Key interpersonal skills of a game warden as part an employee soft skills assessment from a commitment and performance perspective

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ABSTRACT

The study presents an innovative, proprietary concept of identifying soft skills predisposing individuals to occupy a forestry position, along with the definition and discussion of key factors constituting the assessment criteria. The authors provide their individual perspective on the specific personality traits and attitudes relevant to the assessment of an employee's soft skills concerning their suitability for the given position. Six fundamental categories of skills and attitudes within the realm of soft skills for foresters were identified and proposed for evaluation. These categories included the following:

1. Collaboration and information flow management: This category assessed the ability to effectively collaborate with other company employees and the sense of responsibility for achieving the team's goals. Special attention was paid to how information was communicated, facilitating planning, making changes and executing task effectively.

2. Initiative and engagement: This category focused on the ability and willingness to seek and implement new solutions. It identified and proposed an assessment system for actions such as the forester's submission of new ideas and solutions to emerging problems, their engagement and identification with the company, their drive to improve existing work methods, and their adaptability to new tasks and working conditions resulting from changes.

3. Shaping a positive company image: This category involved evaluating the attitude that leads to dignified and ethical representation of the company through appropriate appearance, behaviour and attitude. It encompassed aspects such as building strong relationships with customers, business partners and the company's environment, making agreements aligned with the company's interests and taking active steps to enhance the positive image of the forestry operation.

4. Collaboration with external entities: This category analysed constructive actions defined as the interaction of the forestry district with external entities aimed at creating a favourable business climate for forestry operations.

5. Independence and decision-making: In this category, competencies for independently managing the Forest District were discussed, without the need for direct supervision. The proposed assessment system considered the traits predisposing the forester to make quick and accurate decisions, anticipate their consequences, take personal responsibility for task execution and accept the consequences of their own or their team's work results.

6. Developing subordinates: The final category analysed teamwork skills, with a particular focus on actions aimed at the systematic development of subordinates, recognising potential, and identifying areas for improvement and providing subordinates with opportunities to gain experience and enhance their qualifications and professional competencies.

The assessment of the forester's soft skills in each category was based on a descriptive classification of their behaviour, which was assigned to five groups: unacceptable, below expectations, good, very good and outstanding. An illustrative description of employee behaviour facilitating their classification into one of these groups was developed for each evaluation category. The research results are presented in a Table 1, which shows the identified traits, the system for their identification (specified behaviours subject to assessment) and the assessment system. A rating system based on descriptive indicators was proposed to facilitate a homogeneous and repeatable employee assessment process, which is one of the fundamental elements of human resource management.

In today's world, the concept of sustainable development is being replaced by efforts to sustain the system through its regeneration at the economic, social and sociological levels. Therefore, the presented concept of identifying and evaluating soft skills was compared with the principles of management in the Volatility, Uncertainty, Complexity, Ambiguity (VUCA) environment.

KEY WORDS

human resources, competencies, forester management, assessment, staff

INTRODUCTION

In the contemporary world, in the face of an unstable and rapidly changing economic and business situation, facing environmental changes and the resulting social tensions, in view of generational changes at the level of values and needs, the ways of functioning and management methods in modern managed organisations are being reflected upon in search of sources of efficiency. Based on a study by Barrand and Deglaine (2015), the authors confirmed the view that efficiency is increasingly defined as the sustainability of a system, with adaptability and balance becoming a measure of success. Technological advances affect the automation, acceleration and precision of certain processes in an organisation, but human creativity produces results of a different quality and is a value in itself. It gives people a sense of agency and meaning and thus motivation to act. Teamwork provides an opportunity to create bonds and a sense of belonging, and from there, it is only a step to engagement and collaboration and the creation of innovation through collective intelligence. This makes the organisation a living system, characterised by its ability to learn and adapt. This has a significant impact on improving the atmosphere and working conditions, and this attracts younger people, reduces personnel turnover, facilitates the process of knowledge management in the organisation and builds a positive image of the organisation and an increase in social trust (Barrand and Deglaine 2015). In a learning organisation, in a subjective approach to the employee – people orientation, the development of the employee's competences and the maintenance of commitment and creativity are particularly important issues. In a regulated – hierarchical and matrix organisation culture, where the management focuses on the objective/task – task orientation, the performance of employees perceived as a resource for achieving objectives is assessed. In this approach, the right selection of employees for their assigned duties has a direct impact on the efficiency of their work. This efficiency depends on a number of factors, one of which is the skills of employees, which are increasingly divided into so-called hard and soft skills. Hard skills are defined as technical or administrative procedures that are related to the core activities of the organisation. These types of skills still have considerable value in the business world, but soft skills, which are becoming increasingly important worldwide, refer to the ability to communicate an idea to stakeholders in the simplest possible way through communication, problem-solving, conflict resolution, team-building, motivation and other similar skills. Lyu and Liu (2021), using

