

Management skills as a determinant of key competences in a national forest holding (Case Study of the Poznań Regional Directorate of State Forests)

*Antoni Buraczewski¹, Gabriela Roszyk-Kowalska²,
Alina Skorb-Gała², Andrzej Stańda²*

¹ University of Life Sciences in Poznan
Department of Forest Management
Wojska Polskiego 28, 60-637 Poznan, Poland
Phone (+48) 0 61 848 76 62
e-mail: aburac@up.poznan.pl

² Poznan University of Economics
Department of Theory of Organization and Managements
al. Niepodległości 10, 60-967 Poznan, Poland
Phone (+48) 0 61 854 38 39
e-mail: g.roszyk-kowalska@ae.poznan.pl, askorb@vp.pl,
andrzej.standa@ae.poznan.pl

■ **Abstract**

The article presents the findings of the research on the impact of managerial skills on shaping key competences in an enterprise. Its target is to show the relationships between management skills and the key-competence shaping process. They also point to the importance of organizational culture as a contextual variable of building key competences. The empirical research was carried out in the Regional Directorate of State Forests in Poznań.

■ **Key words**

Key competences, management skills, organizational structure

■ Introduction

The essence of key competences in an enterprise*

Managing a contemporary enterprise requires application of more and more sophisticated methods to ensure its sustainable competitive advantage in the marketplace. It means that managers of an enterprise should acquire skills that would guarantee it a strategic potential status distinguishing it from other entities. The concept of key competences has for some time been an interesting inspiration in the process of building competitive edge in business. An enterprise's competences usually consist of specifically organized tangible and intangible assets, usually hard to perceive and describe in all their complexity. They are the result of a long-term knowledge accumulation process and therefore their importance in the competitive struggle for commercial advantage is high. According to G. Hamel and C. K. Prahalad, an enterprise better develops and achieves better financial results in a competitive environment, if it makes competences its most important assets (Probst, Raub, Romhardt, 2002). Key competences create a higher value for customers than those offered by competitors, as they derive from organizational knowledge, information, skills, technologies, structure, relationships and reputation (Campbell, Stonehouse, Houston, 2002).

Key competences in an enterprise are based on two pillars: its resources and competences understood as a set of knowledge, skills and experiences. Resources are formed by company assets. Parts of them are the product of individual knowledge and team knowledge (Probst, Raub, Romhardt, 2002). The others serve as tools enabling or facilitating the use of knowledge in an enterprise. The characteristics of these resources evolve as a result of so-called "organizational learning through entrepreneurship". On the other hand, key competences differ from "general" competences in the following: they occur only in enterprises whose products (goods or services) are important for customers, are unique (specific) compared to other enterprises, show a high degree of complexity, are hard to copy, have a higher value than "normal" competences, are the basis for distinguishing relationships with the environment, particularly the close one, and create the foundations of organizational knowledge and staff skills (Campbell, Stonehouse, Houston, 2002).

Key competences are created only by those resources of an enterprise which can be used at different places at the same time. During their use, they do not undergo depreciation; on the contrary – they gain in value. These resources are usually developed for a long time.

Competences to be named "key competences" should meet the following requirements (Hamel, Prahalad, 1999). Firstly, they should contribute an essential input to the value perceived by customers. Secondly, to become key competences, they should be unique. Thirdly, key competences are a gate to the markets of tomorrow. Competences can be regarded by an enterprise as "key" in the sense that they meet the criteria of value to customers and competitive unrepeatability (uniqueness). They will not be "key competences" if no novel goods or services are formed on their basis and if an enterprise does not

* 'The State Forests – National Forest Holding' is an organizational unit of the State. It therefore lacks the full attributes of an enterprise. However, as it has the essential characteristics of an enterprise, such as a set of tangible factors of production (labour, capital and resources), organized and coordinated with a view to conduct business, in this article, the 'State Forests – NFH' is referred to as an enterprise.

clearly differ from competitors (Strategor, 2001). In practice, it means that in defining key competences, managers must depart from traditional thinking determined by a traditional configuration of products (services) and should decide how key competences can be used for creating novel products. Competences become key competences if they form the basis for an enterprise to enter new markets. In evaluating the possibilities of extending the use of a specific competence, managers of an enterprise should depart from a narrow perception of traditional products.

