

# **Human Capital Management in the Wandering Context of Events – Challenges for the Managerial Staff**

edited by Marzena Stor



Publishing House of Wrocław University of Economics and Business  
Wrocław 2022

Reviewer

*Anna Rakowska*

Proof reading

*Elzbieta Macauley, Tim Macauley, Joanna Świrska-Korlub*

Copy-editing

*Joanna Świrska-Korlub*

Typesetting

*Adam Dębski*

Cover design

*Beata Dębska*

The book uses images from iStock

All rights reserved. No part of this book may be reproduced in any form or in any means without the prior written permission of the Publisher

© Copyright by Wrocław University of Economics and Business

Wrocław 2022

Copyright notice is valid until February 28, 2023.

The publication is available under Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0). To view a copy of this license, visit <https://creativecommons.org/licenses/by-sa/4.0/deed.pl>



**e-ISBN 978-83-7695-988-7**

**DOI 10.15611/2022.988.7**

*Quote as: Stor, M. (Ed.). (2022). Human capital management in the wandering context of events – challenges for the managerial staff. Wrocław: Publishing House of Wrocław University of Economics and Business.*

## Chapter 3

# COMPETENCY MODEL OF THE RESEARCH AND ADMINISTRATIVE SUPPORT STAFF IN POLISH UNIVERSITIES – THE EMPIRICAL RESEARCH RESULTS

**Barbara Kożusznik<sup>a</sup>, Olaf Flak<sup>b</sup>, Adrian Pyszka<sup>c</sup>,  
Katarzyna Więcek-Jakubek<sup>d</sup>, Grzegorz Filipowicz<sup>e</sup>**

*How to cite this chapter:* Kożusznik, B., Flak, O., Pyszka, A., Więcek-Jakubek, K., and Filipowicz, G. (2022). Competency model of the research and administrative support staff in Polish universities – the empirical research results. In M. Stor (Ed.), *Human capital management in the wandering context of events – challenges for the managerial staff* (pp. 33-44). Wrocław: Publishing House of Wrocław University of Economics and Business.

### 3.1. Introduction

According to Browning et al. (Browning, Thompson, and Dawson, 2017), the science and higher education sector is a dynamic environment in which universities compete globally for resources, including high-quality staff. In a highly competitive research environment, staff competencies can be a relevant success factor as they usually have been the subject of research oriented towards an individual or organizational ability to express effective job performance in the context of expected real job proficiency (Cook, Wildschut, and Sander, 2017).

In 2011, the European Commission published a document entitled “Towards a European Framework for Researcher Careers” as a helpful categorization of research job characteristics, including the necessary and desirable competencies for each of the research career stages. The document was implemented to have a bridging function for the sector-specific, national and institutional frameworks, providing a common language to a wide variety of actors from across the research community worldwide. At the same time, it was assumed that these frameworks constitute a general background for the preparation of more detailed and context-specific solutions.

---

<sup>a</sup> University of Silesia in Katowice, ORCID: 0000-0002-0574-8742.

<sup>b</sup> Jan Kochanowski University of Kielce, ORCID: 0000-0001-8815-1185.

<sup>c</sup> University of Economics in Katowice, ORCID: 0000-0002-4987-4185.

<sup>d</sup> University of Silesia in Katowice, ORCID: 0000-0002-7238-1610.

<sup>e</sup> University of Silesia in Katowice.

According to Sew et al. (Sew, Yahya, and Tan, 2019), the catalysts for change from the traditional model of the university functioning into an entrepreneurial one, are the competencies of researchers. Moreover, taking into account the “active innovation” paradigm (Meissner and Shmatko, 2019), which states that individuals are the main drivers of innovation in organizations, such a transformation process might require implementing practices oriented on diagnosing and developing competencies which could be defined as key for research excellence. It should also be taken into consideration that for the effective functioning of a university, an important factor is the cooperation of all employees (academic and non-academic) based on effective management processes (Uniwersytet Mikołaja Kopernika w Toruniu, 2020).

In this context **the goal of this chapter** is to propose a competency model of the research and administrative support staff that could boost the process of transforming the traditional Polish universities into entrepreneurial academic entities. For this reason, the next section is devoted to the theoretical foundations for the competency model in the academic environment, in which the authors firstly present a review of literature on the general concept of competency, and then focus on the competencies from the academic and research perspective. The following section describes the empirical research methodics used in the project which resulted in the competency model of research and administrative support staff. Consequently, the next part of this chapter presents competencies included in the competency model, an example of a competency profile, and a way of assessing competency. The research summary and final conclusions make up the last section.

### **3.2. Theoretical foundations for the competency model in the academic environment**

For over 30 years, the notions of competence and competency have been increasingly present in the area of HRM and replaced the concept of qualifications (Cook et al., 2017). During that time the concept of competency and competence has been used interchangeably in numerous publications.

According to Anzengruber et al. (Anzengruber, Goetz, Nold, and Woelfle, 2017), the term ‘competence’ refers to the general competence, the quality of an individual or a set of skills that allows one to perform in certain situations. Competency refers to a set of traits that influence one on certain actions, and a specific skill set of activities that one can use to measure, and demonstrate the universal competence. Competences have attracted a lot of research, however competencies usually have been focused on individual or organizational ability to express effective job performance in the context of expected real job proficiency (Cook et al., 2017). Competences are defined as the ability to do the work which means that individuals have the knowledge, skills and values required in jobs of today and tomorrow (Phuc and Matsuura, 2016). In such a context competences are defined as acquired personal

skills demonstrated as one's ability to provide a consistently adequate, high level of performance in a specific job function (Numminen, Virtanen, Hafsteinsdóttir, and Leino-Kilpi, 2021), or performing and completing a certain task or a group of related tasks (Hensel, Meijers, van der Leeden, and Kessels, 2010; Savanevičienė, Stukaitė, and Šilingienė, 2008; Sew et al., 2019).

A certain distinction between competence and competency was also made by M. Stor, whose interpretation of competence (plural – competences) means the potential ability or potential capability to function in a given situation, while competency (plural – competencies) focuses on the actual performance in a situation (Stor, 2016, p. 165). Thus, competences make employees capable of fulfilling their job responsibilities, and their competencies make them perform their jobs as expected. In other words, competencies are determined by comparing where the employees are now with the established performance standards developed in the work environment according to their roles and setting based on standard (template) competences (Stor and Kupczyk, 2015). This means an employee needs competence before he or she can expect to achieve competency (Kupczyk and Stor, 2017). Consequently, competency means the skills, knowledge, personal characteristics, and behaviour needed to effectively perform a role (work) in the organization and help the business meet its goals in gaining and maintaining its competitive advantage. Therefore, competencies are related to the actual action or the results of this action obtained in a specific situation (Stor, 2016).

The nature of competencies shows that they have unique characteristics or qualities that are difficult to copy (Hensel et al., 2010). Additionally, individual competencies contain explicit knowledge, personal skills and experiences with individuals' results and judgement of organizational values which are obtained in their social context (Ubeda and Santos, 2007).

However, significant differences were observed in the effectiveness of managers using task, relations, and changing capabilities. Competencies depend on the organizational context and may be different at various levels of management. According to Anzengruber et al. (2017), at top management level there is a need for more strategic competencies, i.e. change-oriented, which become two to three times more important than at the lowest level. Task-oriented capabilities become significantly less important at the top level and more important at a lower level of management, whilst relations-oriented capabilities are important at all levels.

Many authors conclude that competencies are a multi-dimensional phenomenon that has been classified into two categories, hard and soft. Such a logical structure of competencies, including hard professional competencies which are determined by the area of organization performance, and soft competencies defined by the personal features of the employee, his or her behavior, are necessary for a good performance of the job (Savanevičienė et al., 2008). In the holistic approach professional competencies are also shaped by the context of work, work environment, and the employee's personality and motivation (Forsten-Astikainen and Heilmann, 2018).

This is why the construct of competency has to be perceived as more dynamic and multidimensional, which also includes the employee's personal behavior and ethical values (Forsten-Astikainen and Heilmann, 2018).

As far as academic competencies are concerned, the issue of the change of an academic role needs to be considered. The academic role has changed due to shifts in governmental and societal expectations and to changes in the way the scientific system operates (Kyvik, 2013). Individual behavior in a specific role is not only the product of external expectations about the role holder, but also the result of personal interests. The behavior should be regarded as a function of external expectations, the incentive and reward system, and individual preferences (Kyvik, 2013), giving the possibility of distinguishing competencies according to six tasks related to the role of an academic researcher (Kyvik, 2013):

- 1) networking,
- 2) collaboration,
- 3) managing research,
- 4) conducting research,
- 5) publishing research,
- 6) evaluation of research.

Academic skills can benefit from the internationalization of academic functions that bring new skills and practices, because of the enhanced research networks and the advancement of communication skills (Arokiasamy, Mansouri, Balaraman, and Kassim, 2017). According to Halilem (2010), at individual level entrepreneurial behaviour and skills are connected with gender, experience, status and productivity in research. There is also the important role of social capital and networking activities. Ciolan and Ciolan (2011) also mentioned the role of social networks in academic competencies and motivation development to participate in social learning networks and platforms, in order to contribute to knowledge sharing in communities of practitioners, built on a combination of communication channels.

According to Kyvik (2013), in academic work the proper balance must be constantly sought between contrasting tasks: applying for research funds and doing research; conducting scientific research and commercialization of the results; publishing scientific articles and the popularization of research; working in the laboratory and being available for networking activities and for evaluating other researchers; managing research projects and finding time for one's own research.

Meissner and Shmatko (2019) analyzed the link between researchers' skills and innovation culture, and found that the skills of researchers and the perceived skills value did not match – on the contrary, they created a significant gap. The authors argued that organizations need to be aware of researchers' competencies and develop them further, mainly by establishing and cultivating an organizational culture supportive to innovation and an exchange of a focus on management between individuals, and comparatively less on financial controlling and reporting. They

assumed the rule of the “active innovation” paradigm which stresses the individual as the main driver of innovation in organizations.

Sew et al. (2019) suggested that the competencies of an individual researcher seemed to be a significant success booster of the formation of university-industry collaboration. This strengthened the idea that the researcher competencies of the knowledge market, social capital, and self-leadership constitute the heart of sustainable entrepreneurship which enables them to transform a traditional university into an entrepreneurial university. In order to fill the research gap mentioned by Meissner and Shmatko (2019), and aiming at factors which could boost that process of transformation, the authors conducted a research project which resulted in the model of competencies that could be helpful in this process.

### 3.3. The empirical research methodics

The main goal of the empirical research was to identify a set of competencies for the research staff and research administrative support employees of academia in Poland relevant for their research excellence. By distinguishing and describing the main processes in which the research and scientific and support staff participate, the authors also posed the main research question (MRQ): what competencies are important for both groups in order to realize these processes effectively? However, in order to answer this, three specific research questions were developed:

- Q1: Which of the staff competencies are essential to support research excellence at universities?
- Q2: Regarding research excellence conditions, which competencies are specific for the profiles of the research staff and research administrative support staff?
- Q3: How to map and evaluate competencies?

The study was carried out as part of the project entitled “Interdisciplinary Centre for Staff Development (ICSD) – a think tank for the development of key competencies of the Polish science and higher education sector”, financed by the Ministry of Science and Higher Education. The project intended to develop a unique approach compatible with the concept of the research career development which so far has been operating in Europe (*Towards a European framework...*, 2011). The importance of this research is a potential factor contributing to the further development of HRM practices supporting research excellence in academia, through the targeted and systematic development of the key competencies of personnel involved in the implementation of research processes.

In order to strengthen the research potential of the higher education sector in Poland, universities eligible to participate in the first competition under the “Excellence Initiative – Research University”, activities were undertaken aimed at developing a concept and model of key competencies for research and administrative staff in higher education.

On the theoretical competency-based approach, the authors emphasized the importance of competency in the modern world of organization and management. The competitive advantage of a company is achieved by identifying and developing its core competencies. The intended competency model is based on the idea that competency refers to behaviors that underpins efficiency and productivity (Bartram and Roe, 2012). According to this approach, competencies are understood in terms of how knowledge and skills are used for performance, and what knowledge and skills are applied for management (Savanevičienė et al., 2008).

To achieve the goal the authors analyzed the literature, and their own experience, and invited the participants for several meetings and workshops. Researchers and supporting staff from the Polish and foreign universities were invited to participate in the achievement of this goal.

The following outcomes were obtained in the process of competency identification:

- The practices in the field of key competencies development models for researchers and administrative support staff applied at Polish research universities and selected foreign universities of high international renown were compared (in particular, 23 universities forming the consortium of leading research universities in Europe called the League of European Research Universities).
- Experts in Poland and abroad were identified: (a) specialists in designing solutions in the area of diagnosis and analysis of the level of competencies; (b) representatives of research units with internationally recognized reputation, responsible for shaping the human resources development policy in the represented entities.
- Recommendations were formulated for the stage of own research, in particular the assumptions for the construction of a model of key competencies of research staff and administrative support staff of the science and higher education sector in Poland (in particular, taking into account the requirements set by the reform for research universities based on the assumptions of the program of the Ministry of Education and Science called “Excellence Initiative – Research University”) and experts and entities – potential partners of ICSD in further stages of the project were identified (in terms of type: conferences, expert opinions, etc.).
- Twenty HEIs entitled to take part in the first competition within the “Initiative of Excellence – Research University”, namely Warsaw University, Technical University of Gdańsk, AGH University of Science and Technology, Warsaw University of Technology, Adam Mickiewicz University in Poznań, University of Technology of Poznań, Jagiellonian University, Medical University of Gdańsk, Silesian University of Technology, The Nicolaus Copernicus University in Toruń, University of Wrocław, Lodz University of Technology, Wrocław University of Science and Technology, University of Gdańsk, University of Lodz, Medical University of Białystok, Poznan University of Medical Sciences, Medical University of Łódź, Pedagogical University of the National Education



Commission in Kraków, University of Life Sciences in Wrocław. Sixteen universities responded to the Rector's appeal and close cooperation was established with them through a number of workshop meetings on the Teams platform.

