flexible actions aimed at knowledge resources (individual, collective and organisational; explicit and tacit) of the organisation, taken and performed with the intention of achieving the objectives of the organisation efficiently and effectively. These actions enable the organisation to realize knowledge management processes (localization, acquiring, developing, sharing, preservation, use) as well as shape the environment (human, technical, cultural) conducive to KM, using for this purpose appropriate methods and tools (Figurska, 2012).

Talent and talent management: The definition of talent does not belong to easy tasks. Talent can be understood either as a special talent or special ability (Leyhausen, 1987). Talent represents a wider range of certain congenital conditions (talents) which are genetically encoded in the body (Fuchsova and Kravcakova, 2004). According authors from Oxford, talentis natural aptitude or skill, respectively, as talent may be understood also people possessing natural aptitude or skill (Soanes and Stevenson, 2003).

Talent (giftedness) is the ability understood as possibility, potential, abilities which predispose individuals for extraordinary intellectual, artistic, sporting and other performances (Paulieka *et al.*, 2002). It is a completely and particularly developed ability of a man that makes him exceptionally qualified to carry out certain activities or performances. Pragmatic viewpoint represent this idea of Renzulli (1998): creative-productive giftedness

describes those aspects of human activity and involvement where a premium is placed on the development of original material and products that are purposefully designed to have an impact on one or more target audiences.

Talent can define not only degree or quality of human characteristics. A man himself can be a talent a person with above-average features, skills or competencies. This understanding corresponds to the definition created by The Conference Board Knowledge and Experience: talent means employees/management who perceptibly add to the company's net worth and stand out in the organisation in terms of personal growth potential and capacity to fill senior managerial positions. In the business context, talent may be defined as capability applied to create value that is recognized and rewarded by primary stakeholders owners, managers and customers (Chowdhury, 2002). An individual may be considered talented, if he is able to find a better solution to the problem as the other a comparable individual (Vladescu, 2012). Talented individual can perform the hardest activities which require specific (unique) knowledge, skills and personal characteristics (Papkova, 2011). More concretely is this idea presented by Morawski and Mikula (2009): with respect to the talents, we may assume at least two mutually exclusive assumptions: either only few employees who are noticeably better than the others in terms of selected features have a talent or all employees have hidden talents which should be discovered and strengthened by their managers.

Talent is therefore qualitative variable defining certain extraordinary, excellent talents of an individual in a particular area of the life of society considered. Talent can be perceived favourably not only in the field of art (a talented musician, ballerina) but also in the field of secondary or tertiary life of society (a talented heart surgeon, scientist, designer). Simply, talent means that an individual has a certain talent above the average level allowing him to make it either to a large extent, easier, more creative, valuable or with much better result than others.

For example, an employee who is able to find excellent solutions in his field and perform the work on an excellent level can be talented as well. Even manager who can fascinate his employees by his wisdom, forethought and enthusiasm to extraordinary performances may be also talented. A university student who is eager for further knowledge and discovery of hidden meanings and is extremely successful has talent for learning and creation of new knowledge. An educator, teacher who puts in the education of students not only all of his intellective disposition which he constantly increases and improves

to the advanced level of precision but he also puts soul in the education, i.e., attitudes, ideas, dreams and fantasies, appealing also for students, moving them to the further development and ageing. Talented people talents are the greatest wealth not only for enterprises but the entire state and mankind as a whole.

For the above reasons, it is necessary to work with people's talent particularly cautiously, generously and managerial right. This is the domain of talent management.

Talent management is a natural evolution of HR. It is a series of business processes (workforce planning, recruiting, on-boarding, performance management, training and performance support, succession planning, compensation and benefits, critical skills gap analysis (Bersin, 2006). Similarly, talent management typically refers to performance management, learning management, succession planning, compensation and recruitment (Orler and McMillan, 2011) and is focused on attracting the best employees, their continuous motivation for creative thinking and performing tasks as well as on their professional development which enable them to achieve mastery in their specialization (Morawski and Mikula, 2009). Talent management is a mission critical process that ensures organisations have the quantity and quality of people in place to meet their current and future business priorities (Wellins *et al.*, 2009). At the heart of the matter talent management is a business process and one focused on improving performance throughout an organisation (Wentworth, 2012).

The talent management system is a distinct function within the organisational management system devoted exclusively to attracting, keeping, managing and identifying talent. It is administered by the management team in cooperation with the human resource function (Chowdhury, 2002). Talent management requires both systems and an organisational commitment to attract, acquire, manage and measure the talent needed to achieve a company's business objectives. If business and talent management systems are not aligned with processes, companies not only fail to maximise their benefits, they also put their goals at risk (Oracle, 2012).

