

SKILLS IN POLISH HEALTHCARE IN THE CONTEXT OF INTEGRATED SKILLS STRATEGY 2030

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Purpose: The aim of skills development and use in healthcare is to support workers and management staff in the use of skills in the workplace to increase effectiveness and job satisfaction and to better provide medical services. The aim of the article is to present the directions of development future skills in the healthcare in Poland in accordance with the assumptions of the Integrated Skills Strategy 2030.

Design/methodology/approach: The Integrated Skills Strategy 2030 includes policy assumptions for skills development. The document supports the creation of an effective management and monitoring system in the area of lifelong learning policy (formal education, non-formal education and informal learning), so that it responds to existing and emerging challenges and needs to the highest possible extent. It seems to be particularly significant in the healthcare sector.

Findings: According to polish health policy the main objective of healthcare units is to ensure patients effective healthcare by providing medical services, considering patients' values and expectations. That's why development of future skills in the healthcare in Poland in accordance with the assumptions of the Integrated Skills Strategy 2030 is so important.

Originality/value (mandatory): Identification skills in polish healthcare in the context of Integrated Skills Strategy 2030.

Keywords: skills, healthcare, Integrated Skills Strategy 2030

Category of the paper: conceptual paper.

1. Introduction

Nowadays, among all the resources, no longer financial capital nor technology, but people are becoming more and more important resources. To promote physical and mental health and well-being, and to extend life expectancy for all, we must achieve universal health coverage and access to quality healthcare (United Nation, 2016).

The supply of relevant skills plays a special role in social and economic development today. Contemporary changes resulting from globalization, technological development, an aging society, the growth of migration, urbanization or the green economy determine the set of skills conditioning success in the social sphere and the labor market. Above all, these include transversal skills: digital skills, a readiness for learning, critical thinking, problem solving, teamwork and the ability to adapt to new conditions. The growing importance of these competences is due, among others, to global trends that are changing the organization of work and the role of employees, generating the rapid obsolescence of skills and growth in the demand for new ones, as well as increasingly accentuating those skills that are more difficult to automate. In the context of these challenges, investing in the ability to match skills with anticipated and current social and market needs requires a systematic and comprehensive approach to skills policies.

A well-organized and prepared healthcare system has the capacity to maintain equitable access to essential service delivery throughout an emergency, limiting direct mortality and avoiding increased indirect mortality. As this situation creates the challenge, the importance of skills in healthcare become very huge.

According to Polish health policy the main objective of healthcare units is to ensure patients effective healthcare by providing medical services, considering patients' values and expectations (Krawczyk-Sołtys, 2018b).

The provisions of Integrated Skills Strategy 2030 (ISS 2030) constitute both the basis for determining plans for the management of national and European funds for the development of skills, as well as a common frame of reference enabling the most advantageous planning of projects and programs by administrators of individual parts of the state budget, local government units and other public and private entities.

The commitment to develop an integrated skills development strategy was included in the Partnership Agreement - approved by the European Commission on October 23, 2017 on the basis of Implementing Decision C (2017) 6994 (notified on October 24, 2017).

The Integrated Skills Strategy 2030 includes policy assumptions for skills development. The document supports the creation of an effective management and monitoring system in the area of lifelong learning policy (formal education, non-formal education and informal learning), so that it responds to existing and emerging challenges and needs to the highest possible extent. Effective coordination of activities is based on the involvement of stakeholders at both the national and regional levels and using existing solutions, experiences and good practices at both the national and regional levels. The Integrated Skills Strategy 2030 was created to:

- designing a coherent policy for shaping and developing skills,
- coordinating the activities of various entities for skills,
- increasing educational and professional activity in all social groups, especially those exposed to exclusion, strengthening awareness of the importance of skills for achieving individual, economic and social benefits,

- ensuring equal access to information on the demand and supply of skills, career counseling and training offers related to the formation and development of skills.

The Integrated Skills Strategy 2030, facing the requirements of public policy, includes in particular:

- conclusions from the diagnosis of the skills area - included in the general part,
- strategic goals – included in the general part,
- directions of intervention – presented in a framework in the general part, then developed in the detailed part,
- principles of public policy implementation - presented in a framework manner in the general part, then developed in the detailed part.

