

Review article

External environment of an organization and professional competencies of employees in Poland

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ABSTRACT

The situation in the labour market was beneficial for the job seekers during the period before the disruptions associated with the closure of the economy due to the threats posed by the global pandemic. According to Statistics Poland, in 2018 and 2019, unemployment in Poland fell to the lowest level observed since 1990, so it can be assumed that employees were in charge of the labour market. However, the changes in the labour market occur in real time and their pace and scope are comparable to the greatest economic crises in the history of not only Poland but also the whole world. What is interesting, in such conditions, economy 4.0 sectors are developing dynamically – which, as it turns out, can be a huge opportunity for employees who will lose their jobs. A question needs to be asked: how should the competencies of employees change to meet the current requirements? Will there be a wave of individual restructuring in the market and, consequently, new opportunities for training companies? The article aims to present the changes forced by the external environment of an organisation in terms of employee competencies, taking into account the post-COVID changes towards economy 4.0.

KEYWORDS

professional competencies, industry 4.0, Covid-19, labour market



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Introduction

The global economy has been undergoing transformation processes for a long time, forced by both high competitiveness and requirements related to safety and quality assurance. Already a few years ago, in 2011, a view on the shape of the modern model of economy emerged, when the German authorities recognised the concept of “Industrie 4.0” as a key element of the innovative development strategy. According to the authors of that concept, the idea was to use the automation and digitisation processes, which have been applied in German industry for years, to transform existing companies into self-steering and self-adapting socio-technical systems, which would allow intelligent chains of values to be created. The outcome of such changes was to be a rapid increase in the efficiency of enterprises and the creation of

new business models, services and products, which was to contribute to the specific share of German industry in global economy.

Extremely dynamic development of modern technologies is happening both in the area of their use in the civil market and, or perhaps above all, in the area of military technologies. In that context, the conceptual and implementation process has been taking place in an extremely dynamic system, which has been further accelerated by the Covid-19 pandemic, forcing the development and implementation of other solutions for remote management of employees and corporate processes, remote work and new services addressed to societies and citizens who are partially or completely isolated. With regards to the above-mentioned facts, has modern technology, such as the use of unmanned aerial systems in industry, accelerated or slowed down? There are views that digital transformation that has been observed during the pandemic will open up new directions for such technologies – they will be used in commerce, logistics, agriculture, healthcare, urban spatial management and security to a larger extent, and will also contribute to energy transformation¹. More and more advanced technologies and equipment are implemented, giving practically unlimited possibilities as far as military applications are concerned, and, at the same time, products and services offered by civil companies are also very advanced. In this respect, the high level of innovation in the Polish legal system should be noticed and the extremely dynamic development of previously non-existent sectors and industries that create a demand for completely new qualifications and competencies of employees and managers in the new, post-pandemic labour market.

The article aims to present the changes in the expectations of employers and managers in terms of employee competencies compared to the state before and during the pandemic. With this in mind, literature studies, secondary research, and logical deduction are used to identify and present conclusions in the final section of the paper.

1. Concept of competencies in literature

The issue of competencies is the subject of interest in many scientific fields, hence the need to review the definition and classification of the concept and to indicate the state of research based on the literature. It is clearly an interdisciplinary concept with connotations in many fields of science. In this context, it should be noted that competencies, as defined by J. Śnia-decki and B. Nogalski, are closely integrated skills of the following nature:

- organisational,
- conceptual,
- administrative,
- technical,
- interpersonal [1].

A very simplified approach to competencies related to emotional intelligence was presented by M. Krokowski and P. Rydzewski, who divided them into:

- psychological (e.g. self-awareness, self-control, self-esteem),
- praxeological (e.g. reliability, conscientiousness, adaptability, motivation) [2].

¹ The above is evidenced by the results of research of the Polish Economic Institute and the Polish Development Fund presented in 2020, according to which during the period of the pandemic small and medium-sized enterprises have successfully used modern forms of communication with customers, IT systems for business management, electronic document circulation as well as online sales and customer service channels.

On the other hand, M. Armstrong pointed out that there are two terms related to the concept of competencies. In a broader sense that was focused on a man as an individual, he considered that a person was competent when he/she had the right predispositions to behave and act skillfully. Moreover, M. Armstrong presented competencies as requirements needed to perform tasks in particular job areas [3].