- As part of the cooperation with the above mentioned universities, workshops were held where our partners were asked to discuss the key processes of research excellence, the developed set of competencies, their definition and indicators as well as competency profiles for researchers and support staff. Within the framework of cooperation with foreign countries, discussions commenced with experts at the University of Valencia (Professor Jose Maria Peiro) and at KULeuven (Professor Martin Euwema), concerning the aim of the project and future cooperation and the procedure adopted and the results of the work on developing a competency model for researchers and support staff.

As a result of the tasks set out in the schedule, a description of four fundamental processes which form the basis for the adequate choice of competencies was developed. The process of preparing the description of the processes as a basis for research excellence was based on the results of discussions among internal experts in the US and on several webinars during which the participants (internal and external experts) discussed the subsequent phases of the process description.

Each of these processes was described by means of a process map distinguishing the key tasks, decisions, data used, studies and connections between these elements. Hence, maps of the four key processes for achieving research excellence were developed.

These maps take the form of graphical elaborations and provide the basis for further activities. In the course of the task, a range of necessary knowledge, skills and attitudes were assigned to each of the processes described earlier. The set of these aspects was then grouped (using the meta-plan method) into 36 competencies with distinguished areas of meaning (definitions).

The first webinar of the project consisted of two panels with four speakers. The event was attended by 49 people (researchers and administrative support staff). The first panel was a workshop for an internal reference team of the UŚ (University of Silesia in Katowice) consisting of NA staff (UŚ researchers with high research potential) and NNA staff (the so-called process experts), in total 21 experts were involved. The goal of the project was the identification of a set of key competencies of research and support staff based on mapping key processes for the development of research excellence, including:

- a) acquisition of resources for research/art work:
- b) conducting high quality research/art work
- c) publishing research results
- d) commercialization of research and development results.

The second panel, workshops for the external reference team of representatives of HEIs qualified for the participation in the first Call under the program "Excellence

Initiative – Research University”, involved 50 experts, including NA employees (researchers) and NNA employees indicated by the authorities of HEIs participating in the project; altogether 16 HEIs from the above mentioned target group responded positively. The aim of the project was the verification of the results obtained as an outcome of conducting the panel and webinar. The result was the identification and descriptions of key competencies in the model.

### 3.4. The empirical research findings

As mentioned in a previous section, by distinguishing and describing the main processes in which the research and scientific and support staff participate, the authors posed the main research question, namely what competencies are important for both groups in order to realize these processes effectively? The answer to this question requires the use of an appropriate competency model that allows to precisely indicate the key competencies for individual professional groups, along with the determination of the desired level.

As part of the preparatory work, based on the already described processes, a set of 36 competencies was distinguished that may be required from research and support staff in tasks related to the implementation of these processes. Table 3.1 present a list of these competencies divided into three categories:

- a) basic – occurring in various tasks of the scientific – research and support staff;
- b) research processes – occurring mainly in the tasks of the research staff;
- c) support processes – occurring mainly in the tasks of the support staff.

This list of competencies also provides an answer to the first specific research question (Q1).

The large initial set of the competency models allows for its wide and flexible use. At the same time, it is important to choose the competencies that play a key role when considering specific representatives of the research and support staff.

Good practices from other organizations, including businesses, show that there should be relatively few such competencies, not more than nine. Guided by this assumption, it was also decided to distinguish more specific groups. For the research and development staff, a common distinction was adopted between the research levels from R1 to R4 which mean the following positions in universities:

- R1 – Assistant,
- R2 – Adjunct (Assistant Professor),
- R3 – Associate Professor,
- R4 – Professor.

**Table 3.1.** List of competencies

| Basic   | Research processes  | Support processes  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Building a relationship</li> <li>• Building teams</li> <li>• The pursuit of results</li> <li>• Digital</li> <li>• Design activity</li> <li>• Sharing knowledge and experience</li> <li>• Flexibility</li> <li>• Identification with the University</li> <li>• Innovation/creativity</li> <li>• Communicativeness</li> <li>• Analytical thinking</li> <li>• Organization of the work of other people</li> <li>• Organization of own work</li> <li>• Decision-making</li> <li>• Coping with stress</li> <li>• Professional development</li> <li>• Diligence</li> <li>• Cooperation</li> <li>• Influence</li> <li>• Risk management</li> </ul> | <ul style="list-style-type: none"> <li>• Shaping your own image</li> <li>• Market orientation</li> <li>• Strategic orientation/long-term thinking</li> <li>• Writing texts</li> <li>• Scientific professionalism</li> <li>• Leadership (Scientific Leader)</li> <li>• Knowledge of the market and the publishing process</li> </ul> | <ul style="list-style-type: none"> <li>• Administration</li> <li>• Research project service</li> <li>• Research activity orientation</li> <li>• Obtaining funding</li> <li>• Professional professionalism</li> <li>• Finance management</li> <li>• Managing the commercialization process</li> <li>• Knowledge of the principles of financing research activities</li> </ul> |

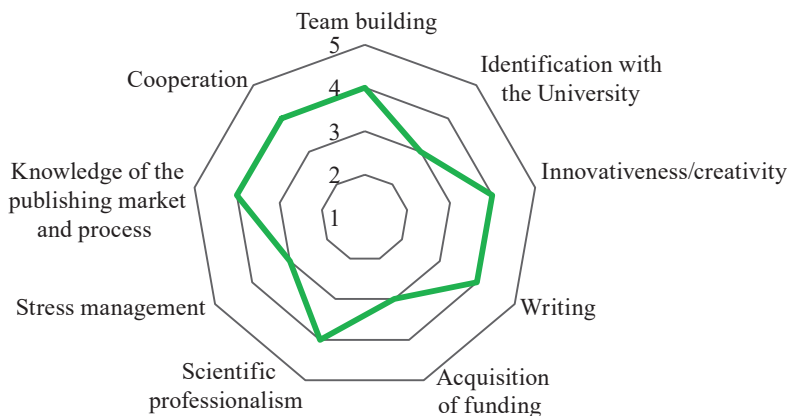
Source: own elaboration.

For the support staff, after numerous consultations it was decided to distinguish two groups: 1) administrative and 2) researchers and experts. This means that a total of seven competency profiles consistent with the distinguished roles were developed. On this foundations there were distinguished such administrative support roles as:

- PA – clerk,
- E – expert.

According to the best practices from other organizations, it was decided that the competency profiles can be created using a method known as an expert panel, which is a meeting of up to a dozen representatives who perfectly know the characteristics of the work in a given role. These persons receive a full description of the competencies. During the meeting, each participant first independently selects the key competencies for a given role. These individual choices are then discussed with the group in such a way as to ultimately select up to nine key competencies by consensus. After agreeing on such a choice, the whole group determines the desired level for these competencies – again referring to the descriptions of competencies. The result of the work is the so-called competency profile presenting the scope of competencies that are key for a given role along with an indication of the desired level. Graphically, the competency profile can be presented using a radar chart. In Figure 3.1 presents such a profile for the research staff at R3 level. This is also the answer to the second specific research question (Q2).

R3



**Figure 3.1.** An example of the research scientist profile

Source: own elaboration.

For the R3 researcher role, nine competencies were identified as the most important. Their definitions are presented in Table 3.2.

**Table 3.2.** Definitions of competencies

| Competency                                     | Definition  |
|--|---|
| Team building                                  | Creation, integration, and organization of activities of the team and strengthening the potential of individual team members as well as the potential of the whole team               |
| Identification with the University             | Acting in the best interest and according to the values of the university. The feeling of being responsible for one’s place of work and shaping its positive image in the active way. |
| Innovativeness/creativity                      | Creating and effective implementation of innovative ideas, solutions, and concepts  |
| Writing  | Efficient preparation and edition of texts connected with the person’s professional activity  |
| Acquisition of funding                         | Effective acquisition of funds for research and/or implementation activity  |
| Scientific professionalism                     | Using the professional knowledge and experience in the research activity  |
| Stress management                              | Effective functioning and ability to cope with stressful situations   |
| Knowledge of the publishing market and process | Searching for and using the diverse opportunities in the scope of publishing and popularization of one’s achievements   |
| Cooperation                                    | Establishing and maintaining effective cooperation with other people, based on partnership, in order to achieve the best possible results   |

Source: own elaboration.

**Table 3.3.** Observation scale for a selected competency

| Name  | Knowledge of the publishing market and process   |  |   |  |  |
|---|--|--|---|--|--|
| Seek out and take advantage of a variety of opportunities to publish and disseminate their own work   |  |  |   |  |  |
| Behaviour indicators  | Competency levels  |  |   |  |  |
|   | A – none v. low  | B – basic  | C – good  | D – expert   | E – exceptional  |
| Knowledge of the University's publishing strategy   | Does not know the University's publishing strategy   | Knows the basic tenets of the University's publishing strategy   | Knows the practical importance of the University's publishing strategy  | Explains the University's publishing strategy and its challenges to others   | Disseminates, promotes the University's strategy for publishing  |
| Searching for access to publications  | Is unable to find access to publishing   | With the help of others, is able to find access to publications necessary for own activities   | Is able to find access to publications appropriate to his/her own activity  | Is able to find access to almost any publishing house  | Is able to support others in finding access to almost any publishing house   |
| Knowledge of the expectations/conditions/requirements/benefits of different publication venues  | Is not familiar with the expectations, requirements and benefits associated with different publishing venues | Knows the basic expectations, requirements and benefits associated with various places of publication  | Is well acquainted with the expectations, requirements and benefits associated with various places of publication   | Is able to explain to others the expectations, requirements and benefits associated with different publication venues                      | Takes part in creating the conditions, requirements and expectations of the publication market; is invited to join editorial boards of recognized journals |
| Understanding of the contemporary information (media) market (identifying and reaching potential recipients of science through various forms) | Does not understand the principles of the contemporary information market                                    | Learns the principles of the functioning of the contemporary information market (how to reach potential recipients of science through various forms) | Understands the principles of the functioning of the contemporary information market (knows how to reach potential recipients of science through various forms) | Actively reaches out to potential recipients of science through various forms of information   | Builds a steady, strong presence in the media and information marketplace (including through social and traditional media)                                 |
| Knowledge of databases with scientific articles   | Is not familiar with science article databases   | Knows basic databases with scientific articles   | Knows the necessary databases with scientific articles for his/her own business   | Is well versed in databases with scientific articles related to the scientific field, is able to advise others on the use of the databases | Disseminates knowledge of the use of databases with scientific articles and is able to train others in this field  |

Source: own elaboration.

Filipowicz (2019) proposed to describe each of the competencies in the form of an observation scale. It presents (in addition to the name and definition) behavioral indicators assigned to a given competency and their description at five levels of development. An example of such an observation scale is presented in Table 3.3. This is also the answer to the third specific research question (Q3).

According to the description in Table 3.3, the competency requirements regarding the seven distinguished roles were developed. The developed profiles can be successfully used as a starting point for assessing the potential and development needs of both research workers and support staff.

### **3.5. Final conclusions and research summary**

To sum up the conducted study, one can say that it was possible to achieve its goal. As a result of the empirical research, the authors identified a set of competencies for the research staff and research administrative support employees of academia in Poland which are relevant for research excellence. The basic set is composed of 36 competencies divided into three main categories, basic, research processes and support processes. Both for the research staff and research support staff, the authors also proposed certain roles and competency levels, which resulted in examples of definitions of competencies and even a sample of a competency profile. Moreover, the study developed specific behavioral indicators for selected competencies. For this reason, it should be recognized that the goal of this chapter has also been achieved, namely the authors proposed a competency model of the research and administrative support staff that could boost the process of transforming traditional Polish universities into entrepreneurial academic entities.

Finally, one can conclude that competency studies have a viable future in developing research excellence of individual employees (research and administrative staff) as well as the whole university (ranking position). Competency profiles for the distinguished roles allow to prepare an assessment process for members of each of them, which is an extensive range of possible research on the competency potential of scientific and support staff. Individual universities may differentiate the scope of competencies in individual profiles, looking for their distinguishing features. This would make it possible to study the relation between the competencies of research and support staff and the achievements of many universities. The practical implication of the study is the possibility to use competency profiles to prepare and implement a measurable approach to different HRM subfunctions, such as recruitment & selection, staff training & development, talent management, competency management, career management and many more.

