

Human Performance: Competencies, effectiveness and talent management

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Introduction

1.1. The term of effectiveness

The effectiveness of an organization is usually seen as the difference between outlays and achieved financial results. In this age of globalization and unification of Europe, we have witnessed a significant increase in competition processes. This has made it necessary to take actions directed at improving effectiveness in organizations through cost optimization, as well as looking for other, non-economic determinants of organizational development. These actions, and particularly actions within the area of human resources management, should be characterized by economization, namely making them either more cost-effective or more efficient.

The notion of effectiveness it is a polysemantic term, related to many disciplines of both human and organizational activities. All of them are based on a lexical notion of effectiveness and the symptoms of individual activity of human being and its creation as well as lively and inanimate nature [Juzwiszyn, 2005:pp. 191-203]. The word “effectiveness” is a derivative of two Latin terms: “effectivus” and “effectus”. The first of them means to be effective, the latter – a result. W. Kopaliński claims that the efficient activity it is the efficient, effective, skilled, real symptom of human activity [Balewski, 2006]. The authors of polish dictionary, explaining the notion of effectiveness, taking into consideration the productivity aspect [Szymczak, 1998: pp.516]. The relation between effectiveness and productivity as perceived as the input/output ratio.

The problem of economical effectiveness defined as the relation between particular effect and the single production factor or group of factors. Both in the theory of economy and real economic activity, there are various measurements of the phenomena mentioned above in context of definition of expense and result. Hence, it is possible to acquire different economic relations formulated the

connection of results¹ and expenses² ratio or a future relation of expected economical effects and expenses.

The basic relations of effectiveness are: efficacy, asset productivity, investment efficiency, and the level of material and energy absorption. The result of increasing the level of effectiveness is the growth of three first elements and the down-grade the last two ones.

The effectiveness can be investigated in the micro-scale³ or macro-scale⁴. The organizational effectiveness is determined by optimal management of production resources that are at disposal within organization as well as its flexibility and abilities to adapt the external symptoms like market requests, competitive configurations, future conditions of sales and production and accurate management decisions. The enterprise effectiveness is also determined by job performance, perceived as a function of motivation, external conditions and qualifications and competencies⁵.

For last two decades, which were the restructuring period of Polish economy, the need for development ways searching has been increasing, what is particularly seen in the case of recession. The escalation is perceived both in operational activity of organizations which were establish many years ago and the new ones. The qualitative and quantitative level of mentioned activities is not homogeneous. Practically, the organizations initiate projects or conceptions based on scientific achievements. The one of these concepts is the talent management idea what is the coherent part of organizational effectiveness, especially among the knowledge based organizations.

To achieve the competitive advantage in the global economy, it is necessary to use the potential of competent, creative, brave and honest people (Mintzberg, 1990: pp. 90). Simultaneously, the optimization of this growth trajectory is related to innovation. Yet, the talent management, as a human resources

¹ Production, added value, Gross domestic product et cetera

² Employment, assets, investment, used supplies, energy, fuel et cetera

³ focusing on single organization or enterprise, also on the separated production factor engaged in production process

⁴ according to whole national economy

⁵ $E = f(M * W * K)$, where: E-effectiveness, M-motivation, W-conditions, K-competencies and qualifications, [Adamiec, 2000]

management discipline, it is the unequalled idea, especially in large organizations, where the talent management is not present or strictly limited.

The majority of problems referring to effectiveness is focused on decision making and supplying information for risk management. First of them is defining effectiveness as the productivity unit. The second problem is in distinguishing managers' activity⁶ and whole operational organizational activity⁷ evaluation. The next difficulty occurs when there is necessary to precise the limits of effectiveness that the organization placed in particular environment should not exceed. The fourth problem it is a result of calculating the effectiveness basis on the rate of return. Taking the "entrepreneur point of view" the biggest rate of return of capital invested is reached when the margin profit is also the biggest. Yet, the "social point of view" determines the invert situation – the effective assets allocations can be reached when the rate of return is rather low [Dictionary.....: pp. 230].

⁶ managerial efficiency

⁷ efficiency-in-use,

Effectiveness as a competitive advantage

2.1. Productivity versus efficiency – Harrington Emerson's conception

According to the economic literature analysis, a productivity of labor is calculated as a relation of the work result and the necessary expenses [Morecka, 1975: pp. 7]. This, mentioned above social result is understood, referring to Z. Morecka's opinion, as the one, that fulfills specific human needs-the sum of socially desirable goods and services.

Before the industrial breakthrough, the term of efficiency was used in general meaning. Just in the end of XVIII century, in the area of technical sciences, there began to define the machinery productivity as a ratio of the result⁸ and engaged supplies⁹. Yet, in the economic sciences, such an approach is more precise to what should be taken into consideration and to be measured and, finally in what kinds of units.

In the economic sciences there is widely accepted that the efficiency is related to performance-realization measured in comparable units [Dictionary.....: pp. 229]. On the contrary, in the management sciences, the productivity is understood as decision making, organizational effectiveness or system approach [Pasiczny, 1981: pp. 113-115]. It is emphasized that the effectiveness criteria there are specific weighted standards by which the achievements according to the organizational goals are evaluated. Additionally there is not enough concern in the area of basic data there is to calculate the notion of being successes and

⁸ f.e. the volume of the produced energy

⁹ F.e. the volume of coal

the failure consist of. Furthermore, there is the need for identification and solution problems occurred during conflicting aims undertaking¹⁰.

The similar approach is described in the J. Gould and W. Kolb's dictionary where the effectiveness is shown as the pure technical and economic aspect – the efficiency of production. The Authors claim that after 1958 began to use the term of productivity to describe the particular production expense or supply and the efficiency was reserved for evaluation all the results. The many other Authors convince that the meaning of productivity and efficiency is equal¹¹. Hence, 90 year ago H. Emerson¹² formulated 12 principles of efficiency. These principles were collected to establish suggestions for managers to enable controlling and management by objectives and following changes and reject the routine¹³.

The polish managers had the accession to principles mentioned above in 1925 [Emerson, 1972: pp. 133-149]. The introduced concept of twelve principles of efficiency as the rational organizational management is valid as much today as 90 years ago. A Chief Executive Officer has still to precisely formulate the organizational objectives and implement them to the subordinates and performers as a ideal goal to follow.

Yet, an organizational engineer should be reasonable to cut unneeded expenses¹⁴. Then, there is necessary to force managers to use the competent coun-

¹⁰ For example, ...quality auditors have usually different tasks from production engaged workers, [Heyel, 1973: pp. 156].

¹¹ „Productivity is efficiency of production” [Gould, 1965: pp. 229]

¹² The Author of first managing by objective management conception, perceived as the basis of activity in many American organizations

¹³ 1. Ideals; 2. Common-sense and judgment; 3. Competent counsel; 4. Discipline; 5. The fair deal; 6. Reliable, immediate and accurate records; 7. Planning and despatching; 8. Standards and schedules; 9. Standardized conditions; 10. Standardized operations; 11. Written standard-practice instructions; 12. Efficiency reward

¹⁴ According to Emerson's approach, there is a low level common sense and high level one. The low level accompanies to everyone since his childhood, the latter is the result of self-working and it allows to foresee the future perspectives of development. Only the high level common sense is the efficient tool to fight against counterproductive behavior.

sel instead of intuition management. The advice of every worker who is the professional is highly desirable. Both today as well as 90 years ago, the discipline to obey by each member of the organization at the same extend. H. Emerson claimed then the discipline that is in force to not everyone is useless as a factor of efficiency. Moreover, the disciplinary punishments are not good stimuli for efficient work. He emphasized that the most important factors were the liking and empathy¹⁵. The Author focused also on the correct internal information within organization: reliable, immediate and accurate records should be the main information for management to make appropriate decisions. The false, inaccurate and late information can be the cause of both organizational and environmental losses. On the contrary, planning and dispatching it is the task for managers and every employee. Incorrect organizing is the reason of many unnecessary costs. The implications of Emerson's paper are frequently used in the economic literature, in management one especially [Stoner, Freeman, 1998: pp. 34-38] because they are useful for establish practical goals.

Standards and schedules were calculating basis on the working time and activity of workers during the production process. Except the knowledge the experience is also highly desired [Emerson, 1912], the standards and schedules can be over or under calculated otherwise¹⁶.

Such a behavior determines the wastages of supplies, unnecessary costs, pointless human labor [Emerson, 1912: pp. 182]

¹⁵ Understood as an ability of emotional harmonizing with surroundings [Bartkowiak, 1999: pp. 181]

¹⁶ Standardized operations Hemerson understood as normalized activities. Every employee can be satisfied if he would know what king and how much of work is was expected from him. Written standard-practice instructions were the solid rules and customs of organization. A competent and well educated employee should analyse carefully and write these rules and refer them to law. The task is to write the practical oriented not imaginary instruction that should be updated. Efficiency reward is always needed because there is no reasonable correlation between payment end work results according to the day's work but habitual fairness requires linear relation between the salary and results of work. Still, the efficiency reward should not have been limited to pecuniary one only.

In practice, many authors, engineers, economists make equal productivity and effectiveness or narrowly perceived efficiency and skillfulness [Haus, 2005: pp. 168-175]. Yet, in the theme literature there is the opinion to take into consideration the effectiveness in largo sense.

2.2. Effectiveness – multiaspectual approach of M. Holstein-Beck

M. Holstein-Beck claims that it is extremely important to present multiaspectual variant of effectiveness. The Author, searching for the answer for questions of what the effectiveness is and what the evaluation effectiveness criteria are, identified the evolution process for 120 years¹⁷. In the context of process mentioned above, there were six aspects of effectiveness:

- Etymologic-synonymous- every kind of activity is efficient when it drives to accomplish the goal, it doesn't matter if the goal and its activities were moral and socially accepted,
- Praxiological – the effectiveness it is a positive feature of the activity which result is positively evaluated, it doesn't matter if it was planned or not,
- Bureaucratic-organizational- the effectiveness is understood as a control execution basis on the knowledge¹⁸,
- Personal and behavioral – according to the main concept of this approach, the efficiency is differ from effectiveness because the efficiency defines

¹⁷ Initiated with industrial revolution and valid presently

¹⁸ The ideal bureaucratic model of effectiveness it is reasonable activity formula. The rationality, according to Max Weber opinion's it is the ability to adaptation aimed to reaching goals, elimination all the unnecessary activities. The new bureaucracy should be impersonal, what does possible to calculate future behavior of human resources organizational sector. Instead of empathic managers Weber proposes the specialists and law regulations [Weber, 1946: pp.42-43; Hirszowicz, 1964: pp. 277; Gerth, Mills, 1958: pp. 196-266]

the accurate level of task realization and the effectiveness the level of task realization surpass¹⁹,

- Technic / economic – The scope of the term of effectiveness refers to time context²⁰,
- Humanistic – there are not effective organizations without the effective groups and individuals²¹.

2.3. The organizational effectiveness theories

The organizational effectiveness has been the subject of special concern of the researchers and scientists for four last decades. The complexity of effectiveness constructs caused many problems during its estimation and defining processes.

R. Zammuto noticed the divergence between the goal oriented²² and system [Katz, Kahn, 1966; Yuchtman, Seashore, 1967: pp. 891-903] models. This di-

¹⁹ Effectiveness is equal to progress efficiency. The social environment better perceives the efficient activities because this is not complicated to estimate them in contrary of effective ones, which are complicated, risky, not always economic and present goals threatening. But the efficient activities are not flexible In the case of situation changes, what, as a consequence is the reason of lack of efficiency. The effective behaviors are characteristic for creative personality, controlling the future, which is the derivative of present decisions. This is why the Author named it „progress efficiency”[Obuchowski, Paluchowski, 1982: pp. 74; Obuchowski, 1976: pp. 43-68].

²⁰ Effectiveness „ex post” it is the relation between the results and made expenses, yet, the effectiveness „ex ante” is understood as relation between the activity goal and anticipated expenses [Kempisty, 1973]. The economic effectiveness is identified with productivity but under one condition that there is the a demand for all the products that were produced as cheap as possible without making the stock piles [Pohorille, 1962: pp. 146]

²¹ The effective group factors: relaxing atmosphere, it is allowed to discuss about the tasks, goals are accepted, everybody has rights to discuss, opposite opinions are allowed, the majority doesn't rule [Lawless, 1979: pp. 29–39].

²² R. Zammuto argued, that the lack of precise interpretation and understanding of organizational effectiveness for last 40-ty years was caused by

vergence began further criticisms [Campbell, 1977]. The choice of organizational effectiveness ratios was determined by the opinion of the researchers, their criteria also judgments [Webb, 1974: pp. 663-677]. The rejection of searching the common definition and approach of effectiveness was claimed by many other authors [Boswell, 1975: pp. 546-558], yet there are opposite opinions that it is very important to do all the possible efforts for searching for solution of this problem [Hrebniak, 1978]²³.

O. Behling underlays the significance of appropriate approach classification in the area of organizational effectiveness to avoid discords between respective models [Behling, 1978: pp. 195]. This view seems to be well-founded because positions of other author were quite different both applicant and implicate aspects, especially in proposed models²⁴. Further the researcher shows that the effectiveness models are related to both individual and communities activities, therefore they differ in the area of generality and abstraction level. J. Campbell argues that validity of the model should be positively correlated to the practice

the lack of application comparing variant of conducted research [Zammuto, 1984: pp. 606-616], the classifying limitations that were the derivative of variant research an ineffective scheme for this approach. [Etzioni, 1964; Georgopoulos, Tannenbaum, 1957: pp. 535-540; Mott, 1972]

²³ In Author's opinion the comparison analysis of small business and the corporate one is not justified because only the similar enterprises can be the subject of comparison.

²⁴ Cunningham classified 7 alternate strategies, claimed that every of them is unique and supports very important information that should be chosen according to the necessary data [Cunningham, 1977: pp. 463-474]. Seaton selected 9 classification models, based on the 6 points: 1. What is organization, 2. Is the organizational behavior rational or not? 3. If the organizational environment determines the results and if there are any limitations, 4. What is the notion of effectiveness, 5. If the relations between divisions are agreeable or abrasive, 6. What factor do the impact as effectiveness determinants? [Seaton, 1985].

of economic activity, what determines the effective organization concept [Campbell, 1977]²⁵.

According to R. Beckhard's opinion the organization is effective when the every part of it is goal oriented. Forms are the derivatives of functions. The defined problems, tasks or projects are the criteria of people organizing system. Decision are made by people who are closest to a source, it doesn't matter what their occupational position is. The stimuli system consists of rewards and penalties for managers²⁶. The horizontal and vertical communication is relatively in order, people are open minded and "win-lose" behaviors are very rare, therefore conflicts are treated as problems to solve²⁷. The organization and the parts of it are perceived in the context of common relations and interactions with external environment. This is the open system based on taking care of members and departments and help them to maintain integrity and independence in environment relations. The procedures of organizations implement the feedback mechanisms to allow members to learn by experience [Bekhard, 1973].

The similar implications can be found in Polish literature. The example of Polish effectiveness measurements is Sz. Sołtys' es conception. The researcher proposes to measure the effectiveness of the organization through social goals achievement and social costs being results of these goals²⁸. The Author distinguish three levels of social work goals achievements: first of them it is the organization level²⁹, next the unit level within organization³⁰, and finally the level

²⁵ R. Zammuto notice, that there is little attention In the area of human resources values and their impact on organizational effectiveness because this factor was not considered in basic principles of model.

²⁶ Current affairs execution, short term ones, development of the subordinates, creation of task units

²⁷ When the conflicts occur, they are related to tasks and Project, not interpersonal disturbances

²⁸ Social labor golas there are states or processes achieved during work, they occur In social and psychological sphere of human beings [Jacher 1985: pp. 67]

²⁹ For example, the existence, development, harmonious relations with environment, growth and expansion

of the organization member. The social goals of organization work important for a member of organization (among others) there are: self-realization³¹, subjectiveness of the human being in the work area, human dignity, mental health, job satisfaction, lack of monotony, decision participation, autonomy in the area of thinking, activity and job selection, fair distribution of work effects, social position, good interpersonal relations, feeling sense of work. Yet organizations, during goal achievement process generates both social and economic costs. Social costs are: job dissatisfaction, lack of development possibility, disintegration of work teams or whole organization, mental health disorder of organization participants, alienation, the lack of individuals autonomy and self-realization. Using the known from praxiology terminology: efficiency, skillfulness, effectiveness Sołtys constructed the term of social organizational effectiveness consists of “social organizational effectiveness”³² and “social organizational efficiency”³³. According to the notions mentioned above the Author established several social effectiveness of work ratios such as: alienation, mental health, job satisfaction, the level of organizational formalization, group integrity, morale, identification, interpersonal relation characteristics. This approach is one of many efforts of searching for social organizational effectiveness measures. The main criticisms of this method are the plurality and qualitative character of used ratios, what almost does impossible to construct one precise and reliable measure.

