

## **Motivating employees and managing their professional competencies**

Motivar a los empleados y gestionar sus competencias profesionales

Motivar os colaboradores e gerir as suas competências profissionais

**- Research article -**

Jacek Piotr Kwasniewski<sup>1</sup>  
MBA Business School in Bydgoszcz

Recibido: 20 de agosto de 2024  
Aceptado: 15 de octubre de 2024

### **Abstract**

**Objective:** analysis of the relationship between employees' motivation and the management of their professional competencies. **Methods:** critical analysis of the literature on employees' professional competencies, methods of managing them and motivation theory. The focus was on the importance of competencies and the social context of their development. **Results:** research has shown that competencies are crucial to both individual employee success and organizational effectiveness, and competency management requires constant monitoring and adaptation to the changing labor market. **Conclusions:** Effective employee motivation and competency management are closely related. Organizations that invest in the development of employees' competencies and adapt tasks to their skills are more likely to achieve long-term success and development.

**Keywords:** employee motivation, professional competencies, competence management, motivation theory, professional development, human capital

---

<sup>1</sup> jacek.piotr.kwasniewski@wp.pl  
<https://orcid.org/0000-0001-6041-4094>

## Resumen

**Objetivo:** análisis de la relación entre la motivación de los empleados y la gestión de sus competencias profesionales. **Métodos:** análisis crítico de la literatura sobre las competencias profesionales de los empleados, los métodos de gestión de las mismas y la teoría de la motivación. La atención se centró en la importancia de las competencias y el contexto social de su desarrollo. **Resultados:** las investigaciones han demostrado que las competencias profesionales son cruciales tanto para el éxito individual de los empleados como para la eficacia de la organización, y la gestión de las competencias requiere un seguimiento y una adaptación constantes al cambiante mercado laboral. **Conclusiones:** la motivación efectiva de los empleados y la gestión de sus competencias están estrechamente relacionadas. Las organizaciones que invierten en el desarrollo de las competencias de los empleados y adaptan las tareas a sus habilidades tienen mayores posibilidades de lograr el éxito y el desarrollo a largo plazo.

**Palabras clave:** motivación de los empleados, competencias profesionales, gestión de competencias, teoría de la motivación, desarrollo profesional, capital humano

## Resumo

**Objetivo:** analisar a relação entre a motivação dos funcionários e a gestão de competências dos funcionários. **Métodos:** análise crítica da literatura sobre as competências profissionais dos funcionários, métodos de gestão de competências e teoria da motivação. O foco foi a importância das competências e o contexto social de seu desenvolvimento. **Resultados:** a pesquisa mostrou que as competências são cruciais tanto para o sucesso individual dos funcionários quanto para a eficácia organizacional, e a gestão de competências exige monitoramento e adaptação constantes às mudanças no mercado de trabalho. **Conclusões:** A motivação eficaz dos funcionários e o gerenciamento de competências estão intimamente ligados. As organizações que investem no desenvolvimento das competências dos funcionários

e adaptam as tarefas às suas habilidades têm maior probabilidade de obter sucesso e desenvolvimento em longo prazo.

**Palavras-chave:** motivación de los empleados, competencias profesionales, gestión de competencias, teoría de la motivación, desarrollo profesional, capital humano

## **Introduction**

Modern organizations face many challenges that require a flexible and dynamic approach to managing both staff and their competencies. In connection with this, the issue of motivating employees and managing their professional competencies is becoming particularly important. Effective competency management affects the individual development of employees and constitutes the foundation for the efficiency and competitiveness of entire enterprises. Professional competencies, defined as a set of knowledge, skills and attitudes, are crucial for the implementation of tasks and achieving organizational goals.

This study aims to analyze the mutual relations between employee motivation and management of their professional competencies, with particular emphasis on the diversity of competencies and their importance for work efficiency. The work critically analyzes the literature and presents the relations between competencies and employee needs, which allows for a better understanding of motivational mechanisms. In the context of motivation theory, special attention was paid to the relations between the needs of security and development and the level of competencies that the employee has at the time of performing the tasks assigned to him.

Ultimately, the results of the analysis allow us to indicate that effective employee motivation and proper management of their competencies are key aspects that contribute to the development of the organization in a changing market environment.

Understanding these relationships is not only important for management effectiveness but also for the long-term development and adaptation of the organization to new challenges.

The article consists of an introduction, a conclusion and five parts. Part one concerns professional competencies; part two characterizes the principles of professional competence management; part three discusses employee motivation; and part four discusses the connections between competencies and human resources management. Part five is devoted to the discussion of the results of our own research.