The aim of the article is to present the directions of development future skills in the health-care in Poland in accordance with the assumptions of the Integrated Skills Strategy 2030.

2. Future skills overview

Skills are essential for personal, social and economic development. In the Integrated Skills Strategy 2030 (ISS 2030), the term “skills” refers to the ability to correctly and effectively perform a specific type of activity, task or function. Correct performance is understood as the application of appropriate theoretical and practical knowledge in action as well as compliance with social norms, in particular those relating to a given type of activity. The adopted definition of skills follows the recommendations of the European Parliament and the Council on the European Qualifications Framework (EQF) and the definition adopted by the Organization for Economic Co-operation and Development (OECD). Both in the Polish and international definitions of this concept, knowledge and attitudes are an integral component of the development and use of skills (Integrated Skills Strategy 2030 (general part), 2019).

Therefore, it is impossible to talk about skills without embedding them in the idea of learning through lifelong learning (LLL). Today, this idea means inclusive learning human life in its various dimensions, contexts and social spaces (lifewide learning). It means shifting the focus and responsibility for acquiring knowledge and developing skills from educational institutions to activities undertaken by learners. Moreover, it recognizes and appreciates the importance of education non-formal, as well as every day, colloquial experience as an opportunity for learning and development. Lifelong learning therefore covers all types of learning and personal development – in a formal and diverse educational environment environment and non-formal situations. It also includes learning and development which arise from personal needs, capabilities, interests and the learning that occurs during everyday activity. Therefore, they fit into the idea of lifelong learning formal, non-formal education and informal learning (Domański, Staszewicz, Walczak, 2023).

A wide perspective of key skills from the point of view of personal life, social and economic is the transition point to the skills needed in the market work. Research conducted by McKinsey Global Institute in 2019 allowed us to distinguish four broad categories of skills – cognitive, interpersonal, self-leadership and digital, in which 13 separate skill groups belonging to each have been identified category. They include 56 combinations of skills and attitudes called DELTA (distinct elements of talent) (Dondi, Klier, Panier, Schubert, 2021).

Within cognitive skills, four groups of skills have been distinguished: critical thinking, communication, flexibility of thinking, ability to plan and implement different ways of working. And so: the ability to think critically allows to solving complex problems through their factor analysis, as well as drawing conclusions logical conclusions based on facts and substantive argumentation. It also applies recognizing cognitive patterns based on prejudices and the ability to identification, evaluation and selection of information and facts necessary for logical conclusions.

Communication skills are the ability to appropriately select words, tone, gestures to the recipient group. It is also the ability to formulate and ask questions communicating in a synthetic way. It is also an attitude towards the interlocutor that allows for its full acceptance.

The next group of skills - flexibility - allows for creative and imaginative thinking, as well as the application of knowledge in various contexts.

The components of these attitudes are the ability to take the perspective of other people, to be open to change, including learning both within formal education, non-formal and informal learning. Ability to plan and implement various tasks ways of working refers to preparing a schedule of activities needed for achieving a specific goal. It is also the ability to prioritize tasks and choices optimal way of implementing them, iterative work, continuous testing of assumptions and prototypes, rapid creation of effective solutions and continuous improvement and adaptation to changing circumstances.

The set of interpersonal skills includes the following groups of skills: mobilization systems, relationship development and effective teamwork. Among others, there are: the ability to model the behavior of others, identifying their needs, interests and creating solutions for mutual benefits. This category also includes the skills to inspire others to make things happen created vision, idea and management of group processes while maintaining organizational procedures. The key skills that enable the development of relationships include: the ability to notice and empathize with other people's emotional states, to arouse trust through an open and honest attitude and concern for the needs of others, as well directness, naturalness and modesty in relationships. In turn, effective teamwork is based on the ability to respect and appreciate the diversity of personalities, pedigrees and experiences and the different motivation systems associated with them. Also important are the skills of diagnosing and resolving conflicts, striving for achieving common goals and effective coordination of activities. In effective work teamwork requires the ability to delegate activities and decisions while establishing goals and expectations, as well as

the ability to coach towards goals maximizing the personal and professional potential of team members.