According results of survey realised by SilkRoad (2014) on the sample of 3,743 HR professionals and 247 professionals/job seekers, talent acquisition is highlighted as a top concern for professionals this year. For sourcing, professionals are extensively relying on new technology social media, branded web sites, career sites to attract top talent to the workplace. The new workforce of Millennials will be less patient with older recruiting technologies, so a company's employment brand becomes more critical than ever. When searching talented

employees, it is necessary to define whether a talented individual is inside the enterprise (or university) and what extent he performs his duties in. If he meets them, he can be included in a group of talents. The aim of the strategy of talent management is to ensure the fund of highly talented, skilled, engaged and devoted individuals capable of contributing to the achievement of current and future requirements of the enterprise, so called talent pool (Hitka, 2013). It is required to add that each organisation which depends on their successful and perspective future should pay extra attention to their talented members talents. It is necessary in the view of the current battle for the unique, talented personalities of the potential market.

Talented individuals are the richest fountain of progress, daring solutions and profitable activities. It means that the management of the development of talent belongs among the processes of career planning and succession in managerial positions. Planning the career of talented individuals forms their progress within the enterprise in accordance with the assessment of the needs of the enterprise on the one hand and the performance, potential and preferences of talented individuals on the other hand (Armstrong, 2002). It is important to take into account not only the level of competence and performance of the employees but also evaluate their potential for growth and improvement as an important characteristic of their talent (Noskova, 2012).

Wisdom: Wisdom is knowledge of how to live a good life (Flyn, 2009). This metaphoric definition may be transformed into practical, real life of organisations as follows: wisdom is accumulated through years, mutually superimposed, ethically utilised knowledge shared with others and provided towards another to achieve a higher level of behaviour and performance and achieve a higher social value and quality. "Wisdom occurs when you begin to see beyond your perspective from the lens of your talent. It's when you see how your talent, skills, knowledge and information can apply to making the world a better place. It's when you see way beyond the present and understand the impact you can have on the future", (Coelho, 2012). Wisdom is described as an ability to make sensible and accurate actions in a given situation (Jashapara, 2006) or as an ability to make oneself aware of the long-term consequences of activities and behaviour as well as to be able to assess them (Ackoff, 1996). Wisdom is the quality of having experience, knowledge and good judgement; the quality of being wise (Soanes and Stevenson, 2003).

According Sternberg (2002), wisdom means the application of intelligence and experience toward the attainment of a common good. This attainment involves a balance among intrapersonal (one's own), interpersonal (other people's) and extrapersonal (more than personal, such as institutional) interests, over the short and long terms. Quinn (2006) emphasises the wisdom is making decisions on a systemic basis that are in line with our interests in the long-term as well as the immediate moment and in line with our values for not only ourselves but others and society and the world as a whole. It comes into its own when dealing with the messy world, we really live in than the well-structured world of formal problems. And it's very much a journey, not a destination.

Important is the wisdom draws not only from one's own life experiences. It primarily draws from the quality literature and theory. Theory is based on robust research, evidence and valid argumentation. Reading the wisdom literature offers checklist of what to do. Reflection on personal experience, resulting in prescription for good practice can provide useful and stimulating insights into practice (Gibb, 2008). It means that a significant feature of wise people is that they constantly read professional literature and periodicals. In addition, they study constantly, communicate with others, gaining from them experience (in exchange for their own experience). Just using these ways they can permanently develop their wisdom.

Competence: Competence is more than just knowledge, skills or individual talent. Competencies in this concept are the highest quality level of dispositions and capabilities available. Competencies (in the sense of a great control and preparedness for a particular performance) can be defined as a summary of the key professional and personal assumptions/talents and behavioural patterns an individual (student) has and shows to successfully achieve objectives specified (Blaskova, 2011).

Competencies are the ability to apply and use knowledge, skills, abilities, behaviours and personality traits for a successful performance of the core working tasks, specific functions or it is a role or position in the enterprise (organisation) (Le Deisat and Winterton, 2005). Matuska refers competencies to the necessity to develop them constantly: competencies are associated with the expected level of professional activity at work within the meaning of the preferred corporate behaviour. Competencies in enterprise to be formed and improved constantly through an appropriate system of target oriented education and support. Competencies are the observable and measurable skills, knowledge and behaviours that contribute to enhanced employee performance and organisational success (Madell and Michalak, 2004).

Within the meaning of the EQF (2009), competence represents a proven ability to use knowledge, skills and

personal, social and/or methodological abilities in work or study situations and professional and personal development. In this context, competence is described in relation to responsibility and independency.

In an effort to allocate from other talented individuals those who have something extra, they can combine their talent and wisdom into a unique level of above-average, excellent competencies; many authors operate with the term of so-called high-competent individuals. It is certainly very difficult to educate individuals with above-average competencies in the environment of the organisation. It is also very difficult to get such individuals from outside from other employers/competitors.

In today's environment, it takes more personal intervention and relationship building on the part of organisations than ever before. The brand name or reputation of an organisation alone is not enough to attract top-notch talent. To convince superkeepers to join your staff, you will need the support of individuals within your organisation who have the passion, integrity, vision and ability to create a level of excitement that will lure them to enter your door.

For example, in Sunoco, Inc., people with above-average competencies are understood in an interesting way. In this company, the managers use an employee ranking grid for discover so called crown jewels. This report is composed of a two-dimensional matrix with performance on the horizontal axis and potential on the vertical. When reviewing the numbers on this report, the executives quickly focused their attention to the matrix box that included a small number of high-potential/high performers. This should be a very select group that typically represents only 3-5% of the total employee population. In general, the names in this category (crown jewels) were known to all and supported (Naku, 2004).

