

REPORT

THE LEVEL OF PERSONAL AND SOCIAL COMPETENCES AFTER THE CORONAVIRUS PANDEMIC, SARS-COV-2



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INTRODUCTION

Recent years have brought significant changes in the labor market, and due to the SARS-COV-2 coronavirus pandemic some of the changes have been accelerated. March 2020 started a time of dynamic changes completely different than before, bringing surprising problems and solutions that the labor market did not expect.

The role of developing and using basic, transversal and professional skills, which are of key importance for Poland's economic prosperity and social cohesion, is underlined by the Integrated Skills Strategy 2030.¹ The need to create a framework for a skills policy - understood as a coherent approach by all sectors involved in skills development, thus better suited to current and anticipated social and market needs - has been highlighted in many documents of strategic importance, such as the Responsible Development Strategy for 2020 (with a perspective until 2030) and Lifelong learning perspective.

Building strong competences of employees, not only professional, but also personal and social, as it turns out in the era of the SARS-CoV-2 coronavirus pandemic, becomes crucial due to the strengthening of staff in the course of changing working conditions, uncertain times or market expectations and employers. The role of personal and social competences is crucial for building the economic staff, but also for a sustainable society. Personal and social competences have become an indispensable element of every human being, in these constantly changing working and living conditions and the lurking dangers related to their dynamics.

Cedefop's 2020 Skills Forecast has weaknesses or not entirely accurate estimates, as it was developed before the global SARS-CoV-2 coronavirus pandemic began. As the short-term and long-term effects of the global pandemic and the resulting difficulties in many countries are still unknown, the labor market, employers and employees react differently to changes.

¹ Zintegrowana Strategia Umiejętności 2030 jako polityka na rzecz rozwijania umiejętności zgodnie z ideą uczenia się przez całe życie (2020-2030)

The actions taken and decisions are not always right. Since 2020, we live in a constantly changing economic and social environment.

In 2021, Cedefop² produced successive national skills forecasts that identify key job and skills trends in individual EU Member States up to 2030. It was not an easy task. During the pandemic, it was not possible to provide more up-to-date and adequate data on occupations and trends in the labor market. Long-term factors that shape the forecasts in European countries that are worth remembering are: aging of the population, increasing automation of processes, the use of artificial intelligence, globalization, resource scarcity and the transition to a carbon-neutral economy. These factors are extremely important from the point of view of EU member states coping with the pandemic and its effects on the development of their economies.

One of the responses and actions that each country can apply is preparing labor market personnel for changing times, chaos and the new economic order. Caring for education and vocational training adequate to the current situation makes it necessary to care for and develop personal and social competences among various types of staff, including the economic and administrative sector. Today we present to you a report in which the international partnership of the countries of Poland, Cyprus and Ireland shared with you the results of research carried out in all partnership countries and defined the direction of the demand for personal and social competences in the economic and administrative sector.

We invite you to read!

² Cedefop, *Trends, transitions and transformation*, 2021

01

SOCIAL AND PERSONAL COMPETENCES

There are many definitions of competences in the literature. Competence is a concept without clear boundaries. Much scientific research has been done on this subject, and there are probably as many definitions as there are experts.

Tadeusz Oleksyn notes that competences may have various references:

- competences of the organization,
- professional competence,
- job competences related to the requirements of individual work positions (regardless of who occupies them),
- competences actually possessed by individual people,
- competences that can be obtained, which are within the limits of a given person's capabilities.³

We are in a special period of changes in economic, technological, legal, business and social conditions that are leading the traditional industry towards the Industry 4.0 model. The fourth generation industry is a concept that goes beyond the adaptation of digital technologies by enterprises. At the heart of the fourth industrial revolution are people using machines to optimize operations. It includes the various use of technology as well as data integration and analysis in order to improve business processes, new forms of employment, new leadership and, above all, new employee competences. Many of the professions existing today may disappear completely in a few years, and completely new specializations, unknown to us, will appear on the market. The World Bank forecasts that as much as 57% of jobs in OECD countries will be automated. According to the report "Future of Skills. Employment in 2030", the profession of the future is already performed by 10% of people, 70% will have to change the way they perform their profession, and 20% should take into account that their duties will be taken over by robots.

New technologies, especially artificial intelligence (AI) and machine learning, especially in the context of human decisions, replace human work wherever it is based on routine tasks. Machines may be able to analyze data at high speed, but many decisions about what to do with the information still have to be made by people. Therefore, competences that support human cooperation with robots and information systems based on machine learning, with the use of artificial intelligence elements, are extremely important. We can call them the competences of the future. Equipping employees with them is crucial - they will

³ T. Oleksyn, *Zarządzanie kompetencjami. Teoria i praktyka*. Wydawnictwo Oficyna Ekonomiczna, Kraków 2006, s. 19.

allow them to be successful in the conditions of digital transformation and building industry 4.0.

Working in the conditions of dynamic development of emerging technologies, i.e. artificial intelligence, big data, the Internet of things, quantum computers, cloud computing and others, will require appropriately adapted competences, going beyond the technical digital competences, which have so far been considered key. Already today we meet with a great demand for the so-called e-leaders - capable of creating and implementing innovations. The existing factors of change related to the development of digital technologies have recently been joined by new pressures resulting from the current COVID 19 pandemic. On the one hand, the pandemic has a number of negative consequences, such as the global economic crisis, deterioration of the labor market situation, etc. However, on the other hand, it releases positive potential and generates new dynamics of changes based on the creative use and wide application of digital tools, as well as competences of the digital age, referred to as competences 4.0. An example may be the dynamic development of e-commerce and the transition of promotional and marketing activities to the network. Thus, it is already possible to put forward a thesis that the pandemic will result in the need to take faster actions in the field of competence development 4.0.

Effective functioning in the new reality will require new competences, i.e. competences 4.0. According to the World Economic Forum (2017), up to 47% of jobs may be digitized in the future. This presents education systems with unprecedented challenges related to flexibly equipping learners with competences essential for living and working in a technology-based reality, with media literacy, creativity, social intelligence, critical analysis, virtual collaboration and intercultural skills (OECD, 2019).

According to McKinsey⁴ analysts, competences of increasing importance on the labor market can be classified into three groups:

1. DIGITAL AND TECHNICAL COMPETENCES

These are the skills of the so-called hard - digital competences are especially important, which are not limited to programming or data analysis, but cover a wide range of skills: from digital problem solving to knowledge in the field of e.g. cybersecurity. In almost every job - factory or law firm - workers will need technical skills as digital tools will become commonplace and every industry will be affected by the 4th Industrial Revolution. Artificial intelligence, Internet of Things, virtual and augmented reality, robotics, block-chain and other technologies will become part of the everyday experience of every employee. Of particular importance will be the ability to use data - the "fuel" of the digital revolution, on the basis of which the ad-

⁴ Globalny Instytut McKinsey przeprowadził badania (2021), w których wydzielił 56 kompetencji i postaw (Firma McKinsey nazwała je: *distinct elements of talent – DELTA*), które będą najbardziej potrzebne w pracy w przyszłości. Badania przeprowadzono z udziałem 18 000 pracowników w 15 krajach.

ded value is created. Companies that do not use this fuel to build their competitive position will inevitably fall behind. To prevent this from happening, they must employ people who have the ability to work with data. In Europe, by 2030, employees will spend more than 40% of their time on activities that use such technical and digital competences. The demand for advanced programming and IT skills will increase by as much as 90%.

2. COGNITIVE COMPETENCES

They are commonly referred to as thinking competences, covering both creativity and logical reasoning and solving complex problems.

- critical thinking - the development of the Internet has led to a situation of constant information overload. Therefore, the skills that allow you to recognize reliable information are of key importance. Employees who are open-minded, yet able to assess the quality of the information flooding us, will be appreciated.
- adaptability and flexibility - we are not able to predict what skills or competences the employer will need. Therefore, it is important to focus on lifelong learning and openness to new challenges. In this way, we will be cognitively flexible to new ideas and ways of acting, and this will give us the ability to adapt to change.
- creativity - no matter how digitized our work environment is, how much AI enters our activities, people are still better than machines at proposing non-standard solutions to problems. Future jobs will require new ways of thinking and going beyond the usual patterns. That is why people's creativity already has and will continue to be essential for further development.

By 2030, the demand for cognitive competences in the European labor market will increase by 14%. At the same time, basic cognitive skills, including basic data processing skills, will be of less and less importance - in Europe by as much as 23% in the next 10 years.

3. SOCIAL COMPETENCE

Social competences are primarily: effective cooperation in a group, leadership and entrepreneurship, and emotional intelligence. Companies undergoing digital transformation will look for employees who have developed interpersonal skills; those who will be able to interact well with others and support the company together. Due to the international activities of many companies, employees must be sensitive to other cultures, languages, political and religious beliefs and be able to cooperate with people who may perceive the world differently. This ability is also critical in the process of developing more personalized products. By 2030, the demand for social competences in the European labor market will increase by as much as 22%. The fastest, by 1/3, will be the demand for entrepreneurship and the ability to take initiative.

According to the report of the World Economic Forum, a significant acceleration of automation and robotization processes is expected in the third decade of the 21st century (characteristic of Industry 4.0). Meaning the liquidation of some professions by 2030. Automation and robotization will affect the tasks carried out in a given workplace rather than the entire production process. The division of the labor market into emerging and declining industries is based mainly on the type of tasks performed by employees. The first group includes creative tasks that require an individualized approach, related to technology management, etc. The second group is routine work, usually in traditional industries and professions.



The Common Transversal Competence Framework⁵ (2021) developed as part of the "Transversals - EU" project by the European consortium includes the following competences, which have been largely confirmed by in-depth research of the project in question for the economic and administrative industry as key social and personal competences, i.e.:

- managing and organizing activities,
- problem solving and responding to unforeseen situations.
- cooperation and supporting cooperation.
- resource management,
- using oral communication in one or more languages.
- taking into account professional, social and cultural standards,
- communicating using digital technologies,
- critical thinking • building your own career path,
- developing their competences and profile,
- self-reflection.

⁵ Projekt Erasmus+, KA3 Policy Reform – Policy Experimentations „Transversals EU”, 2021 <https://www.transvalproject.eu/the-common-transversal-competence-framework/>

DAVOS 2020

WORLD ECONOMIC FORUM

The participants of the World Economic Forum in Davos⁶ (2020) recognized critical thinking and comprehensive problem solving as the most sought-after skills in the labor market, and Forbes magazine ranked critical thinking first in the necessary competences of the 21st century. The competences of the future there are, among others:

- creativity and initiative,
- active learning,
- resistance, tolerance to stress and flexibility,
- comprehensive solving of complex problems,
- analytical thinking and innovation skills,
- the use, monitoring and control of technology,
- service orientation,
- technology design and programming,
- personnel management,
- emotional intelligence,
- management of financial and material resources,
- leadership and social impact,
- mentoring and knowledge transfer.

⁶ „The future of jobs – report 2020”, Światowe Forum Ekonomicznego w Davos, 2020 <https://www.weforum.org/reports/the-future-of-jobs-report-2020>

It is clearly visible that in the above-mentioned studies, most of the competences ensuring success in the new professional reality are repeated. These are mainly social (social and personal) skills that give an advantage over machines and the ability to function efficiently in a work environment that is geographically dispersed, age and culturally diverse and susceptible to frequent and quick changes, as well as the ability to create and use new technologies.



02

VOCATIONAL TRAINING IN PARTNER COUNTRIES - THE ECONOMIC AND ADMINISTRATIVE INDUSTRY

Professions in the economic and administrative sector are needed in every institution or enterprise. Employees employed in it mainly deal with: organizing and coordinating work in the office, preparing and maintaining office space and office documentation as well as financial and accounting documentation, servicing clients, operating office equipment, organizing work related to the maintenance of equipment, devices and rooms, information flow control, organizing customer service in an administrative unit and preparing legal documentation and employee matters.⁷

Industry education professions assigned to the economic and administrative sector, specified in the classification of professions in industry education in Poland are as follows:

1. Administration technician; qualification separated in the profession: EKA.01. Customer service in administration units,
2. Archivist technician; qualification separated in the profession: EKA.02. Organization and maintenance of an archive; EKA.03. Development of archival materials,
3. Economist technician; qualification separated in the profession: EKA.04. Record-keeping in an organizational unit, EKA.05. Handling HR and payroll matters as well as financial management of organizational units,
4. Office work technician; qualification separated in the profession: EKA.06. Performing office work 5,
5. Accounting technician; qualification in the profession: EKA.05. Handling HR and payroll matters as well as financial management of organizational units, EKA.07. Accounting,
6. Postal and financial service technician; qualification separated in the profession: EKA.08. Provision of postal and financial services as well as performance of distribution and forwarding tasks.⁸

⁷ Zapotrzebowanie na kwalifikacje w wybranych obszarach kształcenia zawodowego – obszar administracyjno-usługowy, branża ekonomiczno-administracyjno-biurowa, Małopolskie Obserwatorium Rozwoju Regionalnego, Kraków 2018, s. 7

Administration technician - education takes place in a technical secondary school or post-secondary school. The person in this position performs administrative functions at his workplace, such as office work and preparation of documents. More specifically, the administration technician collects and organizes information and collaborates with other units - for example, education and local government, or internal units at their place of employment. They also prepare reports and protocols on the activities of the employing institution, create regulations and contracts, and edits letters.^{9, 10}

EKA 1. Customer service in administration units.

The needed skills for an administration technician are:

- occupational Health and Safety,
- basics of administration and office work,
- preparation of documents relating to administrative matters,
- preparation and conduct of administrative proceedings,
- preparation of analysis and reports,
- a foreign professional language,
- personal and social competences.¹¹

Responsible and well-organized people are needed for this position. - it is especially important when working with all kinds of documentation. In addition, the administration technician will have regular contact with people, so they should be kind, open and, above all, stand out with personal manners.¹²

Consulting companies and other enterprises, e.g. from the industrial sector, and practically all units of state and local government administration are looking for people for this position. We are talking about, among others marshal, powiat or commune offices in Poland. Competent employees are also needed by scientific and research institutions, research and development centers, health care institutions, as well as enterprises from the public sector.¹³

⁸ Rozporządzenie Ministra Edukacji Narodowej z dnia 16 maja 2019 r. w sprawie podstaw programowych kształcenia w zawodach szkolnictwa branżowego oraz dodatkowych umiejętności zawodowych w zakresie wybranych zawodów szkolnictwa branżowego

⁹ Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

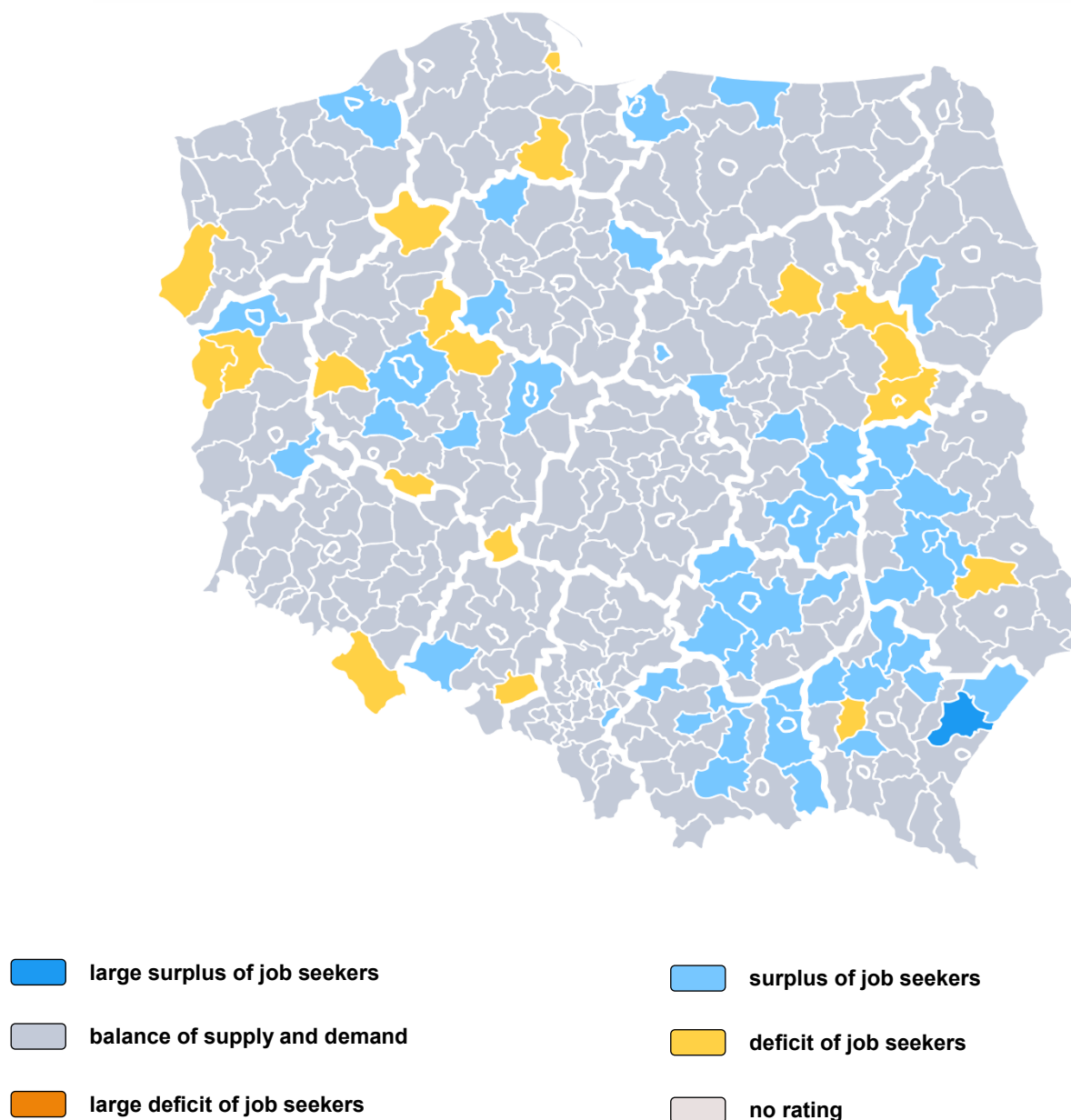
¹⁰ Rozporządzenie Ministra Edukacji Narodowej z dnia 16 maja 2019 r. w sprawie podstaw programowych kształcenia w zawodach szkolnictwa branżowego oraz dodatkowych umiejętności zawodowych w zakresie wybranych zawodów szkolnictwa branżowego

¹¹ Ibidem

¹² Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

FIGURE 02.1 - Forecast for 2022, Poland

The relationship between available employees and the needs of employers - administrative and office workers



Source: Occupation Barometer, Forecast of the demand for employees, Provincial Office of the City of Krakow, 2021, downloaded: https://barometrzwodow.pl/modul/prognez-na-mapach-wyniki?map_type=country&map_details=counties&profession%5B%5D=79&year%5B%5D=2022&relation=1

¹³ Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

Archivist technician - education takes place in a technical college or in a post-secondary school. The person in this position deals with the collection, storage, ordering and recording of file documentation. It also prepares, shares and secures all archival materials. Archivists perform office work, edit letters and reports, and prepare a work plan for the company or company archives. They also take care of old documents, maintaining them in an appropriate manner. They use various devices such as computers, readers and scanners to digitize materials, and their responsibilities also include customer service to some extent. An increasingly popular element of the work of an archivist technician is the handling of electronic documents. More and more companies and enterprises are introducing systems for electronic document management, which requires archivists to be up-to-date with modern software for cataloging and describing archival resources, eg M-Files.¹⁴

A graduate of a school providing training in the profession of an archivist technician should be prepared to perform the following professional tasks:

- 1) with regard to the qualifications of EKA.02. Organization and keeping of the archive:
 - a) collecting, storing and sharing archival resources,
 - b) keeping records of files,
 - c) missing documentation on the temporary storage period,
 - d) transfer of documentation to the state archives;
- 2) with regard to the qualifications of EKA.03. Development of archival materials:
 - a) developing and securing file, technical as well as geodetic and cartographic documentation,
 - b) developing audiovisual documentation,
 - c) collecting documentation on electronic media.¹⁵

The archivist technician must be responsible and diligent, as their small mistake or inattention may damage or destroy an important document. Attention to detail is also essential, which is useful in securing old writings and books. Often they will have to find something in the cavernous archive. Therefore, they should be patient and persistent in always bringing the search to an end. Discretion will also be necessary, as the archivist is bound by professional secrecy.¹⁶

As an archivist technician, you can work in state and non-state archives collecting historical and cur-

