
The One Who Does not Have Knowledge Cannot Manage

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Abstract:

Purpose: Modern management has fallen into a serious crisis. There are two main reasons for such a state of affairs, lack of historical awareness connected with the origins of management and lack of knowledge and insufficient educational level of the contemporary managerial staff, shaped by wrongly understood, so called practical abilities and deprived of the access to knowledge. They were subjected to mass education of the working force instead of being taught to think as an attribute of educated people. The purpose of this article is to indicate the main reason of the management crisis.

Design/Methodology/Approach: Three scientific methods have been adapted. 1. Observation: passive and transparent. 2. Interviews: narrative, due to which there was a possibility to obtain a report connected with a researched aspect. The report, not being a sum of questionnaire answers, constituted a condition of a spontaneous respondent's narration, not disrupted by a research intervention; IDI (Individual In-depth Interview) individual conversations with respondents. 3. Literature review.

Findings: The results of the conducted (initiative) research, without a shadow of a doubt shows that people holding managerial positions aged up to 50 years old, lack general knowledge, psychology but most of all real solid education. Why? Because it has been replaced by mock education. It is therefore obvious that lack of education, insufficient education, lack of general and psychological knowledge do not allow for proper and effective participation in the role called management. What is especially apparent: such a reality diagnosis has been stated by 57 respondents who graduated from higher education schools based on Bologna Process.

Practical implications: The results of the research can be used in a simple and at the same time difficult way – come back to real, solid education model, also with respect to the future managerial staff. Those who already manage, should be able to gain proper general and psychological knowledge and managerial knowledge instead of empty words or information from inexperienced people. Both groups should be given education instead of appearances of education.

Originality/value: The originality of the research and its value is based on showing a specific reason instead of the one that is comfortable or accepted as proper or welcome.

Keywords: Knowledge, management crisis.

JEL codes: Z19.

Paper type: A research study.

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1. Introduction

Management – perceived both as scientific activity and every-day management – has fallen into a huge crisis. The same phenomenon is visible in life of almost all spheres of contemporary societies. The reason for the catastrophe is one: lack of knowledge, lack of solid education which results in lack of foundations and basis for shaping the abilities and social competences crucial in management.

Why are people uneducated? Because they do not acquire knowledge. Why? Because contemporary education and educational systems, in vast majority can be characterized as a parody of education. Apart from education itself, apart from lack of education – solid, real based on knowledge, allowing for shaping abilities, including the most important one which is thinking, the one that helps to adapt to most if not all of the situations – an additional reason is the lack of knowledge about the origins of management.

It is obvious that management directly stems from psychology, specifically – from the behaviorism concept. Such lack of knowledge leads to the biggest crisis: ineffectiveness and inability to manage. It seems to be impossible to manage people when there is no knowledge about human nature, human behaviors. It needs to be emphasized: the management crisis concerns mostly the young or relatively young, those who are graduates of universities educating on the basis of so called Bologna Process...

2. Materials and Methods

Three research methods were adapted: longstanding passive and undisguised observation, interviews – narrative and individual (respondents conversations) and literature studies. 115 respondents took part in the research. The results of the research can form a basis for a widespread, deepened research.

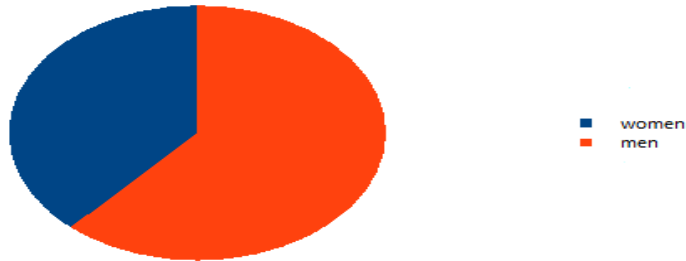
3. Results

What is more than characteristic, the respondents aged up to 45 years old are graduates of Management studies, 12 of whom are undergraduate students and 45 post graduate Master's degree students. 49 students graduated from full-time studies and 66 undergraduate studies. The respondents over 50 years old had obtained their degree before the Bologna Process started to wreak havoc and had received education within 5 year Master Degree studies.