a proprietary database of online job postings analysing the period from 2010 to 2019, found that job offers increasingly demand high levels of 'soft' skills (such as social, cognitive, people management, project management and customer service skills), showing a pattern of 'improving occupational qualifications' over the past decade. Soft skills can be defined as non-technical and independent of abstract reasoning, involving the ability to master the performance of tasks in specific social contexts (Hurrell et al. 2013; Hurrell 2016). Decker (2020) argues that soft skills refer to people's personal attributes such as emotional intelligence, communication skills, ease of persuasion, storytelling skills, collegiality and even seduction. Examples of soft skills are communication skills, teamwork, handling a contractor and presenting oneself. Despite a difference of opinion in academia as to whether soft skills are occupational skills (Hurrell et al. 2013; Grugulis and Vincent 2009), they are increasingly required by employers. According to Vincent (2011), there is also a growing recognition of the role of interpersonal skills in all occupations due to high-performance work systems, which in theory involve greater interdependence and teamwork. Finally, soft skills are considered to contribute to better management leadership effectiveness (Riggio et al. 2003). Importantly, a universal approach does not work when building a system for developing soft skills in a company or measuring them. The specificity of each occupation means that each soft skill should be defined differently and assessed on the basis of different behavioural activities. Progress in this area of measurement development will have a major impact on the use of soft skills. It is hypothesised that the development of assessment tools for different soft skills across professional disciplines will enhance other aspects of transformational leadership, such as coaching and mentoring (AbuJbara and Worley 2018). With these insights in mind, it is important to seek scientific answers regarding the importance of specific interpersonal skills for the efficiency of work in the arrangement of different professional groups including foresters. For the purpose of confirming the accuracy of this observation, it should be mentioned that research in this field has been undertaken in various sectors (occupations). For example, Gonzalez et al. (2013) investigated the importance of soft skills in dentistry, Laari et al. (2022) and Jamaludin et al. (2022) in the nursing profession, Tankovic et al. (2023) in the tourism industry and Lyu and Liu (2021) in the US energy sector.

To sum up, one has to agree with Bresnahan (2002) that soft skill requirements in the labour market are a new research arena. Previous literature extensively discussed the requirements for these skills in different companies and industries (Deming 2002; Bresnahan et al. 2002; Autor and Dorn 2013), but the requirements in this area, in different occupations in a given sector, remains under-researched or even as yet unexplored (Musembi 2018). This is the case for, inter alia, the profession of forester.

Material and methods

Proper and modern human resources management requires knowledge of an employee's personal competencies to perform his or her assigned duties. Until recently, in the forestry industry, attention was paid only to so-called hard skills: knowledge and technical skills. As evidenced, based on the literature review, soft skills, sometimes referred to as human skills, are of increasing importance in modern managed business units, which has an impact on their perception and significance. Therefore, the objective of the study was to identify and define the key interpersonal skills of the game warden position and to present a concept for the use of this knowledge in the periodic evaluation process of employees. Bearing in mind that the basic qualities of a game warden in terms of soft skills have not yet been defined in the forestry sector, the study decided to present an innovative, authorial concept for identifying these qualities and attitudes while defining and discussing them. It was also resolved to present the authors' individual view of specific personal traits and attitudes useful in the possible process of assessing an employee's soft skills in the context of predisposition to the position held. Pragmatic methods were used to characterise the practical research problems related to the metaphysical nature of the issue addressed. In the research process, managerial experience as well as common sense and reference to empirical reality were used to define key employee attitudes defining specific soft skills, and a system for their assessment was developed. A descriptive technique was used to characterise exemplary employee attitudes to a certain level of their assessment. The assessment of the game warden's soft skills was based on a descriptive classification of his or her behaviour, which was assigned to five groups, that is,

behaviour: unacceptable, below expectations, good, very good and distinguishing.