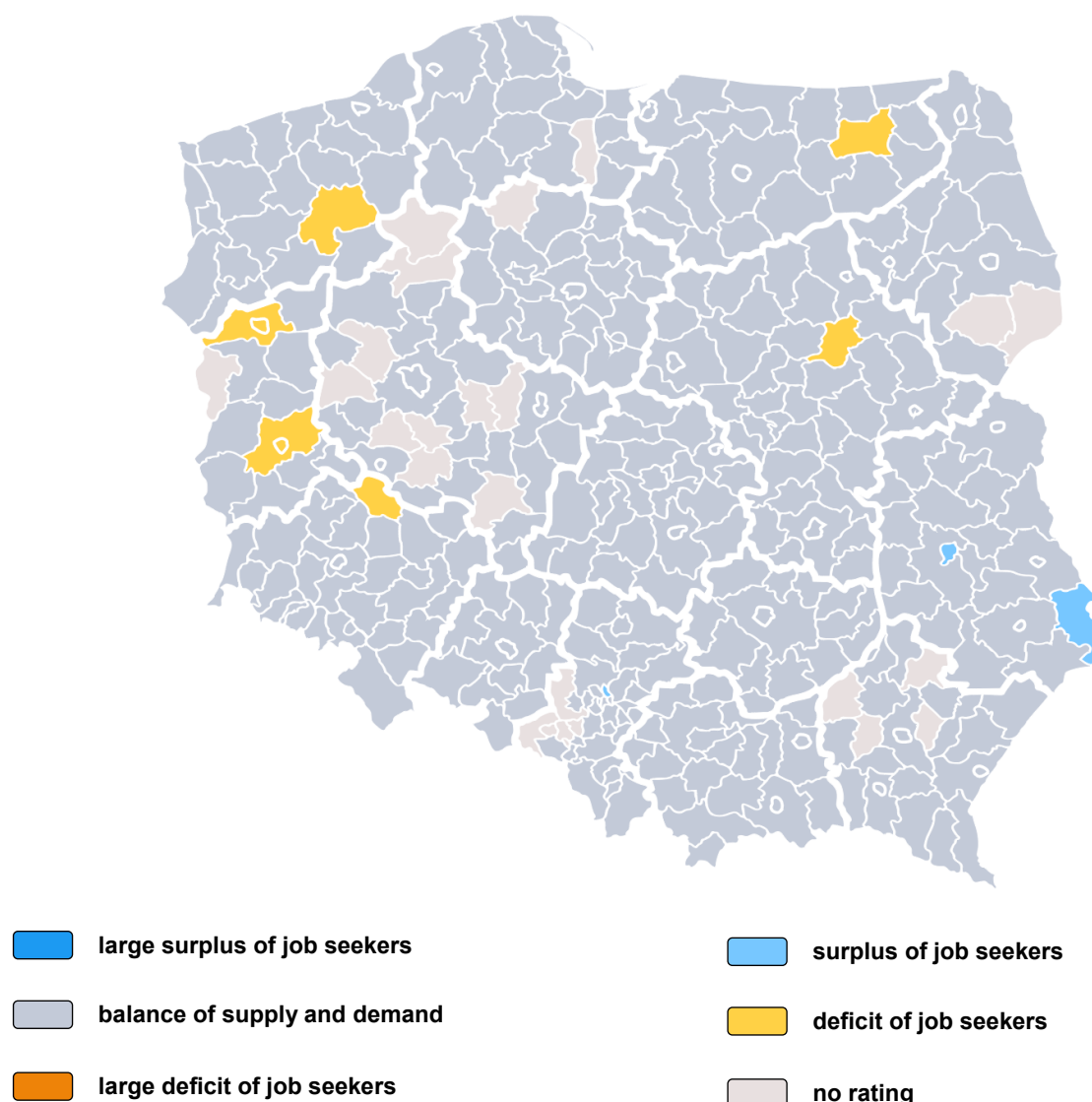
¹⁴ Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

¹⁵ Rozporządzenie Ministra Edukacji Narodowej z dnia 16 maja 2019 r. w sprawie podstaw programowych kształcenia w zawodach szkolnictwa branżowego oraz dodatkowych umiejętności zawodowych w zakresie wybranych zawodów szkolnictwa branżowego

rent resources, file repositories and company archives. The skills acquired during the classes will also be useful in any office work that requires keeping and organizing extensive documentation.¹⁷

FIGURE 02.2 - Forecast for 2022, Poland

The relationship between available employees and the needs of employers - archivists and museologists



Source: Occupation Barometer, Forecast of the demand for employees, Provincial Office of the City of Krakow, 2021, downloaded: https://barometrzwodow.pl/modul/prognez-na-mapach-wyniki?map_type=country&map_details=counties&profession%5B%5D=79&year%5B%5D=2022&relation=1

¹⁶ Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

¹⁷ Ibidem

Economist technician - education takes place in a technical college or post-secondary school. Economist technician is an interdisciplinary profession that allows you to perform basic work related to servicing companies in the field of accounting, human resources, planning, financial and tax settlements, as well as logistic flows. Therefore, it provides the basis for the development of specialist competences expected by employers and employment opportunities in almost every enterprise. The professional skills developed in the learning process enable the graduate to be employed in many positions in various organizational units, and to become self-employed by starting and running a self-employed business.¹⁸ The profession of an economist technician belongs to the group of professions in which relationships between people are very important.¹⁹

Education of an economist technician means developing competences in the field of finance, learning about the basic principles and mechanisms of the entire economy and the enterprises operating in it. During the study, the student will learn the principles of: organization of the company's office work, calculating the indicators necessary to determine the economic and financial situation of the company, preparing financial statements, conducting full and simplified accounting, the work of the HR and payroll department, handling specialized accounting and financial, HR and payroll and warehouse programs. - sales, marketing, independent performance of tasks in the field of supply, storage of materials and finished products, transport, sale of goods and services, running your own business.²⁰

A graduate of a school providing training in the profession of an economist technician should be prepared to perform the following professional tasks:²¹

- 1) **with regard to the qualifications of EKA.04. Keeping records in an organizational unit:**
 - a) applying legal provisions in the conduct of business,
 - b) keeping office and warehouse documentation,
 - c) keeping documentation of the sales process,
 - d) managing tangible assets,
 - e) drawing up a business plan.

- 2) **with regard to the qualifications of EKA.05. Handling HR and payroll matters as well as financial management of organizational units:**
 - a) recruiting and selecting job candidates,

¹⁸ *Ibidem*

¹⁹ *Ibidem*

²⁰ *Ibidem*

²¹ Rozporządzenie Ministra Edukacji Narodowej z dnia 16 maja 2019 r. w sprawie podstaw programowych kształcenia w zawodach szkolnictwa branżowego oraz dodatkowych umiejętności zawodowych w zakresie wybranych zawodów szkolnictwa branżowego

- b) preparation of personnel documentation,
- c) handling matters related to social benefits,
- d) settlement of salaries and contributions collected by the Social Insurance Institution,
- e) conducting employment and salary analysis,
- f) keeping tax records and tax settlements,
- g) conducting financial settlements with contractors and financial market entities.

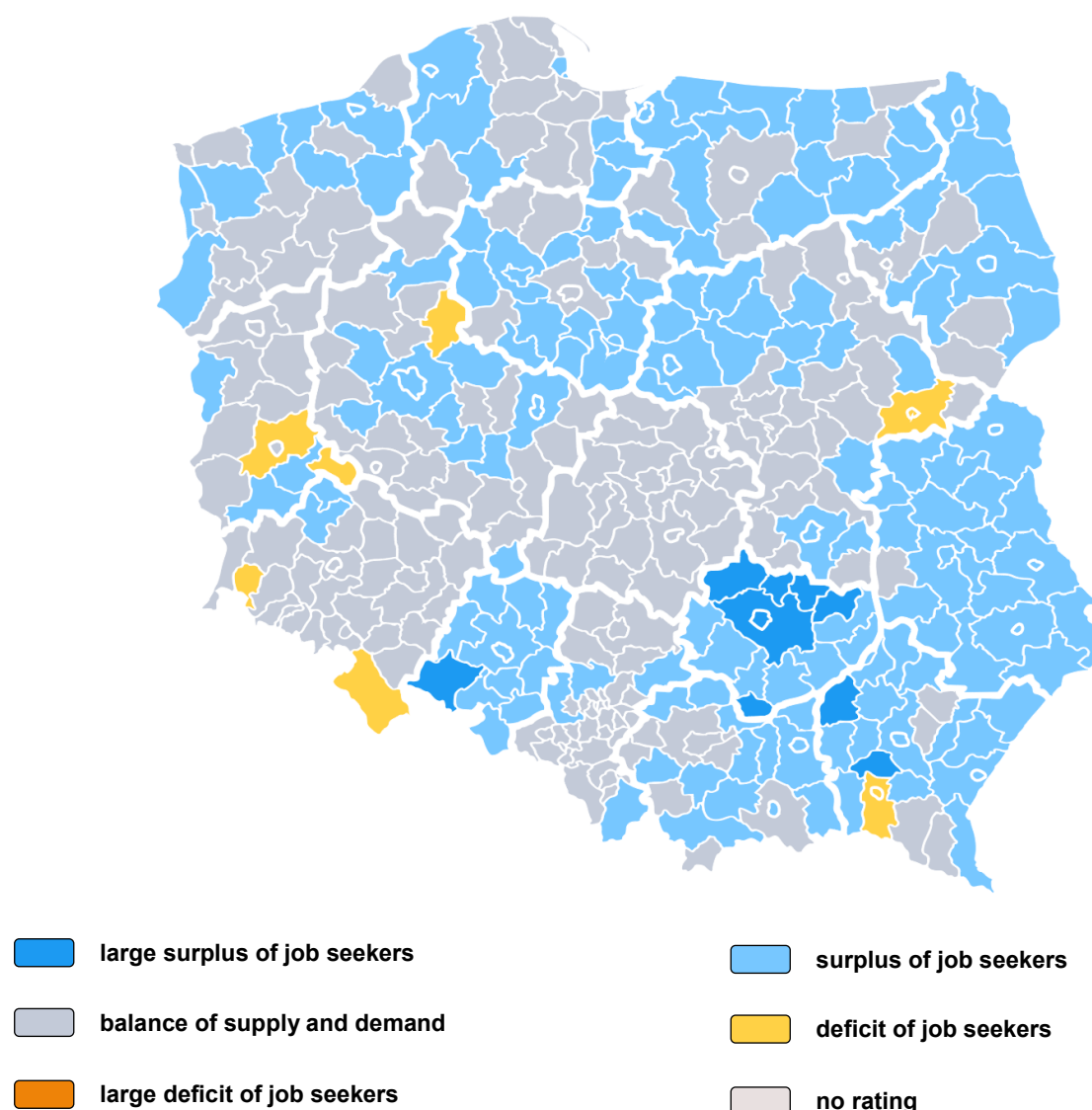
In the course of learning, the student acquires the following knowledge and skills among others:

- use of computer programs for financial and accounting services for enterprises,
- handling HR and payroll matters,
- creating business plans • making economic analyzes.
- conducting financial settlements with budgets, insurance institutions, banks and other organizational units,
- correspondence on personal, financial and commercial matters,
- preparation of typical documents and reports on the operation of enterprises, production, sales and services,
- recording and analyzing business operations.²²

²² Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

FIGURE 02.3 - Forecast for 2022, Poland

Relationship between available employees and the needs of employers- economists



Source: Occupation Barometer, Forecast of the demand for employees, Provincial Office of the City of Krakow, 2021, downloaded: https://barometrzwodow.pl/modul/prognez-na-mapach-wyniki?map_type=country&map_details=counties&profession%5B%5D=79&year%5B%5D=2022&relation=1

Office work technician - education takes place in a technical college or post-secondary school. Office work technician (code 411004) is one of the 2,455 professions included in the classification of professions and specialties for the needs of the labor market, effective from January 1, 2015 (consolidated text: Journal of Laws 2018, item 227). In the classification of professions and specialties for the needs of the labor market (Journal of Laws 2010. No. 82, item 537), in force from July 1, 2010 to December 31, 2014, this occupation had the same name and code as today. In this classification of professions and specialties for the needs of the labor market, the profession with this code is broken down into two separate professions with different codes: office work technician - code 411004 and other office workers - code 411090. An offi-

ce work technician carries out office work; draws up and maintains office correspondence; provides organizational and administrative services to the office; collects, registers and processes information necessary to perform the tasks of the organizational unit; draws up, stores and archives documents related to the functioning of the organizational unit; supports office equipment.²³

A graduate of a school providing training in the profession of an office work technician should be prepared to perform the following professional tasks in the field of EKA.06 qualifications:²⁴

- 1) performing office and administrative activities in an organizational unit,
- 2) preparation of consultations, meetings, conferences and business meetings,
- 3) collecting, registering and processing information,
- 4) preparation, storage and archiving of documents related to the functioning of the organizational unit,
- 5) operating office equipment.

Accounting technician - education takes place in a technical college or post-secondary school. It is a profession in the area of administration and services, and the person working in this position is responsible in a given company or institution for widely understood accounting. Accounting technician deals with accounting and issuing invoices from suppliers, settlement of benefits and contributions collected by the Social Insurance Institution, as well as preparation of financial reports and analysis. They also settle wages, often with the use of specialized computer software. In addition, accounting technicians contact the Tax Office and the Social Insurance Institution.

Therefore, their duties include, issuing certificates, preparing and sending tax and insurance declarations, as well as reporting new employees to the Social Insurance Institution. The person in this position is obliged to check the documents provided by the client's company both in terms of content and law. Then, based on verified data from documents and information provided by the entrepreneur, the accounting technician settles the company's finances against the State Treasury. Later, the documents are placed in binders and stored throughout the tax year.²⁵

²³ <https://wuptorun.praca.gov.pl/documents/5078407/c4659b7a-aa04-4ffe-8f60-afc6d55917dd> z dnia 16.09.2021

²⁴ Rozporządzenie Ministra Edukacji Narodowej z dnia 16 maja 2019 r. w sprawie podstaw programowych kształcenia w zawodach szkolnictwa branżowego oraz dodatkowych umiejętności zawodowych w zakresie wybranych zawodów szkolnictwa branżowego

²⁵ Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

A graduate of the school which provides training in the profession of an accounting technician should be prepared to perform the following professional tasks:²⁶

- 1) in terms of qualifications: EKA.05. Handling HR and payroll matters as well as financial management of organizational units:
 - a) recruiting and selecting job candidates,
 - b) preparation of personnel documentation,
 - c) handling matters related to social benefits,
 - d) settlement of salaries and contributions collected by the Social Insurance Institution,
 - e) conducting employment and salary analysis,
 - f) keeping tax records and tax settlements,
 - g) conducting financial settlements with contractors and financial market entities.

- 2) with regard to the qualifications of EKA.07. Accounting:
 - a) organizing the accounting of organizational units,
 - b) keeping records of business operations,
 - c) conducting an inventory and accounting for its results,
 - d) valuation of assets and liabilities,
 - e) determining the financial result,
 - f) preparation of individual financial statements,
 - g) conducting financial analysis.

An accounting technician must be very thorough and careful. When it comes to finances, there is no room for the slightest mistake, and it is not difficult to do so. Therefore, this work also requires great responsibility, the ability to work under time pressure and resistance to stress. It is also necessary to be independent, because there is usually a lot of work - you often have to make decisions and give specific priority to specific matters yourself.

An accounting technician must also have an analytical flair and mathematical skills. They should also like learning new things, because this job involves learning and operating various computer programs, without which in today's world you can not move. It is a profession for people with a calm temper, who can organize their work perfectly and will not get lost in the maze of documents. What's more, although it se-

²⁶ Rozporządzenie Ministra Edukacji Narodowej z dnia 16 maja 2019 r. w sprawie podstaw programowych kształcenia w zawodach szkolnictwa branżowego oraz dodatkowych umiejętności zawodowych w zakresie wybranych zawodów szkolnictwa branżowego

ems that the accounting technician only counts and puts numbers in the appropriate columns, he also works with people - so it's good if the candidate for this position is positive and outgoing.

The ability to search for information is also very important in this profession - it will often happen that you will have to find missing numbers yourself or find out how to book a given invoice and process it further. Perceptiveness will also be useful, which will allow you to find possible errors in calculations and data.²⁷

To some people, accounting may seem boring and they immediately rule it out as a profession they would like to go into. Unfortunately not everyone is interested in numbers and tables. Accounting technicians de facto have more knowledge about the company than employees of other departments. It is a good profession for people who want to work in an office during standard hours and in a calm, cultural atmosphere. You often work in the so-called open space, but it happens that accounting departments have separate rooms for several people. Sometimes there are business trips in this profession, but as a rule, an accounting technician performs stationary work. Working in this profession requires constant education, which may be an obstacle for some. You need to be up to date with regulations that can change quickly - so you need to know the latest codes and regulations. In addition, some of us do not like office work - the clatter of computer keyboards, the sound of stamps or shelves full of binders.²⁸

As an accounting technician, you can work in the accounting offices of production, commercial and service enterprises; in banks, enterprises and insurance companies as well as in local government units.²⁹

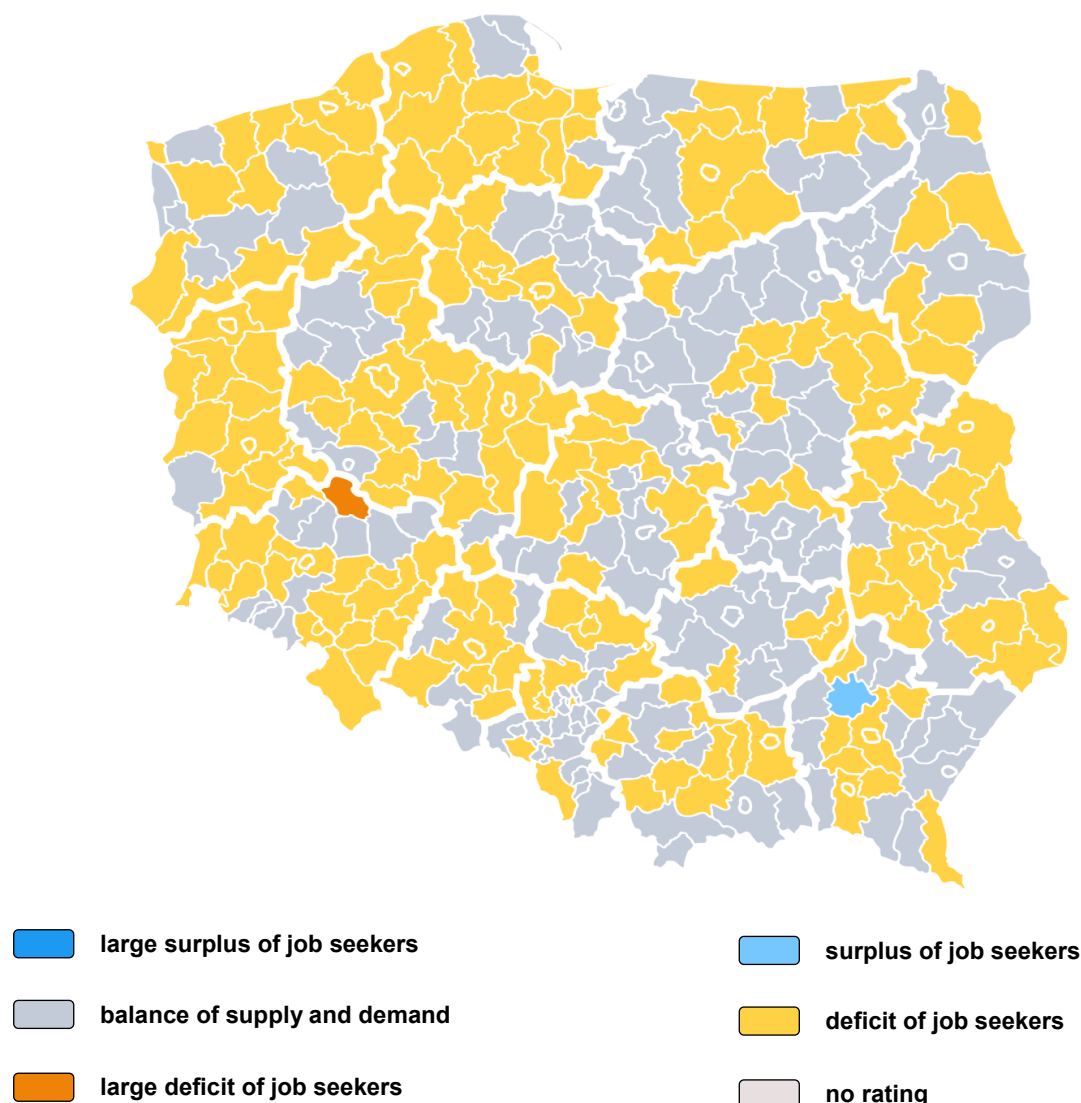
²⁷ Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

²⁸ *Ibidem*

²⁹ *Ibidem*

FIGURE 02.4 - Forecast for 2022, Poland

Relationship between available employees and the needs of employers - accounting and bookkeeping employees



Source: Occupation Barometer, Forecast of the demand for employees, Provincial Office of the City of Krakow, 2021, downloaded: https://barometrzawodow.pl/modul/prognosz-na-mapach-wyniki?map_type=country&map_details=counties&profession%5B%5D=79&year%5B%5D=2022&relation=1

Technician of postal and financial services - education takes place in a technical college or post-secondary school. The field of study called Postal and Financial Services Techniques includes subjects in the fields of economics, entrepreneurship, mathematics and finance. The profile is addressed to all high school graduates who show interest in gaining qualifications as freight forwarding employees and companies dealing with funds and goods trading, including shipments in the national or international economic sector. Classes are conducted in the form of lectures and exercises, thanks to which the students will develop the ability to solve problems and perform resolution and expedition tasks. This course not only allows you to familiarize yourself with the issues and regulations relating to the expedition market, but also

develops the ability to think analytically and effectively implement practical tasks. Students are prepared by professional and qualified staff with many years of workshop in teaching subjects in the field of economics and finance. Upon completion of the faculty, each graduate will receive a diploma confirming the eligibility to perform the procession called postal and financial service technician. The education guarantees a detailed familiarization with the basics of economic activity in postal and financial services, trade in goods as well as postal, courier and financial services, gaining expert knowledge in the field of domestic and foreign shipments as well as forwarding and transport services. The student will develop his new professional competences during classes on postal and financial services in practice. It will also learn how to carry out distribution and expedition work and trade in goods in the form of workshops. Learning a foreign language specific to postal and financial services will significantly increase your market position and enable you to work in an international environment. The full spectrum of your professional qualifications will also successfully allow you to run your own business - knowledge about setting up a company will be provided by the subject of entrepreneurship.