The indicators mentioned above are correlated to internal processes within organization. Yet, the effectiveness depends on relation with external environment either. In the M. Kostecki’s opinion the organization it is open system related to environment [Kostecki, 1980]. For that reason the organizational effectiveness cannot be calculated basis on the internal criteria – because the organization realizes also the external expectations of the society. Accordingly, the level of society demand satisfaction there is the organizational effectiveness indicator, including expectations from political system, law system, market one, et

³⁰ For example, the existence and maintaining the group culture, creativity, group integrity, good interpersonal relations, group morale

³¹ Signifying the potential abilities actualization, improvement, learning

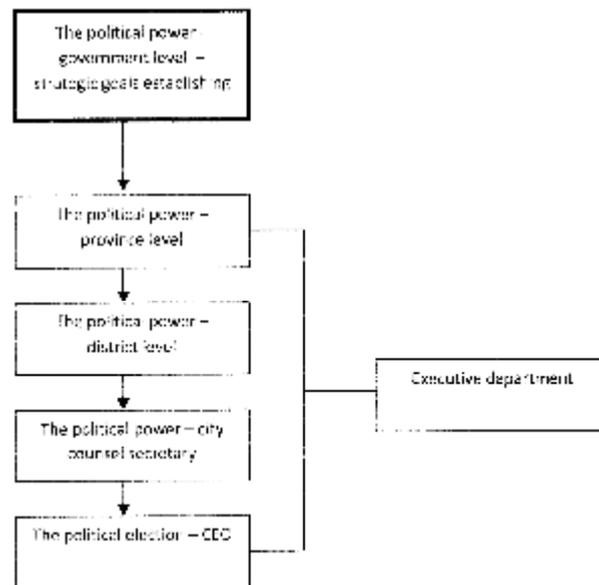
³² That is the relation of achieved social goals and social expenses

³³ Understood as relation between achieved and planned social effects of work

cetera [Jacher, 1985: pp. 53-73]. One of the unintentional malfunctions occur as the determinant of assumptions of the Kostecki's model there is the damage of natural environment that M. Holstein-Beck calls ecological aspect of organizational effectiveness³⁴.

The next approach of Polish school of effectiveness is shown in the K. Doktor's model. The Author perceives the organizational effectiveness as a determinant of executing decisions – the functioning of economy relays on political decision making on the highest level of government management meanwhile the subordinated units cooperating with local enterprises are to follow instructions.

Graph 1
K. Doktor's organizational effectiveness approach



Ref.: own study based on [Doktor, 1980]

³⁴ The term of ecology was implemented by Ernest Haeckel in the second half of the XIX century and there was defined as „the science, which interest is the entirety relation between animals and their both lively and inanimate environment” [Krebs, 2001: pp. 3; Holstein-Beck, 1987: pp. 42]

The most significant value of this model is its political nature of economic management. The political power is the Demiurg³⁵ of management system and several criteria of effectiveness is strictly based on political decisions. Leaving out the typical economic problem on the central level of government, it seems to be authorized to claim that where the economy is based on such central rules, the ratios of effectiveness are replaced with loyalty to political government ones. This model doesn't take into consideration consumer requirements. It consists of three factors – parts of the system: politician – administrator- performer: Consumer needs are out of grading [Doktór, 1980: pp. 159]³⁶.

The researchers from India - S. Bhargava, B. Sinha [Bhargava, Sinha, 1992: pp. 223 – 232] propose the model, that comes from a study performed on contemporary Indian organizations and shows that organizational structure has the potential to improve the overall perceived effectiveness of the organization. In this approach, a 7-point scale applied to four specific components was used to predict organizational effectiveness³⁷. The result of this research was that an organization with a heterarchical structure was perceived as having higher degrees of production, commitment and effective leadership with less interpersonal conflict than a hierarchical structure. Though these results are derived from the public sector, the model and outcomes of this study suggest research possibilities for the non-profit sector. Despite its simplicity, a main criticism of using this model

³⁵ The term of „demiurg” is defined as: 1. fil., rel. „superhuman being, who created the Word”; 2. In ancient Greece: the person who practiced the public useful job, for example craftsmen, doctor or fortune-teller; 3. In some greek cities it was the title of high level official [Multimedialny Słownik..., 2006]

³⁶ They perceive result comparison with planned goals as a main criterion of effectiveness evaluation. They take into consideration specific features of organization and rules as a social variable.

³⁷ Specifically, the components were production, commitment, leadership and interpersonal conflict. Production was defined as the flow of output of the organization. Commitment was established as a component to measure the degree of attachment to the organization. Leadership was defined as a degree of influence and personal ability. Interpersonal conflict refers to the degree of perceived misunderstanding between supervisors and subordinates.

as a measure of organizational effectiveness in comparing for-profit and non-profit organizations is the relative interpretation of the commitment and productivity components. It is thought that commitment in the for-profit domain is tied to career progression, personal income and business survival, whereas commitment for non-profits is based on generosity and volunteerism which may not have a bearing on organizational effectiveness. The concept of productivity in the non-profit sector is less tangible and more perceptual than in the for-profit sector. With the noted refinements the model might be used for both sectors.

The next organizational effectiveness model constructed by Ridley & Mendoza [Ridley, Mendoza, 1993: pp. 168-178] is also based on interrelated organizational processes and was recently developed primarily as a tool for management consultants. This approach, that integrates foundational concepts of systems, organizational and consultation theory, is formulated on the most basic processes of organizational effectiveness, namely, the need for organizational survival and the maximization of return on contributions. The theoretical framework of this model is based on a series of assumptions, such as the availability of "organizational energy reserves", the ability to benefit from returns, the presence of a resource utilization metric, and a long term perspective. These assumptions lead the Authors to develop a model of eleven key processes that are posited as determining the organizational effectiveness³⁸.

As an organizational effectiveness construct, this model's value resides in its use as a mapping device from which consultants and their customers can synchronize expectations and visualize improvement opportunities. Despite of its theoretical contribution, the model needs further both empirical research and valid instruments.

The model of organizational effectiveness developed by B. Jackson [Jackson, 1999] considered is based on gathering perceptions of pre-selected efficiency in-

³⁸ The first two processes, organizational survival and maximization of return, are defined as superordinate processes. The third process is self-regulation, which is responsible for orchestrating balance among the superordinate and subordinate processes. The eight subordinate processes are listed as internal-external boundary permeability, sensitivity to status and change, contribution to constituents, transformation, promoting advantageous transactions, flexibility, adaptability and efficiency.

dicators. B. Jackson established this model to examine the differences between community and member-based non-profit organizations. Jackson used a survey instrument in a descriptive research study designed to measure perception of each of six indicators and the relative priority each indicator would have within community based and member based non-profits³⁹.

Although this construct is appealing due to its simplicity and the availability of a validated survey instrument, its Author recognizes that an expanded model, to include categories of organizational configuration, organizational competencies and organizational capabilities, is more desirable⁴⁰. Referring to the performance of the board of directors as an indicator, B. Taylor and R. Chait [Taylor, Chait, 1996: pp. 36-44] suggested that boards of non-profits have minimal impact on effectiveness as it is shown in the competing values framework⁴¹, that is based on past attempts to formalize organizational effectiveness criteria. This model constructed by R. Quinn, K. Cameron [Quinn, Cameron, 1983: pp. 33 – 51] has been used in a wide variety of organizational research studies, such as organizational culture and strategy [Bluedorn, Lundgren, 1993: pp. 137-179], effectiveness of management information systems [McGraw, 1996: pp. 51–74], organizational communications [Rogers, Hildebrandt, 1993: pp. 121-143] and also in organizational transformation [Hooijberg, Petrock, 1993: pp. 29–50].

Beginnings of work on the CVF came from attempts by managers and academic researchers to offer a robust construct to evaluate organizational effectiveness. R. Quinn and J. Rohrbaugh [Quinn, Rohrbaugh, 1983: pp. 363-377] put to use

³⁹ The six selected indicators of organizational effectiveness include management experience, organizational structure, political impact, board of directors involvement, volunteer involvement and internal communications.

⁴⁰ An expanded version of the model with these categories increases both the validity and reliability of the organizational effectiveness measurement. Also, the model uses indicators that are inadequate to measure OE across domains, such as volunteer involvement and board of directors involvement. A correlational study between volunteer involvement and employee involvement needs to be performed to make this indicator more applicable to the for-profit organizations

⁴¹ CVF

multidimensional scaling and created a spatial model of organizational effectiveness with three subordinate value continua⁴². In 1988, R. Quinn [Quinn, 1988] claimed that only two of the subordinate continua⁴³, were appropriate to describe the organizational effectiveness construct and when combined, these could be visualized as a set of quadrants⁴⁴. Referring to R. Quinn, every quadrant constitutes a model in itself. The "Human Relations Model" sees participation, discussion and openness as a means to improve morale and achieve commitment. The "Internal Process Model" sees internal processes such as measurements, documentation and information management as methods to achieve stability, control and continuity. The "Open Systems Model" relates insight, innovation and adaptation as a path towards external recognition, support, acquisition and growth. Finally, the "Rational Goal Model" seeks profit and productivity through direction and goals⁴⁵.

Except the models mentioned above there were constructed many other organizational effectiveness approaches, for example: variant model⁴⁶, ecological

⁴² flexibility-control, internal-external, and means-end

⁴³ control-flexibility and internal-external

⁴⁴ Labels for each one of these quadrants are: 1. human relations, 2. open systems, 3. rational goal and 4. internal process

⁴⁵ The validity of these four quadrants or dimensions was also tested by R. Quinn and G. Spreitzer [Quinn, Spreitzer, 1991: pp. 115 – 142] on a sample of 796 executives from 86 public utility firms in the United States, where the analysis was performed by comparing two types of competing value scales. This model was validated a third time by using a Structural Equation Modeling (SEM) approach on a sample of 300 managers and supervisors employed by a multi-hospital system in the United States [Kalliath, Bluedorn, Gillespie, 1993: pp. 143 – 159]

⁴⁶ This approach does impact on meaning of traditional system models, assumint the interactions organization-environment existence. Yet, the conducted research were focused on common external factors (f.e. uncertainty) and the within organization ones (f.e. structure adaptation). The organizational effectiveness is defined as the integrity between an organizational effectiveness and its structure, yet, the Author didn't construct precise effectiveness measurements [Burrell, Morgan, 1979; Pennings, 1975: pp. 393-410; Thomson, 1967; Woodward, 1965]

population model⁴⁷, social justice model⁴⁸, evolutionary model⁴⁹, power model⁵⁰, economical politics model⁵¹, interpreting system model⁵², yet there were not popular in the world of science.

⁴⁷ G.R. Carroll proposes three organizational ecology approaches (developmental, selective, macroevolutionary), distinguished with the level of analysis (organizational, populational, environmental) and used to explain the phenomena in internal and external organizational environment. In Author's opinion the organizational ecology describes the ultimate mortality of organization that is negatively correlated with other organization chances [Carroll, 1984: pp. 71-93; Aldrich, 1979; M.T. Hannan, J. Freeman claim, that the environmental impact decides whether an organization lasts or ends. In that context „environment” refers to natural selection, through the competitive mechanisms and limitations as determinants of social changes process. Because adaptation and selection are the complementary processes, the major organizational effectiveness measure it is surviving as a derivative of structural changes [Hannan, Freeman, 1977]

⁴⁸ This model is based on societal distributive justice view [Rawls, 1971]. Keeley and House argue, that the effective organization should minimize the number of complaints [Keeley, 1978: pp. 272-292; House, 1980]

⁴⁹ R. Zammuto grouped four models (relativism, power, social justice, revolutionary) together as a part of more complex point of view. Considering to existing limitations, the effective activity is defined as increasing organizational adaptation one through appeasement of environmental disadvantageous – the society limits the organizational activity, therefore there is necessary to reduce them to satisfy the members of organization [Zammuto, 1982; Zammuto, 1984: pp. 606-616]

⁵⁰ This model was constructed In the opposition to social justice model. The major criterion of this model is that effectiveness criteria are specified by predominant coalition. In this approach, an organization has to fulfill the requests of predominant political majority, [Hrebniak, 1978; Pennings, Goodman, 1977: pp. 146-184; Pfeffer, Salancik, 1978] and other influential members [Connoly, 1980: pp. 211-217]

⁵¹ According to the organizational effectiveness literature, there are two versions of this model. Both approaches perceive an organization as a construct depending on the internal and external factors, aimed to goals realization. Zald (first version of model) impacts on the satisfaction of the

Additionally, it is possible to categorize the organizational effectiveness theories on the level: (I) individual, (G) group, (O) organizational, (S) social⁵³, and relations between these levels imply the using of separated theories [Behling, 1978: pp. 211].

Table 1
9 effectiveness organizational models

Model	Main References	Descriptive/ Prescriptive	Approach capitalistic/ Democratic
Measurable goals	G (int)→O	P	C
System	G (int+ext) →O	D	C
Variant	G (int+ext)	D	C
Ecological population	S→O	D	C
Social justice	O→G	P	D
Power	G→O→G	P	D
Evolutionary	S→O→G	D	D
Economical politics			
ZALD	O→G	P	C
NORD	O→S	P	D
Interpreting	S→I	D	D

Ref. own study based on [Kraft, 1991: pp. 82]

Despite of models mentioned above, the French researchers proposed different approach to organizational effectiveness measure. In their research, the main impact was put on empirical construction of effectiveness ratios, with cooperation of management and workers of enterprises. E.M. Morin, in Her paper “Organizational effectiveness and the sense of work”[E.M. Morin, 1997],

most important members of organization, on the contrary in Nord’s opinion it is most important to satisfy all the members [W.R. Nord, A political-economic perspective on organizational effectiveness, in [Cameron, Whetton, 1983; Zald, 1970]

⁵² In this approach, an organization is perceived as a flow and transform information system, created both by individual and group activities driven to organizational goals realization. The effectiveness is defined as an interpreted precision [Weick, Daft, 1983]

⁵³ The attributive meaning of the notion of organization – describing the level of the organizational processes organizing. This level it is a measure of the organizational complexity [Krzakiewicz, 1994: pp. 5]

refers to own empirical research, where the sample was 18 managers-practicians. The authoress constructed 46 ratios, enabling describing 4 major criteria of organizational effectiveness. There are⁵⁴ economical/technical model, stability and organizational development⁵⁵. E. Morin distinguish three basic tendencies: a management adhere M. Friedman and H. Simon's opinion⁵⁶. This approach determines that the interests of other groups are out of importance. The second tendency is a dominating of organizational effectiveness with economic ratios. Yet, the social, moral, spirit and ecological values are skipped⁵⁷. Finally, the third tendency it is the depersonalization of social partners. It is related to both clients, which are perceived as good and product consumers, and employees – which are treated as “human resources”, without their psychosociological and cultural/spiritual complexity [Martyniak, 2000: pp. 31].

⁵⁴ Among others

⁵⁵ First of criteria mentioned above consist of: own/competitors' profitability ratio, relation between the production of perceived year and previous years. The second is the increasing turnover according to previous years, the number of claims. The other effectiveness criteria there were: the satisfaction of stock-holders and clients, the quality of human resources, et cetera. The satisfaction of stock-holders is measured with the EPS ratio, and client's shortening of delivery period, client loyalty. [Martyniak, 2000: pp. 31]

⁵⁶ The most important signification for correct organizational functioning is the satisfaction of Tyree social groups: stock-holders, workers and clients. Other groups, such as government, suppliers, citizens or society as total, are perceived as party connected to organization [Friedman, 1957: pp. 124-128; Friedman, 1953: pp. 4-14; Simon, 1960: pp. 224-225; Newell, Simon, 1961: pp. 152-179]

⁵⁷ Although, the construction if the model is precise and the questionnaire information is highly representative, there is suggested to use the expanded version of that model, additionally including the following categories: configuration, competencies and organizational potential, what determines increasing of representativeness of organizational effectiveness measure. Yet, there are the ration in the model that are inadequate to voluntary and board management commitment measurement. The non-profit organization board doesn't make any impact on organizational effectiveness [Taylor, Chait, 1996: pp. 36-44]

Competencies as a significant factor for organizational effectiveness

3.1. The notion of competency

Referring to the theme literature, there are many definitions of “competency”⁵⁸. The major reason of this situation is probably current understanding of this term [McClelland, 1998]. Therefore the linguists define the competency as suitability, authorization, proxyship of an institution or individual for realization planned tasks [Kopaliński, 1999: pp. 406], the scope of one’s knowledge, skills, responsibilities.