MATERIALS AND METHODS

The subject of our survey is Knowledge Management (KM) in organisations. The purpose was to gain respondents opinions on practice and expectations concerned the KM. On the one hand, such survey allows for better transfer of knowledge management theory to practical actions and on the other hand, it allows enrich our prepared model that connects knowledge, talent, wisdom and competencies together from the viewpoint of the personality of individual.

Participants and hypotheses of the survey: The study was conducted in 2012 and was addressed to working people who held at least secondary education. The spatial scope of the survey covered sub-region of Slupsk (Northern Poland). The questionnaire contained 22 questions, including closed, semi-open and open-ended questions. These ones concerned different issues related to knowledge management, however for the purpose of presented paper several questions, substantially related to the issues of this paper were analysed. Respondents were asked, e.g., about functioning of knowledge management strategy in their organisations, their preferred methods of learning, using KM initiatives in the organisations, internal and external sources of knowledge which are most frequently used by respondents, benefits which can be achieved by employees through effective KM, etc.

Overall 600 questionnaires were distributed and 484 (80.7%) of them were returned correctly filled. There have participated 271 women (56% of all respondents) and 213 men (44% of all respondents) in the survey. The majority among survey participants were young people as 63.5% of respondents were 35 years old or less, no more than 23.1% were in the age group between 36 and 45 years old and those who were 46 years old or more accounted for 13.4% of the whole group. Total 61.8% of all respondents had secondary education; the rest of them had higher education (38.2%). Total 42.6% of the respondents were employed by public sector and the rest (57.4%) by private sector. Respondents were employed by many different organisations varying in their sizes. Managerial positions were occupied by 28.5% of the researched group; others were employed on non-managerial posts (as employees). About 26.2% of women and 32.9% of men, taking part in the survey were managers.

Trying to orient our survey towards desirable direction, we have defined null (contra-posted) hypotheses of this paper in follows; first Hypothesis (H_1): position occupied by the respondentsdoes not affect the level of their knowledge about the functioning of the KM strategy in organisations they work in. Second Hypothesis (H_2): the possessing knowledge management strategy developed depends on the size of the organisation. Third null Hypothesis (H_3): the employees are too much individualistic and do not receive assistance from the side of their colleagues in developing own knowledge.

RESULTS

A symptom of the organisation's proactive and comprehensive approach to knowledge management is

the development and implementation of KM strategy. Lack of such strategy may result in taking actions in the field of knowledge management which are random, inconsistent and even contradictory to each other. As consequence the efficiency of knowledge management decreases. Therefore, respondents were asked, whether the organisations, they work in had knowledge management strategy developed (Table 1).

Generally, as many as, 46.9% of respondents didn't know the KM strategy had been developed in their organisations. Lack of knowledge of this subject was shown not only by employees but also by managers. To verify the assumption that managers possess a higher level of knowledge about existence KM strategy in organisations than other employees, relationship between these variables was calculated. First null hypothesised that position occupied by the respondents does not affect the level of their knowledge about the functioning of the KM strategy in organisations, they work in and the alternative hypothesis that this relationship takes place were formulated. For $\alpha = 0.05$ and $v = 1$, $\chi^2_{1;0.05} = 3.84$ while calculated on the basis of empirical data was: $\chi^2 = 4.818$. This means that the null hypothesis can be rejected, there is a relationship between the variables. To determine the strength of this relationship, Pearson's Coefficient of contingency was calculated. The $C = 0.101$ indicates that relation between the variables is significant but the level of its strength is rather low.

It was also assumed the fact of possessing knowledge management strategy developed depends on the size of the organisation. Second null hypothesised that correlation between these valuables doesn't exist and the alternative hypothesis that this relationship takes place were formulated. For $\alpha = 0.05$ and $v = 3$, $\chi^2_{3;0.05} = 7.82$ while calculated on the basis of empirical data was: $\chi^2 = 28.87$. This means that the null hypothesis can be rejected, there is a relationship between the variables. The $C = 0.225$ indicates that relation between the variables is significant and the level of its strength is moderate.

Now a days, in the knowledge based economy, purposive creation and proactive using of relevant knowledge has a key importance for the organisation. Systematic procedures for the creation and application of knowledge are not only important but also intuition and motivating action of a common vision and shared values of working teams (Davenport and Prusak, 1998). There are many different learning methods, therefore it seemed interesting to ask respondents which learning methods contribute most to their own knowledge development. From this viewpoint, our third null (contra-posted) hypothesis consists in presumption the employees when

Table 1: The functioning knowledge management strategy in organisations

	Structure of replies (%)		
Answers	Managers	Employees	Altogether
Yes	31.2	18.5	22.1
No	29.7	31.5	31.0
I don't know	39.1	50.0	46.9