Research findings

On the basis of the author's many years of experience in management positions in the forestry administration units and individual interviews with senior forestry management personnel, six basic skills and attitudes of a game warden's position within the scope of soft skills were selected and they were the cooperation and attention to the flow of information horizontally and vertically, the employee's initiative and involvement in the performance of duties, shaping a positive image of the company, the level of cooperation with external entities, the ability to make decisions independently and understanding the need for self-development of co-workers.

Table 1. Defined skills and attitudes of the game warden within the soft skills field area

1. Cooperation and attention to information flow
Ability to work effectively with others in the company and a sense of responsibility for achieving the objectives of the whole team. Caring about the form and manner in which information is communicated to others, enabling planning, changes and arrangements to be made and tasks to be completed effectively. Caring for a good atmosphere and maintaining positive relationships with other company employees **Behaviour subject to assessment**: – shows respect for other employees; – is oriented towards seeking common solutions; – takes into account the interests of the whole team; – is able to work in a team and willing to take on tasks of a team nature; – communicates important information to others, for example, on arrangements at the conferences, meetings; – shares experiences, implemented improvements and good practices; – keeps himself or herself informed in a systematic way of the problems, obstacles and hindrances to the implementation of tasks; – informs about planned tasks and the level of progress of the work in progress; – takes care of the correct form and content of the information provided, uses precise and clear communication language, checks for understanding; – listens actively, shows interest and tries to understand information, opinions, different positions of other employees; – is supportive and open to help from other employees and – is able to seek and ask for help when he or she needs it

Exemplary behaviour and indicators at different levels of assessment				
Unacceptable	Below expectations	Good	Very good	Distinguishing
1	2	3	4	5
– xhibits aggressive behaviour towards other employees; – exhibits conflicting behaviour that breaks up the team's work; – communicates in a manner unacceptable to other employees; – often refuses to support and help other employees; – shows disrespect towards employees and supervisors; regularly fails to provide key information, which	– focused on achieving individual goals at the expense of team goals; – reluctant to help others; – cannot ask others for help, even when he or she needs it; – does not share information and own experience; – often provides incomplete, late, imprecise information	– does not show conflict behaviour, is able to cooperate with others, but focuses more on individual goals; – gives help, shares experience when requested; – does not break up the team work, is able to cooperate, but does not actively participate in team building; – communicates in a clear and understandable manner;	– supports other employees, offers help, shares his or her own experience; – takes care of a good atmosphere and has positive relations with other employees; – is focused on finding common solutions; – provides information important for the effective implementation of goals; – informs on an ongoing basis about the level of advancement	– acts as a positive leader; – can relieve tension in the team with his or her behaviour; – influences the resolution of conflict situations arising between other employees; – is able to put the team goals above his or her own interests (fair play); – initiates and implements solutions aimed at improving the flow of informa

1	2	3	4	5
makes it impossible to achieve important objectives and tasks		– listens, draws conclusions, usually communicates, usually forwards important information – usually provides information about changes, difficulties or problems on an ongoing basis, although it happens that he or she does it with a delay or only when requested to do so	of works, difficulties, obstacles, changes; – effectively adapts the form of communication to the needs of the recipient, situation and purpose	tion and cooperation in the company

2. Initiative and commitment

Ability and willingness to identify and introduce new solutions. Coming up with new ideas and ways to solve problems as they arise. Commitment and identification with the company. Seeking to improve existing ways of working in their post and ways of working across the Forest District. Ability to adapt to new tasks and working conditions resulting from changes
Behaviour subject to assessment:
– implements the assigned activities with commitment and awareness of their objectives;
– perceives problems arising in the course of his or her work and seeks ways of solving them;
– takes the initiative within a scope of improvement of the existing methods of work;
– proposes and implements solutions to speed up work, increase work efficiency;
– is open to changes, shows readiness to implement them, reacts positively to the changes introduced;
– proposes solutions and changes that may improve the work of the Forest District and
– effectively plans the implementation of change, determines the next steps and actions and controls the process of their implementation