Also, S. Whiddett and S. Hollyforde presented an interesting definition of competencies. They believed that it was a set of characteristics of a person which included certain elements such as:

- personality traits,
- motivation,
- self-esteem related to working in a group,
- skills and knowledge that the person has and uses [4].

J. Stherland and D. Canwell also referred to employees and the way in which they were employed and stated that competencies meant skills, knowledge and a system of behaviour that were perceived as necessary for an employee to perform a specific role.

One of the authors who advocates a broader definition of competencies is T. Oleksyn, according to whom competencies are:

- knowledge,
- experience and practical skills,
- intrinsic motivation,
- talents and aptitude,
- health and stamina,
- psychophysical characteristics important from the point of view of work processes,
- formal authority to act,
- attitudes and behaviour expected in the workplace [5].

In reviewing the various definitions, it would be important to note the various categories and criteria by which competencies are presented. Some researchers, such as A. Poczowski, distinguish threshold competencies and differentiating competencies related to the performed job, i.e. skills and knowledge and, in the case of a manager, the ability to communicate, solve problems, use advisors, expertise as well as the thread of competencies that distinguishes an efficient employee from others, which includes: values, attitudes, motives and, in the case of a manager, orientation towards the future, awareness of values, empathy, leadership, tolerance, readiness to learn [6].

R. Walkowiak, on the other hand, notices business competencies, i.e. to be able to achieve profit in action; professional competencies, such as skills and knowledge which ensure proper management of the organisation; social competencies, i.e., related to behaviour and attitudes of individuals and teams as well as the ability of skillful organisation of activities in accordance with the objectives of the company and its members [7].

The aforementioned researcher, M. Armstrong, divided competencies into:

- general competencies – required of individuals who perform a specific job or of employees in similar positions,
- specific competencies – depending on a type of job or defined role in an organisation, different from others,

- threshold competencies – necessary to meet the minimum requirements for a specific job,
- differentiating competencies – behavioural traits noticeable in employees who achieve good results and which persons who achieve worse results do not have [3].

An interesting division of competencies was done by Filipowicz, who divided them into two main groups, among which he specified:

- core competencies, under which he lists:
 - cognitive competencies (flexibility of thinking, broad-mindedness, willingness to learn, creativity),
 - social (relationships with supervisors and co-workers),
 - personal (commitment, perseverance),
- executive powers such as:
 - business – business orientation, industry knowledge, diagnosing customer needs, sales techniques,
 - corporate – identification with the company, customer focus, openness to change, ethics and values, foreign languages, organisational agility and professional knowledge,
 - managerial – team building, caring for subordinates, delegating, motivating, managerial courage, leading, organising, planning, process and project management, strategic thinking and change management [8].

A slightly different approach, focused on the organisational culture of the company was presented by C. Prahalad and G. Hamel, who defined the concept of core competencies of the organisation. In their opinion, they are created in the process of organisational learning, while their consolidation is enabled by technological innovations. That process takes place in such a way that the emerging competencies become independent of their original bearers, i.e. individual employees, while the organisation becomes the ultimate beneficiary. The authors indicate that in the short run, a firm's competitiveness is mainly driven by price and product quality. In the long term, it is provided by the company's core competencies, which have an impact on the creation of new products expected by customers and a better organisation of the company's business activities. The real source of competitive advantage is the ability of managers to create technology and production skills that ensure that the various strategic units of a company can adapt quickly to changing conditions [9]. To illustrate the essence of key competencies (communication skills, commitment and dedication of employees at different levels and different functions), the authors compared an enterprise to a tree:

- roots reflect the core competencies of the company (managerial, organisational, relational competencies),
- the trunk and branches are the key products or services that determine the existing layout and structure of the business units,
- the end result is leaves and flowers, the final products offered to buyers.

Based on the above, the concept of competencies is an interdisciplinary one, has connotations in many fields of science and is perceived by researchers in a broad aspect. Also, observing the growing interest of researchers and entrepreneurs in this subject, more analyses to contribute to that research area should be expected.