The question of competency is widely asked between the scientists from different scientific areas:

- sociology – sociological approach distinguish competencies for mono-cultural (Idea assimilation, rules, convictions, values, symbols characterizing one kind of culture)[Sztomka, 2004: pp. 415],
- poli-cultural (Acquaintanceship, skills to use many patterns of life and ideas from several cultures. This approach is usually known as a cosmopolitan competency) [Sztomka, 2004: pp. 415], subjective and objective (In the model of ideal bureaucracy the range of official authorities are limited subjectively and objectively. The objective range it is the set of persons who have to follow directives, the subjective one it is the set of matters referring to an official [Sztomka, 2004: pp. 127, 132],
- psychology – the competency is defined as reliable, professional knowledge, joined with intellectual (cognitive) potential of human be-

⁵⁸ Lat. „competentia” – responsibility, integrity, „competere” – agree, compete, be suitable; „com” for commonly, „petere” – ask, request, demand

ing, which allow to realize the social role requirements in the optimal way [Bartkowiak, 1999: pp. 181],

- pedagogy – a competency is an responsibility, agreeableness, integrity, authorization for activity. This is also an ability to self-realization. The competency is a basic condition of education. It is the result of learning process [Okoń, 2004: pp. 184],
- management and law – in the area of law there is a formal aspect of the competency – the competency means proxy, just in approach stricte sense, competencies are related to skills and knowledge [Taylor, 1911: pp. 782-856].

The pioneers of management sciences thought that a main criterion of organizational effectiveness there were management skills [Taylor, 1911: pp. 782-856]. Taking into consideration a little wider perspective, skills were discovered during the leader trait and behavior research, which were conducted in Great Britain. This study initiated the series of efficient managers trait and behavior inquiry. As the result there were established many classifications of skills. At that time there were used the synonymous terms “abilities” and “competencies” instead of “skills”. In English, under notion of „competence” it is understood the ability to do something that in required, skills [Merriam –Webster, 1989: pp. 163]. This definition describes unambiguous relation between competencies and skills. Yet, an ability is associated with skills possession, traits, necessary to fulfill tasks. The mentioned definitions are not precise – it is impossible to distinguish the clear distinction between competencies and abilities.

In the opposition, M. Dale proposes to admit that “ability” it is the physical or psychical character of an individual [Dale, Iles, 1993: pp. 47]. The process of competency gaining is determined with knowledge, attitude, the value system. A “skill” refers to behaviors related to task realization, which can be gained through studying, improving and practice and advisory [Dale, 1993: pp. 28]. Meanwhile, the competency is perceived throughout efficiency aspect. The competent member of organization it is a person, who does the effective job, has an appropriate knowledge and skills and is able to efficiently use them.

As a counter-proposal, there exist the approach of S. Whiddett and S. Hollyford [Whiddett, Hollyforde, 2003: pp. 208-210], because it consists both affirmed skills and theoretical knowledge. The authors suggest to focus on technical

knowledge and effectiveness, not strict theoretical ones. The similar conclusions were deduced in South America [Gallart, Jacinto, 1995: pp. 13-18]. The difference between conceptions mentioned above is quite clear. It is possible to observe it between demonstrated knowledge and manifested skills and the level of expected employee effectiveness. Yet, the qualifications are the construct, formed upon the definition of work effectiveness, alongside with the knowledge of a worker and skill standard, while the competencies are determined with work results, which the individual has to reach [Whiddett, Hollyforde, 2003: pp. 208-210].

In psychological approach, the scientists focus on regulation mechanisms of activity⁵⁹. They include attitudes of competency gaining⁶⁰, transfer, inactivation as a derivative various mental disposals. Yet, there is a need for explanation if these individual disposals are positively correlated with an effective job activity and most important according to their role⁶¹.

3.2. Competencies and employee's ability

The next researches [Hunter, 1986: pp. 340-362] confirmed the utility of occupational tests and, additionally the IQ ones for job success prediction. Intellectual abilities are more important in cognitive tasks, less important in non cognitive ones [Barrett, Depinet, 1991: pp. 1012-1024]. It was also proven the existence of relation between the methods driven to specific traits required on the job position measurement and the individual worker history analysis⁶². Moreover, the synthesis of suitability shows mental abilities measured with IQ tests, determine successful work in twofold ways:

- direct – when there are necessary in such an activity,
- indirect – an intelligence allows to gain competencies during the new experience process, practiced work activity becomes a source of individual development. But this growth, through new competencies preparation

⁵⁹ Referring to the functional area [Bartkowiak, 2003: pp. 107-112]

⁶⁰ mechanisms

⁶¹ The similar opinion has T. Oleksyn, who defines competencies as „factors on the employee's side, which provide the ability to efficient Job activity [Oleksyn, 2000: pp. 78-92]

⁶² The decision quality was significantly improved

requires an individual to have skills to learn. During the employee's abilities skills evaluation on the job position, that is not complicated⁶³, it is not difficult to check, if an employee is effective or not. However, when the job is more complex, difficulties occur. At that time the list of references and abilities is not sufficient – the job position requirements are described by experts as the categories of competencies. So, the competencies are characterized in the context of precise missions⁶⁴. Abilities and personality traits allow to do characteristics of an individual and explain variation of behavior during specific tasks executing⁶⁵.

Therefore, competencies refer to tasks or job environment and employee's flexibility [Miller, Rankin, Neathy, 2001: pp.327-338; Rankin, 2004/2005: pp. 432-446]. They differ from the intelligent behaviors, that follow each other for the time, without the real connections⁶⁶: the competency that is a set of organized behaviors, in the metal structures area, that is also organized and relatively stable and possible to mobilize⁶⁷.

A knowledge that can be used for one or other task differs from competencies too. Under the notion of knowledge it is understood the whole intelligence and skill in perceived discipline acquired with learning and experience [Nęcka, Orzechowski, 2006: 136-167]. The specific of this process it is a reference of acquired through a learning process content to a previously gained knowledge, its organizing to larger structures and put it in order as abstract rules [Nęcka, Orzechowski, 2006: pp. 163]. On the contrary, competencies include the experi-

⁶³ f.e. executive, or simple service

⁶⁴ Tasks, functions, for example claim management, important contracts negotiations, Young workers coaching

⁶⁵ Competencies refer to integrated using of abilities, personality traits and also acquired knowledge and skills to successful complete the mission in the context of organizational strategy and culture. According to this point of view competencies are correlated with the knowledge and values. At last, they impress their local character – they are dependable on organizational environment, that created them. [Hannan, Werquin, 2002: pp. 25-31]

⁶⁶ There are establish sets of knowledge and abilities, typical behaviors, standard procedures, methods of thinking, that are accessible without a new learning. [Montmolin, 1984: pp. 72]

⁶⁷ ibidem

ence and real task mastering. They also consist of images⁶⁸, procedures, created step by step with experience, reached by the employee during work process. Finally, competencies differ from dexterity, traits derived from psychomotor training.

3.3. Competencies and environmental dynamic

Competencies are related to goals to achieve or activity [Carney, Fluitman, 1995]. Yet, they can be limited to exactly specific operations⁶⁹. They are the derivative of experience and establish the clear set of knowledge and skills, jointly integrated, when a competent person mobilizes these consciously, without need to consult major principles or ask herself what to do. These characteristics do the competencies extremely difficult to describe. The images that drive the employee in his activity and lead to ultimate integration of necessary knowledge and skills, stay alleged⁷⁰.

The competence allows to actualize information systems and use it later without concern⁷¹. Results of Fitts and Posner's [Fitts, Posner, 1967: pp. 18] research on apprenticeship, enable to complete this idea. They proved that there was an existence of practicing stages which fulfill the definition mentioned above. The authors described task realization learning process. In their opinion it begins with

⁶⁸ Operational ones, descriptions

⁶⁹ f.e. competencies of workshop manager, programmer

⁷⁰ To force a competent person to describe her behaviour the intervention of external expert is necessary. Therefore, a competent individual can demonstrate competencies but this person is confused when asked to describe „own words” and much more difficult it is to teach other persons by a lecture not by observation [Harvey, 1991: pp. 77-163].

⁷¹ P. Herriot quotes the example of great chess masters. They can activate a large number sequence of chess moves without precise performance but they can analysis the current figure locations and find the analogy of previously known moves. Instead of all possible scenarios analyzing, they remind to common moves sequence without decomposing. The competencies-abilities relation problem leads back to research of abilities according to the gaining of competencies [Herriot, 1992: pp. 84]

the cognitive stage when an individual receives a first task to do⁷². This stage requires intellectual virtues and paying attention abilities. When the basic data referring to information transformation and the required answers repertoire are known, the next stage follows.

The second stage enables increasing task realization and reduce number of errors. The third one, that is to confirm possessed competencies, is reached when the works becomes more self-acting and less dependable on continuous mental control⁷³. These theses were confirmed and developed by P. Ackerman [Ackerman, Sternberg, Glaser, 1989: pp. 56], who described the role of a general intelligence⁷⁴ on the beginnings of every learning processes⁷⁵.

The mentioned analyses imply two major conclusions: specific abilities are to gain or use concrete competencies – this kind of competencies is less important when the task can be completely automated. When the work environment is characterized with unexpected and constant changes, a individual uses cognitive mental abilities process – different abilities are significant during the all the competencies gaining process, but the primary are intellectual and cognitive abilities. This situation is typical for a most part of management responsibilities and almost in every case, when the conditions change frequently and demand the creative approach (creativity), imagination, and skipping previously accepted procedures [Oleksyn, 2001: pp. 42-56]. When the work environment does im-

⁷² An individual has to understand expected requirements and remember procedure sequence and strategy

⁷³ Yet, the research of R. Shiffrin and W. Schneider's showed, when the task is very complex, especially when the facing incoherent information or quite new situation is necessary, learning and mastering is stopped on the stage, required full mental control and there is impossible to begin self-acting process [Shiffrin, Schneider, 1977: pp. 1-66]. The process mentioned above was also identified by E. Fleishman in the context of psychomotoric learning [Fleishman, Hempel, 1954: pp. 676-682]

⁷⁴ Ability of reality understanding, relationship creation, strategy imagination and research

⁷⁵ This importance of this role is getting less important, during the process of getting closer to optimal level, because the optimization enables to increase the role of specific abilities and reduce intellectual ones. [Ackerman, Sternberg, Glaser, 1989: pp. 57]

possible to gain own competencies, occurs, that principles referring to appearing problems change radically and fast to let the experience for creation of competencies that can be used again.

3.4. Job qualifications and competencies

In A. Rakowska and A. Sitko-Lutek's opinion – the lack of compatibility in the competency, qualifications and abilities interpretation area is rooted in management science interdisciplinarity [Perry, 1998: pp. 58-64; Davis, Scube, 1996: pp. 68-78]. J. Kotter's approach distinguishes three derivatives-midstreams of competency thinking:

- structuralism – it is a term includes many psychological and sociological theories, referring to the activity context and its impact on humans behavior. The functional structuralism considers organizations as live organisms – is very close to open systems conception. Goals and activities are the results of social structure operations. The structuralism concentrates on the content of activity, what people actually do, what their goals are and how people achieve them [[Rakowska, Sitko-Lutek, 1997],
- behaviorism – for many authors, temporary understanding managerial skills descends from this approach. The behaviorists were the first discoverers of “competence” understanding. In this sense, skills are related to human behaviors, which are the surrounding stimuli reactions. Despite of internal state of an individual attitude acceptance – it is not taken into consideration during behavior explanation, such as in E. W. Skinner's opinion [Skinner, 1953: pp. 56; Skinner, 1987: pp. 78; Argyle, Furnham, Graham, 1981: pp. 356; Morgan, 1980: pp. 202; Racham, Honey, Colberg, 1971: pp. 14],
- phenomenology- descends from social philosophy and psychological theories. It focuses on an individual as the one who controls a destiny. The activities of human being are dependent on personal interpretation style and its perception: contains a social phenomena interpretation. Activity it is derivative of individual perception.

The primary understanding of skills descends from behaviorism, the structuralism is concerned on employee work environment⁷⁶. Yet, phenomenology is focused on perception of goals, motives which are valid within organization⁷⁷. This model's assumption is parallel cooperation activities as main criteria of mentioned midstreams that are the derivatives of different schools of thinking [J. Kotter, A Force For Change, New York, Macmillan, 1990, pp. 76].

Table 2

Characteristic traits and skills according to structuralism, behaviorism, phenomenology comparison

Midstream	Structuralism	Phenomenology	Behaviorism
Applied theories	System theory	Process/activity theory	Skills theory
Approach	Socio-technical	Organizational development	Tranings
Activity	Systems reprojecting to improve uality of work life)	A change, culture, individual and organizational goals adaptation	Managerial skills development

Ref. [Rakowska, Sitko-Lutek, 2000: pp. 15]

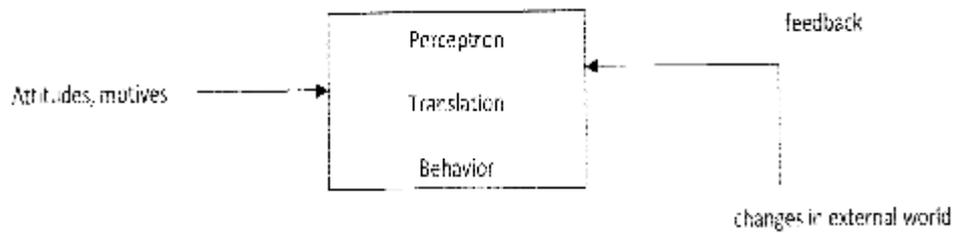
At present, the skills and competencies conception is mainly based on social psychology acknowledgements⁷⁸. The significant role in working skills understanding had M. Argyle, who constructed "skilled activity" model. In this model, the central place takes skilled performance.

⁷⁶ That consists of technological and social environment, an organizational culture and binding rules

⁷⁷ This model is also named „3C” (context, content, conduct)

⁷⁸ According these acknowledgements, to understand social activities and sill per form, it is necessary to recognize the elements of activities

Graph 2
„Skilled activity” model



Ref. [Argyle, Furnham, Graham, 1981: pp. 134]

This approach is a result both the working goals and employee’s motivations – that is a conscious process aimed to changes implementation in environment. To let the individual efficiently perform, there is necessary to possess required level of motivation and positive attitude for tasks to do⁷⁹. The skilled performance is also determined with following factors:

- motivation- also the attitudes for operating and subjects of operating. There are necessary to have abilities to perceive essentials changes and knowledge how to implement them. What, as a consequence, should determine modification of strategy goals to minimize unbeneficial fluctuations or taking advantage of opportunities to accelerate planned goals realization. The real changes measurement is accomplished through comparing final results and planned goals,
- the knowledge and ability to interpret and transformation this knowledge for specified behavior,
- the activity itself as a result of factors mentioned above [Argyle, Furnham, Graham, 1981: pp. 135].

M. Argyle’s opinion is enriched with E. Prien’s conception. The author claims that skills are “wider notion” than competencies. The employee should possess specific competencies, internal resources, knowledge to do his job properly. E. Prien inserts additional category – “ability to act” that consists of: knowledge, skills, internal abilities. He also defines, which categories of

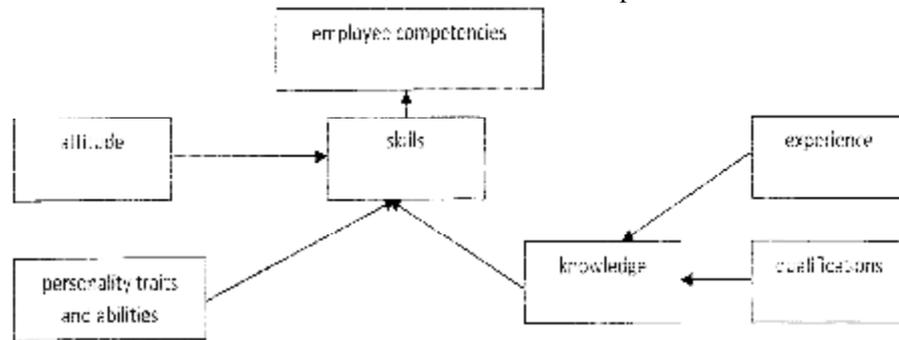
⁷⁹ Especially for goals to achieve, which determine the final results

knowledge, skills, abilities are needed to do the effective job [Prien, 1981: pp. 167-174]⁸⁰.

According to the opinions mentioned above, the conclusion rises that competencies are "wider term" than skills and having competencies is not sufficient condition of being competent. The competent employee, because an appropriate attitude and personality traits can use his knowledge and skills during work process. Therefore, it is authorized to assume that the level of competencies depends on the knowledge, consists of personal abilities, qualifications, experience, abilities to use them and, finally an attitude and motivation.