The next group - self-leadership skills - is related to self-awareness, self-management, entrepreneurship and achieving goals. Self-awareness and self-management are the ability to recognize stimuli and situations, that trigger emotional reactions that may influence decisions. This is also ability to manage your own emotions, including controlling them, especially in crisis situations. Additionally, these are the skills of recognizing one's own resources and belief in one's causative power, compliance with generally accepted social principles and moral standards. They also include the ability to maintain high motivation and commitment to long-term personal goals.

Entrepreneurial skills set include the ability to maintain energy and positive attitude on the way to achieving the goal, skill taking risks and self-improvement. It is also the ability to be unconventional and non-stereotypical thinking. Among skills that allow to achieve goals include a sense of responsibility decisions made, actions and goals achieved, the ability to select means intended goals and perseverance in their implementation; the ability to turn difficulties into challenges and be effective actions in situations of high uncertainty and the ability to self-evaluate and continuously development.

Digital skills set include digital proficiency and understanding digital systems. This is a broad category that includes: skills in using digital devices and services, using software and its creation, ability to understand digital systems; applicability of solutions digital in the real world (using them to increase life efficiency everyday life), the ability to apply cybersecurity principles and update knowledge in the field of information and communication technologies and artificial intelligence (AI), skill collecting, validating and storing data and applying the ethics of the digital world (Dondi, Klier, Panier, and Schubert, 2021). Research conducted by McKinsey Global Institute clearly indicate that technology skills are in demand information and artificial intelligence will increase mainly in the cognitive dimension, social and emotional.

Cognitive skills seem to be becoming more and more important. In the light of the report "The Future of Jobs Report 2023" (World Economic Forum, 2023) in 2023, analytical thinking is considered a key skill. Second place - another cognitive skill was ranked among the top ten skills creative thinking, ahead of the next three self-efficacy skills, i.e.: resistance, flexibility and dexterity; motivation and self-awareness; curiosity and lifelong learning. Sixth place was taken by a skill that boils down to knowledge of technology, and the next - seventh place - reliability and attention to detail. Three last places belong to work-related skills – empathy and active listening; leadership and social influence and quality control skills.

There is no doubt that these skills are crucial in the healthcare. The skills discussed above must be developed among all health care workers to ensure the highest quality of health services provided.

3. Specifics of future skills in healthcare

The adopted definition of skills follows the recommendations of the European Parliament and the Council on the European Qualifications Framework (EQF) and the definition adopted by the Organization for Economic Co-operation and Development (OECD). Both in the Polish and international definitions of this concept, knowledge and attitudes are an integral component of the development and use of skills.

In the Integrated Skills Strategy 2030 (Integrated Skills Strategy 2030 (detailed part), 2020) the rank of professional skills – the ability of using the knowledge of a particular sector/field and acquired skills to perform defined and specific activities in a given profession – is pointed.

Poland's healthcare system is affected by large imbalances in the provision of services, with infrastructure concentrated in the hospital sector; insufficient provision of outpatient care, diagnostics and long-term care; and weak coordination between inpatient and other care. The number of hospital beds is high, at 6.2 beds per 1 000 population in 2019 compared to an EU average of 5.3, but these are unevenly distributed across the country. Current reform plans anticipate transformation of acute hospital beds into other types of beds, such as long-term care beds, rather than reducing their number (OECD, European Observatory on Health Systems and Policies, 2021).

According to Eurostat data, Poland has the lowest number of practicing doctors per 1 000 population (2.4) in the EU, and the number of nurses (5.1 per 1 000 population) is also among the lowest. While the official national estimates appear to be higher – ranging from 3.4 to 4.4 doctors per 1 000 inhabitants (Kowalska-Bobko et al., 2021) – shortages of health workers have been reported in several regions, leading to difficulties in accessing health services. Shortages are particularly severe in small counties around large cities and in rural areas. Moreover, Polish hospitalization rates for conditions that could have been effectively managed in outpatient settings are among the highest in the EU (OECD Health Statistics, 2021).

Great effort has been made in recent years to implement an electronic health data platform and related e-health tools. From 2019, medical records have to be kept electronically by health care institutions and doctors. From January 2020, with a few exceptions, only e-prescriptions have been allowed. Implementation of e-referrals started in January 2021 in facilities that have the necessary information technology capacity, and from July 2021 all health care providers are expected to exchange medical health records electronically. The pandemic response has shown that successful implementation of these tools is closely connected to the level of digital skills of both health care providers and service users. Poland's efforts in the area of digital health will be supported through the European Health Data Space initiative, which aims to promote better exchange and access to different types of health data, including electronic health records, genomics data and data from patient registries, and to support health care delivery, health research and policy making (European Commission, 2021).