2. Employee competencies in the labour market

In the public space, there are opinions that the competencies of school graduates and of those who finished various types of courses do not meet the expectations of employers. Such opinions were common a few and a dozen years ago. This is also the case today [10]. The reason for the above is the fact that the requirements of employers change as new technologies emerge and when customer needs and the situation in the labour market change. It often happens that schools and universities do not prepare students “for the job” because the curricula, although constantly modified and adjusted, do not fully reflect the demands of the working environment. According to a report by the World Economic Forum in 2016, 65% of children who start school will perform jobs that do not exist yet. Many professions will disappear and will be replaced by automation and robotisation. Therefore, vocational education must be supplemented after receiving a diploma or certificate. It is also important to remember that a graduate, after entering the labour market, will remain approximately 40 years in there. No school or university is able to fully prepare an individual for the challenges that the person will experience in a rapidly changing professional environment. The situation and career of that individual will strictly depend on the person’s continuous and permanent development in the area of upgrading or obtaining new professional qualifications as well as acquiring new professional (work) competencies, depending on the position, the field in which the person will operate but also on the changing environment.

Having analysed the results presented in research reports during the period from 2018 to 2019, approximately 50% of the employers – the research was performed in six sectors of industry across 43 countries, including Poland – reported difficulties with regards to finding appropriate employees (e.g. lack of employees who would meet professional expectations, low number of responses to job offers, high financial expectations in relation to performed tasks, etc.) [11], and a year later – according to research conducted in 497 companies with more than 50 employees in Poland – such problems were reported by 86% of the entrepreneurs [12]. The indicated analyses and conducted research prove that the reason for the most common problems related to filling vacancies was the lack of required professional and technical competencies of candidates. The crisis caused by the Covid-19 pandemic has shown that companies need to introduce changes with regards to competency requirements among employees. The style of work is changing, new skills are becoming important: ability to adapt to change, mental resilience and work organisation by an individual. Competencies are the sum of general knowledge, skills, attitudes, personal qualities, social roles, and self-concept – hence, they are an essential element of the proper performance of a job [13].

For example, on a monthly basis, the registered unemployment rate in Poland was 6.1% in July 2020, and it was 0.6 percentage points higher compared to January 2020 (5.5% in January) and 0.9 percentage points higher compared to July 2019 – 5.2%, according to Statistics Poland. In the area of Dolnośląskie Voivodship, the situation was not significantly different from the general trend – in July 2020, the registered unemployment rate was 5.7% and it increased by 0.8 percentage points compared to January 2020 – January 4.9% [14]. Thus, the process of recruiting an employee by employers has changed, also in the context of required qualifications and competencies and, at the same time, obviously, the path of looking for a job or changing a job by employees has become more difficult. The question is, who are employers looking for to fill vacancies and what is the desired profile of an employee in terms of skills, abilities and personal characteristics.

While reviewing available research on the demand for specific skills and competencies, it can be noticed that employers were looking for persons with the following competencies and indicated the following problems and phenomena in the labour market:

- increasing difficulty in finding employees with key competencies. That applies to managerial positions but also to lower-level positions that require expertise in a specific area,
- the assessment of candidates for jobs was also interesting – the employers showed a positive attitude towards persons in their thirties and forties and even in their sixties,
- difficulties in finding appropriate candidates for positions – there is a lack of candidates in the market with specialist competencies expected by employers. It is relatively easy to recruit persons with no vocational training or with general qualifications,
- among key competencies of an employee, the so-called social skills were pointed out: teamwork, communication, work organisation and other qualities such as conscientiousness, reliability, responsibility, timeliness, accuracy and perceptiveness, impeccable manners, honesty, initiative, humility and discipline, flexibility, willingness to learn, independence, efficiency [15].

Employer representatives and HR managers, basically regardless of the industry and location of the company, indicated the dominant role of transferable competencies. For it is communication skills, the ability to cooperate, openness to customers or willingness to learn that ensures that work activities can be carried out smoothly. This therefore confirms the thesis of the importance of social and personal skills in competence profiles of job candidates.

To sum up, during the period before the outbreak of the pandemic and associated changes in the search for employees with specific competencies, employers sought persons with the following competencies:

- core competencies such as:
 - cognitive competencies (flexibility of thinking, broad-mindedness, willingness to learn, creativity),
 - social competencies, i.e. ability to work as part of a team, communication skills among employees, and work culture,
 - personal competencies, i.e. conscientiousness, regularity, reliability, responsibility, punctuality, accuracy and perceptiveness, high personal culture, honesty, initiative, humility and discipline, flexibility and ability to adapt to new conditions, willingness to learn, independence, efficiency;
- executive powers such as:
 - company competencies – identification with the company and team, professional and expert knowledge, foreign language skills;
 - managerial competencies – team building skills, strategic thinking and change management, problem solving skills.