## REFERENCES

1. Aamondt, M. G. (2004). *Applied industrial/Organisational psychology* (4th ed.). Thomson/Wadsworth.
2. Abualoush, S., Bataineh, K., and Alrowwad, A. A. (2018). The role of knowledge management process and intellectual capital as intermediary variables between knowledge management infrastructure and organization performance. *Interdisciplinary Journal of Information. Knowledge, and Management*, 13, 279.
3. Ackermann, K. F. (2017). Badania nad zielonym zarządzaniem zasobami ludzkimi. Stan według współczesnej wiedzy. *Zarządzanie Zasobami Ludzkimi*, (6).
4. Adenuga, O. A. (2015). Impact of occupational stress on job satisfaction and mental health of first bank employees : Implication for personnel psychologists. *American Journal of Psychology and Cognitive Science*, 1(1), 1-21.
5. Akkermans, J., Richardson, J., and Kraimer, M. L. (2020). The COVID-19 crisis as a career shock: Implications for careers and vocational behavior. *Journal of Vocational Behaviour*, (119). <https://doi.org/10.1016/j.jvb.2020.103434>
6. Al Mansoori, S., Salloum, S. A., and Shaalan, K. (2021). The impact of artificial intelligence and information technologies on the efficiency of knowledge management at modern organizations: A systematic review. In M. Al-Emran, K. Shaalan, A. Hassanien (Eds.), *Recent advances in intelligent systems and smart applications. Studies in systems, decision and control* (vol. 295). Springer, Cham.
7. Al-Ajmi, R. (2001). The effect of personal characteristics on job satisfaction: A study among male managers in the Kuwait oil industry. *International Journal of Commerce & Management*, (11), 91-101.
8. Ali, Z., Bashir, M., and Mehreen, A. (2019). Managing organizational effectiveness through talent management and career development: The mediating role of employee engagement. *Journal of Management Sciences*, 6(1), 62-78.
9. Allli, B. O. (2008). *Fundamental al principles of occupational health and safety*. Geneve: International Labour. Retrieved July 14, 2020 from [https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms\\_093550.pdf](https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_093550.pdf)
10. Amos, P. M., Acquah, S., Antwi, T., and Adzifome, N. S. (2015). A comparative study of factors influencing male and female lecturers' job satisfaction in Ghanaian higher education. *Journal of Education and Practice*, 6(4), 1-11.
11. Anzengruber, J., Goetz, M., Nold, H. and Woelfle, M. (2017). Effectiveness of managerial capabilities at different hierarchical levels. *Journal of Managerial Psychology*, 32(2), 134-148. doi: <http://dx.doi.org/10.1108/JMP-12-2015-0451>
12. Armstrong, M. (2000). *Zarządzanie zasobami ludzkimi*. Kraków: Oficyna Ekonomiczna.
13. Armstrong, M. (2006). *A handbook of human resource management practice*. Kogan Page Publishers.
14. Arokiasamy, L., Mansouri, N., Balaraman, R. A., and Kassim, N. (2017). A literature review of competence development on academic career advancement: A human resource development perspective. *Global Business & Management Research*, 9(1), 403-414.
15. *Aspekty pracy zdalnej z perspektywy pracownika, pracodawcy i gospodarki*. (2021). Retrieved December 15, 2021 from <https://www.parp.gov.pl/component/publications/publication/aspkty-pracy-zdalnej-z-perspektywy-pracownika-pracodawcy-i-gospodarki>
16. Assen, M. F. (2021). Training, employee involvement and continuous improvement – the moderating effect of a common improvement method. *Production Planning & Control*, 32(2), 132-144. doi: 10.1080/09537287.2020.1716405



17. Auer, P. (2006). Protected mobility for employment and decent work: Labour market security in a globalized work. *Journal of Industrial Relations*, 48(1), 21-40. doi: 10.1177/0022185606059312
18. Bachtiar, D., Sudibjo, N., and Bernarto, I. (2018). The effects of transformational leadership, perceived organizational support on job and life satisfaction of preschool teachers. *International Information Institute (Tokyo) Information*, (21), 1301-1320.
19. Bajpai, N., and Srivastava, D. (2004). Sectorial comparison of factors influencing job satisfaction in Indian banking sector. *Singapore Management Review*, (26), 89-99.
20. Balcerzyk, R. (2021). Intra-organizational conditions in knowledge sharing. *European Research Studies Journal*, 24(1), 762-775.
21. Barley S. R., Bechky B. A., and Milliken, F. J. (2017). The changing nature of work: Careers, identities, and work lives in the 21st century. *Academy of Management Discoveries*, 2(3).
22. Bartkowiak, G. (2009). *Człowiek w pracy. Od stresu do sukcesu w organizacji*. Warszawa: Polskie Wydawnictwo Ekonomiczne.
23. Bartram, D., and Roe, A. R. (2005). Definition and assessment of competences in the context of the European Diploma in Psychology. *European Psychologist*, 10(2), 93-102.
24. Bateh, D. (2018). Leadership style from millennials to generation z transformed (Conference paper). Academy of Management. Retrieved from [https://www.researchgate.net/publication/3311736235\\_Leadership\\_from\\_Millennials\\_to\\_Generation\\_Z\\_Transformed](https://www.researchgate.net/publication/3311736235_Leadership_from_Millennials_to_Generation_Z_Transformed)
25. Batko, R. (2021). *Management and organisation in the age of AI*. The Routledge Social Science Handbook of AI.
26. Becker, B. E., Huselid, M. A., and Ulrich, D. (2001). *The HR scorecard: Linking people, strategy, and performance*. Boston: Harvard Business School Press.
27. Bekesiene, S., and Prūsevičius, G. (2020). Simulators usage assessment for higher military readiness. *Challenges to National Defence in Contemporary Geopolitical Situation*, (1), 114-124.
28. Belina, B. (2017). Szkolenie i doskonalenie jako jeden z kluczowych czynników rozwoju organizacji. *Polish Journal of Continuing Education*, (4), 128- 137.
29. Bersin, J. (2021). *AI-enabled coaching is hot. And there's lots more to come*. Retrieved February 12, 2022 from <https://joshbersin.com/2021/07/ai-enabled-coaching-is-hot-and-theres-lots-more-to-come/>
30. Blanchard's Annual Survey Assessing L&D Trends. (2022). *Learning and development in a hybrid world*. Retrieved February 3, 2022 from <https://www.blanchardaustralia.com.au/static/uploads/files/2022-trends-report-l-d-in-a-hybrid-world-wfrcmwwqhcycz.pdf>
31. Boon, C., Den Hartog, D. N., and Lepak, D. P. (2019). A systematic review of human resource management systems and their measurement. *Journal of Management*, 45(6), 2498-2537. <https://doi.org/10.1177/0149206318818718>
32. Boulton, G. (2011). Harvesting talent: Strengthening research careers in Europe. *Procedia Social and Behavioral Sciences*, 13(1), 3-34.
33. Brayfield, A. H., and Rothe, H. F. (1951). An index of job satisfaction. *Journal of Applied Psychology*, 35, 307-311.
34. Brewster, C. (2007). European perspective on HRM. *European Journal of International Management*, 1(3).
35. Browning, L., Thompson, K., and Dawson, D. (2017). From early career researcher to research leader: survival of the fittest? *Journal of Higher Education Policy and Management*, 39(4), 361-377. doi: 10.1080/1360080X.2017.1330814
36. Brzegowy, A. (2021). Wirtualizacja relacji pracowniczych jako wyzwanie współczesnego środowiska pracy. In A. Walasik, *Gospodarka współdzielenia. Rynki – instytucje – organizacje* (pp. 32-243). Katowice: Wydawnictwo Uniwersytetu Ekonomicznego w Katowicach.
37. Bugdol, M., and Stańczyk, I. (2020). *Zielone zarządzanie ludźmi*. Warszawa: Wydawnictwo Difin.



38. Cain, M. S., Leonard, J. A., Gabrieli, J. D., and Finn, A. S. (2016). Media multitasking in adolescence. *Psychonomic Bulletin & Review*, 23(6), 1932-1941. <https://doi.org/10.3758/s13423-016-1036-3>
39. Caligiuri, P., DeCieri, H., Minbaeva, D., Verbeke, A., and Zimmermann, A. (2020). *International HRM insight for navigating the COVID-19 pandemic: Implications for future research and practice*. *Journal of International Business Studies*, (51), 697-713.
40. *Cambridge dictionary*. (2021). Cambridge University Press. Retrieved from <https://dictionary.cambridge.org/pl/dictionary/english/interest>
41. Cewińska, J. (2013). HR Manager in the light of the HR Business Partner concept. *Acta Universitatis Lodzianensis, Folia Oeconomica*, (283), 79-87.
42. Chanana, N. (2021). The impact of COVID-19 pandemic on employees organizational commitment and job satisfaction in reference to gender differences. *Journal of Public Affairs*, 21(4). <https://doi.org/10.1002/pa.2695>
43. Chaudhary, R. (2019). Green human resource management and employee green behavior: An empirical analysis. *Corporate Social Responsibility and Environmental Management*, 27(2).
44. Chudzińska, K. (2018). Ewolucja modelu HR Business Partner. *Marketing i Zarządzanie*, 1(51), 9-19. doi: 10.18276/miz.2018.51-01
45. Chung, H., and Mau, S. (2014). Subjective insecurity and the role of institutions. *Journal of European Social Policy*, 24(4), 303-318. doi: 10.1177/0958928714538214
46. Cierniak-Emerych, A., and Gableta, M. (2022). *Gospodarowanie potencjałem pracy zorientowane na interesy pracobiorców*. Wrocław: Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu.
47. Ciolan, L., and Ciolan, L. (2011). Training the untrainable. A blended learning approach to university academic staff competence development. *eLearning & Software for Education*, 1-6.
48. Clark, D. (2020). *Artificial intelligence for learning: How to use AI to support employee development*. London: Kogan Page Limited.
49. Collings, D. G., McMackin J., Nyberg, A. J., and Wright, P. M. (2021). Strategic human resource management and COVID-19: Emerging challenges and research opportunities. *Journal of Management Studies*. <https://doi.org/10.1111/joms.12695>
50. Collins, H. (2006). Flexibility and stability of expectations in the contract of employment. *Socio-Economic Review*, 4(1), 139-153. doi: 10.1093/SER/mwj036
51. Cook, E. M., Wildschut, T., and Sander, T. (2017). Understanding adolescent shame and pride at school: Mind-sets and perceptions of academic competence. *Educational & Child Psychology*, 34(3), 119-129.
52. Cooke, F. L., Dickmann, M., and Parry, E. (2022). Building sustainable societies through human-centred human resource management: Emerging issues and research opportunities. *The International Journal of Human Resource Management*, 33(1), 1-15. doi: 10.1080/09585192.2021.2021732
53. Creswell, J. W., Hanson, W. E., Clark Plano, V. L., and Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2).
54. Crowley, E., and Overton, L. (2021). *Learning and skills at work survey 2021*. London: Chartered Institute of Personnel and Development (CIPID). Retrieved February 20, 2022 from <https://www.cipid.co.uk/knowledge/strategy/development/learning-skills-work>
55. Czainska, K. (2019). Diagnosing and developing the e-business competencies of the “Z” generation. *Zeszyty Naukowe Uniwersytetu Przyrodniczo-Humanistycznego w Siedlcach*, (122), *Administracja i Zarządzanie*, (49), 5-12.
56. Czarniawska, B. (2018). *Badacz w terenie, pisarz przy biurku. Jak powstają nauki społeczne*. Łódź: Wydawnictwo SIZ.
57. Dalkir, K. (2013). *Knowledge management in theory and practice*. Routledge.
58. Davidsen, A. H., and Petersen, M. S. (2021). The impact of covid-19 restrictions on mental well-being and working life among Faroese employees. *International Journal of Environmental Research and Public Health*, (18), 4775. <https://doi.org/10.3390/ijerph18094775>