Table2: Most effective learning methods by respondents' opinion

	Percentage of indications		
Learning methods	Managers	Employees	Altogether
By working together with co-workers	71.7	64.2	66.3
By observing other specialists at work	35.5	37.6	37.0
Under mentor's (coach's) supervision	15.2	30.3	26.0
In self-educating group	2.9	2.9	2.9
By studying specialist journals, books etc.	22.5	17.3	18.8
By studies, participation in trainings, courses etc.	53.6	52.3	52.7
By participating in activities not related to work, on occasion	7.2	3.5	4.5
Through analytical reflection (cogitation, drawing conclusions, checking ideas)	16.7	15.6	15.9
By trial and error method	22.5	32.7	29.8
By solving problems	39.1	34.4	35.7

Table 3: Internal sources of knowledge and their application

	Average rating		
Internal sources of knowledge	Managers	Employees	Altogether
The closest co-workers	3.31	3.60	3.51
Employees of other departments	2.66	2.52	2.56
Superiors	3.33	3.14	3.19
Internal instructions, manuals and regulations	3.25	3.01	3.08
Intranet	2.66	2.28	2.39
Internal communication platforms	2.25	1.88	1.99
Staff meetings (notes)	2.93	2.15	2.37
Database containing employees' experiences and skills	2.30	1.73	1.89
Database of reports on tasks and projects	2.22	1.81	1.93
Documents database segregated by thematic categories	2.40	1.96	2.09
Service operating as a discussion group	1.97	1.66	1.75

are developing own knowledge do not receive assistance from colleagues. The alternative hypothesis presumes the employees the most often learn from their colleagues. Because of need for collect opinion from the side of respondents, they were asked to select no more than three answers from all listed in the cafeteria (Table 2).

There are a number of internal and external sources that employees can draw the knowledge they need to solve problems, make decisions and take actions from. To identify sources of knowledge which they use most frequently, respondents were asked to assign points from 1-5 to the sources listed in the question where 1 point meant: I don't use this source of knowledge and 5 points meant: I use this source of knowledge very often. Then, for each source of knowledge an average frequency of its use was calculated (Table 3).

Considering the internal sources of knowledge, respondents most often used the knowledge of their

closest co-workers (3.51), superiors (3.19) as well as internal instructions, manuals and regulations (3.08). It means when connectingthese result with results presented in Table 2 (the most effective learning method is by working together with co-workers which was indicated by 2/3 of all respondents), third null hypothesis can be rejected too.

DISCUSSION

The symptom of a comprehensive approach to knowledge management is the existence of knowledge management strategy within organizations. Whereas, a relatively small percentage of respondents (<1/4 of the total) confirm that their companies developed such strategy. The rest of the study participants indicate either lack of knowledge management strategy or no knowledge of the subject. It must be emphasised here that lack of knowledge about the existence of knowledge management strategy in the organization doesn't necessarily mean that such strategy wasn't developed but merely that the respondent doesn't know anything about it. Generally, KM strategy more often were developing by large organizations as well as operating in the public sector.

Further conclusions drawn from the conducted survey questionnaire refer to the use of knowledge sources by employees. Respondents use internal sources of knowledge which are close, well known to them (co-workers, superiors, internal instruction) and easily accessible, rarely reaching for other, less accessible sources. In the context of development of employees' knowledge and consequently, knowledge of the organization, it is important to take notice of their preferred methods of learning. According to respondents the most effective methods of learning are: learning by working together with co-workers, learning through studies, participation in trainings, courses.

From the point of view of other authors' surveys, e.g., Maresova (2010) realised the research on the application of knowledge management in the enterprise in Czech Republic. According to the results of her survey, enterprises see the benefits of knowledge management in the improvement of their business strategy (59%), improvement in trade thanks to the systematic knowledge of customer needs and market (54%), expectations of higher teamwork in organisation (30%), increase in the value of companies (31%), reduction of costs (26%) and easier finding new business opportunities. The researcher adds that many of these benefits are difficult to define and measure.

When systematically developing human knowledge and considering whole, complex potential of the personality (human beings), we can focus also on the theme of talent and interesting results achieved by others researchers in this field. For example, according SHRM's 2006 Talent Management Survey Report, this survey shows that organisations increasingly focus on talent management. Moving from reactive to proactive, companies work hard to harness talent. Total 53% of organisations have specific talent management initiatives in place. Of these companies, 76% consider talent management a top priority. In addition, 85% of HR professionals in these companies work directly with management to implement talent management strategies (Lockwood, 2006). From the perspective of our study, we can consider talent management strategies more precisely handing with all intellective and skills richness of organisations in comparison with knowledge development strategies.

There are also interesting results of the global survey of ManpowerGroup (2012, 2014), dealing with the availability or the lack of talent in the individual countries. The average value of talented deficit in 2012 was 34%, i.e., 34% of employers reported a problem with the availability of talents. In 2014, it was even up to 36%. The highest deficit was achieved in Japan (81% of employers) while the deficit in Poland was at the level of 37% in 2012 and 33% in 2014. In Slovakia, deficit was only 17% in 2012, however up to 22% in 2014. It would seem that Slovak employers, compared to Polish do not have a big problem with talents. We believe, however, that it is rather an undervaluation of people's talent and perhaps an effort to level out performance or intellective characteristics of employees. However, the growth of talent shortage acts adversely for the other 2 years in Slovakia.