## **1. Professional competencies**

Competencies are divided into professional and personal (behavioural) [Armstrong, Taylor, 2016, p. 125], as well as soft and hard, individual and organization-specific, general and specialized, real employee, surplus and missing, and key [Varkoly et al., 2019, p. 209]. Professional competencies refer to a specific job position. They are related to the implementation of specific tasks (technical, IT, industry knowledge, mathematics). They are an example of "hard" competencies [Varkoly et al., 2019, p. 210]. They are developed as professional experience is acquired (work, studies, training). On the other hand, personal (soft) competencies concern behaviours and are related to the character traits of employees. To develop them, one's behaviour must change.

Professional competencies are often indicated as a source of enterprise efficiency. Finding a common element to define professional competencies seems difficult because the diversity of situations in which employees function is huge (different management systems, economic situations, cultural values). Competencies are defined in different ways, for example, they can be certain decision-making rights assigned to job positions or people [after Kwaśniewski, 2022, p. 96]. One of the first authors to describe professional competencies in the research process used to

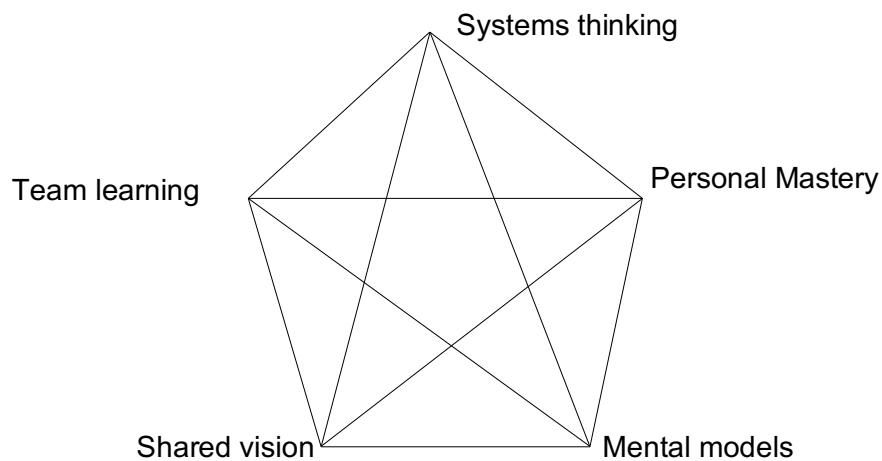
assess them was D. McClelland. This researcher noticed that features identified with competencies provide a greater chance of professional success than other features, such as personality [after Kozłowska, 2014, p. 16].

The author A. Pogorzelska [2016, p. 185] defines professional competencies as the following occurring together: knowledge, skills and attitude. Knowledge has a specific causative power in shaping personal and professional performance. It is about specialist and general knowledge, which allows for a better understanding of situational conditions. Skills influence the effective performance of assigned activities optimally, in line with situational requirements. The author believes that the key factor in optimizing work efficiency is the attitude that determines the extent to which knowledge and skills are used and developed.

Another researcher of this problem, D. Kozłowska [2014, p. 25], emphasizes that competencies are not a permanent element, they change with age or experience, and may also depend on the industry, job position, and profession. The name itself comes from the Latin word *competentia*, which means "appropriateness, compliance." In Polish, competencies are defined as "the scope of someone's knowledge, responsibility, or skills" [Szymczak, 1992, p. 977]. Competencies were similarly defined by authors such as M. Armstrong and S. Taylor, who believed that competencies are the employee's knowledge and skills (if the employee knows what and how to do, then they have the appropriate competencies) [Armstrong, Taylor, 2016, p. 122]. Competencies are also defined as the ability and readiness to perform tasks according to a specific plan at an optimal level [after Kozłowska, 2014, p. 26]. According to C. Levy-Leboyer, [1997, pp. 19-20] competencies are a derivative of abilities, as well as personality and experience. A. Poczowski [2003, p. 45] provides a contemporary understanding of competencies, who believes that professional competencies are a set of features and characteristics found in employees (skills, abilities, knowledge) that have a specific value and are a source of income for the employee and the company (owner of human capital).

The development of competencies is often discussed not only about individuals but also about teams and entire organizations. In practice, professional competency management is considered a tool for developing the competencies of the entire company. P. Senge showed that only organizations that care about the development of certain competencies can achieve success in the market. The author distinguished the following five competencies: team learning, personal mastery, mental models, shared vision, team learning - Figure 1.

Figure 1. Five main professional competencies of a learning organization



Source: Senge, P.M. (1998), *The Fifth Discipline. Theory and Practice of Learning Organizations*, ABC, Warsaw, p. 79

Personal mastery means that each employee performs their work in such a way as to be a true master, which is one of the premises for continuous development. The organization should ensure that this aspiration can be realized continuously. Personal mastery is a process of continuous improvement of the way of perceiving reality, adapting it to changing environmental conditions [Kaziemierska et al., 2015, p. 3].