Management skills as an indicator of key competences in an enterprise

Efficient management of available resources enabling an enterprise to have key competences is the basis of success. They create the foundations for building company image in the environment and ability to compete in the marketplace. Key competences are for every enterprise extremely valuable as they help retain its strength and determine its strategic potential. Therefore, the dynamic nature of people's skills (including management skills) should be highlighted, as these are the basic factor deciding about flexibility and the possibility to adapt and even change.

A list of management skills have been prepared by the authors on the basis of literature for the needs of the research process. This fall into three groups: conceptual, social and technical. Conceptual skills embrace: ability to set goals/tasks, ability to learn, ability to focus on development, strategic planning skills, planning skills, ability to assess an organization's situation, analytical skills, creative skills, information management skills (acquisition, selection, use, storage), ability to solve problems, ability to make difficult organization decisions, organizational skills, coordination skills, ability to delegate authority, synthetic skills and controlling skills. Social skills embrace: ability to assess the social situation, good cooperation skills, ability to solve conflicts, ability to understand others, communication skills, ability to take personal decisions, ability to control emotions, negotiation skills, interpersonal skills, fair treatment of employees, individual motivation skills, group motivation skills. Technical skills embrace: ability to define tasks for job positions, finance management skills, ability to manage one's own work-time, ability to use management instruments (methods, techniques, tools), ability to organize one's own work, ability to define the ways of fulfilling tasks, ability to operate technologies, operational skills, disposal of specialist knowledge, knowledge of motivational methods and techniques.

Technical skills are most important at lower management levels. Social skills, though important at every organizational level, are fundamental for middle-level managers. Their ability to use technical skills of their employees is more important than of their own technical skills. The importance of conceptual skills grows with the advancement to senior management positions. Understanding a full range of interpersonal relationships is important at higher levels of the organizational hierarchy.

The cultural context of key competences

From the point of view of the carried out research, it was essential to pose a question: is there a relationship between organizational culture and key competences, and if so, what kind of a relationship is it? The reasoning about the existence of a relationship be-

tween those two categories is based on certain logic. If key competences are created by organizational knowledge, information, technology, structure, relationships and reputation (Campbell, Stonehouse, Houston, 2002), and key competences themselves are the attributes of the skills, knowledge, technology and relationships providing competitive advantage, organizational culture by its essence decides about their creation. It is sort of a collective mind programming which distinguishes members of one group or category of people from another (Hofstede, 2000). It is a collection of interrelated beliefs and assumptions setting rational rules for organizational behaviour of employees enabling the best (in given circumstances) adaptation to the environment (through mission, strategy, goals, tasks, measures and controlling systems), and achieving the required level of internal organization (through a common language, setting group limits, awards and punishment, shaping the relationship between the status and authority). These rules function well so far as they are regarded legal, which causes the new members learn them as correct ways of perceiving, thinking and feeling about these issues (Schein, 1986). Organizational structure is a contextual factor deciding about the way by which intellectual capital components are shaped.

■ The method of research

The nature of the research project decided about the selection of a diagnostic method of research. For research needs, standard and investigation instruments were developed and used by the authors. These are as follows:

- Questionnaires diagnosing management skills (authors' questionnaires enabling identification of three key categories of management skills: technical, social and conceptual embracing a total of 37 skills).
- Questionnaires diagnosing key competences (authors' questionnaires enabling identification of 39 key competences).
- Questionnaires identifying organizational culture (K. Cameron and R. Quinn's concept of diagnosing organizational culture was used (Cameron, Quinn, 2003).

The following research techniques were used: source critical method, logical analysis method, comparative analysis, and statistical tests measuring the relationships between variables. 387 managers of the Poznań Regional Directorate of the State Forests and its all organizational units, representing different job categories, were surveyed.

■ Results

Identification of key competences

Among key competences, the surveyed managers of the Poznań Regional Directorate of the State Forests listed track record of the national forest holding, as well as work discipline and productivity. However, differences in the number of indications of individual key competences are relatively low (Table 1).