And also from the viewpoint of determining suitable methods for assessment the high-potential employees, the results of the top 20 companies for leaders are interesting. The process of measuring these employees' performance and potential for advancement can take many different configurations. 80% of companies rely on managers' evaluations; 58% use peer or 360° feedback, while 40% use self-assessment programs (Grubs, 2004).

Model of knowledge, skills, wisdom, talent and personality competencies development: All of the above terms concerning and meeting the substance of the performance-oriented effect of the personality of man can be summarised as follows: knowledge, abilities, skills, competencies and talent of each individual are inherently unique, extremely dynamic, inimitable, mutually interlaced and inwrought experience, each spiralling upwards and expanding his power base improving potential and effectiveness. They connect his intellective, mental and
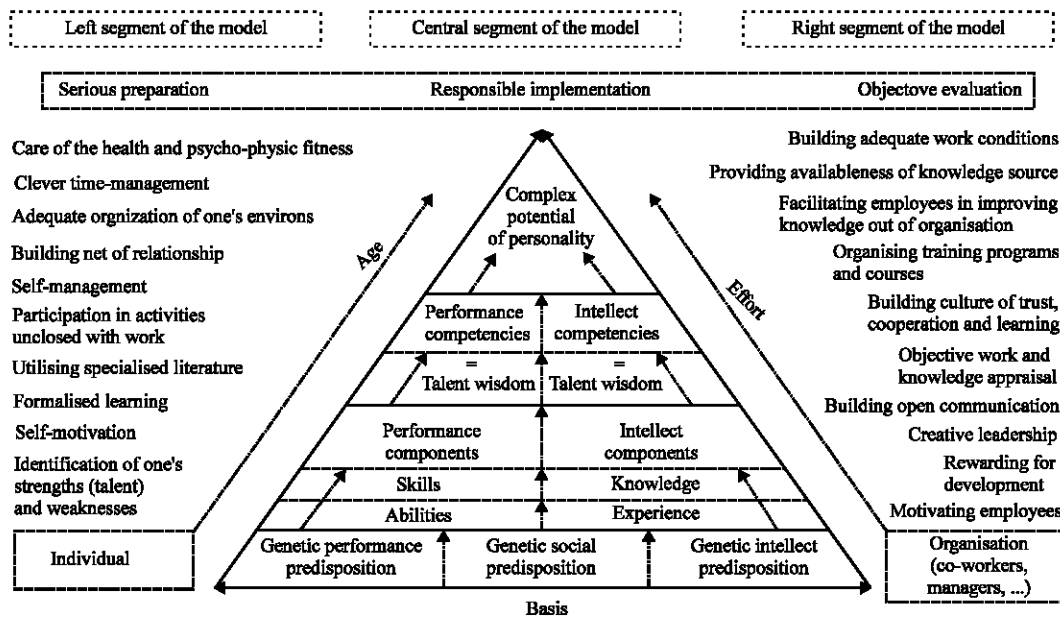
Fig. 1: Model of knowledge, skills, wisdom, talent, and personality competencies development

physical conditions, into a balanced unit capable of active completion his content and achieving extremely valuable synergies.

This idea is included and demonstrated graphically in Fig. 1. The model consists of a central segment which represents personality pyramid constructed from the perspective of genetic facilities, knowledge acquired and learned, talent and wisdom and intellective and performance competencies. Left part of the model (first procedural segment) contains the basic elements, possibilities or measures by which the individual can build his wisdom and strengthen his talent or improve his intellective and performance competencies. For example, this content can be also related to Personal Knowledge Management. This one is defined as ways of developing and managing an individual's personal capital (Jashapara, 2006) or as the individual management of knowledge from a subjective perspective (Volkel *et al.*, 2008). On the other hand, right part of the model (second procedural segment) contains elements, possibilities or measures that organisation can/should undertake to help its employees and managers to develop their wisdom and talent and thus improve their competencies and total personal potential. Important is the working and social competence express actual level of task management in total associated with the job inclusion of a man (Bedrnova *et al.*, 2004). Developing competencies of members, the organisation may develop and cultivate itself can increase its summary intellective and performance value and

personality. In fact, we come out of the knowledge that organisation as a group of many individuals (personalities of these individuals) has its own personality.

Central part (segment) of the model: Central part of the model, i.e., personality profile pyramid, includes the multi-dimensional structure of concepts elements of personal development, i.e., the overall personality potential of a man which is the key in this area. It turns out that talent in a certain area can contribute to the overall quality of personality, however as well as other factors (knowledge, skills), it must be permanently developed. At the same time, the model incorporates the concepts specified in the shape of a pyramid, narrowing from its basis of more and more exactly as the total qualification-personality-competency potential of the human population is getting closer to its peak.