As a result of many years of Author's research, models of personal competencies in health-care in Poland (professional and managerial) have been created (Krawczyk-Sołtys, 2018a, Krawczyk-Sołtys, 2018b, Krawczyk-Sołtys, 2019, Krawczyk-Sołtys, 2021, Krawczyk-Sołtys, 2022, Krawczyk-Sołtys, Płatkowska-Prokopczyk, 2022, Krawczyk-Sołtys, Płatkowska-Prokopczyk, 2023, Krawczyk-Sołtys, Płatkowska-Prokopczyk, 2024). Based on them, the skills that should be developed in healthcare need to be indicated.

Model of managerial competencies contains six domains with 32 competencies. These domains capture the dynamics and complexity of health care unit's manager's role and reflect the dynamic realities in health leadership today. Established on this model can be distinguished six sets of skills:

- leadership skills: leadership abilities and behaviors, leading change, encouraging employees to creativity, innovation and development, management skills and mentoring,
- communication and relationship skills: relationship management, communication skills, and facilitation and negotiation,
- professional and social skills: professionalism, professional development and lifelong learning, contributions to the development of management in health care, awareness of goals, values, strengths and weaknesses, ethical behavior and social awareness, ability to recognize common interests on organizational scale, empathy, ability to cooperate with people and have an effective influence on them, serving its interests and dignified representing the organization outside, ability to choose people for key positions in the organization,
- cultural skills: creation of an organizational culture based on mutual trust, transparency and focusing on improving the quality of provided medical services, the ability to provide care to patients with diverse values, beliefs, and behaviors, meeting patients' social, cultural, and linguistic needs, delivering the highest quality of care to every patient, regardless of race, ethnicity, cultural background, removing barriers, such as different perspectives on health, medical care, and expectations about diagnosis and treatment, supplanting the current one-size-fits-all approach with a system more responsive to the needs of an increasingly diverse population,
- sectorial skills (concerning the health care system and its environment): knowledge of the functioning of the health care system and entities of this system, ability to optimize employment in the organization, personalizing health care, public health competences,
- business skills: knowledge of basic business practices and the ability to manage projects, strict adherence to procedures, regulations and legal norms as well as the ability to create internal regulations on their basis, financial management, human resource management, strategic management, information and knowledge management, risk management, improving the quality of medical services, and systems thinking.

Next model includes professional competencies in healthcare units. Established on this model can be distinguished five sets of skills:

- professional skills: functioning as a professional, participating in continuing education and professional development, possessing an understanding of the medicolegal aspects of the profession, recognizing and complying with relevant Polish legislation, functioning effectively in a team environment, making decisions effectively and managing scenes with actual or potential forensic implications,
- communication skills: practicing effective oral and written communication skills, practicing effective non-verbal communication skills and practicing effective interpersonal relations,
- health and safety skills: maintaining good physical and mental health, practicing safe lifting and moving techniques and creating and maintaining a safe work environment,
- assessment, diagnostics and therapeutics skills. In case of these domains particular skills are not being specified, because depending on the department, urgency of situation, etc. they are different,
- health promotion and public safety skills: integrating professional practice into community, contributing to public safety through collaboration with other emergency response agencies and participating in the management of a chemical, biological, radiological, nuclear and explosive incident.

4. Integrated skills strategy 2030 as the policy for skills development in line with the concept of lifelong learning

Integrated Skills Strategy 2030 consists of two documents: "Integrated Skills Strategy 2030 (general part)" and "Integrated Skills Strategy 2030 (detailed part)".

Integrated Skills Strategy 2030 (general part) was developed based on research and analyzes including:

- diagnosis of the current system of shaping and developing skills of children, youth and adults in Poland,
- diagnosis of the current state of skills of children, adolescents and adults in Poland based on the results of existing research (in particular PISA, PIAAC and the results of external examinations),
- diagnosis of the demand for skills on the labor market and in social life, based on existing research and materials,
- analysis of domestic and foreign strategies for shaping and developing skills,

- analysis of the methods, tools and procedures used in Poland and in selected OECD countries to diagnose the demand for skills from the point of view of the needs of the labor market,
- examining the needs of all ministries and main stakeholder groups.