⁸⁰In constantly changing organizational environment. A.K. Koźmiński claims, that contemporary strategies, establish to put organizational life in order, usually raise uncertainty instead of reducing it. He also says that the times of stabilization passed and this is authorized to say that it is necessary to forget about these days practices [Koźmiński, 2004]. The other researchers intensely search new paradigm of organizational development including an improvisation and conscious chaos utility. They try to construct the business models that allow an organization to regroup resources. They claim that organizational traits such as : flexibility, potential for changes allow organizations to run and achieve the competitive advantage [Masłyk-Musiał, 2006: pp. 13; Lundy, Cowling, 2001: pp. 38-41], the organizational tasks change too. The principal strategic goals change slower. According to a fact that goal achieving requirements increase, this is authorized to concentrate on necessary knowledge and skills than tasks. Moreover, in the context of commonly interfered and complicated goals, the multidirectional relations between tasks and results [Thierry, Sauret, 1994: pp. 112]

Graph 3
Competencies and skills relation



Ref. [Rakowska, Sitko-Lutek, 2000: pp. 17]

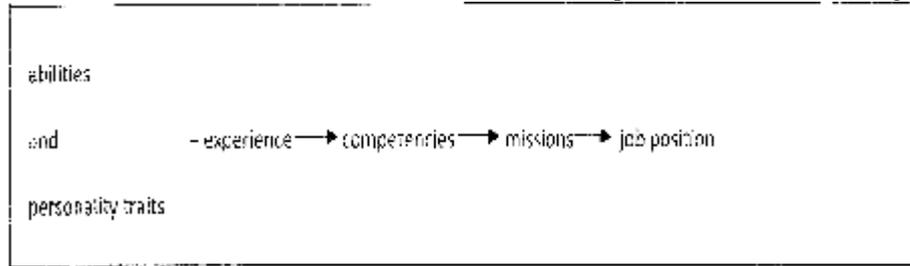
The significant role in this model performs attitudes and motivation. There can happen a situation, employee has required skills but he hasn't motivation to show them, he prefers to be perceived as less competent [Pocztowski, 2001: pp. 112].

3.5. Competencies and occupational missions

Abilities and personality traits characterize differences between individuals [Wojciszke, 2006: pp. 27]. On the contrary, competencies are closely connected with work activities, and more precisely with occupational mission which determine a part of the job position⁸¹. C. Woodruffe proposes to take into consideration competencies only to characterize missions which created job positions [Woodruffe, 1993: pp. 36-38]. The notion of competence was joint with occupational data analysis and others factors that allow successfully accomplish the mission.

⁸¹ with functions, tasks

Graph 4
Competencies: the role and origin



Ref. [Woodruffe, 1993: pp. 36]

This approach had its reflection both in management literature and operational activities referring to human resources management. The beginning of the latter there probably was the book of R. Boyatzis [Boyatzis, 1982] – that applies to managerial competencies. The author describes research of 2000 managers with 41 job positions in 21 organizations. According to its results there were distinguished „critical” competencies which should have all the organizational members and „higher” ones, that characterize 10% of the top management. The identification of these competencies was accomplished with different job positions analysis. Then to each of the competencies there were subordinated results. But significance of competencies and Kong of variables that constitute them are not defined precisely because there are related to wide range of psychological characteristics and also knowledge, attitudes, personality traits and resources of motivation. Although R. Boyatzis constructed the definition of competency as a set of individual characteristics which referred to different disciplines as abilities, motives, personality traits, predispositions, R. Boyatzis’ es method was grounded on incident analysis described by managers themselves what does it similar to a previously known critical incident analysis of J. Flanagan [Flanagan, 1954: pp. 327-359]. The duty of tested managers was to describe three of their occupational incidents where, according to their opinion, there were efficient and three opposite ones. Then these incidents were evaluated according to content analysis method, close to the method invented by F. Herzberg [Herzberg, Mausner, Syderman, 1959: pp. 226] in the field of satisfaction and D. McClelland [McClelland, 1953: pp. 92] to results of projection motivation tests analysis. This research was one of the first direct approaches to work environment observations.

Its value is a derivative of direct description of behaviors – successful carrier supports. Instead of interference in human-job relation, through searching for individual differences, this approach prefers to double taxonomy⁸² analysis of people and tasks with describing practical behaviors according to specified occupational problems [Herzberg, Mausner, Syderman, 1959: pp. 226].

Another method of level of competencies assimilation description is used in assessment centres. The basis of its establishing there was an assumption that every kind of competency is measured with various tests or practices⁸³. At that time there is possibility to establish the correlation between the same competencies results evaluated in different practices and a correlation between different competencies assigned in the same practices. That is authorized to expect the first ratings will be higher, because the subject of evaluation are the same competencies in different situations, yet, the latter will be lower likewise apply to different competencies, estimated during the same practices. So, there is an invert situation than it is usually expected [Sackett, Dreher, 1982: pp. 648-668]. The people who work in assessment centres are capable to evaluate the future success of an employee in given practice but it is far more difficult to estimate the role of specific competencies in the holistic or global aspect and it is almost impossible to value the same competency in many different practices [Tziner, Ronen, Hacoheh, 1993: pp. 193-212].

It was proven many times that assessment centres are suitable tool to foresee the future success of an employee on the perceived job position. It is the result of its “construction utility” and relation between tested competencies and job environment, in which they are measured – the invert situation exists in the area of ability tests, which genesis was described above. Its utility comes from fact that it is possible to identify simple factors for simple and homogeneous but each of these abilities are not sufficient to explain the occupational behavior variety. Yet, this is highly probable that the prognostic value of assessment centres is based on quality of simulation and reality of occupational tasks patterns. These

⁸² The group of rules applied on description and systematics specified system configuration

⁸³ When the individuals are evaluated with assessment centres, there are series of results related to specified competencies and practices (jobs, activities, functions)

practices enable to precisely evaluate the method the participants use their competencies for successful task realization [Robertson, Gratton, Sharpley, 1987: pp. 512-632]. These acknowledgements imply two kind of conclusions – competencies are characterized specified situations and also organizational contexts⁸⁴. Trying to imitate the job position⁸⁵ it is a good prognostic of work success. Referring to the management and specialists this situation is much more complex. Yet, its value is unquestionable: it determines possibility to reconstruct the complex interaction, that exists between individual and job characteristics [Cascio, 1991: pp. 192].

These observations explain the fundamental virtue of competency – its direct relation with mission of job positions and also evaluating and definition difficulties during competency estimation process. Consequently, it is authorized to widen previously described definition with expression that competencies are rooted in behaviors apprehensible during doing the work, determining success on a specified job position⁸⁶.

C. Woodruffe claims that it is impossible evaluating existing competencies which exists but are not realized in observed activity. There is necessary to take into consideration valuation methodology, especially in the areas where the competitive processes are very strong and competency flexibility is highly required.

According this opinion it is not sufficient to theoretically know, which way to place competencies in individual differences chain, nor to aware, how to improve them. It is principal condition to construct the competency list, including their precise, simple definitions to let the management use it to improve organizational effectiveness.

⁸⁴ It is authorized to measure them through a simulation, which reflects the real work environment [Fletcher, 1995: pp. 191-201]

⁸⁵ Work samples

⁸⁶ „competency refers to series of behavior, which it is necessary to match, to do the tasks efficiently and mission on the specified job position. Competencies are connection between missions to accomplish, established behaviors and indispensable individual advantages” [Woodruffe, 1993: pp. 42]

3.6. A role and significance of competency management in the organizational and human resources system management

Competency management consists of: a need for analyzing and competency portfolio projecting and also supporting the required competencies just in time. Under the notion of competency management it is understood to encourage people to assimilate and developing specified competencies, the relation between existing and available ones and conduce them [Oleksyn, 2006: pp. 188]. Yet, it is wider approach than in the case of knowledge management conception, because the knowledge is one of the competency factors.

Managing competencies, it is necessary to search the optimal relations between results and expenses, using the economization method [Kotarbiński, 1982: pp. 151, 176], and, simultaneously interests one [Poincare, 1978: pp. 236-247]⁸⁷. The competency management can be perceived as an important part of human resources management⁸⁸.

Competency management it is one of most important and extensive parts of human resources management [Oleksyn, 2006: pp. 188] - 21 distinguished functions of human resources management – 18 can be perceived as identical or strongly correlated with competency management.

⁸⁷ According to opinion of P. Drucker, this criterion called effort economics commands to consider which of possible operational directions will bring the best results with smallest expenses or disturbance of organization functioning. [Drucker, 2002: pp. 207]

⁸⁸ ibidem

Table 3 HRM versus competency management

The function of HR management	The complete compatibility with competency management	Strong relations with competency management	Weak or no relations with competency management
Creating strategy and personnel politics		X	
Creation of organizational structures, work distribution and outsourcing		X	
Description of classification, onomastics and competency requirements of Job position	X		
Employment and costs of work planning		X	
Recruitment and personnel selection		X	
Creation and development of teams		X	
A socio-occupational adaptation	X		
Goal and organizational identification		X	
Motivation and rewarding		X	
Work and employees evaluation		X	
Employee occupational development	X		
Leadership development	X		
Successions, HR allocations (including promotions and degradation)		X	
Work effectiveness increasing		X	
Interpersonal communications		X	
Creating ethics and culture	X		
Analysis, statistics, internal and external reporting in the HR area			X
Employment administration			X
Employee social service, health care, stress handling, and Job burnout counteraction			X
Union of workers cooperation and corporate negotiations		X	
External partners cooperation and PR elements referring to HRM		X	

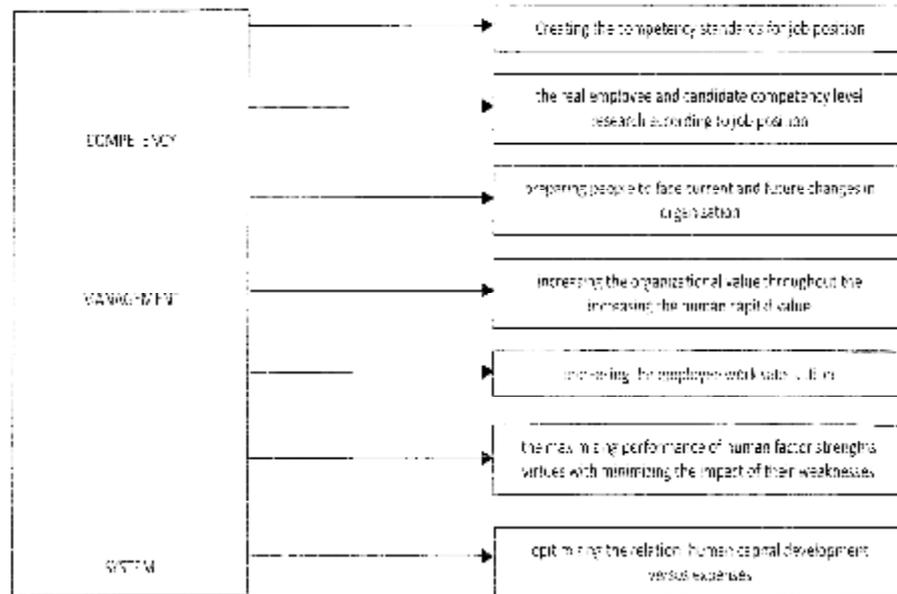
Ref.: [Oleksyn, 2006: pp. 188]

That constitutes the thesis that it is impossible to construct the effective system of human resources management without the competency management mastering, what is particularly seen in competency subsystem tasks.

3.6.1. The competency subsystem tasks

The competency management subsystem is created to fulfill organizational goals requirement.

Graph 5
The competency management tasks



Ref. [Oleksyn, 2006: pp. 189]

The utility of this system lies in increasing the organizational effectiveness through efficient recruitment processes, precise establishing required competencies according to specified job positions and systematic identifications of strengths and weaknesses. This activity enables increasing the level of employee work satisfaction and optimizing necessary expenses to maintain people contentment on the highest possible level.

3.6.2. The competency management subsystem structure

The subsystem of competency management depends on many both internal⁸⁹ and external⁹⁰ factors. The understanding of competency management subsystem attributions depends on organizational operational activity characteristics and the factors related to its development⁹¹. The differences also occur in the area of outsourcing structure, formalization, operationality, used tools⁹² and the used tools and procedures of competency management subsystem determine the realization of conception, projects and programs⁹³.

Additionally, competency management subsystem utilities⁹⁴, procedures⁹⁵ and people projecting and operating this system have huge impact on its quality and functioning⁹⁶.

⁸⁹ The quality of management systems, the competency level of management, leaders, specialists and other employees, also designers, union members attitudes, type of organizational culture

⁹⁰ f.e. directions and quality of education, valid law regulations, labor market [Oleksyn, 2006: pp. 192]

⁹¹ In the case of small company that products goods from available materials, the competency management subsystem can be limited. The bigger organizations with higher level of complexity have to Take bigger costs of recruitment and competency management system too. [Ghorpade, 1988: pp. 174]

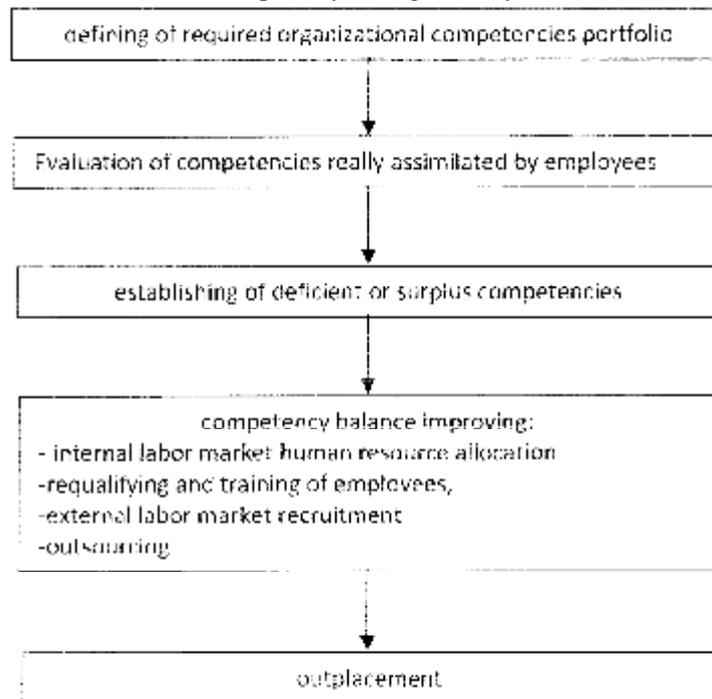
⁹² That can be, for example, projects and programs referring to educational institutions relations. Programs of required and available competencies research. Research of employee aspirations and expectations related to occupational development – every significant organizational change determines consequences in the area of competency and employment [T. Oleksyn, 2001: pp. 12]

⁹³ The lack of tools and procedures, according to A.K. Koźmiński's opinion, it would be limitative the managerial activities to „amateur appeal management” [Koźmiński, 2004: pp. 89]; this situation is also decribed by Z. Janowska [Janowska, 2002: pp. 146]

⁹⁴ T. Oleksyn under this notion understands job profiles, managers and employees evaluation sheets, fare systems, employee scorecards, training programs and their evaluation techniques and other ones to diagnosing and developing competencies.

⁹⁵ Related to elaborating, verifying, acceptance and implementing of mentioned utilities, rules of employees classifying, regrouping, promotion,

Competency management system – a functional approach



Ref. [Oleksyn, 2006: pp. 193]

Described activities are implemented in the most of organizations, still, in small ones⁹⁷, that system exists in “peoples mind”⁹⁸ and is implemented without

controlling [Oleksyn, 2001; Borkowska, 2001: pp. 362]. In the author’s opinion, the principal problem related to competency management sub-system, lies in equilibrium point identification between complete relinquishment of procedure and utilities implementation and overregularity. It is very difficult to distinguish what the appropriate level of regulation is, because the answer for particular organizations can be inflected [Oleksyn, 1998: pp. 89]

⁹⁶ The level of mentioned people competencies determines acquiring positive or negative results of system operating and, as a consequence its effectiveness [T. Oleksyn, 1998, pp. 90]

⁹⁷ with „flat” organizational structure.

⁹⁸ Without formalized operating.

any procedures and documentation. The solution of this system is still valid, if the set of elements is well-chosen and internally coherent, which are establish to achieve previously planned goals⁹⁹.