There was no other possibility as higher education, educating people instead of providing the work market with cheap work force. None of the respondent over 50 years old is a graduate of the studies entitled Management. 100% of the respondents are residents of cities working in the place of living: 47 are inhabitants of Kalisz, 19

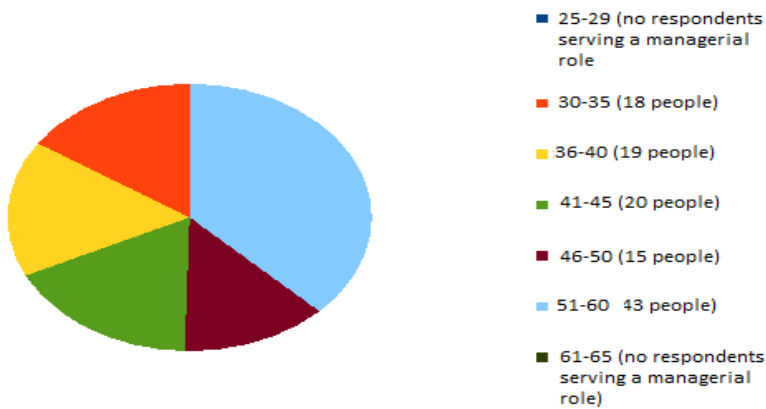
of Konin, 17 Pleszew, 15 Ostrów Wielkopolski, 11 Jarocin, 3 Nowe Skalmierzyce, 2 Sieradz and 1 Stawiszyn.

Figure 1. Sex of respondents.



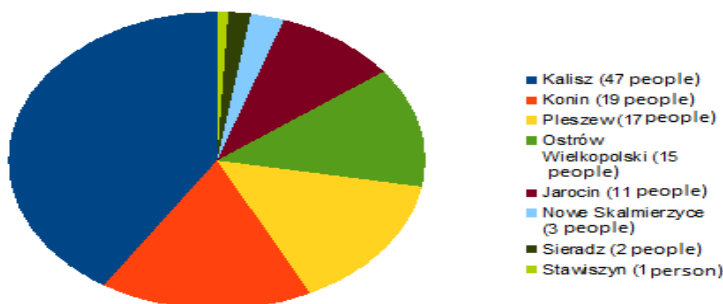
Source: Own research.

Figure 2. Age of respondents.



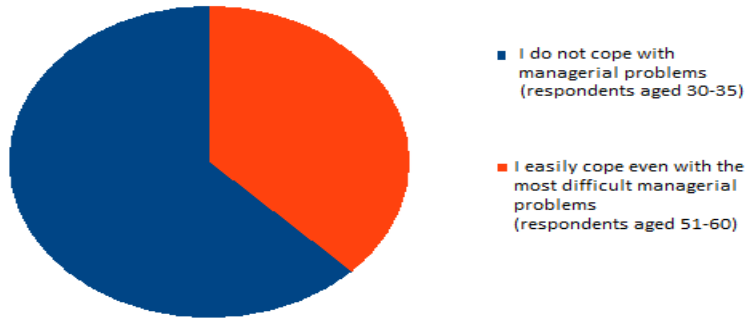
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Figure 3. Workplace of respondents.



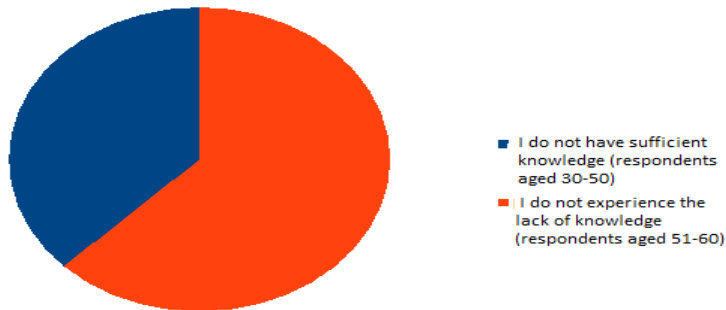
Source: Own research.

Figure 4. Work competences self-analysis.



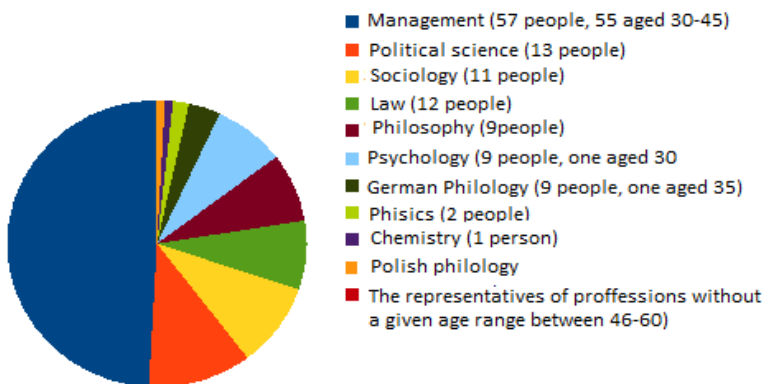
Source: Own research.