Cattell (1966) presents that personality is a unique aspect of the individual and largely affects his behaviour. In addition, personality is relatively stable but the decisive factor of this claim is relativity. People are able to adapt and change as circumstances permit. But this change coincides to a certain extent with the main character properties of the man. It means that an individual can and is able to change develop his personality and knowledge, within the anchors of his personality.

The base of the model is made up of congenital predisposition of a man divided into intellective, social and performance. According to the results of Papalia and

Olds (1990), these and other characteristics (e.g., traditionalism, i.e., respect the rules and high morale; responses to stress, i.e., vulnerability and sensitivity; aggression, etc.) can be received by genetic transmission from parents. These genetic predispositions are transformed into specific characteristics applied when an individual adapts to environment: experience and knowledge (intellective components of model), abilities and skills (performance components).

It is necessary to follow the knowledge with wisdom: knowledge is a step further on the scale. It involves understanding and ability to make use of the data and information to answer questions, solve problems, make decisions and so on. Wisdom has to do with using one's knowledge in a responsible (wise) manner, (OTEC, 2012). In other words, the more an individual pays to a deliberate, prudent development of intellective components (experience and knowledge) and performance components (abilities and skills) of his personality, the more he develops his wisdom (intellective branch of model = intellective competencies) and his talent as well (performance branch = performance competencies). These are blended together, harmonised and round out in the overall personality profile, i.e., an employee or manager.

Narrowing when following hierarchical points in the model, should point out the fact that many individuals (significant part of the population) give up their process of personal development before they reach its peak at all. These individuals do not consider the need of their progress at all and stop their qualification development right at the roots. The other individuals can more or less successfully settle over time with the knowledge they were able to get and concentrate their life on the other goals. However, a large group of people are those who are attracted by new knowledge and want to use their intellect and character meaningfully and continuously, without interruptions. They are educated, learn new things and not let their abilities to fall behind up to a high age in their lives. They reach imaginary top of qualification-personality pyramid considered.

At the same time, it is possible that in the context of lifelong learning, each component (knowledge versus physical skills versus social competencies) can be completed mutually and substituted. This fact is shown in the model using the dividing lines between the different components as well as levels of the model. It means that if an individual has a ceiling of his chances in certain area and is unable to move above or further, he can and should maximize his growth in those areas where he feels no restrictions (persona, business, time, etc.). But, it is obvious that the more of the above categories

(knowledge, wisdom, abilities, skills, talent) an individual can handle and control, the more competencies he obtain and can take advantage of, the higher his total value of knowledge will be. In doing so such individual becomes more sought-after by progressive entities (universities, companies) and certainly more financially valued.

It is necessary to consider other internal relations and dynamics in the model. For example, the relationship between talents versus knowledge workers is interesting (potentially inspiring and even dangerous given the consequences of the failure). Knowledge workers are major creators of value for their organisations (Mladkova, 2015). Talents are more than knowledge workers. To operate successfully, every organisation needs both talents and knowledge workers. Knowledge workers may become talents through dedication and a well-defined goal but most don't make the transformation. Basic differences between them are these: talents make and break the rules, knowledge workers conserve the rules; talents create, knowledge workers implement; talents initiate change, knowledge workers support change; talents innovate, knowledge workers learn; talents direct, knowledge workers act; talents inspire and lift people, knowledge workers receive information and motivation (Chowdhury, 2002).

Wisdom is equal to the level of talent in our model. We believe that wisdom is a certain analogy, dimension of individual's talent. Unlike talent focused on specific job skills (talented designer), wisdom is, however, abstracted from a specific, closely targeted professional centre. It is understood more freely as a qualitative connection of above-average professional skill (skill talent) and life experiences, lifetime cumulative and completed knowledge (knowledge-based, intellective talent). Wisdom and talent thus constitute two relatively separate categories but at the same time they are categories where one draws from the other and at the same time one provides the other valuable materials, basis and impulses. Otherwise expressed, development of talent and development of wisdom have many common features. The most common feature is the effort to grow continually.

Left part (segment) of the model: As in any deliberate effort, purposive development of one's own wisdom and competencies must be based on a thorough analysis of one's strengths (talents) or weaknesses. Identification of weaknesses is extremely important because their elimination may ease an individual the development of his strengths. It is important to decide which of the talents of the individual are primary important and he would be willing to pay his time and efforts to their development. Self-motivation is a valuable and irreplaceable impulse.

Depending on which aspects are prominent, either intrinsic or extrinsic motivation will be fostered in a self-reinforcement process (Frey and Osterloh, 2010). It is best if a person finds the motivation to his cultivation in himself. It is helpful to specify a clear definition and visualisation of right objectives, the removal of fear before change, enhancement one's perseverance and educational self-discipline, joy of partial success, forgetting the defeat, finding inspiration for active action (for example, from people who have been successful in this area).