TABLE 1
Key features of the Regional Directorate of the State Forests based on the number of responses

Key features	No. of responses
Experience of enterprise	387
Discipline and work efficiency	387
Network's architecture – a modern organization's characteristics implying that the State Forests' organizational units are closely connected and cooperative due to a common goal	386
Internal architecture – formed between the enterprise and its employees or among employees implying that positive relations exist among employees and between employees and the SF enterprise	386
Tailoring product (service) offer to client's needs (client-centred orientation)	386
Advertisement efficiency	386
Quality of product/service	386
Improving product/service in terms of its usefulness	385
Flexibility – the ability to function in changing environment	385
Learning (means that employees of the enterprise are expected to continuously gain knowledge and they declare readiness to do so)	385
External architecture – relations between the enterprise and its suppliers or clients implying that these elements are highly correlated	384
Adaptation of organizational structure and procedures for the enterprise's objectives	384
Reputation (solidity, credibility, trust, responsibility)	383
Know-how – possessing a distinctive technology	382
Organizational culture (common standards and values in relation to ways of efficient operation)	382
System of organizing of products/services generation and their provision	382
Quality of existing strategy	381
Achievements in research and development area	381

Table 1 – continued

Key features	No. of responses
Financial potential	381
Efficiency of information system	381
Cooperation skills of managers	377
Efficiency of production	376
Market share	375
Price, implying for example the possibility of enterprise becoming monopolistic one through price dictate practices	374
Profitability	372
Service – efficiency of service team operations	371
Distribution network	371
Unit cost	366
Materials supply	360

Source: Self-reported data.

Building key competences of an enterprise should embrace the understanding of these new, outstanding abilities which may oust the traditional base of competences. This means that the main role rests with managers, particularly in their skills to manage teams which create key competences for an enterprise. Apart from those, specialist and project team members should be strongly committed to the process.

Taking into consideration the fact that winning the leadership position in the area of key competences may take several or a dozen or so years, a consensus over what key competences should be built and promoted is the basis of success. Without such a consensus reached as a result of negotiations, the efforts to build key competences may be dispersed, as individual enterprise units will carry out their own plans in this respect. It means that they should be managed in the correct way. If an enterprise's competitive advantage results from other sources than employees' skills, this creates a potential danger of underinvestment in the building of key competences.

Among conceptual skills, managers of the Poznań Regional Directorate of the State Forests assigned the highest mean rating (4.38) to organizational skills, followed by mean 4.01 for the ability to coordinate tasks, the ability to evaluate the organization's situation, the ability to set goals/ tasks, problem solving skills, controlling skills, the ability to focus on development, learning skills, strategic planning skills, analytical skills, ability to make

difficult organizational decisions, information management skills (acquisition, selection, use, storage), synthetic skills, creativity, and ability to delegate authority. The skills were measured on a scale from 2 to 5, with 2 indicating “failing” and 5 – “very good”. All kinds of management skills from the conceptual category scored more than 4 points (Fig. 1).

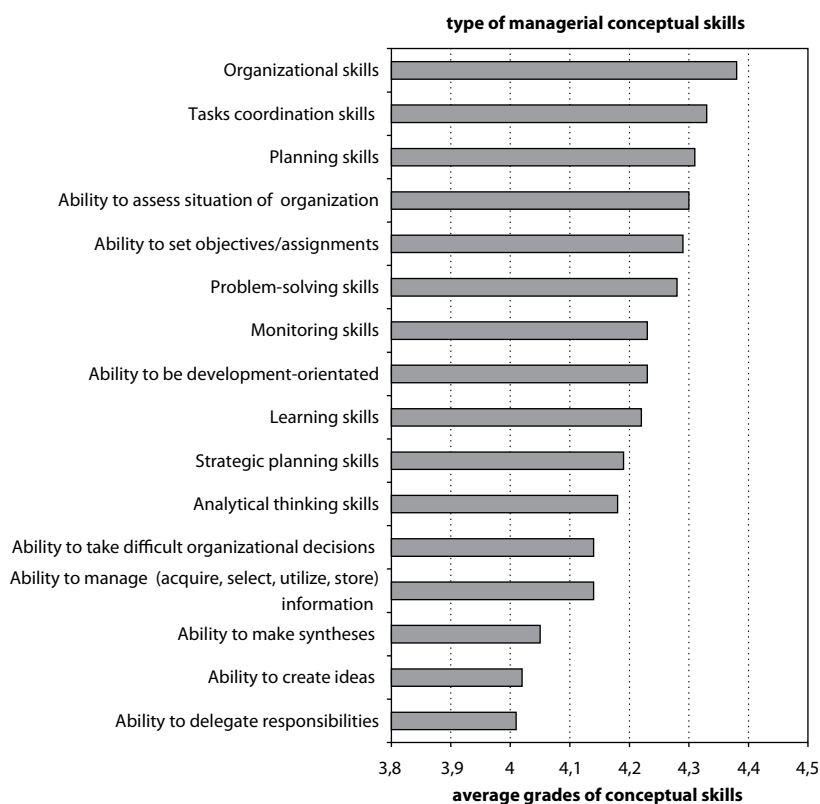


FIG. 1. Average grades of managerial conceptual skills of executives with the Regional Directorate of the State Forests (Source: Self-reported data)