3.7. Competency management system subjects

The people who manage the competencies within organization are usually related to human resources management. These employees usually are:

top management- in medium and large organizations – these people are responsible for strategy and competency management system directions; the people from highest organizational level recruit employee for the most important positions, including human resources manager; create the philosophy of competency management system, general shape of that system and its financial sources; they also decide when to engage the external partners but these decisions are not always centrally taken; when there are worker unions within organization and the good will of both parties to let the competency system be the part of the corporate structure, the top management negotiate with union representatives; they hold the control of competency management system functioning and its effectiveness [Oleksyn, 2006: pp. 195],

- middle level management and human resources specialists- they are often participate actively in creating of human resources management strategy, also in competency management system creation, then coordinate results with top management and unions of workers; usually they take the whole responsibility for competency management system operating, service and improvement; the duty of this group is selecting documents related to competency management system, undertaking decisions of responsibility delegation, and creating computer database¹⁰⁰; they also coordinate occupational development plans of employees and managers, including evaluations and rewarding¹⁰¹,
- other members of management – they are very important element of competency management system. They stay in contact with employees, so

⁹⁹ According to a definition of a system as commonly related elements functioning as a whole [Griffin, 2002: pp. 87]

¹⁰⁰ f.e. SAP

¹⁰¹ ibidem, pp. 196

they have current knowledge of present and future needs of managed organizational parts, and also the level of assimilated competencies among workers – they can define strengths and weaknesses, efficient motivation technics, appropriate level of salary, et cetera; if they have a necessary autonomy and liberty of activity – they can create and develop competency management system and support its high effectiveness, with one condition – if they are competent¹⁰²; in polish reality the middle level management competencies are usually limited by top management, as a result of centralization of decision processes and authorizations; the second reason is probably a lack of confidence [Bartkowiak, 2003: pp. 206-212],

- other employees – they are also the subject of competency management, this subject is usually the most representative, the employees know their virtues, knowledge, strengths, weaknesses. In bureaucratic organizations, the employees were forced to follow instructions – they could not participate in undertaking decisions – there wasn't possible to do it-the employee had to sign the document that he was informed what to do; in organizations, where the will of employees as an element of competency management system is respected – the can define¹⁰³ the goals and a content of work; although this area in the context of production is limited where there is necessary to strictly follow technological rules, the other areas can be explored more widely; in particular there are organizations within which the employees group can inform each other about accepted ideas – the role of management is limited to formal confirmation – the subjectiveness in competency management system creation is expressed in initiative undertaking in the area of own career creation – they become responsible for own competency development [Oleksyn, 2006: pp. 197].

Neither of elements mentioned above has authorization to create and manage the competency system itself. There should be a common cooperation in the area of sharing functions adequately to knowledge and real operational possibili-

¹⁰² *ibidem*

¹⁰³ Together with management

ties [Oleksyn, 2001: pp. 45-46]. Distribution of roles depends on the size of an organization, management style, competencies. If the organization is small, usually there are not distinguished departments for managers and human resources specialists, all the decisions are undertaken by the owner.

3.8. Occupational competency system versus evaluation – analytical models

The occupational competency system consists of elements that constitute subsystems with their internal dynamics¹⁰⁴, so the notion of occupational competency depends on perceived dimension of competency in asked question: competency training, competency certification, competency standards or identification methods, competency construction. To distinguish precisely it seems to be authorized to propose of using the organizational quality approach [Hamrol, Mantura, 2002: pp. 24-28]. This conception existed as the one of product parameters and it is still valid today. At present, the quality it is the most important value of any products – the element of competitive advantage creation – the main criterion of organizational changes.

Under the notion of total quality management is understood many definitions, yet, every meaning uses the similar symbols¹⁰⁵, which are the new pattern of proceeding¹⁰⁶. Many models and national differences are determined with a economical and political situation in the country so as the interpretation of relations within organization and quality model evolution [Mayo, 2001: pp. 74].

3.8.1. Behavioral analysis

According to K. Adam's approach [Adams, 1995-1996: pp. 44-48], an education and trainings guided to competency creating began in the beginnings of XX century, although the modern tendency of competency creating started in the 60-ties. One of the pioneers of this midstream was D. McClelland, who claimed that

¹⁰⁴ Self-referencing.

¹⁰⁵ As the result of many approaches and interpretations, far more distant from the reality of operational activity, ISO implementing accomplished the unification current standards [Nerkowski, 2000: pp. 114-122]

¹⁰⁶ It is an agreement in the context of principal assumption acceptance in organizational environment [Mertens, 1993: pp. 24-36]

traditional examinations would not guarantee both the efficiency and life success¹⁰⁷. So it was necessary to search for other describing variables¹⁰⁸, which were predictable or, at least less untrustworthy¹⁰⁹. In the author's conception, the effective functioning is a main element of competency and it is defined as achieving planned goals through previously planned activity, in the context of organizational strategy, procedures and conditions. In this approach, the competency is closely related to ability that reflects human possibilities, also describing the individual potential and degree of its utility, in the context of situation or circumstances. Competencies are perceived as such characteristics that differentiate effective activities from other ones¹¹⁰. These characteristics which allow to complete the work missions on the minimum effective level are called "minimum competencies" [Boyatzis, 1982: pp. 42]. The main criticism of behavioral approach applies to three elements – the basis of its construction. The definition of competency is very capacious, therefore it can describe every aspect of human resources management¹¹¹.

These Assumption were the subject of report, considering to school teaching changes to prepare young people more effectively to future occupational chal-

¹⁰⁷ Moreover they discriminate national minorities, women and sensitive groups on the labor market

¹⁰⁸ Competencies

¹⁰⁹ Basis on the assumptions mentioned above there was established the research project to identify diplomatists attributes that were the success factors. According to the research sample, with previously described criteria of effectiveness, there were began interviews. The questioned were asked to identify difficult work situations to them and undertaken solutions. They also had to show the positive and negative connotations of these solutions. Next, they were asked to play these situations and explain they behaviors in details.

¹¹⁰ On the highest level

¹¹¹ Except motivation defining, individual traits, social roles, which are the common trait of competent people, the difference between minimum competencies and effective ones is unclear and imprecise. The behavioral models are created basis on historical data, so their suitability for changing organizational environment is questionable [Goleman, Boyatzis, McKee, 2001: pp. 42-51]

allenges and competition. There were also described directions for future trainings to prepare employees to face more complex occupational activities¹¹². This report was established by a Secretary Commission on Achieving Necessary Skills in cooperation with Education and Employment Department and Human Resources Management Bureau. The results were received from a great number of the questioned¹¹³. The duty of them it was to show principal necessary skills to have an employment. According to the answers, there were distinguished two groups of skills¹¹⁴: basic skills¹¹⁵ and competencies¹¹⁶.

Table 4
Occupational competencies – sectional view

<p>Three basic competencies</p> <p>Basic skills: Reading, writing, math and arithmetical skills, ability to speak and listen</p> <p>Analytic abilities: creative thinking, undertaking decisions, problem solving, ability to transform and systematise of information, technical and functional knowledge</p> <p>Personality traits: responsibility, selfestimation, sociability, personal management, integrity, honesty</p> <p>Five competencies</p> <p>Resources management: time, money, materials, distribution, human resources</p> <p>Interpersonal relations: team spirit, training, customer service, leadership manifesting, negotiation technics knowledge, ability to cooperate with different types of personality</p> <p>Information management: searching for information and its estimation, IT systems organizing, transformation and interpretation of knowledge, using computers</p> <p>System thinking: understanding of complex contents, system operating under standing, monitoring and improvement of efficiency, creation and improving of systems</p> <p>Technology knowledge: ability of technology choosing, technology/tasks adaptation, ability to maintain and service of equipment</p>

Ref.: SCANS, 1992

¹¹² These results enabled to describe the relation between skills and job positions, from waiter to financial analyst and the way of some skills classification in the context of their complexity

¹¹³ Undertakers, union workers, specialists and scientists

¹¹⁴ ACT, 1993.

¹¹⁵ Assimilation of which is necessary in every kind of work – it is indispensable minimum

¹¹⁶ Skills, that characterize the most effective workers

Appeared skill areas established the new paradigm of tasks and work comprehension¹¹⁷. Because the using of existing taxonomy¹¹⁸, the after research conclusions did not enable to identify all the major skills for job positions.

In other research¹¹⁹, to avoid mistakes mentioned above, there was conducted a quantitative analysis, which was created to validate taxonomy of professions and job positions and define the highly effective organizations¹²⁰. The results were compared to behaviors typical for highly effective organizations.

Table 5

¹¹⁷ In five branches of economy there was conducted the analysis of 50 job positions on the basis of information from interviews with over 200 employees. The aim of the research there was to establish the list of skills (referring to assumed preferences) in research sample

¹¹⁸ This factor and a great number of job positions determined the fact that the analysis was not final – the sample was not numerous enough to, through induction, accomplish results for all the job positions in United States of America. In the report there was recommendation for empirical science research to create the frame skills program to construct the base, before the using the evaluation and management of identified skills.

¹¹⁹ ACT, 1995.

¹²⁰ There were two stages of this research. First of them it was to establish the initial stipulations considering to major behaviors of highly effective organizations. The second one consisted of anchor scale creation – behaviors aimed to high effectiveness characteristics, using as a basis the results from first stage. The critical values of behaviors defined in first stage, there were placed on a scale as requested terms: complexity, knowledge, skills, abilities. In both stages the main tool there was a questionnaire.

The main competencies identified in 1600 organizations (put in order to wages)

1. Listening to clients with care
2. Responding to clients' suggestions with care
3. Ability to use computers to identify, transforming or transferring of information
4. Safe information preservation
5. Creation of work schedule
6. Supporting information to people
7. Establish occupational work priorities
8. Cooperation with other department employees to task realization
9. Evaluating of importance, quality and information precision
10. Own task coordination with other members of organization
11. Carefully Reading of instructions from management or coworkers and feedback information supporting

Ref.: ACT, 1995

The results from conducted research indicated that the most significant for effective organizational functioning are behavioral approach competencies, both in the internal and external relations.

3.8.2. Functional analysis

This analysis was widely used as a main philosophy of occupational competency system in Great Britain. It was established with attempts to review and adaptation of training systems in this country. The major document, created in 1980, initiated beginnings of association, that than reformed to National Council of Vocational Qualification. This council sanctioned legally the occupational competency system in year 1986. The official Acceptation of this system was the result of research, conducted by Employment Service Commission [Hamlin, Stewart, 1992: pp. 21-32]. The explicate value of this method depends on precision of relation between the existing problem and its solution. Finally, the functional analysis this is a comparative method and its implementing induces people to take into consideration other possibilities through undertaking the existing solutions review. This activity exceeds the simple duplication of organization perceived as a system. Using the comparative analysis experiences to area of com-

competency environment, the subject of analysis and comparison are different relations between abilities and results in the context of employees' knowledge¹²¹. There is no certainty between the scientists if the regular procedure to assimilate the knowledge in the area of occupational competencies with the functional analysis method [Ghorpade, 1988: pp. 187; Pearn, Kandola, 1993: pp. 142], yet, the wider scope of circumstances confirming the necessary employees' knowledge the more valuable results are possible to reach. Functionality, despite of diversity, constitutes the effectiveness verification¹²².

Moreover, the basic assumptions of functional analysis implementing helps to systematize its principles in relations to occupational competencies and guide its evolution. The functional analysis, first and foremost identifies the organizational priorities in the area of employment. The next step is to find the operation sequence, which are necessary to undertake to accomplish the planned goals.

Table 6
The level of national competencies

The schedule of competency/qualification program consists of five levels, beginning from minimum to professional standards	
The higher level, the more evident following characteristics are	
1.	The width and scope of competencies
2.	The complexity and difficulty of competencies
3.	Specialist skills requirements
4.	The ability to accomplish specialized tasks
5.	The ability to transfer competencies from one work area to another
6.	The ability to work planning and organizing
7.	The ability to lead

Ref.: NCVQ, 1991

¹²¹ The subject of the research there are common abilities and the knowledge, positively correlated with the problem solutions, what determines transforming a system to the "higher level"[Greengard, 1999: pp. 104-105]

¹²² „According to the old and clever rule, a context constitutes the truth, till mistakes occur separately. When the functional analysis will identify relations, despite of great diversity of factors – that can be the truth ratio” [Ghorpade, 1988: pp. 188]

By this method there is identified the relation¹²³ between the problem and solution. This process is repeated constantly till required level of precision. The systematic approximation maintains the control over goal and task realization¹²⁴.

Since, the spectrum of interests was widen with knowledge, there were created many lists of knowledge. The transparence of requirements estimation was questioned too [Davenport, 1998: pp. 5]. As a results of researchers dispute, there was added the “specification of evaluation” to rules used in certifying organizations. The competency elements were grouped in units. As a result of this process there was established national vocational competencies. Until the 1995 there were registered over 800 occupational competencies and over 1 000 000 people got a certification¹²⁵.

The main criticism of NVQ method applies to result interpretation method. It verifies the correctness of achieved results, skipping however the identification of method, which was used to achieve this results [Hamlin, Stewart, 1992: pp. 9-16]. The similar suggestions were encouraged in Australia. The local scientists claimed that the knowledge attributes cannot be estimated in isolation from temporary practical conditions¹²⁶. The trait as knowledge possessing, problem solving skills, analyzing, structural models recognition, are strongly related to a context, yet, the efforts of their “out of context” analyzing are scientifically doubtful [Hager, 1995: pp. 141-151]. In related to NVQ publications, the need for divide of competency standards into abilities, knowledge and priorities and its presenta-

¹²³ As a function

¹²⁴ To avoid the specification related to work itself, activities, task and abilities and role of an employee to close, the standards have to comply wider relations acknowledgements to referring to. NVQ propose, in the first four competency components at first, evolved from an adequate analysis: task results, management/organizing of tasks, unpredictable situations management, work conditions and environment. The major characteristics of the functional analysis proposed in NVQ, is the fact, that it is described with the results not processes. It focuses on effects not on their achieving method. Every employee role is subordinated for every individual and further on competency elements, according to perceived level priorities [NCVQ 1991]

¹²⁵ NVQ-Monitor, 1995.

¹²⁶ Work related

tion as a sequence is controversial but, the complexity of employees development through trainings was underestimated [Gonci, Athanasou, 1996: pp. 17]. Moreover, the division of competency into units and transforming into elements which establish the standards to define the evaluation of effectiveness criteria constitutes, that the relations between tasks cannot be the subject of consideration, and a possibility of their aggregated transformation is ignored¹²⁷.

The analytics – the protagonists of critical to NVQ model approach, claim this model is a fragmentary description of functional analysis [Roberts, 1995-1996: pp. 112-132; Watson, 1995: pp. 76]. The requested results were described, identified and evidenced¹²⁸, with several solution aspects¹²⁹, without description of mutual correlation of these factors. According to functional theory principles¹³⁰, in functional analysis model, proposed by NVQ, the aspects mentioned above are not taken into consideration and the relations between respective subsystems¹³¹ are not the subject of analysis. The complexity of work environment which was one of the reasons of occupational competency interests has no reflection in relations between these subsystems¹³².

¹²⁷ The whole is equal to the sum of parts „It is authorized to say, that the school program is in the strong relation with activities and specific tasks considered in occupational competency rules”. This opinion was empirically verified in numerous British and Australian industry factories, which developed competency standards [Gonci, Athanasou, 1996: pp. 21]

¹²⁸ Problem description

¹²⁹ Underlying the significance of knowledge

¹³⁰ The explaining value of functional method and its results depend on relation between a problem and a goal and possible solution specifics. It means that it is necessary to choose, which conditions are to take into consideration to establish relation between a strategy and solutions. Moreover, the functional analysis takes the beginning state as a variant – probability, an next, this variant is correlated with other approaches of problem, which in this particular situation is the requested organizational result. Finally, the appropriate solution show in the context, but the existence of relations between different contexts establishing the function, is doubtful [Maguire, 1998: pp. 247-259]

¹³¹ Between different types of abilities, knowledge, and attitudes

¹³² Ibidem

As a consequence of a criticism, Australian researchers [Stevenson, 1994: pp. 192; Field, 1995: pp. 116] proposed the modified functional analysis model, referring to theoretical mentioned dimensions. Their competency analysis it is holistic, integrated relation, integrating the complex attribute combination¹³³, necessary to achieve the effectiveness in specific situations¹³⁴. The effectiveness can be directly observed¹³⁵ and the competency standards can be formulated on desired levels¹³⁶, “professional” attributes and exemplified productivity as key activities are the main criteria of competency definition. It implies that these attributes consider separately do not constitute both competencies and effectiveness of task series. This competency oriented approach join traits with productivity: the competencies link knowledge, abilities and behaviors in relation to the real, carefully collected activities context, which represents appropriate level of generality [P. Hager, 1995].

Another approach that postulates steering to competencies, known as expanding competencies, was establish in Canada and developed in Ohio University¹³⁷. This method had highly participated character, composed with cooperation of workers and their principals as a result of small group research. The duty of the examined there was to common identification of processes, tasks and works to do and establish the order of sequences¹³⁸. Still researchers-integralists do re-

¹³³ Knowledge, attitudes, values, abilities

¹³⁴ „It is the holistic in the sense, that integrates and indicates the relations between personality traits and tasks, what enables to coordinate different, intentional activities with organizational culture and ethics in the context of work environment. The mentioned ethics and values become the integrated elements of effectiveness, making enable being competent in different ways [Stevenson, 1994: pp. 256; Hager, 1995: pp. 141-151]

¹³⁵ If the competency enables or not to achieve suggested productivity

¹³⁶ According to needs, for example: on the „entry level”, experienced worker, specialists

¹³⁷ DATUM, Developing a Curriculum. These models were used to create training programs, to establish appraisal criteria and identify training needs [Wills, 1995].