Figure 5. Reasons for having and not having work competences self-analysis.



Source: Own research.

Figure 6. Completed studies.



Source: Own research.

4. Discussion

The respondents play managerial roles in their organizations and the main professional problem of people, who graduated from the shredded higher education system (undergraduate studies + postgraduate Master's degree), so according to the Bologna Process, is...lack of the abilities to manage.

The lack of the above mentioned ability was described by the respondents as inability to manage people, which emerges in experiencing huge problems in simple, elementary everyday situations (taking into consideration the fact that it concerns both management and people). The managerial problems encountered by the respondents are listed below (the most characteristic chosen examples).

- *What can be done to motivate people to work? The, so called motivational system does not function, they are rubbish read by people who do not have any idea of what they are talking about and had never managed workers.*
- *What can be done to make people want to want?*
- *What can be done to appreciate the worker - properly?*
- *What can be done to make people find the meaning of their work?*
- *How to be a just boss?*
- *How to make workers listen?*
- *What can be done to make workers stop stealing?*
- *How to speak to people to find consensus?*
- *What can be done to stop people gossiping?*
- *Money does not work, so how to praise people?*
- *Why is the atmosphere among the workers bad, despite my effort?*
- *What can be done to make the workplace comfortable? How to arrange the workplace?*
- *The workers do not like one another. How can I manage them?*
- *The workers are indifferent to one another, they have nothing in common - How to manage them?*
- *My workers only cooperate at work, they have nothing in common (I also have nothing in common with them apart from work) so there is nothing like a team. How to manage such a group? How to cooperate in favor of the common success?*
- *What can be done to stop workers covering for one another? (stealing, laziness etc.)*
- *Do my workers really know what is expected from them?*
- *How to convince workers that their opinion is valuable?*
- *What can be done to make workers realize that I care about them as a boss.*
- *What can be done to make people stop being late for work?*
- *What can be done to make people work in favor of the common interest. Everyone goes their own way or fulfills the duties without giving anything extra.*

The enumerated examples are serious management problems, which can be neglected only by a layman, an ignorant who has never managed people. It is a managerial everyday life, which contemporary management struggles to cope with (as it is in crisis). The situations also prove that management crisis is a fact. And every intelligent person knows that the answers for questions stated by the researchers are to be found in psychological, sociological and humanistic knowledge.

It should be sought in good education involving knowledge of literature, philosophy and experience as the provider of necessary knowledge (providing that a person is acquainted with gaining knowledge from own and external experience). A good source of knowledge, answering the stated questions, is thinking (providing one has anything to think of and therefore has the knowledge). Lack of education is also lack of elementary logic – how to differentiate the truth from deceit.

A dramatic question can be asked around, how many of contemporary lecturers use classical logic in educating future personnel including managerial staff. In the scope of the above conclusions it becomes clear why a well-educated person will not consider them as a problem, whereas a person deprived of knowledge is not capable of finding the answer. The latter is not educated so equipped with knowledge, did not build it on the basis of certain abilities including the most important one, thinking.

Therefore he is not flexible and does not see the wide and far perspective (cannot predict) not neglecting the close perspective, cannot predict the consequences of peoples shelving, deeds and behaviors etc. In one word, one cannot manage or experiences huge problems with management.

At the same time they have no problems with reciting management models, however for example there comes uncomfortable silence when a student is asked who works and manages in given models during a thesis defense (management studies).

The same situation is when during a thesis defense, a student is to give an example of improvements, fixing or modifying the management models in an organization where they had apprenticeship. Why and in the name of what in the process of education we deprive people of knowledge and the access to knowledge?

Another fact appears to be thrilling according to many, knowledge is useless. Let us state a question: what is knowledge used for?

Without a shadow of a doubt one can say that marginalizing, considering knowledge as useless or even disturbing, is a trait of modern times. The approach is vivid in the organizational process of higher education, with students being future managerial staff, where the emphasis is put on wrongly understood practical abilities which are to be seen by some as being able to be acquired without prior knowledge.