Among social skills, mean ratings were similar. The highest score was for good cooperation skills (4.46), followed by: fair treatment of subordinates, the ability to understand others, ability to solve conflicts, ability to communicate, ability to negotiate, ability to assess the social situation, individual motivation skills, group motivation skills, and the ability to make personal decisions. The lowest score (4.07) was for the ability to control emotions (Fig. 2).

Among technical skills, managers in the Poznań Regional Directorate of the State Forests assigned the lowest rating to the knowledge of motivational methods and techniques, and the highest rating (4.32) to the ability to use management instruments (methods, techniques and tools), operating skills, finance management skills, work-time management skills, ability to define methods of task fulfilment, disposal of knowledge in

a specialist area, as well as ability to define tasks for job positions and ability to organize one's own work (Fig. 3).



FIG. 2. Average grades of managerial social skills of executives with the Regional Directorate of the State Forests (Source: Self-reported data)

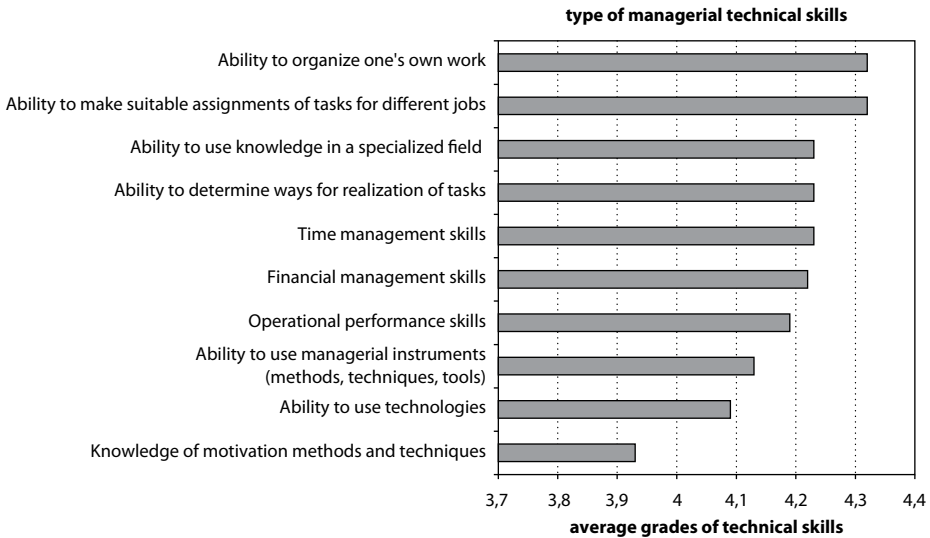


FIG. 3. Average grades of managerial technical skills of executives with the Regional Directorate of the State Forests (Source: Self-reported data)

The research enables determination of certain relationships characteristic for the enterprise under review.

Analysis of the findings shows that organizational skills have been assigned the highest mean rating. Managers with the highest mean rating for this skill, are people over 40, with over 20 years in service. 40.74% of them have academic degrees and speak more than two foreign languages. The highest rating for this skill was assigned to the position of Deputy Director.

The ability to control emotions is the lowest-rated ability in the social skills category. 0.56% of the surveyed managers responded that they lacked this ability, and 10.94% of males and 3.7% of females responded that they had it to a satisfactory degree. These are people with different number of years in service, usually high-school graduates; 5% of the respondents with poor ability to control emotions are people in the capacity of Chief Accountant (Table 2).