Mental models create patterns and constraints that define the perception of each person. Employees should learn to discover the assumptions they make unconsciously. Such awareness of subsequent thought patterns brings us closer to

agreement, while hiding them makes it harder to reach an agreement. Only when these mental models are made aware and revealed will effective communication, i.e. verbal exchange of thoughts, be possible [Filipowicz, 2004, p. 18].

The source of a shared vision is the personal imagination of the organization's members. The closer their personal goals are, the easier it will be to build a shared vision of the entire organization. For this shared vision to exist, common aspirations of the members of a given community must first exist. An employee who does not share a vision with the organization cannot say that he or she is involved in the development of the organization, but only that he or she has adapted to the conditions prevailing in it. The vision of each organization is an important component of the lives of its employees. For a company to build its vision, the following two factors must occur simultaneously [Kaziemierska et al., 2015, p. 5]:

- . Joint action should be important for employees who cannot work just because they have to,
- . the organization's leadership must have the courage to reveal its true aspirations.

The vision will be true only when it can captivate all employees

So when we talk about a shared vision, we are talking about a vision in which every employee feels that they are a part of the organization and have a deep sense of community and commitment to achieving the organization's success.

Team learning is about joint problem-solving. To achieve this, there must be an excellent flow of information, which should be initiated by the organization's management. Team learning requires that employees represent a high level of competence, they must also have a structured personal way of thinking, and they should know what goals they are pursuing [Senge, 1998, p. 20, Puchalski, 2008, p. 221].

Based on the above analysis, it can be stated that professional competencies play a key role not only in the context of individual employee development but also in the

strategy of functioning and development of the entire enterprise. Their diversity and variability require constant monitoring and adaptation to the dynamically changing environment. Organizations that effectively develop and use the competencies of their employees have a greater chance of achieving success. At the same time, investing in personal competencies becomes equally important because flexibility, interpersonal skills and the ability to work in a team are gaining importance in complex and diverse work environments. In the area of further research, it will be important to strive to integrate different approaches to competencies, which will allow for the creation of a more holistic picture of their impact on the effectiveness of employees and organizations. It seems important for both employers and employees to be aware of the importance of developing competencies not only for achieving professional satisfaction, but also for long-term career development and adaptation to the technical and social challenges of the 21st century.

## **2. Management of professional competencies**

Professional competence management is a way of conducting a personnel strategy in a company when the concept of competence combines activities from different areas of its activity (recruitment, selection, employee assessment, training, motivation). It will therefore be building common relations that allow for the creation of a uniform plane of functioning in the field of human resources management [Filipowicz, 2004, p. 25].

The competency management system means a highly qualified activity that refers to the employees and management staff of the company, the aim of which is to ensure optimal work standards, development, and allocation of human capital to the extent enabling its development and achievement of the assumed goals [Oleksyn, 1999, p. 63]. The concept of competency management was born in the 1990s as a new way of management in organizations.



The basic difference between competency management and human resources management is that competency management focuses on the competencies of the organization, while human resources management focuses on employees – Table 1.

*Table 1 Differences between competency management and human resources management*

<b>Competence management</b>	<b>Human resource management</b>
Focus on competencies in the organization.	Focus on employees
The most important thing is the competence of the organization, (operational skills of employees, strong factors of the organization and its assets)	The strategic resource of an organization is its staff.
The condition of an organization is determined by its competencies and their flexibility.	The condition of an organization is determined by the qualifications of its employees and the effectiveness of recruitment and selection procedures.
The organization places great emphasis on learning through action and gaining new experiences.	The main focus on learning through training
To achieve the right employee behaviour, they must be equipped with the recommended competencies and then allowed to act independently.	To achieve the right employee behaviour, it is necessary to create conditions for achieving effectiveness in motivating employees to work.

Source: Mikula, B. (2000), New ways of managing human resources, Personnel, No. 21, p. 21

The implementation of competency management in an organization should lead to the following changes [Filipowicz, 2004, pp. 48-49]:

- . developing work standards for positions (achieving the desired level of quality of work),
- . the ability to check the real competencies of employees and management staff,
- . the ability to prepare employees to efficiently complete tasks,
- . increasing the value of the organization by increasing the value of human capital,
- . increasing the level of employee satisfaction through professional development and the possibility of retraining,
- . optimizing expenditure on human capital development by precisely determining the return on investment in the area of human resources activities.

Competency management uses special competency profiles. These are lists of universal competencies for all employees and lists of competencies specific to given positions [Rostkowski, Szczęśna, 2003, p. 6]. Thanks to this, it is possible to compare the desired state with the actual one, and it is also possible to plan the development of human resources, which will facilitate their adaptation to the needs of the organization. Such a situation will allow using the strengths of the organization and marginalize the weaknesses [Wieczorek-Szymańska, 2009, p. 133].