In the document "Integrated Skills Strategy 2030 (general part)", based on the diagnosis of the functioning of the mechanisms for the development and use of skills in Poland, six priorities in the field of skills development are set:

1. Raising the level of key skills in children, adolescents and adults.
2. Developing and promoting a learning culture focused on active and continuous development of skills.
3. Increasing employers' participation in the development and better use of skills.
4. Building an effective system for diagnosing and informing about the current state and demand for skills.
5. Developing effective and lasting mechanisms of inter-ministerial and inter-sector cooperation and coordination in the field of skills development.
6. Equalizing opportunities in access to development and opportunities to use skills.

The implementation of activities in these priority areas will contribute to the development of skills relevant to the needs of learners, society and the economy, and better coordinate the activities of the parties involved in these efforts. Having the right skills will help to secure jobs that bring satisfaction and make the most of their potential. This then contributes to ensure well-being, a dignified life and cohesive, sustainable and inclusive development in line with the Strategy for Responsible Development and other government policies and agreements of the European Union. The structure and scope of this document results from the interdependence of policy areas relating to skills and the diverse forms and contexts in which they are acquired. It covers the elements indicated in the Partnership Agreement and refers to the framework set by the Organization for Economic Co-operation and Development (OECD) to develop effective skills policies. A key element of the Integrated Skills Strategy is the diagnosis of progress, and above all, the challenges and priorities relating to the development of relevant skills in Poland, the activation of the skills supply in the labor market, the effective use of skills in economic and social life, as well as strengthening the system for the formation and development of skills. This document specifies the actions to be taken to achieve the set goals, and also presents the model of implementing and monitoring the Integrated Skills Strategy together with the institutions participating in these processes.

Contemporary social changes, among them globalization, technological developments, an aging society, increased migration, urbanization or a green economy, not only shape the socio-economic landscape of the modern world, but also indicate the skills conditioning success in society and the labor market.

Everyone needs key competencies developed in the perspective of lifelong learning, which constitute a dynamic combination of knowledge, skills and attitudes that a learner must develop

throughout life, starting from an early age. Key competencies are needed for personal fulfilment and development, employability, social inclusion and a satisfying life. They include such competencies as selecting and generating information in one's native language and foreign languages, numeracy, skills relating to the natural sciences, digital skills, as well as personal, social and civic competences, and finally entrepreneurial skills, cultural awareness and expression (European Commission, 2018).

As part of the European Commission recommendation on key competences updated on 22 May 2018, we can distinguish both basic and transversal skills (European Commission, 2018). Basic skills include: generating and correctly understanding written information, developing and using mathematics skills, using a foreign language, and competences in science, technology and engineering. On the other hand, general, transversal skills include IT, citizenship and entrepreneurial skills. Transversal skills are applicable in many professions. They increase employee productivity, allow job seekers to apply for positions with more employers, thus improving their chances of becoming employed. They also form the basis for developing other skills. Thanks to their universality, they facilitate the ability of persons to function under uncertain conditions, in times when dynamic technological advances are resulting in rapid changes to qualifications' standards and professional competencies.

In the context of future skills, it is important to pay special attention to those included in the key transversal competencies, including critical thinking and comprehensive problem-solving skills, team work, the ability to adapt to new conditions, leadership skills and those relating to attitudes of openness and tolerance in an age of multiculturalism.

Among basic skills European Commission recommends (Integrated Skills Strategy 2030 (general part), 2019):

1. Understanding and generating information - the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written form using visual, sound/audio and digital materials in all fields and contexts; the ability to communicate and connect effectively with others in an appropriate and creative way.
2. Multilingual competence - the ability to use different languages appropriately and effectively for communication; the abilities to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form in an appropriate range of societal and cultural contexts according to one's wants and needs.
3. Mathematical competence - the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations; the ability and willingness to use mathematical modes of thought, logical and spatial thinking and presentation (formulas, models, constructs, graphs, charts).
4. Competence in science, technology and engineering - the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed; to identify questions and to draw evidence-based conclusions; make use of that knowledge

and methodology in response to perceived human wants or needs; [understand] the changes caused by human activity and responsibility for them.