TABLE 2
The ability to control emotions with regard to a job title held

Job title	Assessment of the ability to control emotions				Total (number of respondents/ percentage of respondents)
	2	3	4	5	
director (number of respondents/ percentage of respondents)	0 0.00%	1 33.33%	0 0.00%	2 66.67%	3 100.00%
deputy director (number of respondents/ percentage of respondents)	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1 100.00%
chief accountant (number of respondents/ percentage of respondents)	1 5.00%	2 10.00%	11 55.00%	6 30.00%	20 100.00%
head of department (number of respondents/ percentage of respondents)	0 0.00%	0 0.00%	3 75.00%	1 25.00%	4 100.00%
forest district manager (number of respondents/ percentage of respondents)	0 0.00%	1 4.55%	11 50.00%	10 45.45%	22 100.00%
deputy forest district manager (number of respondents/ percentage of respondents)	0 0.00%	3 13.64%	10 45.45%	9 40.91%	22 100.00%
forester (number of respondents/ percentage of respondents)	1 0.35%	56 19.51%	161 56.10%	69 24.04%	287 100.00%
other (number of respondents/ percentage of respondents)	0 0.00%	9 37.50%	12 50.00%	3 12.50%	24 100.00%
Total no. of respondents	2	72	208	101	383

Source: Self-reported data.

Like in the conceptual skills group, also in the social skills group the highest mean rating was assigned to *good cooperation with others* by males over 40, with over 20 years in service. For the most part, these managers are forest district managers (Table 3).

TABLE 3
The ability to cooperate well with others with regard to a job title held

Job title	Assessment of the ability to cooperate well with others*			Total (number of respondents/ percentage of respondents)
	3	4	5	
director (number of respondents/ percentage of respondents)	0 0.00%	3 100.00%	0 0.00%	3 100.00%
deputy director (number of respondents/ percentage of respondents)	0 0.00%	1 100.00%	0 0.00%	1 100.00%
chief accountant (number of respondents/ percentage of respondents)	0 0.00%	12 63.16%	7 36.84%	19 100.00%
head of department (number of respondents/ percentage of respondents)	0 0.00%	3 75.00%	1 25.00%	4 100.00%
forest district manager (number of respondents/ percentage of respondents)	0 0.00%	5 22.73%	17 77.27%	22 100.00%
deputy forest district manager (number of respondents/ percentage of respondents)	0 0.00%	8 36.36%	14 63.64%	22 100.00%
forester (number of respondents/ percentage of respondents)	10 3.50%	133 46.50%	143 50.00%	286 100.00%
other (number of respondents/ percentage of respondents)	2 8.33%	17 70.83%	5 20.83%	24 100.00%
Total no. of respondents	12	182	187	381

* Grade 2 has not occurred.
Source: Self-reported data.

In analyzing the group of technical skills of managers, it should be emphasized that the lowest rating was assigned to the knowledge of motivational methods and techniques, as it was the only skill which scored below 4.0 (Table 4).

TABLE 4
The knowledge of motivation methods and techniques with regard to a job title held

Job title	Assessment of the knowledge of motivation methods and techniques				Total (number of respondents/ percentage of respondents)
	2	3	4	5	
director (number of respondents/ percentage of respondents)	0 0.00%	1 33.33%	1 33.33%	1 33.33%	3 100.00%
deputy director (number of respondents/ percentage of respondents)	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1 100.00%
chief accountant (number of respondents/ percentage of respondents)	0 0.00%	3 15.79%	16 84.21%	0 0.00%	19 100.00%
head of department (number of respondents/ percentage of respondents)	0 0.00%	0 0.00%	3 75.00%	1 25.00%	4 100.00%
forest district manager (number of respondents/ percentage of respondents)	0 0.00%	0 0.00%	20 90.91%	2 9.09%	22 100.00%
deputy forest district manager (number of respondents/ percentage of respondents)	0 0.00%	1 4.55%	15 68.18%	6 27.27%	22 100.00%
forester (number of respondents/ percentage of respondents)	4 1.42%	50 17.73%	197 69.86%	31 10.99%	282 100.00%
other (number of respondents/ percentage of respondents)	0 0.00%	7 29.17%	15 62.50%	2 8.33%	24 100.00%
Total no. of respondents	4	62	268	43	377

Source: Self-reported data.

Analysis of the *ability to organize one's work*, particularly by young people (under 40 and with up to 20 years in service) shows that attempts still should be made towards improvement of this skill, particularly as concerns managers with high-school education. The high mean rating assigned to the *ability to organize one's work* (Table 5) indicates willingness and ability to improve the said skill.