S. Lachiewicz and M. Matejun [2007, p. 416] believe that the primary goal of competency management is to improve the efficiency of the company's operations in a way that enables the development, realization of strategic goals and increase in the value of human capital, as well as to improve the efficiency of the entire organization. B. Spector [2012, p. 142], agreeing with this approach to competency management, believes that the concept of matching a person to a task and the concept of matching a person to an organization should be separated from the proper selection, which consists in the fact that a person should, firstly, have the appropriate competencies to perform the assigned task, and should also be assessed through the prism of professed values.

It is also important that competency management consists of shaping and expanding the specific competencies of a participant in a given process. It should also be

aligned with the mission and strategy of the organization, which will allow for learning and gaining experience. Therefore, in an era of high competition, the organization needs to take care of professional customer service, which expects perfectionism. This requires employees to have not one, but many competencies. T. Rostkowski [2004, p. 38] speaks in a similar space, believing that for an increasing number of organizations, an employee, as they are, is no longer capital, and the fact of employing an employee cannot be treated as a guarantee of the company's success. Most modern organizations recognize that only the abilities, experience, skills, knowledge and many other features possessed by employees will lead the organization towards optimal satisfaction of customer needs and towards meeting the conditions dictated by other organizations, and competitors.

To develop the right competencies among employees, the management of an organization must take appropriate actions during recruitment, training, development and dismissal of employees. In modern organizations, there is a more noticeable movement towards treating not the employees themselves as capital, but their competencies [Spector, 2012, pp.123-133].

As can be seen from the conducted analysis, professional competence management is becoming a key element of the development strategy of modern organizations that want not only to survive but also to develop dynamically in the face of a rapidly changing market. As organizations become more complex and diverse, the need to precisely define, develop and assess the competencies of employees and management staff becomes indispensable. With the proper implementation of a competence management system, it is possible not only to achieve high operational efficiency but also to build a culture of innovation and commitment among employees, which is necessary to effectively compete in the modern market. In such a situation, these companies can better adapt their activities to changing market changes, which allows for flexible responses to challenges. Shaping competencies harmonizing with the company's mission and vision promotes its growth and contributes to greater employee satisfaction. Investing in competence development

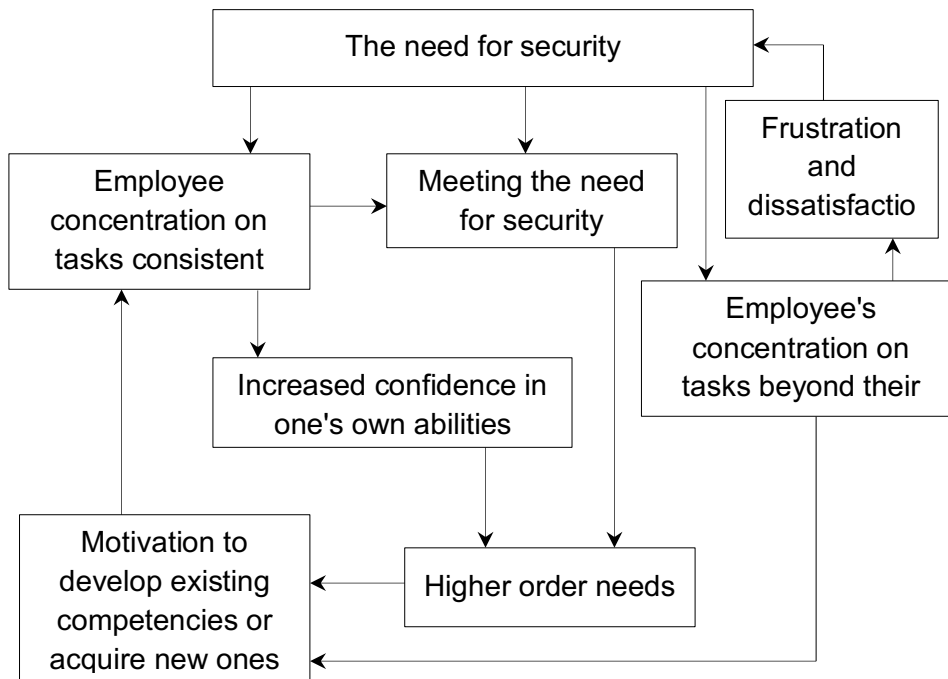
is therefore an investment in the future. In the face of constant changes in the external environment, the future of the organization will largely depend on the ability of its employees to adapt and their ability to learn. Optimally managed competencies constitute the foundation of success, which allows companies to strive for the highest possible quality standard, which in turn translates into long-term development and strengthening of the market position.