Provision of postal, financial and courier services as well as goods turnover services (EKA.08.):³⁰

- an offer for graduates of schools offering secondary education, also without passing the matriculation examination,
- education at school lasts 1 year, during this time students can take exams organized by OKE confirming qualifications distinguished in the profession,
- classes are held in an blended learning system (on average two weekends per month),
- during their education, students undergo apprenticeships.³¹

A graduate of a school providing training in the profession of a postal and financial services technician should be prepared to perform the following professional tasks in the field of EKA.08 qualifications.

Provision of postal and financial services as well as performance of distribution and forwarding tasks:

- acceptance, delivery and delivery of postal items,
- conducting promotion and active sale of goods and services provided by the postal operator,
- execution of transfer, cash and non-cash transactions,
- providing banking services,

³⁰ Ministerstwo Rodziny, Pracy i Polityki Społecznej, Departament Rynku Pracy, Rozwijanie, uzupełnianie i aktualizacja informacji o zawodach oraz jej upowszechnianie za pomocą nowoczesnych narzędzi komunikacji – INFODORADCA+, 2018

³¹ Ibidem

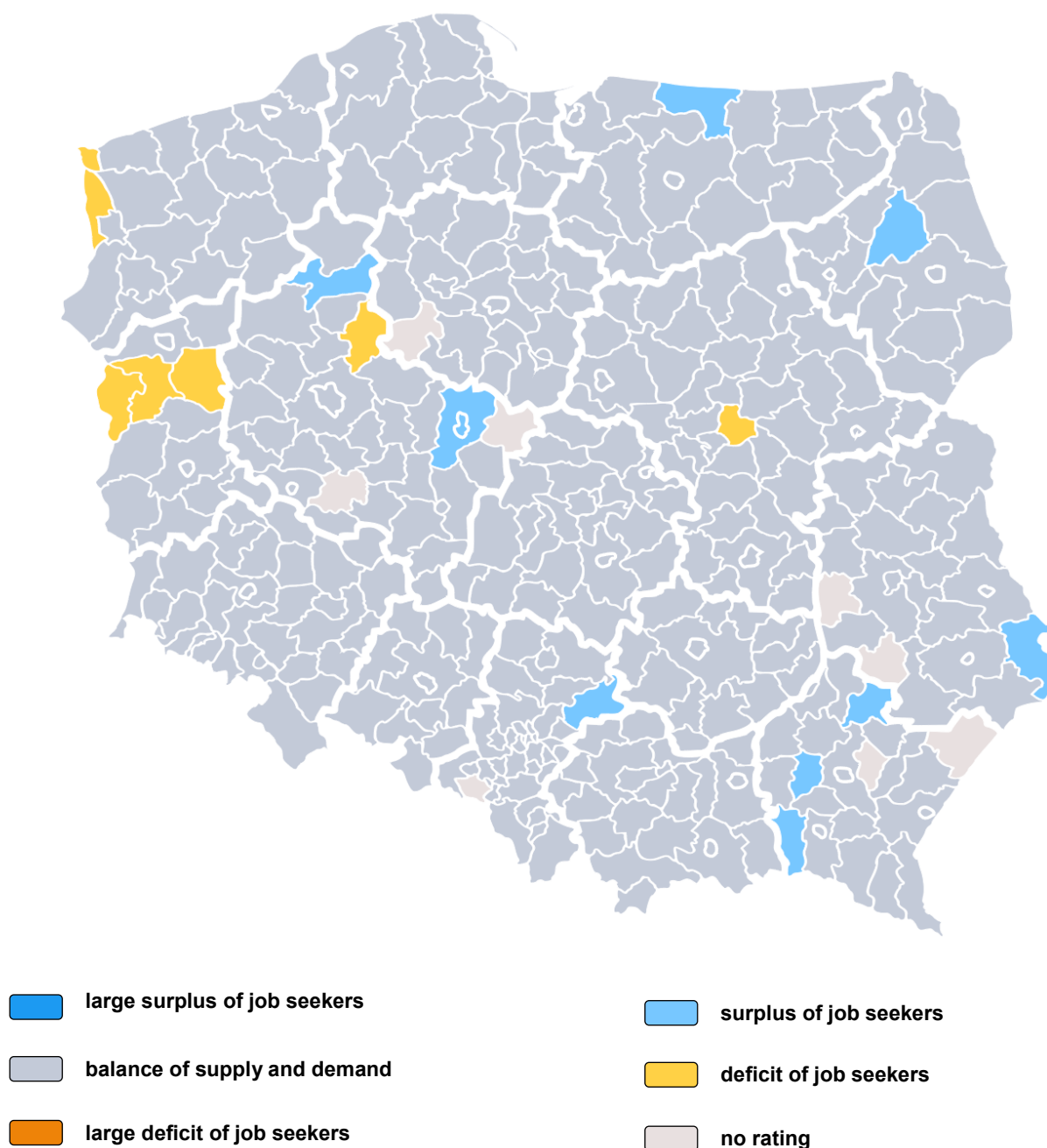
- performing distribution tasks,
- performing expeditionary tasks.

Graduates of the faculty can find employment in offices and postal agencies, as well as in courier and shipping companies.³²

³² *Ibidem*

FIGURE 02.5 - Forecast for 2022, Poland

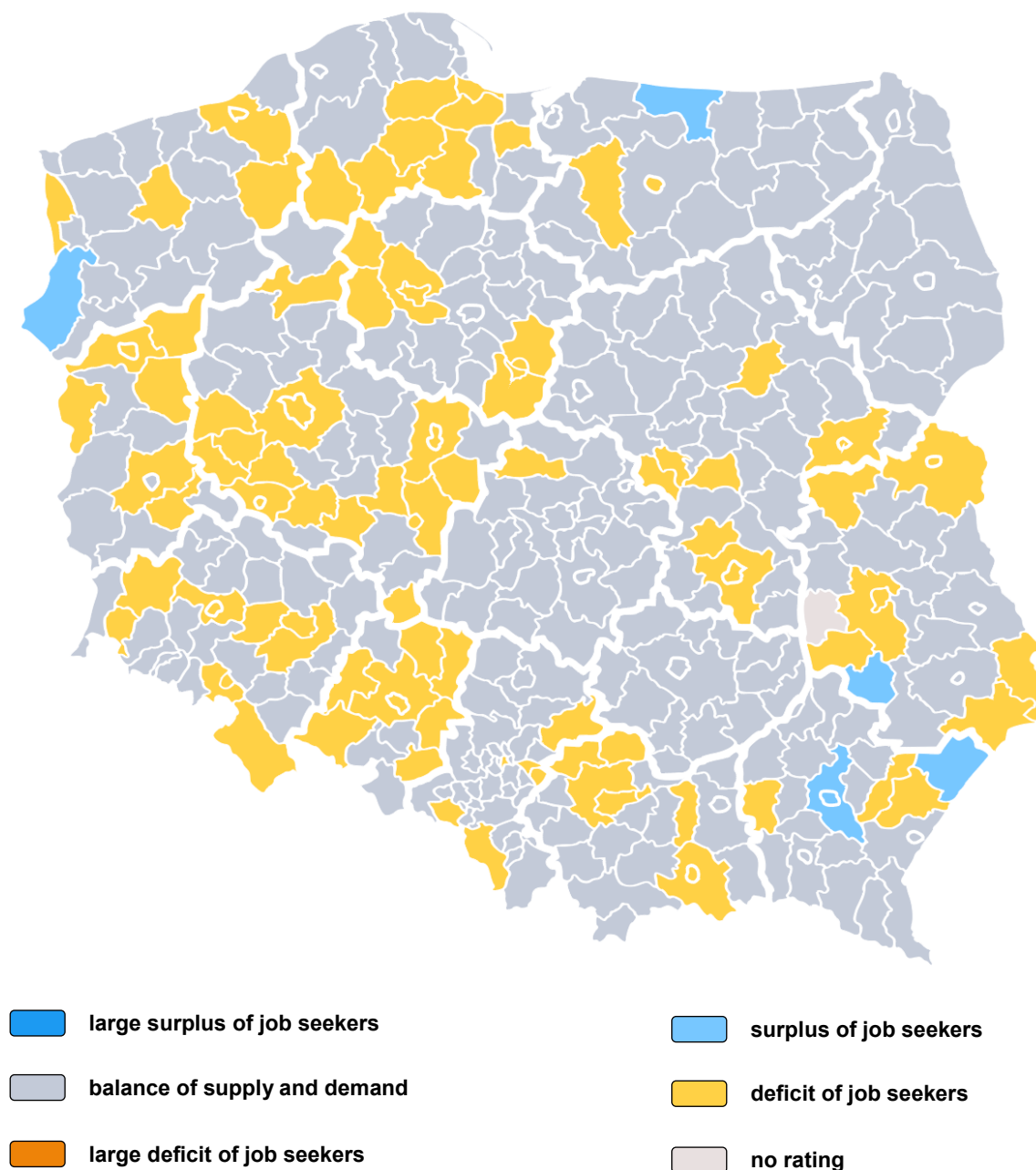
The relationship between available employees and the needs of employers - postal workers



Source: Occupation Barometer, Forecast of the demand for employees, Provincial Office of the City of Krakow, 2021, downloaded: https://barometrzwodow.pl/modul/prognez-na-mapach-wyniki?map_type=country&map_details=counties&profession%5B%5D=79&year%5B%5D=2022&relation=1

FIGURE 02.6 - Forecast for 2022, Poland

The relationship between available employees and the needs of employers - freight forwarders and logistics specialists



Source: Occupation Barometer, Forecast of the demand for employees, Provincial Office of the City of Krakow, 2021, downloaded: https://barometrzwodow.pl/modul/prognozy-na-mapach-wyniki?map_type=country&map_details=counties&profession%5B%5D=77&year%5B%5D=2022&relation=1

Ireland

Ireland is very well positioned on several education and training performance indicators, ahead of the EU average and most EU targets. Strong central oversight of the education system is balanced with the high autonomy of schools and higher education institutions, with a growing layer of regional governance. A wider range of out-of-school options and the Action Plan to Extend



Apprenticeships and Traineeships in Ireland for 2016-2020³³ are among the measures to support early school leavers and increase their participation in Vocational Education and Training (VET). 20 new apprenticeship programs have been launched and a further 36 are under development. The employment rate of VET graduates increased from 71.9% in 2017 to 76.9 percent in 2018, the country has one of the highest rates of tertiary education in Europe (55.4% in 2019). Efforts to modernize higher education focus on increasing participation and gender balance in STEM subjects; the first technology university was established as a result of the 2018 Act on Technology Universities. The participation of adults in lifelong learning increased to 12.6% in 2019.³⁴ Several initiatives were introduced to support the improvement of qualifications, including the "Skills for Progress" policy aimed at to disadvantaged workers with skills below NFQ Level 5 / EQF Level 4. The greatest skills shortage identified is in the transversal and digital skills of older and low-skilled workers.³⁵

The Irish National Qualifications Framework (NFQ) is one of the early developed qualifications frameworks in Europe and the concept was first proposed in legislation in 1999. The development was undertaken by the National Qualifications Authority of Ireland (NQAI) and was officially established in 2003 after wide-ranging public consultation. The functioning of the framework is regulated by the Qualifications and Quality Assurance (Education and Training) Act of 2012 and the Qualifications and Quality Assurance (Education and Training) Act of 2019 (amendment). Quality and Qualifications Ireland (QQI) was established in 2012 as the only national body for qualifications and external quality assurance of post-school education and training in Ireland, and maintainer of the NFQ.

The NFQ is a comprehensive learning outcomes framework that covers all subsystems of education and training. It has 10 levels of qualifications, defined in terms of knowledge, skills and competences, covering the entire study, from the initial stages to the most advanced. All qualifications awarded by the national certification bodies in Ireland are now included in the NFQ.

NFQ has reached an advanced operational stage. The implementation was carried out by consensus among the education and training subsectors, with strong support from national stakeholders. Rese-

³³ Program Międzynarodowej Oceny Studentów (PISA), 2018

³⁴ Cedefop, National Qualifications frameworks (NQFs) online tool, 2021

³⁵ Ibidem

arch has been done on NFQ implementation and impact. This framework increased the transparency and coherence of the qualifications system and promoted a more systematic approach to the design, development, delivery, award and recognition of qualifications, supporting lifelong learning and the transition to, within and from education and training (QQI, 2020).

In 2006, the NFQ was certified as compliant with the Qualifications Framework of the European Higher Education Area (QF-EHEA) and in 2009 it was referenced to the European Qualifications Framework for Lifelong Learning (EQF). An updated referencing and self-certification report was submitted to the EQF Advisory Group in November 2020, strengthening the links between the NFQ and the two European frameworks.

The National Integrated Qualifications System, developed under the supervision of the Minister of National Education in response to the recommendations of the European Parliament and the Council, is a response to the changes taking place on the European labor market and economy. Its aim is to increase the number of people interested in increasing their formal competences and certifications along with further education paths.

This, in turn, affects the professional condition as well as the feeling of job stability, especially in the new era of COVID-19. The Integrated Qualifications System aims to help future employees to reliably present their qualifications to both domestic and international companies on the labor market. The European Qualifications Framework serves as a reference point for the national Integrated Qualifications System, which improves communication and allows for a more accurate comparison of qualifications systems in European Union countries. This will enable students, graduates and employers to better understand and evaluate qualifications offered in the different member states and education systems.

In Ireland, the economy and administration are the future of industry and the labor market. As the jobs in the economy and administration are very well paid and there are many administrative staff and economists in the Irish market, competition is fierce. Today's labor market requires more and more people, especially in the light of the changes taking place since COVID-19, not only professional qualifications, but also general knowledge, and most of all learning skills. Today's students need knowledge that will help them make the right decisions about further education.

Education aims to prepare young people to develop key competences, recognize their needs, skills and opportunities in the modern education system. Appropriate education will help them develop the ability to recognize and use personal resources and accurately build their own educational and professional paths. Therefore, it is worth preparing young people for the challenges of the modern world by developing their skills and competences in accordance with new needs, new needs that have appeared since the time of COVID-19. Similarly, the corporate culture in Ireland is changing, reflecting the idea that contract work is not just for temporary workers, but can also be used for specialized, specific skills that require high-level performance and expertise. Likewise, businesses must recognize that today's workforce has a diversity and a highly skilled workforce that can adapt quickly to change. Due to COVID-19, keeping these

types of workers may become more challenging as a result, but it is enjoyable when staff is more versatile, flexible and capable of using portable capabilities. All these features speak in a world of change in further education in Ireland.

The National Qualifications Authority (NQA) was established in February 2001 under the Qualifications (Education and Training) Act 1999. The three main objectives of the NQA were as follows:

- creation and maintenance of a qualification framework for development, recognition,
- awarding qualifications based on the knowledge acquired by the student,
- building skills and competences.

The National Qualifications Framework (NQF), which was established in 2003, covers all prizes awarded nationally, including degrees. There are ten different prize tiers. Levels 1-6 cover primary and secondary education as well as post-secondary education and training. From sub-degree to doctorate, levels 6-10 cover higher education and training.

Quality and Qualifications Ireland (QQI), the joint qualifications and quality assurance organization, was officially established on November 6, 2012 by the Minister of Education and Skills. The Irish National Qualifications Authority (NQA), the Irish Council for Further Education and Awards (FETAC) and the Training and Awards Council for Higher Education have been replaced by Ireland for Quality Qualifications (QQI) (HETAC). It also took over the activities of the Irish Universities Quality Board. The functions of all four bodies have been transferred to the new body. These responsibilities include administering the National Qualifications Framework, ensuring the quality of higher education and training institutions, validating educational programs, and awarding awards to students. Among the new functions is the creation of a Code of Conduct and an International Educational Mark for institutions that accept international students. The State Examination Commission awards school graduates with diplomas in state examinations. Level 3 is the Junior Certificate and Levels 4 and 5 are Graduation Certificates.

The levels of the National Qualifications Framework in Ireland are in line with those of the European Qualifications Framework. Ireland has over twenty years of experience working with the Qualifications Framework, although the origins of this system date back to the mid 1980s. During this time, the national qualifications system has undergone many changes aimed at simplifying the existing solutions and adapting them to the needs of stakeholders and business owners. The Irish National Qualifications Framework (NQF) is a 10-level system used to describe qualifications in the Irish education and training system. The NQF shows how rewards for general education, further education and training, and rewards for higher

education are mapped onto the 10 levels of the framework. A first or second degree with honors degree is required for employment as an economist; you can also accept a business related degree with a strong economic content. Working in financial institutions and economic consulting firms turned out to be extremely beneficial. The economic and administrative labor market requires employees, first and foremost, to be able to analyze financial information in order to forecast future economic trends in Ireland. Secondly, formal education in the fields of Economics, Administration, Accounting, and Mathematics is also important.

The desired skills are: critical thinking, math, statistics, economics, reading comprehension, active listening, analytics, judgment, and decision making. The Irish Government's Economic and Assessment Service (IGEES) is seeking graduates who can demonstrate an understanding of economic and political analysis tools and procedures. These capacities will be used to assist in policy making and decision making in Ireland as it relates to maximizing the use of limited government resources.

CYPRUS

The economy of Cyprus is mostly service-based. Digitization is very important as a way to increase competitiveness and modernize the economy. The aim of the National Strategy is to achieve digital transformation of the public sector (eGovernment) and to promote digital transformation of the private sector. At present, a number of projects are being implemented (IT system for the Department of Town Planning and Housing and the IT system of the National Health System) and there is scope for further, similar projects in other public services. The public administration and financial services sector in Cyprus is very poorly digitized.³⁶



In Cyprus, compared to industrialized countries, there is a delay in introducing the most modern technologies: the overwhelming number of small enterprises with limited access to finance. Investments in education and training in Cyprus are among the highest in the EU, except at pre-school level. However, the early school leaving rate is rising (9.2% in 2019, compared with 7.8% in 2018) and is below the EU average of 10.2%. In some areas, high levels of expenditure per pupil do not translate into comparable learning outcomes. The basic skills level of Cypriot students lags behind the skills levels of students in other EU countries, so tackling the insufficient achievement and qualification of students remains a priority for the country. The government is taking steps to improve these parameters in response to the results of the International Student Assessment Program (PISA), and to integrate the growing number of migrants

³⁶ Vocational education and training for the future of work, Cedefop refernet thematic perspectives Cyprus, 2020

into the education system. Immigration to Cyprus, especially since 2016, has resulted in an increase in the number of asylum seekers. The main political focus in Cyprus is on digital education, but there are gaps in student digital participation due to distance learning (caused by Covid-19). Despite initiatives to improve adult digital literacy, digital literacy remains below the EU average and educational support for adult learning is underdeveloped.³⁷

Vocational education and training (VET) initiatives aim to improve links in the labor market, but participation in vocational education and training at upper secondary level remains low. In 2018, a small number of upper secondary students (16.7%) were enrolled in VET, the lowest figure in the EU and well below the EU average (48.4%). The platform is being piloted for first-time VET graduates with the aim of facilitating communication between first-time VET graduates and post-secondary, tertiary VET institutes and potential employers.³⁸ The level of tertiary education remains high, as in 2019 58.8% people aged 30–34 have completed tertiary education, which is the highest percentage in the EU (41.6%). The Covid-19 crisis is likely to affect the employability of young graduates, although it increased in 2019. Another education and training challenge that is prominent in the current education reform is encouraging adults to participate in lifelong learning activities ; which is relatively low and declining (5.9% in 2019), especially among the low-skilled, compared to the EU average (10.8% in 2019).³⁹

Cyprus decided to develop a comprehensive national qualifications framework, the Cyprus Qualifications Framework (CyQF), in 2008 (Decision No 67445 of 9 July 2008) to improve transparency, both horizontal and vertical, in its education and training systems . The Council of Ministers approved the establishment of a framework based on eight EQF levels in 2012 and the work on the draft framework was completed in 2017. The Professional Qualifications System (SVQ) developed by the Office for Human Resource Development (HRDA) is an integral but separate part CyQF.

In February 2017, the CyQFs were referenced to the European Qualifications Framework (EQF) and self-certified in relation to the Qualifications Framework for the European Higher Education Area (QF-EHEA).

Vocational education and training at the upper secondary level takes place in evening techniques and techniques. Secondary Technical and Vocational Education (STVE) provides middle school graduates and adults with a wide range of initial training programs. The programs offered cover various fields in both theoretical and practical paths. Examples include mechanical engineering, electrical engineering, construction and civil engineering, hospitality and catering, carpentry and furniture manufacturing, fashion design, graphics, and interior design. Assessment criteria for students include class attendance, workshop and laboratory work, written work, projects, tests and final exam.