¹³⁸ The evaluation process begins from principal functions and goals definition, which are next written down on sheets of paper and placed on a blackboard. Then the group place in order and identify the tasks which the

strictions, that even DATUM identifies many discreet tasks, which are not the factors of work and tasks, which way they don't do the impact on effectiveness. The mentioned list of tasks do not allow to create a holistic model, they put legitimacy of uncertainty management through doubt [Hager, 1995: pp. 141-151].

3.8.3. Constructive analysis

The protagonist of this method was B. Shwarz [Schwarz, 1995: pp. 147] from France. This conception refers to common relation explanation and existing interactions between groups and their environment. According to this approach assumptions it is not authorized to distinguish the competency and standards construction from training strategy implementation. The competency is not a derivative of market function, it is also positive correlated to workers' aims and possibilities [Shwarz, 1995: pp. 148].

In a opposition to behavioral analysis, which are directly related to the most effective managers and employees and highly productive projects, the constructivists intentionally analyze the low level educated people. In their opinion – the individual training is authorized only in relation with group one, to satisfy the individual needs – the group training enables the group participation, and also collective engagement. All the interested parties do mutual interactions. The definition of competency should be, if possible, described in the group context, but to achieve desired result, the organization has to be “competency” specialized and there has to be training oriented¹³⁹. Therefore, the constant discussion is in-

employee hat to do in the context of main functional category. As a result, this is created the list of tasks for every function, that can be used to develop and satisfy training needs, which are positively correlated with perceived function. The DATUM method is based on three principal presumptions: The employees-experts can define work more precisely than other organizational members. The effective work description is the one described by the expert, all the tasks/functions require to posses specific level of knowledge, skills, abilities and personality traits to reach the planned level of effectiveness [Wills, 1995]

¹³⁹ Lecturers, managers, coordinators and workers must participate to choose the tasks. Every group has own conception of work and training expectations. Each of participants has own way of thinking, analyzing, and situational orientation

dispensable for progress and coherence¹⁴⁰. The competency delegation to the unskilled people and give the high status to them helps to increasing the competency level. The employees can solve the very complicated problems. This situation is a derivative of employees motivation. The complex knowledge is assimilated through its practical utility. Additionally, it is better understood by employees. The knowledge is assimilated by employees in not quite understood for instructors way¹⁴¹. It seems to be important to soften small problems, which occur as a derivative of following the procedures. The identification of competencies and major goals begins through a dysfunction analysis, with details characteristic for every organization¹⁴². During the competency creation process there are many critical interpersonal relations and many negative suggestions to superiors and structure – the reason of dysfunction¹⁴³.

The constructivists postulate to perceive competencies in the organizational context and relations between members of organization. The training and competency definition¹⁴⁴ began the dysfunction studying and creates the supportive environment, which is fundamental for training¹⁴⁵.

¹⁴⁰ At first – training, trust and responsibility later

¹⁴¹ Com. Hawthorne experiment

¹⁴² It is usually the reason of unjustified costs or lost possibilities

¹⁴³ „All should know, that a major element that should be modified to organizational development there are work conditions and relations within organization. Some people think this is the most important condition of training legitimacy. The training is pointless if the conditions, and the relations with older employees do not change [B. Shwarz, 1995: pp. 148-150]

¹⁴⁴ The definition of competency and its standards is constructed during the last phase of alternate training process and the last stage of dysfunction estimation: this is a dialectical relation between corporate training of employees and their progressive, driven to task modification participation in the context of work process.

¹⁴⁵ Because the organization helps employees to analyze, they put more of attention to suggestions. They can say their opinion without being afraid of retaliation. They imply the open dialog with management, without claim interpretation; the organizational work doesn't „check” the workers but motivate and encourage them to ask questions. The employees learn fast-

3.9. The characteristics of competency lists creation methods

The previous analyses enabled to systematize competency definitions. They differ from individual characteristics such as abilities and personality traits. There is necessary to possess specific traits and occupational experiences to do the growth of competencies possible. They are not perceived as the differences between individuals but in the context of behaviors, which enable to accomplish the mission effectively, create the job positions or kind of employment. Therefore, the complexity of competency estimation area determines many problems, that, despite of their theoretical character, generate very serious practical difficulties [Becker, Huselid, Ulrich, 2001: pp. 79]. The first of them occur during the universal competency creation list that would be compatible with every organization¹⁴⁶. Transferring results acquired from abilities to competencies implies doubts in the area of its legitimacy [Cornick, Mecham, Jeanneret, 1989: pp. 246]. Among many methods of job position analysis, established by British researchers, some of them offer the competency lists not based on abilities, but on observations, division, then, on the rational qualification of occupational activi-

er, because they know more than they suppose [B. Schwartz, 1996: pp. 84]

¹⁴⁶ Such general lists exist in the case of abilities and personality traits, for example in such models as: PEN, MBTI, BIGFIVE. Instruments to job position analyses there are the reference lists of abilities with examples that enable to estimate the required level for specified job positions. Fleishman's „F – JAS” consists of 52 level list, every level has name and definition of ability and examples which require the assimilation of mentioned ability in every level to let the experts, who conduct the job position analysis to choose required abilities and its level [Fleishman, Mumford, 1988; Fleishman, Reilly, Chartier, Levy-Leboyer, 1992; Levy-Leboyer, Chartier, 1993]. Under the notion of abilities there are understood these personality characteristics that were previously described basis on the mentioned research, such as: clarity of a statement, mental ability, digits handling. These abilities, defined by Fleishman as “relatively solid individual characteristics, that enable to realize some tasks”, have their source in factor analysis results as a derivative of results for specific tasks [Fleishman, Mumford, 1988].

ty¹⁴⁷. In that same context, M.E. Baehr [Baehr, Allen, 1994: pp. 72] classifies occupational and managerial activities for 16 categories, which are usual duty of the middle and high level managers¹⁴⁸.

In these examples there were described all the necessary activities, but without referring to virtues, which an individual has to possess to accomplish the tasks correctly. The job positions analyses are usually divided in two groups: steering to individual abilities or work elements. But none of them offer this double aspect of individual characteristics/missions to accomplish, what emphasizes the notion of competency. On the other hand, in the paper of S. Gael [Gael, 1988: pp. 26-27], referring to job positions and utility analysis, consist of 1384 pages with references, the notion of competency was not even mentioned. Traditional methods of job position analyses refer to abilities and personality traits or activities that constitute the work, which do relations between them¹⁴⁹.

In this situation it is expected that the human resources managers meet the difficulties during the searching for competency lists process. The majority of lists there are not published, established for internal utility of organization and restricted using. Some of them there was quoted by British authors, who propose to distinguish the competencies for: general ones and super competencies [Wood, Payne, 1998: pp. 112]. Existing competency lists describe both abilities specific conditions, directly steering to missions¹⁵⁰, characteristic for specified kind of employment. They also include common, general competencies, typical for all functions of direct management functions [R. Wood, T. Payne, 1998: pp. 113]. In A. Poczowski's opinion [Poczowski, Miś, 2000: pp. 211] the imperative organizational activity it should be placing on the competency lists specific competencies, considering to the organizational branch, its structure, strategy, culture. So, it seems to be authorized to claim that it would be suitable to distin-

¹⁴⁷ In that way Position Analysis Questionnaire put in order 187 elements of work for five groups: information transformation, mental processes, work results, interpersonal relations, work context and others.

¹⁴⁸ Ibidem

¹⁴⁹ Ibidem

¹⁵⁰ Tasks, functions

guish four information categories: abilities and personality traits, general competencies, specific competencies and technical ones¹⁵¹.

The next problem during the holistic competency list creation is its genesis – they are the result of repeating factor analyses, not direct observation¹⁵². As a solution, there were proposed two approaches: first, it was logical grouping, which comes from interviews and other methods of job position analysis¹⁵³. The second one is the factor analysis, which allows to construct the hierarchic structure. The mentioned approaches were the basis for competency evaluation questionnaire construction, that was adapted in French under the notion of “Reperes”¹⁵⁴.

Both “Reperes” and mentioned analyses, as an example, indicate that every competency includes the set of homogeneous behaviors. The name of this set includes an arbitrary part. According to this point of view, the name of the competency, which is given during two different investigations, not necessarily includes the same content, therefore it is important to precisely define every competence¹⁵⁵.

Despite of conditions, considering general abilities and personality traits lists in human resources management, in the subject literature, there is underlined the necessity of individual competency list creation, which should be positively correlated to activity kinds, strategies and organizational culture¹⁵⁶. In every case, these lists are valid when two imperatives are respected:

- exact and precise definition of every competency,
- assurance, that the lists are practically useful and the persons, who use these lists to describe requirements of job position or evaluate individual competen-

¹⁵¹ For that reason, there are abilities such as: self-contains, ability to analyse, general competencies such as ability to lead, specific competencies such as ability to be a technical adviser to sales representative, technical competencies such as ability to analyse of telephonic movement ratios and to create the plans that will increase the value of efficiency ratio [Pocztowski, 2000: pp. 212]

¹⁵² Ibidem

¹⁵³ In that way V. Dulewicz did it [Dulewicz, 1989, pp. 645-649].

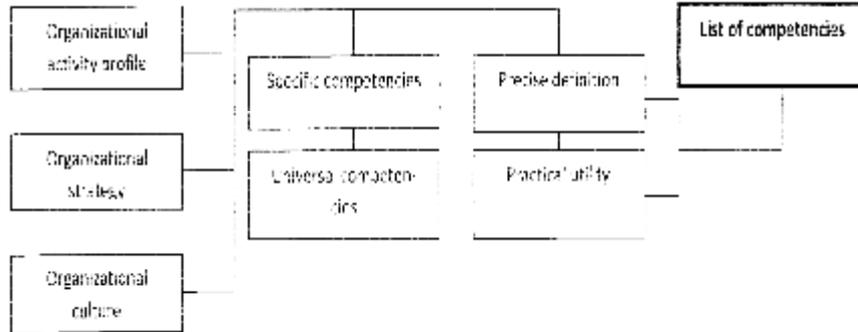
¹⁵⁴ Guidelines, pertinent points [McCauley, Lombardo, Usher, 1989]

¹⁵⁵ Ibidem

¹⁵⁶ These lists should compound widely used universal competencies and specified ones [Lehman, Simpson, 1992: pp. 309-321]

cies, are able to distinguish different competencies that are on the list¹⁵⁷. These aims can be accomplished only through management participation in competency lists creation, trainings of the evaluators, evaluating different existing reference schedules of competencies to check, if the different results are not strongly correlated to each other. What means that the evaluators cannot distinguish two close notions or not defined precisely ones [Lehman, Simpson, 1992: pp. 309-321]. It is authorized to define not only existing competencies but the necessary abilities and traits that enable to assimilate, through experience, the new competencies also.

Graph 7
Competency list creation process



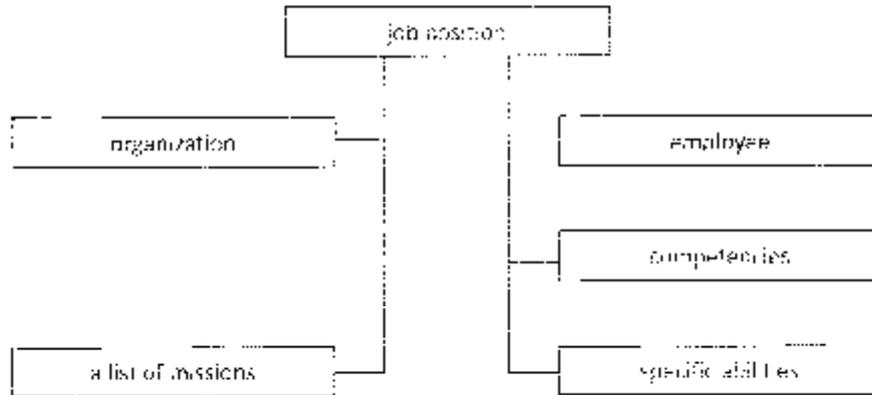
Ref.: Own study basis on [Lehman, Simpson, 1992: pp. 309-321]

Additionally, despite of great number of missions describing the job position or kind of employment, each of them could require the contractor¹⁵⁸ to have many different competencies and also specific abilities. It seems to be authorized to create the lists of special requirements for every mission but, at first it is necessary to prepare the list of these missions [Listwan, 2004: pp. 134].

¹⁵⁷ Ibidem

¹⁵⁸ Employee, manager

Graph 8
Job position creation process

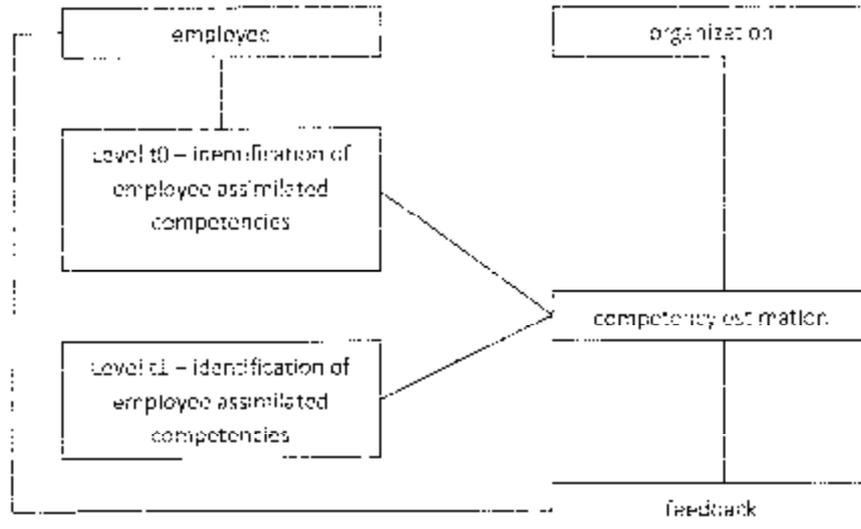


Ref.: own study basis on [Listwan, 2004: pp. 134]

The job position analysis is a very important preliminary stage of principal job position requirements identification [Derr, Jones, Toomey, 1988: pp. 273–290; Kozusznik, 1996: pp. 46]. The next problem is the necessity to use different evaluation methods. It is not authorized to limit the estimation processes to classic tests only, there is a need for model situation describing, which is the referring point to behavior and assimilated competency observation. Moreover, it is important to distinguish the evaluation methods, which explain symptoms used to estimate abilities and personality traits describing individuals and methods that enable to create models and observe individuals in its occupational activity situations [Adamic, Kozusznik, 2000: pp. 63].

Graph 9

Competency balance creation process



Ref: own study basis on [Mucchielli, 1967: pp. 27]

There is no legitimacy to set against these two groups of methods, nor their gradation. The mentioned methods are complementary, although their construction and application differ from each other. Moreover, the comparison the information comes from these two research sources enables to interpret the set of experience and explain why some of them are efficient and others are not¹⁵⁹. Each of competencies assumes the existence of organizational goal¹⁶⁰ and individual one¹⁶¹. Despite the kind of goal, there is necessary, that both an individual and organization to make possible the access to results for interested parties. The employee should know the balance of his competencies. If he wants to transform the results for activity and development he has to inform superiors about his in-

¹⁵⁹ ibidem

¹⁶⁰ When the task is to identifying a potential and establishing human resources status in organization

¹⁶¹ When the balance of competencies is estimated

tentions. The knowledge of competency balance for organization is significant too, especially during recruitment or selection process¹⁶².

The identification of requirement competencies it is a very important stage of competency balances and decisions related to them. The problem is complicated for three reasons [Pearn, Kandola, 1988: pp. 192]:

- in the actual economic and technological context, the concern about flexibility it is a priority organizational task,
- missions¹⁶³ can be realized in different ways by individuals¹⁶⁴ on the same job position,
- it is not authorized to interpret unambiguously the names of job positions.

There is the fourth problem related to complexity and diversity of missions, which constitutes the job positions. Therefore it is extremely important to choose the precise analysis method and decide, on which level should be constructed the lists of principal requirements. The level of analysis should be described in relation to characteristic traits in every case [Oblój, 2000: pp. 47].