### **3. Motivating employees**

The rich legacy of management sciences related to employee motivation provides an opportunity to notice numerous concepts and typologies of motivation theories. For this chapter, the discussion of the motivation and competency theories group is limited to the example of managing professional competencies in content theories. Content theory seeks answers to the question: what compels people to act, and what needs do they want to satisfy? It is assumed that every person has needs, and these are the driving force of their actions, everyone strives to fulfil them at least partially. To effectively motivate employees, you must first get to know them, then determine what their needs are and, on this basis, predict their behaviour [Rhee, 2019, pp. 269-271].

During the analysis of the theory of needs, one can notice significant connections between the needs and competencies of employees. Assuming a hierarchical order of satisfying needs [Jerome, 2013, pp. 41-42], it should be recognized that the aforementioned motivation/competence relationship begins already at the stage of safety needs. The analysis of competencies as a stimulus that affects the level of motivation to work provides a basis for assuming the consequences of the employee's psychological reactions, as a result causing their positive or negative behaviours - Figure 2.

Figure 2. Satisfaction of psychological needs during work and competencies



Source: Adam, F., Kamase, J. (2019), *The Effect Competence And Motivation To Satisfaction And Performance*, *International Journal of Scientific & Technology Research*, Vol. 8, 134-136

In the process of motivating employees at the stage of satisfying the need for safety, the employee also focuses on tasks consistent with their competencies, the lack of which at this point causes frustration and dissatisfaction with work. Only acquiring new or developing existing competencies will satisfy the need for safety and motivate more intensive work to satisfy higher-order needs, including developing existing competencies or acquiring new ones. This is not only about self-motivation to develop existing competencies, but above all about revealing them in the work process. The level of competence itself is therefore not a goal to be achieved.

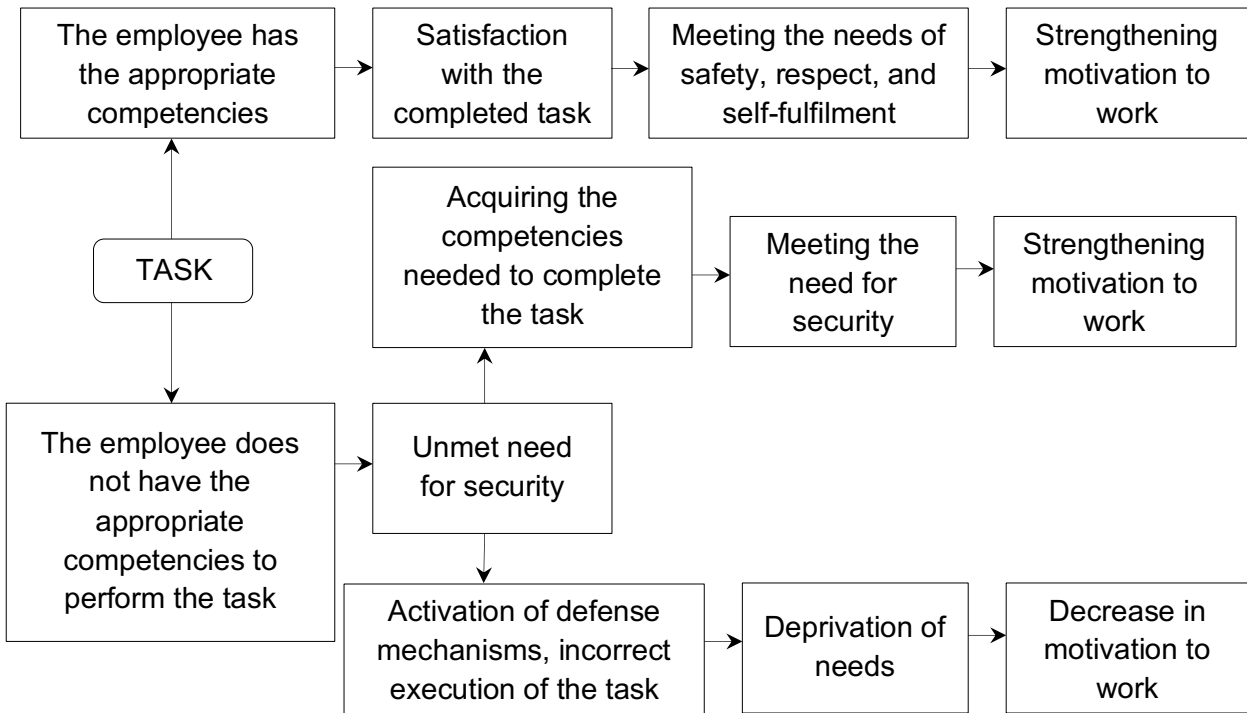
The employer motivates the employee to develop competencies (professional development), while at the same time triggering a state of positive motivation, minimizing the feeling of threat (meeting the need for safety), and this type of work

environment is the basis for the emergence of a higher-order need, for example, stimulating the desire for personal development.