Such a situation exists because there is a shameful misunderstanding of shaping the abilities with reaction forming, mistaking the higher level personnel education with teaching people a bunch of activities that is cheaply preparing the cheap workforce. What is also characteristic is evenly shameful disrespect for knowledge, often publicly expressed even at universities by the lecturers.

Describing knowledge one can say that either you have it or not. “You can gain enormous knowledge, have it moderate or have nothing at all. It is possible to have great knowledge in a certain field or discipline, and at the same time have smaller knowledge in other areas. Having knowledge it is possible to grow an infinite number of abilities or know nothing which – has to be regretfully stated – is the feature of modern times: growing multitudes of people without elementary knowledge or what could be hopelessly shouted out – not being capable of anything. Knowledge can be used or not. Knowledge can be used for benefit or contrarily’ (Maczasek, 2018).

What are the remedies, that management being a scientific category find for its weaknesses resulting from the above mentioned reasons? Does it educate? In what way? For example:

Lectures are being cancelled. Yes, higher education, universities are to be deprived of lectures or at least their number is to be limited to minimum because there is no need to provide knowledge with the element of lecturer’s personality, no need to teach how to listen, no need to teach how to perceive the essence of the message, no need to see the core of the issue, no need to run a conversation and get involved in a discussion, no need to point to the respect for thought and power of knowledge. What is offered instead? The so called practical activities, where the most desirable are those where the lecturer, alike the primary school teacher, is to walk form table to table controlling the student to solve a task correctly.

And yet university and lecturers’ role is to share knowledge and therefore open students minds to the world, other people and elementary values. They are to evoke the hunger for knowledge, intellectual hunger, intellectual curiosity, ambition and aspirations to become the best, to know the most and to have vast abilities to understand reality, life, the world and people and to be able to search for and find answers for rankling questions also those connected with professional life.

Meanwhile the only ambition of the vast majority of students nowadays is... - quoting: only to pass. And even in such a dramatic situation there is a handful of educators who come to a conclusion that equipping the studying in so called practical abilities is important, they equip the future graduate, in a number of cases, in useless abilities, as they most often develop as a result of repetition (he solved 100 exercises, he can do 101), are uncomplicated not requiring mental effort and become obsolete, contrary to the ability to think.

And let us remind, that a human thinks only when he has something to think about and has the ability to perform the process, which means when he has the knowledge, had trained himself in acquiring the ability of thinking and perfected the ability. And the circle turns full. This is the reason for management being in crisis, along all other spheres of modern life, and the managerial staff cannot manage.

It has to be also remembered that modern higher education means constant reduction in requirements leading to a hopeless minimum as the level of education has to be adapted to the weakest students. In the situation where there are so many different universities and number of students influences the future of the school, most of the faculties accept all candidates without meeting the requirements, approaching the thresholds even with basic matura exam retake where there is only 30% of basic curriculum requirements needed for a pass.

Those studying are addressed with a number of advice. And even though they are hopeless, they need to be depicted. In the field of management it is emphasized that the management crisis was caused by:

- Lack of appropriate procedures, lack of procedures at all or a limited number of procedures as they should include everything and regard everything which leads to – translating to the favored by some language of so called practice – more procedures, less thinking;
- Lack of appropriate scenarios as every situation needs one. When a situation happens, the manager takes a scenario and acts accordingly so – translating to the favored by some language of so called practice – the advice says: more scenarios, less thinking. There is no need to shape the ability to be flexible;
- Lack of appropriate teams for every occasion and especially for a critical one. According to those forming the advice, such a team should consists of specialists having managerial abilities, lawyers, work safety regulations specialists, IT specialists. And if the situation for which the team has been constituted arises the team gives advice and offers solutions, which leads to elimination of initiative and thinking. Constitute teams and they are going to advise (probably with the use of scenarios and according to procedures);
- Lack of sustainable management of the organization. And a person who knows what it means should be awarded a Nobel Prize;
- Lack of balance between stabilization and change which means lack of knowledge how to manage in the times of VUCA. Why nobody is capable of noticing the catastrophe as if it was possible to forecast the consequences of actions and behaviors by people not used to thinking, not being able to think, often those who were not subjected to face the consequences of their own deeds as there are procedures, scenarios and teams. And it is obvious that people are not equipped with knowledge and contrary are trained to become cheap labor force, not used to thinking, having initiative, being flexible, knowing concepts of brainstorming, variants, concepts or forecasts. Contrarily, we live in the times of

VUCA... It seems we can say that never before people were expected to forecast and have a wide perspective;

- Lack of balance between the real life and virtual one... well, people were pushed to the virtual unreality, where no knowledge is necessary, thinking is more than undesirable and the only ability is to scroll a finger on the smartphone screen. The only advantage of this advice is the consciousness regarding the problem.