³⁷ Cedefop, *National Qualifications frameworks (NQFs) online tool*, 2021

³⁸ Cedefop, *National Qualifications frameworks (NQFs) online tool*, 2021

³⁹ Komisja Europejska, 2020

The main bodies that promote the provision of employee training are HRDA, MOEC, MLSI, and other government departments and institutions. In addition, private institutions such as colleges, training institutions, consulting firms, and businesses offer a variety of adult courses, including many non-subsidized HRD.

The growing supply of employees with a higher education suggests that there may be shortages, especially among medium-skilled but also lower-skilled people. These shortages therefore imply that some workers with tertiary education will have to be employed in occupations at a lower level than they are entitled to, or will create difficulties in hiring.

Mid-level trades in handicrafts, machinery and equipment operators and assemblers, as well as skilled agricultural and fishing workers, and to a lesser extent in services and sales in shops and supermarkets, are expected to be higher in the forecast.

The Cyprus Academy of Public Administration (CAPA), with a budget of EUR 1,521,637 for 2011, is the education and development center of the Cypriot civil service. It was established in 1991 and is part of the Department of Public Administration and Human Resources (26) of the Ministry of Finance (27). The overall objective of CAPA is to contribute to the continual improvement of the Cypriot civil service through broad management education activities, organizational development projects and applied research.

Until recently, in Cyprus, the implementation of qualifications transparency frameworks and mechanisms and systems for the recognition of competences and qualifications was relatively limited. However, Cyprus is committed to putting in place appropriate EU tools. The following is a description of the progress made in implementing qualifications systems and frameworks.

The implementation of the National Qualifications Framework (NQF) and The development of the National Qualifications Framework (NQF) to promote the recognition of academic and professional qualifications acquired in Cyprus is a government priority. To facilitate this process, the Council of Ministers established a high-level national committee composed of the directors-general of the Ministry of National Defense, MLSI and HRDA. In February 2009, the national commission set up a working group which examined examples of good practice in other European countries prior to the preparation of the progress report on the state of development of the NQF in Cyprus. The report was finalized in March 2012 and will provide the basis for further consultation with stakeholders and other stakeholders. The working group is in the process of appointing an international expert to develop a detailed design and produce a reference report. In addition, level descriptors are being developed to suit the Cypriot education system. The project to establish the NQF in Cyprus is expected to be completed by June 2013. As regards regulated professions, Cyprus has fully transposed the new Directive 2005/36 / EC into national law by adopting eight different laws: one for the general recognition of regulated professions and seven others for seven sectoral professions (general care nurse, dentist, veterinarian, midwife, architect, pharmacist and doctor). In addition, the development of a competency-based vocational qualification system, which will be an integral part of future NQFs, is a priority for Cyprus. HRDA creates and implements the system in two phases. In the first phase, in 2006-09, five professional qualification standards were developed at level 2 in three

sectors of the economy: hotel and restaurant, construction and retail for the waiter, cook, receptionist, stonemason and salesman professions.

In the second phase, which covers the period 2007-15 and is co-financed by the ESF, 67 new standards have been developed at various levels in priority occupations. The standards cover a wide range of professions in the following sectors: hotels and restaurants, retail and wholesale, construction, manufacturing, automotive repair, ICT systems and networks, hairdressing, and the vocational training trainer profession. The new standards are discussed by industry technical committees for professional qualifications and approved by the HRDA Board of Governors. In the second phase, 7,000 people are expected to have their qualifications recognized in line with the new standards.

03

RESEARCH METHODOLOGY

Empirical research that was carried out in the project "Transversals skills in time of COVID" fits in the implementation of the main goal of the project, which is to strengthen personal and social competences in vocational education in the economic and administrative industry, by developing innovative / multimedia materials for acquiring and shaping personal and social competences. For specific purposes, the partners strive to develop tools and solutions allowing for the development of personal and social qualifications, as a necessary supplement to the professional competences of the administrative industry, and by strengthening the competences to improve the quality of services in the industry and the growth of soft skills allowing for building wider local and inter-industry partnerships.

In order to achieve the work goals it was essential to carry out empirical research which answers the following questions:

- What personal and social competences are necessary for employers of the economic and administrative sector.
- What personal and social competences are missing for young people coming to work in the economic and administrative sector (after graduation from school).
- What personal and social competences are necessary for employees in the economic and administrative sector.
- Whether and how, as a result of the pandemic, has the demand for personal and social competences changed among employees in the economic and administrative sector?

Empirical research procedure

Two separate primary studies were carried out under the project "Transversals skills in time of COVID". Both studies concerned the same issue, i.e. the demand for personal and social competences among employees of the economic and administrative industry, taking into account the changes following the SARS-CoV-2 coronavirus pandemic.

The first study was quantitative in nature, information was collected from employers, employees, representatives of the economic and administrative industry, operating in this industry, or having employees in this industry, employees holding economic and administrative positions and teachers educating in the economic and administrative industry. The method of an internet survey was used for this purpose.

The second study was qualitative. As part of it, non-standardized, in-depth individual interviews were conducted with representatives of MSME, employing in their structures employees operating in the economic and administrative sector. The study allowed to deepen the results obtained from the quantitative study. Both qualitative and quantitative studies were conducted in Poland, Cyprus and Ireland. The research concerned possessed, expected, desired and missing personal and social competences among employees of the economic and administrative sector. An important element of the study was to determine the demand for personal and social competences among employees of the economic and administrative industry, which occurred as a result of the SARS-CoV-2 coronavirus pandemic.

Non-standardized in-depth individual interviews

As mentioned above, the method of non-standardized individual in-depth interviews (IDI - Individual in-Depth Interviews) was used as part of the conducted qualitative research. In-depth individual interviews are a research method that is used in the case of research problems typical of qualitative research, especially when:

- (i) the subject of the research is not conducive to group discussion or when the group process could have an adverse impact on the degree of credibility of the obtained results,
- (ii) it is important to obtain detailed, in-depth information from a single person about personal opinion and interpretation of specific phenomena, processes. In-depth individual interviews, thanks to the interaction with the respondent, provide in-depth information on a specific research issue.⁴⁰

During the interview conducted using the IDI technique, it is possible to dynamically modify the course of the interview depending on the characteristics of a given respondent, the answers given by them or the fact of introducing into the conversation threads that were not taken into account at the stage of designing the interview scenario, but seemed important to the researcher from the point of view of the studied issue.

Thanks to this, the risk of omitting important issues from the point of view of the study objective during the interview is significantly reduced. In addition, this technique allows for obtaining more information useful for the researcher by building a specific relationship during the conversation, promoting openness in mutual communication. Invitations to take part in the qualitative research were sent by e-mail to selected MSMEs in each country.⁴¹

The invitation indicates the research topic and briefly describes its purpose. The person conducting the study was also indicated. Additionally, an assurance has been introduced that the information obtained

⁴⁰ I. Escher, *Badania marketingowe [w:] A. Andruszkiewicz (red.), Marketing. Podręcznik akademicki, Wydawnictwo Dom Organizatora, Toruń 2011, s. 135.*

⁴¹ Szerzej na temat techniki indywidualnych wywiadów pogłębionych zob. np.: M. Nicińska, *Indywidualne wywiady pogłębione i zogniskowane wywiady grupowe – analiza porównawcza, ASK. Społeczeństwo, Badania, Metody 2000, Nr 8, s. 39-50; S. Kvale, Prowadzenie wywiadów, Wydawnictwo Naukowe PWN, Warszawa 2010.*

as a result of the research will be used only for educational purposes. The interviews were conducted by a team of experts from project partners. The prepared question sheet focused on issues related to personal and social competences that employers diagnose in the recruitment process, what they see gaps in personal and social competences in teams of people in economic and administrative positions and, finally, what new competency gaps or competency needs in the area of personal competences and social issues among workers was caused by the SARS-CoV-2 coronavirus pandemic.

The described qualitative research was conducted by phone in the period of July 15 - September 15, 2021.

In total, 120 individual, non-standardized in-depth interviews were conducted, in which the respondents were representatives of the economic and administrative industry from Poland, Cyprus and Ireland, a total of 40 people from each partner country. Each of the interviews was written down and analyzed.

The survey

The survey was conducted in the period June 14 - August 31, 2021. An internet questionnaire was used in this research.⁴² In relation to the above-mentioned areas, four tables were introduced in the questionnaire. Two tables (TABLE 1 and TABLE 2) presented different personal and social competences in the economic and administrative sector, resulting from the conducted literature analysis and desk research in the partner countries.

TABLE 1: "Personal and social competences that, in your opinion, are lacking in the economic and administrative sector, and should be developed during vocational training".

TABLE 2: "Personal and social competences that, in your opinion, are lacking in the economic and administrative sector, and should be developed during vocational education, taking into account the changes caused by COVID 19".

During the survey, the respondents were asked to respond to them by selecting a specific category of answers: yes, missing or no, not missing. The next two tables, ie TABLE 3 and TABLE 4, in which the respondents were asked to give their opinion by selecting a specific category of answers on the importance scale from 0 to 5, where 0 meant "Very important" and 5 "Not important".

TABLE 3: "Personal and social competences of employees in the economic and administrative sector".

⁴² W literaturze przedmiotu ankieta internetowa uznawana jest za pełnowartościową technikę badawczą, podobnie jak np. ankieta pocztowa czy wywiad (osobisty, telefoniczny). Szerzej na ten temat zob. m.in.: P. Siuda, *Ankieta internetowa: zalety i wady – rekapitulacja* [w:] P. Siuda, *Metody badań online*, Wydawnictwo Naukowe Katedra, Gdańsk 2016, s. 28-81; D. Batorski, M. Olcoń-Kubicka, *Prowadzenie badań przez internet – podstawowe zagadnienia metodologiczne*, *Studia Socjologiczne* 2006, nr 3 (182), s. 100-132; K. B. Wright, *Social support satisfaction, on-line communication apprehension, and perceived life stress within computer-mediated support groups*, *Communication Research Reports* 2000, Vol. 17 (2), s. 141; D. Andrews, B. Nonnecke, J. Preece, *Electronic survey methodology: A case study in reaching hard-to-involve Internet users*, *International Journal of Human-Computer Interaction* 2003, Vol. 16 (2), s. 185.

TABLE 4: "The importance of social and personal competences in the implementation of professional tasks in the economic and administrative sector, taking into account the changes caused by COVID 19".

The questionnaire was attached to this report. One of the areas of competency research concerned the expectations / preferences and demand for personal and social competences in the economic and administrative industry after the SARS-CoV-2 coronavirus pandemic.

The measuring instrument in the form of a questionnaire was prepared in the version of the application proposed by the electronic platform "Google Forms". Before the measurement instrument was made available, the speed of the questionnaire opening on various types of equipment (computer, tablet, telephone) and its correct operation in various operating systems and web browsers were checked. The questionnaire used in the described study was relatively short, hence it was decided to include the percentage of completion rate in it.⁴³ Moreover, in accordance with the recommendations contained in the literature on the subject,⁴⁴ care was taken to ensure that the respondent could freely move through and return to the questions (in the case of the questionnaire under discussion, the role of such questions was played by the proposed statements).⁴⁵

In the initial part of the questionnaire, the research topic is indicated and its purpose is briefly described. Additionally, an anonymity assurance was introduced and an approximate time needed by the respondent to answer all the questions contained in the questionnaire was provided.

Characteristics of the respondents

The selection of respondents for the quantitative study was deliberate and resulted directly from the assumed objectives of the study. The key criterion in selecting the respondents was the economic and administrative sector.

The invitation to the study was addressed to the above-mentioned groups. The research was promoted on the websites of the project partners, in the social media of the project partners and cooperating institutions. A large percentage of the respondents were people between the ages of 18 and 25 (43%), followed by people aged 26-39 (35%). Thanks to this distribution of the surveyed group, the survey obtained a picture of the expectations of people who are potential recipients of training services in the administrative and economic sector, as well as suggestions from various age groups, and thus respondents' profiles, regarding their experience in acquiring new personal and social competences. and raising them through vo-

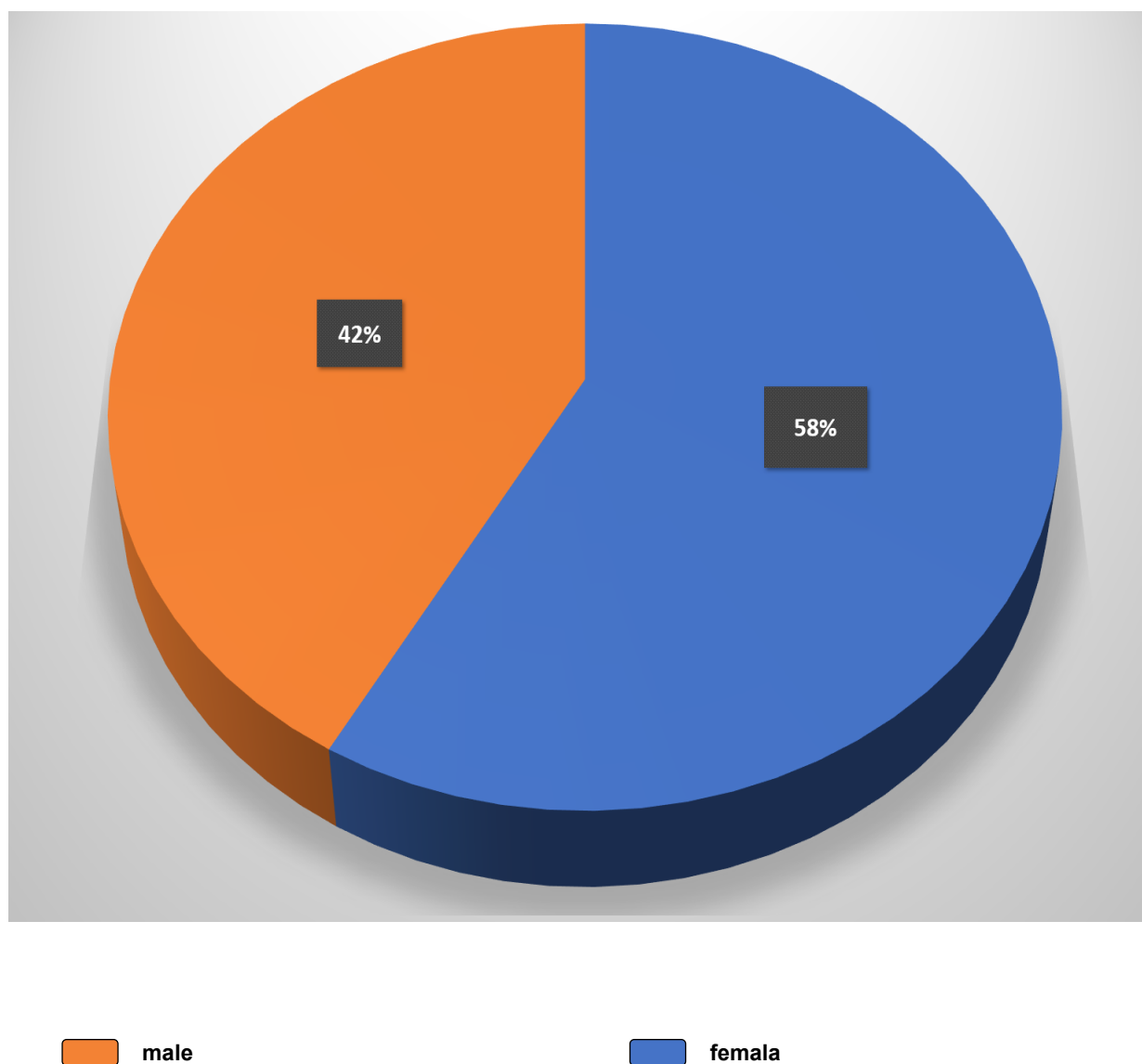
⁴³ W literaturze podkreśla się, że umieszczenie wskaźnika zaawansowania wypełnienia kwestionariusza działa na respondenta motywująco tylko w przypadku krótkich kwestionariuszy. W długich efekt jego działania jest odwrotny, może zniechęcać już na początku do wypełnienia całego kwestionariusza. Szerzej na ten temat zob. P. Siuda, *Kwestionariusze internetowe – nowe narzędzie badawcze nauk społecznych*, [w:] *Zeszyty Naukowe – Wyższa Szkoła Handlowa im. Bolesława Markowskiego w Kielcach*, K. Grysa (red.), Wyższa Szkoła Handlowa w Kielcach, Kielce 2006, s. 265-277.

⁴⁴ *Ibidem*, s. 267.

⁴⁵ Brak swobodnego przechodzenia do kolejnych pytań może bowiem spowodować, że respondent zniechęci się i zrezygnuje z dalszego udziału w badaniu.

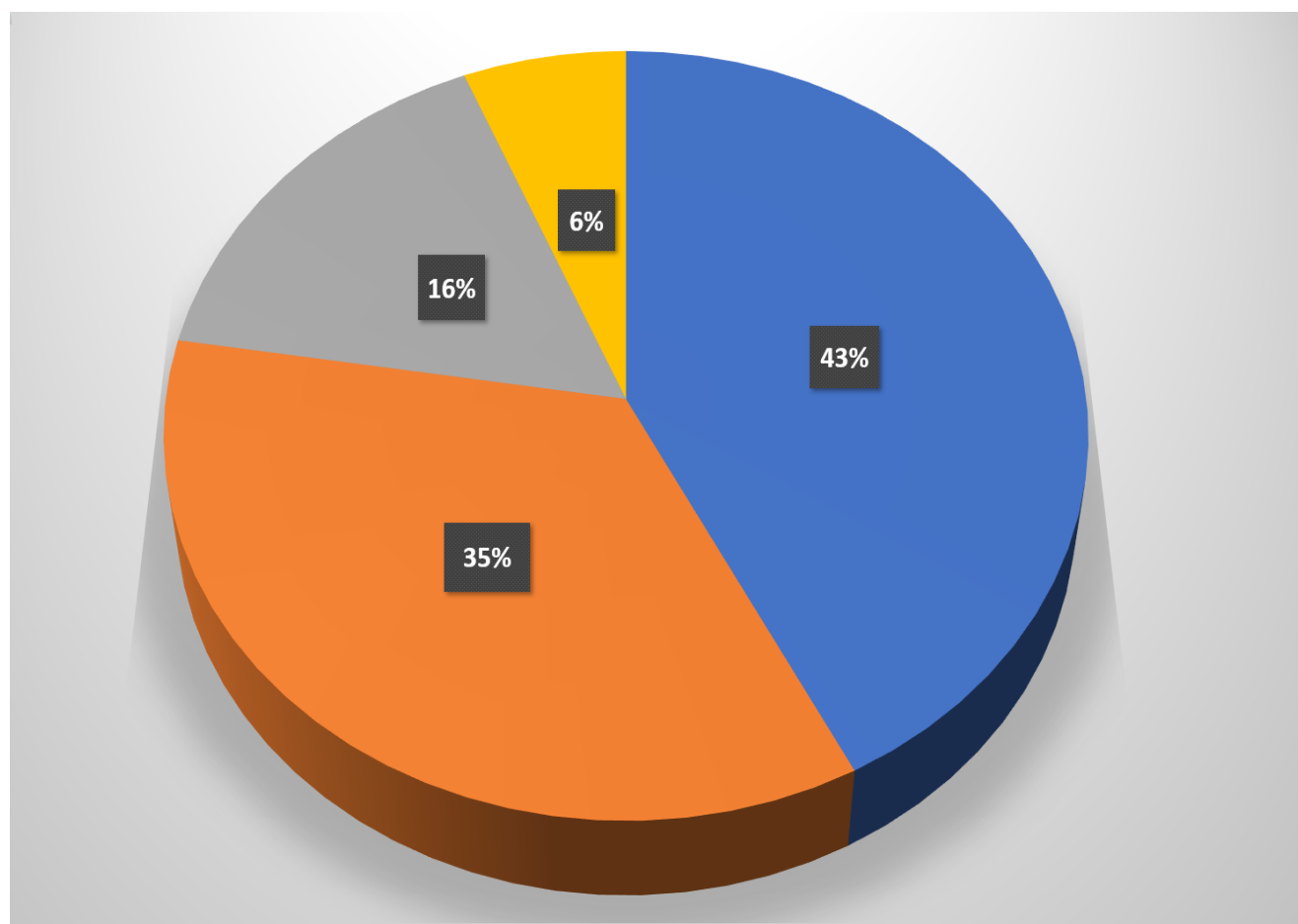
cational education and training. In total, 246 people took part in the survey.

FIGURE 03.1 - Structure of respondents by gender



Source: own study based on the results of the survey.