It is a bit easier to understand the above process based on C. Alderfer's ERG theory. Physiological and safety needs, which appear in A. Maslow's theory, are replaced by existence needs, related to the needs of social contacts, i.e. the needs of employees' connection with their environment, which corresponds to the needs of belonging and respect - distinguished in A. Maslow's theory. According to C. Alderfer, the need for development is identical with the need for self-fulfilment and self-respect. In contrast to A. Maslow's views, this author believes that the failure to satisfy lower-order needs leads to the emergence of higher ones. Consequently, this leads to the conclusion that many needs, not necessarily hierarchical, can influence employee behaviours simultaneously [after Caulton, 2012, p. 5].

The simultaneous impact of various needs on staff allows us to notice more complex relationships between motivation to work and professional competencies. If an employee receives a task from their superior for which they have insufficient competencies, their sense of security is disturbed, they experience stress, frustration, and anxiety, and their sense of self-worth is also undermined – Figure 3.

Figure 3. Satisfaction of needs during work and competences, according to ERG C. Alderfer



Source: after Caulton, J.R. (2012), *The Development and Use of the Theory of ERG*, Regent University School of Business & Leadership, Virginia Beach, Vol. 5, 4-6

At a low level of competence that is necessary to perform a given task, an employee may activate their instinctive defence mechanisms. In such a situation, they lose motivation to work, which undoubtedly has a negative impact on the entire organization.

It should be noted that this type of inadequacy of work (task) to employee competencies shows an important aspect of the relationship between motivation and competence management [Amin, Claudia, 2016, pp. 229-230].

To sum up this part of the study, it should be stated that there is a close connection between motivating employees and managing their competencies. By managing professional competencies, staff are motivated to be more involved and perform their work by the goals and mission of the organization.

In light of the above considerations, an important conclusion is that effective motivation of employees requires understanding their individual needs and identifying their actual competencies. Employers who undertake this analysis will gain greater commitment from the team and improve the atmosphere in the workplace, which in turn translates into better organizational results. Investing in the development of employees, by adapting tasks to their skills and offering opportunities for learning and self-fulfilment, is the foundation not only for meeting basic needs but also for further growth and innovation in the company. Ultimately, the most important message is that motivation and competencies are not independent of each other, but interdependent and dynamic. Organizations should create an environment in which employees feel safe, have the opportunity to develop their skills and are motivated to act towards a common goal. Only through a holistic approach to motivation and competency management can one count on the long-term development and success of the organization in today's competitive world.

#### **4. Relationships between competencies and human resources management**

Perceiving employees as a strategic source of competitive advantage is connected with their competencies, which are defined in a very broad way: knowledge, experience, skills, and authorizations. This concept is assigned to individual employees, positions or the entire organization, of which it is a measure of assessment in economic, social and organizational terms. By relating competencies to the entire company, one can characterize its organizational culture and values perceived by its employees [Vaswani, 2017, pp. 39-41].

It is commonly said that competence means having the ability to do something or to perform a task and competent means a qualified or capable person. The emphasis is therefore on competent people who have specific abilities that will enable them to perform certain tasks. On the other hand, the description of skills or abilities required to perform a profession invokes terms such as skills, knowledge, and attitudes (important personal characteristics) [Gonczi et al., 1990, p. 9].



The concept of competence focuses on skills or abilities, which focuses attention on the specific attributes that make up this skill or ability. Attributes can therefore be an essential part of any concept of competence. This means that the main feature of a set of standards of professional competence could be the specification of the skills, and abilities that are required to perform a profession competently. Forgetting about attributes and focusing on tasks is an important reason why many people take a narrow view of standards of competence. Skills or abilities are the foundation of the concept of competence, and standards of professional competence that does not notice attributes cannot be credible [Hager, Gonczi, 1996, p. 2].

Skills or abilities are directed towards a task or tasks, no matter how specific or general they may be. Competence is therefore not entirely general. It has its appropriate object. In such a case, although attributes are necessary for competence, they are not sufficient in themselves. All professions consist of performing certain specific tasks, but it is equally, if not more important, that they also involve performing more general tasks, such as managing emergencies, planning, and reasoning. So, just as skills and abilities were necessary but insufficient for competence, so performing tasks is necessary but insufficient in the case of competence. Hence, the conclusion is that any description of competence must include attributes and tasks. A set of standards for professional competence should therefore include both attributes and tasks [Hager, 1994a, p. 8].

The links between competencies and human resources management occur when attention is paid to the concept of competencies that allow for flexibility in workload. When developing competency standards for individual professions or positions, one may encounter a certain problem related to the improper uniformity in the way work is performed. In such a case, it should be noted that there is more than one correct method of performing many professional activities, and standards only mean standardization of procedures. Standards should concern work results and leave

open the question of how these results were achieved [P. Hager, A. Gonczi , 1996, p. 4].