59. De Cieri, H., Shea, T., Cooper, B., and Oldenburg, B. (2019). Effects of work-related stressors and mindfulness on mental and physical health among Australian nurses and healthcare workers. *Journal of Nursing Scholarship*, 51(5), 580-589.
60. Dębska, E. (2012). Chaos pojęciowy wokół szkoleń i treningów. Próba uporządkowania terminologii. *Edukacja Dorosłych*, (1), 23.
61. DelSignore, P. (2021). *Education in the metaverse*. Retrieved February 21, 2022 from <https://medium.com/the-future-of-learning-and-education/education-in-the-metaverse-5a2b579f6cf3>
62. Dereń, A. M., and Skonieczny, J. (2021). Proactive and reactive actions of the organization during COVID-19 pandemic crisis. *European Research Studies Journal*, XXIV(2), 358-368.
63. Dessler, G. (2020). *Human resource management*. Boston: Pearson Education Limited.
64. Di Vaio, A., Palladino, R., Pezzi, A., and Kalisz, D. E. (2021). The role of digital innovation in knowledge management systems: A systematic literature review. *Journal of Business Research*, 123, 220-231.
65. Digital Poland i CIONET. (2022). *Jak rozwiązać problem luki w umiejętnościach ery cyfrowej. Spostrzeżenia społeczności Digital Shapers i CIONET*. Retrieved February 20, 2022 from <https://digitalpoland.org/publikacje>
66. Doctrine of training of the Armed Forces of the Republic of Poland DD/7(A). Ref. 837/2010.
67. Dolot, A. (2018). The characteristics of generation Z. *E-mentor*, 2(74), 44-50.
68. Dolot, A. (2020). *Wpływ pandemii covid-19 na pracę zdalną – perspektywa pracownika*. *E-mentor*, 1(83), 35-43. <https://doi.org/10.15219/em83.1456>
69. Donley, J. (2021). The impact of work environment on job satisfaction: Pre-covid research to inform the future. *Nurse Leader*, 19(6), 585-589. <https://doi.org/10.1016/j.mnl.2021.08.009>
70. Dörner, O., and Rundel, S. (2021). Organizational learning and digital transformation: A theoretical framework. In D. Ifenthaler, S. Hofhues, M. Egloffstein, C. Helbig C. (Eds.), *Digital transformation of learning organizations*. Springer, Cham. [https://doi.org/10.1007/978-3-030-55878-9\\_4](https://doi.org/10.1007/978-3-030-55878-9_4)
71. Edwards, T., Sánchez-Mangas, R., Jalette, P., Lavelle, J., and Minbaeva, D. (2016). Global standardization or national differentiation of HRM practices in multinational companies? A comparison of multinationals in five countries. *Journal of International Business Studies*, 47(8), 997-1021. <http://www.jstor.org/stable/26169981>
72. Ejdyś, J., Lulewicz, A., and Obolewicz, J. (2008). *Zarządzanie bezpieczeństwem w przedsiębiorstwie*. Białystok: Wydawnictwo Politechniki Białostockiej.
73. Emmorey, K. D., and Fromkin, V. A. (1988). The mental lexicon. *Linguistics: The Cambridge Survey*, (3), 124-149.
74. *Employees expectations from employers in modern business*. Retrieved January 2, 2021 from <https://www.linkedin.com/pulse/employees-expectations-from-employers-modern-business-hafij-ali>
75. *Encyklopedia PWN*. (n.d.). Retrieved May 17, 2021 from <https://encyklopedia.pwn.pl/haslo/aktywnosc-spoeczna;3867107.html>
76. Erro-Garces, A., and Ferreira, S. (2019). Do better workplace environmental conditions improve job satisfaction? *Journal of Cleaner Production*, (219). doi: 10.1016/j.jclepro.2019.02.138
77. European Agency for Safety and Health at Work. (2004). *Corporate social responsibility and safety and health at work*. Retrieved April 2, 2021 from <https://osha.europa.eu/en/publications/reports/210/>
78. European Commission. Directorate for Research & Innovation. (2011). *Towards a European framework for researcher careers*. Retrieved from [https://cdn5.euraxess.org/sites/default/files/policy\\_library/towards\\_a\\_european\\_framework\\_for\\_research\\_careers\\_final.pdf](https://cdn5.euraxess.org/sites/default/files/policy_library/towards_a_european_framework_for_research_careers_final.pdf)
79. Evans, L. (1997). Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13(8), 831-845.
80. Fan, W., and Moen, P. (2021, October). Working more, less or the same during covid-19? A mixed method, intersectional analysis of remote workers. *Work and Occupations*, 1-44.

81. Farndale, E., and Paauwe, J. (2018). SHRM and context: Why firms want to be as different as legitimately possible. *Journal of Organizational Effectiveness: People and Performance*, 5(3), 202-210. <https://doi.org/10.1108/joepp-04-2018-0021>
82. Farndale, E., Pai, A., Sparrow, P., and Scullion, H. (2014). Balancing individual and organizational needs in global talent management: A mutual-benefits perspective. *Journal of World Business*, 49(2), 204-214.
83. Farndale, E., and Sanders, K. (2017). Conceptualizing HRM system strength through a cross-cultural lens. *The International Journal of Human Resource Management*, 28(1), 132-148.
84. Fayard, A. L., Weeks, J., and Khan, M. (2021, March-April). Designing the hybrid office. *Harvard Business Review*, 202, 1-11.
85. Feitosa, J., and Salas, E. (2020). Today's virtual teams: Adapting lessons learned to the pandemic context. *Organizational Dynamics*. <https://doi.org/10.1016/j.orgdyn.2020.100777>
86. Fenton-O'Creedy, M., Gooderham, P., and Nordhaug, O. (2008). Human resource management in US subsidiaries in Europe and Australia: Centralisation or autonomy? *Journal of International Business Studies*, 39(1), 151-166. <http://www.jstor.org/stable/25483251>
87. Fernandes, C., Griffith, D. A., and Lages, L. F. (2014). The performance effects of vertical and horizontal subsidiary knowledge outflows in multinational corporations. *International Business Review*, 23(5), 993-1007. <https://doi.org/10.1016/j.ibusrev.2014.03.002>
88. Ferreira, J., Mueller, J., and Papa, A. (2018). Strategic knowledge management: Theory, practice and future challenges. *Journal of Knowledge Management*, 24(2), 121-126.
89. Ferri, F., Grifoni, P., and Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4). <https://doi.org/10.3390/soc10040086>
90. Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. SAGE Publications.
91. Filipowicz, G. (2019). *Zarządzanie kompetencjami – perspektywa firmowa i osobista*. Warszawa: Wolters Kluwer.
92. Forbes. (2020). *97% of executives say covid-19 sped up digital transformation*. Retrieved February 1, 2022 from <https://www.forbes.com/sites/johnkoetsier/2020/09/10/97-of-executives-say-covid-19-sped-up-digital-transformation/?sh=4217801d4799>
93. Forsten-Astikainen, R., Tuominen, T., and Heilmann, P. (2017). Expanding awareness of employees' competences: The holistic perspective as a management tool. *Nordic Journal of Business*, 66(2), 92-106.
94. Forsten-Astikainen, R., and Heilmann, P. (2018). Creating a competence profile of a new profession: Social service agents in welfare centers. *Employee Relations*, 40(2), 362-380. <https://doi.org/10.1108/ER-01-2017-0009>
95. Fosway. (2020). *The power of virtual classrooms in a post-pandemic world*. Retrieved January 12, 2022 from <https://www.fosway.com/research/next-gen-learning/virtual-classroom/>
96. Fosway. (2021). *Digital learning realities. Corporate learning in a post-pandemic world*. Retrieved January 12, 2022 from <https://www.fosway.com/research/next-gen-learning/digital-learning-realities-2021/>
97. Friday, S., and Friday, E. (2003). Racioethnic perceptions of job characteristics and job satisfaction. *Journal of Management Development*, 22(5), 426-442. <https://doi.org/10.1108/02621710310474778>
98. Fute, A., Oubibi, M., Sun, B., Zhou, Y., and Xiao, W. (2022). Work values predict job satisfaction among Chinese teachers during covid-19: The mediation role of work engagement. *Sustainability*, 14(3). <https://doi.org/10.3390/su14031353>
99. Fute, A., Oubibi, M., Xiao, W., Sun, B., and Zhou, Y. (2022). Perceived organizational support and career satisfaction among Chinese teachers: The mediation effects of job crafting and work engagement during covid-19. *Sustainability*, 14(2). <https://doi.org/10.3390/su14020623>

100. Gableta, M. (Ed.). (2012). *Interesy pracowników oraz warunki ich respektowania w przedsiębiorstwie*. Wrocław: Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu.
101. Gambin, M., Sękowski, M., Woźniak-Prus, M., Wnuk, A., Oleksy, T., Cudo, A., Hansen, ... Maison, D. (2021). Generalized anxiety and depressive symptoms in various age groups during the covid-19 lockdown in Poland. Specific predictors and differences in symptoms severity. *Comprehensive Psychiatry*, (105).
102. Garavan, T., McCarthy, A., Lai, Y., Murphy, K., Sheehan, M., and Carbery, R. (2021). Training and organisational performance: A meta-analysis of temporal, institutional and organisational context moderators. *Human Resource Management Journal*, 31, 93-119. <https://doi.org/10.1111/1748-8583.12284>
103. Gavin, M., Poorhosseinzadeh, M., and Arrowsmith, J. (2022). The transformation of work and employment relations: COVID-19 and beyond. *Labour and Industry*, 32(1), 1-9. doi:10.1080/10301763.2022.2038353
104. Gembalska-Kwiecień, A. (2017). *Czynnik ludzki w zarządzaniu bezpieczeństwem pracy w przedsiębiorstwie. Wybrane zagadnienia*. Gliwice: Politechnika Śląska.
105. George, T. J., Atwater, L. E., Maneethai, D., and Madera, J. M. (2021). Supporting the productivity and wellbeing of remote workers. *Organizational Dynamics*. <https://doi.org/10.1016/j.orgdyn.2021.100869>
106. Gigi, G. S., and Pavithra, J. R. (2020). Employees' mental wellbeing, organizational outcome and innovative practices during covid-19. *Journal of Contemporary Issues in Business & Government*, 26(2), 531-532.
107. Glinka, B., and Czakon, W. (2021). *Podstawy badań jakościowych*. Warszawa: PWE.
108. Gołębski, M. (2013). HR Business partner as a contemporary solution in the field of human resources management. *Scientific Notebooks of the Lodz University of Technology. Organization and Management*, 51(1146), 105-106.
109. Green, F. (2009). Subjective employment insecurity around the world. *Cambridge Journal of Regions, Economy and Society*, 2(3), 343-363. doi: 10.1093/cjres/rsp003
110. Gross, U. (2003). *Zachowania organizacyjne w teorii i praktyce zarządzania*. Warszawa: Wydawnictwo Naukowe PWN.
111. Gruszecki, T. (2002). *Współczesne teorie przedsiębiorstwa*. Warszawa: Wydawnictwo Naukowe PWN.
112. Guest, D. E., Michie, J., Conway, N., and Sheehan, M. (2003). Human resource management and corporate performance in the UK. *British Journal of Industrial Relations*, 41, 291-314. <https://doi.org/10.1111/1467-8543.00273>
113. Hai-dong, Z., and Yu-jun, S. (2006). *Relationship between employees' interests and business performance in state-owned enterprises: Evidence from Shenzhen, China* (2006 International Conference on Management Science and Engineering, pp. 1307-1311). Lille.
114. Halilem, N. (2010). Inside the triple helix: An integrative conceptual framework of the academic researcher's activities, a systematic review. *Journal of Research Administration*, 41(3), 23-50.
115. Hamouche, S. (2021). Human resource management and the COVID-19 crisis: implications, challenges, opportunities, and future organizational directions. *Journal of Management & Organization*, 1-16. doi: 10.1017/jmo.2021.15
116. Hansen, A. (1998). *Bezpieczeństwo i higiena pracy*. Warszawa: WSiP.
117. Harackiewicz, J. M., and Hulleman, C. S. (2010). The importance of interest: The role of achievement goals and task values in promoting the development of interest. *Social and Personality Psychology Compass*, 4(1), 42-52. doi: 10.1111/j.1751-9004.2009.00207.x
118. Haromszeki, Ł. (2020). Liderzy lokalni jako przywódcy organizacyjni w społeczeństwie obywatelskim. *Monografie i Opracowania*.

119. Hauziński, A. (2018). *Informatyzacja w środowisku pracy jako źródło kryzysu relacji pracowni-  
czych* (III Zjazd Polskiego Stowarzyszenia Psychologii Organizacji. Konferencja Ogólnopolska,  
KUL, 24-25 May 2018). Retrieved from [https://www.researchgate.net/publication/329179418\\_In-  
formatyzacja\\_w\\_srodowisku\\_pracy\\_jako\\_zrodlo\\_kryzysu\\_relacji\\_pracowniczych](https://www.researchgate.net/publication/329179418_Informatyzacja_w_srodowisku_pracy_jako_zrodlo_kryzysu_relacji_pracowniczych)
120. Hawi, R. O., Alkhodary, D., and Hashem, T. (2015). Managerial competencies and organizations  
performance. *International Journal of Management Sciences*, 5(11), 723-735.
121. Heibutzki, R. (2013). *The importance of obtaining job security*. Retrieved from [http://work.chron.  
com/importance-obtaining-job-security-21845.html](http://work.chron.com/importance-obtaining-job-security-21845.html)
122. Hensel, R., Meijers, F., van der Leeden, R., and Kessels, J. (2010). 360 degree feedback: How  
many raters are needed for reliable ratings on the capacity to develop competences, with personal  
qualities as developmental goals? *International Journal of Human Resource Management*, 21(15),  
2813-2830. doi: 10.1111/apps.12290 09.03.2022
123. Hidi, S., and Renninger, K. A. (2006). The four-phase model of interest development. *Educational  
Psychologist*, 41(2), 111-127. doi: 10.1207/s15326985ep4102\_4
124. Hirschfeld, R. R. (2000). Does revising the intrinsic and extrinsic subscales of the Minnesota  
satisfaction questionnaire short form make a difference? *Educational and Psychological  
Measurement*, (60), 255-270.
125. Hite, L. M., and McDonald, K. S. (2020). Careers after COVID-19: Challenges and changes. *Human  
Resource Development International*, 23(4), 427- 37. doi: 10.1080/13678868.2020.1779576
126. Huluba, A. E. (2021). The process of continuous training of military personnel in the 21<sup>st</sup> century.  
*Journal of Defense Resources Management*, (2), 189-198.
127. Huselid, M. A. (1995). The impact of human resource management practices on turnover  
productivity and corporate financial performance. *Academy of Management Journal*, 38(3).
128. *Instruction on training and methodical activity*. (n.d.). Ref. 816/2009.
129. Jacobs, R., and Washington, Ch. (2003). Employee development and organizational performance:  
A review of literature and directions for future research. *Human Resource Development  
International*, 6(3), 343-354. doi: 10.1080/13678860110096211
130. Jain, A. (2019). Understanding the future of HRM through the VUCA lens. *NHRD Network  
Journal*, 12(2), 80-86. <https://doi.org/10.1177/2631454119852860>
131. *Jak wykorzystać szansę pracy zdalnej*. (2020, April). Goldenline report.
132. Jakimiuk, B. (2015). Relacje interpersonalne w miejscu pracy i ich znaczenie dla funkcjonowania  
zawodowego. In B. Pietrulewicz, M.A. Paszkowicz (Eds.), *Wybrane zagadnienia aktywności  
zawodowej człowieka na rynku pracy* (pp. 55-630). Zielona Góra: Wydawnictwo Naukowe  
Polskiego Towarzystwa Profesjologicznego.
133. Jangbahadur, U., and Sharma, V. (2018). Measuring employee development. *Global Business  
Review*, 19(2), 455-476. <https://doi.org/10.1177/0972150917713548>
134. Jarecki, W., Kunasz, M., Mazur-Wierzbicka, E., and Zwiech, P. (2010). *Gospodarowanie kapitałem  
ludzkim*. Szczecin: Economicus.
135. Jarosik-Michalak, A. (2018). Zarządzanie karierą z perspektywy jednostki i organizacji. *Marketing  
i Zarządzanie*, 1(51), 123-130.
136. Jemielniak, D., and Koźmiński, A. K. (2012). *Zarządzanie wiedzą*. Wolters Kluwer Polska.
137. Jorfi, H., Bin Yacco, H. F., and Shah, I. M. (2012). Role of gender in emotional intelligence:  
Relationship among emotional intelligence, communication effectiveness and job satisfaction. *The  
International Journal of Management*, 29(4), 590-597.
138. Juchnowicz, M. (2010). *Zarządzanie przez zaangażowanie. Koncepcja. Kontrowersje. Aplikacje*.  
Warszawa: PWE.
139. Juchnowicz, M. (2014). *Satysfakcja zawodowa pracowników. Kreator kapitału ludzkiego*.  
Warszawa: PWE.
140. Juchnowicz, M., and Kinowska, H. (2019). Proinnowacyjne kompetencje polskich menadże-  
rów. *Studia i Prace Kolegium Zarządzania i Finansów*, (161), 41-54. [https://doi.org/10.33119/  
SIP.2018.161.3](https://doi.org/10.33119/SIP.2018.161.3)