The transversal skills set includes (Integrated Skills Strategy 2030 (general part), 2019):

1. Digital skills - the confident, critical and responsible use of digital technologies and engagement with them for learning, at work, and for participation in society; the skills of information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property rights, problem solving and critical thinking.
2. Personal, social and learning to learn - the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career; the ability to cope with uncertainty and complexity; to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.
3. Citizenship - the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.
4. Entrepreneurship - the capacity to act upon opportunities and ideas, and to transform them into value for others, creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.
5. Cultural awareness and expression - knowledge of local, regional, national, European and global cultures and expressions, and an understanding of how these expressions can influence each other as well as the ideas of the individual; understanding the different ways of communicating ideas between creator, participant and audience within written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms; understanding of one's own creative identity and cultural heritage within a world of cultural diversity and how arts and other cultural forms can be a way to both view and shape the world; the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in a range of arts and other cultural forms; the ability to identify and realize opportunities for personal, social or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively.
6. Critical thinking and comprehensive problem solving - readiness to consider in a thoughtful way the problems and objects that fall within the scope of experience; knowledge of and the ability to apply logical methods of reasoning and inquiry.
7. Team work - the skills of effective work in groups; working to achieve a common goal; the ability to reach a compromise by being flexible and open to helping other team members and assuming part of the responsibility for the results of the team's work and learning process.

8. Ability to adapt to new conditions - the ability to quickly adapt to new roles and responsibilities; the ability to adapt to a new team; the ability to work effectively under changing conditions and priorities.
9. Leadership - planning activities leading to the implementation of set goals; making use of interpersonal skills to solve problems; the effective implementation of activities to reach a goal; making use of the skills of others to achieve a common goal; acting responsibly in the interest of the group in which one is a member; organizing and leading the work of a team.
10. Multiculturalism - an open attitude, productive and authentic cooperation with others; appealing to the group's collective wisdom; overcoming cultural differences and looking at problems from different perspectives in order to increase innovation and the quality of work.
11. Creativity and innovation - the ability to generate, express or apply new and valuable ideas, techniques and perspectives, also in the form of cooperation; proficiency in coming up with non-routine solutions and answers, as well as exploring and experimenting with innovative and unconventional approaches to achieve valuable results.

Fulfilling the objectives of the Integrated Skills Strategy should contribute to Poland's achievement of goal 4.4 of the "2030 Agenda for Sustainable Development" of the United Nations (UN) (United Nation, 2016, Krawczyk-Sołtys, Wojtal, 2024), which concerns increasing the number of young people and adults with appropriate skills, including technical and vocational skills, essential for the development of employment, jobs and entrepreneurship by 2030 (Integrated Skills Strategy 2030 (general part), 2019).

Therefore, the provisions of ISS 2030 (detailed part) should be treated as a substantive guide for the optimal allocation of national and European funds for the development of skills at the national and regional level.

Each area of impact contains topics and directions of activities, as well as a catalog of entities that will be involved in the implementation of the strategy. The Integrated Skills Strategy 2030 is a strategic policy framework for the development of skills necessary to strengthen social capital, social inclusion, economic growth and achieving a high quality of life.

There are eight areas of impact under ISS 2030 (detailed part):

1. Basic, transversal and vocational skills of children, adolescents and adults.
2. Developing skills in formal education – management staff.
3. Developing skills in formal education – teaching staff.
4. Developing skills outside formal education.
5. Developing and using skills in the workplace.
6. Career counseling.
7. Cooperation of employers with formal and non-formal education.
8. Planning for lifelong learning and validating skills.

The effective management of human resources in an organization is inextricably linked to planning employee development, their further training, and monitoring this development.

The challenge is to take advantage of the potential of employees by optimally matching their skills to the tasks in the workplace. Diagnosing and eliminating skill mismatches is an important part of human resource management in companies. Action in this area will have a positive economic, social and individual impact.

Employee involvement is one of the most important factors contributing to the better use of their skills and higher productivity in the workplace. Increasing employee participation in the decision-making process on the organization of work and management can contribute to the better use of skills in the workplace.

The aim of skills development and use in the workplace is to support workers and management staff in the use of skills in the workplace to increase effectiveness and job satisfaction and to better utilize the potential of human resources in the economy.