Exemplary behaviour and indicators at different levels of assessment				
Unacceptable	Below expectations	Good	Very good	Distinguishing
1	2	3	4	5
– negates new solutions without giving reasons; – contests ordinances and procedures without any justification, without proposing other actions in return; – perversely sticks to outdated solutions; – sabotages attempts to introduce changes; – negates and undermines the introduced changes without any justification; – refuses to participate in new tasks and changes	– reluctantly engages in the implementation of new solutions; – demonstrates irresponsiveness; – does not participate in any activities that go beyond the strict scope of duties of the given position; – shows a negative attitude towards attempts to introduce changes; – performs tasks without taking into account the introduced changes (passive resistance); – participates in the work on introducing changes, if forced to do so	– reacts positively to new solutions in most situations and implements them in his or her work without hesitation; – participates in activities that go beyond the strict scope of duties; – carries out his or her tasks with commitment; – develops/improves solutions proposed by others; – accepts introduced changes; – perceives the need for changes in his or her professional area;	– engages in activities that are beneficial from the point of view of his or her position; – proposes and implements solutions that improve the efficiency of work at his or her position; – reacts positively to new solutions, improves working methods and implements them in his or her work without any hesitation; – perceives the need for changes in his or her professional area and proposes solutions; – willingly and actively participates in the	– actively engages in activities that benefit the entire Forest District; – proposes and implements solutions that improve the efficiency of work in the Forest District; – initiates and willingly participates in activities that go beyond his or her scope of duties; – draws the attention of others (including supervisors) to new issues and the possibility of introducing changes; – is a 'navigator of changes' – convinces

1	2	3	4	5
		– participates in the work on introducing changes, if requested	work on introducing changes	others to introduce them, explains their benefits; actively participates in the process of planning changes and is the first to introduce them in his or her professional area

3. Shaping a positive image of the company

Representing the company with dignity and ethics through an appropriate appearance, behaviour and attitude. Taking care to form correct relationships with customers, counterparties and the company environment. Taking care to make arrangements that suit the interests of the company. Avoiding commenting on the company's internal affairs and possible problems externally. Taking active steps to foster a positive company image

Behaviour subject to assessment:
– takes care of order at the workplace and a neat appearance appropriate to the requirements of the position;
– ensures compliance with health and safety regulations and other guidelines, the omission of which could reflect negatively on the company;
– shows respect in his or her interactions with others through appropriate expressions, listening, acceptance of differing points of view, personal culture;
– ensures positive communication on the role of the national forest, patiently explains forestry issues, changes in language appropriate to the audience;
– actively participates in meetings organised by the Forest District, takes initiative in organising meetings;
– prepares himself or herself substantively for meetings;
– avoids commenting on internal company matters and possible external issues;
– takes active measures to build a positive image of the company (e.g. educational and other activities) and
– takes active steps to foster an organisational culture that positively influences the way the company is perceived externally

Exemplary behaviour and indicators at different levels of assessment				
Unacceptable	Below expectations	Good	Very good	Distinguishing
1	2	3	4	5
– speaks negatively about the company; – offends, enters into conflicts with people from the corporate environment; – does not take note of comments from customers and does not respond to them; – there are regular complaints from people from outside the company about behaviour, attitude; – behaves dishonourably, discredits the company externally; – does not respect the rules, standards and regulations, which puts the Forestry	– does not care about appearance or appropriate behaviour outside the company; – there are comments from customers regarding attitude, behaviour; – shows a lack of patience and openness in relations with customers of the Forest District; – is not substantively prepared for meetings organised by the Forest District – avoids participation in meetings organised by the Forest District	– can develop good relationships, but patience or consistency in maintaining them is not always enough; – usually takes care of proper appearance, order in the workplace and appropriate behaviour; – complies with the rules, occupational health and safety provisions and other standards in force in the Forest District; participates in meetings and other initiatives aimed at building a positive image of the Forest District	– treats customers with respect; – takes care of a neat appearance, – appropriate behaviour and language in external relations,adequate to the position held; – cares about the needs of customers, listens to them and responds to them; – is patient and effective in explaining forest issues; – is prepared for meetings organised by the Forest District and takes an active part in them; – uses various contacts to build good rela	– actively protects the corporate image (reacts when someone expresses negative opinions about the Forest District, State Forests or co-workers); – presents ideas that may translate into strengthening the organisational culture and/or building a positive image of the company; – regularly represents the Forest District outside; – replaces superiors when representing the company outside; – shows initiative in non-standard ways of

1	2	3	4	5
District in a negative light			tionships outside the company	representing the company outside; – proposes and implements educational and other activities aimed at building organisational culture and conducive to shaping a positive image of the company