TABLE 5
The ability to organize one's own work with regard to a job title held

Job title	Assessment of the ability to organize one's own work*			Total (number of respondents/ percentage of respondents)
	3	4	5	
director (number of respondents/ percentage of respondents)	0 0.00%	3 100.00%	0 0.00%	3 100.00%
deputy director (number of respondents/ percentage of respondents)	0 0.00%	0 0.00%	1 100.00%	1 100.00%
chief accountant (number of respondents/ percentage of respondents)	0 0.00%	15 75.00%	5 25.00%	20 100.00%
head of department (number of respondents/ percentage of respondents)	1 25.00%	3 75.00%	0 0.00%	4 100.00%
forest district manager (number of respondents/ percentage of respondents)	2 9.09%	14 63.64%	6 27.27%	22 100.00%
deputy forest district manager (number of respondents/ percentage of respondents)	0 0.00%	12 54.55%	10 45.45%	22 100.00%
forester (number of respondents/ percentage of respondents)	12 4.18%	162 56.45%	113 39.37%	287 100.00%
other (number of respondents/ percentage of respondents)	4 16.67%	15 62.50%	5 20.83%	24 100.00%
Total no. of respondents	19	224	140	383

* Grade 2 has not occurred.

Source: Self-reported data.

Key competences are built by those resources which are valuable for the enterprise. These deserving attention include the *ability to cooperate* which was indicated 377 times. A conclusion can be drawn that management skills in the Poznań Directorate of the State Forests are the factor shaping the enterprise's key competences. Analysis of these key competences showed managers of the Poznań Directorate of the State Forests which management skills are average and should be improved, and which are best rated and should be preserved. As a result, the set of key competences identified in the enterprise under review can give a chance for total protection of the possessed resources. Having something rare in the contemporary world gives a chance for development.

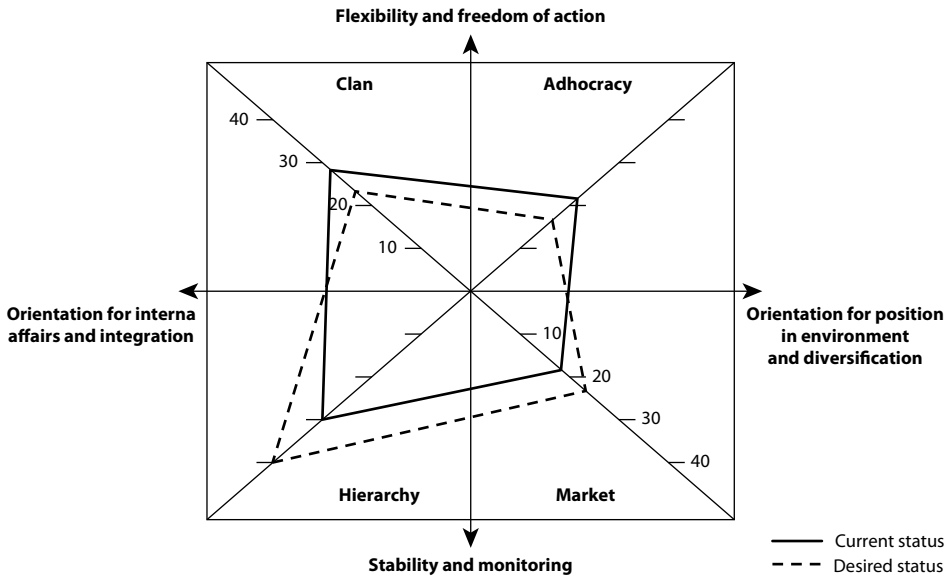


FIG. 4. Arrangement of organization’s culture profile

Organizational culture identification

In the empirical research on the cultural context of key competences, a method specific to Quinn and Cameron’s *competing values model* was used (Kim, Cameron, Quinn, 2003). The findings indicate preference for the **internal process model (hierarchical culture)** with two critical variables: internal focus and development of controlling functions. In practice, it means, among others, closing-off an organization, which enables improvement of the internal control processes; striving towards internal stability through introduction of required organizational behaviour standards; striving towards a status where most of the behaviour patterns binding in an organization are consolidated according to the adopted rules (e.g. the planning process, resource allocation method, budgeting, methods of settling accounts receivable and operating costs); information flow formalization; specialization deepening, while coordination is supported by tangible instruments (parameters, indicators), organizational regime supporting decision decentralization, use of a desubjectivised system of incentives.