5. Conclusions and further research

The new economy is based on new skills. In view of the declining number of jobs consisting of simple activities, employers are increasingly paying attention to the entire spectrum of their employees' skills. Above all, they expect complex skills, especially those relating to: communication, problem solving, team work and emotional intelligence. The quality of human capital is increasingly the basis for intelligent and sustainable development, based on social cohesion.

The pandemic has led healthcare leaders to act with agility, build resilience and adopt smarter ways of working to help future-proof care. It has also pushed them to rethink how care is delivered. In many cases, healthcare leaders have continued to use care practices that were adopted more widely during the pandemic, including virtual care. Skills and competencies seem to be crucial for recognizing the needs of the organization itself and its environment, as well as following new challenges and opportunities to deal with them.

Currently, assessing healthcare units as other organizations are based not only on financial criteria, but rather on their relationship with the surrounding community, customers and employees, as well as the company's impact on the environment and society. In a responsible organization, apart from striving to maximize profits, key roles are played by good civic practices, a company mission contributing to positive social change, and a culture based on cooperation. Connected to this are three key challenges facing organizations: collaborative leadership, greater flexibility in designing the career paths of employees, and technological changes and their impact on how work is performed (Integrated Skills Strategy 2030 (general part), 2019).

In addition to high-quality human capital, social capital also has key significance, that is, the trust that facilitates interpersonal cooperation and supports the coordination of activities,

norms of reciprocity, as well as networks of civic engagement. It serves, among others, social integration and solidarity, complements and supports state institutions, as well as controls the government and commercial sectors. One of the effects of social capital or one of its functions is also to increase the level of economic development. As is evident from the experience of other countries, after exceeding a certain threshold of wealth, which Poland is approaching, social capital gains enormous significance. This is related, among others, to the growing importance of teamwork, which is becoming a decisive factor in attaining a competitive advantage. Restrictions in the development of social capital may thus become a barrier to further economic growth and result in a deterioration of the quality of life of the inhabitants of the country.

Among the challenges relating to developing skills it can be pointed (Integrated Skills Strategy 2030 (general part), 2019): long-term domination of the learning paradigm (based on competition, control, assessment and the relatively passive role of the learner), still too little emphasis on developing the skills of independent, creative and critical thinking and learning at all levels of the education system, mismatch of the skills of people supporting others in learning (teachers, educators, etc.) to the needs of learners and the requirements of a modern society and economy, the low potential of the majority of Polish higher education institutions to attract and retain particularly talented students, unequal access to opportunities for the development of relevant skills at all stages of life, low participation of adults in learning, especially among older workers and people with low-level qualifications, limited possibilities of developing forms of learning at work, poor promotion of the validation procedures for skills acquired outside the education system, untapped potential of non-formal education, including activities conducted by civic organizations.

It should be emphasized the significance of systemic challenges such as (Integrated Skills Strategy 2030 (general part), 2019): limited effectiveness of coordination, communication and understanding among ministries and social partners in the area of skills policies, dispersed activities and resources in public administration on skills issues, hierarchical and silo mentality of the skills development system and institutions involved in its functioning, lack of a systematic approach to monitoring and better utilizing skills.

The success of policies to develop and use people's skills will require effective coordination between government, students, teachers, employees, employers, trade unions and other [stakeholders]. It seems to be particularly important in the healthcare sector. OECD pointed significant rank of expanding the use of skills and introducing high-performance work practices (HPWP) practices in the sector public by promoting culture innovation and knowledge (OECD, 2019, OECD, European Observatory on Health Systems and Policies, 2021).

As well sustainability is increasingly playing a key part in recruiting talent in areas where there is significant competition (Philips, 2022).

In Poland, the intersection of skills is a new topic, subject to preliminary scientific analyzes and practical research (Kowalska-Bobko, et. All, 2020, Sowada et. all, 2022). However, it can be concluded that the process of intersection of rights in the Polish healthcare system will

develop: primarily towards takeover qualifications of doctors and nurses by other medical professionals, but also towards the systemic use of various forms of skill mix, such as enlarging, strengthening or replacing roles.

Therefore, it seems necessary to conduct empirical and literature research in this area, which will enrich scientific knowledge, rationalize the research methodology, as well as allow to formulate recommendations for practice.

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