FIGURE 03.2 - Structure of respondents by age



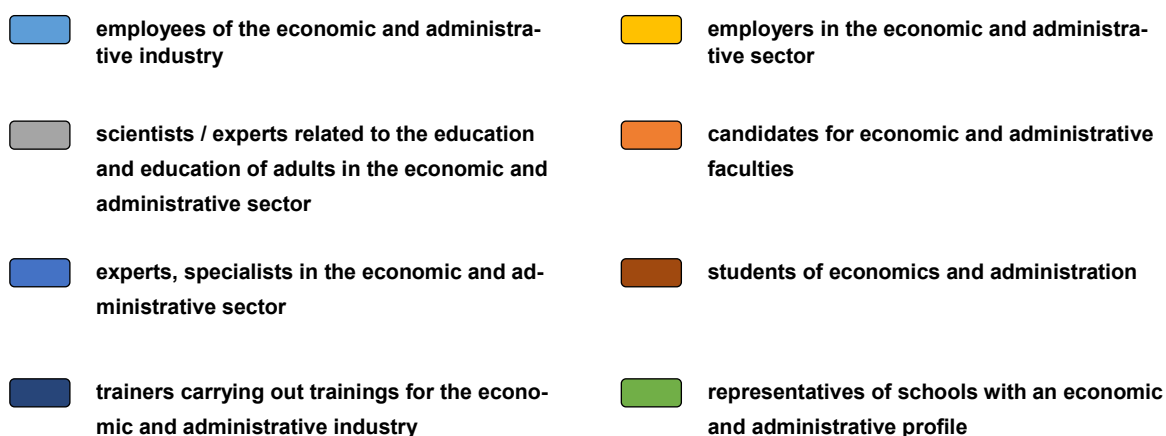
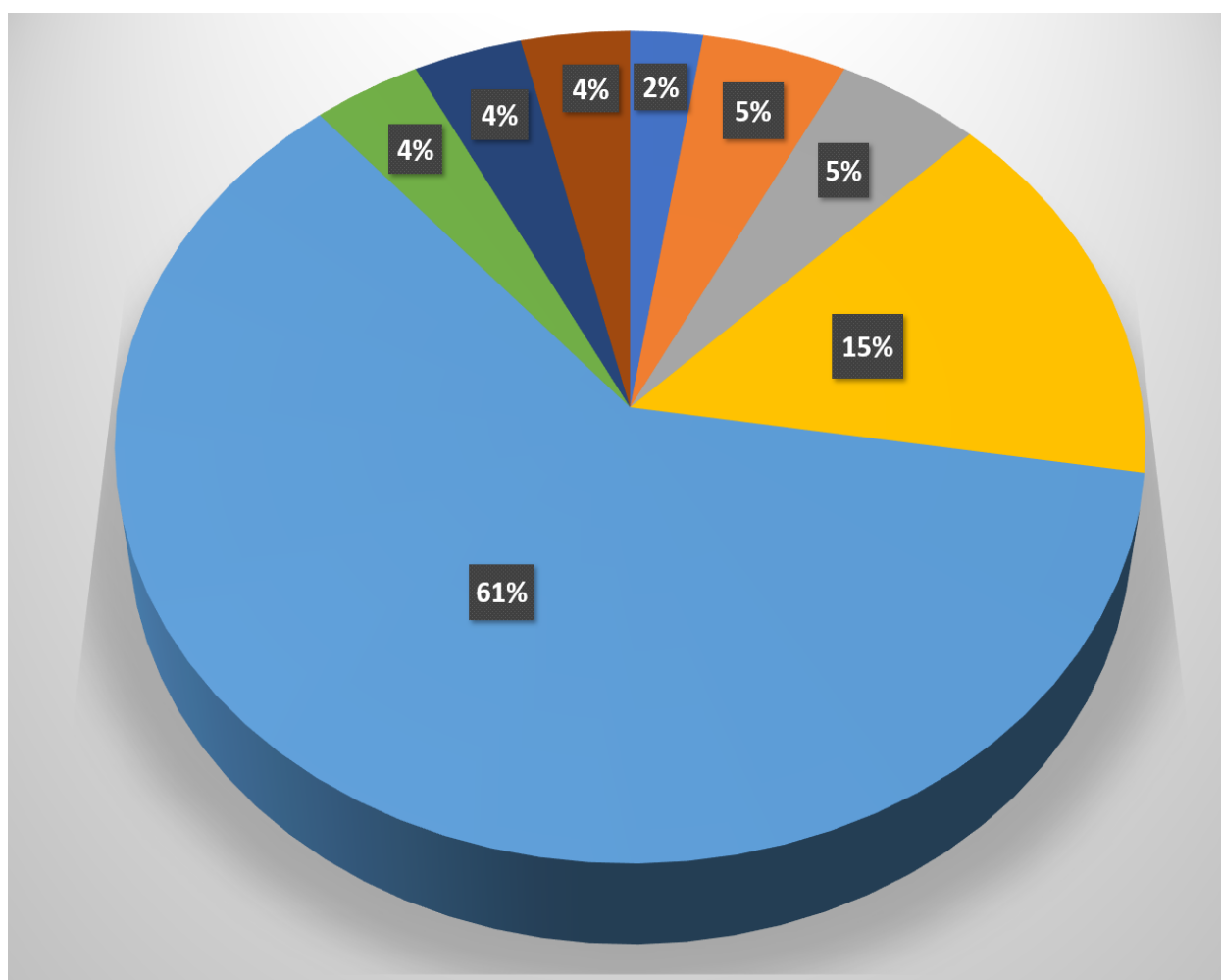
18-25 years

26-39 years

40-59 years

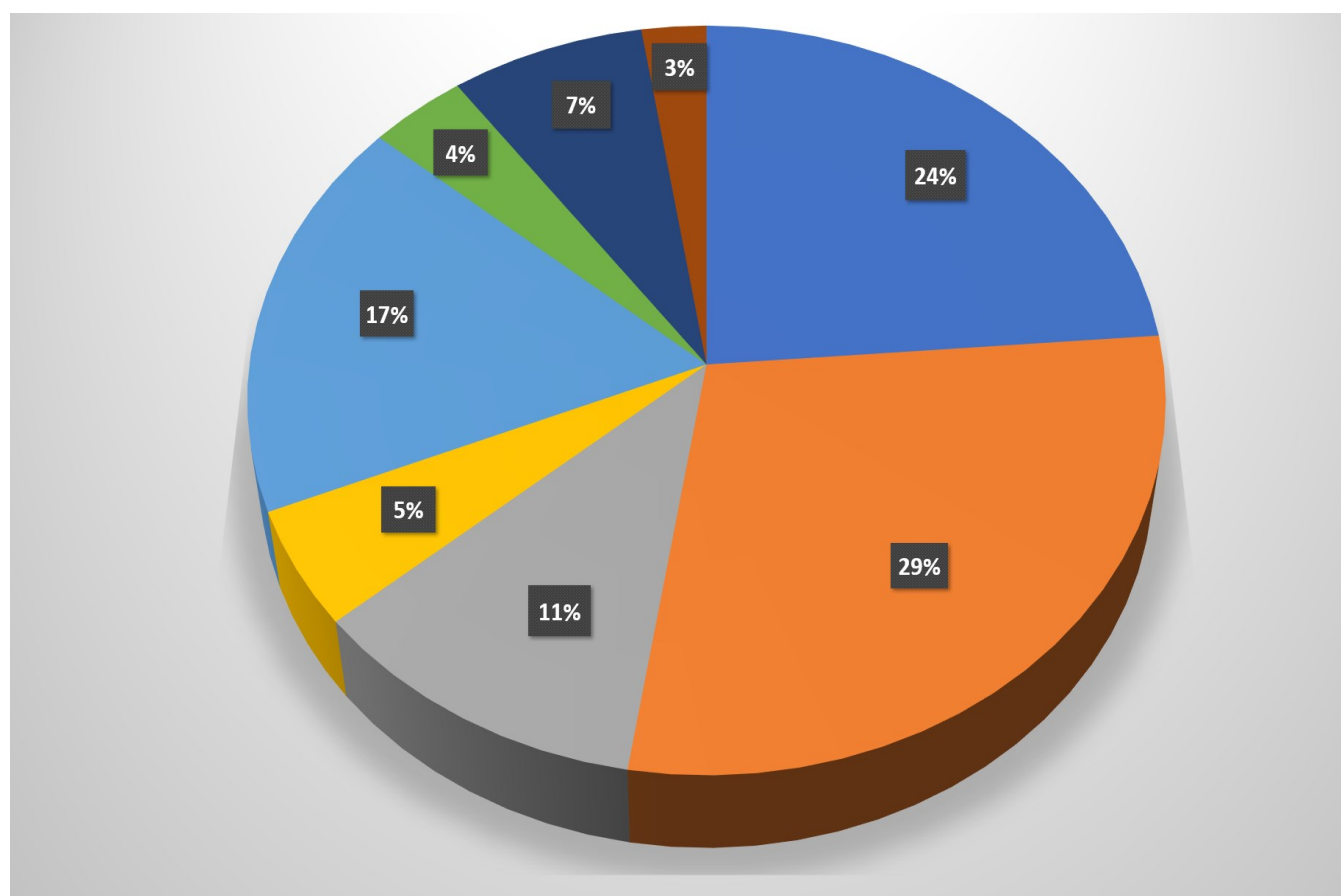
over 60 years

Source: own study based on the results of the survey.

FIGURE 03.3 - Structure of respondents according to their profile

Source: own study based on the results of the survey.

FIGURE 03.4 - Structure of respondents by area of professional activity



Source: own study based on the results of the survey.

04

QUANTATIVE RESEARCH RESULTS

Personal and social competences as well as interpersonal skills are valued on the labor market and desired by employers all over Europe. In an increasingly digital, computerized and automated world, soft skills can be a differentiator between two employees competing for a promotion or the same position. The candidate can be almost sure that the recruiter will pay attention to his ability to function in a group, cooperate with other people, be open to diversity, communicate, and understand social situations. The list of personal and social competences is huge.

As a result of the literature analysis, verification of the core curricula educating professions in the economic and administrative industry, and expert knowledge, the project team selected almost 50 various competences on the basis of which the study was conducted.

The results of the research carried out in all three partner countries confirm that personal and social competences for employees of the economic and administrative sector are important or very important. Virtually no one identified any of the competences as invalid. A negligible percentage considered some of them to be of average importance.

When analyzing the list of almost 50 assessed competences, it should be stated that personal and social competences are becoming more and more important in professional life every year. It is clear that employers notice the need to have and develop them. In addition, the coronavirus pandemic meant that the demand for personal and social competences not only in the economic and administrative sector, but in any other sector, was noticed by the labor market and employers. Today, there are no one doubts that while knowledge can be acquired and hard skills can be taught to employees quite quickly, with the commitment and willingness of each party, the so-called soft skills in most cases, are a very long and tedious process to acquire. The survey respondents (as described in more detail in the chapter: Research methodology) defined competences on the basis of four tables developed by an expert team.

TABLE 1 presented "Personal and social competences that, in your opinion, are lacking in the economic and administrative sector, and should be developed during vocational training". The respondents assessed the demand for the abovementioned competences through the prism of their deficiencies. The formulated question had two possible answers: "yes - missing"; "No - there is no shortage." The respondents selected key personal and social competences that are lacking in the economic and administrative sector employees presented in Figures 04.1, 04.2, 04.3.

It should be emphasized that the research results for all three partner countries indicated the same competency gaps in the area of personal and social competences in the economic and administrative sector, including:

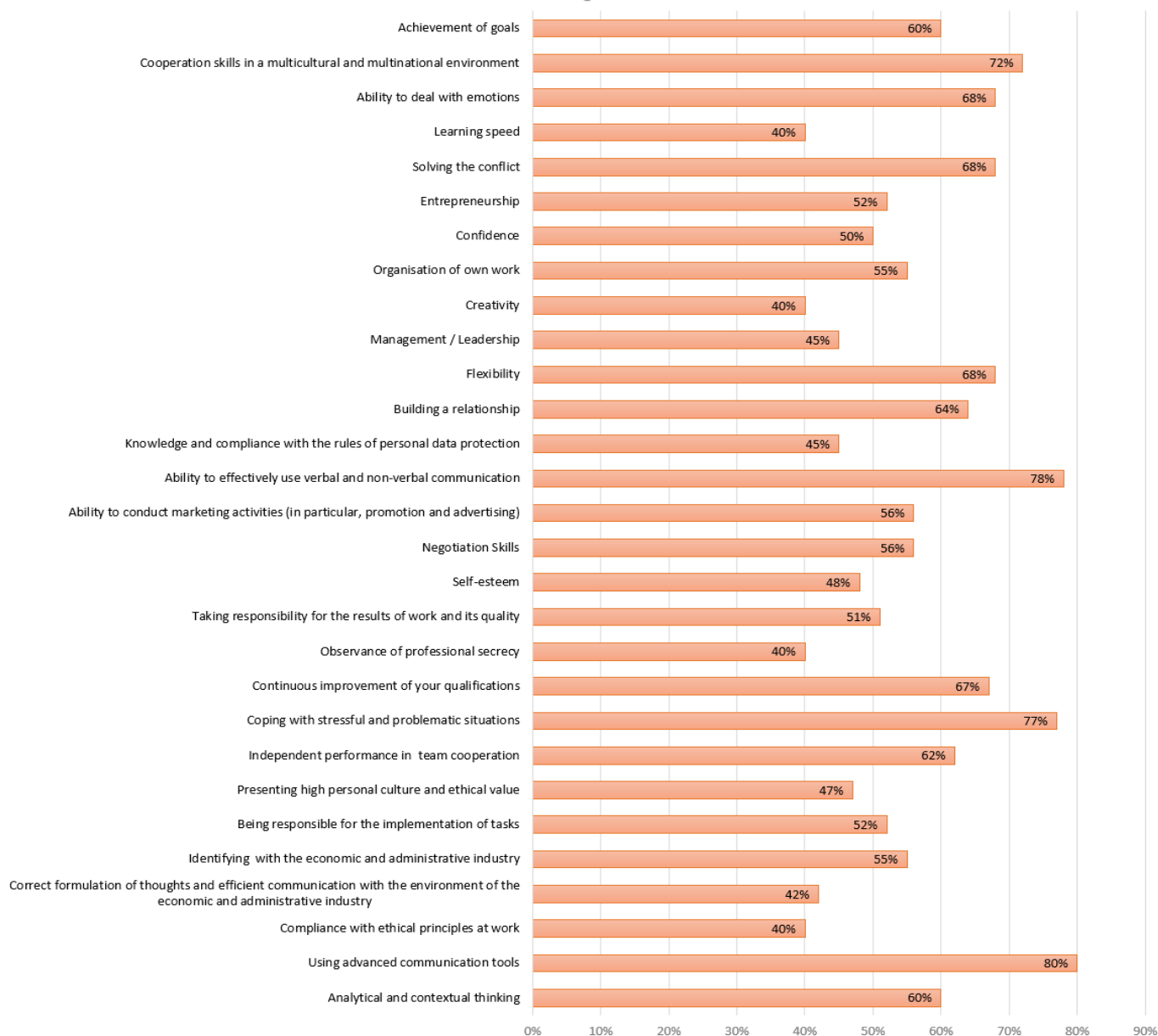
- using advanced communication tools (80% of all respondents),
- the ability to use communication effectively (78% of all respondents),
- coping with stressful and problematic situations (77% of all respondents),
- the ability to cooperate in a multicultural and multinational environment (72% of all respondents).

Significant personal and social competences in the economic and administrative industry, necessary at work, according to the respondents, are also the following competences:

- analytical and contextual thinking,
- independent group and team cooperation,
- continuous improvement of the competences held,
- building a relationship,
- flexibility,
- solving the conflict,
- the ability to deal with emotions.

This is confirmed by the results of the study. Over 60% of the respondents admitted (choosing the answer "yes missing") that competences of this type constitute an important competency gap among employees and require support.

FIGURE 04.1 - Personal and social competences that, in your opinion, are lacking in the economic and administrative sector, and should be developed during vocational training

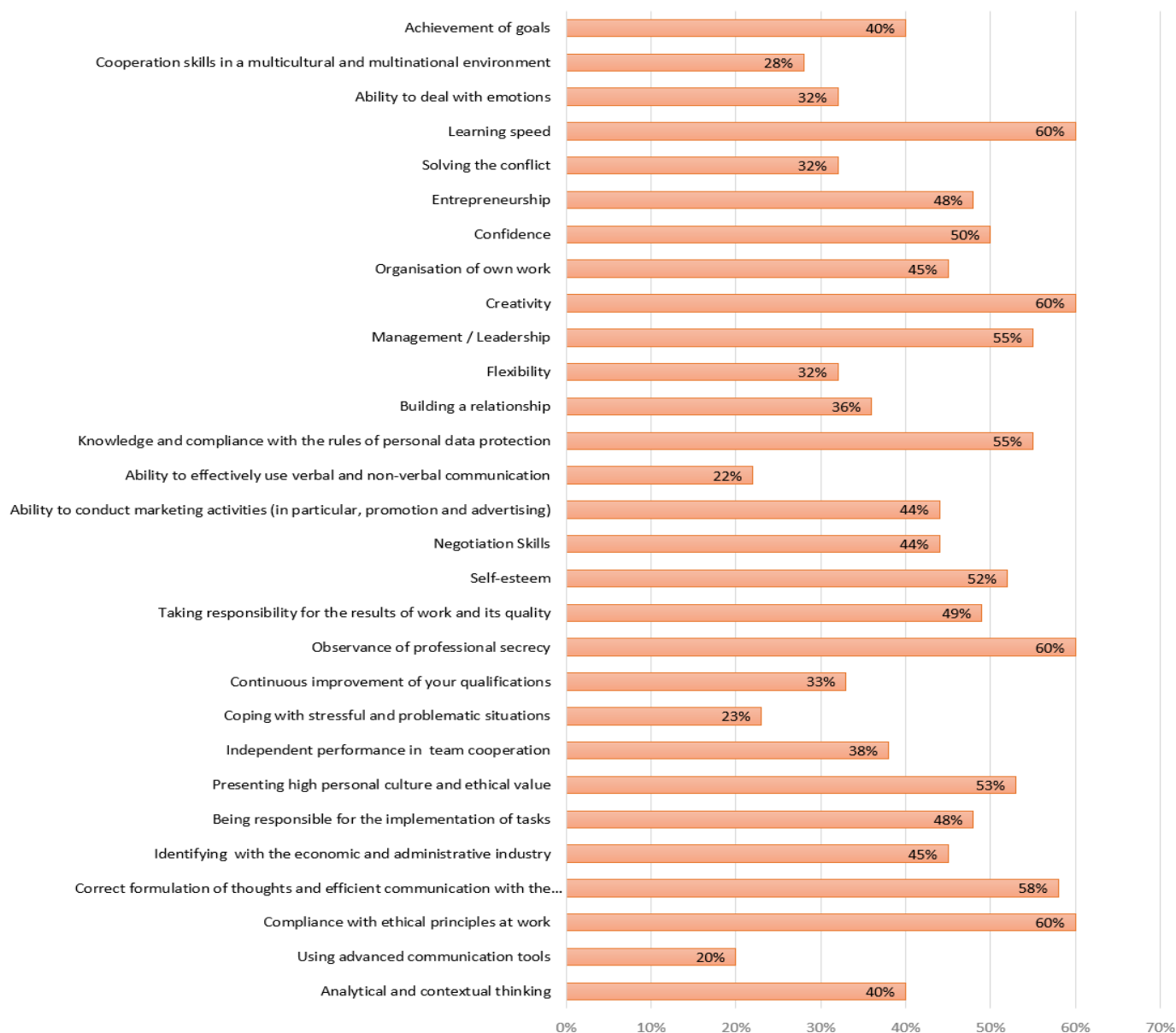


Source: own study based on the results of the survey.

At the same time, some of the personal and social competences of employees in the economic and administrative sector were deemed not to require training. They are defined as competences for the so-called appropriate and sufficient level, in the answers "no, there is no shortage". In this category, competences such as:

- compliance with ethical principles,
- observance of professional secrecy,
- creativity,
- learning speed.

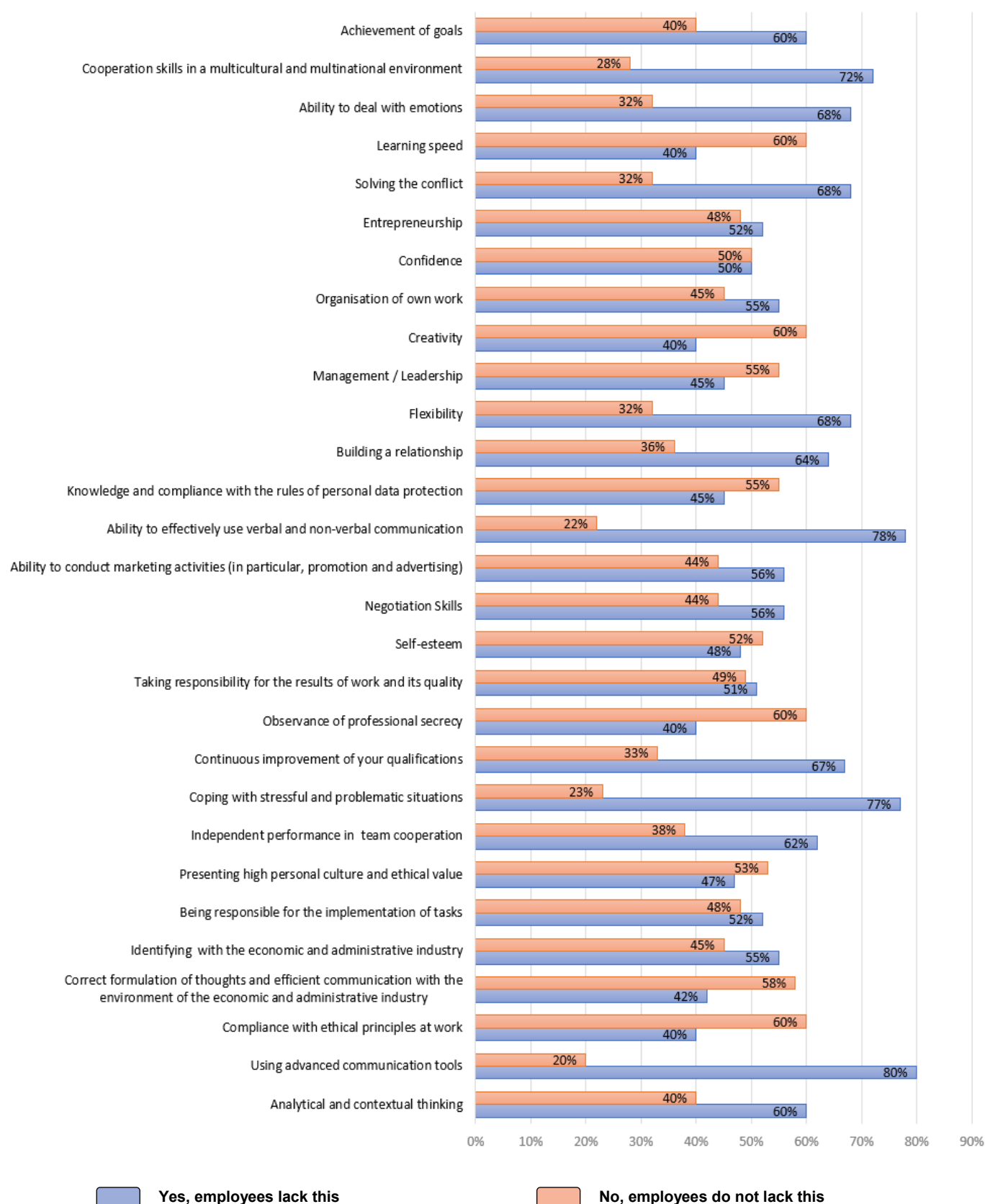
FIGURE 04.2 - Personal and social competences that, in your opinion, there are many employees of the economic and administrative sector, and should be developed during vocational training.