3.10. Competency based decisions as occupational employee performance determinants

Described approaches, job position analyses and abilities, competencies, personalities balances provide information related to both job or groups of job requirements and individual resources. In classic cases there are suitable undertaking decisions driven to internal and external recruitment. The aim of the recruitment it is the effective connection of required competencies, abilities and personality

¹⁶² This way of selection understanding is described in [Jamka, 2001]. In Polish language tradition the term of recruitment means rather the whole process of gaining employees, but, in recent years, many researchers prefer to use „recruitment” as to invite people to organization [Kozioł, Piechnik-Kurdziel, Kopeć, 2000: pp. 65-66]

¹⁶³ Functions, tasks

¹⁶⁴ This relation is strongly positively correlated with reality along with the hierarchy structure. There is necessary to avoid Job analyses that overestimate the necessity of adaptation and possibilities to undertake individual activities [Pearn, Kandola, 1988: pp. 193]

profile with human capital. Some of the competencies, the social or verbal presentation ones for example, or document preparation, are general. The other can be strongly correlated with organization profile characteristics. In the latter example, the role of specific experience and virtues of employee is predominant. When the organization, according to its economic position, doesn't search for important competencies outside or to keep demographical equilibrium do not employ young people¹⁶⁵, there would be necessary to evaluate required competencies as well as possibilities to assimilate them by each of candidates [Obłój, 2000: pp.48]. It means that in every example of recruitment, the competency balance should be consisted of three parameters: competencies, abilities and personality traits¹⁶⁶- the recruitment on specific job position is not valid any longer – the work environment is constantly changing. The people are not hired to get the position immediately, without concern about a future. Both the employees and organizations take as a priority developing competencies as a individual career path creation. Therefore, the competency balance becomes the one of the most important criteria according to organizational effectiveness. This balance has to be perceived in the point of organization, that must list up its resources, and, in the point of employee, who creates his career himself using possessed talents and New competencies assimilation possibilities through experience [Whiddett, Hollyforde, 2003: pp. 112-134].

From this perspective, the job analyses results, and competency, abilities, personality traits analyses institute the information, that is necessary for an employee to assimilate and use. Transmitting this information to evaluated employee always was the major ethic rule. This kind of work is usually frustrating because it is extremely difficult to change selfestimation and an announcement is the element motivating the final diagnosis. In every case to result information announcement it is a moral duty and major effect every competency balance. That, as a consequence, determines the perspective of development and explains the importance of approach, focused on common relations between evaluators and the evaluated- to recognize consciousness of possessed abilities, there are very important elements on the career path process. The adult are usually able to

¹⁶⁵ With Little experience and not numerous possibilities to shape their competencies

¹⁶⁶ Existing and potential

solve their problems themselves, so, there is necessary to show them to describe their occupational position, but, it is significant to make them creators of their future, during learning and occupational process, and next entourage them to follow to realization. But it is forbidden to help them to make decision and give advice to them¹⁶⁷. According to this point of view, the procedure, that follows to developing project creation, becomes more important than the project itself. An intervention of adviser is written into emotional state schedule, which refers to human needs. Yet, this is very important to take into consideration that the individual, as a part of the internal environment of organization, assimilates information from friends, subordinates, superiors, family members, et cetera, which are incoherent sometimes. It is confirmed with managerial competency evaluation program mentioned above¹⁶⁸. That gives the legitimacy to limitation of confidence for conflicting, biased external signals [Markus, Wurf, 1987: pp. 998-1012].

The similar opinion, in the area of competency balance has R. Mucchielli [Mucchielli, 1967: pp. 27], yet, he postulates to widen the research tools, in the context of needs and cases, about conversations and some of group techniques and helps to reconstruct autobiographies:

- unconstrained conversations – should help evaluated employee to understand his problems, consider the environment reactions and encourage him to talk about it freely, yet, they are adapted to this approach because the aim of them this is to stimulate a psychological process of maturation, creation and reevaluate selfestimation through intention formulating, what will help to understand better his expectations, priorities and problems,
- group techniques – enable to keep the contact with the persons who meet the same kind of problems, with conviction, that the group will influence on every member, especially make “unblock”, deepen selfknowledge, comparison to others; the group is not isolated from environment, the role of the “contact person” takes previously prepared animator; group techniques are very different: individuals can

¹⁶⁷ Especially if they do not ask for that

¹⁶⁸ „Repères”.

play their own roles, the roles can be described by group or the group has specified task to do.

Therefore, this is very important to use precise, objective analysis tools, related to formulated in details, unambiguous notions. Still, the competency balance should be dynamic [Eraut, 1994: pp. 129]. It cannot be limited¹⁶⁹ to the contact a candidate to an expert, to feedback about possibilities of progress and final summary. The whole process can be imprecise – the role of the expert is very difficult in the context of his duty. He must be prepared to listen carefully and to dialog. This is why, in the moment of result announcement, the presence of a competent psychologist is desirable – the conversation is the integral part of employee evaluation, especially competency balances. The connection and transforming of collected information it is very significant. Every psychologist intervention request, both from the organization, which wants to improve human resources management and the employee, who minds his career, includes an unpredictable part. The employee is not always able to formulate reasons that force him to create balance. So, it is necessary to Begin an intervention form carefully listening, that will enable to diagnose better real reasons and understanding for someone who formulated it, the significance of his efforts and motivation. This enlightening of identity problems may be done easier through the contact with somebody else – competent and discrete [Lèvy-Leboyer, 1963: pp. 44]. The employee accompaniment during the competency balance creation should not be treated as an interpretation, steering with psychoanalytical conceptions, and mediation, that is a consequence of that. I should not be also transformed into therapeutic intervention, without continuation. The competency balance is neither short analysis nor quick psychotherapy [Lèvy-Leboyer, 1963: pp. 45]. The same situation presents in the context of group conversations, which create “concentrated” possibility of social comparison. They should not deflect to intervention¹⁷⁰, driving through durable behavior and abilities modification. This is pointless to discuss about these methods value, but it seems authorized to claim the their aims differ from competency balance ones [Lèvy-Leboyer, 1963: pp. 46].

¹⁶⁹ Like as whole rating

¹⁷⁰ Training or diagnostic groups

3.11. The role of competencies in organizational strategies

The individual competencies and key organizational ones are closely related each other: the organizational competencies form through integration and coordination of individual competencies¹⁷¹.

Organizational competencies as well as individual ones, there are relations between knowledge, abilities and individual virtues. Therefore, this is very important for organization to manage individual competencies effectively, both present and potential. If the competencies are the employee virtue, they generate profits for whole organization that hired him. This matter is widely discuss by strategic management specialists¹⁷².

Despite of competencies, necessary for organizational operation, that is also important to possess “distinctive competencies”, enable to reach a competitive advantage¹⁷³. These competencies are the “competency organizational weapon” [Itami, 1987, pp. 78]. The same opinion like H. Itami, have G. Stalk [Stalk, Evans, Shulman, 1992: pp. 57-69], E. Lawler [Lawler, Mohrman, Benson, 2001: pp. 146]. The authors underline that the distinctive competencies will be the main part of competitiveness process in a future.

There is also popular the argumentation, that, in a view of organizational effectiveness, this is very important to focus on development of these competencies, which lead to new products and services creation [Hamel, Prahalad, 1994: pp. 122-128]. In United States of America, there was the first attempt to define notion of competency, during sketching the „competent” manager profile, basin on research sample of 2000 managers for American management Association¹⁷⁴. The research results indicate, that the “American notion” of competency is very

¹⁷¹ The organizational competencies are defined as knowledge, abilities, team skills on the organizational level [McLagan, 1997: pp. 40-47]

¹⁷² „...The fact, that management does efforts to financial asset division instead of individual competency management, which are the key organizational competencies”. [Pralahad, Hamel, 1990: pp.79-91]

¹⁷³ For example: market share, number of clients

¹⁷⁴ The duty of managers it was to write, which, in their opinion, characteristics distinguish the most effective managers [Boytazis, 1982” pp. 14]

wide¹⁷⁵. The competency express the difference between an average and most efficient contractor –it is a profile of the individual, who does his Job effectively¹⁷⁶.

In the opposition to American approach, the British one proposes to define competency as the set of precisely specified characteristics of an individual comparing to empiric standards, assigned during conducted research¹⁷⁷.

This approach identifies the existence the competencies and activities relations relation, showed as particular results. These results were grouped as a formal system of National Management Standards for specified management levels.

Table 7
The definition differences of competencies – British and American approach

	American approach	British approach
Requirements in skills and behavior	General	Particular
Competency definition	Wide	Narrow
Establishing the level of competency	The difference between average and most efficient employee	Based on empirical established standards

Ref.: own study basis on [Boyatzis, 1982: pp. 16; National...1991: pp. 1-22]

¹⁷⁵ It includes such formulation as: trait, sill, imaginary aspect, social role and individual knowledge

¹⁷⁶ The specified job position competency, this is „a set of traits, to let the individual accomplish effectively tasks related to her job [Klemp, 1980]. “Competencies, according to realized job, which consists of such elements as: motivation, personality traits, skills, self-estimation, and using knowledge” [Boyatzis, 1982: pp. 16]. The similar sense of competency is in A. Gick i M. Tarczyńska’s paper. The authors define competency as knowledge, skills, behaviors, virtues, attitudes characterized these, who do their job property and efficiently. The competent employee does his job very well, and his skills are crucial for result achieving [Gick, Traczyńska, 1999: pp. 45]

¹⁷⁷ Conducted in National Research Project. According to the definition used in this program, the competency is perceived as an ability to accomplish job or function, according to requested standards. A competency is defined as an ability to transfer skills and knowledge to new situations, referring to practicing job.

Both approaches – American and British are based on similar assumptions. They underline efficiency aspect. The difference is that American approach defines skills and attitudes in general sense, but there should be positively correlated with high productivity. In the British one there were specified requirements in higher level of precision in the context of skills and attitudes¹⁷⁸.

The profit oriented organizations try to develop or maintain the key competencies usually¹⁷⁹. They undertake the activities¹⁸⁰, which increase their market value. Other activities are supported with external resources or give the unprofitable areas up. The firms develop these kind of competency portfolios, that drive to the biggest profits or market shares. However these activities cause threats – all the market participants¹⁸¹ want to maximize their profits. At that time it is very probable to face collision of interests and further activity become more difficult. Moreover, the possibility of losing profits gets higher¹⁸².

¹⁷⁸ The notion of competency is positively correlated with some of aspects of possessed knowledge, required to accomplish desired effects, in the context of established Job situation. Yet, the competencies implicate a new type of employee. According to homo economicus of Taylor, there was widely accepted opinion, that occupational activity is determined with his will to maximize his salary. The interpersonal relation theory created homo sociabilis – the employee, who is emotional. Temporary, in management literature, it is possible to find the term - homo competens – the individual, who is motivated with the extension if his competency list [Alaluf, Stroobants, 1994: pp. 12-24]

¹⁷⁹ The key competencies of organization are „what an organization can do best”, key competencies related to job position are the most important to accomplish organizational goals, employee key competencies are identical with his strenghtenes, used in his work [Delamare Le Deist, Winterton, 2005: pp. 27]. In the beginnings of 90-ties there were begin to use the term of “core competencies” [Prahalad, Hamel, 1990: pp. 79-91]). These competencies are determined with the set of skills and technology, which enable organization to deliver special advantages to clients, and more efficiently compete.

¹⁸⁰ The elements of value chain

¹⁸¹ Competitors

¹⁸² Demand/Supply assumptions

The latest competitive analyses emphasize the role of key competencies in the global economy, characterized with technological progress velocity [Porter, 1990: pp. 69-129; Thurow, 1984: pp. 10-12].

The organizational competency has to consist of three components:

- enable to enter the different markets,
- assure the cooperation with clients,
- be difficult to copy [K. Prahalad, G. Hamel, 1990].

A.H. Church [Church, 1995: pp. 63-74] adds, these priorities are simultaneously difficult to follow and very important, when the extremely long economical crisis and increasing competition, produce limitations of employment and deep restructuring processes. These changes, related to human resources are justified with the will to decrease costs, but do not take into consideration competency inactivation and its consequences. That also explains, why decreasing the number of employed doesn't produce expected positive results in the area of productivity and workability of organizations¹⁸³. R. Reed and R. DeFilippi [Reed, DeFilippi, 1990: pp. 32-46] claim, the actual economical and technical conditions focus on individual competencies. Therefore, organizational strategies are the more efficient, the more focus on strong relations of three aspects: individual competencies, knowledge and technical skills and organizational management culture [Klein, Edge, Kass, 1991: pp. 1-15]. There is the exact correlation between conditions mentioned above. As a consequence, the individual competencies can be described through repertoire of „go on” procedures in economical activity, yet, the organizational ones express themselves in efficiency and trade results¹⁸⁴. But, the individual competencies management it is the major aspect of

¹⁸³ Ibidem

¹⁸⁴ The individual competencies are identified with the behavior analyses, organizational ones – through market analyses method and project evaluations method. Individual competencies diagnoses can establish the added value, collected by the member of organization to accomplish his mission. The organizational competencies establishing enables to identify the market segment, which an organizational activity can be effective in short and long run. The individual competencies are the characteristic preferences of a human, organizational ones are commonly develop by organizational members but they are the property of an organization.

human resources management, which are the priority to organizational management. It is clearly confirmed by P. Herriot and C. Pemberton [P. Herriot, C. Pemberton, *Competitive advantage through diversity*, Sage, Londres, 1995, pp. 74], who claim, that the organizational existence depends on the ability to create knowledge and skills and ability to use them, what constitute the human beings – because only humans are able to predict the future and create it. The organization manages its human resources – it consists of them¹⁸⁵.

¹⁸⁵ Ibidem

The talent as the highest level of competency

4.1. The notion of talent - a semantic history

According to the subject literature, it is authorized to say, that in the respective epochs, the “talent“ word had different meanings. Therefore, to increase the research level utility according to the talent area, there is necessary to investigate this term roots, with following periods and mutual relations of “talent” and time, to establish, as a result, the connections between a word and a subject.

Used, in the temporary polish language, a term of talent, is rooted in Greek description of the major weight unit [Turnau, 2005] and volume and equilibrium – τάλαντον [Kopaliński, 1985: pp. 416]. This term was generally used by citizens of Greek *pólis*, which acted the main role in trade¹⁸⁶. The autonomy and relative independence of cities-countries of Greece in epochs: archaic and classic, caused differentiation of this weight unit [Stabryła, 1988, pp. 45].

Table 8
The weight of selected Greek talents

Talent's type	Talent's weight	Name of the equivalent unit	Equivalent unit's weight
Attic talent	26,2 kg	Mine	~ 624 g
Eginec talent	37,1 kg	Mine	~ 436 g

Ref.: own study based on [Winniczuk, 1976: pp.286]

In the period V – IV age b.Ch., the most popular talent there was an attic one (herodian) [Juszkiewicz, 1975: pp.68] and eginec one [Winniczuk, 1976: pp. 286]. Each of them was divided into 60 mines and 100 drachms.

¹⁸⁶ Some sources identify, that a talent as a weight-pecuniar unit, was already known in Assyria and Babylonia (Babylonian talent was 3600 shekels) and Palestine (3000 ones) [Kopaliński, 1997: pp. 1165]

The talent – as a weight unit, existed beyond ancient countries-cities from Peloponesian Peninsula and Lydia. It was also used by ancient Semitic nations and their neighbors.

Table 9
Ancient Semitic weight units

Unit's name	Biblical knowledge source of unit	Equivalent	Weight
Beka	„(...) One beka, that is half of shekel per capita according to the shekel's weight – the gain was taken from everybody, who was listed (...)” [Wj38,26]		5,71 g
Shekel	„(...) its arrowhead had six hundred shekels of iron (...)” [Sm 17,7]	2 beks	11,42 g
Mine	„(...) Moreover three hundred shields of forged gold. For every shield used three mines of gold each (...)” [1 Krl, 10,17]	50 shekels	571,20 g
Talent	“(…) here is one hundred thousand golden talents for House of God and million silver ones (...)” [1Krn,22,14]	60 mines	34300,0 g

Ref.: own study based on [Księga Wyjścia...,1988]

Becoming widespread of money using, as a equivalent for other goods, which satisfy human needs [Arystoteles, 1982: pp. 177-179], was the reason of significative area development the term of *τάλάντων*. At a time of decline of the Ancient Greek state rise – a talent, that is also notion, used in eubec and eginec monetary system, as a payment unit of highest nominal value [Wąlek-Czarnecki, Witkowski, 1934: pp. 245; Stabryła, 1988: pp. 45].

Table 10
The Schedule of ancient monetary units

Unit's name	Source of unit knowledge	Equivalent
Denarius	„(...) He Has settled with employees a denarius per day and sent them to vineyard(...)” Mt, 20,2	Worker's daily payment
Silver shekel	“(…) Than David has bought trashing floor and 2 oxen for fifty silver shekels (...)”	4 denariuses
Golden shekel	„(...) Than David Has paid six hundred silver shekels to Ornan for a field (...)” 1 Krn 21,25	15 silver shekels
Golden mine	“(…) The mine should be establish with twenty shekels, twenty five shekels and fifteen shekels (...) Ez45,12`	60 golden shekels
Golden talent	“(…) He imposed a tribune for a country of one hundred talents of silver and one talent of gold	60 golden mines

Ref.: own study based on [The book...,1988]

Simultaneously with Greek colonialism development, a talent as a weight unit of ore, appeared in Koryntians' colonies on Sicily. Therefore, the Latin term of talentum¹⁸⁷, as well as Greek τάλαντον, describes the particular weight and volume and value of an ore [Kumaniecki, 1984: pp. 493]. In ancient Orbis Romanum, unlike Hellada, a talent was shared not for 60 but 120 smaller units called litra and 1440 ounces [Jaczynowska, 1986: pp. 69].