141. Juchnowicz, M., and Kinowska, H. (2021). Employee well-being and digital work during the covid-19 pandemic. *Information*, (12), 293, doi: 10.3390/info12080293
142. Judge, T. A., Bono, J. E., and Locke, E. A. (2000). Personality and job satisfaction: The mediating role of job characteristics. *Journal of Applied Psychology*, (85), 237-249.
143. Kafel, T. (2000). Metodologiczne aspekty analizy mikrootoczenia organizacji. *Zeszyty Naukowe Akademii Ekonomicznej w Krakowie*, (554).
144. Kankaraš, M. (2021). *Workplace learning: Determinants and consequences: Insights from the 2019 European company survey* (Cedefop working paper No 7). Luxembourg: Publications Office of the European Union. <http://data.europa.eu/doi/10.2801/111971>
145. Karadsheh, L., Mansour, E., Alhawari, S., Azar, G., and El-Bathy, N. (2009). A theoretical framework for knowledge management process: Towards improving knowledge performance. *Communications of the IBIMA*, (7), 67-79.
146. Katou, A. A., and Budhwar, P. S. (2010). Causal relationship between HRM policies and organisational performance: Evidence from the Greek manufacturing sector. *European Management Journal*, 28.
147. Kawka, T. (2010). HR Business Partner – a new managerial role of the personnel function. *Scientific Papers of the Wroclaw University of Economics*, (115), 268-276.
148. Khan, N. A., Bharadwaj, S., Khatoun, A., and Jamal, M. T. (2021). Assessing the nexus between employer branding and employee retention: Moderating role of organizational identification. *Management and Labour Studies*, 46(4), 379-398. <https://doi.org/10.1177/0258042X211005330>
149. Kim, J. (2020). When organizational performance matters for personnel decisions: Executives' career patterns in a conglomerate. *Management Accounting Research*, 49, <https://doi.org/10.1016/j.mar.2020.100695>
150. Klamut, R. (2013). Aktywność obywatelska jako rodzaj aktywności społecznej – perspektywa psychologiczna. *Studia Socjologiczne*, 1(208).
151. Kniffin, K. M., Narayanan, J., Anseel, F., Antonakis, J., Ashford, S. P., Bakker, A. B., ... Vugt, M. van. (2021). COVID-19 and the workplace: Implications, issues, and insights for future research and action. *American Psychologist*, 76(1), 63-77. <https://doi.org/10.1037/amp0000716>
152. Kociatkiewicz, J., and Kostera, M. (2014). Zaangażowane badania jakościowe. *Problemy Zarządzania*, 12(1), (45), 9 -17.
153. Kopertyńska, M. W., and Dernowska, N. (2021). Factors determining the role and tasks of HR business partnering in enterprises. *Human Resource Management/Zarządzanie Zasobami Ludzkimi*, 138-139(1-2), 65-84. DOI: 10.5604/01.3001.0014.8786
154. Kotarbiński, T. (2019). *Traktat o dobrej robocie*. Łódź: Wydawnictwo Uniwersytetu Łódzkiego.
155. Kumar, A., and Nayar, K. R. (2021). COVID-19 and its mental health consequences. *Journal of Mental Health*, 30(1), 1-2. <https://doi.org/10.1080/09638237.2020.1757052>
156. Kunasz, M. (2008). Efektywność szkolenia i doskonalenia zawodowego – wybrane aspekty. *Studia i Prace Wydziału Nauk Ekonomicznych i Zarządzania Uniwersytetu Szczecińskiego*, (3), 129-141.
157. Kunasz, M., and Zwiech, P. (2016). Pomiar efektywności procesów personalnych – wyniki badań. In M. Kunasz (Ed.), *BPM vs. HRM* (pp. 39-52). Szczecin: Volumina.
158. Kupczyk, T., and Stor, M. (2017). *Competency management. Theory, research and business practice*. Wrocław: Wyższa Szkoła Handlowa.
159. Kupczyk, T., Rupa, P., Gross-Gołacka, E., and Mańkowska, M. (2021). Generation Z's expectations of adaptation to work. Military service. *European Research Studies Journal*, 24(4), 329-343.
160. Kyvik, S. (2013). The academic researcher role: Enhancing expectations and improved performance. *Higher Education*, 65(4), 525-538. <https://doi.org/10.1007/s10734-012-9561-0>
161. Łaguna, M. (2019). Nowe tendencje w podejściu do szkoleń w organizacji. In A.M. Zawadzka (Ed.), *Psychologia zarządzania w organizacji* (p. 116). Warszawa: PWN.
162. Landeta Echeberria, A. (2022). *AI integration in the digital transformation strategy. In artificial intelligence for business*. Cham: Palgrave Macmillan.

163. Latif, M. H., Ahmad, M., Qasim, M., Mushtaq, M., Ferdoos, A., and Naeem, H. (2013). Impact of employee's job satisfaction on organizational performance. *European Journal of Business and Management*, 5(5), 166-171.
164. Lendzion, J. P., and Stankiewicz-Mróz, A. (2005). *Wprowadzenie do organizacji i zarządzania*. Kraków: Oficyna Ekonomiczna.
165. Leszczyński, M. (2007). Dostęp do rynku pracy w kontekście teorii segmentacyjnych. *Acta Scientifica Academiae Ostroviensis*, (29).
166. Liebowitz, J. (2001). Knowledge management and its link to artificial intelligence. *Expert Systems with Applications*, 20(1), 1-6.
167. Liebowitz, J. (Ed.). (1999). *Knowledge management handbook*. Boca Raton, Florida: CRC Press.
168. LinkedIn Learning. (2021). *Workplace learning report*. Retrieved February 8, 2022 from <https://learning.linkedin.com/resources/workplace-learning-report>
169. Lobanova, T. N. (2015). Influence of dominant labor interests on the activity of employees Vliyanie dominiruyushih trudovyh interesov na deyatelnost sotrudnikov organizacii. *Organizacionnaâ psihologîâ*, 5(2), 26-45.
170. Locke, E. A. (1976). Nature and causes of job satisfaction. In M.D. Dunette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1343). Chicago: Rand McNally.
171. Loscocco, K. A. (1990). Reactions to blue-collar work. *Work and Occupations*, (17), 152-177.
172. Lowe, T. S. (2018). Perceived job and labor market insecurity in the United States: An assessment of workers' attitudes from 2002-2014. *Work and Occupations*, 45(3), 313-345. doi: 10.1177/0730888418758381
173. Lutyński, J. (1994). *Metody badań społecznych. Wybrane zagadnienia*. Łódź: Łódzkie Towarzystwo Naukowe.
174. Lyons, M., Lavelle, K., and Smith, D. (2017). *GEN Z rising*. Accenture.
175. Maatman, M., and Meijerink, J. (2017). Why sharing is synergy: The role of decentralized control mechanisms and centralized HR capabilities in creating HR shared service value. *Personnel Review*, 46(7), 1297-1317. <https://doi.org/10.1108/PR-09-2016-0245>
176. Madsen, P. K. (2007). Flexicurity: A new perspective on labour markets and welfare states in Europe. *Tilburg Law Review – Journal of International and Comparative Law*, 14(1&2), 57-79.
177. Magnier-Watanabe, R., Benton, C. F., Uchida, T., and Orsini, P. (2019). Designing jobs to make employees happy? Focus on job satisfaction first. *Social Science Japan Journal*, 22(1). doi: 10.1093/ssjj/jyy040
178. Mahmood, F., Ariza-Montes, A., Saleem, M., and Han, H. (2021). Teachers' teleworking job satisfaction during the COVID-19 pandemic in Europe. *Current Psychology*, (1), 1-14. <https://doi.org/10.1007/s12144-021-02355-6>
179. Malmström, M., Wincent, J., and Johansson, J. (2013). Managing competence acquisition and financial performance: An empirical study of how small firms use competence acquisition strategies. *Journal of Engineering and Technology Management*, 30(4), 327-349.
180. Marx, P. (2014). The effect of job insecurity and employability on preferences for redistribution in Western Europe. *Journal of European Social Policy*, 24(4), 351-366. doi: 10.1177/0958928714538217
181. Marzec, I. (2015). *Uwarunkowania rozwoju zatrudnialności pracowników w organizacji*. Katowice: Wydawnictwo Uniwersytetu Ekonomicznego w Katowicach.
182. Masri, H. A., and Jaaron, A. A. (2017). Assessing green human resources management practices in Palestinian manufacturing context: An empirical study. *Journal of Cleaner Production*, (143).
183. Matuska, E., and Niedzielski, P. (2018). HR business partner – the range of roles and services. *European Journal of Service Management*, 4(28/1), 191-197. doi: 10.18276/ejasm.2018.28/1-24
184. May, K. E., and Elder, A. D. (2018). Efficient, helpful, or distracting? A literature review of media multitasking in relation to academic performance. *International Journal of Educational Technology in Higher Education*, 15(13). <https://doi.org/10.1186/s41239-018-0096-z>

185. Maznevski, M. L., and Chudoba, K. (2000). Bridging space over time: Global virtual team dynamics and effectiveness. *Organization Science*, 11, 473-492.
186. McGuire, D., Germain, M. -L., and Reynolds, K. (2021). Reshaping HRD in light of the covid-19 pandemic: An ethics of care approach. *Advances in Developing Human Resources*, 23(1), 26-40. doi: 10.1177/1523422320973426
187. Meissner, D., and Shmatko, N. (2019). Integrating professional and academic knowledge: The link between researchers skills and innovation culture. *The Journal of Technology Transfer*, 44(4), 1273-1289.
188. Mendryk, I. (2016). Uwarunkowania doskonalenia kompetencji pracowników 50+. Wyniki badań. *Zeszyty Naukowe Politechniki Śląskiej. Seria: Organizacja i Zarządzanie*, (97), 213-233.
189. Messervey, D. L., Peach, J. M., Dean, W. H., and Nelson, E. A. (2022). Training for heat-of-the-moment thinking: Ethics training to prepare for operations. *Armed Forces & Society*. <https://doi.org/10.1177/0095327X221088325>
190. Microsoft. (2020). *AI & skills*. Retrieved December 10, 2021 from <https://news.microsoft.com/pl-pl/2020/06/30/badanie-microsoft-ai-motywuje-firmy-do-podnoszenia-umiejetnosci-pracownikow/>
191. Mihalache, M., and Mihalache, O. R. (2022). How workplace support for the covid-19 pandemic and personality traits affect changes in employees' affective commitment to the organization and job-related well-being. *Human Resource Management*, 61(3), 295-314. <https://doi.org/10.1002/hrm.22082>
192. Mikołajczyk, K. (2021). Changes in the approach to employee development in organizations as a result of the COVID-19 pandemic. *European Journal of Training and Development*. <https://doi.org/10.1108/EJTD-12-2020-0171>
193. Miller, P. (2018). Kompetencje przyszłości i zarządzanie nimi – wyzwanie dla biznesu i całonizyjowego poradnictwa karier. In E. Stokowska-Zagdan, J. Flanz (Eds.), *Kształcenie ustawiczne. Wymiar interdyscyplinarny*. Skierniewice: Państwowa Wyższa Szkoła Zawodowa.
194. Minbaeva, D. B. (2005). HRM practices and MNC knowledge transfer. *Personnel Review*, 34(1), 125-144. <https://doi.org/10.1108/00483480510571914>
195. Minbaeva, D., Pedersen, T., Björkman, I., and Fey, C. F. (2014). A retrospective on: MNC knowledge transfer, subsidiary absorptive capacity, and HRM. *Journal of International Business Studies*, (45), 52-62. <https://doi.org/10.1057/jibs.2013.56>
196. Młokosiewicz, M. (2017). Zaangażowanie pracowników – perspektywa indywidualna i organizacyjna. *Zeszyty Naukowe Wyższej Szkoły Bankowej w Poznaniu*, 74(3).
197. Moglia, M., Hopkins, J., and Bardoeel, A. (2021). Telework, hybrid work and the United Nation's sustainable development goals: Towards policy coherence. *Sustainability*, 13(16), 9222. doi: 10.3390/su13169222
198. Molek-Winiarska, D. (2020). *Interwencje antystresowe w organizacji. Modele. Zarządzanie. Efektywność*. Wrocław: Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu.
199. Moon, J. S., and Choi, S. B. (2017). The Impact of career management on organizational commitment and the mediating role of subjective career success: The case of Korean R&D employees. *Journal of Career Development*, 44(3), 191-208. <https://doi.org/10.1177/0894845316643829>
200. Morley, M. J., Heraty, N., and Michailova, S. (Eds.). (2009). *Human resources management in Eastern and Central Europe*. London, New York: Routledge.
201. Mróz-Jagiello, A., and Wolanin, A. (2013). Metoda analizy i krytyki dokumentów w naukach o bezpieczeństwie. *Obronność. Zeszyty Naukowe Wydziału Zarządzania i Dowodzenia Akademii Obrony Narodowej*, 2(6), 113-117.
202. Muffels, R., Crouch, C., and Wilthagen, T. (2014). Flexibility and security: National social models in transitional labour markets. *Transfer: European Review of Labour and Research*, 20(1), 99-114. doi: 10.1177/1024258913514361