Such determinants of a management system support its steerability and regulability, at the same time causing a negative effect in the form of weakened entrepreneurship and creativity. Therefore, it is necessary to perform transformations, discarding organizational behaviour’s routine, formalism, and inertia. This is clearly visible in the proposed direction of change of this management system’s parameter which, in the drawing, is represented as a strong shift on the “hierarchy” axis, reducing the scale of intensity of this organizational model’s determinants in favour of the development of features characterizing the adhocratic organization concept.

The obtained results reflect identification of the management system's dominant determinants according to the adopted criteria identifying the cultural dimension of the organization. We arrive at a fuller picture by integrating the dominant model of interpersonal relationships ("clan" culture), whose critical determinants are flexibility and internal focus. Intensity of this model's features is average, which means that:

- Managers of the organization appreciate the importance of such an orientation of the subjectivized management system, where employees start to perceive themselves as a critical success factor;
- Team-orientation is being increasingly acknowledged; it is characterized by departure from the domination of individual actions, necessary in the entrepreneurial phase, yet insufficient for further development;
- The role of people's commitment, team cohesiveness and identification with their organization is increasingly acknowledged. The independence of teams that obtain more decision-making authority increases, and they become more autonomous.

The research findings show a quite strong preference towards improvement of the management system based on cultural values, like flexibility and stronger external focus (adhocratic culture), which means, among other things:

- Requirement of extraordinary creativity and entrepreneurship of all organization members,
- Low level of formalization, high degree of freedom as concerns employee behaviour,
- Dominance of external focus leading to the weakening of internal consolidation, too much improvisation leading to chaos.

A shift in the values characterizing the process and goal rationalisation model (market culture) deserves attention. According to the respondents, further development of the following organizational values characteristic for enterprises operating in a market economy environment should be reduced:

- Strong focus on the external environment and efficient reaction to changes taking place in the external environment,
- Development of strategic management competences: diagnosing the internal and external environment of the organization, strategic planning, maintaining the equilibrium between the organization's differentiation and necessary integration, seeking ways to effectively impact the environment,
- Increase of operational flexibility, restoration of innovation and creativity, which is particularly important for the need to adapt the organization to the turbulent environment,
- Improvement of the instruments developing the planning function and the associated strategic and operational controlling functions,
- Subordination of the management system to the contingency theory rules and the "equifinality" principle creating multiple development opportunities.

These findings are probably the consequence of the business situation of the Poznań Directorate of the State Forests as a state organizational unit being a natural monopolist. However, it does not mean that they should be regarded as correct. Functioning in a market economy environment (macro influence) requires observing its rules and principles as an absolute imperative.

Relationships between management skills and organizational culture

The research findings identifying classical skills categories (technical, social and conceptual) indicate more-than-standard competences of the management staff. This means that the proposed changes aimed at management system improvement will have a strong competence support. The said conclusion is confirmed by the following correlations between the surveyed skills and cultural dimensions:

- Higher mean ratings assigned to social management skills are accompanied by a higher weight given to the following statement: *“In an organization results matter first. The main focus is on the best fulfilment of tasks. Employees are very ambitious and achievement-oriented”*. (correlation ratio 0.115);
- Higher mean ratings assigned to social and technical management skills are accompanied by lower weights given to the following statement: *“Leadership in an organization is generally identified with advising and assistance”*. (correlation ratios were, respectively, -0.123 for social management skills and -0.136 for technical management skills);
- Higher mean ratings assigned to social management skills are accompanied by a higher weight given to the following statement: *“In an organization, independent risk-taking, innovation, freedom and originality are preferred”*. (correlation ratio 0.127);
- Higher mean ratings assigned to social management skills are accompanied by a lower weight given to the following statement: *“In an organization, employment security, subordination, foreseeability, and unchangeability of relationships are preferred”*. (correlation ratio -0.107);
- Higher mean ratings assigned to conceptual management skills are accompanied by a lower weight given to the following statement: *“In an organization, employment security, subordination, foreseeability, and unchangeability of relationships are preferred”*. (correlation ratio -0.101);
- Higher mean ratings assigned to conceptual, social and technical management skills are accompanied by higher weights given to the following statement: *“An organization’s efficiency is ensured through commitment to innovation and development. The focus is on seeking new ways”*. (correlation ratios were, respectively: 0.105 for conceptual management skills, 0.115 for social management skills and 0.107 for technical management skills);
- Higher mean ratings assigned to conceptual, social and technical management skills are accompanied by lower weights given to the following statement: *“Cohesion of an organization is ensured through official rules and regulations. Efficient functioning is most important”*. (correlation ratios were, respectively -0.113 for conceptual management skills, -0.124 for social management skills and -0.106 for technical management skills);
- Higher mean ratings assigned to conceptual management skills are accompanied by a lower weight given to the following statement: *“Cohesion of an organization is ensured through official rules and regulations. Efficient functioning is most important”*. (correlation ratio -0.101);
- Higher mean ratings assigned to conceptual management skills are accompanied by a higher weight given to the following statement: *“In an organization, the focus*