4. Cooperation with external entities

Looking after constructive cooperation and the interests of the Forest District in its contacts with external entities

Behaviour subject to assessment:
– builds constructive relationships and ensures good cooperation with external entities;
– systematically communicates to external stakeholders the expectations of the Forest District with regard to the quality of the services implemented;
– ensures that arrangements are made in line with the interests of the Forest District;
– resolves any disputes constructively;
– monitors and enforces the quality and timeliness of work performed by external entities;
– patiently explains changes, rules and results of work;
– takes proactive steps to foster the achievement of the objectives of the Forest District in this field area

Exemplary behaviour and indicators at different levels of assessment				
Unacceptable	Below expectations	Good	Very good	Distinguishing
– avoids contact with external entities, is passive; – does not provide information, which translates into lower quality of services provided by external entities; – initiates and/or escalates conflicts; – makes arrangements inconsistent with the interests of the Forest District; – does not monitor the quality and timeliness of services, which results in a failure to achieve the objectives of the Forest District	– has irregular contact with third parties; – shows a lack of consistency in making arrangements; – is often unprepared for talks with external parties; – is unable to constructively resolve disputes; – the interests of the Forest District are not sufficiently defended by him or her; – monitors the quality and timeliness of rendering services irregularly/insufficiently	– is able to build good relations with external entities (although sometimes, he or she lacks consistency); – regularly contacts, for example, Forestry Services Company (ZUL); – provides information about the expectations of the Forest District; rather constructively resolves contentious situations; – cares for the achievement of goals, although it happens that some arrangements are not in line with the interests of the Forest District; – monitors the quality of services rendered	– builds positive relations with external entities, ensures contact on a regular basis and an efficient flow of information; – makes arrangements consistent with the interests of the Forest District; – constructively resolves disputes; – regularly monitors the quality and timeliness of the services rendered	– initiates and maintains positive relations with external entities; – constructively solves difficult situations – actively looks for solutions; – undertakes active actions conducive to implementation of the goals of the Forest District in this field area on an independent basis, – regularly monitors the quality and timeliness of the services rendered, which translates into implementation of the goals in this field area of the Forest District

5. Independence and decision-making

Ability to conduct subordinate forestry in an independent manner, not requiring direct supervision. Ability to make quick and accurate decisions and anticipate their consequences. Readiness to take personal responsibility for the implementation of

entrusted tasks and bear the consequences for the effects of own or teamwork

Behaviour subject to assessment:
– does not require constant supervision;
– is decisive and consistent in making decisions;
– takes responsibility for decisions made;
– makes the right decisions at the right time;
– makes decisions in compliance with the applicable provisions;
– makes decisions based on a risk–benefit analysis and
– is able to justify the decisions made

Exemplary behaviour and indicators at different levels of assessment				
Unacceptable	Below expectations	Good	Very good	Distinguishing
– requires constant supervision due to a lack of self-discipline; – does not make decisions, postpones them (expecting someone else to make them); – transfers responsibility for own decisions to others; – makes decisions based on inappropriate premises, which results in negative consequences for the organisation, – repeatedly makes wrong decisions (does not draw conclusions)	– a lack of self-discipline and/or regularity necessitates more frequent supervision of forestry; – makes decisions at the wrong time (too late, upon drawing attention); – there are decisions that are inconsistent with applicable provisions or arrangements; – cannot predict the consequences of decisions; – does not always draw conclusions from previous actions when making decisions	– works independently, does not require direct supervision; – usually makes the right decisions, although there are cases of decisions taken badly from the point of view of the assumed goals; – takes responsibility for the decisions made, although sometimes, there is a lack of consistency in their enforcement; – takes into account lessons learned from previous actions when making decisions	– manages its forestry in a completely independent manner; – makes decisions that are accurate from the point of view of the assumed goals; – is able to draw conclusions necessary to make the right decisions at the right time; – is able to anticipate the consequences of decisions made; – takes responsibility for its decisions; – consistently enforces the decisions made; – looks for information necessary to make the right decision	– makes the right decisions in crisis, difficult and risky situations; – encourages others to take responsibility; – if he or she believes in the accuracy of decisions, he or she can convince others of their rightness; – actively seeks information necessary to make the right decision; – can, even under time pressure, make decisions in very complex cases or in the absence of complete information on a given subject