The presented research relates to the situation preceding the disturbance in the area of competencies sought in the market by employers and managers. An interesting and right question could be, what that demand is like taking into account the situation in organisations during the period of disruption caused by the pandemic.

3. Changes in the labour market in relation to competency requirements

Various sectors of the economy have had similar issues related to inhibiting demand for products and services during the lockdowns. Disrupted supply chains, problems with the movement of people and goods, a freeze on tourism, dining and entertainment were just the tip of the real problems. In that context, the development towards economy 4.0 has proven to be a catalyst for change in the labour market and the sought-after professionals. The pandemic revealed the lack of competencies of employees, as shown in Figure 1.

According to the analyses above, in the labour market, it is not so much the skills that are easily acquired through the professional development system that are important but the attitudes, character and good habits of self-organisation. At the same time, openness, adaptability, and creativity are most valued, while reliability in carrying out standard tasks has been valued so far. An additional problem proves to be the lack of training and professional development in many companies and institutions. It turns out that only less than half of companies retrain their employees. That is a small percentage, especially if compared to the willingness and desire to improve skills on the part of employees. Available research shows that 58 percent of people who are actively employed are not upgrading their skills. They show virtually no activities directed toward staying up to date in their area of professional interest. So, if those two numbers are put together: employers who retrain employees and employees who do not improve their own skills, it shows how large the number of people is who do not develop themselves professionally and do not even feel responsible for improving their own skills. Today, we are in a dynamic reality, legislative changes are a challenge for finance and accounting and payroll teams, which have become more important in companies during the pandemic. On the one hand, companies expect employees to motivate themselves to work,

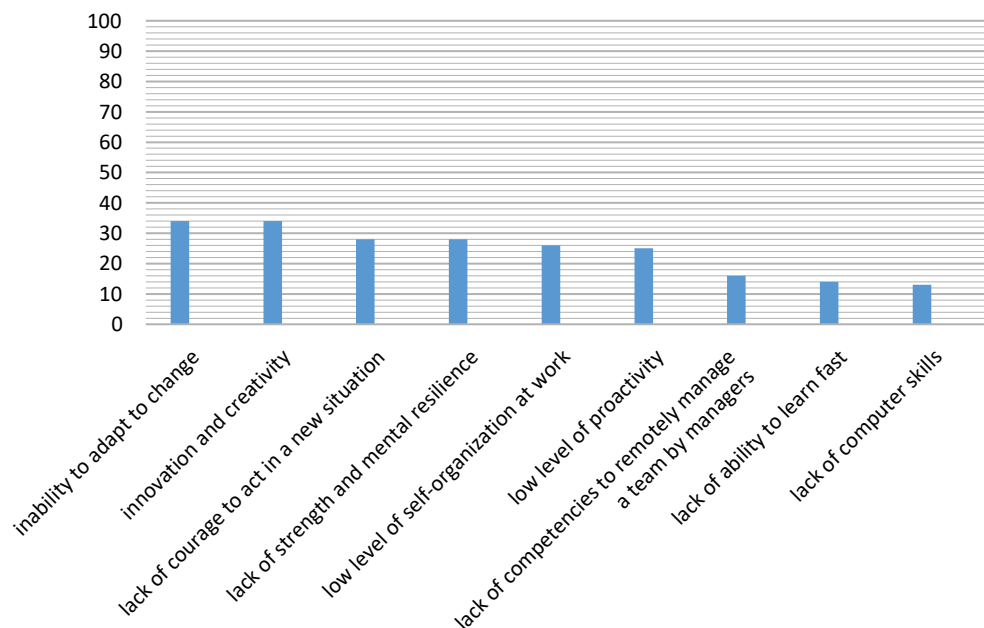


Fig. 1. Lack of competencies of employees during the pandemic
 Source: [16].

on the other hand, we have employees who need to discover new skills and, above all, need to switch from being in the office to task-based work.