Source: own study based on the results of the survey.

One of the competences that was assessed by half of the respondents as a competence that is lacking, and by the other half as a competence that is not lacking is self-confidence. However, from the perspective of the study, such competence should be left without comment, because it is a very individual skill, its assessment is very subjective, and moreover, we gain self-confidence by improving competences in general. Therefore, by improving our knowledge and professional skills as well as interpersonal skills, gaining experience, we improve our self-confidence. It should be assumed that by taking care of the development of all other personal and social competences, we will naturally increase the self-confidence of employees in the economic and administrative sector.

FIGURE 04.3 - Aggregated responses on personal and social competences for all three countries of the partnership



Source: own study based on the results of the survey.

Looking at the overall research and analysis, we can distinguish four important areas of personal and social competences for the economic and administrative industry: communication, cooperation, critical thinking, time management (work organization).

Time management is a key skill for any accounting professional, not only because of how focused this profession is on deadlines, but also because of the time management discipline required for a large-scale transition to remote work. Due to the cyclical nature of accounting, employees have a wide range of opportunities to improve their time management skills. Most of the significant projects and deliverables will take place at the same time of the year depending on the organization.

Critical Thinking - The different hiring managers we work with often require candidates to have "strong critical thinking skills", but what does this mean for the accounting and financial professions? Analyzing problems and finding causes and solutions to those problems - is a major aspect of the accounting profession. Organizations are constantly faced with new financial challenges. Recently, the SARS-CoV-2 coronavirus has created a series of challenges that accounting and financial teams must address. Fund reallocation and cash management, payroll change management, responding to new legal changes in internal reporting practices, and other changes required employees to think critically and creatively to meet the needs of the organization. While the SARS-CoV-2 coronavirus pandemic was unexpected, accounting teams may be able to plan other challenges. What most employers ask for are accounting and finance professionals who not only look at past problems and find solutions, but are also able to anticipate problems before they arise. From the first look to the final analysis, accounting professionals should read all the information they have and be able to communicate why something happened and what can be done in the future to plan or account for it.

Communication as the most important skill for accounting and finance. Almost every part of an organization interacts with accounting and financial teams. Hence, professionals must possess exceptional communication skills, both written and verbal. Important projects must be communicated in an easy-to-understand manner to management and colleagues (especially if they are unfamiliar with accounting or financial terminology) to ensure that they are properly completed. If accounting and finance professionals have poor communication skills, it can be difficult to clearly formulate, share reports, and build actions based on findings. Collaboration with teammates and other employees is crucial for accountants. As accounting and financial tasks affect every area of the company, accountants are expected to collaborate with teams and work well with individual employees. Projects involving other employees - such as budgets, cash flow forecasts, or strategic planning - can be complex and require intensive collaboration. While aspiring accountants may not be leading these projects, and other company leaders do, they will eventually have to meet and collaborate with teams across the organization, so developing this skill now is critical to further growth.

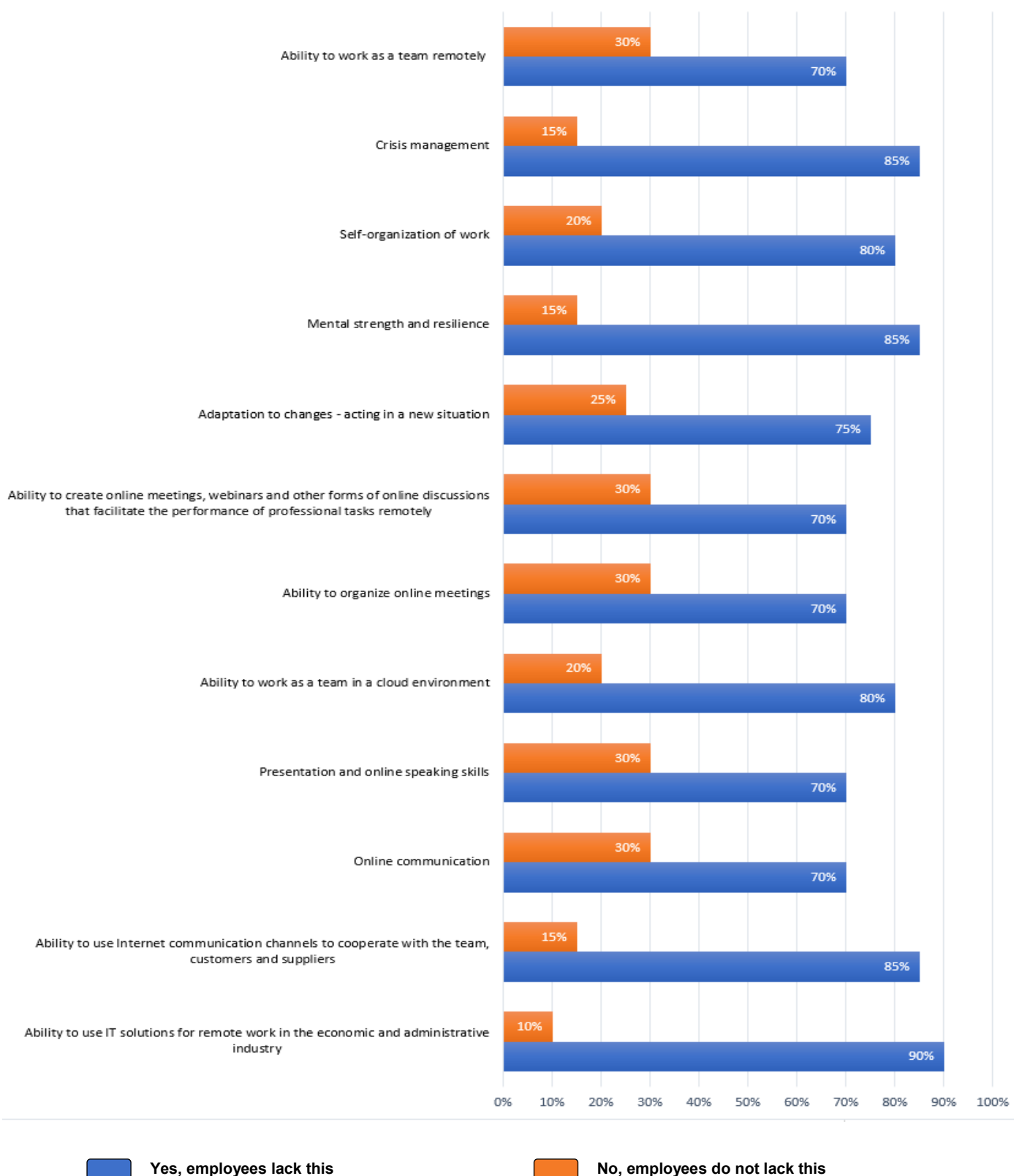
The aggregated results from all three partner countries regarding the shortages of personal and so-

cial competences among employees of the economic and administrative sector are presented below.

Partner countries maintained consistency in the study in terms of the demand for personal and social competences for the economic and administrative industry after the SARS-CoV-2 coronavirus pandemic (Figure 04.4).

The competences mentioned by the research team were approved by the respondents. It was clearly indicated that all the indicated competences, taking into account the changes caused by the SARS-CoV-2 coronavirus, are necessary at work in the economic and administrative industry. Moreover, all of them constitute the competency gaps of today's employees. This means that these competences require education. To ensure the achievement of project results, work on these areas should be taken into account when preparing educational materials. These areas of competence undoubtedly require support. Each competency was selected by at least 70% of the respondents of the entire survey.

FIGURE 04.4 - List of selected personal and social competences by respondents after the SARS-CoV-2 coronavirus pandemic



Source: own study based on the results of the survey.

The next part of the study made it possible to determine the importance of the indicated personal and social competences for the economic and administrative sector (List 1-6). The research results were presented separately for each country.

In Poland, the majority of respondents described the skill list as very important and important. Only with a few competencies, the respondents from the entire list assigned a rating that the competency is "not important" or "not important" (level 1-5%). This means that approx. 95% of the competences mentioned in the survey are very important, important or moderately important for the respondents. On this basis, it should be confirmed that Polish respondents confirmed the validity of personal and social competences of their employees.

The highest rated skills were:

- the ability to use Internet communication channels to cooperate with the team, customers, suppliers - assessed as very important by 67.5% of respondents,
- self-organization of work - assessed as very important by 61.2% of the respondents,
- the ability to use IT solutions for remote work in the economic and administrative industry - assessed as very important by 52.5% of respondents.

Moreover, 41.2% of the respondents confirmed that "Continuous improvement of one's qualifications" is important. Over 28% respondents said "Learning Speed" is very important. It can be presumed that there are employers who care about the development of the team, so they will be interested in modern education for their subordinates in the areas of soft skills.

TABLE 04.1 - The results of the survey in Poland

PERSONNEL AND SOCIAL COMPETENCES OF EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY						
		SCALE OF IMPORTANCE				
		Very im- portant	Important	Average	Not impor- tant	Does not matter
1.	Analytical and contextual thinking	47,50%	43,80%	8,70%	0%	0%
2.	Using advanced communication tools	62,50%	27,50%	5,50%	2,50%	2,00%
3.	Compliance with ethical principles at work	40%	48,70%	8,80%	2,50%	0%
4.	Correct formulation of thoughts and efficient communication with the environment of the economic and administrative industry	45%	47,50%	7,50%	0%	0%
5.	Identifying with the economic and administrative industry	40%	48,70%	8,80%	2,50%	0%
6.	Being responsible for the implementation of tasks	48,80%	47,50%	3,70%	0%	0%
7.	Presenting high personal culture and ethical value	38,70%	46,30%	15%	0%	0%
8.	Independent performance in team cooperation	37,50%	58,80%	2,50%	1,20%	0%
9.	Coping with stressful and problematic situations	47,50%	50%	2,50%	0%	0%
10.	Continuous improvement of your qualifications	41,20%	42%	14,80%	2%	0%
11.	Observance of professional secrecy	42,50%	53,70%	3,80%	0%	0%
12.	Taking responsibility for the results of work and its quality	28,70%	41,30%	28,80%	1,20%	0%
13.	Self-esteem	22,50%	58,80%	17,50%	1,20%	0%
14.	Negotiation Skills	57,50%	33,80%	8,70%	0%	0%
15.	Ability to conduct marketing activities (in particular, promotion and advertising)	47,50%	43,80%	6,80%	1%	1%
16.	Ability to effectively use verbal and non-verbal communication	67,50%	24,50%	8,00%	0%	0%
17.	Knowledge and compliance with the rules of personal data protection	40%	48,70%	8,80%	2,50%	0%

PERSONNEL AND SOCIAL COMPETENCES OF EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY						
		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
18.	Building a relationship	45%	47,50%	7,50%	0%	0%
19.	Flexibility	58,80%	38,80%	1,20%	1,20%	0%
20.	Management / Leadership	38,80%	47,50%	11,30%	1,20%	1,20%
21.	Creativity	28,70%	56,30%	10%	5%	0%
22.	Organisation of own work	68,80%	31,20%	0%	0%	0%
23.	Confidence	37,50%	40%	12,50%	5%	5%
24.	Entrepreneurship	46,20%	45%	8,80%	0%	0%
25.	Solving the conflict	42,50%	53,70%	3,80%	0%	0%
26.	Learning speed	28,70%	41,30%	28,80%	1,20%	0%
27.	Ability to deal with emotions	22,50%	58,80%	17,50%	1,20%	0%
28.	Cooperation skills in a multicultural and multinational environment	47,50%	43,80%	8,70%	0%	0%
29.	Achievement of goals	37,50%	54,50%	5,50%	2,50%	0%
30.	Other (Please specify)	Supporting other employees, delegating tasks, the ability to use time, assertiveness				

Source: own study based on the results of the survey.

TABLE 04.2 - The results of the survey in Poland

IMPORTANCE OF SOCIAL AND PERSONAL COMPETENCES IN THE IMPLEMENTATION OF OCCUPATIONAL TASKS IN THE ECONOMIC AND ADMINISTRATIVE SECTOR, TAKING INTO ACCOUNT CHANGES CAUSED BY COVID 19						
		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
1.	Ability to use IT solutions for remote work in the economic and administrative industry	55,50%	39,80%	4,70%	0%	0%
2.	Ability to use Internet communication channels to cooperate with the team, customers and suppliers	67,50%	24,50%	5,50%	3%	0%
3.	Online communication	40%	48,70%	8,80%	3%	0%
4.	Presentation and online speaking skills	35%	57,50%	2,50%	2,50%	2,50%
5.	Ability to work as a team in a cloud environment	48,80%	48,80%	1,20%	1,20%	0%
6.	Ability to organize online meetings	38,80%	57,50%	3,70%	0%	0%
7.	Ability to create online meetings, webinars and other forms of online discussions that facilitate the performance of professional tasks remotely	28,70%	56,30%	10%	5%	0%
8.	Adaptation to changes - acting in a new situation	48,80%	47,50%	2,50%	1,20%	0%
9.	Mental strength and resilience	47,50%	50%	2,50%	0%	0%
10.	Self-organization of work	61,20%	30%	8,80%	0%	0%
11.	Crisis management	42,50%	53,70%	3,80%	0%	0%
12.	Ability to work as a team remotely	48,70%	41,30%	8,80%	1,20%	0%
13.	Other (Please specify)	Resistance to changes, the ability to use new tools				

Source: own study based on the results of the survey.

CYPRUS

In Cyprus, the majority of respondents described the Skills Chart (Factsheet 3) as very important and important. The highest rated skills were:

- organization of own work - it was assessed as very important by 63.8% of the respondents,
- the ability to effectively use verbal and non-verbal communication - it was assessed as very important by 62.5% of respondents,
- using advanced communication tools - it was assessed as very important by 62.5% of the respondents.

Both the surveyed employers (88%) and employees (85%) of the economic and administrative sector assessed all the indicated competences after the SARS-CoV-2 coronavirus pandemic as "very important" or "important". Taking into account the new market situation and various solutions constantly introduced into the world of the economy due to the SARS-CoV-2 coronavirus, the emphasis on these competences should be taken into account. It should also be presumed that even when the world has finally dealt with the SARS-CoV-2 coronavirus, further threats of this type should be taken into account, for which today we should prepare the staff of the economy.

TABLE 04.3 - Results of a survey in Cyprus

PERSONNEL AND SOCIAL COMPETENCES OF EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY						
		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
1.	Analytical and contextual thinking	37,50%	53,80%	6,70%	2%	0%
2.	Using advanced communication tools	62,50%	32%	5,50%	0%	0%
3.	Compliance with ethical principles at work	42%	48,70%	6,80%	2,50%	0%
4.	Correct formulation of thoughts and efficient communication with the environment of the economic and administrative industry	35%	57,50%	7,50%	0%	0%
5.	Identifying with the economic and administrative industry	30%	53,70%	13,80%	2,50%	0%
6.	Being responsible for the implementation of tasks	45,80%	50,50%	2,50%	1,20%	0%
7.	Presenting high personal culture and ethical value	45,80%	50,50%	2,50%	1,20%	0%
8.	Independent performance in team cooperation	45,80%	50,50%	2,50%	1,20%	0%
9.	Coping with stressful and problematic situations	52,50%	45%	2,50%	0%	0%
10.	Continuous improvement of your qualifications	37,20%	44%	14,80%	4%	0%
11.	Observance of professional secrecy	37,50%	58,80%	2,50%	1,20%	0%
12.	Taking responsibility for the results of work and its quality	34,70%	46,30%	17,80%	1,20%	0%
13.	Self-esteem	28,50%	52,80%	13,70%	2,50%	2,50%
14.	Negotiation Skills	47,50%	43,80%	8,70%	0%	0%
15.	Ability to conduct marketing activities (in particular, promotion and advertising)	47,50%	43,80%	6,70%	1%	1%
16.	Ability to effectively use verbal and non-verbal communication	62,50%	29,50%	8,00%	0%	0%
17.	Knowledge and compliance with the rules of personal data protection	50%	48,70%	1,30%	0%	0%

PERSONNEL AND SOCIAL COMPETENCES OF EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY						
		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
18.	Building a relationship	45%	47,50%	7,50%	0%	0%
19.	Flexibility	48,80%	48,80%	1,20%	1,20%	0%
20.	Management / Leadership	28,80%	47,50%	21,30%	1,20%	1,20%
21.	Creativity	28,70%	56,30%	10%	5%	0%
22.	Organisation of own work	63,80%	31,20%	5%	0%	0%
23.	Confidence	35%	37,50%	17,50%	5%	5%
24.	Entrepreneurship	36,20%	55%	8,80%	0%	0%
25.	Solving the conflict	37,50%	58,70%	2,60%	1,20%	0%
26.	Learning speed	28,70%	51,30%	18,80%	1,20%	0%
27.	Ability to deal with emotions	32,50%	48,80%	16,20%	2,50%	0%
28.	Cooperation skills in a multicultural and multinational environment	45,50%	43,80%	10,70%	0%	0%
29.	Achievement of goals	35,50%	50,50%	11,50%	2,50%	0%
30.	Other (Please specify)	Telework, cooperation with the supervisor				

Source: own study based on the results of the survey.

In Cyprus, the majority of respondents described the combination of skills after COVID19 (Factsheet 4) as "very important" and "important". Both employees of the economic and administrative sector (87% of the respondents) and employers of the economic and administrative sector (84% of the respondents) described the skills as "very important" and "important". The highest rated skills were:

- the ability to use Internet communication channels to cooperate with the team, customers, suppliers - it was assessed as very important by 62.5% of respondents,
- the ability to use IT solutions for remote work in the economic and administrative industry - it was assessed as very important by 55.3% of respondents,
- ability to work in a team remotely - it was assessed as very important by 52.7% of the respondents.

TABLE 04.4 - Results of a survey in Cyprus

IMPORTANCE OF SOCIAL AND PERSONAL COMPETENCES IN THE IMPLEMENTATION OF OCCUPATIONAL TASKS IN THE ECONOMIC AND ADMINISTRATIVE SECTOR, TAKING INTO ACCOUNT CHANGES CAUSED BY COVID 19						
		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
1.	Ability to use IT solutions for remote work in the economic and administrative industry	55,30%	40,70%	2,80%	1,20%	0%
2.	Ability to use Internet communication channels to cooperate with the team, customers and suppliers	62,50%	32,00%	5,50%	0%	0%
3.	Online communication	42%	48,70%	6,80%	3%	0%
4.	Presentation and online speaking skills	37,50%	57,50%	2,50%	2,50%	0%
5.	Ability to work as a team in a cloud environment	38,80%	58,80%	1,20%	1,20%	0%
6.	Ability to organize online meetings	42,80%	53,50%	3,70%	0%	0%
7.	Ability to create online meetings, webinars and other forms of online discussions that facilitate the performance of professional tasks remotely	28,70%	56,30%	10%	5%	0%
8.	Adaptation to changes - acting in a new situation	38,80%	52,50%	7,50%	1,20%	0%
9.	Mental strength and resilience	47,50%	50%	2,50%	0%	0%
10.	Self-organization of work	57,20%	34%	8,80%	0%	0%
11.	Crisis management	40,50%	55,70%	3,80%	0%	0%
12.	Ability to work as a team remotely	52,70%	41,30%	4,70%	1,30%	0%
13.	Other (Please specify)	Telework - adapting to new situations				

Source: own study based on the results of the survey.