is on personal development. High confidence, openness and co-participation are observed” (correlation ratio 0.106);

- Higher mean ratings assigned to conceptual, social and technical management skills are accompanied by higher weights given to the following statement: “*In an organization the focus is on acquisition of new resources and taking challenges. Novel solutions and opportunities are value.*”. (correlation ratios were, respectively: 0.145 for conceptual management skills, 0.162 for social management skills and 0.109 for technical management skills);
- Higher mean ratings assigned to conceptual, social and technical management skills are accompanied by lower weights given to the following statement: “*In an organization, the focus is on sustainability and unchangeability. Efficiency, controlling and uninterrupted performance are important*” (correlation ratios were, respectively: -0.131 for conceptual management skills, -0.126 for social management skills and -0.121 for technical management skills).

■ Conclusion

The research study enabled identification of a number of relationships between the variables which set the subject scope of research: key competences, skills and organizational culture. The findings indicate the justifiability of analyzing the determinants shaping key competences deciding about an enterprise’s ability to operate and develop.

■ Streszczenie (Summary)

Umiejętności kierownicze jako determinanta kluczowych kompetencji w państwowym gospodarstwie leśnym (Studium Przypadku Regionalnej Dyrekcji Lasów Państwowych w Poznaniu)

Artykuł przedstawia wyniki badań nad wpływem umiejętności kierowniczych na kształtowanie kluczowych kompetencji przedsiębiorstwa. Jego celem jest wykazanie związków, jakie zachodzą między umiejętnościami kierowniczymi i procesem kształtowania kluczowych kompetencji. Badania wskazują również na znaczenie kultury organizacyjnej, traktowanej jako kontekstualna zmienna budowania kluczowych kompetencji. Badania empiryczne przeprowadzono w Regionalnej Dyrekcji Lasów Państwowych w Poznaniu.

Received on October, 8, 2007.

■ References

- BARNARD C. I., 1997: Funkcje kierownicze, Nowoczesność, Akademia Ekonomiczna w Krakowie, Czytelnik, Kraków, p. 246. (Managerial functions, Modernity, Cracow Academy of Economics).
- CAMPBELL D., STONEHOUSE G., HOUSTON B., 2002: Business Strategy, Butterworth Heinemann, p. 35, 38, 39.

-
- CAMERON KIM S., QUINN KIM S., 2003: *Kultura organizacyjna-Diagnoza i zamiana*, Oficyna Wydawnicza, Kraków, p. 40. (Organizational culture – diagnosis and change,).
- HAMEL G., PRAHALAD C. K., 1999: *Przewaga konkurencyjna jutra*, Business Press, Warszawa, p. 171. (Competitive advantage of tomorrow).
- HOFSTEDE G., 2000: *Kultury i organizacje*, PWE, Warszawa, p. 38. (Cultures and organizations).
- PROBST G., RAUB S., ROMHARDT K., 2002: *Zarządzanie wiedzą w organizacji*, Oficyna Ekonomiczna, Kraków, p. 35, 64. (Knowledge management in an organization).
- SCHEIN E.H. 1986: *Organizational Culture and Leadership*, Jossey-Bass, San Francisco-London, p. 12.
- STRATEGOR, 2001: *Zarządzanie firmą*, PWE, Warszawa, p. 588. (Company management) Umiejętności kierownicze, <http://www.tf.pl/view.php?op=print&art=6870>, 4 luty 2006, p. 1. (Management skills).