6. Taking care of the development of the subordinate

Undertaking actions aimed at the systematic development of the subordinate, recognising the potential and areas for improvement and creating opportunities for the subordinate to gain experience and improve qualifications and competencies

Behaviour subject to assessment:
– takes active steps to develop the employee's competencies;
– motivates and encourages the employee to develop;
– is able to recognise the potential, predispositions of the employee and develop them;
– notices areas requiring improvement in the employee, establishes correction plans with him, encourages improvement, monitors and evaluates progress;
– shares his or her experience with the employee, provides support and increases the scope of delegated responsibilities;
– prepares the subordinate for the role of a game warden;
– communicates with the employee in a constructive way, gives him or her feedback on his or her work;
– his or her subordinate improves qualifications and becomes more independent and
– promotes the employee in the Forest District, talks about his or her achievements and progresses

Exemplary behaviour and indicators at different levels of assessment				
Unacceptable	Below expectations	Good	Very good	Distinguishing
1	2	3	4	5
– consciously limits the development of its employee;	– does not fulfil its managerial functions, that is, does not moti	– is aware of the employee's potential, understands his or	– supports the employee, offers help,	– enjoys great authority with the employee, is

1	2	3	4	5
– shows disrespect to the employee; – does not provide the forester with key information, limiting his independence and effectiveness; – due to mistakes made, he is in conflict with the deputy game warden; – blocks the possibility of promotion for the game warden	vate and develop the employee; – is focused on achieving its own goals, also at the expense of the employee's goals; – does not support the employee, the deputy game warden cannot count on him or her; – distances himself or herself from the employee, avoids contact with the deputy warden; – does not provide the employee with the opportunity to enrich experience and increase independence, the deputy game warden performs only routine activities; – does not promote its employee, despite the fact that the deputy game warden performs many tasks independently and has high competencies	her needs and expectations; – is involved in managerial functions, that is, motivating, developing the employee, although he sometimes makes mistakes; – shares his or her knowledge and experience with the employee; – gives feedback to the deputy game warden regarding his or her work, although he or she may lack regularity; – delegates some tasks to the employee and tries to increase their independence; – takes care of good relations with the employee, although he or she does not always cope with difficult and conflict situations	shares his or her own experience; – develops the competence of the deputy game warden in everyday work; – constructively resolves conflict situations; – provides the deputy game warden with feedback on his or her work, takes care of the employee's motivation and commitment; – actively promotes the high competence of the deputy game warden; – delegates tasks that increase independence and level of responsibility	a role model for him or her; – is highly trusted by the employee; – inspires, encourages the employee to show initiative, to be creative, to overcome obstacles; – the deputy game warden systematically develops and raises his or her competences; – actively strives for promotion opportunities for his or her employee in the structures of the Forest District or the Regional Directorate of the State Forests (RDLS), if he or she perceives the high competence of the deputy game warden

Summary and discussion

Referring to the introduction of this publication, it's pivotal to align with the insights of Barrand and Deglaine (2015). In today's VUCA world – defined by high levels of volatility, uncertainty, complexity, and ambiguity, driven by globalization, fast-paced information dissemination, technological advancements, and shifts in environmental, social, and economic landscapes – it's essential to examine an organization's management and cultural practices. We must ask:
– How well do we align with the current context and adapt to evolving situations?
– How quickly do we respond to market and societal demands?
– What influence do we exert on the internal and external environment of the organization?

In today's world, the concept of *sustainable development* is being replaced by working for the sus-

tainability of the system, through its regeneration at economic, social and sociological levels. We are beginning to see relationships and feedback between quantitative and qualitative results and teamwork, between psychological security and interpersonal competence, between trust and commitment and finally between intrinsic motivation and the dynamism and quality of the objectives achieved. Interpersonal skills become an essential element and source of efficiency in action, as they create a supportive environment in which an individual can develop his or her potential and use the talents that his or her presence brings to teamwork. By taking care of the all-round development of an employee in an organisation, we are taking care of the well-being of the organisation. In the 'Introduction' section, it is noted that the regular evaluation of employee skills, whether in a matrix or hierarchical organizational structure, aims to optimize efficiency. This efficiency is defined as achieving desired results