IRELAND

In Ireland, the majority of respondents described the skill set (Factsheet 5) as "very important" and "important". Both employees of the economic and administrative sector (92% of the respondents) and employers of the economic and administrative sector (85% of the respondents) described the skills as "very important" and "important".

The highest rated skills were:

- the ability to effectively use verbal and non-verbal communication - it was assessed as very important by 62.5% of respondents,
- using advanced communication tools - it was assessed as very important by 58.5% of the respondents,
- ability to cooperate in a multicultural and multinational communication environment - it was assessed as very important by 55.8% of the respondents.

TABLE 04.5 - Results of the survey in Ireland

PERSONNEL AND SOCIAL COMPETENCES OF EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY						
		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
1.	Analytical and contextual thinking	36,50%	50,70%	10,30%	2,50%	0%
2.	Using advanced communication tools	58,50%	36%	5,50%	0%	0%
3.	Compliance with ethical principles at work	52%	42,70%	4,10%	1,20%	0%
4.	Correct formulation of thoughts and efficient communication with the environment of the economic and administrative industry	42%	52,50%	5%	2,50%	0%
5.	Identifying with the economic and administrative industry	30%	43,70%	23,80%	2,50%	0%
6.	Being responsible for the implementation of tasks	45,80%	50,50%	2,50%	1,20%	0%
7.	Presenting high personal culture and ethical value	45,80%	50,50%	2,50%	1,20%	0%
8.	Independent performance in team cooperation	45,80%	50,50%	2,50%	1,20%	0%

PERSONNEL AND SOCIAL COMPETENCES OF EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY

		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
9.	Coping with stressful and problematic situations	52,50%	45%	2,50%	0%	0%
10.	Continuous improvement of your qualifications	30%	43,70%	23,80%	2,50%	0%
11.	Observance of professional secrecy	40%	43,70%	13,80%	2,50%	0%
12.	Taking responsibility for the results of work and its quality	24,70%	58,30%	15,80%	1,20%	0%
13.	Self-esteem	30%	43,70%	23,80%	2,50%	0%
14.	Negotiation Skills	40%	52,50%	5%	2,50%	0%
15.	Ability to conduct marketing activities (in particular, promotion and advertising)	47,50%	43,80%	6,70%	1%	1%
16.	Ability to effectively use verbal and non-verbal communication	62,50%	34,50%	3,00%	0%	0%
17.	Knowledge and compliance with the rules of personal data protection	55,50%	39%	5,50%	0%	0%
18.	Building a relationship	55,50%	39%	5,50%	0%	0%
19.	Flexibility	48,80%	48,80%	1,20%	1,20%	0%
20.	Management / Leadership	30%	43,70%	23,80%	2,50%	0%
21.	Creativity	45,80%	40,50%	12,50%	1,20%	0%
22.	Organisation of own work	45,80%	50,50%	2,50%	1,20%	0%
23.	Confidence	35%	37,50%	17,50%	5%	5%
24.	Entrepreneurship	45,80%	50,50%	2,50%	1,20%	0%
25.	Solving the conflict	37,50%	58,80%	2,50%	1,20%	0%
26.	Learning speed	28,70%	51,30%	18,80%	1,20%	0%
27.	Ability to deal with emotions	32,50%	48,80%	16,20%	2,50%	0%
28.	Cooperation skills in a multicultural and multinational environment	55,80%	41,70%	2,50%	0%	0%
29.	Achievement of goals	37,50%	49,50%	10,50%	2,50%	0%
30.	Other (Please specify)	Ability to work in an international environment, knowledge of new guidelines, mental resilience				

Source: own study based on the results of the survey.

In Ireland, the majority of respondents described the post-COVID19 skill mix (Factsheet 6) as "very important" and "important". Both employees of the economic and administrative sector (90% of the respondents) and employers of the economic and administrative sector (87% of the respondents) described the skills as "very important" and "important".

The highest rated skills were:

- the ability to use Internet communication channels to cooperate with the team, customers, suppliers - it was assessed as very important by 65% of respondents,
- the ability to use IT solutions for remote work in the economic and administrative industry - it was assessed as very important by 65% of respondents,
- self-organization of work - it was assessed as very important by 57.2% of the respondents.

TABLE 04.6 - Results of the survey in Ireland

IMPORTANCE OF SOCIAL AND PERSONAL COMPETENCES IN THE IMPLEMENTATION OF OCCUPATIONAL TASKS IN THE ECONOMIC AND ADMINISTRATIVE SECTOR, TAKING INTO ACCOUNT CHANGES CAUSED BY COVID 19						
		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
1.	Ability to use IT solutions for remote work in the economic and administrative industry	65%	33,50%	1,50%	0%	0%
2.	Ability to use Internet communication channels to cooperate with the team, customers and suppliers	65%	33,50%	1,50%	0%	0%
3.	Online communication	42%	52,70%	2,80%	2%	0%
4.	Presentation and online speaking skills	32,50%	62,50%	2,50%	2,50%	0%
5.	Ability to work as a team in a cloud environment	48,80%	48,70%	2,50%	0%	0%
6.	Ability to organize online meetings	48,80%	48,70%	2,50%	0%	0%
7.	Ability to create online meetings, webinars and other forms of online discussions that facilitate the performance of professional tasks remotely	32,50%	62,50%	2,50%	2,50%	0%

IMPORTANCE OF SOCIAL AND PERSONAL COMPETENCES IN THE IMPLEMENTATION OF OCCUPATIONAL TASKS IN THE ECONOMIC AND ADMINISTRATIVE SECTOR, TAKING INTO ACCOUNT CHANGES CAUSED BY COVID 19

		SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
8.	Adaptation to changes - acting in a new situation	38,80%	52,50%	7,50%	1,20%	0%
9.	Mental strength and resilience	47,50%	50%	2,50%	0%	0%
10.	Self-organization of work	57,20%	34%	8,80%	0%	0%
11.	Crisis management	32,50%	62,50%	2,50%	2,50%	0%
12.	Ability to work as a team remotely	52,70%	41,30%	4,70%	1,30%	0%
13.	Other (Please specify)	Online communication, new technologies, conducting live meetings by communicators				

Source: own study based on the results of the survey.

05

QUALITATIVE RESEARCH RESULTS

Qualitative research conducted in the form of individual in-depth interviews in all three partner countries. The research was related to the quantitative research (internet questionnaire). It made it possible to deepen the subject matter under research and to clarify, for example, the competence areas that the employer pays particular attention to, and to define the competence shortages of individual groups of recipients. The individual interview was divided into two parts. In the first part, the interviewee filled out the questionnaire attached as Appendix 1 to the Report, and in the second part, an in-depth interview was conducted using the questions in Appendix 2 to the Report. The study was conducted on a group of 120 respondents.

People interviewed include:

- Employers (30% of respondents),
- Teachers educating in the economic and administrative sector (8% of respondents),
- Employees holding positions related to the economic and administrative industry (61% of respondents),
- Others (1% of respondents).

In-depth interview participants had a positive attitude to the study. Everyone was happy to answer the questions asked, showed commitment and willingness to cooperate. Before each interview, the objectives of the study were presented and discussed and met with understanding.

The interview mainly concerned the following areas:

- Do the schools preparing employees for work in the economic and administrative sector sufficiently develop students' personal and social competences?
- What personal and social competences among employees of the economic and administrative sector are verified in the recruitment process? - What competencies are desired by employers and how has COVID changed them?
- What personal and social competences are necessary for the positions of employees in the economic and administrative sector?
- What competency gaps in the area of personal and social competences are diagnosed by employers or employees?

In all three countries, the respondents pointed out that schools educating in the economic and administrative sector do not develop personal and social competences "... in my opinion, young people after school are not largely prepared in the area of personal and social competences "," The area of personal and social competences is omitted / marginalized in schools."

For example, in Ireland there are practically no such subjects (issues), personal and social competences appear as a result of certain activities. There are no dedicated classes at school. The school still puts emphasis on professional competences and hard competences. Hence, in the interviews, employers pointed out that today the old rule "People are employed for hard competences and dismissed by soft skills" must be forgotten. However, for this to happen, young people must be able to develop interpersonal skills. Most of the new hires in the economic and administrative sector behave "introverted, which can cause conflicts in the workplace." These people definitely need to work on interpersonal development and communication. Young people lack such competences as: assertiveness, communication skills, resistance to stress, ability to work in a team, creativity, time management and punctuality, self-discipline, good organization of work, openness to work in a group, intelligence and a cheerful attitude to life.

Employers confirmed that amongst young people who are candidates recruited for economic and administrative positions, they observe:

- impatience in pursuing goals,
- expectation of a quick promotion,
- the need for immediate gratification after each assignment.

Today, young people lack faith in their skills and the ability to speak in front of an audience. They have all the necessary hard knowledge and skills, but do not know how to conduct meetings with clients and how to arrange the agenda of the meeting. They lack the social skills that allow them to interact effectively with a customer and sell a product or idea.

Today, young people lack critical thinking and inquiry skills. They don't know where to look for information or what tools to use to find it, despite having hard skills learned in school. In addition, they lack problem-solving skills. They cannot cope with the pressure of time and workload, which in turn affects their ability to perform tasks effectively. Due to the fact that their knowledge is not applied in real conditions, they do not know how to solve unusual problems that are not textbook examples. There is far too little practical learning, on the basis of good practices, with the participation of practitioners, and activities based on real situations.

The following personal and social competences have been indicated by employers in the economic and administrative sector as verified and expected in recruitment processes.

CHART 05.1 - Personal and social competences checked during the recruitment process before the SARS-CoV-2 coronavirus pandemic



Source: own study based on the results of individual interviews.

Today, especially after the SARS-CoV-2 coronavirus pandemic, various competences related to work and online activities are added to the above-mentioned desirable personal and social competences. The new reality does not forget about the above-mentioned Competences, but additionally requires new, new competences such as those presented in Figure 05.2.

CHART 05.2 - Competencies in the recruitment process after the SARS-CoV-2 coronavirus pandemic



Source: own study based on the results of individual interviews.

Remote work is a broader concept than teleworking, but not yet defined in the Labor Code in Poland. The COVID-19 pandemic and the related restrictions, such as the quarantine obligation, contributed to the popularization of remote work in all partner countries. In Poland, it is as a result of the pandemic that remote work has been officially and legally sanctioned under the so-called covid act. The respondents admit that "... a pandemic, and in fact the necessity to work remotely, changed the employees' attitude in terms of the speed of solving tasks. At the same time, it turned out that a certain group of employees is much better (more efficient) at working remotely .. ". Some of the surveyed employers pay attention to the problems that have been noticed in remote work and, consequently, the need to acquire competences that so far, during stationary work in the office, could be precisely monitored "... the ability to work on one's own and its organization ... working employees remotely cannot divide their time at home between work and household chores. It should be noted that initially it was very difficult to organize your time ... divide it into professional work and household duties ... there were problems with the ability to organize time / work / workplace well ". Therefore, there are some concerns among some employers that not all employees will be able to achieve such good results using remote work that they achieved when working stationary.

On the other hand, the second part of the respondents point out that remote work has greatly increased the efficiency of work of women who have less stress related to the need to pick up a child or check on a child. There are situations where remote work has improved the efficiency of employees' work. However, they all agree that both employees and employers must be competently prepared to work remotely.

Among the competences that are of particular importance to employers and management staff are:

- ability to manage dispersed teams,
- the ability to train employees in IT solutions supporting remote work,
- ability to supervise and monitor remote work of employees,
- ability to conduct effective meetings and webinars in the online form.

Among the competences that employees should have in order to effectively carry out their professional tasks remotely, employers indicated primarily:

- online communication competences (oral and written communication) - IT competences related to online work in virtual reality,
- openness to changes,
- willingness to learn.

Among the competences that employees describe as poorly developed and necessary to effectively carry out professional tasks remotely are IT competences related to online work in virtual reality and self-discipline. Over 60% of the surveyed employees confirm a certain difficulty in separating their professional and private life. Some of them are people who find it hard to force themselves to work, and the other half are unable to stop working - the so-called workaholics.

Employees also drew attention to the stress associated with remote work and the problem of coping with this stress. This is a completely new economic and professional situation, but also family and life. In this configuration, personal and social competences are crucial in the new reality. A large proportion of employees have serious problems with changes. It is this issue that will be one of the greatest challenges for employers that they will have to deal with. All employers pay attention to the importance of soft skills. They recognize that hard competences among employees are at a good level, while they measure up with personal and social competences. This is also what schools should look at. There are not enough soft skills in the programs "it is necessary to include personal and social competences in vocational training for employees of the economic and administrative sector, so that young people are better prepared for their

profession".

The employers also rightly paid attention to the features of the young generation. The development of "... a new generation focused on phones, living in the digital world" is not without significance. As a result, soft skills are not strengthened, and communication is becoming one of the desired soft skills on the labor market today.

The consistency was surprising. Almost 90% of participants confirmed that "you will not achieve anything more in a classroom ...", "school gives very little ...", "practical workshops and trainings are the only chance to build and develop interpersonal competences ...", "without hands-on exercise we will not see any improvement ". Employers stated that it is extremely important for the school to generate time for developing personal competences, not by teachers but by business trainers and practitioners. It is essential that young people learn personal and social competences in every subject, but also have dedicated courses and workshops for practical exercises. Examples provided by employers included case study workshops, meetings with entrepreneurs, simulations using modern digital techniques, more practices in workplaces, more contact with other people from the industry, training in observing and analyzing their reactions in interpersonal contacts in plants work.

06

PANDEMIC AND PERSPECTIVES

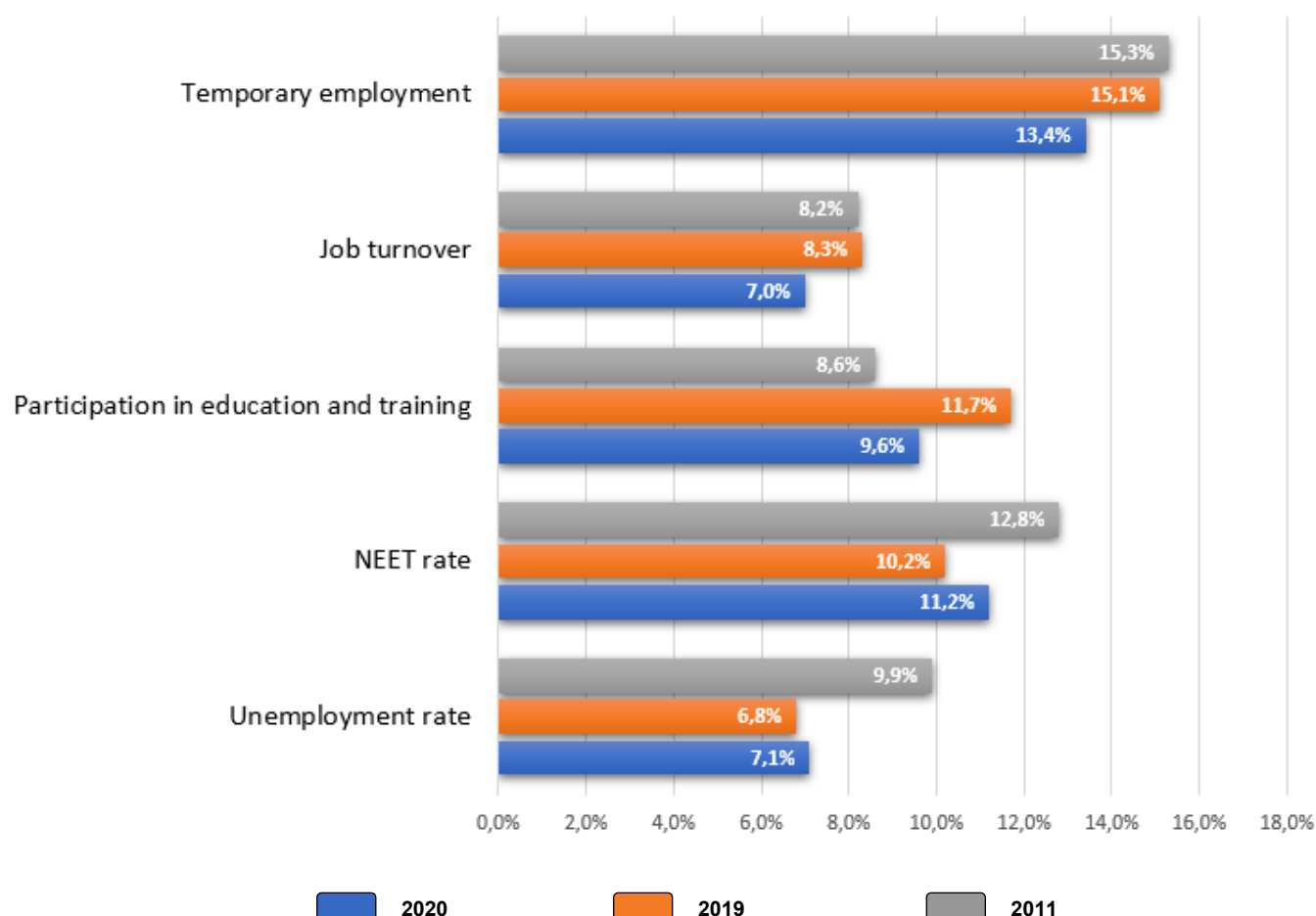
The period of the pandemic had long-term effects also in the context of the need to build and strengthen personal and social competences among employees, including the administrative and economic sector. According to the European Commission, the period of the SARS-CoV-2 coronavirus pandemic had a significant impact on the labor market and the need for employees to have new competences. The new situation gave rise to the need to change the system of work and switch to the remote mode of operation.

According to the forecast presented in Competences 4.0, which indicated that in the era of changes in the labor market, education systems should:

- Be ready for constant modifications and react to fast changes in the labor markets. This requires a flexible approach and adaptability which by their nature are difficult to implement in education systems.
- Find a balance between the teaching of hard and soft skills in the didactic process - today a clear increase in the demand for soft skills and their advantage over hard skills can be observed.
- Create a coherent ecosystem with the labor market in which students can develop the right skills • Combining studying with working will enable, on the one hand, quick testing of new didactic solutions in the workplace, and, on the other hand, learning about the latest technologies used in a given position. Such a solution can significantly bridge the gap between the education system and the labor market.

The conditions and determinants of vocational education and training among employees and employers are influenced by the indicated employment trends during the SARS-CoV-2 coronavirus pandemic. In 2019, employment in the European Union peaked - almost 200 million jobs. The growing population and economic growth have resulted in a net increase of around 12 million jobs since 2011. However, the SARS-CoV-2 pandemic interrupted positive trends and caused a number of difficulties. In 2020, over 2.5 million jobs were lost. Unemployment has risen, the percentage of young people not in education, not in employment (NEETs) has increased, and fewer adults have taken part in education and training.

FIGURE 06.1 - Development of key labor market indicators



Source: Cedefop, 2021 - Wskaźniki analizy umiejętności oparte na danych UE BAEL.

The most visible trend in the labor market is a significant increase in the number of people working remotely from home. In 2020, the level of such work was over 12%.⁴⁸ This increase was mainly driven by employees, where the share of people applying for remote work has almost quadrupled since 2019. For the self-employed, a group where remote work was much more common before the pandemic, the share was moderate from 19% to 22%.

The HORECA (hospitality, catering, catering), administration and construction industries were among the most hit sectors in 2020. Employment growth in ICT services, energy supply services and the public and defense sectors helped to compensate for some employment losses in various countries.