So, what changes have occurred in the area of the sought-after and required employee competencies? Based on the research and expert opinions so far [17], and according to author's own observations, those are:

- digital skills of an employee related to working remotely in a company and serving customers (telemarketing, chatbots, etc.) and of a student or pupil as part of their work or study,
- ability to operate and use cloud technologies, e-commerce, software robots and artificial intelligence to support business and manufacturing processes,
- skills related to the development and operation of processes in the field of automation and robotics at the expense of manual work associated with machine assembly,
- self-organisation of work, especially in isolation or remote working, the importance of which will undoubtedly increase once the pandemic is over,
- mental resilience, associated with the need to organise an individual work system, also taking into account the lack of direct contact with the supervisor and other co-workers,
- adaptability – adapting to change as a useful phenomenon, taking up challenges and the necessity to re-brand, often related to the above. In many highly developed countries faced with the phenomenon of ageing society, as a result of complications related to coronavirus infection, there has been a rapid increase in the demand for medical personnel, nursing services, care, physiotherapy and also psychological support. Such phenomena make it necessary to change the workplace (industry) by an employee even faster and to acquire new professional skills and abilities,
- creativity and innovation is another area of competencies that has become more important due to the new situation. Many industries have stopped their operation or have reduced their activity as a result of successive versions of lockdown. Entrepreneurs were forced to look for new business opportunities,
- ability to use new opportunities and communication channels to a much greater extent, both at the level of a company, customer relations (e.g. sales channels or acquiring new customers) as well as in the search for and obtaining new projects and contracts,
- ability to develop personally (learning and studying) and professionally (retraining, upskilling) with the limited access to traditional methods and content (libraries, reading rooms, studies and onsite courses) resulting in the transfer of that activities to online and offline methods,
- a significant increase in trust in interpersonal relations, a supervisor towards an employee – that the person performs his job effectively taking into account the difficulties associated with remote work, and also an employee towards a supervisor – that the social functions of the individual will be secured, as well as health, finances, even the workplace.

Subsequent pandemic restrictions have resulted in the reduction in employment in a significant number of professions. In the case of some professions, the demand for employment remains permanently low. The positions that are currently very popular are those related to e-commerce, digital management, such as business intelligence specialists, UX designers, Big Data specialists, designers of applications, data specialists, infrastructure specialists or

automation engineers. Based on the latest available research on the labour market during the pandemic in Poland [18], the year-on-year changes in the demand for specific occupations in the following groups are presented:

1. Finance:
 - chief accountant: +33%,
 - accountant/accounting specialist: +2%,
 - financial analyst: –7%,
 - chief financial officer: –11%.
2. Marketing/sales:
 - e-commerce specialist: +55%,
 - marketing/sales director: +1%,
 - marketing specialist: –18%,
 - graphic designer: –36%.
3. IT:
 - cyber security specialist: +100%,
 - chief information officer/IT director: +25%,
 - programmer: +3%,
 - IT administrator: +3%.
4. Healthcare:
 - paramedic: +34%,
 - doctor: +21%,
 - nurse: +19%,
 - hospital porter: –19%.
5. Manual labour:
 - driver: –0.5%,
 - warehouse assistant: –14%,
 - security officer: –20%,
 - cashier/salesperson: –31%.

The above list clearly shows an increase in market demand for groups of employees with highly specialised professional qualifications – accountants, paramedics and doctors and specialists in the field of cyber security or e-commerce. Based on the above, it is clear that the virtual work environment in which digital competencies of an employee are used becomes extremely important, especially taking into account remote working, widely practised in the economy, and distance learning due to home isolation during the pandemic. In turn, occupations related to physical labour and unskilled workers (hospital porter, warehouse assistant, security guard or salesman) are losing their importance. However, the hypothesis put forward by some researchers that the demand for manual labour and unskilled workers will decline is not confirmed. Undoubtedly, the demand for *high-skilled labour* will increase while the demand for manual labour and unskilled workers will remain at a similar level. Moreover, it is considered valuable to have high technical skills combined with soft skills, i.e., critical thinking or the ability to cooperate with others [19]. It had been suggested that complex problem solving, social skills such as the ability to collaborate with others, and process skills such as critical thinking and active listening would be most desirable in 2020. The situation in the

labour market and the crisis of individual industries have only confirmed that. The greatest difficulties may be experienced by semi-skilled workers – it is estimated that the demand for employees in that area will decline [20].