Specific activities in self-development may include formalised learning, i.e., a systematic improvement of own knowledge, talent and competencies using for example, after-diploma study, different trainings, courses, training sessions, etc. Obtaining from professional literature either in print or electronic version is less time and financially consuming. The same may be recommended to maintain an open mind and learn from situations which are not directly tied to the work, however, they can contribute to elaborate own competencies. Conscious self-management provides the whole process with the emphasis of deliberate self-regulation. In particular, in the case of personally and socially insecure individuals, it is desirable to make workshops, interviews with people in positive mood or help of a psychologist or participation in the various support groups aimed at strengthening self-confidence and own qualities. That an individual could learn from others, he should build an effective network of mutual relationships and contacts. This network can be supplemented at various conferences, internships, public events, whether personally or by participation in professional forums on the Internet. In this way, the individual actually creates, forms his working environment and is surrounded by appropriate people and conditions, favourable for his development.

All the ways, forms and measures implied how to mutually harmonise and time suitably classify are significant. Time and its proper use can act on the one hand as an appropriate accelerator of the whole effort; however, it can sometimes also be a stressor (this should be avoided). It is also related to the care of own health and psycho-physic fitness. A proper rest is a prerequisite for effective work and can keep the personality in the desired shape and vitality. This means, an individual can work on his development not alone but he can also use the opportunities that his employer offers.

Right part (segment) of the model: It is clear from the previous ideas that it is indeed important to consider not only the detection of wise and talented individuals in the enterprise. It is necessary to continue to work with the uncovered (and willing) talented individuals in a systematic way, i.e., approach the competencies cultivation of excellent individuals as:

- Seriously prepared
- Responsibly realised
- Objectively evaluated process

This multilayer process is associated with a thorough assessment of the disposition of talented and wise individuals (i.e., it relies on the analysis of the intellective, physical and emotional characteristics of the individuals and appropriate use of g ood methods and metrics in this area). Many multi-participating diagnostic and assessment methods belong to appropriate assessment methods with a wide range of different characteristics to be evaluated. In particular, we can recommend assessment centreor 360 degree feedback. The 360 degree feedback has a demonstrated record of effectiveness as a tool that supports the development of management and leadership skills and as such can be an important element in an organisation's talent management strategy, helping to assess the strengths and weaknesses of employees and providing a basis for training or coaching plans that address the weaknesses and further capitalize on the strengths (Lepsinger and Lucia, 2004). We have to add that the evaluators in the assessment centre or 360 degree feedback (also known as multi-rate feedback) must be experts with experience in psycho-diagnostics and with serious experience in the field of development of thinking and comprehensive potential of people.

The process of competencies cultivation, however is associated with the subsequent sensitive work with such personalities and not only in terms of their above average competencies but above all, their subsequent enhancement. In this sense, this one naturally and meaningfully activates primarily these additional HR processes: communication; leading/leadership; motivating; training and development of individuals' qualities.

We have to add that the evaluators in the assessment centre or 360 degree feedback (also known as multi-rate feedback) must be experts with experience in psycho-diagnostics and with serious experience in the field of development of thinking and comprehensive potential of people.

In addition to the mentioned processes, the model also includes the aspect of participants of development effort. We consider being very useful, if there is a number of subjects participating together in the development of talent and wisdom:

- The first place definitely belongs to the individual himself who wants to continue to develop his own strengths with confidence and devotion and is willing to devote it appropriate time, effort, energy, motivation, etc.
- Colleagues are the closest informal partners in an organisation this corresponds to the results of our survey. On the one hand, colleagues want and can help the individual in his progress and on the other hand, they themselves can gain new knowledge and experience for the individual (knowledge and wisdom sharing)
- Immediate superior a manager or a leader who helps to define individuals the appropriate ways of their development and actively expands their knowledge-experience base, is the closest authoritative partner and direct organiser in the development of competencies of talented individuals
- Human potential development department represents formalised partner experts on personality and qualification growth who can provide not only analytical, consulting and organisational assistance but also create conditions for the development of competencies in an environment of organisation (in collaboration with the manager)
- The closest informal partners from an external (private) environment include friends and family members who can pour into individual confidence in his own capabilities, provide valuable advice, serve as the reflection and the primary feedback of newly created ideas

Open communication and cooperation among those entities is very important. Especially: key discussion points include what the individual can do for self-development and what organisation will do for that person's development (Hunter, 2004). Typically, companies create a process map outlining the key steps, the dates and the responsibilities associated with these steps (Grubs, 2004). In terms of motivation of wise and talented individuals, it is extremely important to respect intellective and personal diversity of these individuals and choose the corresponding motivational tools. Unconventionality in thinking of creative personalities also requires unconventional ways of motivation. Financial incentives appear to be less effective (but these are also useful). For example, enabling autonomy in the researching and developing of new ideas, opportunity to be a positive and official model for other colleagues, opportunity to present organisation at scientific or professional events, congresses, fairs, etc., can appear to be much more attractive. Motivation also includes

expressing recognition, making access to the latest libraries of knowledge, involvement in expert teams in organisation and community, harmonisation of working and family life, etc.