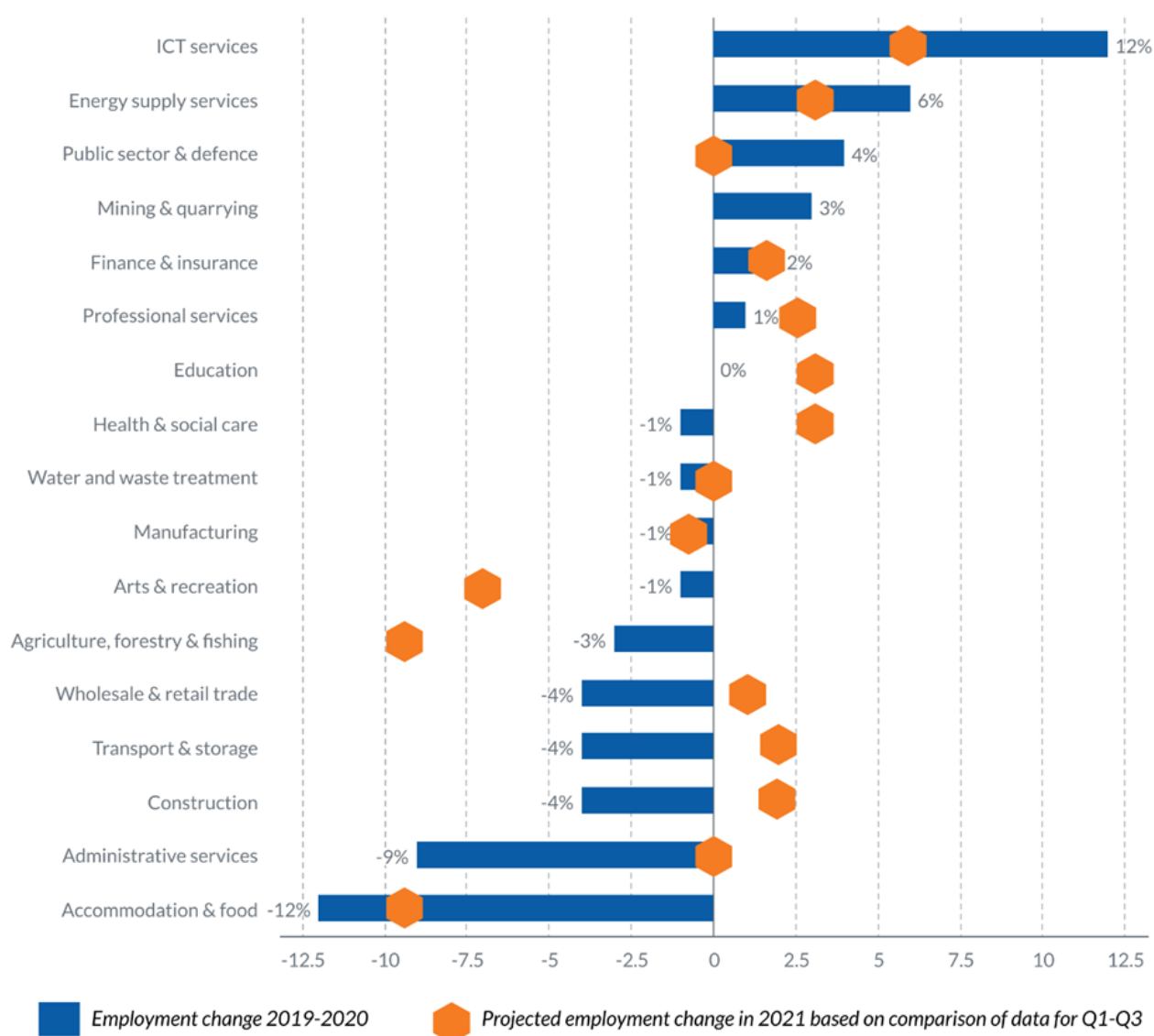
As the quarterly Labor Force Survey for 2021 is available until Q3 2021, we can see how employment in sectors developed in the second year of the pandemic. ICT services are again the sector with the strongest growth in employment. Employment grew in energy services, education, and health and social care. On the other hand, the pandemic continued to result in further job losses in HORECA, administra-

⁴⁸ Ibidem

tion, agriculture, financial sector in 2021.

The degree of tele-feasibility clearly separates developing and declining sectors. Sectors providing high-end or specialized services performed relatively well in the first year of the pandemic, while jobs were lost in construction and manufacturing, albeit less than initially forecast. Most jobs were lost in less skilled services that rely heavily on face-to-face customer contact, such as commerce and administrative services (mainly office, rental, leasing, hiring and travel agency services).⁴⁹ It is therefore necessary to strengthen these sectors.

FIGURE 06.2 - EU employment change by sector (2019-2020 and forecast for 2021,%)



Źródło: Cedefop, 2021, Wskaźniki analizy umiejętności oparte na danych UE dotyczących BAEL i głównych wskaźnikach BAEL

⁴⁹ Ibidem

The European Skills Index (ESI) is the Cedefop composite indicator measuring the performance of EU skills systems. ESI measures the "distance of countries to the ideal" results. This ideal performance is chosen as the highest achieved by any country over a 7-year period. Ideal performance is scaled to 100, and the results of all countries are then calculated and compared to it. The European Structural and Investment Funds are made up of three pillars; skill development, activation and matching, each measuring a different aspect of the skill system. The basis of the ESI is 15 individual indicators from different international datasets. The results are calculated per country at the level of the indicators. The results are then averaged over the different layers, and finally an index score is created. To illustrate this, an index (or pillar, sub-pillar, etc.) score of 65 suggests that the country achieved 65% of the ideal scores. So there is still 35% (100-65) room for improvement. A score of 100 corresponds to the achievement of the "border", ie the ambitious target results for this indicator. A score of 0 corresponds to the lowest performance. The shaded part in the charts below shows how far (in%) the country has outperformed the ideal, while the dashed line shows what the remaining distance is until the best performance is achieved.

Cyprus - 2021 results

Cyprus is ranked 28th in the 2021 edition, remaining in the same position as in 2020, and thus still belongs to the "low-achieving" group of 31 countries. Has poor skill development and skill matching (31st and 28th, respectively), but average skill activation (18th place).

Cyprus ranks 31st for skills development. It has a low record of 'reading, math and academic performance', 'recent training' and 'VET students', ranking 29th in the first two and 31st in the second. The top ranking in the pillar is for "upper secondary (and above)" but is still in the lower half of the ranking (17th place).

Cyprus has average scores in skills activation, finishing 18th in 2021. It also ranks relatively well in the "Activity Index (Ages 25-54)" (rank 14) and the "Activity Index (Ages 20-24)" (rank 15). It performs relatively poorly on most of the other indicators.

Cyprus ranks 28th for skills matched for another year.

Ireland - 2021 results

Ireland ranks 26th in the 2021 release, remaining at the same position as in 2020. Ranked second in the "low performing" group of countries, 14th in skills development, 19th in skills activation and 29th in skills matching.

Ireland ranks 14th for skills development. Ireland does very well itself in "reading, math and academic performance" and "recent training", both where it ranks 4th. On the other hand, Ireland has a very low VET student and pre-school teacher ratio, ranking 29th for both.

Ireland ranks 19th on Skill Activation. It has an average performance on three of the four indicators, but the penultimate performance for the activity rate of the older cohort (aged 25-54), thus ranking 30th.

Ireland has relatively weak skills compared to the 2021 performance, ranking 29th. It ranks lower than 25th for all indicators in this pillar, with the exception of "long-term unemployment" where it nevertheless ranks 14th.

Poland - 2021 results

Poland takes 10th place in the 2021 edition, remaining in the same position as in 2020, and is in the group of "average achievement". Ranked 18th on Skill Development, 17th on Skill Activation, and 4th on Skill Matching.

Poland ranks 18th in terms of skills development. It does quite well on educational level indicators such as "upper secondary (and above)", "reading, maths and science" and "recent training", where it ranks third out of all three. However, it ranks below 20th for "pupil-to-teacher ratio in school" and "high digital skills".

Poland ranks 17th in the activation of skills, with a very good score in "Early School Leavers" (7th), but with moderate or lower scores in other indicators, such as the "Activity Index (25-54)", where it ranks 23rd place.

Poland has good match matching skills, ranking 9th in this pillar. Despite a fairly low ranking in the "Overqualification Index (High education Graduates)" in 2021 (21st place), it has the second best result on "long-term unemployment" and is ranked 3rd in "qualification mismatch".

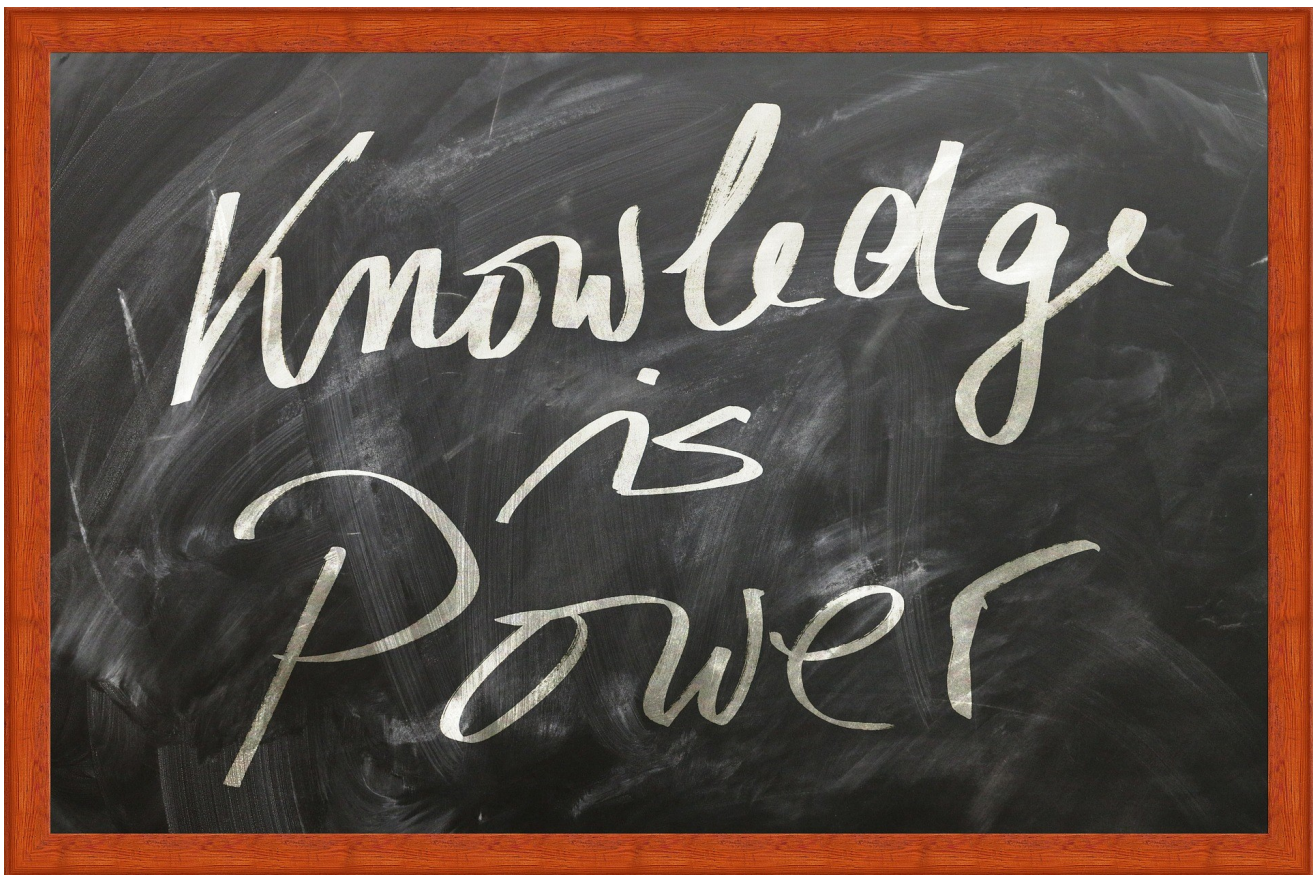
07

CONCLUSIONS AND RECOMMENDATIONS

- Professions in the economic and administrative sector are present and needed in most companies and institutions, which means that the demand for employees will not decrease for the time being. This is also confirmed by the interviews with employers.
- Increasing the number of graduates with technical, economic and administrative qualifications should be the assumption of the education system. This should include efforts to promote science, technology, engineering and mathematics (STEM) training and education and related future career opportunities in these disciplines. • Strengthening education and training (at all levels) in digital skills. This includes promoting existing programs in secondary education in order to raise awareness of and interest in such opportunities among secondary school students. It also covers the promotion of adult vocational education and training and the promotion of ICT education and lifelong learning aimed at women. More broadly, promoting the attractiveness of ICT services as a career path.
- Strengthening education and training (at all levels) to support entrepreneurship. This includes promoting entrepreneurship courses in schools, universities, and vocational training and lifelong learning programs.
- There is a need to care for and consciously strengthen not only hard, industry competences, but also soft competences, which help employees and employers in the performance of professional tasks, strengthen the quality of the industry and enable the process of possible adaptation to new guidelines or prospects for the administrative sector. economic.
- Improve and align education and training outcomes with sector skills requirements and improve educational performance, and improve the monitoring of trends in sector skills requirements and strengthen the anticipation of future skills needs. Existing skills mismatches and expected changes in future skills needs demonstrate the need to adapt learning outcomes to better meet current and future skills requirements in the business sector.
- The conducted research shows that for employers, the key personal and social competences in the economic and administrative sector are:
 - communication skills,
 - analytical thinking,
 - continuous improvement of your qualifications and readiness to develop your competen-

- ces (speed of learning, openness to changes),
 - creativity,
 - self-organization of work,
 - solving technical and technological problems and the use of digital solutions in professional work.
- The above-mentioned personal and social competences coincide with the results of research conducted by the Future Industry Platform Foundation - Future Competence Observatory, which presents what competences will be necessary in the professions of the future. It should therefore be stated that if we strengthen the competences of employees in the economic and administrative sector in the above-mentioned areas, they will also meet the requirements for the professions of the future.
 - It is clear from the research that school is the first link in the chain of shaping personal and social competences. It is worthwhile to include more hours in the curricula to help students improve their soft skills. However, this is just the beginning. Continuous improvement of competences is a requirement of the current economies and the labor market. Provision of practical knowledge, skills in the form of practical workshops, trainings, courses and self-education materials is a necessary condition.
 - Strengthening personal and social competences in the economic and administrative sector increases the chances of the entire sector, and not just individual employees, in the event of a variable or crisis situation. The level of the ability to adapt to the situation at the time of unpredictable events on the market is a skill expected after the outbreak of a pandemic, and in times when the market changes very dynamically and unpredictably.
 - On the basis of quantitative and qualitative research and available research in partner countries, as well as the knowledge of Partners, a team of international experts recommends that under the project "Transversal skills in time of COVID", the following competences should be taken care of:
 - communication, including online communication,
 - creativity,
 - time management during remote work (including self-motivation),
 - working in a distributed team using the cloud environment,
 - openness to change,
 - ability to cooperate in a multicultural environment,
 - managing dispersed teams (including motivating others),

- dealing with stressful, problem and crisis situations,
- solutions supporting IT communication in the economic and administrative industry,
- realization of professional and personal goals.



08

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LIST OF CHARTS, LISTS
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FIGURE 02.2 - Forecast for 2022, Poland

The relationship between available employees and the needs of employers - archivists and museologists

FIGURE 02.3 - Forecast for 2022, Poland

Relationship between available employees and the needs of employers- economists

FIGURE 02.4 - Forecast for 2022, Poland

Relationship between available employees and the needs of employers - accounting and bookkeeping employees

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The relationship between available employees and the needs of employers - postal workers

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The relationship between available employees and the needs of employers - freight forwarders and logistics specialists

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ATTACHMENTS

ATTACHMENT 1 – Online questionnaire

Research Questionnaire

Dear participants,

I kindly ask you to take part in the survey of representatives of the administrative, economic and financial industries, in particular employers and employees of these industries. The research is carried out under the project: Erasmus + titled "Transversal skills in time of COVID" by the Foundation for Education Development and Innovation from Krakow in order to identify and innovatively develop key personal and social competences in specific unexpected conditions, e.g., pandemic or state of emergency.

It takes about 10 minutes to complete the questionnaire. The survey is anonymous, and the results will be used for educational purposes only.

L.p.	PERSONAL AND SOCIAL COMPETENCES WHICH, IN YOUR OPINION, EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY ARE MISSING, AND SHOULD BE DEVELOPED DURING VOCATIONAL TRAINING		
		YES, EMPLOYEES LACK THIS	NO, EMPLOYEES DO NOT LACK THIS
1.	Analytical and contextual thinking		
2.	Using advanced communication tools		
3.	Compliance with ethical principles at work		
4.	Correct formulation of thoughts and efficient communication with the environment of the economic and administrative industry		
5.	Identifying with the economic and administrative industry		
6.	Being responsible for the implementation of tasks		
7.	Presenting high personal culture and ethical value		
8.	Independent performance in team cooperation		
9.	Coping with stressful and problematic situations		
10.	Continuous improvement of qualifications		
11.	Observance of professional secrecy		
12.	Taking responsibility for the results of work and its quality		
13.	Self-esteem		
14.	Negotiation Skills		
15.	Ability to conduct marketing activities (in particular, promotion and advertising)		

L.p.	PERSONAL AND SOCIAL COMPETENCES WHICH, IN YOUR OPINION, EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY ARE MISSING, AND SHOULD BE DEVELOPED DURING VOCATIONAL TRAINING		
		YES, EMPLOYEES LACK THIS	NO, EMPLOYEES DO NOT LACK THIS
16.	Ability to effectively use verbal and non-verbal communication		
17.	Knowledge and compliance with the rules of personal data protection		
18.	Building a relationship		
19.	Flexibility		
20.	Management / Leadership		
21.	Creativity		
22.	Organisation of own work		
23.	Confidence		
24.	Entrepreneurship		
25.	Solving the conflict		
26.	Learning speed		
27.	Ability to deal with emotions		
28.	Cooperation skills in a multicultural and multinational environment		
29.	Achievement of goals		

Lp.	PERSONAL AND SOCIAL COMPETENCES WHICH, IN YOUR OPINION, EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY ARE MISSING, AND SHOULD BE DEVELOPED DURING VOCATIONAL TRAINING - Taking into account the changes caused by COVID-19		
		YES, EMPLOYEES LACK THIS	NO, EMPLOYEES DO NOT LACK THIS
1.	Ability to use IT solutions for remote work in the economic and administrative industry		
2.	Ability to use Internet communication channels to cooperate with the team, customers and suppliers		
3.	Online communication		
4.	Presentation and online speaking skills		
5.	Ability to work as a team in a cloud environment		
6.	Ability to organize online meetings		
7.	Ability to create online meetings, webinars and other forms of online discussions that facilitate the performance of professional tasks remotely		
8.	Adaptation to changes - acting in a new situation		
9.	Mental strength and resilience		
10.	Self-organization of work		
11.	Crisis management		
12.	Ability to work as a team remotely		

Lp.	PERSONAL AND SOCIAL COMPETENCES OF EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE INDUSTRY	SCALE OF IMPORTANCE				
		Very important	Important	Average	Not important	Does not matter
1.	Analytical and contextual thinking					
2.	Using advanced communication tools					
3.	Compliance with ethical principles at work					
4.	Correct formulation of thoughts and efficient communication with the environment of the economic and administrative industry					
5.	Identifying with the economic and administrative industry					
6.	Being responsible for the implementation of tasks					
7.	Presenting high personal culture and ethical value					
8.	Independent performance in team cooperation					
9.	Coping with stressful and problematic situations					
10.	Continuous improvement of your qualifications					
11.	Observance of professional secrecy					
12.	Taking responsibility for the results of work and its quality					
13.	Self-esteem					
14.	Negotiation Skills					
15.	Ability to conduct marketing activities (in particular, promotion and advertising)					
16.	Ability to effectively use verbal and non-verbal communication					
17.	Knowledge and compliance with the rules of personal data protection					
18.	Building a relationship					
19.	Flexibility					
20.	Management / Leadership					
21.	Creativity					
22.	Organisation of own work					
23.	Confidence					
24.	Entrepreneurship					
25.	Solving the conflict					
26.	Learning speed					
27.	Ability to deal with emotions					
28.	Cooperation skills in a multicultural and multinational environment					
29.	Achievement of goals					
30.	Other (Please specify)					

Lp.	PERSONAL AND SOCIAL COMPETENCES WHICH, IN YOUR OPINION, EMPLOYEES IN THE ECONOMIC AND ADMINISTRATIVE IN- DUSTRY ARE MISSING, AND SHOULD BE DE- VELOPED DURING VOCATIONAL TRAINING - Taking into account the changes caused by	SCALE OF IMPORTANCE				
		Very im- portant	Important	Average	Not impor- tant	Does not matter
1.	Ability to use IT solutions for remote work in the economic and administrative industry					
2.	Ability to use Internet communication channels to cooperate with the team, customers					
3.	Online communication					
4.	Presentation and online speaking skills					
5.	Ability to work as a team in a cloud environment					
6.	Ability to organize online meetings					
7.	Ability to create online meetings, webinars and other forms of online discussions that facilitate the performance of professional					
8.	Adaptation to changes - acting in a new situation					
9.	Mental strength and resilience					
10.	Self-organization of work					
11.	Crisis management					
12.	Ability to work as a team remotely					
13.	Other (Please specify)					

Metric:

Gender:

- Female
- Male
- Other

Age:

- 18 -25
- 26 -39
- 40- 59
- Over 60

Profile of the respondent (survey participant):

- employer in the economic and administrative sector
- experts, specialists in the economic and administrative sector
- scientists / experts related to adult education and education in the economic and administrative sector
- trainers providing training for the economic and administrative industry
- employees of the economic and administrative industry
- students of economics and administrative courses
- representatives of schools with an economic and administrative profile
- candidates for economic and administrative courses

OCCUPATION - area of professional activity:

- Sales
- Administration
- Archives
- Economist
- Trader
- Office technician
- Accounting
- Postal and financial service technician
- Other
- Not applicable

ATTACHMENT 2 – Online questionnaire

Individual Questionnaire

QUESTIONS FOR USE:

1. Information about the respondent: employer / teacher / employee / other
2. Are there positions in your company that correspond to the economic and administrative industry if so, what are they
3. In your experience, what positions are connected with the economic and administrative industry?
4. Are there any people employed in your company from the economic and administrative sector?
5. What personal and social competences does an employee need in the workplace in order to perform their duties in the economic and administrative industry professions?
6. Has the COVID 19 pandemic changed the demand for personal or social competences in employees of the economic and administrative sector, and if so, what are key competencies today....
7. What personal and social competences do you pay attention to in the recruitment process for economic and administrative positions
8. Based on your experience, are young people that are being recruited in the economic and administrative sector prepared for the profession in the area of personal and social competences, if not what personal and social competences do, they lack?
9. What, in your opinion, should be included in vocational training for employees of the economic and administrative sector in the area of personal and social competences, in order to better prepare them for the profession
10. What personal and social competences in the economic and administrative industry should be especially strengthened through training / refresher workshops or materials for the self-education process.