4. Importance of intelligence and emotional competencies

Another aspect that has come to light over the recent months, is the importance of emotional intelligence in personal life and professional life of each individual. Emotional intelligence is one of those determinants that play an important role in life, it ensures the correct management of one's emotions and helps to deal with the emotions of others, it helps to build social relationships, supports the cognitive development of a person. The turmoil faced by the labour market and whole societies as well as the new challenges and relationships between employees, especially those taking place remotely in many areas, require particular attention to the issue of emotional and social competencies, communication skills and ability to function in an isolated, one-person work environment. Researchers are more and more willing to focus on assessing the importance of emotional intelligence and its impact on efficiency at work. While reviewing the studies in that area, it can be concluded that a certain level of emotional intelligence has mainly a positive impact on the functioning of an individual in a professional environment. The issue of emotional intelligence is more and more often noticeable in the context of the labour market and achieving professional success.

A person begins to acquire the skills that make up emotional intelligence through the process of primary socialisation; the proper course of the relationships in the primary social cell is of particular importance. A family, as such, helps an individual to learn to correctly identify and name one's own feelings and emotions and to use them skillfully in social life [21]. However, a family does not always provide opportunities for the individual to develop properly. Companies, organisations and even schools organise various types of workshops, training sessions and courses the purpose of which is to shape and develop competencies that form emotional intelligence, and thus teach how to maintain proper interpersonal relations and act effectively in order to become successful [22]. According to Goleman, emotional intelligence plays a fundamental role in achieving outstanding results in working environment; in almost every position and profession, outstanding performance depends on emotional intelligence.

The aforementioned researchers point out two positive aspects of emotional intelligence that are beneficial when it comes to the functioning of a person in a professional environment:

- a) cognitive aspect, which enables efficient processing of information that influence thinking processes, which also support creativity and ingenuity,
- b) social aspect, which ensures adaptation to functioning in difficult social conditions.

A measurable skill derived from emotional intelligence is emotional competence which, in a way, broadens the discussion about employee or professional competencies. According to Goleman, the skills that are part of emotional competencies contribute to a successful professional career. Those are:

- 1) self-awareness – knowledge about one's own internal states, preferences, abilities and intuitive assessments, a realistic assessment of one's abilities and a justified faith in one's own abilities,
- 2) self-regulation – control over one's own internal states, impulses, abilities,
- 3) motivation – emotional tendencies that lead to achieving new goals or make it easier to achieve them,

- 4) empathy – becoming aware of the feelings, needs, and concerns of others, the ability to see things from the point of view of another person,
- 5) social skills – the ability to make others react in a certain way and the ability to manage one's own emotions in interpersonal interactions [23].

The available scientific research clearly indicates that emotional intelligence as well as the skills and behaviour related to it have a positive impact on the functioning of a person at work. Referring to empirical research on emotional intelligence, Matczak and Knopp, state that people with higher emotional abilities perform better in their professional lives and are more likely to be successful, they are also more effective leaders and are more successful during job interviews. According to the research conducted by Nadler [24] on the correlation between emotional intelligence of managers and the effectiveness of their work, there is a relationship between emotional intelligence and factors of growth of work efficiency (internal factors – directly related to knowledge, competencies of employees, their motivation to work, and external factors – related to the organisation, its structure and processes). For example, soldiers with high emotional intelligence are individuals with high career ambitions, satisfied with their jobs and have the ability to cope with failure at work, whereas soldiers with low emotional intelligence are more likely to develop burnout syndrome [25]. In today's labour market, emotional intelligence is a key component of business management, especially when it comes to increasing the efficiency and productivity of a team. Moreover, numerous studies conducted by consulting companies prove the great value and importance of emotional intelligence, treating the skills and abilities that constitute it as particularly desirable in the labour market. Today, employers expect from employees to have interpersonal skills, the ability to work in a team and the ability to cope with pressure, motivation to work, self-organisation. In the modern, global labour market, emotional competencies are becoming an extremely valuable asset. Identifying and developing individual competencies and abilities that make up emotional intelligence can be very beneficial for today's organisations and the employees who are part of them. By investing in the development of emotional competencies of employees, it becomes possible to maintain proper interpersonal relationships between co-workers, achieve high efficiency at work, shape the desired behaviour for specific positions. Presently, organisations are trying to develop their emotional intelligence. Organisational emotional intelligence refers to a way of managing an organisation in such a way that the communication process and interpersonal relationships contribute to its efficient and effective operation and solving problems. The emotional intelligence of a team in an organisation defines the extent to which the company makes use of the intellectual capital of its employees. Goleman emphasises that maximising intellectual capital enhances the proper formation of interactions between people who have knowledge and professional skills. Four main skills of team emotional intelligence are:

- a) self-awareness,
- b) managing the emotions of a group – proper recognition and control of emotions so that they do not have a negative impact on the work of the whole team. The ability to manage emotions has an impact on the effectiveness of the operation of an organisation,
- c) management of internal relations – the ability of individual team members to interact with each other in difficult situations,
- d) management of external relations – the ability of a group to operate effectively within a large organisation [26].

Professional knowledge indicates competitiveness, however, it is the relationships between employees that allow an organisation to become successful in the market.

Summary

The variability of the social and economic environment, dynamic technological progress and innovation mainly in terms of processes and products, and the effects of the remodelling of the market after the Covid-19 pandemic force employees to take a new approach to managing their careers. In that process, companies and institutions expect the employee to be prepared somewhat differently in the area of professional qualifications and competencies. At the same time, schools and universities do not shape employees who would have a full set of knowledge and skills and be ready to carry out a complex range of tasks in the company. The labour market and the changes within it offer a wide range of employment opportunities for highly skilled employees. At the same time, studies show that the demand for unskilled workers or employees who are unable to retrain will decrease up to several times during the entire period of their professional activity. The ability to adapt to new and different conditions in the labour market is becoming of major importance in the set of competencies of an employee. It is an individual who is responsible for improving his/her professional qualifications and, above all, acquiring such competencies that will open or accelerate the development of his/her career in the very challenging, technologically advanced, competitive and unstable economic environment. According to the opinions of employers and available research, it is professional competencies of a specific range, adjusted to current requirements and certain market conditions, that will enable efficient and effective operation on the labour market. Moreover, emotional competencies are becoming important in achieving professional success. Emotional competence turns out to be a significant factor gaining new importance in a society remodelled by the effects of the pandemic and during the so-called fourth industrial revolution. Thus, the assessment of the present changes and opinions of the experts indicate that the specific competencies of an employee, presented above, are gaining importance. It turns out that this is a significant factor gaining new importance in a society remodelled by the effects of a pandemic and of great importance in the next industrial revolution. Therefore, the main objective of the study, which was to present the changes in the expectations of employers and the market concerning employee competencies, has been achieved.

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Conflict of interests

The author declared no conflict of interests.


Author contributions

The author contributed to the interpretation of results and writing of the paper. The author read and approved the final manuscript.

Ethical statement

The research complies with all national and international ethical requirements.

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Otoczenie organizacji a kompetencje zawodowe pracowników w Polsce

STRESZCZENIE

Sytuacja na rynku pracy w okresie poprzedzającym zaktócenia związane z zamykaniem gospodarki z powodu zagrożeń wywołanych ogólnoswiatową pandemią, rozwijała się z korzyścią dla poszukujących pracy. Według danych Głównego Urzędu Statystycznego w latach 2018-2019 bezrobocie w Polsce spadło do najniższego poziomu od 1990 roku, można więc przyjąć, że rynek pracy należał do pracownika. Jednak zmiany na rynku pracy zachodzą w czasie rzeczywistym i mają tempo oraz zakres porównywany do największych kryzysów gospodarczych w historii nie tylko Polski, ale i całego świata. Co ciekawe, w takich uwarunkowaniach dynamicznie rozwijają się sektory gospodarki 4.0 – która jak się okazuje – może być ogromnym źródłem szans dla pracowników, którzy utracą swoje dotychczasowe miejsca pracy. Należy zatem zadać pytanie: w jakim kierunku powinny zmieniać się kompetencje pracowników, by sprostać aktualnym wymaganiom? Czy rynek czeka fala indywidualnych restrukturyzacji, a co z tym związane pojawią się nowe szanse dla firm szkoleniowych? Celem artykułu jest przedstawienie zmian wymuszonych przez otoczenie organizacji w zakresie kompetencji pracowników, z uwzględnieniem zmian pocovidowych oraz w kierunku gospodarki 4.0.

SŁOWA KLUCZOWE

kompetencje zawodowe, przemysł 4.0, Covid-19, rynek pracy

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