In terms of leading or leadership, participatory leadership is often more effective. It allows creative personalities to keep not only the desired space and prestige but it also allows using their thinking in favour of preparation and control of processes and work. In terms of education and development of human talent and wisdom, there is a large amount of recommended methods, methods and techniques. For example, Berger (2004a, b) recommends the following: on-the-job coaching/mentoring; staff meeting on current problems; job rotation; emergency fill-in assignments; special one-person projects; task force assignment; company educational courses; courses outside the company; guided reading; teaching educational courses; assistance from counsellor or psychologist; extracurricular activity, etc. However, the basic precondition for the successful application of the development method of the potential is to build the environment of reciprocity, helpfulness and willingness to help. Without these attributes, model fails to fulfil its purpose.

Necessary prerequisites of the model: When developing our complex model, we can consider as very clever also following ideas of Quinn (2006): the short version of wisdom synthesis starts with a mental state of openness to the process without desires or expectations of the outcome. We need to approach the process with an attitude of humility, curiosity and patience. And: effective wisdom development and talent management require that organisation business goals and strategies drive the quality and quantity of the talent that the organisation needs (Wellins *et al.*, 2009).

The philosophy and content of our model can be emphasises also through following notions: Penetrating the organisation wider and deeper than succession planning, an effective talent management system builds a winning organisation by: connecting corporate strategy with the quantity and quality of leadership required to execute it; defining what great talent looks like; putting the best talent in every job; developing the right skills at every level; identifying and aggressively developing high potentials as part of a proactive succession management process; managing the performance of all employees at all levels to drive bottom-line performance (Smith *et al.*, 2011).

However, the process of maintenance and development of highly competent individuals must be carefully monitored, evaluated and continuously

improved that the work with other talented individuals should be based on something and be able to avoid any serious mistakes (i.e., there must be dynamic and action feedback and not only result after the end of the process but current, continuous, formative which allows to work with talented individuals to regulate and draw on the right goals immediately). In addition, with talent management best practices in place, organisation can build a world-class workforce that is aligned, inspired and delivering exceptional results and most importantly, helping organisation achieve its strategic goals (Halogen, 2012).

It should be emphasized that the personality-forwardness based on knowledge and skills lead to its further development due to increased talent, wisdom and competencies of people. It means that the presented model is actually a spiral leading to higher and higher levels of excellence and successfulness.

CONCLUSION

Organisations must be devoted to their talented and wise people. They must facilitate their progress and find a real application and socio-economic profit. In addition, organisation, however shall have great, talented leaders who will be able to facilitate the growth of the others. Succession planners must find ways to prepare the next wave of leaders to operate effectively in various cultures. Leaders will be chosen for their interpersonal skills that impact the psychological needs of workers. Organisations are seeking to develop leaders who can inspire others and lead teams (Berger, 2004a, b). And of course, at the very heart of a comprehensive succession process is the notion of identifying high-potential executives those whom the organisation is placing bets on for success and will want to keep and giving them ample opportunity and training to develop their talents. Home-grown talent doesn't happen consistently by accident; it takes years of nurturing and rewarding (Carey and Ogden, 2004).

In contrast to the idea of Borkowska (2005), who assume that talent management programs should be addressed to 5-10% of employees, we believe that our model/program of developing personality should be addressed and worked out for all employees and managers in organisation.

It means that the application of the principle of individual approach to the talent, wisdom and competencies of each exceptional individual in the organisation is considered to be particularly important. The application of flexible approach and dynamics in the maintenance, development and mostly motivation of highly competent individuals is also equally important. In fact, not only the qualification potential of the individual increases constantly. In particular, personality and his competencies grows (varies). This will gradually change

the motivation of these exceptional people, they put maximum in their work but on the other hand, they expect a well-deserved respect, recognition and freedom, in higher quality and varied form than before. In plain language: motivation is being changed together with the qualitative change of intellective and personal competencies, i.e., needs, interests, values, respected models, attitudes and modes of behaviour. This permanent dynamics must be incorporated into the system of cultivation of highly competent individuals.

An excellent tool can be represented by true, objective and critical checklist of what an individual may realise in his talent-wise-competence development what organisation and subjects of environment (state, suppliers, clients, competitors, labour market, family, friends, community, etc.) can realise. Transforming these ideas into the form of the table reaches a significant explanatory ability and considerable overview in the entire planned efforts as well.

The model of development of knowledge, talent, wisdom and personality competencies presented consists of 3 relatively closed segments; however, the essential harmonisation of these segments is alpha and omega. In order to fulfil the potential benefits of the model in the real environment of the organisations, it is necessary to continuously improve all internal individual conditions (personality, priorities, experiences, values). However, it is needed to improve internal organisational conditions (work organisation, culture, motivational system, system of management, links between knowledge management and talent management in the organisation, establishment of system for support, etc.). It is certainly possible to use mutual cooperation among colleagues; however we recommend finding inspiration in this idea: knowledge transfer between two individuals is a bi-directional process which tends to improve competence of both and teamwork tends to be a co-creation of knowledge involving the whole team (Sveiby, 2003).

In addition, it is required to pay attention to external individual conditions (family, life objectives and mission, fortune) and also respect and wisely make use of external organisation conditions (customers, competitors, employers, labour legislation and the protection of intellectual property rights). Acceptance of these conditions and effects will help the growth and use of talent and wisdom in the context of the modern organisation.

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