203. Muisyo, P., and Qin, S. (2018). Enhancing the FIRM'S green performance through green HRM: The moderating role of green innovation culture. *Journal of Cleaner Production*, 289(2).
204. Myjak, T. (2018). Formy zatrudnienia a postawy wobec pracy na przykładzie badanych przedsiębiorstw budowlanych, *Bezpieczeństwo Pracy. Nauka i Praktyka*, (10).
205. Myjak, T. (2019). Kompetencje jednostki w kontekście bezpieczeństwa zatrudnienia. *Zeszyty Naukowe Wyższej Szkoły Zarządzania Ochroną Pracy w Katowicach*, (1), 79-88.
206. Ngadiman, A. E., and Ratmawati, D. (2013). Influence of transformational leadership and organization climate to the work satisfaction. *Organizational Commitment and Organizational Citizenship Behavior on the Educational Personnel of Educational Research International*, 1(1), 41-66.
207. Nicoară, M. A. (2011). *The educational management in the military training*. Bucharest: National Defense University Carol I.
208. Nieć, D. (2020). Badanie zadowolenia pracowników jako element substrategii zarządzania organizacjami. In M. Ćwiklicki, A. Frączkiewicz-Wronka, A. Pacut, K. Sienkiewicz-Małyjurek (Eds.), *Współczesne problemy zarządzania publicznego i przedsiębiorczości społeczne*. Kraków: Małopolska Szkoła Administracji Publicznej Uniwersytetu Ekonomicznego w Krakowie.
209. Numminen, O., Virtanen, H., Hafsteinsdóttir, T., and Leino-Kilpi, H. (2020). Postdoctoral nursing researcher career: A scoping review of required competences. *Nursing Open*, 7(1), 7-29. doi: <http://dx.doi.org/10.1002/nop2.367>
210. Oberländer, M., and Bipp, T. (2022). Do digital competencies and social support boost work engagement during the COVID-19 pandemic? *Computers in Human Behavior*, 130(107172), 1-9. <https://doi.org/10.1016/j.chb.2021.107172>
211. Oblój, K., and Wąsowska A. (2015). *Zarządzanie międzynarodowe: teoria i praktyka*. Warszawa: PWE.
212. Obrad, C., and Circa, C. (2021). Determinants of work engagement among teachers in the context of teleworking. *Amfiteatru Economic*, 23(58), 718-735. <https://doi.org/10.24818/EA/2021/58/718>
213. Ogrodnik, R., and Mieszaniec, J. (2010). Metoda analizy interesariuszy jako innowacyjna koncepcja w zarządzaniu przedsiębiorstwem górniczym. In R. Knosala (Ed.), *Komputerowo zintegrowane zarządzanie*. Opole: Oficyna Wydawnicza Polskiego Towarzystwa Zarządzania Produkcją.
214. Okpara, J. O. (2004). Personal characteristics as predictors of job satisfaction: An exploratory study of IT managers in a developing economy. *Information Technology & People*, 17(3), 327-338. <https://doi.org/10.1108/09593840410554247>
215. Oleszak, W. K., and Oleszak, M. W. (2016). Edukacja dorosłych jako siła twórcza kultury bezpiecznej pracy. *Problemy Nauk Stosowanych*, (4), 210.
216. Olkowicz, J. (2013). Spółdzielcza kasa oszczędnościowo-kredytowa jako organizacja ucząca się na przykładzie Kasy Stefczyka – cechy i rozwiązania. *Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu*, (310), 411-420.
217. Omodan, B. I. (2020). The vindication of decoloniality and the reality of COVID-19 as an emergency of unknown in rural universities. *International Journal of Sociology of Education (Special Issue)*. <https://doi.org/10.17583/RISE.2020.5495>
218. Oorschot, W. van, and Chung, H. (2015). Feeling of dual-insecurity among European workers: A multi-level analysis. *European Journal of Industrial Relations*, 33(1), 23-37. doi: 10.1177/0959680114523199
219. Opatha, H., and Aruljarah A. (2014). Green human resource management: Simplified general reflections. *International Business Research*, 7(8).
220. Organ, D. W., Podsakoff, P. M., and Mackenzie, S. B. (2006). *Organisational citizenship behaviour. Its nature, determinants, and consequences*. Thousand Oaks: Sage Publications.
221. Osuszek, L., and Stanek, S. (2021). AI for augmenting human judgement in Business Processes Management. *Scientific Journal of the Military University of Land Forces*, 53, (3(201)), 507-518.

222. Osuszek, L., Stanek, S., and Twardowski, Z. (2016). Leverage big data analytics for dynamic informed decisions with advanced case management. *Journal of Decision Systems*, 25 (sup1), 436-449.
223. Paliwoda-Matiolańska, A. (2014). *Odpowiedzialność społeczna w procesie zarządzania przedsiębiorstwem*. Warszawa: Wydawnictwo C.H. Beck.
224. Palmer, K. (2022). *Invest Wisely: Help your people learn how to learn*. Retrieved February 20, 2022 from <https://blog.degreed.com/help-your-people-learn-how-to-learn/>
225. Papavasileiou, E., Lyons, S., Shaw, G., and Georgiou, A. (2017). Work values in tourism: Past, present and future. *Annals of Tourism Research*, 64, 150-162. <https://doi.org/10.1016/J.ANNALS.2017.03.007>
226. PARP. (2021a). *Bilans kapitału ludzkiego*. Retrieved January 26, 2022 from <https://www.parp.gov.pl/component/publications/publication/raport-podsumowujacy-wyniki-badan-bilans-kapitalu-ludzkiego-2019-2020>
227. PARP. (2021b). *Polska 2021 – raport o stanie sektora małych i średnich przedsiębiorstw w Polsce 2021*. Warszawa. Retrieved from [https://www.parp.gov.pl/storage/publications/pdf/PARP-26\\_Raport-2021-07-22\\_WCAG\\_210726.pdf](https://www.parp.gov.pl/storage/publications/pdf/PARP-26_Raport-2021-07-22_WCAG_210726.pdf)
228. Parvin, M. M., and Kabir, M. M. N. (2011). Analysis of factors affecting employee job satisfaction. *Australian Journal of Business and Management Research*, 1(9), 113-123. <https://doi.org/10.20472/jac.2018.038.004>
229. Pass, S., and Ridgway, M. (2022). An informed discussion on the impact of covid-19 and ‘enforced’ remote working on employee engagement. *Human Resource Development International*, 25(2), 254-270. doi: 10.1080/13678868.2022.2048605
230. Pauli, U. (2010). Badanie satysfakcji pracowników jako źródło informacji menedżerskiej. *Zeszyty Naukowe Uniwersytetu Ekonomicznego w Krakowie*, (828).
231. Pawłowska, A. (2017). *Zatrudnialność pracobiorcy w elastycznym zarządzaniu ludźmi*. Warszawa: PWE.
232. Peccei, R., and Lee, H. -J. (2005). The impact of gender similarity on employee satisfaction at work: A review and re-evaluation. *Journal of Management Studies*, 42(8), 1571-1592. <https://doi.org/https://doi.org/10.1111/j.1467-6486.2005.00557.x>
233. Penc-Pietrzak, I. (2011). Tworzenie kluczowych kompetencji organizacji. *Zeszyty Naukowe Wyższej Szkoły Bankowej w Poznaniu*, (34).
234. Pham, N. T., Tuckova, Z., and Chiappetta Jabbour, C. J. (2019). Greening the hospitality industry: How do green human resource management practices influence organizational citizenship behavior in hotels? A mixed-methods study. *Tourism Management*, (72).
235. Pham, N. T., Tuckova, Z., and Phan, Q. P. T. (2019). Greening human resource management and employee commitment towards the environment: An interaction model. *Journal of Business Economics and Management*, 3(20).
236. Pham, N. T., Vo Thanh, T., Tuckova, Z., and Thuy, V. T. N. (2019). The role of green human resource management in driving hotel’s environmental performance: Interaction and mediation analysis. *International Journal of Hospitality Management*. doi: 10.1016/j.ijhm.2019.102392
237. Phuc, N. H., and Matsuura, Y. (2016). Modeling and analyzing academic researcher behavior. *The Asian Journal of Technology Management*, 9(2), 80-87. doi: <http://dx.doi.org/10.12695/ajtm.2016.9.2.2>
238. Pichler, M., Krenmayr, N., Schneider, E., and Brand, U. (2021). EU industrial policy: Between modernization and transformation of the automotive industry. *Environmental Innovation and Societal Transitions*, 38(1).
239. Pietruszka-Ortyl, A. (2019). Transfer wiedzy w warunkach nierówności na współczesnym rynku pracy. *Bezpieczeństwo Pracy*, 2(22).

240. Piwowar-Sulej, K. (2017). The concept of HR business partner in a project-oriented organization. *The Central European Review of Economics and Management (CEREM)*, 2544-0365. WSB University in Wrocław, 1(2), 77-90. doi: 10.29015/cerem.317
241. Piwowar-Sulej, K. (2020). Human resource management in the context of Industry 4.0. *Organizacja i Zarządzanie: Kwartalnik Naukowy*, (1), 103-113.
242. Piwowar-Sulej, K. (2021). The practice of green HRM in Poland – with the focus on elements of the HR function. *Oeconomia*, 3(55).
243. Plewka, C. (2016). Wspomaganie rozwoju zawodowego pracowników współczesnego rynku pracy. *Szkola. Zawód. Praca*, (12), 25-41.
244. Pocztowski, A. (2016). Zrównoważone zarządzanie zasobami ludzkimi w teorii i praktyce. *Zarządzanie i Finanse*, 14(2, Part 1).
245. Pocztowski, A. (2019). HRM context in practice and scientific research. *Zarządzanie Zasobami Ludzkimi*, 6(131).
246. Poncet, M. C., Toullic, P., Papazian, L., Kentish-Barnes, N., Timsit, J.-F., Pochard, F., ... Azoulay, É. (2007). Burnout syndrome in critical care nursing staff. *American Journal of Respiratory and Critical Care Medicine*, 175(7), 698-704. <https://doi.org/10.1164/rccm.200606-806OC>
247. Poór, J., Juhász, T., Machová, R., Bencsik, A., and Bilan, S. (2018). Knowledge management in human resource management: Foreign-owned subsidiaries' practices in four CEE countries. *Journal of International Studies*, 11(3), 295-308. doi:10.14254/2071-8330.2018/11-3/23
248. Probst, T. M., and Jiang, L. (2017). European flexicurity policies: Multilevel effects on employee psychosocial reactions to job insecurity. *Safety Science*, 100(A), 83-90. doi: 10.1016/j.ssci.2017.03.010
249. PwC. (2020). *The effectiveness of virtual reality soft skills training in the enterprise*. Retrieved January 11, 2022 from <https://www.5discovery.com/wp-content/uploads/2020/09/pwc-understanding-the-effectiveness-of-soft-skills-training-in-the-enterprise-a-study.pdf>
250. PWC, Well.hr, and Absolvent Consulting. (2021). *Młodzi Polacy na rynku pracy 2021*. Retrieved 20 October, 2021 from <https://www.pwc.pl/pl/publikacje/mlodzi-polacy-na-ryнку-pracy-2021.html>
251. Radziukiewicz, M. (2021). Praca zdalna w Polsce i jej perspektywy. *Economic and Regional Studies*, 14(4), 409-427. <https://doi.org/10.2478/ers-2021-0029>
252. Rae, L. (2004). *Planowanie i projektowanie szkoleń*. Kraków: Oficyna Ekonomiczna.
253. Rahman, U., Shahrazad, W. S. W., Sulaiman, W. S. W., Nasir, R., and Omar, F. (2014). The role of job satisfaction as mediator in the relationship between self-efficacy and organizational citizenship behavior among Indonesian teachers. *International Journal of Business and Social Science*, 5(9), 255-261.
254. Rakowska, A. (2022). *Różnorodność zasobów ludzkich w organizacji – istota, dylematy, wyzwania*. Lublin: Wydawnictwo UMCS.
255. Rakowska, A., and de Juana-Espinosa, S. (2021). Ready for the future? Employability skills and competencies in the twenty-first century: The view of international experts. *Human Systems Management*, 40(5), 669-684. doi: 10.3233/HSM-201118
256. Raut, R. D., Gardas, B., Luthra, S., Narkhede, B., and Mangla, S. K. (2020). Analysing green human resource management indicators of automotive service sector. *International Journal of Manpower*, (41).
257. Robbins, S. P. (2005). *Essentials of organisational behaviour* (8th ed.). Prentice Hall.
258. Robbins, S. P., Odendaal, A., and Roodt, G. (2003). *Organisational behaviour* (9th ed.). Prentice Hall International.
259. Rosiński, J., Pieczka, A., and Stańczyk, I. (2021). Ewolucja roli HR biznes partnera w czasie pandemii: Case study. *Zarządzanie Zasobami Ludzkimi*, 21(5 (142)).
260. Roth, G., and Kurtyka, M. (2017). *Zarządzanie zmianą. Od strategii do działania*. Warszawa: CeDeWu.