Standards of job competence should allow for diversity and cannot require employees to act in the same way in a given situation. Nor can they require that all employees have identical conceptions of their work. Adopting a task-based view of competence may mean that all competent actions will be similar. However, when attributes (knowledge, skills) are added as the basis for performance, it is possible that different combinations of these attributes will lead to the same result, and a richer conception of competence will encourage high-quality work [P. Hager et al., 1994b, p. 11].

The most important guidelines for work in the area of competency management concern the vision, strategy and goals of the company. Customer opinions and expectations are equally important for the development of competencies and can be used to set goals for work related to competency management. The need to have specific competencies arises when the business environment develops and changes (new technologies, industrial machines, the desire for better customer service) [Hartikainen, 2016, p. 10]. The introduction of a competency management system in an organization has many goals, such as [Dudzińska-Głaz, 2012, pp. 86-88]:

- . examination of the actual competencies of employees and managerial staff,
- . defining work standards and preparing employees for future tasks,
- . increasing the level of staff satisfaction with their work,
- . increasing the value of human capital in the organization,
- . optimizing the ratio of expenditure on human capital development to the effects of these expenditures,
- . maximizing the strengths of managers and employees.

The European approach to human resources management is changing as a result of new development challenges, changing world order, global competition, and also

as a result of changing consumer requirements, mainly in terms of quality. As a result of these changes, the so-called European management model was born, which is characterized by the following features: it considers national differences and social responsibility, it is focused on people and marketing orientation with a low level of formalization, and it also considers internal negotiations [Mayrhofer, Brewster, 2005, pp. 42-44].

As can be seen, various elements of human resources management can be based on competency profiles and models, for example [Dubois, Rothwell, 2004, pp. 28-29]:

- . planning: talent selection, staff variability (fluidity), qualitative planning methods,
- . personnel selection: attracting talented people to the organization, employment decisions are based on skills that are subject to verification,
- . employee training: development of individual competencies aimed at achieving measurable results,
- . performance management: periodic assessment of employees by their aspirations and goals,
- . remuneration system: attracting and retaining talented employees,
- . employee development: assistance in discovering one's competencies, focusing on creating competencies and gaining new experiences.

## **5. Discussion of the results of our research**

The presented article analyzes, using the critical literature analysis method, professional competencies, management of these competencies and employee motivation. This research shows how key the role of competencies is in the context of both individual employee development and organizational effectiveness.

Both the definitions and sources of professional competencies reveal that they are a complex set of skills, knowledge and attitudes that characterize specific job positions. In the research, the author emphasizes that competencies can be divided

into different categories, such as hard and soft, and their development is a long-term process that requires activity for the employee and support from the organization. Also interesting are the observations on the variability of competencies, which may differ depending on age, experience and the specificity of the industry.

The most important conclusion is that professional competencies are not only a source of success for individual employees but also an important element that determines the efficiency and competitiveness of entire enterprises. Constant monitoring and development of competencies seem to be necessary to maintain harmony with the rapidly changing labour market.

In the development strategy of each organization, competency management has become an important tool. The roles and tasks in management in this management were clearly distinguished, and their effective implementation contributes to the improvement of the efficiency of the functioning of companies. The use of work standards and competency monitoring systems allows for meeting the requirements of work quality, as well as for optimizing the costs of investment in human capital. Studies have shown that properly conducted competency management can lead to increased employee engagement and job satisfaction. These activities must be consistent with the mission and vision of the organization, which increases the chance of success and sustainable development.

The undertaken analysis of the theory of motivation in the context of competencies shows that the key to motivational effectiveness is understanding the needs of employees and their competencies. The research highlighted the function played by satisfying the needs of security and self-fulfilment in the context of motivation for professional development. It turned out that in a situation where employees have a deficiency of competencies about the tasks they perform, there is a very negative perception on their part of the motivation directed to them and an awareness of a lack of a sense of security arises. This fact imposes the need to match tasks to the skills they have, which increases commitment and job satisfaction.

Research results strongly suggest that professional competencies, management and employee motivation coexist in a dynamic relationship, influencing the overall effectiveness of the organization. In the context of constant changes in the labour market, a key challenge for managers will be to integrate various strategies effectively for developing competencies and motivation, which will allow for flexible responses to the requirements of the environment and lead the organization towards success in the long term. Investing in the development of competencies and effective management of them are important elements that can bring benefits to both employees and entire organizations.

## **Conclusion**

To sum up the above considerations, it can be stated that motivating employees and managing their professional competencies are two closely related and mutually complementary spheres that are of great importance for the success of modern organizations. Professional competencies are the foundation on which not only the effectiveness of individual employees is based, but also the overall operation of the enterprise. Their development in a manner consistent with the strategic goals of the organization promotes the creation of a culture of innovation and commitment, which in the long-term leads to achieving a competitive advantage in the market.