Alongside with the fall of antiquity and beginnings of Middle Ages, the notion category of a talent, although rarely used as a rate of coin, equals 240 denariuses [Brückner, 1939: pp. 140], began to identify with approach showed in st. Matthew gospel¹⁸⁸. Usually, it was understood in contravention of author's words and expressions [Kopaliński, 1997: pp. 1165]. It begun to comprehend a talent, as a trait description – the synonym of abilities¹⁸⁹. Many years of tradition and related formative mechanisms conduced the situation, that this „modification” of prime meaning of talent – equilibrium statement or the highest value unit of weight and ore, was assumed as a basic notion of talent. Further increasing of changes and understanding the talent as a synonym of a gift, genius, the divine spark, the stamp of genius, nerve, ability, bent [Bańko, 2005: pp. 801], was established by Vienesse surgeon T. Billroth first, and, later, by experimental psychologists, including H. Holmholz, W. Wundt i C. Stumpf, during research of ability levels, especially music ones. The primary term modification reached relative apogee during activities aimed to „citizen” category field changes [Koselleck, 2001: pp. 486] and legal idea realization of highest level of the art abilities¹⁹⁰, a also publicizing the modern meaning of talent among the literature

¹⁸⁷ Froma root 'tollo', tolero' – stand [Brückner, 1927: pp. 564]

¹⁸⁸ A tale about multiply of trusted money is possible to find in St. Lukas Gospel (Łk.19,13-15). Yet, the author uses other unit - mine.

¹⁸⁹ (...) This is similar situation as with the one man, who, before beginning a journey, asked his servants and gave his property to them. One of them was given five talents, the second one – two, the third got one talent (according to their abilities) and gone. (...) You should have been given my money to bankers. When I came back I would get my money back with interest. (...) Mt, 25,14-15, Mt, 45, 27

¹⁹⁰ Art 62 par. 2 of Polish Constitution: “The right to use the cultural achievements are supported with: development and facility to working

creators and human sciences, including pedagogy¹⁹¹, didactics and psychology. Especially the latter disciplines, in their acquisition, a lot of place dedicated to define the model of talent, for example pedagogic one¹⁹² and aspects of talent inheritance, as a set of prominent, rare personality traits [Sherman, Farina, 1974: pp. 83, 327-330] and ability classification [Hanke, 1971; Ries, 1971: pp. 262] and its changes during educational process [Mill, 1974: pp. 18].

people of city and country – libraries, books, news paper, radio, cinema, theatres, museums, exhibitions, universal advancement and stimulation of cultural activity and creative talent development” Konstytucja Polskiej Rzeczypospolitej Ludowej z dnia 22 lipca 1952r, Dz. U. Nr 33, pos. 232

¹⁹¹ W. Okoń understands as a talent: 1) superior abilities to some creation fields: scientific, literary, fine arts, music one and others; 2) uncommon motor ability, for example: to sport fields, acrobatic trics, dance, typewriting and others [Okoń, 2004: pp. 411]

¹⁹² Among others S. Baley claims that a pedagogical talent this is “a rare suitability, existing in large dose characterized people who have pedagogical attitude”. [Baley, 1958: pp. 234, 242]

Table 11

The Schedule of particular talent concepts presented by literature creators

The name of creator	The significance of talent notion approach
Alfons Allais	The great talent it is the very big impatience only.
Henri Frederic Amiel	To do easy something, that is difficult for others.
Georg Byron	The talent can be forgiven sometimes, the genius never.
Antoni Czechow	Self dissatisfaction this is the basis of every talent.
Marie von Ebner-Eschenbach	It is a pity, that the great talent and the decent man are rarely unified.
Johann Wolfgang Goethe	The talent is created in private life peace, the character in a public life chaos.
Plaut	The great talents are frequently hidden.
Juliusz Słowacki	Talents these are lighthouses in the hands of madmen, they go straight to river to drown along the light.
Władysław Syrkomla	We are not singing talents. We mark family mementos with stones.
Henryk Sienkiewicz	(...) He was one thing greedy - playing. He heard this everywhere (...)
Eliza Orzeszkowa	From talent to inspiration.
Bolesław Prus	(...) from sunrise to sunset – he was planning the sticks and placed them in crosses (...) Till 10-th year of life he spoiled four knives but he had planned strange things: windmills, fences, ladders (...) The people were surprised and said to his mother that Antek would be a great master or a great scamp (...)

Ref.: own study based on [Cz. Glens, 1991: pp. 18, 19, 50, 85, 106, 142, 168, 251, 266; Sienkiewicz, 1978: pp. 289; Prus, 1984: pp. 113]

The results of psychologists and pedagogues research, enriched with literature creators ideas, can produce the state of apparent complete talent notion understanding. Moreover, it comes to conclusion of exceptionality and lack of the social acceptance talented person and the need for its private life peace creation.

In a modern science, there is a different understanding of a talent. It is used both in the technics sciences and other empirical science disciplines¹⁹³, including management ones¹⁹⁴.

¹⁹³ According to modern technics requirements, the notion of talent was adopted to describe one from electric or combustion trackage system. The

4.2. The modern meaning category of talent

The verbal descriptions used by management sciences representatives, specifying what a talent is, can be categorized into several groups¹⁹⁵, what determines the optimization talent management activities [Kaczmarska, Sienkiewicz, 2005: pp. 53], through renewed closing relations between talent management and competency management and knowledge management¹⁹⁶. Approximation can be reached with differentiation the common language and a grammar – the art created language [Dante, 2002], respecting reinterpretation rule of empirical set of data and its relation to new not old paradigm. What constitutes the new approach in opposition to hitherto prevailing activities methods [Kuhn, 1962], because of recollection (recordatio) [Descartes, 1958: pp. 420-421] of science knowledge and its distinguishing from common language, as well as review of things related to achieving goals [Descartes, 2002: pp. 32].

Canadian company Bombardier has been producing since 1994, the track-
age called “Talent”. This name comes from German firm TALbot
LEichter Nahverkehrs Triebwagen

¹⁹⁴ Some of them there are not a definition in the logical sense but a verbal description.

¹⁹⁵ The definition group indexing was classified referring to culture definition proposed by L. Kroeber and C. Kluckhohn’s [Olszewska Dyonizjal, 2001: pp. 28]

¹⁹⁶ This closing is not the symptom of knowledge bracing but the example of science unification, postulated by J. Szacki

Table 12
Selected talent definitions

Author	The significance of talent definitions	Definition group
J.W. Dawid	Talent it is the increasing ability.	Descriptive definitions – they specify, in the synthetic manner, the significance of a problem
The Conference Board	Talent it is every person, who can do the significant impact on temporary and future organizational achievements. It is taken into consideration the results and possibilities of occupational development of employee.	
N. Sosińska	Every employee.	
A.J. Tannenbaum	A talent consists of: general abilities - above average intellectual potential and key abilities – skills related to specified functioning areas and a factor not related to thinking – a motivation, emotional maturity and stress handling.	Descriptive/enumerative definitions – limited to enumerate talent factors and indicate the most important one
T. Kotarbiński	The artistry consists of: material knowledge and its rules, the knowledge about operational methods and equipment, familiarity of cooperating people.	
J.S. Renzulli	A talent consists of three factors: over average abilities, creativity and work engagement.	
T. Listwan, S. Chelpa	The most important talent factor this is personal intelligence	
M. Juchnowicz	Over average potential of human being that consists of: special intellectual capacity, abilities, entrepreneurship, strong effect motivation. The inseparable factor of talent this is the work engagement.	
A. Borczyk	Persons, who have four most important traits: openness to people (flexibility), openness to results (team development); openness to changes; mind openness (the will to share experiences to others).	
H. Guryn	A talent these are strongly created competencies with individual ability to learn quickly.	Psychological definitions – focus on talent creation processes
E. Maliszewska	A talent as a symptom of prominent abilities does not guarantee the success. It is necessary to develop it.	

Ref.: own study basis on [Borkowska, 2005: pp. 20-21, 29-36, 97; Kotarbiński, 1969: pp. 404; Guryn, 2007: pp. 104-105; Sosińska, 2007: pp. 15

The majority of the talent terms, used in temporary management sciences underline, that its occurrence is related to ability, knowledge, and positive attitudes saturation, manifesting in developing internal motivation. What, in the context to historical talent dimension allows to assume that the talent – this is the

highest, balanced value of knowledge, abilities and work and learning attitudes or the highest level of competency components.

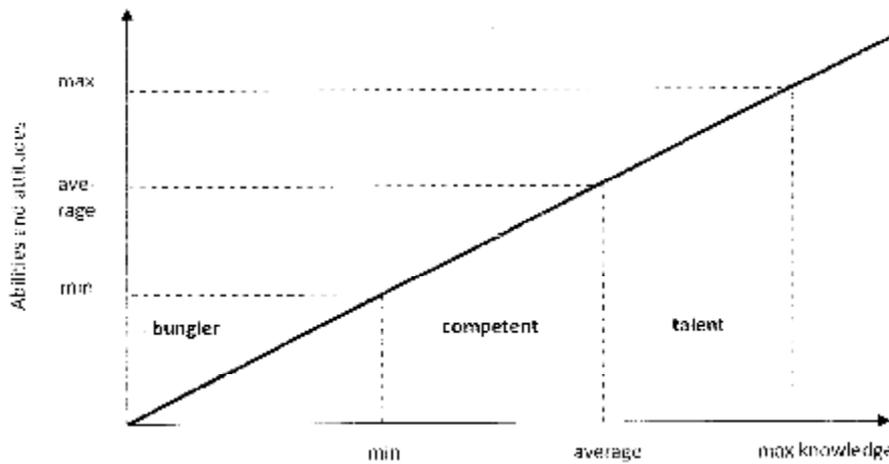
Graph 10
The significance of a talent



Ref. [Balewski, Janowski, 2008: pp. 37]

Yet, the relation between talent and competencies is undisputable, therefore, it is authorized to say that talent management equals the highest, balanced level of sets: attitudes, abilities and knowledge management. The assumption that talent management it is a derivative of activities aimed to talent growth trajectory optimization to achieve organizational goals is well founded.

Graph 11
Talent and level of knowledge, abilities and attitudes relation



Ref. [Balewski, Janowski, 2008: pp. 37]

To reach the most profitable activity results, likewise competency management, assures, according to an organizational cycle and enterprises approach, the existence of open system for the talents to enter within organization, and, next, go-over an out [Listwan, 2005: pp. 21]. The difficulty of this process is determined with several factors, among others the necessity of unceasing elimination of conviction about harmfulness valuation and ranking to strengthen these, who achieve, through competency components optimization the maximum level of their specialization. Moreover, the postulated factor there is a obligation to talent damage counteraction¹⁹⁷.

The major warrant of mentioned activities quality there is, like in the case of talent term, the renewed reading of existing subject literature, related to respective competency components, including these, which indicate the significance of knowledge and attitudes.

¹⁹⁷ It is a derivative of corporate social responsibility assumptions– [FOB..., 2002: pp. 5], and also of social school of catholic church (...) Every human being becomes, according to a society, an inheritant of “talents” which enrich his identity [Catechism..., 1994: pp. 437]

4.3. The reasons of talent destruction in modern organizations.

The present situation in the area of talent management is strongly related with past activities, including, first and foremost, changing conception of talent definition and rid the earlier version off. The roots of actual trend to introduce experimental activities in the area of development and quasi-talent management¹⁹⁸, should be perceived in other factors too, among others, especially in breaking of many years' conviction that the main talent saturation should be characterize for highly developed societies and there is impossible to find them in postfeudal, pauperized of Middle-East Europe countries¹⁹⁹. The additional reason there is to abandon statement that there is not a specialization, which cannot be taught [Makarenko, 1949: pp. 130], and also educational conceptions, criticized the individual learning ones²⁰⁰. The one of them it was the technological education. It assumed that „improvement, that a specialist accomplishes through performing the one function only, weakens general resourcefulness (...)” [Kotarbiński, 1969: pp. 213]. As a consequence, former organizations, usually aimed to activity results optimizing through multiplying average form and preferred, in the context of their personnel politics, people with average and not balanced, (not harmonized) level of employee competency factors. There weren't also competency evaluations, career and successory planning. Present, it is seen the increasing of ranking, perceived as measuring through comparison and hierarchical ranking. This activity is the example of back to roots, through renewed reading of prominent works from past epochs²⁰¹. It is possible to read, in Platon's works, that: (...)It is necessary to accept the existence of all skills, and evaluate what smaller and bigger is, not each other only, but in the context of things that are measured [Platon, 1956: pp. 156]. It is

¹⁹⁸ To the set of experiments it is authorized to include N. Sosinska's conception, claims that the talent management it is a synonym of human resources management [Sosińska, 2007: pp.15]

¹⁹⁹(...) *Quel beau pays que l'Italie On est heureux de chercher là-bas des talents et de les protéger.* (...) [Sienkiewicz, 1978: pp. 294]

²⁰⁰ In the period of communist system, there was major criticism to L. Fliegler –the creator of need for selection of clever students and place them in different classes concept [Fliegler, 1961: pp. 31].

²⁰¹ The major postulate of J.F. Lyotard [Vogt, 2004: pp. 407]

pity, that this point of view is not a general rule. Therefore, this is authorized to say this Platon's vision is a truth. The author claims, that inspite of the every subject is possible to measure every ability element (...) pe ople are not custom to perceive things according to their kinds, so make equal different things, beacuse they thing they are the same [Platon, 1956]. In the context of organizational human resources management, the reality of this statement is seen in the most frequently used methods and techniques²⁰² of employee evaluation and its results, which are further implemented.

Table 13

The selected approaches of employee evaluation concepts

Author (s)	The characteristics of used employee evaluation concepts
E. Mc Kenna, N. Beech	Rates oriented to work and development estimation.
A. Poczowski	Rates divided according to their goals. There are two types of employee evaluation: organizational and psychosocial.
E. Smyk	The bipolarity of appraisal system. First pole is focused on relation of appraisal system and payment, the second one is focused on search for excellence and coordination of human resources management.
M. Sloman	Rates are the derivatives of judgement and training.

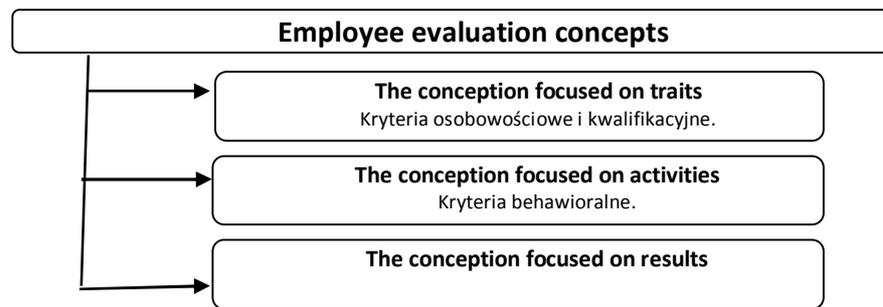
Own study basis on [Mc Kenna, Beech, 1997: pp. 153; Poczowski, 1996: pp. 125; Smyk, 2000: pp. 162]

The often used techniques prefer the most representative not the highest values, don't analyse the state of close relations to equilibrium of talent components.

Based on pathology employee evaluation, determines a negative impact on competency evaluation and human resources planning.

²⁰² In the subject literature the terms of technics and method are usually used as a synonym [Anderson, 1993: pp. 23].

Graph 12.
The selection of employee evaluation approaches



Ref.: own study

The mistakes which occur during the evaluation process, lead to violation of secular rule – (...) This, who is the best fit (...) can do people better, more efficiently. In every activity, the operating factor, despite of natural or own kind of activity, aims to, first of all, duplicate itself [Dante, 2002].

4.4. The talent management-future perspectives

Temporary, a talent-required marketplace, one of the most important challenges which organizations are facing is to efficiently attract, assess, train and retain talented employees. As mentioned above, talent management is the process consists of planning, recruiting, developing, managing, and compensating employees within the organization. According to our researches, this part of intellectual capital management is highly underestimated on the polish market. The polish organizations usually are concerned to maintain the status quo and talent management requires some effort to converge, providing end-to-end talent management solutions that enable organizations to better recruit, get more out of the employee appraisal process, manage learning to develop employees' strategically-critical competencies, and compensate employees fairly. On the other hand - talent management solutions relieves the stress of writing employee performance reviews by automating the task and using your exact workflow. The enterprises can establish and communicate major corporate goals, evaluate employee performance improvement, and ensure that all levels of the organization are aligned – all working towards the same goals.

Therefore it seems authorized, based on cited literature, to underline that organizations, which implement talent management process will get their goals more effectively than the other ones. On the contrary, the operational activity within organizations indicates, that the talented persons are put at risk of destruction by the rest of “less talented” part of human population.

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