261. Róžańska-Bińczyk, I., Matejun, M., and Matusiak, B. E. (2020). Praktyki green HR we współczesnych przedsiębiorstwach. In J. Cewińska, A. Krejner-Nowecka, S. Winch S. (Eds.), *Zarządzanie kapitałem ludzkim – wyzwania*. Warszawa: SGH Oficyna Wydawnicza.
262. Saffron Interactive. (2021). *Can AI coaching be the solution to scalable workforce skills development?* Retrieved February 20, 2022 from <https://saffroninteractive.com/ai-and-scalable-skills-development/>
263. Salas, E., Tannenbaum, S. I., Kraiger, K., and Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74-101. <http://www.jstor.org/stable/23484697>
264. Salladarré, F., Hlaimi, B., and Wolff, F. -Ch. (2011). How important is security in the choice of employment? Evidence from European countries. *Economic and Industrial Democracy*, 32(4), 549-567. doi: 10.1177/0143831X10387649
265. Salman, M., Ganie, S. A., and Saleem, I. (2020). Employee competencies as predictors of organizational performance: A study of public and private sector banks. *Management and Labour Studies*, 45(4), 416-432.
266. Sardana, A. (2018). Turning green into gold through practices of green HRM. *The Journal of Management Awareness*, 21(2).
267. Savanevičienė, A., Stukaitė, D., and Šilingienė, V. (2008). Development of strategic individual competences. *Engineering Economics*, 3(58), 81-88.
268. Schmidt, S. J. (2020). Distracted learning: Big problem and golden opportunity. *Journal of Food Science Education*, (19), 278-291. <https://doi.org/10.1111/1541-4329.12206>
269. Schroeder-Strong, M. P., Schreiber, B., and Bennett, W. (2022). A methodology for projecting the return on investment of training technologies. *Military Psychology*. doi: 10.1080/08995605.2022.2050164
270. Schultz, C. (2021). Essential future developmental areas for human resource managers post-COVID-19. In *Re-Imaging Management Research* (Conference Proceedings of the 32<sup>nd</sup> Annual Conference of the Southern Africa Institute for Management Scientists, North-West University).
271. Sęczkowska, K. (2019). Konsekwencje psychospołeczne pracy zdalnej. *Problemy Nauk Humanistycznych i Społecznych. Teoria i Praktyka*, (2), 10-16.
272. Sęk, H., and Cieślak, R. (2004). *Wsparcie społeczne – sposoby definiowania, rodzaje i źródła wsparcia. Wybrane koncepcje teoretyczne*. In H. Sęk, R. Cieślak (Eds.), *Wsparcie społeczne, stres i zdrowie*. Warszawa: Wydawnictwo Naukowe PWN.
273. Selmer, J., Ebrahimi, and B. P. Mingtao, L. (2002). Career management of business expatriates from China. *International Business Review*, 11(1), 17-33. [https://doi.org/10.1016/S0969-5931\(01\)00045-2](https://doi.org/10.1016/S0969-5931(01)00045-2)
274. Sew, H. T., Yahya, S., and Tan, C. L. (2019). Importance-performance matrix analysis of the Researcher's competence in the formation of university-industry collaboration using smart PLS. *Public Organization Review*, 20(2), 249-275. doi: <http://dx.doi.org/10.1007/s11115-018-00435-z>
275. Shahzad, A., Hassan, R., Aremu, A. Y., Hussain, A., and Lodhi, R. N. (2021). Effects of covid-19 in E-learning on higher education institution students: The group comparison between male and female. *Quality & Quantity*, 55(3), 805-826. <https://doi.org/10.1007/s11135-020-01028-z>
276. Sharma, R. R. (Ed.). (2019). *Human resource management for organizational sustainability*. New York: Business Expert Press.
277. Sheikh, M. K., Chaudhry, N., and Ghogare, A. (2020). Depression in teachers due to cyberbullying who are working in covid-19 pandemic: A cross-sectional study. *International Journal of Current Research and Review*, 12(20), 98-102. <https://doi.org/10.31782/IJCRR.2020.122015>
278. Shen, J., Dumont, J., and Deng, X. (2018). Employees' perception of green HRM and non-green employee work outcomes: The social identity and stakeholders perspectives. *Group & Organization Management*, 43(4).

279. Słowik, M. (2008). Rozumienie i wartościowanie aktywności społecznej młodzieży – wnioski dla pracy socjalnej. *Pedagogia Christiana*, 1(21).
280. Sousa-Poza, A., and Sousa-Poza, A. A. (2007). The effect of job satisfaction on labor turnover by gender: An analysis for Switzerland. *The Journal of Socio-Economics*, 36(6), 895-913. <https://doi.org/10.1016/j.socec.2007.01.022>
281. Sowińska, A. (2014). Zadowolenie z pracy – problemy definicyjne. *Studia Ekonomiczne*, (197).
282. Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. CA: Sage.
283. Staszkiwicz, M. (2021). Kompetencje osobiste i społeczne HR business partnera. *Zarządzanie Zasobami Ludzkimi*, 142(5), 43-62. doi: 10.5604/01.3001.0015.5052.
284. Steel, P., Schmidt, J., Bosco, F., and Uggerslev, K. (2019). The effects of personality on job satisfaction and life satisfaction: A meta-analytic investigation accounting for bandwidth–fidelity and commensurability. *Human Relations*, 72(2), 217-247.
285. Stor, M. (2016). Paradoksalne i nieparadoksalne oksymoronizmy w strategiach zarządzania kompetencjami pracowniczymi – refleksje badawcze. *Nauki o Zarządzaniu*, 2(27), 164-185, doi: 10.15611/noz.2016.2.14
286. Stor, M. (2021). The configurations of HRM bundles in MNCs by their contributions to subsidiaries' performance and cultural dimensions. *International Journal of Cross Cultural Management*, 21(1), 124-166. <http://doi.org/10.1177/1470595821997488>
287. Stor, M., and Haromszeki, Ł. (2020). The role of human factor and HRM practices in MNCs' performance in Eastern and Western Europe – a comparative analysis of the research findings. In J. Stankeviciene et al. (Eds.), *Business and management '2020. Selected papers* (pp. 343-357). Vilnius: Vilnius Gediminas Technical University. doi: 10.3846/bm.2020.540
288. Stor, M., and Haromszeki, Ł. (2021). Competency management and the financial results of the foreign subsidiaries of Polish MNCs: The empirical research findings. *Human Systems Management*, 1-13. <http://doi.org/10.3233/HSM-211515>
289. Stor, M., and Kupczyk, T. (2015). Differences in competency management – comparative analysis between Polish, Spanish, and Austrian business practices. *Journal of Intercultural Management*, 7(2).
290. Stor, M., and Domaradzka, A. (Eds.). (2020). *Zarządzanie kapitałem ludzkim 4.0 – wyzwania organizacyjne i kompetencyjne w perspektywie menedżerskiej*. Wrocław: Wydawnictwo Uniwersytetu Ekonomicznego we Wrocławiu.
291. Stosik, A., Głowicki, P., and Zarecka, E. (2011). HR Business Partner – nowa rola w zarządzaniu zasobami ludzkimi. *Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu*, (218), 242-248.
292. Strack, R., Kovacs-Ondrejko, O., Baier, J., Antebi, P., Kavanagh, K., and Lopez-Gobernado, A. (2021). *Decoding global ways of working*. Retrieved from <https://www.bcg.com/publications/2021/advantages-of-remote-work-flexibility>
293. Stredwick, J. (2005). *Zarządzanie pracownikami w małej firmie*. Gliwice: Helion.
294. Strivr. (2020). *The ultimate guide to immersive learning*. Retrieved February 12, 2022 from <https://www.strivr.com/resources/ebooks/immersive-learning/>
295. Strumińska-Kutra, M., and Kołodkiewicz, I. (2012). Studium przypadku. In D. Jemielniak (Ed.), *Badania jakościowe. Metody i narzędzia* (tom 2). Warszawa: Wydawnictwo Naukowe PWN.
296. Stuart, H. (2002). Employee identification with the corporate identity issues and implication. *International Studies of Management & Organization*, 32(3), 28-44.
297. Studenski, R. (1996). *Organizacja bezpiecznej pracy w przedsiębiorstwie*. Gliwice: Wydawnictwo Politechniki Śląskiej.
298. Succar, T., Beaver, H. A., and Lee, A. G. (2022). Impact of COVID-19 pandemic on ophthalmology medical student teaching: Educational innovations, challenges, and future directions. *Survey of Ophthalmology*, 67(1), 217-225. <https://doi.org/https://doi.org/10.1016/j.survophthal.2021.03.011>



299. Suganya, S., and Sankarshwari, B. (2020). Job satisfaction level on online teaching among higher secondary school teachers during COVID-19 pandemic. *Shanlax International Journal of Education*, 9(1), 138-145. <https://doi.org/10.34293/education.v9i1.3530>
300. Suharti, L., and Sugiarto, A. (2020). A qualitative study of Green HRM practices and their benefits in the organization: An Indonesian company experience. *Business: Theory and Practice*, (21).
301. Sukmana, O., Salahudin, Robbie, I., Roziqin, A., Deniar, S. M., Sihidi, I. T., and Suhermanto, D. F. (Eds.). (2022). *Social and political issues on sustainable development in the post COVID-19 crisis* (Proceedings of the International Conference on Social and Political Issues on Sustainable Development in the Post COVID-19 Crisis (ICHOS 2021), Malang, Indonesia, 18-19 June 2021, 1st ed.). Routledge. <https://doi.org/10.1201/9781003263586>
302. Sus, A., and Sylwestrzak, B. (2021). Evolution of the labor market and competency requirements in Industry 4.0 versus the covid-19 pandemic. *European Research Studies Journal*, XXIV(1), 494-506.
303. Sypniewska, B. A. (2014). Evaluation of factors influencing job satisfaction. *Contemporary Economics*, 8(1), 57-72. <https://doi.org/10.5709/ce.1897-9254.131>
304. Taft, M. (2013). *Reading and the mental lexicon*. Psychology Press.
305. Tang, G., Chen, Y., Jiang, Y., Pail\_e, P., and Jia, J. (2017). Green human resource management practices: Scale development and validity. *Asia Pacific Journal of Human Resources*, (555).
306. The Josh Bersin Company. (2022). *Learning technologies and platforms: 2022 and beyond*. Retrieved February 21, 2022 from <https://joshbersin.com/2022/02/demystifying-the-learning-technology-market/>
307. *The L&D disruption playbook with David James*. (2019). Retrieved January 15, 2022 from <https://elearningindustry.com/free-ebooks/digital-learning-and-development-strategy-playbook>
308. *The voice of the European workforce 2020. Niech moc pracowników będzie z Wami*. (2021). Retrieved January, 2021 from <https://www2.deloitte.com/pl/pl/pages/human-capital/articles/raport-The-voice-of-the-European-workforce-2020.html>
309. Thomas, M. S. C., and Rogers, C. (2020). Education, the science of learning, and the COVID-19 crisis. *Prospects*, 49, 870-90. <https://doi.org/10.1007/s11125-020-09468-z>
310. Thu, T. P. B., Ngoc, P. N. H., Hai, N. M., and Tuan, L. A. (2020). Effect of the social distancing measures on the spread of COVID-19 in 10 highly infected countries. *Science of The Total Environment*, (742), 140430. <https://doi.org/10.1016/J.SCITOTENV.2020.140430>
311. Timms, P. (2018). *Transformational HR*. London: Kogan Page.
312. Torocsik, M., Szucs K., and Kehl, D. (2014). How generations think: Research on generation Z. *Acta Universitatis Sapientiae, Communicatio*, 1(2014), 23-45.
313. Trenerry, B., Chng, S., Wang, Y., Suhaila, Z. S., Lim, S. S., Han Y. L., and Peng, H. O. (2021). Preparing workplaces for digital transformation: An Integrative review and framework of multi-level factors. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.620766>
314. Tsang, E. W. K. (1999). The knowledge transfer and learning aspects of international HRM: An empirical study of Singapore MNCs. *International Business Review*, 8(5-6), 591-609. [https://doi.org/10.1016/S0969-5931\(99\)00021-9](https://doi.org/10.1016/S0969-5931(99)00021-9).
315. Tušl, M., Brauchli, R., Kerksieck, P., and Bauer, G. F. (2021). Impact of the COVID-19 crisis on work and private life, mental well-being and self-rated health in German and Swiss employees: Across-sectional online survey. *BMC Public Health*, (21).
316. Ubeda, C. L., and Santos, F. A. (2007). Staff development and performance appraisal in a Brazilian research centre. *European Journal of Innovation Management*, 10(1), 109-125.
317. Ulrich, D. (1997). *Human resource champions: The next agenda for adding value and delivering results*. Boston: Harvard Business School Press.
318. Ulrich, D., and Brockbank, W. (2005). *The HR value proposition*. Boston: Harvard Business School Press.