Do these advice require a commentary? In this situation (unfortunately) they do. Let us think then, how to pass on the experience of the whole mankind without lectures: great literature, great philosophy, moral values, the importance of human relations quality, ability to teach how to think instead of reproducing, intellectual activity instead of passivity, the ability to start discussion, reflection, consideration, intellectual curiosity and billion other things.

Moreover, in recent years a decline of fundamental values is observed (honor, decency, loyalty, honesty etc., etc., etc.) as there is no one to pass the values to the youth. They are considered unpractical and should not be expected because from the point of view of so called correctness, it is incorrect, because according to unsocialized masses, everyone can do what they want. What is up to date (and fully correct) is demonstrating the lack of any rules.

They used to be present, but nowadays no one takes care as only business counts. How come, that a person educated in such a manner could manage other people? "Especially, that we encounter less and less thinking in favor of counting. Therefore there is a clear tendency to value only what gets effective here and now. What seems to be pragmatic needs to be necessarily useful (preferably for the masses and by the masses) and marginalize everything that made us humans" (Gadacz, 2019).

It is also frequently forgotten – in the heat of conducting so called practical activities – that thoughtlessness is emptiness. The return to such primary heaven of unconsciousness where there is no difference between the shepherd and the sheep, was described by Hegel. (...) Thinking is risky. But firstly provides a chance to correct the mistakes. Secondly, what is the alternative to fill the emptiness? The return to the trees with the smartphone?" (Gadacz, 2019).

In this situation the question of management might sound how to manage, if there is no knowledge or limited knowledge about a human, human nature and behaviors?

5. Conclusions

Management, much like any other sphere of life, will get out of crisis only when: it comes back to its roots and reaches to the wealth of what it stems out – behavior concept, and reaches for what is offered by the contemporary behavior psychology; enable an effective management models without critical situations, starting with the arrangement of the workplace and finishing on human relations; start educating by

enabling people to gain knowledge and abilities without differentiating into practical and impractical as this terrible division leads to the situation where thinking is regarded as impractical (one cannot teach thinking and therefore it is unwanted). And even the biggest propagators of the newspeak, Bologna Process and other anomalies of modern times, should move towards the approach, as it is knowledge that is sought by the interested ones. The results of the research described in the paper, prove the statement.

For management to have an opportunity to overcome the ineffectiveness crisis, it needs to ask another very important question (let us repeat): why and in the name of what we deprive people of knowledge and access to knowledge?

Acknowledgements:

The paper is a result of a research and inspiration by the listed below works of the greatest thinkers in human history.

1. Friedrich Nietzsche works regarding ethical dilemma defined as the tense relation between the teacher and the student (slave morality) – people take decisions based on consequences assessment and on the concept of the good opposed to the concept of the bad.
2. Immanuel Kant, works regarding:
 - Categorical imperative: there are internally good and moral ideas which are to be followed by people as there is a moral obligation.
 - Cause and result are essential for human experience.
3. Jean-Jacques Rousseau, works regarding:
 - Finding the way to sustain human freedom in the world where people are interdependent in fulfilling their needs.
 - Showing that the more humanity turns away from nature the closer it gets to the end of the species.
 - Education should preferably reinforce the human development, especially the moral character.
4. David Hume, works regarding:
 - Human perception which allows to experience the situations related to one another and the causality, being a conjunctive force, is not (always) empirically accessible (in the relation).
5. John Stuart Mill, works regarding:
 - Statement that every human has an inalienable right of freedom of speech and that free discourse is essential for social and intellectual development.
6. Plato, works regarding:
 - Statements emphasizing that those, whose beliefs limit only to perception, do not achieve a higher level of perception as it is available only for those who see much more than the material world.
 - Material world is apparent and subjected a constant change, and the immaterial world characterizes with invincible causality of everything that can be seen.

- To know that a statement is true, a substantiation is needed for an appropriate true statement.
- 7. Confucius, works regarding:
 - The value of reaching ethical harmony through a skillful judgement and not the knowledge of the rules which mean morality is gained with self-development.

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