with minimal costs, within a set time frame, and meeting expected quality standards. In such evaluations, the manager provides feedback to the employee based on observed performance and subsequent conclusions The employee is subjected to an evaluation conducted by a person higher up in the hierarchy. On the basis of the research conducted by Laloux (2015), in a living, learning organisation that has the capacity to adapt and follow the changes of the internal and external environment, the potential for change is utilised for achieving excellent results, thanks to the commitment, creativity and cooperation of its employees. The most essential element is the will of the people, which is the human factor that invigorates the system. The role of the leader is, therefore, changing from delegating and controlling to supporting and inspiring. The employee, with the support of the manager, performs self-evaluation by analysing his or her behaviour and drawing conclusions about his or her level of competencies. This approach allows trust to be built up, so that mistakes are seen as learning opportunities. In such an environment, the employee seeks new opportunities in action, is proactive and committed, turns problems into challenges and seeks support from the team because he or she knows he or she is important, valued and has influence. The employee then recognises and invites the talents of other team members to collaborate, is willing to share his or her knowledge and enters co-creation mode instead of competition and struggle. According to the authors, the periodic assessment of competencies can focus around the following categories:

Collaboration and attention to the flow of information, where teamwork is at the heart of operating a learning and adaptive organisation. Through the diversity and complementary talents of employees, the team achieves remarkable effectiveness. It results from the ability to respond adequately to context, through sensing, joint reflection and experiential learning in an atmosphere of trust and open, efficient communication.

Initiatives and commitment, in which a proactive attitude, the search for solutions and a positive attitude, awareness of one's own impact on others and concern for the outcome of the whole team create an atmosphere of commitment and team motivation to act, learn and pursue mastery.

Shaping a positive corporate image, where identifying with the organisation, searching for methods to build a positive image externally and internally create a community atmosphere and build a sense of affiliation. Affiliation is one of the basic human emotional needs. Its satisfaction provides a sense of security, meaning and dignity. These are values that lead to fulfilment and build loyalty to the organisation and its members.

Cooperation with external actors, because in a living organisation, the attention of co-workers extends to external actors connected to it in any way. Respect and attention to mutual satisfaction is a natural attitude in harmonious human relations. It builds bridges at a relational level to facilitate and accelerate collaboration in the occupational, technical, business spaces.

Self-reliance and decision-making, which are attitudes that characterise an emotionally and socially mature person, who is autonomous, able to manage himself or herself and has the ability to act and make decisions, from the smallest, everyday ones to strategic ones involving risks and responsibility. At the same time, thanks to these competencies, a person is able to ask others for help and work towards a common objective.

Caring for the development of the co-worker, which is usually the responsibility of those in managerial roles. In a learning organisation, each co-worker can be a leader taking care of the development of others in their daily work.

In a learning organisation, the attention is focused on the employee, who is seen as a subject in the process of working, creating, achieving objectives. The focus on his or her development, satisfaction and sense of security leads to an increase in his or her commitment and emotional benefits from work. This is a strong non-financial motivational factor. Under such conditions, the employee is responsible for his or her own development and performance, which builds a sense of responsibility and, as a result, commitment. In view of the foregoing, the employee personally, with the support and presence of a manager in a coaching role, valorises his or her skills, actions, and progress and results. Indeed, the most important thing is the commitment resulting from trust and a sense of autonomy in action. In this approach, it is important to agree with Laloux (2015) that the employee is treated as a subject and that the role of the leader is to create the conditions for his or

her development and bloom. This positively influences the quality of work and decision-making throughout the structure, the results of people, teams and the organisation, and through this, the image of the organisation. The organisational and managerial culture of a learning organisation is able to create an environment in which process quality, improvement and the search for innovation are at the forefront, to better adapt to a changing world and to have a positive impact on people and, through this, achieve social, economic and environmental revitalisation and sustainability. The change in the way the employee is perceived and the shift from subject to subjective dealing and the resulting managerial working methods is a source of efficiency understood as the ability to adapt and regenerate the system from the individual, through the team, to the entire organisational structure. Such an organisation also has a positive impact on its environment, stakeholders and cooperating companies. Through such a change of perspective and a slight shift at the level of thinking and reacting, it not only shapes its positive image, but also deeply and permanently regenerates the local community and the environment in every sense.

Author's contributions

Conceptualisation – T.D.; methodology – K.A. and J.P.; validation – J.J. and K.A.; investigation – T.D., K.A. and J.P.; data curation – T.D.; writing−original draft preparation – T.D., K.A., J.P.; supervision – K.A.; funding acquisition –K.A.

Conflicts of interest

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