319. Ulrich, D., and Lake, D. (1990). *Organizational capability*. New York: John Wiley.
320. Ulrich, M., Kryscynski, D., Ulrich, D., Brockbank, W., and Slade, J. (2015). *2016 HR competency model. RBL Group presentation* (Human Resource Competency Conference 2016). University of Michigan's Ross School of Business, slide 20. Retrieved March 28, 2022 from [http://www.apg.pt/downloads/file954\\_pt.pdf](http://www.apg.pt/downloads/file954_pt.pdf)
321. Uncapher, M. R., Thieu, M. K., and Wagner, A. D. (2016). Media multitasking and memory: Differences in working memory and long-term memory. *Psychonomic Bulletin and Review*, (23), 483-490.
322. Uniwersytet Mikołaja Kopernika w Toruniu. (2020). *Niewidoczni, niebędący, niezbędni. Administracja uczelni na rzecz doskonałości naukowej. Raport z badania. Komentarze eksperckie*. Retrieved from <https://www.wfins.umk.pl/panel/wp-content/uploads/Niewidoczni-niebedacy-niezbedni.Raport.pdf>
323. Upadhyay, K., and Dangarwala, U. R. (2018). Green HRM initiative: A case study of selected public sector enterprise of Baroda. *International Journal of Research in Commerce and Management*, 9(8).
324. Vance, R. I. (2006). *Employee engagement and commitment*. SHRM Foundation.
325. Vaara, J. P., Groeller, H., Drain, J., Kyröläinen, H., Pihlainen, K., Ojanen, T., ... Nindl, B. C. (2022). Physical training considerations for optimizing performance in essential military tasks. *European Journal of Sport Science*, 22(1), 43-57. doi: 10.1080/17461391.2021.1930193
326. Verma, A., and Venkatesan, M. (2022). HR factors for the successful implementation of Industry 4.0: A systematic literature review. *Journal of General Management*, 47(2), 73-85. <https://doi.org/10.1177/03063070211019141>
327. Wach, B. A., Wehner, M. C., and Kabst, R. (2021). Performance implications of the HR Business Partner model and the mediating role of internal efficiency: A comparison between Germany and the United Kingdom. *The International Journal of Human Resource Management*, 1-38. doi: 10.1080/09585192.2021.1943490
328. Wach-Kąkolewicz, A. (2008). Rozwój zawodowy – motywy podejmowania aktywności uczenia się. *E-mentor*, 4(26), 57-60.
329. Wachowiak, P. (2007). *Kształtowanie umiejętności przedsiębiorczych*. In P. Wachowiak, M. Dąbrowski, B. Majewski (Eds.), *Kształtowanie postaw przedsiębiorczych a edukacja ekonomiczna*. Warszawa: Publikacja Polsko-Amerykańskiej Fundacji Wolności.
330. Wachowiak, P. (2013). *Wrażliwość społeczna przedsiębiorstwa. Analiza i pomiar*. Warszawa: Oficyna Wydawnicza SGH w Warszawie.
331. Wang, Z., and Zhang, L. (2010). An empirical study on relations among person-organization fit, job satisfaction and turnover intention. *Chinese Journal Management*, 3, 379-385.
332. Warner, A. (2020). Zielony ład, czyli co dalej z motoryzacją? *Rzeczpospolita*. Retrieved May 12, 2022 from <https://moto.rp.pl/tu-i-teraz/art17293761-zielony-lad-czyli-co-dalej-z-motoryzacja>
333. Wijekoon, L., Swinkels, S., Lalik, E., Parekh, R., Isaacs, D., and Kozeychuk, U. (2022). Impact of the Ukraine conflict and related sanctions on global workforces. *The Society for Human Resource Management*. Retrieved May 12, 2022 from <https://www.shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/the-impact-of-the-ukraine-conflict-and-related-sanctions-on-global-workforces.aspx>
334. Wilkinson, A., and Wood, G. (2017). Global trends and crises, comparative capitalism and HRM. *The International Journal of Human Resource Management*, 28(18).
335. Williams, A. (2015, October 18). Move over, millennials, here comes generation Z. *New York Times*. Retrieved from [http://www.nytimes.com/2015/09/20/fashion/moveovermillennialshere-comesgenerationz.html?\\_r=0](http://www.nytimes.com/2015/09/20/fashion/moveovermillennialshere-comesgenerationz.html?_r=0)
336. Wiśniewska, S., Wiśniewski, K., and Szydło, R. (2019). Ranking kompetencji przedstawicieli generacji NEET. *Edukacja Ekonomistów i Menedżerów*, 1(51), (I-III 2019), 181-192.

337. Wojtaszczyk, K. (2012). *Employer branding, czyli zarządzanie marką pracodawcy. Uwarunkowania, procesy, pomiar*. Łódź: Wydawnictwo Uniwersytetu Łódzkiego.
338. Wojtczuk-Turek, A. (2014). Składniki potencjału kompetencyjnego. In M. Juchnowicz (Ed.), *Zarządzanie kapitałem ludzkim: procesy – narzędzia – aplikacje*. Warszawa: PWE.
339. Wood, R., and Payne, T. (2006). *Metody rekrutacji i selekcji pracowników oparte na kompetencjach*. Kraków: Oficyna Ekonomiczna.
340. Wooden, M. (1999). *Job insecurity and job instability: Getting the facts straight*, mimeo. National Institute of Labour Studies. Flinders University.
341. Worach-Kardas, H. (2015). Aktywność społeczna pokolenia późnej dorosłości – potrzeby, wyzwania, zagrożenia. *Pedagogika Rodziny*, 5(3).
342. World Economic Forum. (2016). *The future of jobs: Employment, skills and workforce strategy for the fourth industrial revolution*. Retrieved October 12, 2019 from [http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf)
343. Wright, P. M., Gardner, T. M., Moynihan, L. M., and Allen, M. R. (2005). The relationship between HR practices and firm performance: Examining causal order. *Personnel Psychology*, 58, 409-446. <https://doi.org/10.1111/j.1744-6570.2005.00487.x>
344. Wyrozębski, P. (2014). *Zarządzanie wiedzą projektową*. Warszawa: Difin.
345. Wysokińska-Senkus, A., and Senkus, P. (2016). Geneza, istota i obszary strategiczne implementacji koncepcji sustainability na przykładzie sił lądowych USA – studium przypadku. *Zeszyty Naukowe Akademii Obrony Narodowej*, 2(103).
346. Yang, E., Kim, Y., and Hong, S. (2021). Does working from home work? Experience of working from home and the value of hybrid workplace post-COVID-1. *Journal of Corporate Real Estate*. doi: 10.1108/JCRE-04-2021-0015
347. Yang, L., Holtz, D., Jaffe, S., Suri, S., Sinha, S., Weston, J., ... and Teevan, J. (2022, January). The effects of remote work on collaboration among information workers. *Nature Human Behaviour*, 6, 43-54.
348. Yılmaz, D., and Kılıçoğlu, G. (2013). Resistance to change and ways of reducing resistance in educational organizations. *European Journal of Research on Education*, 1(1), 14-21.
349. Yin, K. R. (2003). *Case study research. Design and methods*. Thousand Oaks: Sage Publications.
350. Yusuf, B. N. (2020). Are we prepared enough? A Case study of challenges in online learning in a private higher learning institution during the covid-19 outbreaks. *Advances in Social Sciences Research Journal*, 7(5), 205-212. <https://doi.org/10.14738/assrj.75.8211>
351. Zack, M. H. (2002). Developing a knowledge strategy. *California Management Review*, 41(3), 125-223.
352. Zhang, J. (2016). The dark side of virtual office and job satisfaction. *International Journal of Business and Management*, 11(2), 40-46. <https://doi.org/10.5539/ijbm.v11n2p40>.
353. Zhang-Zhang, Y., Rohlfer, S., and Varma, A. (2022). Strategic people management in contemporary highly dynamic VUCA contexts: A knowledge worker perspective. *Journal of Business Research*, 144, 587-598. <https://doi.org/10.1016/j.jbusres.2021.12.069>
354. Zuo, L., and Juvé, A. M. (2020). Transitioning to a new era: Future directions for staff development during covid-19. *Medical Education*, 55, 104-107.



## LIST OF FIGURES

|   |     |
|---|-----|
| 1.1. The ranking of the mean values of the advancement levels of particular components of employee development (ED) .....                     | 18  |
| 1.2. The ranking of the mean values of the advancement levels of particular components of competency management (CM) .....                    | 20  |
| 2.1. The training process (training cycle) .....  | 27  |
| 2.2. The comparison of the stages of training process in the management literature and the doctrinal and normative documents of the PAF ..... | 30  |
| 2.3. Proposal of the training process of the Polish Armed Forces .....  | 32  |
| 3.1. An example of the research scientist profile .....   | 42  |
| 5.1. Current use of digital technologies within employer organizations (% of organizations, N = 1.217) .....                                  | 58  |
| 5.2. Selected technologies used in employee learning and development .....  | 62  |
| 7.1. Mean score of job satisfaction for male and female teachers .....  | 82  |
| 7.2. Mean score of job satisfaction in terms of the age of the respondents .....  | 83  |
| 7.3. Mean score of job satisfaction in terms of teaching experience of the respondents .....  | 84  |
| 9.1. HR BP priorities before the COVID-19 pandemic .....  | 104 |
| 9.2. HR BP priorities during the COVID-19 pandemic .....  | 104 |
| 9.3. The role of HR BP in the crisis situation caused by the COVID-19 pandemic .....  | 105 |
| 10.1. Job security as perceived by the respondents .....  | 113 |
| 10.2. What do you associate the term job security with? – in terms of employment .....  | 114 |
| 10.3. What do you associate the term job security with? – in terms of gender .....  | 114 |
| 11.1. Concepts underlying the social activity of organizations .....  | 119 |
| 11.2. The relation between SAO, the sense of appreciation and participation, and employee commitment .....                                    | 124 |
| 11.3. The social activity of organizations vs. factors shaping job satisfaction .....   | 125 |
| 11.4. Relations between the social activity of organizations and job satisfaction and commitment .....  | 126 |

## LIST OF TABLES

|   |    |
|---|----|
| 1.1. The mean values of the variables describing employee development (ED) .....  | 17 |
| 1.2. The mean values of the variables describing competency management (CM) .....   | 19 |
| 1.3. The correlation matrix of the variables describing employee development (ED) and competency management (CM) .....  | 21 |
| 1.4. The results of a correlation test for the advancement level of employee development (ED), competency management (CM) and the company's financial performance ..... | 22 |
| 2.1. Summary of search results for keywords in different search engines .....   | 29 |
| 2.2. Summary of training process definitions in the PAF .....   | 30 |
| 3.1. List of competencies .....   | 41 |

|   |     |
|---|-----|
| 3.2. Definitions of competencies.....   | 42  |
| 3.3. Observation scale for a selected competency .....  | 43  |
| 4.1. Examples of statements by respondents who assessed the changes in relations when working remotely as positive..... | 52  |
| 5.1. The evolution of corporate learning and development .....  | 60  |
| 5.2. The main differences between traditional and digital L&D .....   | 61  |
| 6.1. Features of Generation Z from the perspective of the labor market.....   | 69  |
| 6.2. The subject of impact .....  | 72  |
| 6.3. The qualitative characteristics .....  | 73  |
| 6.4. Classification in terms of the phases of the knowledge management process.....                                     | 73  |
| 7.1. The structure of a research sample.....  | 81  |
| 7.2. Descriptive statistics for the overall job satisfaction and its items.....   | 82  |
| 7.3. Mann-Whitney test of overall job satisfaction .....  | 83  |
| 8.1. The structure of the research sample .....   | 91  |
| 8.2. Types of developmental activities in the companies before and during the pandemic .....                            | 92  |
| 8.3. The ranking of the competencies required from employees after the outbreak of the pandemic.....                    | 94  |
| 9.1. Profile of the respondents.....  | 102 |
| 9.2. Impact of the COVID-19 pandemic on the HR BP position (in %)* .....  | 103 |
| 12.1. A brief profile of the company under study in numbers.....  | 134 |
| 12.2. A brief description of local units of the company under study .....   | 135 |