Competency management requires a conscious approach from leaders and managers who must systematically identify, assess and develop the skills of their employees. On the other hand, effective motivation to work and develop cannot be achieved without understanding their individual needs and creating appropriate working conditions, where a satisfied sense of security and development opportunities will contribute to a higher level of satisfaction, which has a positive impact on the entire work environment.

The conclusions drawn from the conducted research show that organizations that effectively invest in the development of their employees' competencies are better

prepared for changes in the market environment. Therefore, they should strive to implement integrated strategies for managing competencies and motivation, which will enable them to develop dynamically and adapt to emerging challenges.

The future of any organization will largely depend on the ability to learn quickly, adaptability and flexibility of their employees. In the face of the challenges of the 21st century, such an approach will become not only an asset, but a necessary condition for survival and success in the complex world of management. It is therefore worth focusing on a holistic approach to motivation and competency management as a condition for long-term growth and development.

## References

Adam, F., & Kamase, J. (2019). The effect competence and motivation to satisfaction and performance. *International Journal of Scientific & Technology Research*, 8, 132–140.

Amin, G., & Claudia, G. (2016). The effect of motivation, competency and organizational learning towards global mindset. *Universal Journal of Management*, 4, 228–233.

Armstrong, M. (2006). *Human resource management practice*. Kogan Page.

Armstrong, M., & Taylor, S. (2014). *Handbook of human resource management*. Ashford Colour Press Ltd.

Armstrong, M., & Taylor, S. (2016). *Zarządzania zasobami ludzkimi*. Wolters Kluwer.

Bratton, J., & John, J. (2007). *Human resource management: Theory and practice*. Palgrave Macmillan.

Caulton, J. R. (2012). The development and use of the theory of ERG. *Regent University School of Business & Leadership*, 5, 2–8.

Dubois, D. D., & Rothwell, W. J. (2004). *Competency-based human resource management*. Davis-Black Publishing.

Dudzińska-Głaz, J. (2012). Employee competency management as one of the elements of strategic human resources management. En W. Harasim (Ed.), *Intellectual capital management in an intelligent organization*. WSP.

Filipowicz, G. (2004). *Management of professional competencies*. PWE.

Gonczi, A., Hager, P., & Oliver, L. (1990). *Establishing competency-based standards in the professions*. National Office of Overseas Skills Recognition.

Hager, P. (1994). Is there a cogent philosophical argument against competency standards? *Australian Journal of Education*, 38(1).

Hager, P., & Gonczi, A. (1996). What is competence? *University of Technology*, 18(1).

Hartikainen, T. (2016). *Competence management*. University of Applied Sciences.

Jerome, N. (2013). Application of Maslow's hierarchy of needs theory: Impacts and implications on organizational culture, human resources and employee's performance. *International Journal of Business and Management Invention*, 39–45.

Kwaśniewski, J. P. (2022). Competence management and vocational education. En M. Kęsy & Ł. Moniuszko (Eds.), *Managerial competencies* (pp. 95–110). WSG.

Levy-Leboyer, C. (1997). *Competence management*. Poltex.

Mayrhofer, W., & Brewster, C. (2005). European human resource management: Researching developments over time. *Management Revue*, 16, 36–62.

Mikuła, B. (2000). New ways of managing human resources. *Personel*, 21.

O’Riordan, J. (2017). *The practice of human resource management*. State of the Public Service series, IPA.

Oleksyn, T. (1999). Competence management in an organization. En A. Ludwiczynski (Ed.), *Employee training and development*. PFPK.

Pocztowski, A. (2003). *Human resources management*. Liber.

Pogorzelska, A. (2016). The issue of professional competencies in the context of transgressive behaviour. *WSZ* (pp. 183–197).

Rhee, H. (2019). Comparison of process theories to content theories in motivating workforces. *International Journal of Human Resource Studies*, 9(4), 268–274.

Rostkowski, T. (2004). *Modern methods of human resources management*. Difin.

Rostkowski, T., & Szczęsna, A. (2003). How to manage competencies. *Personel*, 11.

Senge, P. M. (1998). *The fifth discipline: Theory and practice of learning organizations*. ABC.

Spector, B. (2012). *Introducing changes in an organization*. PWN.

Szymczak, M. (Ed.). (1992). *Dictionary of the Polish language*. PWN.

Ülgen, B. (2018). *Human resource models: Hard and soft*. Istanbul Commerce University.

Varkoly, L., Jędrzejczyk, W., Kucęba, W., & Kulej-Dudek, E. (2019). Shaping key competencies. *PP* (pp. 209–219).

Wieczorek-Szymańska, A. (2009). Competence management in the process of shaping quality in an organization. *UMK* (pp. 127–138).